



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Education Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

SCHEME OF TWO - YEAR B. Ed. PROGRAMME

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

The scheme of courses for semesters I, II, III and IV for the examinations to be held in Semester-I (December 2020, 2021 and 2022), Semester-II (May,2021, 2022 and 2023), Semester-III (December 2021, 2022 and 2023) and Semester -IV (May, 2022, 2023 and 2024) is as under:

B.Ed. Semester - I

Courses related to Teacher Education

Course Code	Title	Credits	Maximum Marks		
			External	Internal	Total
Compulsory Courses					
BDE-101	Childhood and Growing up	04	60	40	100
BDE-102	Philosophical and Sociological Perspectives in Education	04	60	40	100
BDE-103	Learning and Teaching	04	60	40	100
BDE-104	Contemporary India and Education	04	60	40	100
BDE-105	Methodology of Teaching	04	60	40	100
BDE-106	Drama and Art in Education	02	-	50	50
BDE-107	Pre-Internship (Two weeks) -I	02	-	50	50
TOTAL		24	300	300	600

**B. Ed.
Semester - II**

Courses related to ICT and Knowledge & Curriculum

Course Code	Title	Credits	Maximum Marks			
			External	Internal	Total	
BDE-201	Knowledge and Curriculum	04	60	40	100	
BDE-202	Assessment for Learning	04	60	40	100	
BDE-203	Understanding Disciplines and Subjects	02	30	20	50	
BDE-204	Critical Understanding of ICT in Education (Theory)	02	30	20	50	
BDE-205	Critical Understanding of ICT in Education (Practical)	02	-	50	50	
BDE-206	Pre-internship (Two weeks) - II	02	-	50	50	
PEDAGOGY SUBJECTS FOR GRADUATES STUDENTS (Opt any two Pedagogy Subjects Selecting not more than ONE from the Group I, II & III)						
BDE-207	Pedagogy of Science - I	Group-I	04	60	40	100
BDE-208	Pedagogy of Physical Science - I		04	60	40	100
BDE-209	Pedagogy of Biological Science - I		04	60	40	100
BDE-210	Pedagogy of Social Science - I		04	60	40	100
BDE-211	Pedagogy of English - I	Group-II	04	60	40	100
BDE-212	Pedagogy of Hindi - I		04	60	40	100
BDE-213	Pedagogy of Urdu - I		04	60	40	100
BDE-214	Pedagogy of Dogri - I		04	60	40	100
BDE-215	Pedagogy of Punjabi - I		04	60	40	100
BDE-216	Pedagogy of Mathematics - I	Group-III	04	60	40	100

PEDAGOGY SUBJECTS FOR POST-GRADUATE STUDENTS						
(Opt any two Pedagogy Subjects Selecting not more than ONE from the Group IV, V & VI						
BDE-217	Pedagogy of Physics - I	Group-IV	04	60	40	100
BDE-218	Pedagogy of Chemistry - I		04	60	40	100
BDE-219	Pedagogy of Botany - I		04	60	40	100
BDE-220	Pedagogy of Zoology - I		04	60	40	100
BDE-221	Pedagogy of Political Science - I		04	60	40	100
BDE-222	Pedagogy of History - I		04	60	40	100
BDE-223	Pedagogy of Economics - I		04	60	40	100
BDE-224	Pedagogy of English - I	Group-V	04	60	40	100
BDE-225	Pedagogy of Hindi - I		04	60	40	100
BDE-226	Pedagogy of Urdu - I		04	60	40	100
BDE-227	Pedagogy of Dogri - I		04	60	40	100
BDE-228	Pedagogy of Punjabi - I		04	60	40	100
BDE-229	Pedagogy of Sanskrit - I		04	60	40	100
BDE-230	Pedagogy of Mathematics - I	Group-VI	04	60	40	100
BDE-231	Pedagogy of Commerce - I		04	60	40	100
Total			24	300	300	600

B. Ed.
Semester – III

Course Code	Title	Credits	Maximum Marks			
			External	Internal	Total	
BDE-301	Environmental Education	02	30	20	50	
BDE-302	Gender, School and Society	02	30	20	50	
BDE-303	Educational Technology	02	30	20	50	
BDE-304	Language Across the Curriculum	02	30	20	50	
BDE-305	School Internship (7 weeks)	07	-	100	100	
BDE-306	Yoga Education	02	-	50	50	
PEDAGOGY SUBJECTS FOR GRADUATES STUDENTS (Opt any two Pedagogy Subjects Selecting not more than ONE from the Group I, II & III)						
BDE-307	Pedagogy of Science - II	Group-I	04	60	40	100
BDE-308	Pedagogy of Physical Science – II		04	60	40	100
BDE-309	Pedagogy of Biological Science – II		04	60	40	100
BDE-310	Pedagogy of Social Science - II		04	60	40	100
BDE-311	Pedagogy of English - II	Group-II	04	60	40	100
BDE-312	Pedagogy of Hindi - II		04	60	40	100
BDE-313	Pedagogy of Urdu - II		04	60	40	100
BDE-314	Pedagogy of Dogri - II		04	60	40	100
BDE-315	Pedagogy of Punjabi - II		04	60	40	100
BDE-316	Pedagogy of Mathematics - II	Group-III	04	60	40	100

PEDAGOGY SUBJECTS FOR POST-GRADUATE STUDENTS						
(Opt any two Pedagogy Subjects Selecting not more than ONE from the Group IV, V & VI						
BDE-317	Pedagogy of Physics – II	Group-IV	04	60	40	100
BDE-318	Pedagogy of Chemistry – II		04	60	40	100
BDE-319	Pedagogy of Botany – II		04	60	40	100
BDE-320	Pedagogy of Zoology – II		04	60	40	100
BDE-321	Pedagogy of Political Science – II		04	60	40	100
BDE-322	Pedagogy of History – II		04	60	40	100
BDE-323	Pedagogy of Economics - II		04	60	40	100
BDE-324	Pedagogy of English - II	Group-V	04	60	40	100
BDE-325	Pedagogy of Hindi – II		04	60	40	100
BDE-326	Pedagogy of Urdu – II		04	60	40	100
BDE-327	Pedagogy of Dogri – II		04	60	40	100
BDE-328	Pedagogy of Punjabi – II		04	60	40	100
BDE-329	Pedagogy of Sanskrit – II		04	60	40	100
BDE-330	Pedagogy of Mathematics – II	Group-VI	04	60	40	100
BDE-331	Pedagogy of Commerce - II		04	60	40	100
Total			25	230	310	550

**B. Ed.
Semester – IV**

Course Code	Title	Credits	Maximum Marks		
			External	Internal	Total
BDE-401	Creating an Inclusive School	02	30	20	50
BDE-402	Action Research	02	30	20	50
BDE-403	Reading and Reflecting on Texts	02	-	50	50
BDE-404	Project Work	04	-	100	100
BDE-405	Community Work (Two weeks)	02	-	50	50
BDE-406	School Internship (7 weeks)	07	150	100	250

Elective Courses (Select Any One)					
BDE-407	Guidance and Counselling	02	30	20	50
BDE-408	Early Childhood Care and Education	02	30	20	50
BDE-409	Health and Physical Education	02	30	20	50
BDE-410	Peace Education	02	30	20	50
Total		21	240	360	600

	Semesters				Total
	I	II	III	IV	
Course Credits	24	24	25	21	94
Max. Marks	600	600	550	600	2350



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B.Ed.
SEMESTER-I
(For the examination to be held in December, 2020, 2021 and 2022)
CHILDHOOD AND GROWING UP

Course Code : BDE-101	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 meaning, concept and characteristics of human growth and development at various stages*
- *develop understanding of different aspects of adolescent's physical, cognitive, social and emotional development*
- *develop understanding of theories of development propounded by Piaget, Freud and Erikson*
- *explain Freud's Psycho-Analytic Theory of Human Development*
- *explain the process of socialization*

B. COURSE CONTENT

UNIT-1

Introduction to Human Growth of Development

- 1.1** Human Growth and Development: Concept and principles, difference between growth and development
- 1.2** Stages of Human Development i) Pre-natal (ii) Infancy (iii) Childhood (iv) Adolescence and (v) Adulthood; Characteristics of each stage
- 1.3** Adolescence Period: Physical, cognitive, emotional and social development during adolescence period; their educational implications; Developmental tasks during adolescence

UNIT -2

Methods of Studying a Child

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

UNIT-3

Theories of Development

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

UNIT-4

Socialisation and Schooling

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

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

- 1. Moral development among children
- 2. Relative role of heredity and environment in cognitive development of children
- 3. Influence of parenting styles on child development
- 4. Impact of media on adolescents

5. Environmental influences on the growing children
6. Any other approved relevant theme

OR

Presentation of a case history of an adolescent with aggressive tendencies

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

- Beckett, Chris and Taylor, Hillary (2010). *Human growth and development*. New Delhi: Sage.
- Berk, L. E. (2000). *Human development*. New Delhi: Tata McGraw Hill.
- Boushel, Margaret, Fawcett, Mary and Selwyn, Julie (Eds.) (2000). *Focus on early childhood: Principles and realities (working together for children, young people and their families)*. New Jersey: Wiley-Blackwell.
- Brisbane, E. H. (2004). *The developing child*. New York: McGraw Hill.
- Chauhan, S.S. (2010). *Advanced educational psychology*. New Delhi :Vikas Publishing House.
- Cobb, N. J. (2001). *The child infants, children and adolescents*. California: Mayfield Publishing Company.
- Craig, Grave J. (1989). *Human development*. New Jersey: Prentice Hall.
- Dandapani, S. (2004). *Advanced educational psychology*. New Delhi: Anmol Publications.
- Eggen, P. & Kauchak, D.(1999). *Educational psychology: Window on classrooms*. New Jersey: Prentice Hall.
- Feldman, Robert S. (2014). *Development across the life span*. New Delhi: Pearson Education.
- Gargiulo, R.M. (2015). *Special education in contemporary society: An introduction to exceptionality*. Canada: Sage.
- Goswami, Usha (2014). *Child Psychology: A very short introduction*. New Delhi: Oxford University Press.
- Hurlock, Elizabeth B. (2005). *Child growth and development*. New Delhi: Tata McGraw Hill.
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- Khatoon, Naima (2012). *Child psychology*. New Delhi: Pearson Education.
- Lightfoot, C., Cole, M. and Cole, S.R. (2013). *Developing learners*. New Jersey: Prentice Hall.
- Meece, J. S., & Eccles, J. L (Eds.). (2010). *Handbook of research on schools, schooling and human development*. New York: Routledge.
- Mittal, S. (2006). *Child development- Experimental psychology*. New Delhi: Isha Books.
- Newman, Barbara M. and Newman, Philip R. (2007). *Theories of human development*. New York :Routledge.

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



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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.
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- 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.
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- Freire, Paulo (1970). *Pedagogy of the oppressed*. New York: Continuum.
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- Lal, Basant Kumar (2014). *Contemporary Indian philosophy*. New Delhi : Motilal Banarsidass Publishers.
- Matheson, David (2004). *An introduction to the study of education*. New York: David Fulton Publishers.
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- Naik, J.P. (1975). *Equality, quality and quantity: The elusive triangle of Indian education*. Mumbai: Allied Publications.
- NCERT (2005). National curriculum framework, New Delhi.
- Ottoway, A.K.C. (1962). *Education and society*. London: Routledge and Kegan Paul.
- Palmer, Joy A. (2001). *Fifty modern thinkers on education: From Piaget to the present day*. London: Routledge Flamer.
- Pandey, K.P. (2010). *Perspectives in social foundations of education*. New Delhi: Shipra Publications.
- Pandey, Vinita (2016). *Indian society and culture*. Jaipur: Rawat Publications.
- Peters, R.S. (1967). *The concept of education*. London: Routledge.
- Peters, R.S. (Ed.)(1975). *The philosophy of education*. London: Oxford University Press.
- Rajput, J.S. (2006). *Human values and education*. New Delhi: Pragun Publications.
- Sharma, Y.K. (2012). *Foundations of sociology of education*. New Delhi: Kanishka Publications.
- Sharma, Naina (2011). *Value education and social transformation*. Jaipur: Rawat Publications.
- Shrivastva, K.K. (2009). *Philosophical foundations of education*. New Delhi: Kanishka Publications.
- Sinha, Jadunath (2016). *Indian philosophy (Vol. 1, 2 and 3)*. New Delhi :Motilal Banarsidass Publishers.
- Wall, Edmund (2001). *Educational theory: philosophical and political perspectives*. New York: Prometheus Books.
- Wathey, John C. (2014). *The illusion of God's presence*. New York: Prometheus Books.



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B.Ed.

SEMESTER-I

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

LEARNING AND TEACHING

Course Code : BDE-103
Credits : 04
Course Type : Compulsory

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

A. OBJECTIVES

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

- *differentiate between learning as construction of knowledge and learning as reception of knowledge*
- *reflect on the behaviouristic theories of learning*
- *reflect on the social learning theories of Bandura and Vygotsky*
- *understand the concept of motivation and achievement motivation*
- *explain Maslow's Theory of Motivation*
- *discuss phases of teaching*
- *employ various approaches of teaching-learning*
- *explain the concept of transfer of learning and its types*
- *understand different approaches to teaching*
- *reflect the characteristics and utility of teaching models*

B. COURSE CONTENT

UNIT-1

Learning Process and its Theories

- 1.1. Learning and Learning Process: Meaning, definition and characteristics, distinction between learning as construction of knowledge and learning as transmission and reception of knowledge; Personal and environmental factors affecting learning and role of teacher in teaching-learning situation

- 1.2. Behaviourist Theories of Learning: Pavlov, Thorndike, Piaget and Skinner, their applicability in different learning situations
- 1.3. Social Learning Theories: Bandura and Vygotsky, their applicability in different learning situations

UNIT-2

Transfer of Learning and Motivation

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

UNIT-3

Teaching Strategies

- 3.1. Teaching: Concept, nature, importance of teaching and phases of teaching; Reflective teaching to maximise learning
- 3.2. Strategies for Teaching: Lecture, brain storming, simulation and team teaching
- 3.3. Teaching as a Complex Activity: Reflective teaching to enhance learning and teaching in diverse classrooms

UNIT-4

Approaches to Teaching

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

C. TRANSACTIONAL STRATEGIES

Lecture, Lecture-cum-discussion, Group discussion, Power point presentation, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

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

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

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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.
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B.Ed.

SEMESTER-I

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

METHODOLOGY OF TEACHING

Course Code	: BDE-105	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 principles of effective teaching*
- *describe the maxims of teaching*
- *develop an understanding of the need and importance of various devices of teaching*
- *use different types of teaching aids in their teaching*
- *explain educational objectives in Cognitive, Affective and Psychomotor Domains*
- *develop understanding of different types of lessons and lesson plans*
- *explain different methods of teaching*

B. COURSE CONTENT

UNIT-1

Maxims, Principles and Devices of Teaching

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

UNIT-2

Educational Objectives

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

UNIT-3

Lesson Planning

- 3.1. Effective Teacher: Meaning, characteristics of an effective teacher and optimizing effective teaching
- 3.2. Micro-teaching: Nature, different teaching skills, phases, steps, merits and demerits
- 3.3. Types of lessons (knowledge, skill and appreciation); lesson planning (meaning, importance, principles and criteria of an effective lesson plan); approaches to lesson planning (Herbartian, RCEM and Constructivist)

UNIT-4

Methods of Teaching and Time Management

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

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

1. Writing behavioural objectives, four each from cognitive, affective and psycho-motor domain selecting three topics from two teaching subjects at the secondary level
2. Developing four lesson plans (two each following Herbartian and RCEM approaches on the two teaching subjects for secondary school students)
3. Present a seminar on professional ethics for teachers
4. Prepare lesson plans on three Micro skills (Questioning, Reinforcement and Stimulus variation)
5. Any other approved topic 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, J.C. (2011). *Principles, methods and techniques of teaching*. New Delhi: Vikas Publishing: House.
- Chauhan, S.S. (2014). *Innovations in teaching-learning process*. New Delhi: Vikas Publishing House.
- Cooper, Hilary (2014). *Professional studies in primary education*. New Delhi:Sage.
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- Hall, Gene E. Quinn, Linda F. and Gollnick, Donna M.(2014). *Introduction to teaching: Making a difference in student learning*. New Delhi: Sage.
- Jangira, N.K. and Singh, Ajit (1982). *Core teaching skills: The micro teaching approach*. New Delhi: NCERT.
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B.Ed.

SEMESTER-I

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

DRAMA AND ART IN EDUCATION

Course Code : BDE-106

Credits : 02

Course Type : EPC

Total Marks : 50

Internal Marks : 50

A. OBJECTIVES

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

- *understand the use of drama as a teaching method*
- *use role play technique in teaching learning process*
- *understand the importance of dramatic way of presentation*
- *integrate singing method in teaching-learning process*
- *understand various dance forms and their integration in educational practices*
- *use art of drawing and painting in teaching-learning process*

B. COURSE CONTENT

UNIT-1

Fundamentals of Drama

- 1.1. Drama as a Tool of Learning: Different forms of drama and role play; Use of drama for educational and social change (street play, dramatisation of a lesson)
- 1.2. Use of drama techniques in the classroom-voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation

UNIT-2

Music (Gaayan and Vaadan)

- 2.1. Concept of sur, taal and laya (sargam); Vocal-Folk songs, poems and prayers

- 2.2. Singing along with 'Karaoke' integration of gaayan and vaadan in educational practices

UNIT-3

Art of Dance, Drawing and Painting

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

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM

The students may select any one of the following activities:

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

E. MODE OF EVALUATION

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



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B.Ed.

SEMESTER-I

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

PRE-INTERNSHIP - I

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

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

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



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B.Ed.

SEMESTER-II

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

KNOWLEDGE AND CURRICULUM

Course Code : BDE-201
Credits : 04
Course Type : Compulsory

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

A. OBJECTIVES

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

- *differentiate between the concept of knowledge and Skill*
- *explain the different sources of knowledge*
- *develop understanding of the characteristics of education*
- *explain the relationship of curriculum with aims of education*
- *explain types and sources of values*
- *describe the approaches to curriculum development*
- *acquire knowledge about different designs of curriculum*
- *explain models of curriculum*
- *describe indicators of effective curriculum construction*

B. COURSE CONTENT

UNIT-1

Types of Knowledge

- 1.1 Meaning of concept, knowledge, knowing, information and perception, characteristics of knowledge; Difference between knowledge and skills, knowledge and information, reason and analysis, belief and truth
- 1.2 Types of Knowledge: Philosophical, personal, procedural and propositional and sources of knowledge – Educational, situational, conceptual and strategic

- 1.3** Role of teacher and student in transmission and construction of knowledge and barriers involved therein

UNIT-2

Concept of Education

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

UNIT-3

Approaches to Curriculum Development

- 3.1** Curriculum: Meaning, objectives and components, its relationship with aims of education, relevance of curriculum, principles and bases of curriculum construction and concerns of hidden curriculum
- 3.2** Approaches to Curriculum Development: Subject centred, learner centred and community centred and designing of curriculum – Discipline centred, learner centred and problem centred designs
- 3.3** Curriculum Change: Meaning, need and factors of curriculum change; broad determinants of curriculum making at the national/state levels: social, political, cultural, geographical and economic diversity, socio-political aspirations, cultural orientations, national priorities, system of governance and international contexts

UNIT-4

Models of Curriculum Development

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

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

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

OR

Presentation of a seminar on any one of the following:

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

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 READING

- Aggarwal, J.C. and Gupta, S. (2005). *Curriculum development*. New Delhi :Shipra Publishers.
- Balsara, M. (1999). *Principles of curriculum renewal*. New Delhi :Kanishka Publishers.
- Bawa, M.S. and Nagapl, B.M. (Eds.). (2010). *Developing teaching competencies*. New Delhi : Viva Books.
- Connely, Michael F. (Ed.). (2008). *The sage handbook of curriculum and instruction*. New Delhi : Sage India.
- Hassrin, M. (2004). *Curriculum planning for elementary education*. New Delhi :Anmol Publishers.
- Kelly, A.V. (2006). *The curriculum theory and practice*. London : Sage.
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- Kumari, S. and Srivastava, D.S. (2005). *Curriculum and instruction*. New Delhi :Shipra Publishers.
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- NCERT, (2005). *National curriculum for school education*. New Delhi : NCERT.
- NCTE (2009, 2015). *National curriculum framework for teacher education*. New Delhi :NCTE.
- Ornstt, A.C. and Hunkins, F.P. (1988). *Curriculum formulations, principles and issues*. New Jersey : Prentice Hall.

- Panday, M. (2007). *Principles of curriculum development*. New Delhi :Rajat Publications.
- Srivastava, H.S. (2006). *Curriculum and methods of teaching*. New Delhi :Shipra Publishers.
- Yadav, Y.P. (2006). *Fundamentals of curriculum design*. New Delhi :Shri Sai Printographers.



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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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B.Ed.

SEMESTER-II

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

UNDERSTANDING DISCIPLINES AND SUBJECTS

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

A. OBJECTIVES

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

- *understand the nature and characteristics of disciplines*
- *reflect on education as interdisciplinary field of study*
- *develop understanding of inter-dependence among various school subjects*
- *understand the importance of science as a discipline*
- *reflect on the role of language in children's intellectual development*
- *understand the role of language as a medium of communication and integration*
- *develop understanding of the place of mathematics in school curriculum*

B. COURSE CONTENT

UNIT-1

Discipline and Subject

- 1.1. Discipline and Subject: Concept, nature and characteristics of a discipline; Education as interdisciplinary field of study; Interrelation and inter-dependence amongst various school subjects
- 1.2. Science as a Subject and Discipline: Nature and history of science; Importance of science as a discipline and subject, place of scientific knowledge in school curriculum, emergence of school science in relation to social, political, intellectual and historical contexts

UNIT-2

Language and Social Sciences as subject and discipline

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

UNIT-3

Mathematics as a Discipline and Subject

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

C. TRANSACTIONAL STRATEGIES

Lecture, group discussion, panel discussion, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

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

1. Preparation of a report, on nature of different disciplines like natural sciences, humanities, social sciences, earth sciences, bio-sciences etc.
2. Analysis of a textbook on any subject of class VII or VIII to construct and discuss types of knowledge and pedagogic elements
3. Presentation of a Seminar on any one of the following themes:
 - a) Inter-disciplinary nature of knowledge
 - b) Social-scientific thinking as a method of enquiry
 - c) Chief recommendations of Ishwar Bhai Patel Report (1997)
4. Any other approved activity of relevance

E. 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

F. ATTENDANCE

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

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Apple, M.W. and Christian-Smith, L.K. (Eds.). (1991). *The Politics of the text-books*. New York: Routledge.
- Batra, P.(Ed.) (2010). *Social science learning in schools: Perspective and challenges*. New Delhi: Sage.
- Bruner, J.S. (2006). *In search of pedagogy*. London: Routledge.

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



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B.Ed.

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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B.Ed.

SEMESTER-II

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

CRITICAL UNDERSTANDING OF ICT IN EDUCATION (Practical Work)

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

A. OBJECTIVES

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

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

B. COURSE CONTENT

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

C. EVALUATION

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

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

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

D. ATTENDANCE

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

E. 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.
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- 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.
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- 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.
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- Singh, Vishnu Priya and Singh, Meenakshi (1998). *Multimedia illustrated*. New Delhi : Prentice Hall of India.
- Subramanian, N. (1986). *Introduction to computer fundamentals*. New Delhi : Tata McGraw Hill.
- Pethuraja, S. (2015). Massive open online courses (MOOCS) for everyone. https://books.google.co.in/books?id=oaLtCAAQBAJ&dq=moocs&source=gbs_navlinks.



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B.Ed.

SEMESTER-II

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

PRE-INTERNSHIP - II

Course Code : BDE-206

Maximum Marks : 50

Credits : 02

Internal Marks : 50

Course Type : Compulsory

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

S. No.	Activity	Max. Marks
1.	Visit to high schools for observation of atleast ten lectures delivered by school teachers during real classroom teaching.	10
2.	Observation and analysis of the schedule of the school and submission of its report.	5
3.	Interaction with students of the school in different classes and submission of report on the difficulties faced by them	5
4.	Organization of co-curricular activities by the student-teachers and participation and recording experiences of the same in the report.	10
5.	Review of the assessment and evaluation system followed by the school.	10
6.	Writing a Reflective Journal on activities carried out during the Pre-Internship-II	10
Total		50



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B.Ed. **SEMESTER-II** **(For the examination to be held in May, 2021, 2022 and 2023)** **(GROUP - I)** **PEDAGOGY OF SCIENCE - I**

Course Code	: BDE-207	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

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

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

B. COURSE CONTENT

UNIT-1

Introduction to Science

- 1.1.** Concept of Science; science as a process and a product; Impact of Science on society
- 1.2.** Scientific Attitude: Meaning, importance, role of science teacher in its development and qualities of a person possessing scientific attitude
- 1.3.** Contribution of Great Scientists of Science: C.V. Raman, A.P.J. Abdul Kalam, HarGovind Khurana, Louis Pasteur and Einstein

UNIT-2

Aims and Objectives of Teaching Science

- 2.1.** Aims and Objectives of teaching Science in secondary schools (NCF 2005); Bases for the formulation of objectives

- 2.2 Behavioural Objectives: Meaning, importance and steps for preparing behavioural objectives for teaching science
- 2.3 Pedagogical Analysis of Content: Meaning, importance and steps of pedagogical analysis of content of science.

UNIT-3

Approaches and Methods of Teaching Science

- 3.1. Approaches of Teaching Science: Meaning, advantages and limitations of inductive-deductive, co-operative learning and constructivist approaches
- 3.2. Methods of Teaching Science: Meaning, steps, advantages and limitations of different methods of teaching science (Lecture-cum-demonstration method, Laboratory Method, problem solving)
- 3.2. Modern Trends in Teaching Science at Secondary Level:
 - (a) Concept Mapping: Meaning, its use for summarising a unit and evaluating students understanding, steps involved therein
 - (b) Virtual lab and simulation in teaching of science

UNIT-4

Curriculum development and Learning Resources

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

C. TRANSACTIONAL STRATEGIES

Lecture Method, Classroom discussion, Collaborative work and Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

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

- 1. Preparation of a concept map on any theme of science and its importance
- 2. Preparation of a life sketch on contribution of any two great scientists from science
- 3. Virtual lab experience in science

4. Pedagogical analysis of a unit of content from the syllabus of science for class VII/IX/X
5. Any other approved activity of relevance

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

- Bhatnagar, A.D. (2004). *Teaching of science*. Meerut: Surya Publications.
- Bloom, Benjamin et al. (1965). *Taxonomy of educational objectives: The classification of education of educational goals, handbook cognitive domain*. New York: David Mackay Co.
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- NCERT (1982). *Teaching science in secondary schools*. New Delhi: NCERT.
- Prakash, R. and Rath, T.N. (1996). *Emerging trends in teaching physics*. New Delhi: Kanishka.
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- Rao, V.K. (2004). *Science education*. New Delhi: APH.
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- Sharma, R.C. and Shukla, C.S. (2003). *Modern science teaching*. New Delhi: DhanpatRai.

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- Sood, J.K. (2004). *Teaching science for understanding and application*. Agra: VinodPustakMandir.
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- Starin, A. and Sund, B. (1983). *Teaching science through enquiry*. Ohio: Charles E. Merrill Publishing Co.
- Tripathi, S. (2014). *Teaching General science*. New Delhi : Dominant Publications.
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- Yadav, M.S. (2010). *Teaching science at higher level*. New Delhi: Anmol Publishers.



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B.Ed.

