



MIER College of Education (Autonomous)

Accredited by the NAAC with 'A+' Grade

CRITERION I – CURRICULAR ASPECTS

1.3 CURRICULUM ENRICHMENT

1.3.2 Institution familiarizes students with the diversities in school system in Indian as well as in an international and comparative perspective.

- **Development of school system**
- **Functioning of various Boards of School Education**
- **Functional differences among them**
- **Assessment systems**
- **Norms and standards**
- **State-wise variations**
- **An international and comparative perspective**

**3. Any other relevant information
(Syllabus and Teaching Plans)**

Syllabus



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UNIT-5

2.1 Philosophies of Education: Salient features of Idealism, Naturalism, Pragmatism and Existentialism and their influence on education with reference to aims of education.

B.Ed.

SEMESTER-I

(For the examination to be held in December, 2020, 2021 and 2022)

PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION

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

A. OBJECTIVES

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

- explain the nature of education and its aims and functions
- explain the significance of studying philosophy
- difference between educational philosophy and philosophy of education
- analyse different views of schools of thought on education and draw generalisations
- develop understanding of the contribution of great Indian and Western thinkers in the field of education
- analyse social stratification in Indian society
- explain the barriers in national and emotional integration in India
- develop clear understanding of the factors affecting social change
- explain the role of education in the preservation and promotion of culture

B. COURSE CONTENT

UNIT-1

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



UNIT-2

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

UNIT-3

- 3.1 Concept of Sociology and Sociology of Education; Concerns of Indian society: Social justice, secularism, cleanliness, environmental issues
- 3.2 Structure of Indian Society: Class, caste, religion, ethnicity and language
- 3.3 Democracy, Socialism and Secularism: Concept and role of education

UNIT-4

- 4.1 National and Emotional Integration: Concept and need for nurturing diversity and fostering inclusion, barriers in national and emotional integration 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 up-liftment 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 seminar:

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

E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination : **60 Marks**
2. Internal Assessment: : **40 Marks**
 - (a) Mid-term Examination(s) : **20 Marks**
 - (b) Sessional Work
 - i) One Report (To be uploaded in Google Classroom) : **05 Marks**
 - ii) Student Reflections : **05 Marks**
 - (c) ICT Based Quiz : **10 Marks**

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

- 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. Montanaque (Eds.), *Schooling and the acquisition of knowledge*. Hillsdale, NJ: Erlbaum.
- Bruner, J.S. (1996). *The culture of education*. Cambridge, M.A.: Harward University Press.
- Bruubacher, John S.(1969). *Modern philosophies of education*. New Delhi: Tata McGraw Hill.
- Butchvarov, P.(1970). *The concept of knowledge*. Illinois: North Western University Press.
- Chaudhary, S.K.(Ed.) (2014). *Sociology of environment*. New Delhi: Sage.
- Dearden, R.F. (1984). *Theory and practice in education*. New York: Routledge and Kegan Paul.
- Debra, Heyes, Martin, Hills, Pam, Chistie and Bobo, Lingard (2007). *Teachers and schooling Making a difference*. Australia: Allen and Unwin.
- Delors, Jacques et al. (1996). *Learning: The Treasure within Report of the International Commission on education for 21st century*. UNESCO.
- Dewey, J. C. (1916/1917). *Democracy and education: An introduction to the philosophy of education*. New York: Macmillan.
- Dewey, J.C. (1996). *Democracy in education*. New York: Macmillan.
- Freire, P. and Shor, I. (1987). *A pedagogy of liberation*. New York: Macmillan.
- Freire, Paulo (1970). *Pedagogy of the oppressed*. New York: Continuum.
- Gandhi, M.K. (1956). *Basic Education*. Ahmedabad : Nabjiban.
- Gupta, Bina (2012). *An introduction to Indian philosophy : Perspectives on reality, knowledge and freedom*. New York : Routledge.
- Indira, R. (Ed.). (2012). *Themes in sociology of education*. New Delhi: Sage.
- International Encyclopedia of Education (1994), 2nd edition. Vol.10. New York: Perganon Press.
- Kant, S.V. (2012). *World's greatest thinkers, philosophers, educationists*. New Delhi: Kanishka Publishers.



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B.Ed.

SEMESTER-I

(For the examination to be held in December, 2020, 2021 and 2022)

CONTEMPORARY INDIA AND EDUCATION

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

A. OBJECTIVES

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

- explain the Fundamental Rights and Duties enshrined in the India
- differentiate between Fundamental Rights and Directive Principles of the State Policy
- analyse the role of educational system in the context of modern ethos
- develop an understanding of the concept of diversity
- describe the policies, acts and provisions related to education
- develop an understanding of the trends, issues, and challenges faced by the contemporary Indian education in global context
- explain the role of teacher and community in universalisation of school education

B. COURSE CONTENT

UNIT - 1

The Indian Constitution

- 1.1. Indian Constitution: Fundamental Rights and Duties enshrined 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 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. Policies, acts and provisions related to Education with special reference to caste, class, tribes, religion and gender
- 2.3. Emerging trends in the interface between political process and education; economic developments and education; Concept of Common School System and National System of Education

UNIT - 3

Universalisation of School Education

- 3.1. Universalization of School Education, Right to Education and Universal Access, role of teacher and community in the context of Universalization 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)

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. Chief recommendations of National Curriculum Framework of School Education (2005)
4. Millennium Development Goals, 2015
5. Need for Community-Based Education in our country
6. Any other approved theme of relevance

OR

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

E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination : **60 Marks**
2. Internal Assessment: : **40 Marks**
 - (a) Mid-term Examination(s) : 20 Marks
 - (b) Sessional Work
 - i) One Report (To be uploaded in Google Classroom) : 05 Marks
 - ii) Student Reflections : 05 Marks
 - (c) ICT Based Quiz : 10 Marks

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. (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.
- Bhat, B. D. (1996). *Educational documents in India*. New Delhi: Arya Book Depot.
- Bhatia, K. & Bhatia, B. (1997). *The philosophical and sociological foundations of education*. New Delhi: Doaba House.
- Bhattacharya, Harihar, Sarkar, Partha and Kar Angshuman (Eds.) (2000). *The politics of social exclusion in India: Democracy at the crossroads*. London: Routledge.
- Bhushan, Sudhanshu (2009). *Restructuring higher education in India*. Jaipur: Rawat Publications.
- Biswas, A. & Aggarwal, J.C. (1992). *Education in India*. New Delhi: Arya Book Depot.
- Biswas, A. (1992). *Education in India*. New Delhi: Arya Book Depot.
- Chakravarty, S. (1987). *Development planning: The Indian Experience*. New Delhi: Oxford University press.
- Chandra, B. (1997). *Nationalism and colonialism*. Hyderabad: Orient Longman.
- Chattopadhyay, Aparjita (Eds.)(2013). *Poverty and social exclusion in India: Issues and challenges*. Jaipur: Rawat Publications.
- Choudhary. K.C. & Sachdeva, L. (1995). *Total literacy by 2000*. New Delhi: IAAE Association.