SEMESTER-II

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

(GROUP - I)

PEDAGOGY OF PHYSICAL SCIENCE - I

(PHYSICS AND CHEMISTRY)

Course Code	: BDE-208	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

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

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

B. COURSE CONTENT

UNIT-1

Introduction to Physical Science

- 1.1. Concept of science and physical science, physical science as a process and a product, Impact of physical science on society
- 1.2. Scientific Attitude: Meaning, importance, role of science teacher in its development and qualities of a person possessing scientific attitude
- 1.3. Contribution of Great Scientists of Physical Science: C.V. Raman, A.P.J. Abdul Kalam, Madam Curie, Einstein, Newton. And Neil Bohr.

UNIT-2

Aims and Objectives of Teaching Physical Science

- 2.1. Aims and Objectives of teaching physical science in secondary schools (NCF, 2005); Bases for the formulation of objectives of teaching physical science

- 2.2. Behavioural Objectives: Meaning importance and steps for preparing behavioural objectives for teaching physical science
- 2.3. Pedagogical Analysis of Content: Meaning, importance and steps of pedagogical analysis of content of physical science

UNIT-3

Approaches and Methods of Teaching Physical Science

- 3.1. Approaches of Teaching Physical Science: Meaning, advantages and limitations of inductive-deductive, co-operative learning and constructivist approaches
- 3.2. Methods of Teaching Physical Science: Meaning, steps, advantages and limitations of different methods of teaching physical science (Lecture-cum-demonstration method, laboratory method, problem solving)
- 3.2. Modern trends in Teaching Physical Science at Secondary Level:
 - (a) Concept Mapping: Meaning, its use for summarising a unit and evaluating students understanding, steps involved therein
 - (b) Virtual lab and simulation in teaching of physical science

UNIT-4

Curriculum development and Learning Resources

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

C. TRANSACTIONAL STRATEGIES

Lecture Method, Classroom discussion, Collaborative work and Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

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

1. Preparation of a concept map on any theme of physical science and its importance
2. Preparation of a life sketch on contribution of any two great scientists from physical science
3. Presentation of a seminar on virtual lab in physical science
4. Presentation of a seminar followed by group discussion on constructive approach of teaching of physical sciences

5. 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

- Bhatnagar, A.D. (2004). *Teaching of science*. Meerut: Surya Publications.

- Bloom, Benjamin et al. (1965). *Taxonomy of educational objectives: The classification of education of educational goals, handbook cognitive domain*. New York: David Mackay Co.
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- Vanaja, M. (2006). *Teaching physical science*. Hyderabad: Neelkamal.
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- Yadav, M.S. (1992). *Teaching of science*. New Delhi: Mangaldeep Publications.
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B.Ed.
SEMESTER-II
(For the examination to be held in May, 2021, 2022 and 2023)
(GROUP - I)
PEDAGOGY OF BIOLOGICAL SCIENCE - I
(BOTANY AND ZOOLOGY)

Course Code	: BDE-209	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

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

- *acquire a conceptual understanding of the pedagogy of Biological Science*
- *explain the aims and objectives of teaching biology at secondary level*
- *describe the importance of biology and its correlation with other subjects*
- *state the objectives of teaching biology in behavioural terms*

B. COURSE CONTENT

UNIT-1

Introduction to Biological Science

- 1.1.** Biological science : Meaning, Biological-science as a domain of enquiry and exploration; Relationship between Biological science and human development
- 1.2.** Scientific Attitude: Meaning, importance, role of Biological science teacher in the development of scientific attitude in students; Qualities of a person possessing scientific attitude
- 1.3.** Contributions of Great Scientists: Jagdish Chandra Bose, HarGobind Khurana, , Charles Darwin, Gregor Mendel, Louis Pasteur

UNIT-2

Aims and Objectives of Teaching Biological Science

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

UNIT-3

Approaches and Methods of Teaching of Biological Science

- 3.1. Approaches of Teaching of Biological Science: Meaning, advantages and limitations of inductive-deductive, co-operative learning and constructivist approaches
- 3.2. Methods of Teaching of Biological Science: Meaning, steps, advantages and limitations of different methods of teaching of Biological science (Lecture-cum-demonstration method, laboratory method, Problem solving)
- 3.3. Modern trends in Teaching Biological Science at Secondary Level:
 - (a) Concept, Mapping: Meaning, its use for summarising a unit and evaluating students understanding, steps involved therein
 - (b) Virtual lab and simulation in teaching of Biological science

UNIT-4

Curriculum development and Learning Resources

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

C. TRANSACTIONAL STRATEGIES

Lecture, Classroom discussion, Collaborative work, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

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

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

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

- Bhatnagar, A.D. (2004). *Teaching of science*. Meerut: Surya Publications.
- Bloom, Benjamin et al. (1965). *Taxonomy of educational objectives: The classification of education of educational goals, handbook cognitive domain*. New York: David Mackay Co.
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- Gupta, S.K. (1983). *Technology of science education*. New Delhi: Vikas Publishing House.
- Johnson, D.W., Johnson, R.T. and Stanne, M.E. (2006). *Cooperative learning methods: A meta-analysis*. University of Minnesota Minneapolis: Cooperative centre.
- Kulshreshta, S.P. (1998). *Teaching of biology*. Meerut: Loyal Book Depot.
- Lawson, E.A. (2010). *Teaching enquiry science in middle school*. New Delhi: Sage.
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- Murray, L.J.C. (1998). *Basic skills-science*. Boston: John Murrey.
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- Rao, D.B. (1997). *Reflections on scientific attitude*. New Delhi: Discovery Publishing House.

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B.Ed.

SEMESTER-II

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

(GROUP - I)

PEDAGOGY OF SOCIAL SCIENCE - I

Course Code	: BDE-210	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: PS (Pedagogical Studies)	Internal Marks	: 40

A. OBJECTIVES

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

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

B. COURSE CONTENTS

UNIT-1

Introduction to Social Science

- 1.1. Social Science: Meaning, importance and values of teaching social science
- 1.2. Difference between social science and social studies; Core areas of social science at elementary and secondary levels
- 1.3. Contribution of Eminent Social Scientists: Christopher Columbus, Max Weber, Chanakya and Amartya Sen

UNIT-2

Aims and Objectives of Teaching Social Science

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

UNIT-3

Approaches and Modern Trends in Teaching Social Science

- 3.1. Methods of Teaching Social Science: Lecture Method, Lecture-cum-Discussion Method, Source Method and Co-operative Learning Method (Meaning, importance, steps, advantages and limitations)
- 3.2. Approaches of Teaching Social Science: Meaning, uses, advantages and limitations of Problem Solving and Constructivist Approaches
- 3.3. Modern Trends in Teaching Social Science at Secondary Level:
 - (a) Concept Mapping: Meaning, its use for summarizing a unit and evaluation of students comprehension and steps involved therein
 - (b) Use of technology in teaching social science (virtual lab, social science games and video clippings)

UNIT-4

Lesson Planning for Teaching Social Science

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

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

1. Develop an Action Research Plan on a problem related to teaching and learning in social science
2. Preparation of a diagnostic test in social science on any one unit of the syllabus for class VIII/IX/X
4. Development of an achievement test in social science on any one unit of the syllabus for class VIII/IX
5. Organisation and participation in activities like quiz, mock-parliament, field trip, exhibition or any other co-curricular activity in school.
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

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



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B.Ed.

SEMESTER-II

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

(GROUP - II)

PEDAGOGY OF ENGLISH - I

Course Code : BDE-211	Total Marks	: 100
Credits : 04	External Marks	: 60
Course Type : P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

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

- *understand the nature, scope and functions of language*
- *develop an understanding of psycholinguistic and sociolinguistic perspectives of language*
- *differentiate between concept of language, acquisition and language learning*
- *differentiate between language as a school subject and language as a medium of instruction*
- *reflect on English as a colonial language and English in the post-colonial era*
- *explain the challenges of teaching and learning in India*
- *reflect on Articles 343-351 and 350-A of the Indian Constitution regarding English language*
- *understand the aims and objectives of teaching English at secondary school level*
- *Develop clear understanding of the different types of morphological structure of English language*
- *Write instructional objectives of teaching English prose; poetry and grammar in behavioural terms*

B. COURSE CONTENT

UNIT-1

Fundamentals of Language

- 1.1. Language: Nature, scope and functions; Psycho-linguistic and socio-linguistic perspectives of language

- 1.2. Role of Language in Life: Intellectual, emotional, social and cultural development, Concept of language acquisition and language learning
- 1.3. Home language and school language, medium of understanding multilingual and multicultural classroom, difference between language as a school subject and language as a medium of instruction

UNIT-2

Position of English in India

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

UNIT-3

Constitutional Provisions and Policies of Language Education

- 3.1. Constitutional Provisions and Policies of Language in India: Position of languages in India with report to Articles 343-351 and 350-A of the Indian Constitution
- 3.2. Recommendations of Kothari Commission (1964-66), National Policy on Education (1986), Programme of Action (1992) and National Curriculum Framework (2005) for language education
- 3.3. Aims and Objectives of Teaching English at Secondary Level of Education: Skill-based (listening, speaking, reading and writing) and Competency-based (linguistic competence and communicative competence); Instructional objectives of teaching prose, poetry and grammar in behavioural terms

UNIT-4

Elements of English Language

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

adverbs; Syntactic Structure and Basic Structure; Types of sentences; Assertive, interrogative, imperative, exclamatory and optative

- 4.3. Syntactic Structure: Meaning and importance; types of sentences – Affirmative and negative, interrogative, imperative and exclamatory

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

1. Development of a detailed activity bank for different skill areas for learners
2. Write at least ten instructional objectives in behavioural terms on a topic on English prose for the students of class IX/X
3. Write at least ten instructional objectives in behavioural terms on a topic on English prose for teaching a poem to the students of class IX/X
4. Present a power point presentation on 'Aims and objectives of teaching English at secondary level
5. Write an assignment on the morphological structure of English language
6. Any other approved topic 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

- Agnihotri, R.K & Khanna, A.L. (Ed.) (1996). *English grammar in context*. New Delhi :Ratnasagar.
- Allen, H. & Cambell, R. (1972). *Teaching English as second language*. New York : Mcg Raw Hill.
- Amritavatli, R. (1999). *Language as a dynamic text : Essays on language, cognition and communication (CIFL Akshara series)*.Hyderabad : Allien Publishers.
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- Bhatia, K.K. &Kaur, N. (2011). *Teaching and learning English as a foreign language*. New Delhi :Kalyani Publishers.
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- Choudhary, N.R. (2002). *English language teaching*. Mumbai :Himalya Publishing House.
- Dave, Pratisma S. (2002). *Communicative approach to the teaching of English as a second language*. Mumbai :Himalya Publishing House.
- Embrey, Stephanine (2015). *The teacher's lesson planner and record book*. New Delhi: Sterling.
- Farr, Fiona and Murray, Liam (2016). *The Routledge handbook of language learning and technology*. New York :Routledge.
- Grellet, F. (1980). *Developing reading skills*. New York : Cambridge University Press.
- Krashen, D. (1992). *Principles and practice in second language acquisition*. London : Pergamum Press.
- Rajimwale, Sharad (1997). *Introduction to English phonetics, phonology and morphology*. Jaipur :Rawat Publications.
- Sahu, B.K. (2004). *Teaching of English*. Ludhiana: Kalyani Publishers.
- Shaik, M. & Gosh, R.N. (2005). *Techniques of teaching English*. Hyderabad :Neelkamal Publications.
- Sharma, P. (2011). *Teaching of English: Skill and methods*. New Delhi :Shipra Publication.
- Swamy, Krishna (2003). *Teaching English*. Patiala : Twenty First Century Publications.
- Tickoo, M.L. (2004). *English Language Teaching in India*. New Delhi: Orient Longman.

B.Ed.
SEMESTER-II
(For the examination to be held in May, 2021, 2022 and 2023)
Pedagogy of Hindi (I)

Course Code : BDE-212
Credits : 04
Course Type : Compulsory

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

I उद्देश्य

इस पाठ्यक्रम को पढ़ने के पश्चात विद्यार्थी – अध्यापक :

- भाषा की अलग-अलग भूमिकाओं को जान पाएंगे
- स्कूल की भाषा, बच्चों की भाषा और समझ का ज्ञान प्राप्त कर सकेंगे
- पाठ्यचर्चा, पाठ्यक्रम का विश्लेषण कर पाएंगे
- हिन्दी भाषा के विविध रूपों को जान पाएंगे
- भाषा के मूल्यांकन की प्रक्रिया पर चर्चा कर पाएंगे

II पाठ्यक्रम की विषय वस्तु

इकाई-1

हिन्दी भाषा अधिगम की प्रक्रिया

- 1.1 भाषा अर्जन की प्रक्रिया : बालक में प्रारम्भिक भाषा अवबोधन, बालक के विकास में भाषा की भूमिका
- 1.2 भाषा शिक्षण प्रक्रिया : भाषा अधिगम प्रक्रिया, भाषा अधिगम के सामान्य सिद्धान्त, दमातृभाषा शिक्षण का अर्थ, स्वरूप, महत्व एवं उद्देश्य
- 1.3 भाषा विज्ञान : स्वर एवं व्यंजन, हिन्दी शब्द भण्डार, उच्चारण भेद, दोष के कारण एवं उपचार, मौखिक अभिव्यक्ति (सामान्य भाषा वार्तालाप)

इकाई-2

हिन्दी भाषा शिक्षण का वाचन एवं लेखन

- 2.1 वाचन प्रक्रिया तथा वाचन के प्रकार
- 2.2 शुद्धवाचन का महत्व एवं प्रयोग, वर्तनी सम्बन्धी अशुद्धियाँ : कारण एवं निवारण
- 2.3 विराम चिन्हों का प्रयोग, लिखित रचना के प्रकार एवं उनका अभ्यास

इकाई-3

हिन्दी भाषा शिक्षण के आवश्यक तत्व एवं उद्देश्य

- 3.1 हिन्दी भाषा : हिन्दी भाषा का उद्भव, विकास तथा महत्व, हिन्दी भाषा की भूमिका तथा विशेषताएं; हिन्दी, मातृभाषा राजभाषा/समपर्क तथा राष्ट्रभाषा के रूप में; त्रिभाषा सूत्र, अन्तर्राष्ट्रीय स्तर पर हिन्दी भाषा का स्थान

- 3.2 मातृभाषा एवं अन्य भाषा के रूप में हिन्दी शिक्षण के उद्देश्य : ज्ञानात्मक उद्देश्य, कौशलात्मक उद्देश्य, सौन्दर्य बोधात्मक उद्देश्य, रचनात्मक उद्देश्य, अभिरूत्तात्मक तथा अभिवृत्तात्मक उद्देश्य
- 3.3 हिन्दी के भाषिक तत्व : वर्ण विचार, मानक हिन्दी वर्णमाला, उच्चारण की दृष्टि से हिन्दी वर्णों का अक्षर, हिन्दी शब्द भण्डार, वाक्य विचार, शब्द और वाक्य की शिक्षण प्रक्रिया

इकाई-4

हिन्दी भाषा शिक्षण के भाषाई कौशलों का विकास

- 4.1 श्रवण कौशल : अर्थ, प्रकार, शैक्षिक क्रिया कलाप; मौखिक अभिव्यक्ति : अर्थ, मौखिक अभिव्यक्ति शिक्षण के उद्देश्य, मौखिक अभिव्यक्ति सम्बन्धी त्रुटियों का निवारण
- 4.2 पठन कौशल : पठन प्रक्रिया, पठन के प्रकार, पठन अभिरूचि का विकास, पठन सम्बन्धी त्रुटियों का निवारण
- 4.3 लिखित अभिव्यक्ति कौशल का विकास : लेखन का महत्व, लेखन की प्रक्रिया, लिखित रचना के प्रकार एवं उनका शिक्षण; हिन्दी भाषा शिक्षक – भूमिका, महत्व एवं विशेषताएं

III कार्य सम्पादन रणनीतियां

व्याख्यान, समूह चर्चा, पावर प्वाइंट प्रस्तुतियां, ऑडियो और वीडियो सामग्री आदि का प्रयोग

व्यावहारिक कार्य

विद्यार्थी – अध्यापक निम्नलिखित कार्यों से किसी एक को चुन सकते हैं :

- छात्रों में संचार की समस्या/आशंका का पता लगाने के लिए बाहरी स्कूलों का दौरा
- सुनना, बोलना, पढ़ना तथा लेखन कौशल विकसित करने के लिए गेमिंग तथा व्यायाम करना
- लेखन कौशल विकसित करने पर कार्य – सारांश पत्र, अनुच्छेद, निबन्ध एवं भाषण
- बोलने वाले कौशल विकसित करने पर कार्य – सारांश पत्र, अनुच्छेद, निबंध एवं भाषण
- बोलने वाले कौशल विकसित करने पर असाइनमेंट लिखना
- अन्य पूर्व स्वीकृत सम्बन्धित कार्य

IV मूल्यांकन रणनीतियां

अंकों का वितरण निम्न प्रकार से है :

1.	बाहरी परीक्षा	:	60 अंक
2.	आंतरिक मूल्यांकन	:	40 अंक
	क) मध्य अवधि परीक्षा	:	15 अंक
	ख) सत्रीय कार्य	:	10 अंक
*	ग) उपस्थिति	:	05 अंक
	घ) ऑन-लाइन प्रश्नोत्तरी (Quiz)	:	10 अंक

* उपस्थिति के अंकों का वितरण इस प्रकार है :

क्रम संख्या	प्रतीशत उपस्थिती	अधिकतम अंक
1.	95% और इससे अधिक	05
2.	90% - 94%	04
3.	85% - 89%	03
4.	80% - 84%	02

V प्रश्न – पत्र के निर्देश

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



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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

B.Ed. **SEMESTER-II** **(For the examination to be held in May, 2021, 2022 and 2023)** **(GROUP - II)** **PEDAGOGY OF URDU -I**

Course Code	: BDE-213	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

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

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

B. COURSE CONTENT

UNIT-1

Language Learning

- 1.1.** Language: Nature, scope and functions; Psycholinguistic and sociolinguistic perspectives of a language; Role of language in child's development
- 1.2.** Process of Language Learning: Process of knowledge of language; General principles of knowledge of language; Meaning of school language and child's language
- 1.3.** Linguistics: Vowels and consonants, pronunciation, causes of errors in pronunciation and their remedial measures

UNIT-2

Origin and Development of Urdu Language

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

UNIT-3

Elements of Urdu Language

- 3.1. Elements of Urdu Language: Its structure - phonological, morphological and syntactic, Phonological structure: Mechanism of speech, Pronunciation, Phonemes: Vowels and consonants, Diphthongs, stress, intonation and rhythm
- 3.2. Morphological Structure: Meaning, importance and Types – Free and bound affixes, prefixes and suffixes, verb forms, adjectives, adverbs (development, structuring and practical use)
- 3.3. Syntactic Structure: Meaning and importance; Types of sentences – Affirmative and negative, interrogative, imperative and exclamatory

UNIT-4

Acquisition Skills and Behavioural Objectives

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

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

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

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

- Abdullah, Saleem (1986) *Urdu kaise padhayen*. Aligarh : Educational Publishing House.
- Ansari, Akhter (1970). *Ghazal aur ghazalkitaleem*. New Delhi : Taraqqi-e-Urdu, Board.
- Ansari, Akhter (2001). *Ghazal aur ghazalkitaleem*. New Delhi : National Council for Promotion of Urdu Language.
- Ansari, Akhter (1980). *Studies in language and language teaching*. Aligarh : Friends Book House.
- Ashrafi, Wahaab (2005). *Tareekh adab-e-Urdu*, Part I, II and III. New Delhi : Educational Publishing House.
- Faramo, Saleem (1953). *Urdu Zuban aur uskitaleem*. Lahore : Pakistan Book Store.
- Hussain, Aijaz (1975). *Mukhtasartareekh-e-Urdu*. New Delhi : Urdu KitabGhar.
- Hussain, Sajid (1993). *Urdu aur usketadrees*. Karachi : Rabbar Publishers.
- Jalbi, Jameel (1992). *Tareekh adab-e-Urdu*, Part I and II. New Delhi : Educational Publishing House.
- Kaul, Omkar and Siraj, Masood (2003). *Urdu asnaafkitadrees*. New Delhi : National Council for Promotion of Urdu.
- Khan, R.H. (1974). *Urdu imla*. New Delhi : Taraqqi-e-Urdu board.
- Khan, Rashid Hasan (2001) : *Zubanaurqawaid*. New Delhi : National Council for Promotion of Urdu Language.
- NCERT (2012). *Rehnuma kitab for teachers*. New Delhi : National Council for Educational Research and training.
- NCERT (2013). *Urdu qawaida aur insha*. New Delhi : National Council for Educational Research and Training.
- NCERT (2013). *Urdu-Zuban-o-adab kitareekh*. New Delhi : National Council for Educational Research and Training.

- NCERT (2015). *Urdu darsiyat (urdupadagogy)*. New Delhi : National Council for Educational Research and Training.
- Saleem, Mohd. Qamar (2015). *Fan-e-tadrees-e-urdu*. New Delhi : National Council for Promotion of Urdu.



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B.Ed.

SEMESTER-II

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

(GROUP - II)

PEDAGOGY OF DOGRI - I

Course Code	: BDE-214	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

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

- *explain different roles of a language*
- *understand the relation between knowledge of language and child development*
- *differentiate between language as a school subject and language as a medium of instruction*
- *understand the importance and role of Dogri language*
- *formulate behavioural objectives for teaching Dogri prose, poetry and grammar*

B. COURSE CONTENT

UNIT-1

Language Learning

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

UNIT-2

Origin and Development of Dogri Language

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

UNIT-3

Elements of Dogri Language

- 3.1. Elements of Dogri Language: Its structure - Phonological, morphological and syntactic; Phonological structure: Mechanism of speech, Pronunciation, Phonemes - Vowels and consonants, diphthongs, stress, intonation and rhythm
- 3.2. Morphological Structure: Meaning, importance and types – Free and bound affixes, prefixes and suffixes, verb forms, adjectives, adverbs (development, structuring and practical use)
- 3.3. Syntactic Structure: Meaning and importance; Types of sentences – Affirmative and negative, interrogative, imperative and exclamatory

UNIT-4

Acquisition Skills and Behavioural Objectives

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

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

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

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

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



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B.Ed.

SEMESTER-II

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

(GROUP - II)

PEDAGOGY OF Punjabi -I

Course Code	: BDE-215	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

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

- *explain different roles of a language*
- *understand the relation between knowledge of language and child development*
- *differentiate between language as a school subject and language as a medium of instruction*
- *understand the importance and role of Punjabi language*
- *formulate behavioural objectives for teaching Punjabi prose, poetry and grammar*

B. COURSE CONTENT

UNIT-1

Language Learning

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

UNIT-2

Origin and Development of Punjabi Language

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

UNIT-3

Elements of Punjabi Language

- 3.1. Elements of Punjabi Language: Its structure - Phonological, morphological and syntactic, Phonological structure: Mechanism of speech, Pronunciation, Phonemes: Vowels and consonants, Diphthongs, stress, intonation and rhythm
- 3.2. Morphological Structure: Meaning, importance and types – Free and bound affixes, prefixes and suffixes, verb forms, adjectives, adverbs (development, structuring and practical use)
- 3.3. Syntactic Structure: Meaning and importance; Types of sentences – Affirmative and negative, interrogative, imperative and exclamatory

UNIT-4

Acquisition of Language Skills

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

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

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

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

- Dally, H.K. and Dimple, H.S. (2009). *Punjabi bhasha da adhyapan*. Ludhiana :Gurusar Book Depot
- Dhiman, H.S. (2009). *Punjabi boli, bhasha ate gurbani*. Patiala: Gagan Prakashan
- Duggal, Narinder Singh (2009). *Punjabi vayakaran terachnavali*. Jalandhar : New Book Company
- Jass, J.S. and Kaur, Jasbir. (2010). *Maatrabhasha di shikhyavidhi*. Jalandhar : New Book Company
- Kang, A.S. (1999). *Aatharveensadi da chonvansahvitya*. New Delhi : National Book Trust
- Nanda, I.S. and Safaya, R.K. (2010). *Aadhunik Punjabi aadhyapn*. Ludhiana :Vinod Publications
- Safaya, R.N. (1992). *Punjabi shikshavidhi*. Jawahar :DhanpatRai and Sons
- Singh, Gurdev (1971). *Gurmukhi lipibaray*. Ludhiana : Lahore Book Depot
- Singh, G.B. (1981). *Gurmukhi lipi da janamte Vikas*, Chandigarh :Punjab University Publication Burea
- Talwar, Mitali (2006). *Punjabi sahit de badalday jhukaavan da adhyan*. Ludhiana : Lahore Book Depot



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B.Ed.

SEMESTER-II

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

(GROUP - III)

PEDAGOGY OF MATHEMATICS - I

Course Code	: BDE-216	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

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

- *explain the nature of mathematics and its historical development*
- *describe the objectives of teaching mathematics at secondary school level*
- *explain different methods of teaching mathematics*
- *formulate instructional objectives for teaching mathematics*
- *explain the strategies of teaching mathematics*

B. COURSE CONTENT

UNIT-1

Nature and Values of mathematics

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

UNIT-2

Aims and Objectives of Teaching Mathematics

- 2.1. Aims and objectives of teaching mathematics at secondary level according to NCF(2005)
- 2.2. Behavioural Objectives: Meaning and importance, essentials of behavioural objectives; Formulation of instructional objectives in behavioural terms in mathematics
- 2.3. Writing learning objectives and teaching points of the content areas in mathematics (Algebra, Geometry, Mensuration's etc.)

UNIT-3

Methods of Teaching Mathematics

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

UNIT-4

Strategies of Teaching Mathematics

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

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

1. Develop a topic that meets NCERT's Position Paper of National Focus Group on Teaching Mathematics
2. Prepare a report based on the contribution of great Indian mathematicians
3. Prepare report on the contribution of Vedic mathematics
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

- Anice, J. (2008), *Methods of teaching*. New Delhi: Neelkamal
- Carey, L.M. (1988). *Measuring and evaluating school learning*. Boston: Allyn and Bacon.
- Chambers, P. (2010). *Teaching mathematics*. New Delhi :Sage.
- Chapman, L.R. (1970). *The process of learning mathematics*. New York: Pergamon Press.

- David, A.H., Maggie, M.K. & Louann, H.L. (2007). *Teaching mathematics meaningfully: Solutions for reaching struggling learners*. Canada: Amazon Books.
- David, W. (1988). *How children think and learn*. New York: Blackwell Publishers.
- Gupta, H. N. & Shankaran, V. (Ed.). (1984). *Content-cum-methodology of teaching mathematics*. New Delhi :NCERT.
- Ediger, M. and Rao, B. (2000). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.
- James, A. (2005). *Teaching of mathematics*. Hyderabad :Neelkamal Publication.
- Keeley, P. K. & Cheryl, T. R. (2011). *Mathematics formative assessment*. Canada: Sage Publications.
- Kothari, R.G. and Mistry, H.S. (2012). *Diagnosis of learning difficulties on radious and decimals: A study on the students of upper primary schools*. Germany: Lambert Academic Publishers.
- Kothari, R.G. and Shelat, P.H. (2011). *Mathematical weaknesses among secondary school students*. Germany: VDM Verlag Publishers.
- Kumar, S. (2009). *Teaching of mathematics*. New Delhi: Anmol Publications.
- Mangal, S.K. (1993). *Teaching of mathematics*. New Delhi: Arya Book Depot.
- Mani, M. N. G. (1992). *Techniques of teaching blind children*, New Delhi: Sterling Publishers.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G. & Raychaudhary, N. (1987). *Sourcebook for Training Teachers of Visually Handicapped*. New Delhi: NCERT.
- NCERT (2005). *National curriculum framework NCERT (2005)*. New Delhi: NCERT.
- NCERT (2006). *Position paper-National focus group on teaching of mathematics*. New Delhi: NCERT.
- NCTE (2009). *National curriculum framework for teacher education*. New Delhi : NCTE.
- Nemeth, A. (1973). *Nemeth code for mathematics and scientific notation*. Loviseville: American Printing House.
- Nickson, M. (2006). *Teaching and learning mathematics: A guide to recent research and its application*. Landon: Continuum Publishers.
- Pandya, B. (2007). *Teaching of mathematics*. Agra: Radha Prakashan Mandir.
- Paul, Chambers (2008). *Teaching mathematics*: Saga Publication.
- Rao, N.M. (2007). *A manual of mathematics laboratory*. New Delhi: Neelkamal Publications.
- Sidhu, K.S. (1990). *Teaching of mathematics*. New Delhi: Sterling Publishers.



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B.Ed.
SEMESTER-III
(For the examinations to be held in December, 2021, 2022 and 2023)

ENVIRONMENTAL EDUCATION

Course Code	: BDE-301	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Elective	Internal Marks	: 20

A. OBJECTIVES

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

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

B. COURSE CONTENT

UNIT-1

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

UNIT-2

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

UNIT-3

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

C. PRACTICUM-Cum-SESSIONAL WORK

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

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

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. I is COMPULSORY** comprising **three parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**

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

G. SUGGESTED READINGS

- Agarwal, S.K. and Dubey, P.S. (2002). *Environmental controversies*. New Delhi : APH.
- Agarwal. A. et al. (Ed.) (2001) *Green politics : Global environment negotiations*. New Delhi : Centre for Science and Environment.
- Alkazi, F., Jain, O. and Ramdas, K. (2001). *Exploring our Environment : Discovering the urban reality*. New Delhi : Orient Longman.
- Dani, H.M. (1996). *Environmental education*. Chandigarh :Panjab University Publication Bureau
- Kaur, T.N. (1999). *Environmental concerns and strategies*. New Delhi :Ashish Publication House.
- Khan, T.I. (2001). *Global biodiversity and environmental conservation – special emphasis on Asia and the Pacific*. Jaipur : Pointer Publications.
- Khanna, G.N. (1993). *Global environmental crisis and management*. New Delhi :Ashish Publishing House.
- McCormik, John (1995). *The global environmental movement*. New York : John Wiley.
- Mohanty, S.K. (1998). *Environmental and pollution law manual*. New Delhi : Universal Law Publishing Co.
- Palmer, J. and Philip, Neal (1994). *The handbook of environmental education*. London :Routledge.
- Reddy, Parshottam K.C. and Reddy, Narsimha D. (2002). *Environmental education*. Hyderabad : Neelkamal Publishers.
- Singh, R.B. and Mishra, Suresh (1996). *Environmental law in India : Issues and responses*. New Delhi : Concept Publishing Co.
- Srivastav, Pankaj and Singh, D.P. (2002). *Environmental Education*. New Delhi :Anmol Publications.

- Trivedi, P.R., Sharma, P.L. and Sudershan, K.N. (1994). *Natural environment and constitution of India*. New Delhi :Ashish Publishing House.



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B.Ed.

SEMESTER-III

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

GENDER, SCHOOL & SOCIETY

Course Code	: BDE-302	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:

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

B. COURSE CONTENT

UNIT-1

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

UNIT-2

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

UNIT-3

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

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

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

Or

Seminar on any one of the following themes:

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

E. 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 |

F. ATTENDANCE

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

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts (Short Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Acker, S. (1994). *Gendered education: Sociological reflection on women, teaching and feminism*. London : Open University Press.
- Ambasht et al. (1971). *Developmental needs of tribal people*. New Delhi : NCERT.
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- Ballantine, Jeanne H. and Spade, Joan Z. (Eds.) (2011). *Schools and society: A sociological approach to education*. California: Pine Forge.
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B.Ed.
SEMESTER-III
(For the examination to be held in December, 2021, 2022 and 2023)

EDUCATIONAL TECHNOLOGY

Course Code : BDE-303	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 nature, scope and functions of educational technology*
- *compare the software approach with the hardware approach to educational technology*
- *understand different types of instructional strategies and modes of development of self-learning material*
- *develop necessary skills in the use of media utilization and applications in the teaching-learning process*
- *explain models of communication*
- *describe characteristics of effective communication*

B. COURSE CONTENT

UNIT-I

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

UNIT II

- 2.1.** Instructional Strategies: Concept and types – lecture, team teaching, discussion, panel discussion, seminars & tutorials

- 2.2. Programmed learning: Concept, origin and principles of Programmed learning; Steps involved in construction of linear, branching and mathetic styles of programming, their merits and demerits

UNIT III

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

C. INSTRUCTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

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

E. 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 |

F. ATTENDANCE

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

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Aggarwal, J.C. (1999). *Encyclopedia of educational technology*. Vol I-IV.
- Agarwal, J.P. (2013). *Modern educational technology*. New Delhi: Black Prints.
- Aggarwal J.C. & Das, R.C. (1993): *Educational technology – A basic text*. New Delhi: Sterling Publishers Pvt. Ltd.
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- Evaut, M. (1992). *The international encyclopedia of educational technology*.
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- Pandey, K.P. (1980). *A first course in instructional technology*. Gaziabad: Amitash Prakashan.
- Pipe, Peter (1965). *Practical Programming*. Rainohard & Winster: Holt.
- Venkataiah, N. (1996): *Educational technology*. New Delhi: APH Publishing Corporation.



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B.Ed.

SEMESTER-III

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

LANGUAGE ACROSS THE CURRICULUM

Course Code : BDE-304
Credits : 02
Course Type : Compulsory

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

A. OBJECTIVES

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

- *explain the functions and features of language*
- *describe the hierarchical status of Indian languages*
- *explain the role of mother tongue and school language in classroom*
- *explain the types of reading*
- *develop competency towards multi-lingual classroom*

B. COURSE CONTENT

UNIT-1

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

UNIT-2

- 2.1. Multi-lingualism in Indian Classrooms: Nature, role of mother tongue and school languages in classroom transactions and competencies of a teacher to cater to a multi-lingual classroom

- 2.2. Distinction between language as a school subject and language as a means of learning and communication, role of questioning and discussion in classrooms

UNIT-3

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

C. TRANSACTIONAL STRATEGIES

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

D. SESSIONAL WORK

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

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

E. 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 |

F. ATTENDANCE

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

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Hengh, A. Sieruhn and P. Pluddemonn (Eds) *Multilingual education for South Africa* Johannesburg: Heinemann.
- Agnihotri, R.K. and Khanna, A.L. (Eds.) (1994) *Second language acquisition*. New Delhi : Sage.
- Butler, A. and Turbill, J. (1984). *Towards reading – writing classroom*. New York: Primary English Teaching Association, Cornell University.
- Farr, Fiona and Murray, Liam (2016). *The Routledge handbook of language learning and technology*. New York :Routledge.
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- Sabyasachi, B. (1997). *The Mahatma and the poet: Letters and debates between Gandhi and Tagore*. New Delhi: National Book Trust.
- Yule, G.C. (2006). *The Study of language* New Delhi : Cambridge University Press.



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B.Ed.

SEMESTER-III

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

SCHOOL INTERNSHIP - I

Course Code : BDE – 305
Credits : 07
Course Type : Compulsory

Max. Marks : 100
Internal Marks : 100

OBJECTIVES

To enable pupil-teachers to develop:

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

S. No.	Components	Marks
01.	Micro Teaching Practice. (20 Micro lessons , 2 lessons of each skill) in the opted subject <ul style="list-style-type: none">• Skill of Reinforcement• Skill of Stimulus Variation• Skill of Questioning• Skill of Explanation• Skill of Illustrations with examples and visuals.	20
02.	Thirty Supervised Lessons (15 in each subject) through RCEM Approach	60
03.	Peer Group Observation (10 lessons) 5 in each subject as opted by the teacher trainee	10
04.	Two Criticism Lessons (1 lesson in each subject).	10
Total		100



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SEMESTER-III

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

(GROUP - I)

PEDAGOGY OF SCIENCE – II

Course Code : BDE-307	Total Marks : 100
Credits : 04	External Marks : 60
Course Type : P.S. (Pedagogic Studies)	Internal Marks : 40

A. OBJECTIVES

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

- *Understand the planning for the establishment of science laboratory*
- *explain the importance of using charts and models in teaching science to the secondary school students*
- *prepare lesson plan for teaching science according to Herbartian, RCEM and Constructive Approaches*
- *explain the use of formative and summative methods of evaluation in science*
- *develop understanding of the importance of professional growth and development of science teacher*

B. COURSE CONTENT

UNIT-1

Science Laboratory and Instructional Aids

- 1.1. Science Laboratory: Objectives, Planning, and Organizing science laboratory for science; Organising and conducting practical work
- 1.2. Instructional Aids: Meaning and importance; Charts, Models and Computers as instructional aids, their merits and demerits

- 1.3** Improvised Apparatus: Process of developing improvised apparatus, Characteristics of improvised material, Advantages and Disadvantages of improvisation

UNIT-2

Lesson Planning for Teaching Science

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

UNIT-3

Evaluation of Learning in General Science

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

UNIT-4

Professional Development of General Science Teacher

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

C. TRANSACTIONAL STRATEGIES

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

D. SESSIONAL WORK

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

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

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

- Bhatnagar, A.D. (2004). *Teaching of science*. Meerut: Surya Publications.
- Bloom, Benjamin et al. (1965). *Taxonomy of educational objectives: The classification of education of educational goals, handbook cognitive domain*. New York: David Mackay Co.
- Dave, R.H. (1979). *Taxonomy of educational objectives and achievement testing*. London: London University Press.
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- Gupta, S.K. (1981). *Teaching of general science in secondary schools*. New Delhi: Sterling Publishers.
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- Singh, Y.K. and Nath, Ruchika (2010). *Teaching of general science*. New Delhi: APH.
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- Starin, A. and Sund, B. (1983). *Teaching science through enquiry*. Ohio: Charles E. Merrill Publishing Co.
- Tripathi, S. (2014). *Teaching general science*. New Delhi : Dominant Publications.
- Vaidya, N.(1996). *Science teaching for the 21st century*. New Delhi: Deep and Deep Publications.
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- Yadav, M.S. (1992). *Teaching of science*. New Delhi: Mangaldeep Publications.
- Yadav, M.S. (2000). *Modern method of teaching science*. New Delhi: Anmol Publishers.
- Yadav, M.S. (2010). *Teaching science at higher level*. New Delhi: Anmol Publishers.



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B.Ed.

SEMESTER-III

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

(GROUP - I)

PEDAGOGY OF PHYSICAL SCIENCE – II

(PHYSICS AND CHEMISTRY)

Course Code	: BDE-308	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

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

- Understand the planning for the establishment of physical science laboratory
- explain the importance of using charts and models in teaching physical science to the secondary school students
- prepare lesson plan in physical science according to Herbartian Approach, RCEM Approach and Constructive Approach
- explain the use of formative and summative methods of evaluation in physical science
- develop understanding of the importance of professional growth and development of physical science teacher

B. COURSE CONTENT

UNIT-1

Science Laboratory and Instructional Aids

- 1.1. Science Laboratory: Objectives, Planning, and Organizing science laboratory for physical science; Organising and conducting practical work
- 1.2. Instructional Aids: Meaning and importance; Charts, Models and Computers as instructional aids, their merits and demerits
- 1.3. Improvised Apparatus: Process of developing improvised apparatus, Characteristics of improvised material, Advantages and Disadvantages of improvisation

UNIT-2

Lesson Planning for Teaching Physical Science

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

UNIT-3

Evaluation of Learning in Physical Science

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

UNIT-4

Professional Development of Physical Science Teacher

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

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

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

4. Preparation of Low cost/ improvised teaching Aid

5. Any other approved topic of relevance

E. 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

F. ATTENDANCE

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

G. NOTE FOR PAPER SETTER

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

H. SUGGESTED READINGS

- Bhatnagar, A.D. (2004). *Teaching of science*. Meerut: Surya Publications.
- Bloom, Benjamin et al. (1965). *Taxonomy of educational objectives: The classification of education of educational goals, handbook cognitive domain*. New York: David Mackay Co.
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- Sharma, R.C. and Shukla, C.S. (2003). *Modern science teaching*. New Delhi: DhanpatRai.
- Singh, Hemlata (1990). *Scientific temper and education*. New Delhi: Commonwealth Publishers.

- Singh, Y.K. and Nath, Ruchika (2010). *Teaching of general science*. New Delhi: APH.
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MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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B.Ed.

SEMESTER-III

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

(GROUP - I)

PEDAGOGY OF BIOLOGICAL SCIENCE - II

(BOTANY AND ZOOLOGY)

Course Code : BDE-309	Total Marks : 100
Credits : 04	External Marks : 60
Course Type : P.S. (Pedagogic Studies)	Internal Marks : 40

A. OBJECTIVES

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

- Understand the planning for the establishment of biological science laboratory
- explain the importance of using charts and models in teaching biological science to the secondary school students
- prepare lesson plan in biological science according to Herbartian Approach, RCEM Approach and Constructive Approach
- explain the use of formative and summative methods of evaluation in biological science
- develop understanding of the importance of professional growth and development of biological science teacher

B. COURSE CONTENT

UNIT-1

Science Laboratory and Instructional Aids

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

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

UNIT-2

Lesson Planning for Teaching Biological Science

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

UNIT-3

Evaluation of Learning in Biological Science

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

UNIT-4

Professional Development of Biological Science Teacher

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

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

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

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

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- Yadav, M.S. (1992). *Teaching of science*. New Delhi: Mangaldeep Publications.
- Yadav, M.S. (2000). *Modern method of teaching science*. New Delhi: Anmol Publishers.
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SEMESTER-III

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

(GROUP - II)

PEDAGOGY OF SOCIAL SCIENCE - II

Course Code : BDE- 310

Credits : 04

Course Type : P.S.(Pedagogical Studies)

Total Marks : 100

External Marks : 60

Internal Marks : 40

A. OBJECTIVES

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

- *explain the utility of globe, time line, maps and atlas in teaching of social science*
- *use LCD projectors in teaching social science*
- *establish a social science room*
- *establish a social science club*
- *explain the history of freedom movement in India*

B. COURSE CONTENTS

UNIT-1

Instructional Aids for Teaching Social Science

- 1.1. Meaning, Use, Merits and Limitations of: Globe, time line, map, atlas in teaching of social science
- 1.2. Meaning, Use, Merit and limitations of Pictures, Charts, Graphs, Models
- 1.3. Use of LCD-Projector, OHP, Computer, Film strips in teaching of social science at secondary level of education

UNIT-2

Text Book and Social Science Room in Teaching Social Science

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

UNIT-3

Evaluation of Learning in Social Science

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

UNIT-4

Professional Development of Social Science Teacher

- 4.1. Social Science Teacher: Qualities of a good social science teacher
- 4.2. Need for In-service professional development programme (seminar, refresher course) for social science teachers
- 4.3. Professional Growth of Social Science Teachers: Role of reflective practices in the professional growth of teachers teaching social science at secondary level

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

1. Critical analysis of a social science text book of secondary classes
2. Critical analysis of social science curriculum of secondary classes
3. Conduct survey of social issues, social structure of the society
4. 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, J.C. (2008). *Principles, methods & techniques of teaching*. Sahibabad (U.P.): House Pvt. Ltd.
- Aggarwal, J.C. (2008). *Teaching of social studies: A practical approach*. Sahibabad (U.P.):Vikas Publishing House.
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- Chauhan, S.S. (2008). *Innovations in teaching learning process*. Sahidabad :Vikas Publishing House.
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SEMESTER-III

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

PEDAGOGY OF ENGLISH - II

Course Code : BDE-311	Total Marks	: 100
Credits : 04	External Marks	: 60
Course Type : P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

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

- explain the activities for developing listening and speaking skills
- describe the types of reading
- explain phrasing and skimming techniques of increasing speed of reading
- explain guided, free and creative writing
- understand the interactive approach to teaching English
- explain procedure for 7E's Constructivist Approach of teaching English to secondary school students
- differentiate between an approach and a method of teaching
- prepare lesson plans for teaching English according to Herbartian, RCEM and Constructivist Approaches
- describe the characteristics of a good English text book
- explain the need and importance of conference and seminar in enhancing competencies of teachers teaching English language

B. COURSE CONTENT

UNIT-1

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

- 1.1. Listening and Speaking: Concept, significance and activities to develop listening and speaking and their evaluation

- 1.2. Reading: Concept, methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive and Supplementary); Techniques of Increasing speed of reading (Phrasing, Skimming, Scanning) and its evaluation
- 1.3. a) Writing: Concept, types of composition (Guided, Free and Creative); Evaluation of composition, letter writing (Formal and Informal)
- b) Study Skills: Concept, types (Note taking and making); Reference Skills (Dictionary, Encyclopedia)

UNIT-2

Approaches to Teaching English:

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

UNIT-3

Methods of Teaching and Lesson Planning

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

UNIT-4

Curriculum Resources and Professional Development of Teachers

- 4.1. Curriculum: Concept, principles and steps for curriculum construction
- 4.2. Resources for teaching and learning English: Text books work books, teacher's hand books. (Meaning, importance and qualities), chart, picture, flash cards, flannel board, CD players, radio, newspaper, magazine, chalk-board, language laboratory and language games; use of community resources and media for language development; Uses of audio-visual aids in teaching of English.

- 4.3. Professional development of teachers teaching English language (Meaning, need and importance); Professional growth of English language teacher – Meaning, need and importance; Role of conference, seminar and workshop in enhancing competencies of teachers teaching English language

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

1. Design teaching programme based on error analysis
2. Develop an Action Research Plan for measuring the effectiveness of a given approach of teaching English for any class
3. Presentation of a seminar on Constructive Approach for teaching English to the students of class IX/X
4. Analytic study of a prominent literary work (novel, poetry, short story)
5. Translation of one Hindi / Urdu / Punjabi article in English
6. Any other approved activity of relevance

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

- Agnihotri, R.K & Khanna, A.L. (Ed.) (1996). *English grammar in context*. New Delhi : Ratnasagar.
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- Krashen, D. (1992). *Principles and practice in second language acquisition*. London : Pergamum Press.
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B.Ed.
SEMESTER-III
(For the examination to be held in December 2021, 2022 and 2023)

Pedagogy of Hindi (II)

Course Code : BDE-312

Credits : 04

Course Type : Compulsory

Total Marks : 100

External Marks : 60

Internal Marks : 40

I उद्देश्य

इस पाठ्यक्रम की विषय वस्तु को पढ़ने के पश्चात विद्यार्थी—अध्यापक :

- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच संबंध बना पाएंगे
- पाठ्यचर्चा, पाठ्यक्रम का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढाल पाएंगे
- सहायक सामग्री के प्रयोग एवं उपयोगिता को भली प्रकार से जान पाएंगे
- हिन्दी भाषा के विविध रूपों की अभिव्यक्तियों को जान पाएंगे
- भाषा के मूल्यांकन की प्रक्रिया जान पाएंगे

II पाठ्यक्रम की विषय वस्तु

इकाई—1

हिन्दी भाषा शिक्षण, साधन और सामग्री

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

इकाई—2

हिन्दी भाषा शिक्षण की योजना एवं प्रक्रिया

- 2.1 वर्तमान शिक्षा प्रणाली में हिन्दी पाठ्य पुस्तक की विशेषताएं एवं समीक्षा
- 2.2 हिन्दी पाठ्य वस्तु का अर्थ एवं विश्लेषण, हिन्दी सुलेख शिक्षण: गुण, उद्देश्य एवं विधियां
- 2.3 हिन्दी शिक्षण में ग्रहकार्य – स्वरूप एवं संशोधन।

इकाई—3

हिन्दी शिक्षण के लिए अनुदेशन योजना

- 3.1 सूक्ष्म शिक्षण का अर्थ महत्व एवं रूप रेखा : सूक्ष्म शिक्षण द्वारा शिक्षण कौशलों का विकास, प्रस्तावना कौशल, श्यापट्ट कौशल, उदाहरण कौशल, व्याख्या कौशल और उद्दीपन परिवर्तन कौशल
- 3.2 हिन्दी पाठ योजना (गद्य, पद्य एवं व्याकरण) का अर्थ, महत्व एवं रूप रेखा-हरबारशियन, आर सी ई एम तथा कनसटरकटिविष्ट

3.3 इकाई योजना एवं दैनिक पाठ योजना का अर्थ, महत्त्व, अन्तर एवं निर्माण

इकाई—4

हिन्दी भाषा शिक्षण में मूल्यांकन एवं क्रियात्मक अनुसंधान

- 4.1 हिन्दी शिक्षण में सतत् एवं व्यापक मूल्यांकन: अर्थ एवं महत्त्व, हिन्दी शिक्षण में परीक्षण पदों का निर्माण, प्रश्नों के प्रकार, नील – पत्र निर्माण एवं मानकीकरण
- 4.2 हिन्दी में मूल्यांकन : अर्थ, स्वरूप, विभिन्न विधाओं का मूल्यांकन एवं संशोधन
- 4.3 हिन्दी भाषा शिक्षण में निदानात्मक परीक्षा एवं उपचारात्मक शिक्षण – अर्थ, महत्त्व एवं प्रक्रिया; हिन्दी भाषा शिक्षण में क्रियात्मक अनुसंधान – अर्थ, महत्त्व एवं प्रक्रिया, हिन्दी में क्रियात्मक शोध – योजना का प्रारूप

III कार्य सम्पादन रणनीतियां

व्याख्यान समूह चर्चा, पावर प्वाइंट प्रस्तुतिया, ऑडियो और वीडियो सामग्री आदि का प्रयोग

व्यावहारिक कार्य

विद्यार्थी निम्नलिखित कार्यों से किसी एक को चुन सकते हैं:

- छात्रों में संचार की समस्या का पता लगाने के लिए बाहरी स्कूलों का दौरा
- लेखन कौशल, विकसित करने पर कार्य – सारांश पत्र, अनुच्छेद, निबंध एवं भाषण देना
- बोलने वाले कौशल विकसित करने के लिए असाइनमेंट लिखना
- शिक्षण प्रशिक्षण एवं स्कूल आधारित क्रियात्मक अनुसंधान करना।
- अन्य पूर्ण स्वीकृत सम्बंधित कार्य

IV मूल्यांकन रणनीतियां

अंकों का वितरण निम्न प्रकार से है :

1.	बाहरी परीक्षा	:	60 अंक
2.	आंतरिक मूल्यांकन	:	40 अंक
	क) मध्य अवधि परीक्षा	:	15 अंक
	ख) सत्रीय कार्य	:	10 अंक
*	ग) उपस्थिति	:	05 अंक
	घ) ओन-लाइन प्रश्नोत्तरी (Quiz)	:	10 अंक

* उपस्थिति के अंकों का वितरण इस प्रकार है :

क्रम संख्या	प्रतीशत उपस्थिति	अधिकतम अंक
1.	95% और इससे अधिक	05
2.	90% - 94%	04

3.	85% - 89%	03
4.	80% - 84%	02

V प्रश्न – पत्र के निर्देश

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



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B.Ed.

SEMESTER-III

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

(GROUP - II)

PEDAGOGY OF URDU - II

Course Code	: BDE-313	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

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

- *explain the meaning and importance of audio-visual aids for teaching and learning Urdu language*
- *understand the characteristics of a good text book*
- *reflect on the meaning an process of micro-teaching*
- *explain the skills of teaching Urdu language*
- *understand the preparation of lesson plan using constructivist Approach for teaching Urdu language*
- *prepare lesson plan using Herbartian and RCEM Approaches for teaching language*
- *develop diagnostic test on any unit from a text book of Urdu*

B. COURSE CONTENT

UNIT-1

Teaching-Learning Material in Teaching Urdu Language

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

UNIT-2

Planning in Teaching Urdu Language

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

UNIT-3

Co-curricular Activities and professional Development of Teachers

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

UNIT-4

Evaluation and Action Research in Urdu i Language

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

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

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

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

- Abdullah, Saleem (1986) *Urdu kaisepadhayen*. Aligarh : Educational Publishing House.
- Ansar, Akhter (1970). *Ghazal aurghazalkitaleem*. New Delhi :Taraqqi-e-Urdu, Board.
- Ansari, Akhtar (2001). *Ghazal aurghazalkitaleem*. New Delhi : National Council for Promotion of Urdu Language.
- Ansari, Akhter (1980). *Studies in language and language teaching*. Aligarh : Friends Book House.
- Ashrafi, Wahaab (2005). *Tareekhadab-e-Urdu*, Part I, II and III. New Delhi : Educational Publishing House.
- Faramo, Saleem (1953). *Urdu Zubanauruskitaleem*. Lahore : Pakistan Book Store.
- Hussain, Aijaz (1975). *Mukhtasartareekh-e-Urdu*. New Delhi : Urdu KitabGhar.
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- Jalbi, Jameel (1992). *Tareekhadab-e-urdu*, Part I and II. New Delhi : Educational Publishing House.
- Kaul, Omkar and Siraj, Masood (2003). *Urdu asnaafkitadrees*. New Delhi :National Council for Promotion of Urdu.
- Khan, R.H. (1974). *Urdu imla*. New Delhi :Taraqqi-e-Urdu board.
- Khan, Rashid Hasan (2001) :*Zubanaurqawaid*. New Delhi : National Council for Promotion of Urdu Language.
- NCERT (2012). *Rehnumakitabfor teachers*. New Delhi : National Council for Educational Research and training.
- NCERT (2013). *Urdu qawaidaurinsha*. New Delhi : National Council for Educational Research and Training.
- NCERT (2013). *Urdu-Zuban-o-adabkitareekh*. New Delhi : National Council for Educational Research and Training.

- NCERT (2015). *Urdu darsiyat (urdupadagogy)*. New Delhi : National Council for Educational Research and Training.
- Saleem, Mohd. Qamar (2015). *Fan-e-tadrees-e-urdu*. New Delhi : National Council for Promotion of Urdu.



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SEMESTER-III

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

(GROUP - II)

PEDAGOGY OF DOGRI - II

Course Code	: BDE-314	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

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

- *explain the meaning and importance of audio-visual aids for teaching and learning Dogri language*
- *understand the characteristics of a good text book*
- *reflect on the meaning and process of micro-teaching*
- *explain the skills of teaching Dogri language*
- *understand the preparation of lesson plan using Constructivist Approach for teaching Dogri language*
- *prepare lesson plan using Herbartian and RCEM Approaches for teaching Dogri language*

B. COURSE CONTENT

UNIT-1

Teaching-Learning Material in Teaching Dogri Language

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

UNIT-2

Planning in Teaching Dogri Language

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

UNIT-3

Co-curricular Activities and Professional Development of Teachers

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

UNIT-4

Evaluation and Action Research in Dogri Language

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

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

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

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

- Goswami, Om (2012). *Merikavyakahani*. Jammu : Hybro Publications.
- Jamwal, Narsingh Dev (2011). *Khoobsamhalebhavshuale*. Jammu :Kamla Prakashan.
- Kesar, Inderjeet (2008). *Nimmanimmahassa*. Jammu : Jai Mata Prakashan.
- Kesar, Inderjeet (2012). *Likhat*. Jammu : Jai Mata Prakashan.
- Kesar, Inderjeet (2013). *Bhagirath*. Jammu : Jai Mata Prakashan.
- Kesar, Inderjeet (2014). *Sochtarangaan*. Jammu : Jai Mata Prakashan.
- Magotra, Lalit (2009). *Cheteindiyanjaliyan*. Jammu :Divya Prakashan.
- Rahi, Ved (2014). *Battotar*. Mumbai :DarshanPrakashan.
- Sapolia, Mohan Lal (1988). *Sodhsamundran di*. Jammu :Tripta Prakashan.
- Sapolia, Sita Ram (2006). *Chaanani de athroon*. Samba, Jammu :Sita Ram Sapolia.
- Sharma, Champa (2004). *Chetein de rohl*. Jammu :Manavi Prakashan.
- Sharma, Yash (2011). *Boondtreloodee*. Jammu : DD Reprographics.
- Udhamपुरi, Jitender (1999). *Dildaryakhalikhali*. Jammu :Nami Dogrisanstha.