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B.Ed.

SEMESTER-II

(For the examination to be held in May, 2021, 2022 and 2023)

ASSESSMENT FOR LEARNING

Course Code : BDE-202	Total Marks : 100
Credits : 04	External Marks : 60
Course Type : Compulsory	Internal Marks : 40

A. OBJECTIVES

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

- explain the assessment, evaluation and measurement
- differentiate between different types of assessment
- explain assessment of learning outcomes for different domains.
- use different tools of assessment
- understand different types of qualitative tools of evaluation
- understand different techniques of assessment

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

UNIT-3

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

E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination : **60 Marks**
2. Internal Assessment: : **40 Marks**
 - (a) Mid-term Examination(s) : **20 Marks**
 - (b) Sessional Work
 - i) One Report (To be uploaded in Google Classroom) : **05 Marks**
 - ii) Student Reflections : **05 Marks**
 - (c) ICT Based Quiz : **10 Marks**

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, R.N. and Asthana, Vipin (1983). *Educational measurement and evaluation*. Agra :VinodPustakMandir.
- Aggarwal, Y.P. (1989). *Statistical methods : Concepts, application and computation*. New Delhi : Sterling.
- Andrade, H.L. (2013). Classroom assessment in the context of learning theory and research. In J.H. McMillan (Ed.), *Sage handbook of research on classroom assessment*. California : Sage.
- Asthana, Bipin (2011). *Measurement and evaluation in psychology and education*. Agra :Aggarwal Publications.
- Burke, K. (2005). *How to assess authentic learning*. California : Corwin.
- Cohen, Louis, Manion, Lawrence and Morrison, Keith (2004). *A guide to teaching practice*. London :RoutledgeFalmer.
- 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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SEMESTER-II

(For the examination to be held in May, 2021, 2022 and 2023)

CRITICAL UNDERSTANDING OF ICT IN EDUCATION (THEORY)

Course Code	: BDE-204	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Compulsory	Internal Marks	: 20

A OBJECTIVES

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

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

B COURSE CONTENT

UNIT-1

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

UNIT-2

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

UNIT-3



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

C. PRACTICUM-Cum-SESSIONAL WORK

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

D. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	: 30 Marks
2. Internal Assessment:	: 20 Marks
(a) Mid-term Examination(s)	: 10 Marks
(b) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 03 Marks
ii) Student Reflections	: 02 Marks
(c) ICT Based Quiz	: 05 Marks

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 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.**

G. SUGGESTED READINGS

- Abbott, C. (2001). *ICT. Changing educational*. London : Psychology Press.
- Agarwal, J.P. (2013). *Modern educational technology*. New Delhi : Black Prints.
- Barton, R. (2004). *Teaching secondary science with ICT*. New Delhi : McGraw Hill.
- Harley, Hahn (1996). *The Complete internet reference*. New Delhi : Tata – McGraw Hill.
- Hayes, J.P. (1998). *Computer architecture and organization*. New Delhi : Tata McGraw Hill.
- Jain, V.K. (1997). *Computer for beginners*. New Delhi : PustakMahal.
- Khan, N. (2004). *Educational Technology*. New Delhi : Rajat Publications.
- Kumar, K.L. (2000). *Educational technology*. New Delhi : New Age International.
- Leon, Alexis and Mathews (1998). *Email in a nutshell*. Chennai : Leon Tech World.
- Mambi, Adam J. (2010). *ICT Law Book : A source book for information and communication technologies*. Tanzania : Mkukina Nyota Publishers.
- Mangal, S.K. and Mangal, Uma (2009). *Essentials of educational technology*. New Delhi : Prentice Hall of India.
- Mansfield, Ron (1994). *The compact guide to Microsoft Office*. New Delhi : BPB Publications
- Mehra, Vandana (2004). *Educational Technology*. New Delhi : SS Publishers.
- MHRD (2012). *National Policy on Information and communication technology (ICT) in school education*. New Delhi : MHRD, Government of INDIA.
- Milan, Milenkovic (1987). *Operating system – concept and design*. New Delhi : Tata – McGraw Hill.
- Moore, K.D. (2009). *Effective instructional strategies*. Los Angeles: Sage.
- Mrunalini, T. and Ramakrishna A. (2014). *ICT in education*. Hyderabad: Neelkamal Publication.
- NCERT (2013). *Curricula for ICT in education : Version 1.01*, New Delhi : CIET, NCERT.
- Norton, P. (2000). *Introduction of computers*. New Delhi : Tata McGraw Hill.
- Rajaraman, V. (1992). *Fundamentals of computers*. New Delhi : Prentice Hall.
- Roblyer, M.D. (2005). *Integrating educational technology and management, Vol. I*. New Delhi : Kanishka Publishers and Distributors.
- Ron, Mansfield (1994). *The compact guide to Microsoft Office*. New Delhi : BPB Publications.
- Sharma, R.A. (2006). *Technological Foundations of Education*. Meerut : R. Lall Book Depot.
- Singh, Vishnu Priya and Singh, Meenakshi (1998). *Multimedia illustrated*. New Delhi : Prentice Hall of India.
- Subramanian, N. (1986). *Introduction to computer fundamentals*. New Delhi : Tata McGraw Hill.



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SEMESTER-II

(For the examinations to be held in May, 2021, 2022 and 2023)

Innovative Use of Technology in Research

Course Code	: MED- 204	Total Marks	: 100
Credits	: 04	External Marks	: 00
Course Type	: COMPULSORY	Internal Marks	: 100

A. OBJECTIVES

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

- understand the use of technology in teaching and research
- teach using online technology tools
- develop a MOOC through MOODLE/Canvas Instructure
- develop online tools for data collection
- enter data into excel datasheet and google sheet
- carry out basic statistical operations in excel
- carry out statistical analysis using SPSS
- Cite and write references using Mendeley software

B. COURSE CONTENT

Unit-I

Online Teaching

1. Google Classroom as a Teaching and Learning Tool

Complete Working of Google classroom from Teachers and Students Aspect

- Creating a Class
- Classroom Conduct
- Test Administrator
- Assignments

- Attendance
- Evaluation/ Grading
- Google Meet
- Google Drive

Taking online Classes using other platforms; Zoom, Jio Meet, and Cisco Webex.