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SEMESTER-III

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

(GROUP - II)

PEDAGOGY OF PUNJABI - II

Course Code	: BDE-315	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

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

- *explain the meaning and importance of audio-visual aids for teaching and learning Punjabi language*
- *understand the characteristics of a good text book*
- *reflect on the meaning and process of micro-teaching*
- *explain the skills of teaching Punjabi language*
- *understand the preparation of lesson plan using Constructivist Approach for teaching Punjabi language*
- *prepare lesson plan using Herbartian and RCEM Approaches for teaching Punjabi language*
- *develop diagnostic test on any unit from a text book of Punjabi*
-

B. COURSE CONTENT

UNIT-1

Teaching-Learning Material in Teaching Punjabi Language

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

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

UNIT-2

Planning in Teaching Punjabi Language

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

UNIT-3

Co-curricular Activities and Professional Development of Teachers

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

UNIT-4

Evaluation and Action Research in Punjabi Language

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

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

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

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

F. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part

is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks

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

G. SUGGESTED READINGS

- Dally, H.K. and Dimple, H.S. (2009). *Punjabi bhasha da adhyapan*. Ludhiana :Gurusar Book Depot
- Dhiman, H.S. (2009). *Punjabi boli, bhasha ate gurbani*. Patiala: Gagan Prakashan
- Duggal, Narinder Singh (2009). *Punjabi vayakaran terachnavali*. Jalandhar : New Book Company
- Jass, J.S. and Kaur, Jasbir. (2010). *Maatra bhasha di shikhyavidhi*. Jalandhar : New Book Company
- Kang, A.S. (1999). *Aathar veensadi da chonvansahvitya*. New Delhi : National Book Trust
- Nanda, I.S. and Safaya, R.K. (2010). *Aadhunik Punjabi aadhyapn*. Ludhiana :Vinod Publications
- Safaya, R.N. (1992). *Punjabi shikshavidhi*. Jawahar :DhanpatRai and Sons
- Singh, Gurdev (1971). *Gurmukhi lipibaray*. Ludhiana : Lahore Book Depot
- Singh, G.B. (1981). *Gurmukhi lipi da janamte Vikas*, Chandigarh :Punjab University Publication Burea
- Talwar, Mitali (2006). *Punjabi sahit de badalda yjhu kaavan da adhyan*. Ludhiana : Lahore Book Depot



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SEMESTER-III

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

(GROUP - III)

PEDAGOGY OF MATHEMATICS - II

Course Code	: BDE-316	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: P.S. (Pedagogic Studies)	Internal Marks	: 40

A. OBJECTIVES

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

- Understand different types of lesson plans for teaching mathematics
- explain formative evaluation in mathematics
- explain summative evaluation in mathematics
- explain the role of ICT in teaching mathematics at secondary level of education

B. COURSE CONTENT

UNIT-1

Lesson Planning in Teaching of Mathematics

- 1.1. Lesson Planning: Meaning, need and importance; Types of lesson planning – unit and yearly plans, their preparation
- 1.2. Lesson Planning: Basic steps, planning lessons in mathematics (Herbartian and RCEM)
- 1.3. Preparation of lesson plans for teaching and learning mathematics at secondary school level according to Constructive Approach

UNIT-2

Teaching - Learning Resources

- 2.1. Mathematics Laboratory: Concept, need and equipment for setting up a mathematics laboratory and utilization of learning resources in mathematics (Charts, Models, Pictures, Weighing and measuring instruments, Abacus, etc.)

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

UNIT-3

Assessment and Evaluation

- 3.1. Assessment and Evaluation: Concept, importance and purpose, identification of hard spots and remedial measures, formative and summative assessments of learners achievement in mathematics, comprehensive and continuous evaluation in mathematics
- 3.2. Achievement Test: Concept, need and importance; Steps for the development of an achievement test in mathematics
- 3.3. Diagnostic and remedial teaching in mathematics, preparation of a diagnostic test in mathematics

UNIT-4

Professional Development of Mathematics Teacher

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

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

- 1. Pedagogical analysis of a unit of content from the syllabus of mathematics at secondary level
- 2. Preparation of a multimedia lesson plan on a topic for class VIII/IX/X
- 3. Construction of a question paper based on current formats of CBSE /J&K State Board of School Education, along with its scoring key (if needed) and marking scheme
- 4. Preparation of a question paper based on the current format of CBSE/J&K Board of School Education, along with its scoring key (if needed) and marking scheme
- 5. Developing an action research proposal for a problem related to teaching and learning of mathematics at secondary school level
- 6. Any other approved activity of relevance

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

- Anice, J. (2008), *Methods of teaching*. New Delhi: Neelkamal
- Carey, L.M. (1988). *Measuring and evaluating school learning*. Boston: Allyn and Bacon.
- Chambers, P. (2010). *Teaching mathematics*. New Delhi :Sage.

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- David, A.H., Maggie, M.K. & Louann, H.L. (2007). *Teaching mathematics meaningfully: Solutions for reaching struggling learners*. Canada: Amazon Books.
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- Kothari, R.G. and Mistry, H.S. (2012). *Diagnosis of learning difficulties on radious and decimals: A study on the students of upper primary schools*. Germany: Lambert Academic Publishers.
- Kothari, R.G. and Shelat, P.H. (2011). *Mathematical weaknesses among secondary school students*. Germany: VDM Verlag Publishers.
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- NCTE (2009). *National curriculum framework for teacher education*. New Delhi : NCTE.
- Nemeth, A. (1973). *Nemeth code for mathematics and scientific notation*. Loviseville: American Printing House.
- Nickson, M. (2006). *Teaching and learning mathematics: A guide to recent research and its application*. Landon: Continuum Publishers.
- Pandya, B. (2007). *Teaching of mathematics*. Agra: Radha Prakashan Mandir.
- Paul, Chambers (2008). *Teaching mathematics*: Saga Publication.
- Rao, N.M. (2007). *A manual of mathematics laboratory*. New Delhi: Neelkamal Publications.
- Sidhu, K.S. (1990). *Teaching of mathematics*. New Delhi: Sterling Publishers.



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B.Ed.

SEMESTER-IV

(For the examination to be held in May, 2022, 2023 and 2024)

CREATING AN INCLUSIVE SCHOOL

Course Code	: BDE-401	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 concept of disability*
- *identify the different types of children with special needs (CWSN)*
- *acquire knowledge about the provisions made for CWSN under SSA and RTE Act, 2009*
- *understand different pedagogical and assessment techniques for inclusion of CWSN*
- *develop skills for the creation of disable-friendly environment and inclusive culture in the schools*
- *design and apply remedial instruction procedures for enhancing learning among children with special needs (CWSN)*

B. COURSE CONTENT

UNIT-1

Disability and Inclusion in Education

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

UNIT-2

Constitutional Provisions for Inclusion in Education

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

UNIT-3

Pedagogical and Assessment Approaches

- 3.1. Pedagogical Approaches for Children with Special Needs (CWSN): Curriculum adaptation, Activity-based Learning, Developing/Using specially designed resource materials, Collaborative and Co-operative Learning
- 3.2. Assessment Approaches for CWSN: Observation, continuous and comprehensive assessment (Formative and diagnostic assessment); Assessment of group and collaborative Learning; Role of school head and teachers in evolving inclusive practices

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

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

E. 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

F. ATTENDANCE

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

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Alur, Mithu and Bach, Michael (2009). *The journey for inclusive education in the Indian sub-continent*. New York: Routledge.
- Bartlett, L. D., and Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.

- Chaote, J. S. (1991). *Successful Mainstreaming*. New York :Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. New York :Allyn and Bacon.
- Daniels, H. (1999). *Inclusive Education*. London: Kogan.
- Das, Ashima; Das, Shankar and Katthumuri, Ruth (2013). *Inclusive education: A contextual working model*. New Delhi: Concept Publishing Co.
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- Dessent, T. (1987). *Making Ordinary School Special*. London: Jessica Kingsley Publishers.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
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- Hegarthy, S. and Alur, M. (2002). *Education of children with special needs: From segregation to Inclusion*, Corwin Press, Sage Publishers.
- Karant, P. and Rozario, J. ((2003). *Learning disabilities in India*. New York :Sage.
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- Mangal, S.K. (2009). *Educating exceptional children: An introduction to special education*. New Delhi: Prentice Hall.
- McCormick, S. (1999). *Instructing students who have literacy problems*. New Jersey: Pearson.
- Puri, Madhumita and Abraham, George (2005). *Handbook of inclusive education for educators, administrators and planners: within walls, without boundaries*. New Delhi: Sage Publications.
- Rayner, S. (2007). *Managing special and inclusive education*. New York :Sage.
- Ryandak, D. L. and Alper, S. (1996). *Curriculum content for students with moderate and severe disabilities in inclusive setting*. Boston :Allyn and Bacon.

- Sedlak, R. A. and Schloss, P. C. (1986). *Instructional methods for students with learning and behavior problems*. Boston : Allyn and Bacon.
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B.Ed.

SEMESTER-IV

(For the examination to be held in May, 2022, 2023 and 2024)

ACTION RESEARCH

Course Code : BDE-402
Credits : 02
Course Type : Compulsory

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

A. OBJECTIVES

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

- *define the concept of research and action research*
- *develop clarity of the steps of action research*
- *understand the characteristics of the tools of action research*
- *acquire basic skills of computation and graphic representation of data*

B. COURSE CONTENT

UNIT-I

Types of Educational Research

- 1.1. Research: Meaning, need and importance
- 1.2. Types of Educational Research: Basic, Applied and Action research

UNIT II

Introduction to Action Research

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

UNIT III

Statistical Techniques and Graphical representation of Data

- 3.1. Statistics: Measures of Central tendency (Mean, Median and Mode), Measures of Variability (Standard Deviation) – Concept, Computation and Graphic representation of data (Histogram, Frequency Polygon and Ogive)
- 3.2. Computation of Coefficient of Correlation (Pearson's and Spearman's methods), Computation of significance of difference between two means (large and small samples)

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

E. 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

F. ATTENDANCE

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

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Best, J.W. (1999). *Research in education*. New Delhi: Prentice Hall of India.
- Borg, W.R. and Gall, M.D. (1983). *Educational research - An introduction*. New York: Longman, Inc.
- Chandra, S.S. & Sharma, R.K. (2010). *Research in education*. New Delhi: Atlantic Publishers.
- Charles, C.M. and Merton, C.A. (2002). *Introduction to educational research*. Boston: Allyn and Bacon.
- Clive, Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
- Cresswell, John W. (2007). *Qualitative inquiry and research design*. London: Saga Publication
- Cresswell, John W. (2013). *Research design : Qualitative, quantitative and mixed methods approaches*. London: Sage.
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- Fraenkel, J.R., Wallen, N.E. (1996). *How to design and evaluate research in education*. New York: McGraw Hill.
- Good, C. V. (2008). *Introduction to educational research*. New Delhi: Surjet Publications.
- Jill Porter & Penny Lacey (2005). *Researching learning difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
- Kerlinger, F.N. (1986). *Foundations of behavioural research*. Fort Worth, TX: Harcourt Brace Jovanovich.
- Kirkpatrick, D.L. (2005). *Evaluating training programmes: The four levels*. San Francisco: Brrett-Kochler.
- Koul, Lokesh (2011). *Methodology of Educational Research*. New Delhi: Vikas Publishing House.
- Pamela, Maykut & Richard, Morehouse (1994). *Beginning qualitative research: A philosophic and practical guide*. London: Falmer Press.
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- Punch, Keith (2009). *Introduction to research methods in education*. New Delhi: Sage.
- Reason, P. & Bradbury, H. (Eds.) (2006). *Handbook of action research: Concise paperback edition*: California: Sage.
- Scott, David & Usher, Robin (1996). *Understanding educational research*. New York: Routledge.
- Shank, G.D. (2002). *Qualitative research*. New York: Prentice Hall.
- Sharma, Bharti (2004). *Methodology of educational research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of educational research*. New Delhi: Anmol Publications.
- Stake, Robert E. (1995). *The art of case study research*. California: Sage.
- Travers, Robert M.W. (1978). *An Introduction to educational research (4th edition)*. London: Macmillan.



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B.Ed.

SEMESTER-IV

(For the examination to be held in May, 2022, 2023 and 2024)

READING AND REFLECTING ON TEXTS

Course Code	: BDE - 403	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:

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

B. COURSE CONTENT

UNIT-1

Introduction to Analytical and Critical Thinking

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

UNIT-2

Reading and Writing Skills

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

UNIT-3

Assessment of Components of Reading

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

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

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

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|-------------------|
| 1. Internal Assessment: | : 50 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 08 Marks |
| ii) Student Reflections | : 04 Marks |

- (iii) One PPT (To be delivered and uploaded in Google Classroom) : 08 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 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

H. SUGGESTED READINGS

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

SEMESTER-IV

(For the examination to be held in May, 2022, 2023 and 2024)

PROJECT WORK

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

Total Marks : 100
Internal Marks : 100

EVALUATION

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

1. ACTION RESEARCH

60 Marks

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

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

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

40 marks



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SEMESTER-IV

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

COMMUNITY WORK (02 WEEKS)

Course Code : BDE-405

Total Marks : 50

Credits : 02

Internal Marks : 50

Course Type : Compulsory

A. OBJECTIVES

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

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

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

1. Conduct of cleanliness drive in a slum/village for 'Swachh Bharat Abhiyan'
2. Participation in rallies for creating social awareness on burning societal issues
3. Participation in health awareness programme for the sensitization of community
4. Conduct of immunization awareness among the community
5. Organisation of health awareness programme for the senior citizens

6. Organisation of nukkad plays for community sensitization on drug abuse/ dowry/ child marriage/ literacy etc.
7. Participation in each one – teach one programme
8. Plantation drive
9. Make a 4 minute video on any school activity and write a reflective note on it
10. Conduct a discussion with the school students on the problem of discipline in the class & remedies to solve it. Write a reflective note on the same
11. Collect data regarding the disabilities in any nearby school and suggest methods of handling them
12. Survey your Institution / Home and suggest ways and means to maintain its cleanliness & enhance its beauty
13. Conduct a survey of your neighbourhood / Mohalla and identify the children who are not enrolled in any school along with the reasons for the same
14. Conduct an interview with any case of child labour / dowry victim /Beggary etc. to know about the causes for their status, their day to day life along with the suggestion for their improvement



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B.Ed.
SEMESTER-IV
(For the examination to be held in May, 2022, 2023 and 2024)

SCHOOL INTERNSHIP - II

Course Code : BDE-406
Credits : 07
Course Type : Compulsory

Maximum Marks : 250
External Marks : 150
Internal Marks : 100

OBJECTIVES

To enable pupil-teachers to develop:

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

S. No.	Components	Marks
01.	Thirty Supervised Lessons (15 in each subject) through RCEM Approach	60
02.	Ten Lessons based on the Constructivists Approach (05 lesson in each subject).	20
03.	Four Lessons through ICT (2 lessons in each subject)	10
04.	Two Criticism lessons	10
Total		100



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B.Ed.

SEMESTER-IV

(For the examination to be held in May, 2022, 2023 and 2024)

GUIDANCE AND COUNSELLING

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

A. OBJECTIVES

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

- *understand the meaning, need and scope of guidance and counselling*
- *apply the skills of guidance and counselling in classroom situations*
- *understand the various data gathering techniques and their importance*
- *understand the objectives of career information*
- *explain the principles of organising guidance services in secondary schools*

B. COURSE CONTENT

UNIT-1

Guidance and Counselling – An Introduction

- 1.1. Guidance and Counselling: Meaning, need and scope, difference between guidance and counselling; Types of guidance: Educational, vocational and personal
- 1.2. Guidance Services: Concept, purpose, principles of organizing guidance services in secondary schools

UNIT-2

Testing and Non-testing Techniques in Guidance

- 2.1. Testing Techniques in Guidance: Psychological tests, appraisal of intelligence, personality and aptitude tests

- 2.2. Non-testing Techniques in Guidance: Interview, observation, case study and cumulative record

UNIT-3

Types of Counselling

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

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

1. Counselling and report writing on a selected case
2. Report on critical observation of a counselling session
3. Preparation of a career bulletin based on authentic sources of job/employment
4. Organisation and conduct of career interview
5. Preparation of a case study of a child with special problem/s
6. Any other approved activity of relevance

E. 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 |

F. ATTENDANCE

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

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Bhatnagar, Ashok and Gupta, Nirmala (Eds). (1988). *Guidance and counselling : A theoretical perspective*. New Delhi : Vikas
- Gibson, Robert L and Michel, Marianne, J. (2005). *Introduction to counselling and guidance*. New Delhi : Prentice Hall
- Juneja, G.K. (1997). *Occupational information in guidance*. New Delhi : NCERT
- Kapunan, R.R. (2004). *Fundamentals of guidance and counselling*. Phillipines : Rex Printing Company
- Kochhar, S.K. (2004). *Educational and vocational guidance in secondary schools*. New Delhi : Sterling
- Naik, P.S. (2013). *Counselling skills for educationists*. New Delhi : Soujanya Books
- Nayak, A.K. (1997). *Guidance and counselling*. New Delhi : APH Publishing
- NCERT (2008). *Guidance for human development and adjustment (Module 3)*. New Delhi : NCERT
- NCERT (2008). *Introduction to guidance (Module I)*. New Delhi : NCERT
- Pal, O.B. (2011). *Educational and vocational guidance and counselling*. New Delhi : Soujanya Books
- Pandey, K.P. (2000). *Educational and vocational guidance in India*. Varanasi : Vishwa Vidyalaya Prakashan

- Rao, V. K. & Reddy, R.S. (2003). *Academic environment: Advice, counseling and activities*. New Delhi : Soujanya Books
- Robinson, F.P. (2005). *Principles and procedures in student counselling*. New York : Harper and Row
- Shah, A. (2008). *Basics in guidance and counselling*. New Delhi : Global Vision Publishing House
- Sharma, M.K. (2011). *Counselling modalities*. New Delhi : Soujanya Books
- Sharma, Shashi Prabha (2011). *Career guidance and counselling : Principles and techniques*. New Delhi : Soujanya Books
- Sharma, V.K. (2005). *Education and Training of Educational and Vocational Guidance*. New Delhi : Soujanya Books
- Srivastava, Sushil Kumar (2007). *Career counselling*. New Delhi: Soujanya Books



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B.Ed.
SEMESTER-IV
(For the examination to be held in May, 2022, 2023 and 2024)

EARLY CHILDHOOD CARE AND EDUCATION

Course Code	: BDE-408	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Elective	Internal Marks	: 20

A. OBJECTIVES

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

- *explain the facts about early childhood learning and development*
- *describe the procedure of child tracking*
- *explain the principles of inclusive Early Childhood Care and Education practices*

B. COURSE CONTENT

UNIT-1

Early Childhood Learning and Development

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

UNIT-2

Interdisciplinary Assessment Tools

- 2.1. Young Children at Risk and Child Tracking: Meaning and procedure.
- 2.2. Interdisciplinary assessment tools and Preparation of intervention plans

UNIT-3

Practices of Inclusive Programmes

- 3.1. Practices for Inclusive Early Childhood Care and Education Programmes: Adaptation of physical environment and equipments, visual support materials, parent partnerships, friendships and engagements with typical children

3.2. Principles of inclusive Early Childhood Care and Education practices: Full participation, open ended activities, collaborative planning; school readiness and transitions.

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

1. Write a report on developmental milestones and learning timelines of children from 0 to 8 years
2. Participation in workshop and development of five creative teaching-learning materials for children in inclusive early childhood education programme
3. Presentation of a seminar on 'Procedure of tracking of young children at risk'
4. Any other approved activity of relevance

E. 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 |

F. ATTENDANCE

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

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**

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

H. SUGGESTED READINGS

- Barbour, N., and Seefeldt, C. (1998). *Early childhood education : An Introduction*. U.K: Prentice Hall
- Broman, B. C. (1978). *The early years in childhood education*. Chicago: Rand McNally
- Catron, C.E. and Allen, J. (1993). *Early Childhood curriculum*. New York: MacMillan
- Costello, P.M. (2000). *Thinking skills and early childhood education*. London: David Fulton
- Dahlberg, G. , Moss, P. and Pence, A. (2007). *Beyond quality in early childhood care and education.(2nd Ed.)*. New York: Routledge
- Dopyera, M.L., and Dopyera, J. (1977). *Becoming a teacher of young children*. New York: Random House Publications
- Dunn, S.G. and Dunn, K. (1992). *Teaching elementary students through their individual learning styles: Practical approaches for grades 3-6*. Massachusetts: Allynand Bacon
- Gordon, I.J. (1972). *Early childhood education*. Chicago: Chicago University Press
- Guralnick, M.J. (2005). *The Developmental Systems Approach to Early Intervention*. Brookes Publication
- Hamilton, D.S. and Flemming, (1990). *Resources for creative teaching in early childhood education*. Tokyo: Harcourt Brace Jovanvich
- Hilderbrand, V. (1991). *Introduction to early childhood education*. New York: MacMillan
- Klausmeir, H.J., and Sipple, T.S. (1980). *Learning and teaching concepts :A strategy for testing applications of theory*. New York: Academic Press
- Krogh, S.L., and Slentz, K. (2001). *Early childhood education, yesterday, today and tomorrow*. London: Lawrence Erlbaum Associates
- Mohanty, J. and Mohanty, B. (1999). *Early childhood care and education*. New Delhi: Offset Printers

- Range, D.G., Layton, J.R. and Roubinek, D.C. (1980). *Aspects of early childhood education. Theory to research to practice.* New York: Academic Press
- Spodek, B., Saracho, O.N., and Davis, M.D. (1987). *Foundations of early childhood education.* New Jersey: Prentice Hall
- Wortham, S.C. (2005). *Measurement and evaluation in early childhood education.* Ohio: Merrill Prentice Hall



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B.Ed.

SEMESTER-IV

(For the examination to be held in May, 2022, 2023 and 2024)

HEALTH AND PHYSICAL EDUCATION

Course Code : BDE-409	Total Marks : 50
Credits : 02	External Marks : 30
Course Type : Elective	Internal Marks : 20

A. OBJECTIVES

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

- *understand the aims and objectives of physical education*
- *understanding the concept of holistic health*
- *understand the importance of yoga and sports for holistic health*
- *explain knock-out and round robin tournaments*
- *develop clarity on health problem and health hazards*

B. COURSE CONTENT

UNIT-1

Physical Education – Conceptual Framework

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

UNIT-2

Physical Fitness and Tournaments

- 2.1. Physical fitness, strength, Endurame and flexibility, its components; Sports skills, indigenous activities, safety from snake and dog bites, prevention and first aid

- 2.2. Tournament: Concept, importance and types (Knock-out, Round Robin); Games and Sports- Athletics (General physical fitness exercises), games (Lead up games, relays and major games), rhythmic activities, gymnastics and their impact on health

UNIT-3

Posture and Communication Diseases

- 3.1. Posture: Meaning, importance of good posture, causes of poor posture, common posture deformities, preventive measures and remedial exercises; Yoga: Modern concept, need, importance and principles
- 3.2. Communicable Diseases: Mode of transmission, common symptoms and prevention of spread of aids, hepatitis, chicken pox, typhoid, swine flu

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

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

E. 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 |

F. ATTENDANCE

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

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

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

- Rao, V.K. (2003). *Physical education*. New Delhi : APH Publishers
- Reema, K. (1996). *Physical fitness*. New Delhi : Khelsahitya sports Publications
- Sharma, A.P and Pandey, P.K. (2010). *Psychology in education*. New Delhi: Personal Graphics
- Singer, Ajmer (2003). *Essentials of physical education*. New Delhi : Kalyani Publishers
- Uppal, A.K. and Gautam, G.P. (2004). *Physical education and health*. New Delhi : Friends publisher



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B.Ed.

SEMESTER-IV

(For the examination to be held in May, 2022, 2023 and 2024)

PEACE EDUCATION

Course Code	: BDE-410	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Elective	Internal Marks	: 20

A. OBJECTIVES

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

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

B. COURSE CONTENT

UNIT-1

Meaning and Types of Peace

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

UNIT-2

Conflicts and Conflict Mediation

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

UNIT-3

Transaction of Peace Education

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

C. TRANSACTIONAL STRATEGIES

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

D. PRACTICUM-Cum-SESSIONAL WORK

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

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

OR

Undertake any one of the following activities:

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

OR

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

1. Role of teacher for peace education
2. Role of UNO in inculcating peace education
3. Role of print and electronic media in fostering peace in society.

4. Anatomy of any one conflict in the country
5. Any other approved theme / activity of relevance

E. 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

F. ATTENDANCE

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

G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Adams, D. (1997). *UNESCO and a culture of peace : Promoting a global movement*. Paris : UNESCO Publications.
- Aggarwal, J.C. (2005). *Education for values, environment and human rights*. New Delhi : Shipra Publications. Chadha, S.C. (2008). *Education value and value education*. Meerut : R. Lall Book Depot.
- Aggarwal , S.K. and Dubey, P.S. (2002). *Environmental controversies*. New Delhi : APH.
- Chand, J. (2007). *Value education*. New Delhi : APH Publishers.
- Felice, Celina Del et al. (Eds.) (2015). *Peace education evaluation : Learning from experience and exploring prospects*. North Carolina : IAP.
- Finley, Laura, Connors, Jaonie and Wein, Barbara (Eds.). (2015). *Teaching peace through popular culture*. North Carolina : Information Age Publishing.
- Galtung, Johane and Kumar Uday (Eds.). (2013). *More than a curriculum : Education for peace and development*. North Carolina : Information Aye Publishing.
- Jagannath, M. (2005). *Teaching of moral values development*. New Delhi : Deep and Deep Publications.
- Johan, G. (1996). *Peace by peaceful means*. New Delhi : Sage.
- Kumar, M. (Ed.). (1994). *Non-violence, contemporary issues and challenges*. New Delhi : Gandhi Peace Foundation.
- Kumar, Ravindra and Arora, Megha (2013). *Non-violence and peace education (Vol. I and II)*. Pilani :Shridhar University.
- Morrison, M.L. (2003). *Peace & education*. Australia : McFarland.
- Pandey, Sanjay (2004). *Peace Education*. New Delhi : NCERT.
- Parsi, B.K. and Singh, P. (1999). *Value education*. New Delhi : Sterling.
- Rao, Usha (2012). *Education for peace*. New Delhi : Himalya Publishing House.
- Singh, R.B. and Misra, Suresh (1996). *Environmental law in India-Issues and responses*. New Delhi: Concept-Publishing Co.
- Singh, Y.K. and Natha, R. (2008). *Value education*. New Delhi : APH, Publishers.
- UNESCO. *Learning the way of peace: Teacher's guide*. Paris : UNESCO Publications.

M.Ed.
(CBCS)

SYLLABUS



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SCHEME OF TWO -YEAR M. Ed. PROGRAMME (CBCS)

The M.Ed. Programme (CBCS) shall be of two years duration spread over four semesters.