- Sharing Screen
- Participant Management
- Recording of Lesson/Video
- Cloud Storage & Local Storage
- Development of a One Week MOOC on the Moodle/Canvas Instructure platform.

Unit-II

Review of Related Literature and Referencing

1. Review of Literature: Internet Based Resources, Google Scholar, INFLIBNET, Shodhganga, Directory of Open Access Journals etc.
2. Referencing: Different categories, writing references based on source.

Using Mendeley Application: Creation of Free Account, Installing Desktop App, Web Importer, MS Word plugin, creating files and folders in Mendeley Library, inserting references in research documents and creating Bibliography.

Unit-III

Online Data Collection and Data Entry

1. Online Data Collection Tools.
 - a. Google Forms
 - b. Online Survey (Survey Monkey).
2. Data Entry into Excel and Google Sheet.

Basic Statistical operation & Data preparation.

Unit-IV

Analysis through SPSS

1. SPSS: Data Import, Data Setup,
Statistical Operations: Measures of Central Tendency, SD, Correlation, t-test, F-Test (ANOVA), Reliability etc.
2. Creating SPSS output file, importing results and interpretation of results.

C. TRANSACTIONAL STRATEGIES

Demonstration and hands-on-activities through blended / mobile / face to face mode.

D. Sessional Work (All compulsory)

Creating record of the below mentioned activities in the form of a Digital/Print File along with reflection/blog/portfolio on each activity;

- a) Google Classroom Setup
- b) Online Teaching on other platforms
- c) Data Entry in Excel/ Google Sheets and Basic Statistical Computation
- d) SPSS Setup and Usage
- e) References and Mendeley Usage
- f) Development of one MOOC

E. EVALUATION

The distribution of marks for the course is as under:

(a) Sessional Work	:	100 Marks
1) Google Classroom Setup and Online Teaching	:	25 Marks
2) Data Entry in Excel/Google Sheets and Basic Statistics Calculations:	:	10 Marks
4) SPSS setup and Usage	:	15 Marks
5) References and Mendeley Usage	:	15 Marks
6) Development of MOOCs	:	20 Marks
(b) ICT Based Quiz	:	15 Marks



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M.Ed.

SEMESTER-III

(For the examinations to be held in December, 2021, 2022 and 2023)

(GROUP-B: SECONDARY AND HIGHER SECONDARY EDUCATION)

SECONDARY AND HIGHER SECONDARY EDUCATION: CURRICULUM, PEDAGOGY AND ASSESSMENT

Course Code : MED-306

Credits : 04

Course Type : COMPULSORY

Total Marks : 100

External Marks : 60

Internal Marks : 40

A. OBJECTIVES

After completing the course the students will be able to:

- develop acquaintance with different policies on secondary education in India
- analyse the issues of secondary and higher secondary education in different aspects
- develop understanding of different methods of teaching used at secondary and higher secondary level of education
- develop familiarity with examination reforms at the secondary education level
- develop critical understanding of various schemes for secondary and higher secondary education

B. COURSE CONTENT

UNIT-1

Curriculum in Secondary and Higher Secondary Education

- 1.1. Curriculum: Meaning, principles of curriculum development at secondary and higher secondary education level
- 1.2. Provisions of secondary and higher secondary education in NCF 2000 and 2005, Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for universalization of secondary education

- 1.3. National Curriculum Framework of Secondary education, Common Core Curriculum incorporating work-centred pedagogy, relevance, integration, flexibility, conceptuality and plurality of determinants of curriculum at secondary level

UNIT-2

Pedagogical Practices at Secondary and Higher Secondary level

- 2.1. Validity and significance of course content, consistency with social reality, situational analysis of the education curriculum at secondary and higher secondary level
- 2.2. Pedagogy relevant at the secondary education level, methods of teaching – discussion, assignment, project, laboratory-work, demonstration, seminar and field work, approaches of teaching – Multi-disciplinary and interdisciplinary
- 2.3. Collaborative and Cooperative Learning: Meaning, and their roles in curriculum transaction, smart schools and Electronic Comprehensive Teaching Learning Tool (ECTLT)

UNIT-3

Evaluation at Secondary and Higher Secondary Education Level

- 3.1. Evaluation: Meaning and objectives, formative and summative evaluation, comprehensive and continuous evaluation (CCE) at secondary education level; CCE and school-based evaluation at secondary education level, formative and summative evaluation
- 3.2. Norm-referenced and Criterion - Referenced Evaluation: Concept, and purpose
- 3.3. Examination reforms at secondary education level, grading, marking system and portfolio assessment of learning outcomes

UNIT-4

Recommendations of Commission, Policies and Programmes

- 4.1. Secondary education during the British Period, main recommendations of Mudaliar and Kothari Commissions, National Policy on Education (1986, 1992 and 2020)
- 4.2. National Knowledge Commission: Major recommendations for secondary and higher secondary education
- 4.3. Schemes for secondary and higher secondary education: Rashtriya Madhyamik Shiksha Abhiyan (2009), ICT School Scheme, Kishori Shakti Yojna, Nutrition Programme for Adolescent girls and Dhanlakshmi Scheme

C. TRANSACTIONAL STRATEGIES

- Lecture-cum-discussion, Panel discussions, Group work, Library work, Collaborative presentation
- Focused group discussion
- Seminar presentation by students on selected themes
- School Visits and sharing of experiences
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Analysis and interpretation of All India Education Survey Report on Secondary Education in India
- Visit to a secondary/higher secondary school and assess the quality of the school based on the recommended norms
- Survey on enrolment, dropout and retention rate of a secondary/higher secondary school
- Any other approved activity of relevance.

E. EVALUATION

The distribution of marks for the course is as under:

25. External (End-semester) Examination	: 60 Marks
26. 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

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, Deepak (2007). *Curriculum development: Concept methods and techniques*. New Delhi: Book Enclave.
- Bhalla, Navneet (2007). *Curriculum development*. New Delhi: Authorpress.
- Dewey, John (1966). *The child and the curriculum*. Chicago: The University of Chicago Press.
- Erickson, H.L. (2002). *Concept based curriculum and instruction: Teaching beyond the facts*. California: Corsion Press.
- Joseph, P.B. et. al. (2000). *Cultures of curriculum (studies in curriculum theory)*. New York: Teacher College Press.
- Kelly, A.V. (2004). *The Curriculum theory and practice*. New Delhi: Sage Publications.
- Mrunallini, Talla (2012). *Curriculum development: Perspectives, principles and issues*. Pearson Education India.
- NCERT (1984). *Curriculum and evaluation*. New Delhi: Publication Division, NCERT.
- NCERT (2000). *National curriculum framework for school education*. New Delhi: Publication Division, NCERT.
- NCERT (2005). *National curriculum framework*. New Delhi : NCERT.
- NCERT (2006). *Systematic reforms for curriculum change*. New Delhi: Publication Division, NCERT.
- NCTE (2009, 2015). *National curriculum framework for teacher education*. New Delhi: NCTE.
- Reddy, B. (2007). *Principles of Curriculum: Planning and development*. New Delhi: Arise Publishers.
- Taba, Hilda (1962). *Curriculum development : Theory and practice*. New York : Harcourt Brace.
- UNESCO (1981). *Curriculum and lifelong education*. Paris: UNESCO.
- Wiles, J.W. and Joseph, Bondi (2006). *Curriculum development: A guide to practice*. New Delhi: Pearson Education, India.

Teaching Plan



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School of Education

TEACHING PLAN

B.Ed. Semester-I, (Session 2023-25)

QF No.: 033A

Date: 2/11/2023

Course Name: Contemporary India and Education
Course code: BDE 104
Course Type: Compulsory
Credits: 4, **Contact hours:** 60
(72 lectures of 50 minutes duration)
Duration of Examination: 3 Hrs.

Maximum Marks: 100
Max. Ext.Marks:60
Min. Ext. Pass Marks: 24
Max. Int. Marks: 40
Min. Int. Pass Marks: 16

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:** analyze the characteristics of the Universalization of Education and vocationalization of secondary education.
- **CLO4:** discuss 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.

Unit	Topic/content	No. of Lectures	Teaching Strategies	Evaluation Techniques	Name of the Reference Books	Name of the Author
Unit I	1.1. Our fundamental rights and our duties enshrined in the Indian Constitution, Difference between Fundamental Rights and Directive Principles of State Policy	8	Lecture-cum-Discussion method	Quiz	Development of Education System in India	J.C Aggarwal
	1.2 Directive Principles of State Policy in the Indian Constitution : Aims and Amendments	6	Lecture cum discussion method	Long answer type questions	Education in Emerging Indian Society Education in Emerging Indian Society	Dr. J.S. Walia G.Q. Sheikh
	1.3 Major Constitutional Provisions regarding Education in India	6	Cooperative Learning	Observation and evaluation based on the set parameters	Development of Education system in India	J. C. Aggarwal
Unit II	2.1 Diversity in India : Concept and nature, Types of Diversity: Gender, Linguistic, Cultural, Socio-economic, Geographical, Disability	4	Flipped Classroom	Quiz	History and problems of education	Y.K Sharma
	2.2 Policies, acts and provisions related to Education with special reference to caste, class, tribes, religion and gender	6	Lecture cum discussion	Short answer type questions	History and Problems of Education	Y.K. Sharma
	2.3 Emerging trends in the interface between political process and education; economic developments and education; Concept of Common School System and National System of Education	6	Lecture cum Discussion	Short answer type question	Globalization and challenge for education	M.Mukhopadhyay

Unit III	3.1 Universalization of School Education Right to Education and Universal Access, Role of teacher and community in the context of Universalization of School Education	8	Blended Learning through Moodle	Online Quiz	Education in Emerging Indian Society Indian education in emerging society Teacher education	Dr. J.S. Walia C.P singh N.R saxena
	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	8	Blended Learning through Moodle	Online Assignment	Development of Education System In India	Dr. J. S Walia
	3.3 Open and Distance Learning: Concept, features and needs/ importance, growth of open universities; Modes of imparting distance education (Open Universities and Massive Open Online Courses)	7	Blended Learning through Moodle	Long and Short Answer Questions	Teacher and education in the emerging Indian society	Bhatia and Nanda
Unit IV	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)	3	Lecture cum discussion method	Short answer type questions	Equal opportunity in the context of social and human development National Policy on Education 1986 & 1992 Inclusive education for special children	Pushpraj singh and LagardoBiplab Ministry of Human Resource Development, Govt. Of India, New Delhi Balsra, M.
	4.2 National Curriculum Framework (2005): Need and importance	5	Cooperative learning	Long answer type questions	National Curriculum Framework (2005)	NCERT Govt. Of India, New Delhi

	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	5	Lecture cum discussion method followed by PowerPoint presentation	Long answer questions	Education of exceptional children: challenges and strategies Development of Education System in India	Prakask P Dr. J. S. Walia
	Total lectures	72				

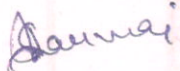
PRACTICUM-Cum-SESSIONAL WORK

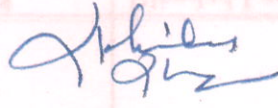
The student-teachers may select any one of the following themes for seminar:


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

OR

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


Teacher Incharge


HOD


Principal



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U. G. Department

TEACHING PLAN

QF No.: 033A

Date: 29-4-2023

B.Ed. Semester-II, (Session 2022-24)

Course Name : Assessment for Learning

Course Code : BDE 202

Course Type : Compulsory

Credits : 04

Contact Hours: 60 (72 lectures of 50 minutes duration)

Duration of Examination: 3 Hours

Maximum Marks: 100

Max. Ext. Marks: 60

Max. Int. Marks: 40

Min. Pass Marks: 24

Min. Int.Pass Marks: 16

OBJECTIVES OF THE COURSE

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

- explain the assessment, evaluation and measurement
- differentiate between different types of assessment
- explain assessment of learning outcomes for different domains.
- use different tools of assessment
- understand different types of qualitative tools of evaluation
- understand different techniques of assessment

Unit	Topic	Content	No. of Lectures	Teaching Strategies	Evaluation Technique	Name of the Reference Books	Name of the Author
Unit-I	Assessment, Evaluation and Measurement	1.1 a. Assessment, evaluation, measurement b. Meaning, difference between 'Assessment of learning' and 'Assessment for learning' and c. Difference between assessment, evaluation and measurement	8	Lecture cum discussion method	Long /short answer type test	Measurement and Evaluation Measurement and Evaluation Assessment for Learning	A.K Sharma and D.R Sharma Lokesh Verma and N.R Sharma Dr. Vijay Kumar Sharma
		1.2 Purpose of Evaluation: a. Placement, b.diagnosis of learning c.difficulties, d. providing feedback in marks / grade	6	Lecture cum discussion method	Long /short answer type test	Teaching of Mathematics Assessment for Learning	S. Sukhdeep Sraw Dr. Vijay Kumar Sharma
		1.3 a. Types of assessment: a. Formative and summative; b. Concept of continuous and comprehensive assessment and grading.	4	Team teaching Lecture cum discussion method	Long /short answer type test	Teaching of Mathematics Teaching of Mathematics	Jatinder Sethi S. Sukhdeep Sraw
Unit-II	Approaches to Assessment	2.1 a. Meaning, Advantages and disadvantages of Quantitative approach for assessment b. Meaning, Advantages and disadvantages of Qualitative approach for assessment	4	Group discussion	Long /short answer type test	Research Methodology	Dr. M.L. Wangoo