The scheme of courses for semesters I, II, III and IV for the examinations to be held in Semester-I (December, 2020, 2021 and 2022), Semester-II (May, 2021, 2022 and 2023), Semester-III (December, 2021, 2022 and 2023) and Semester -IV (May, 2022, 2023 and 2024) is as under:

M.Ed. Semester - I

Course Code	Title	Credits	Maximum Marks		
			External	Internal	Total
MED-101	Education Studies	4	60	40	100
MED-102	Psychology of Learning and Development	4	60	40	100
MED-103	Philosophical Perspectives of Education	4	60	40	100
MED-104	Methodology of Research in Education	4	60	40	100
MED-105	Statistical Methods in Education	4	60	40	100
MED-106	Self - Development (Yoga Education)	2	-	50	50
MED-107	Communication Skills	2	-	50	50
TOTAL		24	300	300	600

**M.Ed.
Semester - II**

Topics Related to Teacher Education

Course Code	Title	Credits	Maximum Marks		
			External	Internal	Total
MED-201	Sociological Perspectives of Education	4	60	40	100
MED-202	Historical, Political and Economic Perspectives of Education	4	60	40	100
MED-203	Pre-service and In-service Teacher Education	4	60	40	100
MED-204	Innovative use of Technology in Research	4	-	100	100
MED-205	Internship - I	4	-	100	100
MED-206	Dissertation (Formulation of Research Proposal)	2	-	50	50
Select any one from MED-207 to MED-210					
MED-207	Science Education	4	60	40	100
MED-208	Social Science Education	4	60	40	100
MED-209	Language Education	4	60	40	100
MED-210	Mathematics Education	4	60	40	100
TOTAL		26	240	410	650

M.Ed.
Semester – III
AREA OF SPECIALISATION

(SELECT ANY ONE GROUP FROM ELEMENTARY EDUCATION OR SECONDARY AND HIGHER SECONDARY EDUCATION)

GROUP- A: ELEMENTARY EDUCATION

Course Code	Title	Credits	Maximum Marks		
			Ext.	Int.	Total
MED-301	Elementary Education : Institutions, Systems and Structures	2	30	20	50
MED-302	Elementary Education : Status, Issues and Concerns	2	30	20	50
MED-303	Elementary Education : Curriculum, Pedagogy and Assessment	4	60	40	100

OR

GROUP-B: SECONDARY AND HIGHER SECONDARY EDUCATION

Course Code	Title	Credits	Maximum Marks		
			Ext.	Int.	Total
MED-304	Secondary and Higher Secondary Education : Institutions, Systems and Structures	2	30	20	50
MED-305	Secondary and Higher Secondary Education : Status, Issues and Concerns	2	30	20	50
MED-306	Secondary and Higher Secondary Education : Curriculum, Pedagogy and Assessment	4	60	40	100

COMPULSORY COURSES:

MED-307	Educational Testing and Evaluation	4	60	40	100
MED-308	Expository and Academic Writing	2	-	50	50
MED-309	Internship - II	4	-	100	100
MED-310	Dissertation (Review of Literature and Data Collection)	2	-	50	50

INTERDISCIPLINARY COURSES [Select any one from MED-311 to MED-314]

MED-311	Fundamentals of Information Technology	4	60	40	100
MED-312	Technology and Social Media	4	60	40	100
MED-313	Professional Growth and Communication	4	60	40	100
MED-314	Organisational Behaviour	4	60	40	100
Total		24	240	360	600

**M.Ed.
Semester - IV**

COMPULSORY COURSES:

MED-401	Perspectives, Issues and Research in Teacher Education	4	60	40	100
MED-402	Curriculum Studies	4	60	40	100
MED-403	Dissertation (Final Draft and Viva-Voce)	4	100	-	100

**AREA OF SPECIALISATION
(SELECT ANY ONE GROUP FROM ELEMENTARY EDUCATION
GROUP- A: ELEMENTARY EDUCATION: CURRICULUM, PEDGAGOGY AND ASSESSMENT**

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
MED-404	Elementary Education: Curriculum Theory	04	60	40	100
MED-405	Elementary Education: Curriculum Transaction	04	60	40	100
MED-406	Elementary Education: Curriculum Assessment	04	60	40	100
TOTAL		12	180	120	300

OR

GROUP-B: MANAGEMENT, ADMINISTRATION AND LEADERSHIP

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
MED-407	Elementary Education: School Management	04	60	40	100
MED-408	Elementary Education: Educational Administration	04	60	40	100
MED-409	Elementary Education: Educational Leadership	04	60	40	100
TOTAL		12	180	120	300

OR

GROUP-C: EDUCATIONAL TECHNOLOGY

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
MED-410	Elementary Education: Foundations of Educational Technology	04	60	40	100
MED-411	Elementary Education: E-Learning	04	60	40	100
MED-412	Elementary Education: Development of E-Content	04	60	40	100
TOTAL		12	180	120	300

OR

GROUP-D: INCLUSIVE EDUCATION

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
MED-413	Elementary Education: Education for Special Children	04	60	40	100
MED-414	Elementary Education: Conceptual Foundations of Inclusive Education	04	60	40	100
MED-415	Elementary Education: Curriculum Planning and Organisation of Inclusive Education	04	60	40	100
TOTAL		12	180	120	300

**AREA OF SPECIALISATION
(SELECT ANY ONE GROUP FROM
SECONDARY AND HIGHER SECONDARY EDUCATION)**

GROUP- A: CURRICULUM, PEDGAGOGY AND ASSESSMENT

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
MED-416	Secondary & Higher Secondary Education: Curriculum Theory	04	60	40	100
MED-417	Secondary & Higher Secondary Education: Curriculum Transaction	04	60	40	100
MED-418	Secondary & Higher Secondary Education: Curriculum Assessment	04	60	40	100
TOTAL		12	180	120	300

OR

GROUP-B: MANAGEMENT, ADMINISTRATION AND LEADERSHIP

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
MED-419	Secondary & Higher Secondary Education: School Management	04	60	40	100
MED-420	Secondary & Higher Secondary Education: Educational Administration	04	60	40	100
MED-421	Secondary & Higher Secondary Education: Educational Leadership	04	60	40	100
TOTAL		12	180	120	300

OR

GROUP-C: EDUCATIONAL TECHNOLOGY

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
MED-422	Secondary & Higher Secondary Education: Foundations of Educational Technology	04	60	40	100
MED-423	Secondary & Higher Secondary Education: E-Learning	04	60	40	100
MED-424	Secondary & Higher Secondary Education: Development of E-Content	04	60	40	100
TOTAL		12	180	120	300

OR

GROUP-D: INCLUSIVE EDUCATION

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
MED-425	Secondary & Higher Secondary Education: Education for Special Children	04	60	40	100
MED-426	Secondary & Higher Secondary Education: Conceptual Foundations of Inclusive Education	04	60	40	100
MED-427	Secondary & Higher Secondary Education: Curriculum Planning and Organisation of Inclusive Education	04	60	40	100
TOTAL		12	180	120	300

OPTIONAL PAPERS

[SELECT ANY ONE from MED-428 to MED-433]

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
MED-428	Women Studies	2	30	20	50
MED-429	Quality in Education	2	30	20	50
MED-430	Values and Human Rights	2	30	20	50
MED-431	Advanced Statistics in Education	2	30	20	50
MED-432	Life Skills Education	2	30	20	50
MED-433	Educational Planning	2	30	20	50
TOTAL		26	430	220	650

	Semesters				Total
	I	II	III	IV	
Course Credits	24	26	24	26	100
Maximum Marks	600	650	600	650	2500

M.Ed.

Semester – I



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M.Ed.

SEMESTER-I

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

EDUCATION STUDIES

Course Code : MED-101

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:

- *understand the nature and purpose of education*
- *develop perspective about education system and its process*
- *understand the concept of knowledge and process of acquiring knowledge*
- *analyse the nature of education as a discipline with interdisciplinary base*
- *analyse inter-relationship between different forms and sources of knowledge*

B. COURSE CONTENT

UNIT-1

Concept of Education

- 1.1. Concept of Education : Normative and non-normative concept; education as an evolving concept in response to changing social needs and demands
- 1.2. Aims of education in the context of emerging aspirations and political ideology
- 1.3. Objectives of the Study of Education: Distinct nature and its multi-facetedness

UNIT-2

Knowledge and Education

- 2.1. Understanding the Concept of Knowledge: Indian and Western views
- 2.2. Understanding the Concept: Knowing, learning, thinking; Methods of acquiring knowledge

- 2.3. Knowledge and Pedagogy: Constructivist and alternative approaches; knowledge without boundaries

UNIT-3

Interdisciplinary Nature of Education

- 3.1. Emergence of the concept of various disciplines; Critical analysis of education as a discipline; education as a humane discipline
- 3.2. Interdisciplinary and Multi-disciplinary Nature of Education: Its relationship with philosophy, psychology, sociology, economics etc.
- 3.3. Concept, meaning and importance of liberal education, vocational education and professional education

UNIT-4

Contemporary Thoughts on Education

- 4.1. The four pillars of education (Delors Commission's Report)
- 4.2. Teachers and learners as creators of knowledge, multicultural and diversified teaching and learning
- 4.3. Philosophy of inclusive education, equitable and sustainable development

C. TRANSACTIONAL STRATEGIES

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, On-line teaching (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following themes:

- Review and analysis of classical texts / research monographs on select themes from the course
- Presentation of a seminar on any one of the themes from the Course followed by group discussion
- Conducting an interview with teachers / students/ parents of a school and preparation of a report in the context of the selected theme/s
- Power point presentation on the four pillars of education based on Delors Commission's Report followed by group discussion
- 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) 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, J.C. (1996). *Theory and principles of education*. New Delhi : Shipra Publications.
- Aggarwal, J.C. (1996). *Theory and principles of education*. New Delhi.
- Aggarwal, J.C. (2005). *Major recommendations of educational commissions*. New Delhi : Vikas Publications.

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- Anand, C.L. (1993). *Teacher and education in the emerging Indian society*. New Delhi : NCERT.
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- Kar, N.K. (1996). *Value education – A philosophical study*. Ambala: The Associated Publication.
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- MHRD (1992). *Programme of action*. New Delhi : Government of India.
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- NCERT (2005). *National Focussed Group – Position paper an aims of education*. New Delhi: NCERT.
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- NCTE (2009). National curriculum framework for teacher.
- Panday, V.C. (2005). *Value education and education for human rights*. New Delhi: Isha Books.
- Pandey, K.P. (2010). *Perspectives in social foundations of education*. New Delhi: Shipra Publications.
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- Pathak, Avjit (2009). *Social implications of schooling : Knowledge pedagogy an consciousness*. New Delhi : Rainbow Publishers.
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- Rajput, J.S. (2006). *Human values and education*. New Delhi: Pragun Publications.
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- Wall, Edmond (2001). *Educational theory : Philosophical and political perspectives*. New York: Prometheus Books.
- Wathey, John C. (2014). *The illusion of God's presence*. New York: Prometheus Books.



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M.Ed.

SEMESTER-I

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

PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Course Code	: MED-102	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *develop understanding of the concept of learner's growth and development*
- *describe implications of multiple dimensions of learner's development on learning*
- *identify the appropriate learning theory for teaching*
- *explain the importance of motivation for learning*
- *recognize the personality types of teachers and students*
- *explain the strategies for strengthening partnership between school, parents and community*

B. COURSE CONTENT

UNIT-I

Psychology of Development

- 1.1. Human Development: Concept of human growth and development, stages of development of learner-childhood to adulthood
- 1.2. Factors Influencing Development of Learner: Role of heredity and environment (Family; Community-Neighbourhood, Peer Group; and School, Media and Culture)
- 1.3. Behaviouristic, cognitivist and humanistic explanation of learner's development; Taking holistic view of development and implications for education

UNIT-2

Process of Learning

- 2.1. Learning: Meaning and nature; Gagne's Learning Hierarchy. Memory, development of concepts, logical reasoning, critical thinking and problem solving
- 2.2. A reviews of behaviouristic theories of learning, Hull's Need Reduction Theory and Lewin's Field Theory, their implications for learning
- 2.3. A review of Bruner's Theory and Vygostsky's Social Cognitive and Constructive Theory, their implications for learning

UNIT-3

Learner Engagement and Knowledge Construction

- 3.1. Learner Engagement: Concept; Forms of learner's engagement (Modeling, Observation, demonstration, exploration, discovering, analysis, collaboration, interpretation and critical reflection)
- 3.2. Maximising Learning: Individualized/Self-learning; Group, learning (Co-operative learning, Collaborative learning)
- 3.3. Motivation; Meaning of various approaches to motivation (Humanistic and cognitive approaches and Weiner's Attribution Theory); Intrinsic and extrinsic strategies for motivating learner; Role of motivations in learning

UNIT-4

Management of Learning

- 4.1. Identification of learning needs through continuous and functional assessment during teaching-learning process, self-assessment and teacher observation and their reflective discussion in classroom
- 4.2. Creation of conducive Learning Environment: Physical, Psychological (social and emotional) and Academic
- 4.3. Space for Involvement of Parents and Community in Student's Learning: Identification of barriers; Strategies for strengthening partnership between school, parents and community

C. TRANSACTIONAL STRATEGIES

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, On-line teaching (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Administration, scoring and report writing of : Verbal Intelligence Test / Non-Verbal Intelligence Test / Personality Inventory / Test of Mental Health for Teachers / Test of creativity / Achievement Motivation Test
- Study of group dynamics of secondary school students using different tools and techniques
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

3. External (End-semester) Examination	: 60 Marks
4. 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

- Borich, Gary D. (2010). *Effective teaching methods: Research-based practice*. New York: Pearson.
- Carver, Ronald P. (2016). *Causes of high and low reading achievement*. New York: Routledge.
- Chapman, Christopher, Majis, Daniel, Reynolds, David, Sammons, Pam and Teddlie, Charles (Eds.) (2015). *The Routledge international handbook of educational effectiveness and improvement: Research policy and practice*. New York: Routledge.
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- Crain, W. (1992). *Theories of development: Concept and application*. New Jersey: Prentice-Hall.
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- Lefrancois, Guy R. (2011). *Theories of human learning: What a professor said*. New York: Wadsworth.
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- Olson, M.H. and Hergesham (2013). *An introduction to theories of learning*, 9th Ed. New Delhi: Prentice Hall of India
- Pandey, K.P., Bhardwaj, Amita and Pandey, Asha (2010). *Advanced educational psychology*. New Delhi: Shipra Publication.
- Piaget, J. (1952). *The origins of intelligence in children*. New York: International University Press.
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the development of children. New York: W.H. Freeman.

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- Pollard, Andrew et al. (2014). *Reflective teaching in schools*. London: Bloomsbury Publishing.
- Reigeluth, Charles M. (2009). *Instructional-design and models: A new paradigm of instructional theory (Vol. II)* New York: Routledge.
- Richards, Gill and Armstrong (Eds.) (2015). *Teaching and learning in diverse and inclusive classrooms*. New York: Routledge.
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- Santrock, John W. (2011). *Life span development*. New Delhi: McGraw Hill.
- Sharma, R.A. (2012). *Technology of teaching*. Meerut: R. Lall Book Depot.
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- Sternberg, Robert J. (1984). *Beyond I.Q.: A triarchic theory of intelligence*. Cambridge (U.K.): Cambridge University Press.
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SEMESTER-I

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

PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Course Code : MED-103
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:

- *understand the nature of philosophy*
- *understand the contributions of philosophy*
- *develop critical understanding about the relationship between philosophy and education*
- *develop insight into the historic perspective of pragmatism and realism*
- *understand the impact of the three branches of philosophy and the philosophisation process of teaching*
- *develop insight into the contemporary issues in education*

B. COURSE CONTENT

UNIT-1

Introduction to Philosophy

- 1.1. Philosophy: Meaning, nature and purposes; Objectives of philosophy and philosophy of education; Relationship between philosophy and education
- 1.2. Branches of Philosophy: Metaphysics, Epistemology and Axiology; their impact on the philosophisation process of teaching
- 1.3. Critical reflections on Liberal Philosophies of Education with focus on progressivism

UNIT-2

System of Indian Philosophy

- 2.1. Ancient eastern philosophical traditions of Vedic, Upanishadic and Puranic systems and aims of life
- 2.2. Reflection on orthodox systems of Samkhya, Yoga and Vedanta: Metaphysical, epistemological and axiological formulations and their implications for education
- 2.3. Heterodox system of Carvaka, Jain and Buddhist philosophies, their emphasis and ethical conduct and implications for revisiting education in terms of human values and conduct

UNIT-3

Schools of Philosophy

- 3.1. Idealism, Pragmatism and Relativism: Concept, metaphysical, epistemological and axiological postulates and implications for education
- 3.2. Existentialism, positivism and positive relativism: Concept, postulates and implications for education
- 3.3. Reflections on Progressive Ideology of Paulo Freire and Bertrand Russell's Philosophy their implications for education

UNIT-4

Democratic Citizenship and Experiential Learning

- 4.1. Indian Constitutional aims, values and democratic citizenship and humanisation of teaching
- 4.2. Nai Taleem (Experiential Learning): Gandhian Philosophy and aims of Education; Curriculum and methods of teaching; Experiential Learning and Work Education through craft and rural reconstruction; Its relevance in the 21st Century
- 4.3. Philosophy of Jyothi Rao Phule, Baba Saheb Ambedkar and J. Krishnamurthy and their impact on understanding social realities of education in the modern Indian system of education

C. TRANSACTIONAL STRATEGIES

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, On-line teaching (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may present seminar on any one of the following themes

- What should be our stand on the Indian Values ?
- Why is Indian Society at crossroads ?
- Humanising teaching in India
- Critical analysis of Nai Taleem
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

5. External (End-semester) Examination	: 60 Marks
6. 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

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- Anand, C.L. (1993). *Teacher and education in the emerging Indian society*. New Delhi : NCERT.
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- Chaudhary, S.K. (Ed.) (2014). *Sociology of environment*. New Delhi: Sage.
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- Jaffar, S.M. (1972). *Education of Muslim Indians*. Delhi :Idrah-I-Ababiyat.
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- Pandey, Vinita (2016). *Indian society and culture*. Jaipur : Rawat Publications.
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- Srivastava, K.K. (2009). *Philosophical foundations of education*. New Delhi: Kanishka Publications.
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Recognized by the J&K Govt. & Permanently Affiliated to the University of Jammu

Accredited by the NAAC with 'A+' Grade

M.Ed.

SEMESTER-I

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

METHODOLOGY OF RESEARCH IN EDUCATION

Course Code	: MED-104	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *explain the characteristics of quantitative, qualitative and mixed research techniques*
- *select and explain an appropriate method for a research study*
- *conduct a literature search and develop a research proposal*
- *explain a sampling design appropriate for a research study*
- *explain tool design approaches and procedure for collection of data*
- *explain the importance of documentation and dissemination of researches in education*

B. COURSE CONTENT

UNIT-1

Concept of Research

- 1.1. Research: Meaning, need and source of knowledge; Educational research: Meaning, nature and scope
- 1.2. Types of Educational Research: Fundamental, applied and action research – Meaning, purpose, steps, characteristics and differences among three types of research
- 1.3. Research Paradigms in Education: Quantitative, qualitative and mixed; their characteristics.

UNIT-2

Methods of Research

- 2.1. Methods of Research: Historical research – Meaning, significance, steps, primary and secondary sources of information, internal and external criticism of the source
- 2.2. Descriptive Research : Meaning, significance, types (Survey studies, interrelationship studies and development studies) and steps of conducting descriptive research in education
- 2.3. Experimental Research : Nature, significance, variables in experimental research – independent, dependent and confounding, experimental designs and internal and external threats to experimental validity; experimental validity; Concept of population validity and ecological validity

UNIT-3

Hypothesis and Sampling in Research

- 3.1. Selection of the Problem : Concept, sources, characteristics, delineating a research problem; Review of the related literature : Purpose advantages and sources, Hypothesis – Definition, type of hypothesis and their formulations; Role of hypothesis in educational research
- 3.2. Sampling: Concept of population, sample, sampling unit, sampling frame, sample size, sampling error; Types of sampling – Probability and non-probability, their advantages and limitation
- 3.3. Preparation of a Research Proposal: Framework of research proposal and strategies for writing the research proposal or synopsis

UNIT-4

Tools of Research

- 4.1. Tools of Educational Research: Meaning, types, characteristics, limitations and uses of questionnaire and rating scales as tools for educational research
- 4.2. Meaning, types, characteristics, limitations and uses of interview, observation and socio-metric techniques as tools for educational research
- 4.3. Writing Research Report: Concept, purpose and steps; Meaning of bibliography and references; Writing bibliography and references in APA style

C. TRANSACTIONAL STRATEGIES

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, On-line teaching (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Development of a research proposal on an identified research problem
- Preparation, try out and finalization of tool of research
- Identification of variables of a research study and their classification in terms of functions and levels of measurement
- Preparation of a sampling design, objectives and research questions/hypotheses of a research study
- Writing references using Mendely
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

7. External (End-semester) Examination	: 60 Marks
8. 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, J.P. (2012). *Statistical methods – Concepts, application and computation*. New Delhi : Sterling Publishers.
- Best, J.W. (1999). *Research in education*. New Delhi: Prentice Hall of India.
- Borg, W.R. and Gall, M.D. (1983). *Educational research - An introduction*. New York: Longman, Inc.
- Chandra, S.S. & Sharma, R.K. (2010). *Research in education*. New Delhi :Atlantic Publishers.
- Charles, C.M. and Merton, C.A. (2002). *Introduction to educational research*. Boston :Allyn and Bacon.
- Chawla, Deepak and Sondhi, Neena (2014). *Research methods – concept and cases*. New Delhi: Vikas Publication House.
- Clive, Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
- Cresswell, John W. (2007). *Qualitative inquiry and research design*. London: Saga Publication
- Cresswell, John W. (2013). *Research design : Qualitative, quantitative and mixed methods approaches*. London : Sage.
- Cresswell, John W. (2014). *Educational research*. New Delhi : Prentice Hall of India.
- Fetterinan
- Fraenkel, J.R., Wallen, N.E. (1996). *How to design and evaluate research in education*. New York: McGraw Hill.
- Good, C. V. (2008). *Introduction to educational research*. New Delhi: Surjet Publications.
- Jill Porter & Penny Lacey (2005). *Researching learning difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
- Kerlinger, F.N. (1986). *Foundations of behavioural research*. Fort Worth, TX: Harcourt Brace Jovanovich.
- Kirkpatrick, D.L. (2005). *Evaluating training programmes: The four levels*. San Francisco: Brrett-Kochler.
- Koul, Lokesh (2011). *Methodology of Educational Research*. New Delhi: Vikas Publishing House.
- Pamela, Maykut & Richard, Morehouse (1994). *Beginning qualitative research :A philosophic and practical guide*. London :Falmer Press.

- Pandya, S. (2010). *Educational research*. New Delhi : APH Publications.
- Parveen, K.B. and Srinivasa, K.S. (2011). *Research methodology – A Practical approach*. Bangalore : Esquire.
- Pathak, R.P. (2009). *Methodology of educational research*. New Delhi :Atlantic Publishers.
- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. California :Sage.
- Punch, Keith (2009). *Introduction to research methods in education*. New Delhi : Sage.
- Reason, P. & Bradbury, H. (Eds.) (2006). *Handbook of action research: Concise paperback edition*: California : Sage.
- Scott, David & Usher, Robin (1996). *Understanding educational research*. New York: Routledge.
- Shank, G.D. (2002). *Qualitative research*. New York :Prentice Hall.
- Sharma, Bharti (2004). *Methodology of educational research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of educational research*. New Delhi: Anmol Publications.
- Stake, Robert E. (1995). *The art of case study research*. California :Sage.
- Travers, Robert M.W. (1978). *An Introduction to educational research (4th edition)*. London: Macmillan.



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M.Ed.

SEMESTER-I

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

STATISTICAL METHODS IN EDUCATION

Course Code	: MED-105	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- convey the essential characteristics of a set of data by representing in tabular and graphical forms
- predict values of a dependent variable based on the values of one or more independent variables
- estimate the characteristics of population based on the sample data
- test specific hypotheses about population based on the sample data
- use appropriate procedure to analyze quantitative data
- demonstrate competence in the use of statistical packages for analysis of data
- apply chi-square test for hypothesis testing

B. COURSE CONTENT

UNIT-I

Measures of Central Tendency and Dispersion

- 1.1. Meaning and importance of statistics, nature of educational data- quantitative and qualitative; descriptive and inferential statistics, tabulation and graphical representation of data (frequency polygon, histogram and Ogive)
- 1.2. Measures of Central Tendency (Mean, Median and Mode): Concept, assumptions, merits and demerits of mean, median and mode, their selection and computation (grouped and ungrouped data), computation of median through Ogive also

- 1.3. Measures of Dispersion: Concept, uses and computation of standard deviation (grouped and ungrouped data), variance and quartile deviation (grouped data)

UNIT-2

Measures of Relationship and Normal Probability Curve

- 2.1. Measures of Relative Position: Concept and computation of percentile and percentile rank
- 2.2. Measures of Relationship: Concept of correlation, computation of co-efficient of correlation using Spearman's and Pearson's Methods; Assumptions and limitations of each method
- 2.3. Normal Distribution Curve: Characteristics of Normal Distribution Curve; Meaning and uses of standard scores, concept of skewness and kurtosis

UNIT-3

Applications of Normal Probability Curve

- 3.1. Applications of Normal Distribution Curve:
- (A) Determination of the following in a normal distribution:
- i) Percentage / number of cases falling above, below and between the given scores
 - ii) Scores which include the given percentage of cases
 - iii) Score above and below which the given percentage of cases fall
- (B) To separate a given group into sub-groups according to capacity, when the trait is normally distributed
- 3.2. Null-hypothesis Testing: Concept of null-hypothesis, levels of significance, one-tailed and two-tailed tests
- 3.3. Significance of Statistics: Concept of parameter, statistic and standard error; Estimation of confidence limits of mean (small and large sample)

UNIT-4

Analysis of Variance and Chi-square

- 4.1. Statistical Inferences of the difference between two independent means (large and small samples); Errors in making inferences (Type- I and Type- II)
- 4.2. Analysis of Variance: Concept, assumptions and uses with computation upto one-way classification (equal number of cases)

4.3. Chi-square and hypothesis testing:

- (a) Testing deviation of the observed frequencies from the expected frequencies against equal probability hypothesis
- (b) Testing deviation of the observed frequencies from the expected frequencies against normal distribution hypothesis
- (c) Testing hypothesis of independence when observed frequencies are given in contingency table

C. TRANSACTIONAL STRATEGIES

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, On-line teaching (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- A critical assessment of statistical techniques used in a research report
- Preparation of graphic designs of data obtained in a research study
- Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis
- Analysis of data using statistical packages like SPSS, Excel etc

E. EVALUATION

The distribution of marks for the course is as under:

9. External (End-semester) Examination	: 60 Marks
10. 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

- Conover, W.J. (1971). *Practical non-parametric statistics*. New York : John Wiley & Sons.
- Ferguson, G. (1981). *A Statistical analysis in psychology and education*. New York : McGraw Hill.
- Garrett, H.E. (2008). *Statistics in Psychology and Education*. New Delhi :Surjeet Publications.
- Gibbons, G.V. & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology, (3rd edition)*. Boston :Allyn & Bacon.
- Guilford, J.P. (2010) *Psychometric Methods*. New Delhi :Surjeet Publications.
- Henry, G.T. (1995). *Graphing data : Techniques for display and analysis*. California :Sage.
- Howell, D.C. (1977). *Statistical methods for psychology*. Belmont. California : Duxbury Press.
- Huck, S.W. (2007). *Reading statistics and research*. Boston : Allyn & Bacon.
- Koul, Lokesh (2011). *Methodology of educational research*. New Delhi : Vikas Publishing House.
- Miles, M.B. & Huberman, A.M. (1994). *Qualitative data analysis : An expanded sourcebook*. California : Sage.
- Popham and Sirohic (1993). *Educational statistics :Use and interpretation*. New York : Harper and Row.
- Prakash, P. (2010). *Measurement in education and psychology*. New Delhi : Kanishk Publishers.
- Siegal, S. (1956). *Non-parametric statistics for Behavioural Science*. New York : McGraw Hill.
- Van Leeuwen, T. & Jweitt, C. (Eds). (2001). *Handbook of Visual analysis*. London : Sage.



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M.Ed.

SEMESTER-I

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

SELF - DEVELOPMENT (YOGA EDUCATION)

Course Code : MED-106
Credits : 02
Course Type : PRACTICUM

Total Marks : 50
Internal Marks : 50

A. OBJECTIVES

After completing the course the students will be able to:

- *illustrate the yogic concept of personality in terms of Panca Kosa and Triguna Theories*
- *explain the meaning and dimensions of an integrated personality*
- *explain the role of yoga practices in the development of an integrated personality*
- *discuss the concept of stress in terms of causes, symptoms and consequences*
- *relate the contribution of yoga practices in coping with stress*

B. COURSE CONTENT

UNIT-1

Introduction of Yoga and Personality Development

- 1.1. Personality from psychological as well as yoga points of view; The human personality within the frame work of Panca Kosa; Importance of Yogic diet on human personality
- 1.2. Three Attributes (Gunas): the Sattva, the Rajas and the Tamas Gunas, their implications for personality development

UNIT-2

Yoga and Stress Management

- 2.1. Concept, causes, symptoms and consequences of enhanced stress; Taking yoga as a way of life; Using yogic principles to cope with stress
- 2.2. Practice of pranayama, yoga-nidra; antar-mauna and meditation; their role in managing stress level

UNIT-3

Yoga and Self Development

- 3.1. Concept of self and self-development, relationship between yoga and self-development; Value-Concept and types (individual, social and spiritual), role of yoga in the development of these values in helping children develop right values
- 3.2. Concept of Yamas and Niyama, their role in human development; Practice of Yoga (Astanga Yoga) for human excellence

C. PRACTICUM

The entire course shall be organized through Practicum / Demonstrations and self-learning

D. GUIDELINES FOR INTERNSHIP

Yoga activities shall be carried out under the supervision of Yoga teacher for two hours every week

E. TRANSACTIONAL STRATEGIES

Demonstration and Practice

F. SESSIONAL WORK

- Doing Yoga - Asanas, Pranayam, Mudras, and meditation along with the study of literature
- Submission of the Reflections along with the photographs of different asanas and mudras

G. EVALUATION

The students shall be evaluated on the basis of performing Yoga – Asanas, Pranayam, Mudras and Meditation

H. SUGGESTED READINGS

- Basavaraddi, I.V. (Ed.) (2010). *Yoga teachers manual for school teachers*. New Delhi: Morarji Desai National Institute of Yoga.
- Basavaraddi, I.V. (Ed.) (2013). *A monograph on Yogasana*. New Delhi: Morarji Desai National Institute of Yoga.
- Charlesworth, Edward A. and Nathan, Ronald G. (1984). *Stress management: A comprehensive guide to wellness*. New York: Ballantine Books.
- Lonavala Yoga Institute (2011). *Hathapradipika*. Lonavala: LY Institute.
- Muktibodhanands, Swami (2000). *Hatha-Yoga: Pradipika light on hatha yoga*. Munger (Bihar) Yoga Publication Trust.

- Nagarathna, R. (2005). *Yoga therapy for stress related ailments in Yoga – The science of holistic living*. Chennai: Vivekananda Kendra Prakashan Trust.
- Nagendra, H.R. and Nagarathna, R. (1988). *New perspectives in stress management*. Kanyakumari: Vivekananda Kendra Yoga Anusandhana Samsthana.
- Parivrayaka, Swami Satyapati (2006). *Yogadarshanam*. Rojad (Gujarat): Darshana Yoga Mahavidyalaya.
- Ramakrishana Mission (2013). *Parents and teachers in value education*. Belur Math: Ramakrishna Mission.
- Saraswati, Swami; Satyananda (1996). *Asana Pranayama Mudra Bandha*. Munger (Bihar). Yoga Publication Trust.
- Srivastava, Sumitra (1998). *Understanding stress. A multidimensional approach*. New Delhi: Regency Publications.



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SEMESTER-I

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

COMMUNICATION SKILLS

Course Code : MED-107
Credits : 02
Course Type : PRACTICUM

Total Marks : 50
Internal Marks : 50

A. OBJECTIVES

After completing the course the students will be able to:

- *develop understanding of the significance of communication skills*
- *explain the difference between different discussion formats*
- *write official letters*
- *write and deliver welcome speech of an event*
- *propose vote of thanks for a guest lecture / conference / event*

B. COURSE CONTENT

UNIT-I

Communication Skills

- 1.1. Communication skills: Concept and significance of communication skills as a tool for professional growth; Problem solving, role playing, trust-building and team-building skills as core skills of group communication
- 1.2. Discussion formats in group communication: Round table, symposium, panel discussion, forum type, parliamentary procedure

UNIT-2

Delivery of speech

- 2.1. Delivery of a welcome speech for an event like induction / farewell programme / teacher's day etc.
- 2.2. Proposing vote of thanks on the conclusion of a programme like guest-lecture / induction / farewell / seminar / conference etc.

UNIT-3

Writing Official Letters

- 3.1. Writing a letter to the Principal of a college for a bonafide student certificate / migration certificate; Letter to the Municipal Commissioner for a social problem
- 3.2. Writing educational tour report, thank you letter after a visit to an institution, writing a bio-data

C. TRANSACTIONAL STRATEGIES

Workshops through lecture, LCD projection, web surfing, learning by doing

D. EVALUATION

The students shall be evaluated on the basis of their performance in the events and the reflective journals on the activities completed by them

M.Ed.

Semester – II



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M.Ed.

SEMESTER-II

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

SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Course Code	: MED-201	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *reflect on the nature and scope of sociology of education*
- *differentiate between sociology of education and educational sociology*
- *understand the relationship of education with social change, social stratification and social mobility*
- *explain the nature and types of sociological inquiry*
- *develop sociological thinking about culture, socialization and social change*
- *explain social mobility and its types*
- *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*

B. COURSE CONTENT

UNIT-I

Sociology of Education

- 1.1. Sociology of Education: Nature, need, scope of sociology of education (social structure, social process, social control and social change) and difference between sociology of 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
- 1.3. Social Stratification: Concept and types, role of education in social stratification

UNIT-2

Socialisation, Culture and Modernisation

- 2.1. Socialisation: Concept, process and types of socialisation – primary, secondary, anticipatory and re-socialisation and their implications to education
- 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
- 2.3. Education and Modernization: Concept and characteristics of modernization, role of education in modernization with reference to Indian society; impact of privatization and globalization on modernization

UNIT-3

Social Change and Social Mobility

- 3.1. Social Change: Concept, nature, factors affecting the process of social change (Endogamous and Exogamous) and impact of factors on education in the changing social context
- 3.2. Social Mobility: Meaning, definition, types of social mobility (horizontal and vertical) and implications for education
- 3.3. Contribution of Great Social Thinkers for Social Reforms: Swami Dayanand Sarawati, Raja Ram Mohan Roy, Mahamanya Madan Mohan Malviya, Sir Syed Ahmad Khan, Emile Durkheim, Ivan Illich

UNIT-4

Equality and Equity

- 4.1. Concept of Equality of access, opportunity and outcomes; Nature of inequalities in Indian society and social stratification
- 4.2. Equality and Equity: Concept, causes of inequality, measures for equalising opportunities in relation to caste, class, religion, disability and gender
- 4.3. Gender Sensitization: Concept, international and national interventions towards gender bias and gender discrimination, role of Government and NGOs towards empowerment of women

C. TRANSACTIONAL STRATEGIES

- Lecture, discussion, project work and case based presentation
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Review of any original work of a sociologist
- Survey of educational status in a particular community or village
- Identification of trends in research in sociology of education
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

11. External (End-semester) Examination	: 60 Marks
12. 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

- Abraham, Francis and Margin, John. (2002). *Sociological thought*. New Delhi: Macmillan.
- Aikara, J. (1994). *Sociology of education*. New Delhi: ICSSR.
- Anderson, W.A. and Parker, F.B. (1966). *Society-Its organization and operation*. New Delhi : Affiliated East West Press.
- Bell, Robert R. (Ed.) (1962). *The sociology of education : A source book*. Illinois :Dosey Press, Illinois.
- Bernbanum, Gerald (1977). *Knowledge and ideology in sociology of education*. London : McMillan Press.
- Bhat, R.D. (2009). *Sociology of Education*. New Delhi: Kanishka.
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- Brown, F.J. (1961). *Educational sociology*. New York : Prentice Hall Inc.
- Bruner, J.S. (1964). *The process of education*. Delhi :Atmaram and Sons.
- Burgess, R.G. (1986). *Sociology, education and schools : An introduction to the sociology of education*. London :Bastford Ltd.
- Cook, L.A. and Cook, E.E.A, (1960). *Sociological approach to education*. New York : McGraw Hill.
- Gore, M.S. (1995). *Indian education : Structure and process*, Jaipur: Rawat Publications.
- Haralambos, Michel and Heald, Robin (2008).
- Jayapalan, N.C. (2001). *Sociological theories*. New Delhi : Atlantic Publishers.
- Kumar, Krishna (2008). *A pedagogue's romance: Reflections on schooling*. New Delhi: Oxford University Press.
- Mannheim, K. and Steward, W.A.C. (1962). *An introduction to sociology of education*. London :Routledge and Kegan Paul.
- Mathur, S.S. (2002). *Sociological approach to Indian Education*. Agra: Vinod Pustak Mandir.
- Ottaway, K.C. (1955). *Education and society*. London :Routledge and Kegam Paul.
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- Ramachandran, Vimla. (2004). *Gender and social equity in education : Hierarchies of access*. New Delhi: Sage.
- Rao, Shankar C.N. (2013). *Sociology*. New Delhi : S. Chand and Company.
- Ruhela, S.P. (Ed.) (1969). *Social development of educability in India*. New Delhi : Jain Brothers.
- Sharma, K.L. (2007). *Social stratification and mobility*. Jaipur: Rawat Publications.

- Shukla, S. and Kumar, K. (Eds.) (1985). *Sociological perspectives in education*. New Delhi :Chanakya Publications.
- Thapan, Meenakshi. (1991). *Life at school : Life at school : An ethnographic study*. New Delhi: Oxford University Press.



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SEMESTER-II

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HISTORICAL, POLITICAL AND ECONOMIC PERSPECTIVES OF EDUCATION

Course Code	: MED-202	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *develop perspective on the origin and nature of schooling*
- *develop understanding about the changing functions of schooling*
- *trace the development of education in India during pre and post-independence period*
- *analyse the educational provisions influenced by political developments in the Indian society*
- *link economic reforms with educational developments*

B. COURSE CONTENT

UNIT-I

History of Schooling

- 1.1. Origin of Schooling: Socio-historical context of origin of schooling; Schooling across civilisations with special reference to India
- 1.2. Need, nature, functions and purposes of schooling; Schooling for all-Genesis, need and purpose
- 1.3. Functions of Schools : Cognitive, economic, socio-cultural and normative

UNIT-2

Historical Perspectives of Education

- 2.1. Brief history of educational development in India: Vedic, Medieval and McCauley Minutes, Woods Dispatch Hunter Commission and Basic Education (1937)
- 2.2. Education and National Development: Indian perspectives and chief recommendations of Committees and Commissions in the post-independence India, Education Commission, (1948, 1952 and 1964-66); National Policy on Education (1986, 1992 and 2020), National Knowledge Commission
- 2.3. Constitutional and legal bases underlying educational policies and practices during Post-Independence period

UNIT-3

Political Perspectives of Education

- 3.1. Relationship between education and democracy, education and political development; Role of the state and civil society in education
- 3.2. Group diversity and emergence of the concept of inclusion in education; equity and inclusion in education; education and national integration; education for inculcation of citizenship attributes
- 3.3. Education as human right; Rights, claims and entitlements; Child rights; Educational rights of minorities and disadvantaged groups; Affirmative action for promoting equal rights in education

UNIT-4

Economic Perspectives of Education

- 4.1. Education and economic development; Education as an investment; Economic reforms and education
- 4.2. Education and human development; Human development index (HDI); Human capability approach to education
- 4.3. Globalisation, privatization and liberalisation in education in contemporary India, their impact on Indian education

C. TRANSACTIONAL STRATEGIES

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, On-line teaching (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Conduct a survey to assess the multiple perspectives on a theme from the Course
- Review and analysis of a classical text on a theme from the Course
- Review of a research monograph on a theme from the Course
- Conduct an interview with teachers and students of a school and preparation of a report on a theme from the Course
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

13. External (End-semester) Examination	: 60 Marks
14. 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

- Agarwal, Somnath (2007). Philosophical foundations of education. New Delhi: Authors Press.
- Altekar, A.S. (1967). Education in ancient India. Varanasi: Nand Kishore and Bros.
- Baskin, Wade (1976). Classics in education. London: Vision Press.
- Bihari Lal, Raman and Kant, Krishna (2016). Contemporary India and education. Jaipur: Rawat Publications.
- Brubacher, John S. (1979). Modern Philosophies of education. New Delhi: Tata McGraw
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- Kingdon, Geeta Gandhi and Mohammed, Muzammil (2002). The political economy of education in India: Teacher politics in Uttar Pradesh. London; Oxford University Press.
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- Naik, J.P.(1997). The education commission and after. New Delhi: APH.
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- Rawat, P.L.(1996). History of Indian education. Agra: Ram Prasad and Sons.
- Rawat, Savita (2019). Contemporary India and education. Meerut: R. Lal Publishers.
- Raza, M.(Ed.) (1991). Higher education in India: Retrospect and prospect. New Delhi: Association of Indian Universities.
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- Thakur, A. S. and Berwal, S. (2007). Education in emerging Indian society. New Delhi: Vikas Publishing House.



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M.Ed.

SEMESTER-II

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

PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

Course Code	: MED- 203	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Compulsory	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *critically analyse the need and relevance of pre-service and in-service teacher education programmes*
- *explain the structure of pre-service teacher education*
- *critically reflect on NCTE framework for teacher education*
- *explain different components of teacher education*
- *reflect on in-service teacher education programme*

B. COURSE CONTENT

UNIT-1

Teacher Education - Historical Perspective

- 1.1. Teacher Education: Meaning, nature and scope; History of teacher education in India, trends and developments; the changing roles and responsibilities of teachers in India; Types of teacher education – Pre-service and In-service; Concept and significance
- 1.2. Recommendations of National Commissions on Education, National Policy on Education (1986, 1992 and 2020) and National Knowledge Commission regarding teacher education
- 1.3. Recommendations of UNESCO and Delors Commission regarding teacher education

UNIT-2

Pre-service Teacher Education – structure and Components

- 2.1. Pre-service Teacher Education : Concept, nature, objectives and scope; Vision of teacher education curriculum as envisaged in UNESCO, NCERT and NCTE documents
- 2.2. Curriculum Areas of Pre-service Teacher Education: Foundation courses, subject specialization and pedagogy, special fields, school-based practicum and internship
- 2.3. Modes of Pre-service Teacher Education: Face-to-face, distance, on-line and mixed modes, their relative merits and limitations

UNIT-3

Organisation of In-service Teacher Education

- 3.1. In-service Teacher Education: Concept, need for continuing professional development of teachers – areas of professional development and process of in-service teacher education programme: Orientation programmes, refresher courses, workshops, seminars, panel discussions and conferences (their meaning and objectives)
- 3.2. Structure of In-service Teacher Education: Tehsil, district, state, regional and national level agencies and institutions; Modes of in-service teacher education (Face-to face, distance mode); Induction, one-shot, recurrent and school based; scope, merits and limitation of each of them
- 3.3. Planning an In-service Teacher Education Programme: Preliminary considerations of purpose, duration, resource requirements and budget

UNIT-4

Transactional Approaches for Teacher Education Programmes

- 4.1. Transactional Approaches for Foundation Courses: Expository, Participatory, Collaborative, Peer coaching and blended approaches
- 4.2. Transactional Approaches for Skills and Competency Development Courses in Teacher Education Programmes: Micro-teaching, simulated teaching, teaching in real classroom situation, peer presentation, tutor observation and feedback
- 4.3. School-based Practicum and Internship: Concept, objectives, organization activities and duration as per the recommendations of NCTE

C. TRANSACTIONAL STRATEGIES

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, On-line teaching (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following themes:

- Book review of atleast one-book related to teacher education
- Critical study of teacher education curriculum framework 1978/1988/1998/2006
- Report on a visit to a College of Education regarding infrastructure transactional strategies and evaluation
- Analysis of the written supervisory remarks by peers and supervisors
- Appraisal of norms / standards of teacher education developed by NCTE
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

15. External (End-semester) Examination	: 60 Marks
16. 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

- Arora, G.L. (2002). *Teachers and their teaching*. New Delhi : Ravi Books.
- Arora, G.L. (2005). *Teachers and their teaching*. Need for new perspectives. New Delhi : Ravi Books.
- Berliner, D.C. (2004). *Describing the behavior and documenting the accomplishments of expert teachers*. Bulletin of science, technology and society, 24, 200-12.
- Chadha, S.S. (2005). *Teacher in emerging Indian society*. Meerut : International Publishing House.
- Dillon, Justin and Maguire, Meg (1997). *Becoming a teacher: Issues in secondary teaching*. London : Open University Press.
- Elahi, Nizam (1997). *Teacher's education in India*. New Delhi : APH.
- Jangira, N.K. (1997). *Teacher training and teacher effectiveness : An experience in teaching*. New Delhi : National Publishing House.
- Kundu, C.L. (1998). *Indian year book on teacher education*. New Delhi : Sterling Publishers.
- Miyan, Mohammad (2004). *Professionalisation of teacher education*. New Delhi: Mittal Publications.
- NCERT (1979). *Organisation of Core Teaching Programme*. New Delhi: NCERT.
- NCTE (1998). *Policy, perspective in teacher education- Critique and documentation* . New Delhi: NCTE.
- NCTE (2014). *Norms and guidelines of teacher education programme*. New Delhi: NCTE.
- NCTE(2009). *Curriculum frame work of teacher education programme*. New Delhi: NCTE
- Rao, Digmurti Bhaskar (1998). *Teacher education in India*. New Delhi : Discovery Publishing House.
- Ravi, S.S. (2015). *A comprehensive study of education*. New Delhi : Prentice Hall.
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- Singh, R.P. (2006). *Training teachers : Problems and issues*. New Delhi :Gyan Publishing House.
- Singh, R.P. (Ed.) (2002). *Teacher education in twernoil : Quest for a solution*. New Delhi : Sterling Publishers.
- Srivastava, G.N.P.(2000). *Management of teacher education: A handbook*. New Delhi: Concept Publishing House.
- Srivastava, G.N.P.(2004). *Perspectives in teacher education*. New Delhi: Concept Publishing House.
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M.Ed.

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-II

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

INTERNSHIP -I

Course Code	: MED-205	Total Marks	: 100
Credits	: 04	Internal	: 100
Course Type	: COMPULSORY	Marks	: 02 weeks
		Duration	

A. The Internship of 2 weeks in teacher education institute/s is COMPULSORY for M.Ed. students

B. The students shall be assessed internally by their respective supervisors

The distribution of 100 marks of internship is as under:

S. No.	Activity	Max. Marks
1.	Visit to DIET/SIE and submission of the report	10
2.	Observation of five lessons in perspective papers of the B.Ed. Course delivered by regular teachers of the college	10
3.	Delivery of five lessons in perspective papers of the B.Ed. Course	25
4.	Observation of five lessons of teaching work of the peer group in perspective papers of the B.Ed. Course	20
5.	Preparation of five question papers from perspective papers of the B.Ed. Course	20
6.	Writing a reflective journal on activities carried out during the Internship	15
Total		100



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SEMESTER-II

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

DISSERTATION

Course Code : MED-206
Credits : 02
Course Type : COMPULSORY

Total Marks : 50
Internal Marks : 50

Every student shall submit synopsis of the research proposal for dissertation under the guidance of the concerned supervisor of the College at the end of Semester-II (upto April, 30)

The sessional work shall be evaluated by the Research Committee constituted for the purpose



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SEMESTER-II

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

SCIENCE EDUCATION

Course Code	: MED- 207	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *reflect upon the nature of science as expanding body of knowledge*
- *understand the structure of science*
- *reflect on the interrelationship between different subjects of science*
- *understand the characteristics of different subjects of science*
- *critically analyse approaches to science curriculum at different stages of school education*
- *develop understanding of different approaches to teaching science*
- *reflect on the strategies of teaching science*
- *understand the norm-referenced and criterion-referenced evaluation*
- *reflect on the assessment of content knowledge through activities and experiments*

B. COURSE CONTENT

UNIT-1

Nature of Science

- 1.1. The nature of Science – science as process, body of knowledge, social enterprise; Correlation of science with other subjects; Concept of scientific enquiry, scientific attitude, paradigm and paradigm shift in science; Scientific revolutions and their functions in scientific development

- 1.2. A critical understanding of science as a subject at different levels of school education; and purpose of science education at different levels of school education
- 1.3. Development of scientific temper, ethics of science and science education in a developing country; Characteristics of different subjects of science, their interrelationship and integration

UNIT-2

Science Curriculum

- 2.1. Science Curriculum: Concept, recommendations of commissions, policies on science education and curriculum framework for science at different stages of school education; Principles of curriculum development in science education
- 2.2. Place of sciences in school curriculum, aims and objectives of teaching science at different levels of school education
- 2.3. Approaches to the organization of science curriculum of various stages of school education, pedagogical shift from science as a fixed body of knowledge to the process of construction of knowledge

UNIT-3

Approaches to Teaching Science

- 3.1. Constructivist Approaches; Inductive method, Project method and Learner-centred activity – based participatory learning
- 3.2. Role of experiments in science, integration of theories and experiments; Planning and organization of laboratory work, reporting skills and low-cost experiments
- 3.3. Strategies for Teaching-Learning Science: Lecturing, Role playing, Jigsaw activities, Concept mapping, Multimedia presentations, use of ICT in teaching - learning science.

UNIT-4

Evaluation in Science Education

- 4.1. Evaluation: Concept, nature and need, norm-reference and criterion-referenced evaluation; Continuous and Comprehensive Evaluation in Science; Self-assessment by students and teachers; Peer assessment, Assessment of teachers by students, formative and summative assessment
- 4.2. Assessment of curricular activities; Assessment of content knowledge through activities and experiments; Assessment of laboratory skills
- 4.3. Preparation of diagnostic test and achievement test in a unit of science at elementary / secondary class; Analysis of tests and remedial measures

C. TRANSACTIONAL STRATEGIES

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, On-line teaching (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Critical analysis of the existing syllabi at elementary / secondary / higher secondary class
- Critical analysis of a text-book of secondary / higher secondary class
- Development of a science club in an elementary / secondary class with the help of teachers, students and community, submission of report thereof
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

17. External (End-semester) Examination	: 60 Marks
18. 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

- Bhatnagar, A.D. (2004). *Teaching of science*. Meerut: Surya Publications.
- Bloom, Benjamin et al. (1965). *Taxonomy of educational objectives: The classification of education of educational goals, handbook cognitive domain*. New York: David Mackay Co.
- Dave, R.H. (1979). *Taxonomy of educational objectives and achievement testing*. London: London University Press.
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- Maitre, K. (1991). *Teaching of Physics*. New Delhi: Discovery Publishing House.
- Mohan, Radha (2003). *Innovative science teaching for science teacher*. New Delhi: Prentice-Hall.
- Murray, L.J.C. (1998). *Basic skills-science*. Boston: John Murrey.
- NCERT (1982). *Teaching science in secondary schools*. New Delhi: NCERT.
- Prakash, R. and Rath, T.N. (1996). *Emerging trends in teaching physics*. New Delhi: Kanishka.
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- Sharma, Jagdish (2006). *Model of science teaching*. Jaipur: Raj Publications.
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- Singh, Hemlata (1990). *Scientific temper and education*. New Delhi: Common Wealth Publishers.
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- Starin, A. and Sund, B. (1983). *Teaching science through enquiry*. Ohio: Charles E. Merrill Publishing Co.
- Tripathi, S. (2014). *Teaching science*. New Delhi : Dominant Publications.
- Vaidya, N.(1996). *Science teaching for the 21st century*. New Delhi: Deep and Deep Publications.
- Vanaja, M. (1999). *Inquiry training model*. New Delhi: Discovery Publishing House.
- Vanaja, M. (2006). *Teaching science*. Hyderabad: Neel Kamal.
- Yadav, M.S. (1992). *Teaching of science*. New Delhi: Mangaldeep Publication.
- Yadav, M.S. (2000). *Modern methods of teaching science*. New Delhi: Anmol Publishers.
- Yadav, M.S. (2010). *Teaching science at higher level*. New Delhi: Anmol Publishers.



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M.Ed.

SEMESTER-II

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

SOCIAL SCIENCE EDUCATION

Course Code	: MED- 208	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *develop an understanding of concept, nature and scope of social science*
- *develop an understanding of the dimensions of social science*
- *develop insight into the relevance of social sciences in school curriculum*
- *understand the concept of curriculum core curriculum and hidden curriculum*
- *reflect an different approaches to curriculum development*
- *understand components, sources and dimensions of curriculum design*
- *reflect an approaches to evaluations in social*

B. COURSE CONTENT

UNIT-1

Conceptualisation of Social Science Education

- 1.1. Social Sciences: Concept, nature and scope; Evolution of social sciences with special emphasis on recent trends; Epistemological frame proposed in National Policy on Education (1986, 1992) and National Curriculum Frameworks concerning teaching – learning of social sciences

- 1.2. New Social Sciences: Economics, Sociology, Political Science, Social Psychology, History, Human Geography – their genesis; Dimensions of Social sciences – Social thought, social change, social continuity and social progress
- 1.3. Relevance of social sciences in school curriculum; Aims and objectives of teaching social sciences – Conceptual, inquiry, skill and affective objectives of teaching social sciences at different levels of schooling

UNIT-2

Curriculum in Social Science

- 2.1. Concept of curriculum, core-curriculum and hidden curriculum principles of curriculum development in social science
- 2.2. Approaches to Curriculum Development: Concentric approach, spiral approach, chronological approach, Topic approach and Unit approach
- 2.3. Curriculum Designing: Components, sources and dimensions of curriculum design, basic tasks of curriculum development of social science

UNIT-3

Approaches to Pedagogy of Social Science

- 3.1. Critical appraisal of approaches to teaching – learning social sciences – Behaviourist approach, Constructivist approach, Inter-disciplinary approach, Integrated approach
- 3.2. Critical appraisal of teaching – learning strategies viz, Lecture-cum-discussion, Seminar, Projects, Field survey, Role play, Simulation and Field visits; Co-operative learning, peer tutoring, generative learning strategy and constructive approach
- 3.3. Integration of ICT in Curriculum Transaction: Relationship between curriculum transaction and instruction; ICT in transaction of curriculum, its importance and role of various modes of ICT (PLM, CAI) for teaching - learning of social science, their advantages and limitations; Role of communication in transaction of curriculum in social science

UNIT-4

Evaluation in Social Science Education

- 4.1. Evaluation: Concept and need of evaluation in teaching – learning process; Approaches to evaluation – Formative, summative, diagnostic, norm – referenced and criterion referenced; continuous and comprehensive evaluation – Concept, need and process

- 4.2. Use of observation, rating scale, check list, anecdotal record, attitude scale, interest inventory, interview and self-reporting techniques as tools of assessment in social science
- 4.3. Use of projects, assignments, work-sheets, practical work and performance-based activities, seminars, self assessment by students and teachers and peer assessment as devices of assessment in social science

C. TRANSACTIONAL STRATEGIES

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, On-line teaching (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Assignment / Term paper on selected themes from the course and presentation in seminar
- Organisation and participation in activities like quiz, mock parliament, field trips
- Analysis of a text book on social science at primary / middle / secondary level of education
- Review of articles on social science education from print / e-journals

E. EVALUATION

The distribution of marks for the course is as under:

19. External (End-semester) Examination	: 60 Marks
20. 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, J.C. (2008). *Principles, methods & techniques of teaching*. Sahibabad (U.P.): House Pvt. Ltd.
- Aggarwal, J.C. (2008). *Teaching of social studies: A practical approach*. Sahibabad: Vikas Publishing House.
- Batra, P. (2010). *Social science learning in school perspective and challenges*. New Delhi : Sage.
- Chauhan, S.S. (2008). *Innovations in teaching learning process*. Sahidabad :Vikas Publishing House.
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- Smith, Maggie (2002). *Teaching geography in secondary schools: A reader*. London. Routledge Falmer.