		2.2 Scales of measurement (Nominal, ordinal, interval and ratio)	4	Lecture cum discussion method	Long Answer Test	Measurement and Evaluation	A.K Sharma and D.R Sharma
		2.3 a. Assessment of learning outcomes for cognitive, affective and psychomotor domains, b. Role of teacher as a facilitator in assessment for learning	8	Cooperative Learning	Evaluation on the basis of their presentation	Teaching of Mathematics Teaching of Mathematics Teaching of Mathematics	Jatinder Sethi Dr. M.L. Wangoo S. Sukhdeep Sraw
Unit -III	Types of Tests	3.1 Characteristics of a Good Test: a. Reliability, b. Validity, c. Objectivity and d. Usability their concept and importance	6	Lecture cum discussion method	Long /short answer type test	Measurement and Evaluation Measurement and Evaluation	A.K Sharma and D.R Sharma LokeshVerma and N.R Sharma
		3.2 a. Concept of Standardized, teacher-made and diagnostic tests: b. Difference among them, their uses and limitations,	8	Group discussion	Long /short answer type test	Measurement and Evaluation Measurement and Evaluation	A.K Sharma and D.R Sharma LokeshVerma and N.R Sharma

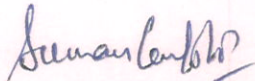
		3.3 a. Norm – referenced and Criterion – referenced Tests: Concept, importance and difference between the two; b. Steps in the development of a norm-referenced test	6	Lecture cum discussion method	Long Answer Test/ Short Answer Test	Measurement and Evaluation Measurement and Evaluation	A.K Sharma and D.R Sharma LokeshVerma and N.R Sharma
Unit-IV		4.1a. Quantitative Tools of Assessment: Written, oral and practical tests and b. Qualitative Tools of Evaluation: Observation, introspection, projection and sociometry	8	Cooperative learning Flipped classroom	Evaluation on the basis of their presentations Online Quiz	Measurement and Evaluation Measurement and Evaluation	A.K Sharma and D.R Sharma LokeshVerma and N.R Sharma
		4.2 Techniques of Assessment: a. Project work, b. Assignments, c. Portfolio, d. Rubrics, e. Performance-based Activities & f. Seminars	5	Panel discussion	Long Answer Test/ Short Answer Test	Research Methodology	C.R Kothari https://files.eric.ed.gov/fulltext/ED504219.pdf https://www.hsc.wvu.edu/faculty-development/assessment-materials/rubrics-and-portfolios/ https://www.edutopia.org/practice/perfor mance-based-

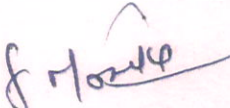
							assessment-making-math-relevant
		4.3 New Trends in Evaluation: Concept, need, importance, advantages and limitations- a. Online examination, b. Computer-based examination, c. Open book examination; d. Credit system	5	Seminar presentation on the topic	Evaluation on the basis of their presentations		http://assessmentvasu.blogspot.com/2019/02/innovative-trends-in-assessment-of.html https://www.edusys.co/blog/choice-based-credit-system-cbc
Total Teaching Days =72							

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


Teacher In charge


HOD


Principal



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UG DEPARTMENT

TEACHING PLAN

B.Ed. SEMESTER- II (Session 2022-2024)

QF: 033A

Date 07/7/2023

Course Name: Critical Understanding of ICT in Education (Theory)

Course Code: 204

Course Type: Compulsory

Credits: 02 **Contact Hours:** 30

(33 lectures of 50 minutes duration)

Duration of Examination: 1Hr 30 minutes

Maximum Marks: 50

Max. Ext. Marks: 30

Min. Ext. Pass Marks: 12

Max. Int. Marks: 20

Min. Int. Pass Marks: 8

The objectives of the course are to:

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

Unit	Topic/Content	No. of Lectures	Teaching Strategies	Evaluation Strategies	Name of the Reference Books/other resources	Name of the Author
I	1.1 Information and Communication a) Meaning of ICT b) Need of ICT c) Importance of ICT in different fields d) ICT Mediation in teaching and learning	5	Lecture cum discussion method	Long answer type questions	Modern Educational Technology Educational Technology https://egyankosh.ac.in/bitstream/123456789/46315/1/Unit-9.pdf	Agarwal J.P Khan
	1.2 National Policy for school education a) New policy for School Education b) Vision of policy c) Mission of policy	4	Lecture cum discussion method	Long answer type questions	National policy on ICT in Education	MHRD
II	2.1 Internet a) Meaning of internet b) Characteristics of internet c) Uses of internet d) Education based application of internet	4	Team Teaching	Long answer type questions and Quiz	Fundamentals of Computer	Rajaraman
	2.2 Introduction to browser: a) Concept of browser b) World Wide Web c) Social websites	5	Flipped classroom	Quiz	Technological foundation of education	Sharma, R.A
III	3.1 Online Software/packages a) Meaning of Software including Ms Office b) Google docs, Sheets/ Slides	4	Lecture cum Demonstration	Quiz and short answer type question	Introduction to computer Fundamentals of computer	Aggarwal Rajaraman

Unit	Topic/Content	No. of Lectures	Teaching Strategies	Evaluation Strategies	Name of the Reference Books/other resources	Name of the Author
I	1.1 Information and Communication a) Meaning of ICT b) Need of ICT c) Importance of ICT in different fields d) ICT Mediation in teaching and learning	5	Lecture cum discussion method	Long answer type questions	Modern Educational Technology Educational Technology https://egyankosh.ac.in/bitstream/123456789/46315/1/Unit-9.pdf	Agarwal J.P Khan
	1.2 National Policy for school education a) New policy for School Education b) Vision of policy c) Mission of policy	4	Lecture cum discussion method	Long answer type questions	National policy on ICT in Education	MHRD
II	2.1 Internet a) Meaning of internet b) Characteristics of internet c) Uses of internet d) Education based application of internet	4	Team Teaching	Long answer type questions and Quiz	Fundamentals of Computer	Rajaraman
	2.2 Introduction to browser: a) Concept of browser b) World Wide Web c) Social websites	5	Flipped classroom	Quiz	Technological foundation of education	Sharma, R.A
III	3.1 Online Software/packages a) Meaning of Software including Ms Office b) Google docs, Sheets/ Slides	4	Lecture cum Demonstration	Quiz and short answer type question	Introduction to computer Fundamentals of computer	Aggarwal Rajaraman

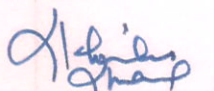
	3.2 Web based learning a) Meaning of web based learning b) Exploring Massive Open online courses, tools for using teaching learning resources	4	Lecture cum Demonstration	Long answer type questions	Massive open online courses http://brightpalliport.blogspot.com/2015/11/web-based-learning.html Multimedia	https://books.google.co.in Singh, Vishu
	Total Number of Lectures	26				

Sessional Work:

- Preparation of a document in MS Word / MS Excel /MS Power Point



TEACHER IN CHARGE/S



HOD



PRINCIPAL



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School of Education

TEACHING PLAN

QF No.: 033C

Date: 04-12-2023

Master in Education (M.Ed.), Semester-III, (Session 2022-24)

Course Name: **EDUCATIONAL TESTING AND EVALUATION**

Course Code: **MED-307**, Course Type: **Compulsory**

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

(72 lectures of 50 minutes duration)

Duration of Examination: **3Hrs**

Maximum Marks : **100**

Max. External Marks : **60**

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

Max. Internal Marks : **40**

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

COURSE LEARNING OUTCOMES

After the completion of this course, the learners will be able to:

- explain the concept of educational measurement and evaluation
- explain the scales of measurement
- differentiate between norm-referenced and criterion-referenced tests
- elaborate the concepts of reliability and validity
- develop a standardized test
- explain the application of psychological tests in the educational setting

Unit	Topic	Content	No. of Lectures	Teaching Strategies	Evaluation Techniques	Name of the Reference Books	Name of the Authors
I	1.1 Measurement:	Concept and Scales of measurement - Nominal, Ordinal, Interval and Ratio	5	Lecture -cum- Discussion using PowerPoint Presentation	Student Assignment (Flow chart)	Educational Measurement and Evaluation Educational Measurement and Evaluation	Mehta, D.D. & Baljeet kour Verma, L.K. & N.R. Sharma

						Measurement in education and psychology	Patton, M.Q. (2002)
						Qualitative research and evaluation methods	Prakash, P. (2010)
1.2 Educational Evaluation:	Concept and functions; Types of evaluation – Formative, Diagnostic and Summative	4	Lecture – cum-Discussion using Power Point Presentation	Short Answer Type Test		Educational Measurement and Evaluation	Mehta, D.D. & Baljeet kour
						Educational Measurement and Evaluation	Verma, L.K. & N.R. Sharma
						Measurement in education and psychology	Patton, M.Q. (2002)
						Qualitative research and evaluation methods	Prakash, P. (2010)
1.3 Norm – Referenced and Criterion – Referenced Evaluation: :	Concept, difference between the two and their advantages and limitations	5	Lecture – cum-Discussion using Power Point Presentation	Online quiz through quizzes.com		Educational Measurement and Evaluation	Mehta, D.D. & Baljeet kour
						Educational Measurement and Evaluation	Verma, L.K. & N.R. Sharma
						Measurement in education and psychology	Patton, M.Q. (2002)
						Qualitative research and evaluation methods	Prakash, P. (2010)
	Total Lectures	15					



II	2.1 Validity:	Concept, importance and types, factors influencing validity of a test	5	Lecture – cum- Discussion using Power Point Presentation	Short Answer Type Test	Psychological testing Psychological testing and assessment Psychometric methods Psychological testing :Principles, applications and issues Psychological testing :A practical approach to design and evaluation	Anastasi, A. and Urbina, S.(1997) Cohen, R.J. and Swerdlik, M.E. (2014) Guilford, J.P. (2013) Kaplan, R.M. and Saccuzo, D.P. (2004) Kline, J.B.T. (2005)
	2.2 Reliability:	Concept and methods of establishing reliability, relationship between reliability and validity	8	Lecture – cum- Discussion and Power Point Presentation	Online quiz through quizzes.com	Psychological testing and assessment Research design: Qualitative, quantitative and mixed methods approaches Introduction to educational research Reading statistics and research Methodology of educational research Qualitative research and evaluation methods	Cohen, R.J. and Swerdlik, M.E. (2014) Creswell, John W. (2013) Good, Carter V. (2008) Huck, S.W. (2007) Koul, Lokesh (2011) Patton, M.Q. (2002)
	2.3 Factors:	Factors influencing reliability and methods of improving reliability of a test	5	Lecture -cum- Discussion and Power Point Presentation	Long Answer Type Test	Methodology of educational research Reading statistics and research Introduction to educational research	Koul, Lokesh (2011) Huck, S.W. (2007) Good, Carter V. (2008)
		Total Lectures	18	Mid-Term Test			

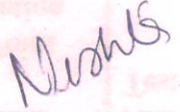
III	3.1 General Steps of Test Construction:	Writing test items –Meaning of test item and types of test items, general guidelines for writing test item	5			Psychological testing Psychological testing and assessment Psychometric methods Psychological testing: Principles, applications and issues Psychological testing: A practical approach to design and evaluation	Anastasi, A. and Urbina, S.(1997) Cohen, R.J. and Swerdlik, M.E. (2014) Guilford, J.P. (2013) Kaplan, R.M. and Saccuzo, D.P. (2004) Kline, J.B.T. (2005)
	3.2 Item Analysis:	Meaning and purpose of the item– Objective test items, subjective test items; standardization of the test	8	Blended learning through MOODLE	Short Answer Type Test/ Online quiz through MOODLE Construction and administration of an Achievement Test	Psychological testing Psychological testing and assessment Psychological testing: History, principles and applications Psychometric methods Psychological testing: A practical approach to design and evaluation	Anastasi, A. and Urbina, S.(1997) Cohen, R.J. and Swerdlik, M.E. (2014) Gregory, R.J. (2004) Guilford, J.P. (2013) Kline, J.B.T. (2005)
	3.3 Norms:	Meaning, significance and development of norms of a test (Age norms, grade norms, Z-score norms, T-score norms and Stanine score norms)	5			Qualitative research and evaluation methods Measurement in education and psychology	Patton, M.Q. (2002) Prakash, P. (2010)
		Total Lectures		18			