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M.Ed.

SEMESTER-II

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

LANGUAGE EDUCATION

Course Code	: MED-209	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the components of language*
- *understand the functions of language*
- *reflect on the pedagogy of language learning and teaching*
- *become familiar with the language policies*
- *understand the nature and functions of linguistics*
- *reflect on the linguistic process of learning languages*
- *reflect on the contributions of Piaget, Vigotsky and Chomsky for language acquisition*
- *understand the problems, issues and evaluation in languages*

B. COURSE CONTENT

UNIT-1

Introduction to Language

- 1.1. Language: Concept, components and functions of language, difference between different languages
- 1.2. Critical Analysis of: Dialect, standard and non-standard language, first language, second language, bilingual and multilingual

- 1.3. Language Polices: Language as a medium of instruction and debates about English as a medium of instruction, the three language formula, recommendations of NCF-2005 on language education

UNIT-2

Language Learning and Curriculum

- 2.1. Language Learning and Language Acquisition: Concept and Factors affecting language learning and language acquisition
- 2.2. Linguistic: Nature and functions, linguistic process involved in learning of languages
- 2.3. Development of Language Curriculum: Dimensions, factors influencing the curriculum, selection and arrangement of content

UNIT-3

Skills and Strategies in Language Learning

- 3.1. Language learning in early childhood; Contribution of Piaget, Vigotsky and Chomsky for language acquisition and relevance of their views for language teacher
- 3.2. Development of basic and advanced language skills at different levels of school education; Theories of discourse analysis including speech acts, conversational maxims, conversational analysis
- 3.3. Meta linguistic awareness with focus on listening, speaking, comprehension and writing; Personalized system of instruction - Concept, process, advantages and limitations

UNIT-4

Problems, Issues and Evaluation in Language

- 4.1. Problems and issues of the multilingual context in India with reference to Three-Language Formula, preservation of language heritage, mother tongue, school language and problems of tribal dialects
- 4.2. Evaluation in Teaching - Learning Process: Concept, types (formative, summative, criterion and diagnostic); Types of mistakes in language, identification and remedial measures
- 4.3. Types of test items in language evaluation (long answer type, short answer type, very short answer type and objective type); Planning, construction and precautions to be taken while constructing such items

C. TRANSACTIONAL STRATEGIES

- Lecture-cum-discussion, panel discussion, group work, collaborative presentation
- Seminar presentation by students on related a theme followed by a group discussion
- Online teaching (Google Classroom / Zoom)and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- A critical study of language curriculum at elementary / secondary school stage
- Present a seminar related to language education
- Writing a report on the visit to a language laboratory
- Conducting a survey of the language competency of school children at elementary / secondary level and submission of the report thereof
- 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) 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

- Agnihotri, R.K & Khanna, A.L. (Ed.) (1996). *English grammar in context*. New Delhi : Ratnasagar.
- Allen, H. & Cambell, R. (1972). *Teaching English as second language*. New York : Mcg Raw Hill.
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- Bharthi, T. & Hariprasad, M. (2004). *Communicative English*. Hyderabad :Neelkamal Publications.
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- Braden,K. (2006). *Task-based language education: From theory to practice*. London: Cambridge University Press.
- Bryne, D. (1988). *Teaching writing skills*. London : Longman.
- Byrnes, H. (2006). *Advanced language learning: The contribution of Halliday and Vigostsky*. London: Continuum International Publishing Group.
- Carver, Ronald P. (2016). *The causes of high and low reading achievement*. New York: Routledge.

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- Dave, Pratisma S. (2002). *Communicative approach to the teaching of English as a second language*. Mumbai :Himalya Publishing House.
- Embrey, Stephanine (2015). *The teacher's lesson planner and record book*. New Delhi: Sterling.
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- Grellet, F. (1980). *Developing reading skills*. New York : Cambridge University Press.
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- Rajimwale, Sharad (1997). *Introduction to English phonetics, phonology and morphology*. Jaipur :Rawat Publications.
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- Swamy, Krishna (2003). *Teaching English*. Patiala : Twenty First Century Publications.
- Vigotsky, L.S. (1995). *Thought and language* Cambridge, M.A. The MIT Press.



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M.Ed.

SEMESTER-II

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

MATHEMATICS EDUCATION

Course Code	: MED-210	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *distinguish between mathematics and science*
- *understand the aesthetic aspect of mathematics*
- *distinguish between axiom, proof and verification in mathematics*
- *develop understanding of the principles of curriculum development in mathematics*
- *develop understanding of using constructivist approach in teaching mathematics*
- *develop understanding of different skills needed in teaching mathematics*
- *describe formative, summative, criterion and diagnostic evaluation in the subject of mathematics*

B. COURSE CONTENT

UNIT-1

Nature of Mathematics

- 1.1. Abstractness of mathematics; Distinction between mathematics and science; role of pure mathematics and applied mathematics, aesthetic and recreational aspects of mathematics
- 1.2. Undefined terms and axioms; proof and verification in mathematics and difference between them; Types of theorems
- 1.3. Types of proof – direct and indirect, proof by contradiction, proof by exhaustion, proof by induction and difference between induction and mathematical induction

UNIT-2

Curriculum of Mathematics

- 2.1. Principles of Curriculum development in mathematics education; Curriculum of mathematics at different stages of school education
- 2.2. Approaches to the organization of mathematics curriculum at different stages of school education; Instructional materials including text book to Contextualisation, criteria and concerns
- 2.3. Methodology of development of curricular materials – textbooks, workbooks, teacher handbooks; Integration of co-curriculum activities with mathematics education

UNIT-3

Objectives and Methods of Teaching Mathematics

- 3.1. Aims and Objectives of teaching mathematics at different stages of school education; Instructional objectives in teaching mathematics
- 3.2. Methods of Teaching Mathematics: Inductive – Deductive methods, Analytic - Synthetic Methods, Constructivist Approach in teaching mathematics
- 3.3. Competence – based approach in teaching mathematics; Problem solving approach in teaching mathematics – Problem solving skills; Stages in problem solving techniques to improve problem solving skills; Teaching gifted /slow learners; Use of multi-media in teaching mathematics

UNIT-4

Evaluation in Mathematics

- 4.1. Evaluation in Mathematics: Concept, importance and purpose; Types of evaluation formative, summative, criterion and diagnostic
- 4.2. Types of Errors in Mathematics: Their identification, analysis and remedial measures; Tools and techniques of formative and summative evaluation of learner achievement and comprehensive and continuous evaluation in mathematics
- 4.3. Preparation of Diagnostic and Achievement Tests in Mathematics: Types of test items; Planning and construction of test items and procedure for standardisation of the tests

C. TRANSACTIONAL STRATEGIES

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, On-line teaching (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Pedagogical analysis of a unit of course content from elementary / secondary school mathematics syllabus
- Preparation of a question paper for a class based on current CBSE format / State Board of School Education alongwith the preparation of scoring key (if needed) and marking scheme
- Preparation of an action plan for use of ICT multi-media in teaching concepts of mathematics
- Analysis of errors committed in mathematics by school children in mathematics and preparation of the remedial plan

E. EVALUATION

The distribution of marks for the course is as under:

21. External (End-semester) Examination	: 60 Marks
22. 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.
- Delors, Jacques et.al. (1996). *Learning: Treasure within, Report to UNESCO of the International Commission on Education for the 21st Century*. Paris: UNESCO.
- Erickson, H.L. (2002). *Concept based curriculum and instruction: Teaching beyond the facts*. California: Corsion Press.
- Government of India (2005). *National plan of action for children*. New Delhi: Department of Women and Child Development.
- Government of India (1986). *National policy on education*. New Delhi : MHRD.
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- Naik, J.P.(1979). *Educational commission and after*. New Delhi:APH.
- Reddy, B. (2007). *Principles of Curriculum: Planning and development*. New Delhi: Arise Publishers.
- Report of the Education Commission (1964-66)
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- Taba, Hilda (1962). *Curriculum development : Theory and practice*. New York : Harcourt Brace.
- UNESCO (1981). *Curriculum and lifelong education*. Paris: UNESCO.
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M.Ed.

Semester – III



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SEMESTER-III

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

(GROUP-A: ELEMENTARY EDUCATION)

ELEMENTARY EDUCATION: INSTITUTIONS, SYSTEMS AND STRUCTURES

Course Code	: MED-301	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: COMPULSORY	Internal Marks	: 20

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the objectives of elementary education*
- *gain insight into the status of elementary education in India*
- *analyse organizational structure of elementary education in India*
- *understand the roles of state, national and international agencies of elementary education in India*

B. COURSE CONTENT

UNIT-1

Introduction to Elementary Education

- 1.1. Elementary Education: Meaning, need, importance and objectives
- 1.2. Growth and development of elementary education in India and Government interventions for quality concerns with reference to Sarva Shiksha Abhiyan, Right to Education Act (2009) and Samgra Shiksha Scheme (2018)

UNIT-2

Education Policies and Commissions

- 2.1. Recommendations of Kothari Commission (1964-66), National Policy on Education (1986), Programme of Action (1992) and National Curriculum Framework (2005) for elementary education in India
- 2.2. National Agencies of Elementary Education in India: Ministry of Human Resource Development, Ministry of Social Justice and Empowerment (RCI), Ministry of Women and Child Development

UNIT-3

Role of Agencies for Elementary Education

- 3.1. Role of International Agencies for Elementary Education in India: UNICEF and UNESCO
- 3.2. Role of State Agencies of Elementary Education in India: State Department of School Education, SCERTs, SIEs, DIETs, Block Resource Centres (BRCs) and Central Resource Centres (CRCs)

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:

- Preparation of curriculum for any one school subject for a specific class at the elementary school level
- Critical analysis of the existing curriculum of languages / social science / science / mathematics for any class at the elementary level
- Evaluation of school text books, work books and teachers hand books prescribed at the elementary school level
- Critical analysis of the role of NCERT and SCERT in the development of curriculum for elementary classes

E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	: 30 Marks
2. Internal Assessment:	: 20 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 07 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3)	: 04 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 03 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 03 Marks
iii) Reflections	: 03 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 07 questions. **Questions No. I is COMPULSORY** comprising **three parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from each unit
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Chopra, R.K. (1993). *Status of teachers in India*. New Delhi: NCERT.
- Government of India (1953). *Report of secondary education commission*. New Delhi.
- Government of India (1966). *Report of the education commission 1964-66: Education and national development*. New Delhi: Ministry of Education, GOI.

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- NCERT (2006). *The reflective teachers: Organization of in-service training of the teachers of elementary schools under SSA*. New Delhi: NCERT.
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M.Ed.

SEMESTER-III

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

(GROUP-A: ELEMENTARY EDUCATION)

ELEMENTARY EDUCATION: STATUS, ISSUES AND CONCERNS

Course Code	: MED-302	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: COMPULSORY	Internal Marks	: 20

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the functions of elementary education*
- *gain insight into status of elementary education our country*
- *understand the educational problems of elementary education*
- *develop critical understanding of significance of transitions in elementary education*

B. SYLLABUS

UNIT-1

Status of Elementary Education

- 1.1. Elementary Education: Concept, National scenario in terms of enrolment, retention, dropout, out of school children and infrastructure
- 1.2. Status of qualified and professionally trained teachers – Scenario at the National level as well as in the State of Jammu and Kashmir

UNIT-2

Elementary Education: Major Issues

- 2.1. Classroom processes, learning achievement, medium of instruction and multilingual approach at the elementary level of education
- 2.2. Achieving Universalisation of Elementary Education: Universal access, retention and success, implementation of Right of Children to Free and Compulsory Education Act (2009), hurdles in achieving universalization of elementary education

UNIT-3

Concerns of Elementary Education

- 3.1. Enrolment, retention, dropout, gross enrolment ratio, net enrolment ratio, concerns of infrastructure.
- 3.2. Quality of Access: Physical, social and gender; Equity and equality; Student – teacher ratio and community participation.

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 of U-DISE data of any one State with respect to elementary education available at NUEPA website
- Writing reflection on any one film on issues related to education of girl child, social issues of untouchability and videos on talks of Abdul Kalam, former President of India and Nobel Laureate Kailash Satyarthi
- Present seminar on any one of the following topics/themes:
 - The Problems of wastage and stagnation at the elementary level of education
 - The problems of implementation of the Universalisation of elementary Education in the State of Jammu and Kashmir
 - The problem of equity and equality in elementary education

E. EVALUATION

The distribution of marks for the course is as under:

3. External (End-semester) Examination	: 30 Marks
4. Internal Assessment:	: 20 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 07 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3)	: 04 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 03 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 03 Marks
iii) Reflections	: 03 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 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H SUGGESTED READINGS

- Aggarwal, J.C. and Gupta, S. (2007). *Secondary education – History, problems and management*. New Delhi: Shipra Publishers.
- Kochhar, S.K. (1981). *Pivotal issues in Indian education*. New Delhi: Sterling Publishers.
- Malhotra, P.L. (1986). *School education in India: Present status and future needs*. New Delhi: NCERT.

- Mathur, S.S. (2011). *Teacher and Secondary education*. Apra: Aggarwal Publications.
- MHRD (1993). *Education for all: The Indian scene*. New Delhi: Government of India.
- Mohanty, J.C. (1994). *Indian education in the emerging society*. New Delhi: Sterling Publishers.
- Nayak, A.K. and Rao, V.K. (2010). *Secondary education*. New Delhi: APH Publishing House.
- NCERT (2000). *National curriculum framework*. New Delhi: NCERT.
- NCERT (2005). *National curriculum framework for school education*. New Delhi: NCERT.
- NCTE (2009). *National curriculum framework for teacher education*. New Delhi.
- Sodhi, T.S. (2005). *Development of education system in India*. Patiala: Bawa Publications.



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M.Ed.

SEMESTER-III

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

(GROUP-A: ELEMENTARY EDUCATION)

ELEMENTARY EDUCATION: CURRICULUM, PEDAGOGY AND ASSESSMENT

Course Code : MED-303
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:

- *become familiar with structure of curriculum and pedagogy at the elementary stage in India*
- *familiarise with the concept and procedure of continuous evaluation at the elementary stage of education*
- *gain insight into the objectives and implementation of SSA and Mid-day meal scheme*
- *critically analyse the impact of SSA and MDM on the quality enhancement of elementary education*

B. COURSE CONTENT

UNIT-1

Curriculum: Meaning and Principle

- 1.1. Curriculum: Meaning, nature and need of curriculum, difference between curriculum and syllabus
- 1.2. Principles of curriculum development at elementary level, John Dewey's view on curriculum; Concept of Common Core Curriculum
- 1.3. Relevance, integration, flexibility, contextuality and plurality determinates of curriculum at elementary level

UNIT-2

Pedagogy at Elementary Education

- 2.1. Child Centred Pedagogy: Process of knowledge, development of concepts, development of understanding and logical reasoning
- 2.2. Forms of Learner's Engagement : Observing, exploring, discovering, analyzing and collaborating
- 2.3. Innovative Educational Programmes in India:
 - Ekalavya (Rajasthan)
 - Lok Jumbish (Rajasthan)
 - Mirambika Elementary Teacher Education Programme (Gujarat)

UNIT-3

Assessment process

- 3.1. Types of Assessment : Formative, summative and diagnostic assessment
- 3.2. Recommendation of National Expert Group on Assessment in Elementary Education (NEGAE)
- 3.3. Comprehensive Continuous Evaluation at elementary level of education

UNIT-4

Programmes and Implementation Strategies at Elementary Level

- 4.1. Centrally Sponsored Schemes for Elementary Education: Assumptions, objectives and implementation strategies and their impact
 - IEDC : Integrated Education for Disabled Children (IEDC)
 - MLL : Minimum Level of Learning (MLL)
 - KGBV: Kasturba Gandh8i Bal Vidyalaya (KGBV)
 - SPQEM: Strengthening for Providing Quality Education in Madrassas (SPQEM)
- 4.2. Samagra Shiksha: Concept, vision, objectives, implementing strategies and impact on quality enhancement of elementary education in India
- 4.3. Mid-Day Meal Scheme (MDM): Objectives, implementation, bottlenecks and impact on enrolment and quality enhancement at elementary level

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:

- Preparation of a Status Report on elementary education in a chosen block district with reference enrolment, equity and achievement
- Preparation of an observation Report on the implementation of any one elementary school for improvement of quality
- Critical assessment of curriculum suggested by national Curriculum Framework (2005) on elementary education
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

23. External (End-semester) Examination	: 60 Marks
24. 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.**

G. 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.



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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: INSTITUTIONS, SYSTEMS AND STRUCTURES

Course Code	: MED-304	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: COMPULSORY	Internal Marks	: 20

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the objectives of secondary and higher secondary education*
- *gain insight into the status of secondary and higher secondary education in India*
- *analyse organizational structure of secondary and higher secondary education in India*
- *understand the roles of national, international and state agencies in improving secondary and higher secondary education in India*

B. COURSE CONTENT

UNIT-1

Secondary Education: An Introduction

- 1.1. Secondary and Higher Secondary Education: Meaning, need, importance and objectives
- 1.2. Growth and development of secondary and higher secondary education in India and Government interventions for quality concerns with special reference to RMSA

UNIT-2

National Agencies of Secondary Education in India

- 2.1. Recommendations of Mudaliar and Kothari Commission, National Policy on Education (1986), Programme of Action (1992), National Curriculum Framework (2005) and National Policy on Education (2020) for secondary and higher secondary education

- 2.2. National Agencies of Secondary Education in India: Ministry of Human Resource Management. Ministry of Social Justice and Empowerment and Ministry of Tribal Affairs – Their Constitution and role

UNIT-3

International and State Agencies

- 3.1. Role of International Agencies (UNICEF and UNESCO) in India for secondary and higher secondary education
- 3.2. Role of State Agencies regarding Secondary and Higher Secondary Education in India: State Departments of School Education, SCERTs, SIEs, DIETs

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:

- Government interventions for quality concerns of secondary and higher secondary education in India
- Salient features of RMSA
- Public Private Participation (PPA) Model for improving quality of secondary and higher secondary education in India – How viable it is?
- Chief recommendations of National Curriculum Framework (2005)
- Role of SCERTs and SIEs in strengthening, secondary and higher secondary education in India
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

5. External (End-semester) Examination	: 30 Marks
6. Internal Assessment:	: 20 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 07 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3)	: 04 Marks

(c) Sessional Work

- i) One Report (To be uploaded in Google Classroom) : 03 Marks
- ii) One PPT (To be delivered and uploaded in Google Classroom) : 03 Marks
- iii) Reflections : 03 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 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Aggarwal, J.C. and Gupta, S. (2007). *Secondary education – History, problems and management*. New Delhi: Shipra Publishers.
- Chopra, R.K. (1993). *Status of teachers in India*. New Delhi :NCERT
- Kochhar, S.K. (1981). *Pivotal issues in Indian education*. New Delhi: Sterling Publishers.
- Kumar, K. (2004). *What is worth teaching*: New Delhi: Orient Longman.
- Malhotra, P.L. (1986). *School education in India: Present status and future needs*. New Delhi: NCERT.
- Mathur, S.S. (2011). *Teacher and secondary education*. Agra: Aggarwal Publications.
- MHRD (1993). *Education for all: The Indian scene*. New Delhi: Government of India.
- MHRD (2005). *Universalisation of secondary education: Report of the CABE Committee*. New Delhi: Government of India.

- Mohanty, J.C. (1994). *Indian education in the emerging society*. New Delhi: Sterling Publishers.
- Mukhopadhyay, M. and Narula, M. (eds.) (2001). *Secondary education: The challenge ahead*. New Delhi: NIEPA.
- Mukhopadhyay, Sudesh and Anil Kumar (2001). *Quality profiles of secondary schools*. New Delhi NIEPA.
- Nayak, A.K. and Rao, V.K. (2010). *Secondary education*. New Delhi: APH Publishing House.
- NCERT (2000). *National curriculum framework*. New Delhi: NCERT.
- NCERT (2005). *National curriculum framework for school education*. New Delhi: NCERT.
- NCTE (2009). *National curriculum framework for teacher education*. New Delhi: NCTE
- Sodhi, T.S. (2005). *Development of education system in India*. Patiala: Bawa Publications.
- UNESCO (1996), *Report of the Delors Commission*. Paris



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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: STATUS, ISSUES AND CONCERNS

Course Code	: MED-305	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: COMPULSORY	Internal Marks	: 20

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the objectives of secondary and higher secondary education*
- *gain insight into the status of secondary and higher secondary education in India*
- *understand the problems of secondary and higher secondary education in India*
- *develop critical understandings of the significance of transition in secondary and higher secondary education in India*

B. COURSE CONTENT

UNIT-1

Status of Secondary and Higher Secondary Education

- 1.1. Secondary and Higher Secondary Education: Concept, National Scenario in terms of enrolment, retention, dropout, out of school children and infrastructure
- 1.2. Status of qualified and professionally trained teachers – Scenario at the National as well as in the State of Jammu and Kashmir

UNIT-2

Secondary and Higher Secondary Education: Major Issues

- 2.1. Issues of classroom processes, learning achievement, medium of instruction and multilingual approach at secondary and higher secondary level of education

- 2.2. Achieving Universalization of Secondary Education: Concept of RMSA (Rashtriya Madhyamik Shiksha Abhiyan), Hurdles in achieving universalization of secondary education in India

UNIT-3

Concerns of Secondary and Higher Secondary Education

- 3.1. Concerns of gross enrolment ratio, net enrolment ratio, gender differences, social justice and infrastructure facilities (classrooms, library, laboratories, separate washroom for boys and girls) at secondary and higher secondary level of education
- 3.2. Concerns of Quality of Access: Physical, social and gender; equity and equality, student-teacher ratio and participation of community

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 of U-DISE data of any one state with respect to secondary and higher education available at NUEPA website
- Writing reflection on any one film on issues related to education of girl child, social issues of untouchability and videos on talks of Abdul Kalam, former President of India and Nobel Laureate Kailash Satyarthi
- Present seminar on any one of the following topics/themes:
 - The problems of wastage and stagnation at the secondary level of education
 - The problems of the implementation of RMSA in the state of Jammu and Kashmir
 - The problem of equity and equality in secondary education

E. EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 7. External (End-semester) Examination | : 30 Marks |
| 8. Internal Assessment: | : 20 Marks |
| (a) Minor Test – I (Unit – 1 and 2) | : 07 Marks |

- (b) Minor Test – II ICT Based Quiz (Unit – 3) : 04 Marks
- (c) Sessional Work
- i) One Report (To be uploaded in Google Classroom) : 03 Marks
- ii) One PPT (To be delivered and uploaded in Google Classroom) : 03 Marks
- iii) Reflections : 03 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 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Aggarwal, J.C. and Gupta, S. (2007). *Secondary education – History, problems and management*. New Delhi: Shipra Publishers.
- Kochhar, S.K. (1981). *Pivotal issues in Indian education*. New Delhi: Sterling Publishers.
- Malhotra, P.L. (1986). *School education in India: Present status and future needs*. New Delhi: NCERT.
- Mathur, S.S. (2011). *Teacher and Secondary education*. Apra: Aggarwal Publications.
- MHRD (1993). *Education for all: The Indian scene*. New Delhi: Government of India.
- Mohanty, J.C. (1994). *Indian education in the emerging society*. New Delhi: Sterling Publishers.
- Nayak, A.K. and Rao, V.K. (2010). *Secondary education*. New Delhi: APH Publishing House.

- NCERT (2000). *National curriculum framework*. New Delhi: NCERT.
- NCERT (2005). *National curriculum framework for school education*. New Delhi: NCERT.
- NCTE (2009). *National curriculum framework for teacher education*. New Delhi.
- Sodhi, T.S. (2005). *Development of education system in India*. Patiala: Bawa Publications.



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SEMESTER-III

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(GROUP-B: SECONDARY AND HIGHER SECONDARY EDUCATION)

SECONDARY AND HIGHER SECONDARY EDUCATION: CURRICULUM, PEDAGOGY AND ASSESSMENT

Course Code	: MED-306	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	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.



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M.Ed.

SEMESTER-III

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

EDUCATIONAL TESTING AND EVALUATION

Course Code	: MED-307	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students 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 educational setting*

B. COURSE CONTENT

UNIT-I

Process of Measurement and Evaluation

- 1.1. Measurement: Concept and Scales of measurement - Nominal, Ordinal, Interval and Ratio
- 1.2. Educational Evaluation: Concept and functions; Types of evaluation – Formative, Diagnostic and Summative
- 1.3. Norm – Referenced and Criterion – Referenced Evaluation: Concept, difference between the two and their advantages and limitations

UNIT-2

Reliability and Validity of Measuring Instrument

- 2.1 Validity: Concept, importance and types, factors influencing validity of a test
- 2.2. Reliability: Concept and methods of establishing reliability, relationship between reliability and validity
- 2.3. Factors influencing reliability and methods of improving reliability of a test

UNIT-3

Test Construction

- 3.1. General Steps of Test Construction: Writing test items - Meaning of test item and types of test items, general guidelines for writing test items
- 3.2. Item Analysis: Meaning and purpose of item – Objective test items, subjective test items; standardization of the test
- 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)

UNIT-4

Psychological Tests

- 4.1. Psychological Test: Meaning and history of psychological tests, Characteristics of psychological tests and their assumptions
- 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
- 4.3. Applications of Psychological Testing in Educational Setting : Guidance and counseling Testing of - Intelligence, aptitude, attitude and interest etc.

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 shall develop an achievement test on any school subject

Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

27. External (End-semester) Examination	: 60 Marks
28. 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

- Aiken, L.R. and Groth, Marnat, G. (2009). *Psychological testing and assessment*. New Delhi: Pearson Education.
- Anastasi, A. and Urbina, S. (1997). *Psychological testing*. New Delhi : Prentice Hall of India.
- Cohen, R.J. and Swerdlik, M.E. (2014). *Psychological testing and assessment*. New York : McGraw Hill.
- Creswell, John W. (2013). *Research design: Qualitative, quantitative and mixed methods approaches*. London : Sage.
- Ferguson, G. (1981). *A statistical analysis in psychology and education*. New York : McGraw Hill.
- Freeman, F.S. (2006). *Theory and practice of psychological testing*. New Delhi :Surjit Publications.
- Garrett, H.E. (2008). *Statistics in psychology and education*. New Delhi :Surjit Publications.
- Good, Carter V. (2008). *Introduction to educational research*. New Delhi :Surjit Publications.
- Gregory, R.J. (2004). *Psychological testing : History, principles and applications*. New Delhi: Pearson Education.
- Guilford, J.P. (2013). *Psychometric methods*. New Delhi :Surjit Publications.
- Huck, S.W. (2007). *Reading statistics and research*. Boston :Allyn and Bacon.
- Kaplan, R.M. and Saccuzo, D.P. (2004). *Psychological testing : Principles, applications and issues*. New York : Wadsworth Publishing.
- Kline, J.B.T. (2005). *Psychological testing : A practical approach to design and evaluation*. New Delhi : Sage.
- Koul, Lokesh (2011). *Methodology of educational research*. New Delhi :Vikas Publishing House.
- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. California : Sage.
- Prakash, P. (2010). *Measurement in education and psychology*. New Delhi :Kanishka.



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M.Ed.

SEMESTER-III

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

EXPOSITORY AND ACADEMIC WRITING

Course Code	: MED-308	Total Marks	: 50
Credits	: 02	Internal	: 50
Course Type	: COMPULSORY		

A. OBJECTIVES

After completing the course the students will be able to:

- *comprehend the meaning of effective writing*
- *organise simple academic articles to express due use of writing*
- *develop writing skills*
- *evaluate the academic writings*

B. COURSE CONTENT

UNIT-1

Expository Writing

- 1.1. Expository Writing: Meaning and purpose
- 1.2. Types and forms of expository writing.