IV	4.1 Psychological Test:	Meaning and history of psychological tests, Characteristics of psychological tests and their assumptions	5	Group discussion	Short Answer Type Test	Psychological testing and assessment Psychological testing Psychological testing and assessment Psychological testing: History, principles and applications Psychometric methods	Aiken, L.R. and Groth, Marnat, G. (2009) Anastasi, A. and Urbina, S.(1997) Cohen, R.J. and Swerdlik, M.E. (2014) Gregory, R.J. (2004) Guilford, J.P. (2013)
	4.2 Classification of Psychological Tests	Classification based on the criterion of administrative conditions, scoring, time limit in producing the response, nature of contents of items and purpose objective	7	Lecture -cum- Discussion using PowerPoint Presentation	Long Answer Type Test	Psychological testing and assessment Psychological testing Psychological testing and assessment Psychological testing : History, principles and applications Psychometric methods Psychological testing: Principles, applications and issues Psychological testing: A practical approach to design and evaluation	Aiken, L.R. and Groth, Marnat, G. (2009) Anastasi, A. and Urbina, S.(1997) Cohen, R.J. and Swerdlik, M.E. (2014) Gregory, R.J. (2004) Guilford, J.P. (2013) Kaplan, R.M. and Saccuzo, D.P. (2004) Kline, J.B.T. (2005)

4.3 Applications of Psychological Testing in Educational Setting :	Guidance and counselling Testing of - intelligence, aptitude, attitude and interest etc.	8	Flipped learning	Short Answer Type Test	Psychological testing and assessment Psychological testing Psychological testing and assessment Psychological testing: History, principles and applications Psychological testing: Principles, applications and issues Psychological testing: A practical approach to design and evaluation	Aiken, L.R. and Groth, Marnat, G. (2009) Anastasi, A. and Urbina, S.(1997) Cohen, R.J. and Swerdlik, M.E. (2014) Gregory, R.J. (2004) Kaplan, R.M. and Saccuzo, D.P. (2004) Kline, J.B.T. (2005)
	Total Lectures	20	End-Semester Examination			
	Total Lectures	72				



Teacher In charge/s



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Principal



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

Recognized by the Govt. of J&K & Permanently Affiliated to the University of Jammu
Accredited by NAAC with 'A+' Grade

School of Education

TEACHING PLAN

Master of Education (M.Ed.), Semester-III, (Session 2022-24)

QF No.: 033C

Date: 07 -11-2023

Course Name: **CURRICULUM, PEDAGOGY AND ASSESSMENT**

Course Code: **MED-306**, Course Type: **Compulsory**

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

(72 lectures of 50 minutes duration)

Duration of Examination: **3Hrs**

Maximum Marks : 100

Max. External Marks : 60

Min. Pass Marks (Ext.) : 24

Max. Internal Marks : 40

Min. Pass Marks (Int.) : 16

COURSE LEARNING OUTCOMES

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

CLO1: explain different policies on secondary education in India

CLO2: analyse the issues of secondary and higher secondary education in different aspects

CLO3: discuss different methods of teaching used at the secondary and higher secondary level of education
differentiate the norm-referenced and criterion-referenced evaluation

CLO4: reflect upon various schemes for secondary and higher secondary Education

CLO5: analyse the recommendations of Recommendations of Commission, Policies and Programmes

Unit	Topic	Content	No. of Lectures	Online Teaching Strategies	Evaluation Techniques	Name of the Reference Books	Name of the Author
I	Curriculum, Pedagogy and Assessment in	1.1Curriculum: Meaning, principles of curriculum development at	08	Lecture -cum- Discussion using Power	Assignment	<i>Curriculum Development</i>	Arulsamy,s

	Secondary Education	secondary a. higher secondary education level		Point Presentation		<i>Managing Curriculum</i>	Sharma ,R.A
		1.2. Provisions of secondary and higher secondary education in NCF 2000 and 2005, Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for universalization of secondary education	08	Team teaching (Dr. Nishta Rana)	Online Quiz through quizzes.com	<i>Contemporary India and Education</i> <i>Curriculum Construction and Development (2009)</i> <i>RashtriyaMadhyamik ShikshaAbhiyan (RMSA)</i> <i>SarvaShikshaAbhiyan (SSA)-Governmental Documents</i> <i>NCF 2000, 2005 and 2009-Documents</i>	Husain, Noushad Sharma, Promila
		1.3. National Curriculum Framework of Secondary education, Common Core Curriculum incorporating work-centred pedagogy, relevance, integration, flexibility, conceptuality and plurality of determinants of curriculum at secondary level	06	Lecture -cum- Discussion using Power Point Presentation	Short Answer Type Test	<i>Emerging Issues in Curriculum Development (2014).</i> <i>Contemporary India and Education</i>	Baliya, J. N., Husain, Noushad
		Total Lectures	22				

II	Pedagogical Practices at Secondary and Higher Secondary level	2.1. Validity and significance of course content, consistency with social reality, situational analysis of the education curriculum at secondary and higher secondary level	06	Lecture -cum- Discussion using Power Point Presentation	Open Book/ Long Answer Question	<i>Emerging Issues in Curriculum Development (2014).</i>	Baliya, J. N.,
		2.2. Pedagogy relevant at the secondary education level, methods of teaching – discussion, assignment, project, laboratory-work, demonstration, seminar and field work, approaches of teaching – Multi-disciplinary and in disciplinary	06	Group Discussion	Online quiz through quizzes.com	<i>Curriculum development</i> <i>Curriculum development: Concept methods and techniques. New Delhi: Book Enclave.</i>	Mrunalini ,T Aggarwal, Deepak (2007).
		2.3. Collaborative and cooperative Learning: Meaning, and their roles in curriculum transaction, smart schools and Electronic Comprehensive Teaching Learning Tool (ECTLT)	06	Cooperative Learning	Class test	Curriculum development. New Delhi: Authorpress. Dewey, John (1966). The child and the curriculum. Chicago: The University of Chicago Press. In service Training Package for Secondary Teachers MHR, New Delhi.	Bhalla, Navneet (2007). Dewey, John (1966) NCERT

		Total Lectures	18	Mid-Term Test			
III	Evaluation at Secondary and Higher Secondary Education Level	3.1. CCE and school-based evaluation at secondary education level, formative and summative evaluation Evaluation: Meaning and objectives, formative and summative evaluation, comprehensive and continuous evaluation (CCE) at secondary education level	06	Blended Learning through MOODLE	Short answer question/ Quiz on MOODLE	<i>National curriculum framework for teacher education. New Delhi: NCTE.</i>	NCTE
		3.2. Norm-referenced and criterion referenced evaluation: Concept and purpose	06			<i>Principles of Curriculum: Planning and development. New Delhi: Arise Publishers.</i>	Reddy, B. (2007)
		3.3. Examination reforms at secondary education level, grading, marking system and portfolio assessment of learning outcomes	06			<i>Measurement and Evaluation and Assessment</i>	Mehta, DD
		Total Lectures	18				
IV	Recommendations of Commission, Policies and Programmes	4.1. Secondary education during the British Period, main recommendations of Mudaliar and Kothari	06	Group Discussion	Online quiz through Google form	<i>Mudaliar and Kothari Commissions-Report</i>	

		Commissions, National Policy on education (1986, 1992)					
		4.2. National Knowledge Commission: Major recommendations for secondary and higher secondary education	04	Lecture -cum- Discussion using Power Point Presentation	Class test	<i>National Knowledge Commission-Report</i>	
		4.3. Schemes for secondary and higher secondary education: Rashtriya Madhyamik Shiksha Abhiyan (2009), ICT School Scheme, Kishori Shakti Yojna, Nutrition Programme for Adolescent girls and Dhanlakshmi Scheme	04	Flipped leaning	Online quiz	<i>Schemes of Rashtriya Madhyamik Shiksha Abhiyan (RMSA).</i>	
		Total Lectures	14	End- Semester Examination			
		Total Lectures	72				

Sessional Work: Any one of the following

- Analysis and interpretation of All India Education Survey Report on Secondary Education in India
- Visit to a secondary/higher secondary school and assess the quality of the school based on the recommended norms
- Survey on enrolment, dropout and retention rate of a secondary/higher secondary school

Binder
Teacher Incharge/s

Ashish
HOD
5 10/11/23

[Signature]
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: **INNOVATIVE USE OF TECHNOLOGY IN RESEARCH**

Course Code: **MED-204**, Course Type: **Compulsory**

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

(72 lectures of 50 minutes duration)

Duration of Examination: **3 Hrs**

Maximum Internal Marks : **100**

Max. External Marks : **0**

Min. Pass Marks : **40**

OBJECTIVES OF THE COURSE

Objectives of the course are to:

- *understand the use of technology in teaching and research*
- *teach using online technology tools*
- *develop a MOOC through MOODLE/Canvas Instructure*
- *develop online tools for data collection*
- *enter data into excel datasheet and Google sheet*
- *carry out basic statistical operations in excel*
- *carry out statistical analysis using SPSS*
- *Cite and write references using Mendeley software*

Unit	Topic	Content	No. of Lectures	Teaching Strategies	Evaluation Techniques	Name of the Reference Books	Name of the Authors
I	1.1 Online Teaching	<p>Google Classroom as a Teaching and Learning Tool</p> <p>Complete Working of Google classroom from Teachers and Students Aspect</p> <ul style="list-style-type: none"> • Creating a Class • Classroom Conduct • Test Administrator • Assignments • Attendance • Evaluation/ Grading • Google Meet • Google Drive 	10	Lecture cum Live Demonstration & Guided Practice	Google Classroom Assignment	<p>http://edu.google.co.in/intl/en_in/products/classroom/</p> <p>https://support.google.com/edu/classroom/answer/6020279?hl=en</p> <p>https://nerdschalk.com/how-to-create-a-google-classroom/</p>	-
	1.2	<p>Taking online Classes using other platforms; Zoom, JioMeet, and Cisco WebEx.</p> <ul style="list-style-type: none"> • Sharing Screen • Participant Management • Recording of Lesson/Video • Cloud Storage & Local Storage 	7	Lecture cum Live Demonstration & Guided Practice	Online Quiz	<p>https://apps.google.com/meet/</p> <p>https://www.webex.com/</p> <p>https://www.geeksforgeeks.org/difference-between-zoom-google-meet-and-cisco-webex/</p> <p>https://www.goodcloudstorage.net/local-storage-vs-cloud-storage/</p>	-
	1.3	Development of a One Week MOOC on the Moodle/Canvas Instructure platform.	10	Lecture cum Live Demonstration & Guided Practice	Moodle/Canvas assignment	<p>https://moodle.com/moodlecloud/quickstart/</p> <p>https://moodle.com/faq/</p> <p>https://moodlecloud.com/app/en/login</p>	-

II	2.1 Review of Related Literature and Referencing	Review of Literature: Internet Based Resources, Google Scholar, INFLIBNET, Shodhganga, Directory of Open Access Journals etc.	7	Lecture cum Live Demonstration & Guided Practice	Create Profiles (Assignment)	https://scholar.google.co.in/ https://inflibnet.ac.in/ https://shodhganga.inflibnet.ac.in/ https://doaj.org	-
	2.2	<p>Referencing: Different categories, writing references based on source</p> <p>Using Mendeley Application: Creation of Free Account, Installing Desktop App, Web Importer, MS Word plugin, creating files and folders in Mendeley Library, inserting references in research documents and creating Bibliography</p>	6	Lecture cum Live Demonstration & Guided Practice	Create My Library in Mendeley website	https://awelu.srv.lu.se/sources-and-referencing/using-a-reference-style/different-kinds-of-reference-styles/ https://www.mendeley.com/ https://www.mendeley.com/guides/using-citation-editor	-
III	3.1 Online Data Collection and Data Entry	<p>Online Data Collection Tools.</p> <p>a. Google Forms</p> <p>b. Online Survey (Survey Monkey).</p>	8	Lecture cum Live Demonstration & Guided Practice	Create a Form (Assignment)	https://docs.google.com/forms https://www.surveymonkey.com/	-
	3.2 Test:	<p>Data Entry into Excel and Google Sheet.</p> <p>Basic Statistical operation & Data preparation</p>	5 3	Lecture cum Live Demonstration & Guided Practice	Short Answer Type Test	https://www.microsoft.com/en-in/microsoft-365/excel https://byjus.com/govt-exams/ms-excel-basics/ https://www.slideshare.net/love1200/ms-excel-ppt-presentation	-

IV	4.1 Analysis through SPSS	SPSS: Data Import, Data Setup, Statistical Operations: Measures of Central Tendency, SD, Correlation, t-test, F-Test (ANOVA), Reliability etc.	8	Lecture cum Live Demonstration	Online Quiz	https://www.ibm.com/en/analytics/spss-statistics-software https://www.spss-tutorials.com/	-
	4.2	Creating SPSS output file, importing results and interpretation of results	8	Live Demonstration & Guided Practice	Writing a Report (Assignment)	http://www.datastep.com/S/PSSTutorial_1.pdf	-
		Total Lectures	72				


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