UNIT-2

Styles of Writing

- 2.1. Steps in expository writing
- 2.2. Styles of writing for presentation of papers and articles

UNIT-3

Academic Writing

3.1. Academic writing: Meaning and purpose; essentials of good academic writing

3.2. Paraphrasing, acknowledging, editing, proof reading and referencing in APA style

C. TRANSACTIONAL STRATEGIES

- Practical course with self and guided learning exercises in controlled and free formats for
 - a) Sentence Writing
 - b) Paragraph Writing
 - c) Composition
- Interaction with experts in the field to fulfil needs of the students

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Critical evaluation of atleast one article or research paper
- Preparation of evaluation reports and presentations
- Any other approved activity of relevance

E. EVALUATION

Evaluation of the academic writing shall be carried out by a Committee constituted for the purpose

F. SUGGESTED READINGS

- Brown, Kristine and Hood, Susan (2002). *Academic encounters*. London: Cambridge University Press.
- Murray, R. (2004). *Writing for academic journals*. Maidenhead: Open University Press.
- Crème, Phyllis and May R. Lea (2008). *Writing at university: A guide for students*. Maidenhead: McGraw Hill.
- Ritter, R.M. (2005). *New hart's rules: The handbook of style for writers and editors*. London: Oxford University Press.



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SEMESTER-III

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

INTERNSHIP - II

Course Code : MED-309

Credits : 04

Course Type : COMPULSORY

Total Marks : 100

Internal Marks : 100

Duration : 02 weeks

Internship during Semester III is a stage specific specialization (Elementary or Secondary and Higher Secondary Stage) for M.Ed. students and it is COMPULSORY. The duration of the Internship is two weeks. The following activities are to be undertaken during the internship by the M.Ed. students:

S. No.	Activity	Maximum Marks
01.	Delivery of ten lessons in the area of specialisation (Elementary or Secondary/ Higher Secondary Stage) in the School subjects (Science/Social Science/Language/ Mathematics) (Atleast one lesson is to be delivered using ICT)	50
02.	Supervision of five lessons delivered by the peer group either at Elementary or Secondary / Higher Secondary Stage providing feedback and maintenance of the record	20
03.	Overall conduct of the student (Punctuality, discipline etc.)	10
04.	Reflections on the experience gained during the internship	20
Total		100



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SEMESTER-III

(For the examinations to be held in December, 2021, 2022 and 2023)
(GROUP-A: ELEMENTARY EDUCATION)

DISSERTATION

Course Code : MED-310
Credits : 02
Course Type : COMPULSORY

Total Marks : 50
Internal Marks : 50

The students shall undertake the following activities relating to the writing of their dissertation:

- (a) Review of related literature,
- (b) Development / Selection of tools, and
- (c) Collection of data

The written work duly certified by the supervisor shall be submitted by the students at the end of the Semester-III

The written work shall be evaluated by the Research Committee constituted for the purpose



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SEMESTER-III

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

FUNDAMENTALS OF INFORMATION TECHNOLOGY (INTERDISCIPLINARY COURSE)

Course Code	: MED-311	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: OPEN (ID)	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- articulate the importance of Information Technology, its vast application domains and pervasive nature and finally understand its impact on human progress
- understand various elements of Information technology such as hardware, software, internet, database, mobile communications, information systems and applications etc
- gain hands-on knowledge of productivity-related IT applications such as MS Word, Excel, PowerPoint besides cloud platforms such as Google
- assimilate and comprehend advanced concepts in Information Technology

B. COURSE CONTENT

UNIT-1

Computer Hardware

- 1.1. PC Architecture and Components
- 1.2. Servers and Clients
- 1.3. Important OS Concepts, OS Implementation Architectures

UNIT-2

Networking

- 2.1. LAN/WAN/MAN, Internet and e-Mail

- 2.2. Wireless Networks, Bluetooth/Wi-Fi Direct
- 2.3. Data Centres, Cloud Computing

UNIT-3

Information Concepts and Processing

- 3.1. Data concepts and Data Processing
- 3.2. Definition of Information and Application of Information Technology
- 3.3. Number System, Software and Types of Software

UNIT-4

Software and Packages for Office

- 4.1. Word Processing: Concepts, working with document, selecting text, editing text, character and paragraph formatting, page design and layout, creating and printing merged documents
- 4.2. Spreadsheet Package: Spreadsheet concepts, creating, saving and editing a workbook, entering data in a cell, handling operators in formulate, formatting a worksheet, sorting data items
- 4.3. Presentation Package: Creating a presentations, opening and saving presentations, working in different views, working with slides, animation effects, designing slide shows

C. TRANSACTIONAL STRATEGIES

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

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- understand the personal computer – architecture and components, setting up a computer and basic troubleshooting
- networking – connecting the computer to the LAN/WI-FI-Network, troubleshooting internet connectivity
- Microsoft applications – Hand on exercises on Word, Excel and PowerPoint with Practical assignments
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

29. External (End-semester) Examination	: 60 Marks
30. 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 at least **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

- Banker, Y. (2006). The wealth of networks: How social production transforms markets and freedom. New York: Yale University Press.
- ITL Educational Society. *Introduction to IT*. Pearson Education, 2009.
- Miller M. *Absolute Beginners Guide to Computer Basics*. Pearson Education, 2009.
- P.K. Sinha and P. Sinha. *Foundations of Computing*. BPB Publications, 2008.
- Sagman, S. *MS Office for Windows XP*. Pearson Education, 2007.



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SEMESTER-III

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

TECHNOLOGY AND SOCIAL MEDIA (INTERDISCIPLINARY COURSE)

Course Code	: MED-312	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: OPEN (ID)	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *demonstrate effective communication with individuals and large groups*
- *illustrate how current technologies and decision-support tools can be utilized to the advantage of educational purpose*
- *demonstrate technical knowledge of smart class, google classroom and various other latest tools*

B. COURSE CONTENT

UNIT-1

Learning Management System

- 1.1. Tools used in Smart Class
- 1.2. Smart Class as an effective way of Teaching, Advantages of Smart Class
- 1.3. Learning Management System: Moodle, Canvas, Google Classroom

UNIT-2

Supply Chain Management

- 2.1. MIS: Introduction, data and information, Supply Chain Management
- 2.2. E-Commerce
- 2.3. Understanding DSS, Centralization vs Decentralization, Ethical issues

UNIT-3

Social Networking

- 3.1. Social Networking in Education: Introduction, Use of Social Networking, Advantages of Social Networking
- 3.2. Facebook and Twitter
- 3.3. Blogs and LinkedIn

UNIT-4

Conferencing and Analytical Tools

- 4.1. Video Conferencing: Introduction, Usage in education, Advantages,
- 4.2. Google Hangout and Skype
- 4.3. Data Analytics in education: use of Data analytics, Advantages of Data Analytics, PI-360, other tools of Data Analytics

C. TRANSACTIONAL STRATEGIES

- Lecture-cum-demonstration, LCD Projection, Demonstration, Laboratory work, Web surfing, Participatory approach
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Smart Class – Use of projector, making and demonstrating presentations, video lectures
- Use of LMS – Moodle, canvas, google classroom
- Use of Social Networks – Facebook, Twitter, LinkedIn
- Video Conferencing – Use of Skype
- Use of PI-360
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

31. External (End-semester) Examination	: 60 Marks
32. 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 at least **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

- W.S. Jawadekar. *Management Information System*.
- James, A. O' Brien. *Management Information System*.



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SEMESTER-III

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

PROFESSIONAL GROWTH AND COMMUNICATION (INTERDISCIPLINARY COURSE)

Course Code	: MED-313	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY (ID)	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- to facilitate the students to identify the strengths and weakness as an individual and as member of the group
- to introduce to the students with the process of formal communication and decision making and to enable them to write competent reports

B. COURSE CONTENT

UNIT-1

Understanding the Self

- 1.1. Understanding Self: Self Image; Self Worth, Self Esteem; Self Analysis using appropriate techniques
- 1.2. Self-Confrontation and Self-Acceptance – an experiential process of growth
- 1.3. Developing Positive Attitude; Emotional Intelligence; Managing Self-Dialogue

UNIT-2

Communication Process

- 2.1. Formal Communications: Process and Patterns
- 2.2. Presentation Skills: Content formatting and delivery (including audio-video aids)

- 2.3. Role of Non-verbal communication: grooming, professional etiquettes, dress code, gestures and body language; Individual vs. group speaking

UNIT-3

Analytical Writing

- 3.1. Analytical writing for effective decision making
- 3.2. Official proposals: Content and elements, letters, memos and other brief messages (goodwill and positive replies, acknowledgements and appreciation)
- 3.3. Writing resume and job application: Public Relation Communication (media/Government Letters etc.)

UNIT-4

Process and Analysis of Case Study

- 4.1. Process of a Case study
- 4.2. Analysis of a Case study
- 4.3. Exercise through Classroom discussion/presentation

C. TRANSACTIONAL STRATEGIES

- Lecture, Lecture-cum-demonstration, collaborative work, seminar presentation by students
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Seminar presentation on the topic 'Positive attitude'
- Seminar presentation on topic 'Etiquettes'
- Organizing a mock interview session
- Any other approved topic of relevance

E. EVALUATION

The distribution of marks for the course is as under:

33. External (End-semester) Examination	: 60 Marks
34. 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 at least **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

1. The Power of Communication: Skills to Build Trust, Inspire Loyalty, and Lead Effectively, by Helio Fred Garcia, 2012
2. Fitly Spoken: Developing Effective Communication and Social Skills, by Greg S. Baker, 2011
3. The Secrets of Successful Communication: A Simple Guide to Effective Encounters in Business (Big Brain vs. Little Brain Communication), by Kevin T. McCarney, 2011
4. The HEAD Game: High-Efficiency Analytic Decision Making and the Art of Solving Complex Problems Quickly by Philip Mudd



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SEMESTER-III

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

ORGANISATIONAL BEHAVIOUR (INTERDISCIPLINARY COURSE)

Course Code	: MED-314	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: OPEN (ID)	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- to develop an understanding of the dynamics of individual behaviour at individual interpersonal, group and organizational levels
- to acquire and sharpen such behavioural skills and attitudes as are desirable for improving personal and managerial effectiveness
- to diagnose and make appropriate interventions in directing employees behaviour towards achieving organizational purposes

B. COURSE CONTENT

UNIT-1

Organisational Behaviour

- 1.1. Conceptual framework for understanding human behavior in an organization and the major variables influencing it
- 1.2. Historical development of organizational behaviour
- 1.3. Contemporary challenges and opportunities in organizational behaviour, International dimensions of organization behavior, Managing across cultures

UNIT-2

Management of Individual Behaviour

- 2.1. Understanding and managing individual behavior, individual differences and work behaviour
- 2.2. Personality, perception, attitude and learning
- 2.3. Self-growth and interpersonal effectiveness; Johari Window Model. Transactional analysis

UNIT-3

Organisation Culture

- 3.1. The organization in relation to its environment; Power and politics: meaning bases of power; power over
- 3.2. Political strategies for attaining power in organisations
- 3.3. Organisation culture, nature; creating and maintaining a culture

UNIT-4

Work Motivation and Stress

- 4.1. Work motivation: leadership approaches and styles
- 4.2. Leader effectiveness, organization change, effectiveness and development
- 4.3. Work stress causes and coping strategies

C. INSTRUCTIONAL STRATEGIES

- Lecture, Lecture-cum-demonstration, collaborative work, seminar presentation by students

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Presentation of a seminar on 'Organization behaviour'
- Presentation of a seminar on Johari Window Model on self Growth and Interpersonal Effectiveness
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

35. External (End-semester) Examination	: 60 Marks
36. 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

- Bovee, C.L. and John V. Thill, Business Communication Today, Mc Graw Hills (International Edition).
- Emden, Joan Van and Lucinda Becker, Presentation Skills for Students, Palgrave Mac Millan (2004).
- Hurlock, Elizabeth B. – Personality Development (Tata McGraw Hill, 1st Edition).
- Joseph O' Connor – NLP Workbook: A practical guide to achieving results you want.
- Krizen, A.C. *Buddy*. Patricia Merrier, Joyce Logan, Karen Williams, Business Communication. Thomson (India ed.), 7th Ed. (2008).
- Lesiker, Raymond V. and John D. Pettit Jr. Business Communication – Theory and Application, Richard D. Irwin, Inc. 6th Ed.
- P.E. Merlevede – 7 Steps to Emotional Intelligence.
- Romila Reddy – NLP for Dummies.
- Sahu, R.K. – Training for Development (Excel Books – 1st Edition).
- Uday Pareekh – Understanding Organizational Behaviour (Oxford 2nd Edition).

M.Ed.

Semester – IV



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SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

Perspectives, Issues and Research in Teacher Education

Course Code	: MED-401	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	:	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able 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*

B. COURSE CONTENT

UNIT-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
- 1.2. Approaches to Teacher Development: Traditional, academic self-directed, co-operative and competency-based
- 1.3. scope of teacher education programme as enlisted in NCTE Regulations; specific and area specific teacher education programme

UNIT-2

Structure and Management of Teacher Education

- 2.1. Structure of Teacher Education Programme in our country with merits and demerits
- 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
- 2.3. Management of teacher education at state level; Qualification of teachers, teacher recruitment policies, professional development of teachers and their vertical mobility

UNIT-3

Problems and Issues in Teacher Education

- 3.1. Problems of Pre-service Teacher Education: Bureaucratisation, inadequate planning, poor standards
- 3.2. Challenges of Teacher Education: 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 planning, implementation and evaluation of pre-service and in-service teacher education programmes
- 3.3. Issues Related to Teacher Education: Enhancing teacher competence, commitment and performance; Teacher empowerment and motivation, issue of quality and quantity in teacher education

UNIT-4

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
- 4.2. Methodological Issues of Research in Teacher Education: Theoretical research versus applied research, participatory action research and teaching effectiveness
- 4.3. Research on pedagogical approaches in teacher education and classroom practices including best practices at national level

C. TRANSACTIONAL STRATEGIES

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, On-line teaching (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Summarisation of the main features of annual reports on national /state level teacher education
- Preparation of a case study of teacher education practices carried out by an institution of teacher education
- Presentation of review of researches on any area of teacher education
- Preparation of bibliography of research articles in the area of teacher education
- Presentation of a seminar on any theme / topic concerning teacher education
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

37. External (End-semester) Examination	: 60 Marks
38. 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

- Arora, G.L. (2002). *Teachers and their teaching*. New Delhi : Ravi Books.
- Arora, G.L. (2005). *Teachers and their teaching*. Need for new perspectives. New Delhi : Ravi Books.
- Berliner, D.C. (2004). *Describing the behavior and documenting the accomplishments of expert teachers*. Bulletin of science, technology and society, 24, 200-12.
- Chadha, S.S. (2005). *Teacher in emerging Indian society*. Meerut : International Publishing House.
- Dillon, Justin and Maguire, Meg (1997). *Becoming a teacher: Issues in secondary teaching*. London : Open University Press.
- Elahi, Nizam (1997). *Teacher's education in India*. New Delhi : APH.
- Jangira, N.K. (1997). *Teacher training and teacher effectiveness : An experience in teaching*. New Delhi : National Publishing House.
- Kundu, C.L. (1998). *Indian year book on teacher education*. New Delhi : Sterling Publishers.
- Miyan, Mohammad (2004). *Professionalisation of teacher education*. New Delhi: Mittal Publications.
- NCERT (1979). *Organisation of Core Teaching Programme*. New Delhi: NCERT.
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- Singh, R.P. (Ed.) (2002). *Teacher education in twernoil : Quest for a solution*. New Delhi : Sterling Publishers.
- Singh, R.P. (2006). *Training teachers : Problems and issues*. New Delhi :Gyan Publishing House.
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- Srivastava, G.N.P.(2004). *Perspectives in teacher education*. New Delhi: Concept Publishing House.
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M.Ed.

SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

CURRICULUM STUDIES

Course Code	: MED-402	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the concept, nature and types of curriculum*
- *understand the formulations and determinants of curriculum*
- *understand the principles of curriculum development*
- *identify criteria and instruments of curriculum evaluation*
- *differentiate between formative and summative*
- *describe issues in curriculum planning and evaluation*
- *explain different barriers to curriculum change*

B. COURSE CONTENT

UNIT-1

Foundations of Curriculum

- 1.1. Curriculum: Concept, need, types and scope of curriculum studies; Evolution of curriculum as product process and programme, structure of curriculum-frameworks, courses of studies and syllabus
- 1.2. Foundations of Curriculum : Philosophical, sociological, psychological, linguistic and historical foundations
- 1.3. Curriculum Theory: Meaning, characteristics and types; Curriculum Theorists: Charles Eliot, John Dewey, G. Stanley Hall

UNIT-2

Models of Curriculum Design

- 2.1. Curriculum Design: Concept, steps and patterns (Centralised, decentralized and co-ordinated) Curriculum approaches-subject centred, problem-centred
- 2.2. Models of Curriculum Design: Objective and Process Models
- 2.3. Models of Curriculum Design: Tyler, Wheeler and Kerrs Models

UNIT-3

Curriculum Planning

- 3.1. Curriculum Planning: Concept and need; Levels of Curriculum planning - National, State, Institutional and individual teacher level.
- 3.2. Principles of Curriculum Planning
- 3.3. Review of curriculum frameworks in India

UNIT-4

Curriculum Development and Evaluation

- 4.1. Curriculum Development : Concept and principles of curriculum development; Process of curriculum development – situational analysis, selection of curriculum objectives; selection of content and learning activities, selection of instructional methods and evaluation
- 4.2. Curriculum Evaluation: Concept and approaches, types and stages of curriculum evaluation
- 4.3. Curriculum Change: Concept, improvement and innovations, barriers to curriculum change, participants in curriculum change: curriculum specialists, administrators, teachers, students

C. TRANSACTIONAL STRATEGIES

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, On-line teaching (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Critical analysis of the existing elementary/secondary/higher secondary school curriculum at state level/National level) CBSE)
- Evaluation of school text-book, work-book

- Status of science/mathematics/social studies/languages education in NCF-2005
- Critical analysis of the role of NCERT/SCERT in curriculum development
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

39. External (End-semester) Examination	: 60 Marks
40. 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.
- Havelock, R.G (1969). Planning for Innovation through dissemination and utilization of knowledge
- 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.



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M.Ed.

SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

DISSERTATION AND VIVA-VOCE

Course Code	: MED-403	Total Marks	: 100
Credits	: 04	Evaluation of Dissertation	: 75
Course Type	: COMPULSORY	Presentation of PPT	: 05
		Viva-Voce	: 20

Each student shall submit a copy of the Dissertation along with a CD and Research Perspectives before the end of Semester-IV. The dissertation has to be duly signed by the respective supervisor.

The evaluation of the dissertation shall be done by an external examiner and the research supervisor.

The evaluation of the dissertation shall be based on the quality of the research work. The viva-voce examination shall be conducted after the power point presentation of the research work done by the student.



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M.Ed.

SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

(GROUP-A: ELEMENTARY EDUCATION)

ELEMENTARY EDUCATION: CURRICULUM THEORY

Course Code	: MED-404	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *reflect upon the concept of curriculum*
- *reflect upon the curriculum theory*
- *describe the nature of human knowledge*
- *gain insight into models of curriculum design*
- *explain Taba's Model of Curriculum Development*
- *explain models of curriculum given by Wheeler and Kerr*
- *explain Roger's Diffusion Theory of Curriculum Innovation and Change*
- *explain Schon's Model and Havlock's Models of Dissemination of Curriculum Change and Innovation*

B. COURSE CONTENT

UNIT-1

Curriculum – Concept and Theory

- 1.1. Curriculum: Concept, need, types and scope of curriculum studies
- 1.2. Curriculum Theory: Meaning, characteristics and types of curriculum theory
- 1.3. Curriculum Theorists: Charles Eliot, John Dewey, G. Stanley Hall

UNIT-2

Knowledge and Curriculum

- 2.1. Knowledge, Belief, Information and Understanding: Concepts and characteristics; types of knowledge and process of its validation
- 2.2. Child's Construction of Knowledge: Attaining knowledge through activity and experience
- 2.3. Hidden Curriculum; Process and criteria for curriculum selection and construction

UNIT-3

Curriculum Design

- 3.1. Curriculum Design: Concept, steps and patterns (Centralised, decentralized and coordinated); Models of Curriculum Design: Objective and Process Models, difference between the two models
- 3.2. Stages of curriculum development; Taba and Tyler's Models of Curriculum Development
- 3.3. Wheeler and Kerr's Models of Curriculum Development

UNIT-4

Curriculum Change and Innovation

- 4.1. Curriculum Change and Innovation: Concept, difference between curriculum change and curriculum innovation
- 4.2. Roger's Theory of Curriculum Innovation and Change
- 4.3. Schon and Havlock's Model of Dissemination of Curriculum Innovation and Change

C. TRANSACTIONAL STRATEGIES

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

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Analysis of State level curriculum of elementary education
- Analysis of curriculum of Central Board of Secondary Education / J&K Board of School Education for elementary classes
- Critical analysis of the existing syllabi of any Class upto Class VIII that has been recommended by the Jammu and Kashmir Government

- Presentation of a seminar on Centralised and decentralized curriculum design
- Presentation of a seminar on Kerr's Model of Curriculum design
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

41. External (End-semester) Examination	: 60 Marks
42. 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.

- Aggarwal, J. C. (2005). Recent developments and trends in education. New Delhi: Shipra Publication.
- Bhalla, Navneet (2007). *Curriculum development*. New Delhi: Authorpress.
- CIET (2006). *The process of making national curriculum framework: A video documentary*. New Delhi: NCERT
- Dewey, John (1966). *The child and the curriculum*. Chicago: The University of Chicago Press.
- Doll, Ronald C. (1986). *Curriculum improvement: Decision making process*. London: Allyn and Bacon.
- Erickson, H. L. (2002). *Concept based curriculum and instruction: Teaching beyond the facts*. California: Corsion Press.
- Havelock, R.G (1969). Planning for Innovation through dissemination and utilization of knowledge
- 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.
- Khan, R. S. and Ahammed, I. (1997). Elementary education and the teacher. New Delhi: IASC, Jamia Millia Islamia University.
- Mohanty, J. C. (2002). Primary and elementary education. New Delhi: Deep and Deep Publication.
- Moore, Kenneth D. (2005). *Effective instructional strategies: From theory to 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). National curriculum framework for teachers education. New Delhi: NCTE.
- NEUPA (2014). India: Education for all towards quality with equity. New Delhi: MHRD.
- Rajput, J. S. (1994). Universalisation of elementary education: Role of the teacher. New Delhi: Vikas Publishing House.
- Rao, V. K. (2007). Universalisation of elementary education. New Delhi: Indian Publishing House.

- Reddy, B. (2007). *Principles of Curriculum: Planning and development*. New Delhi: Arise Publishers.
- Sinha, A. (1998). *Primary schooling in India*, New Delhi: Vikas Publishing House.
- Srivastava, D. S. and SaritaKumari (2005). *Curriculum and instruction*. New Delhi: Isha Books.
- 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.
- Zias, Robert S. (1976). *Curriculum: Principles and foundations*. New York: Thomas Y. Crowell Co.



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M.Ed.

SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

(GROUP-A: ELEMENTARY EDUCATION)

ELEMENTARY EDUCATION: CURRICULUM TRANSACTION

Course Code	: MED-405	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- describe various methods of curriculum transaction
- discuss various approaches of curriculum transaction
- explain the role of ICT in curriculum transaction
- develop skills to integrate audio-visual aids in curriculum transaction
- explain different communication modes
- discuss the barriers in effective communication

B. COURSE CONTENT

UNIT-1

Understanding Curriculum Transaction

- 1.1. Curriculum Transaction: Meaning, need and importance
- 1.2. Conditions of Curriculum Transaction: Intake, duration, content, qualification and experience of teacher, classroom climate and interest of students
- 1.3. Issues related to curriculum transaction and role of teacher in its transaction

UNIT-2

Resources of Curriculum Transaction

- 2.1. Curricular Materials with Text Books: Organisation of practice exercises; Teacher guide – Its role in curriculum transaction

- 2.2. Collaborative/Co-operative Learning: Meaning and its role in curriculum transaction, use of various methods and media in curriculum transaction
- 2.3. Resource Centre: Concept and its activities and role in transaction of curriculum

UNIT-3

Integration of ICT in curriculum transaction

- 3.1. Information and Communication Technology (ICT): Concept, importance and role in curriculum transaction
- 3.2. Modes of ICT for transaction of curriculum, their advantages and limitations.
- 3.3. Role of Programmed Learning Material (PLM), Computer Assisted Learning (CAL) and Computer Assisted Instruction (CAI) in the transaction of curriculum

UNIT-4

Communication and Curriculum transaction

- 4.1. Communication: Concept, importance, different communication modes and barriers in effective communication
- 4.2. Elements of Communication: Speaker, Message, Encoding, Channel/Media, Decoding, Receiver, Feedback, Context, Barrier
- 4.3. Modes of Transaction: Observation of teaching, analysis of materials and media, writing critical notes on the observed activities, lectures, dialogues, guided studies and presentations

C. TRANSACTIONAL STRATEGIES

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

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Preparation of an observation schedule for curriculum transaction in any one school subject at elementary stage
- Preparation of a report on the observation and identification of methods, media and approaches used in curriculum transaction by teacher trainees for a school subject at the elementary stage
- Presentation of a seminar on 'Methods of Curriculum Transaction'
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

43. External (End-semester) Examination	: 60 Marks
44. 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.
- Aggarwal, J. C. (2005). *Recent developments and trends in education*. New Delhi: Shipra Publication.

- CIET (2006). *The process of making national curriculum framework: A video documentary*. New Delhi: NCERT
- Doll, Ronald C. (1986). *Curriculum improvement: Decision making process*. London: Allyn and Bacon.
- Erickson, H. L. (2002). *Concept based curriculum and instruction: Teaching beyond the facts*. California: Corsion Press.
- Khan, R. S. and Ahammed, I. (1997). *Elementary education and the teacher*. New Delhi: IASC, Jamia Millia Islamia University.
- Mohanty, J. C. (2002). *Primary and elementary education*. New Delhi: Deep and Deep Publication.
- Moore, Kenneth D. (2005). *Effective instructional strategies: From theory to practice*. New Delhi: Sage Publications.
- 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). *National curriculum framework for teachers education*. New Delhi: NCTE.
- NEUPA (2014). *India: Education for all towards quality with equity*. New Delhi: MHRD.
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- Srivastava, D. S. and SaritaKumari (2005). *Curriculum and instruction*. New Delhi: Isha Books.
- Wiles, John. W. and Joseph, Bondi (2006). *Curriculum development: A guide to practice*. New Delhi: Pearson Education, India.
- Zias, Robert S. (1976). *Curriculum: Principles and foundations*. New York: Thomas Y. Crowell Co.



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SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

(GROUP-A: ELEMENTARY EDUCATION)

ELEMENTARY EDUCATION: CURRICULUM ASSESSMENT

Course Code	: MED-406	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the process of curriculum assessment*
- *difference between formative and summative evaluation*
- *use different techniques for evaluation of curriculum*
- *explain different tools used in the assessment of curriculum*

B. COURSE CONTENT

UNIT-1

Curriculum Evaluation

- 1.1. Curriculum Evaluation: Concept, characteristics, nature and principles of curriculum evaluation
- 1.2. Approaches in curriculum evaluation
- 1.3. Models of curriculum evaluation given by Ralph Tyler, Robert Stake, Michael Scriven

UNIT-2

Types of Curriculum Evaluation

- 2.1. Formative Evaluation: Concept, scope and importance
- 2.2. Summative Evaluation: Concept, scope and importance, difference between formative and summative evaluation

- 2.3. Evaluation based on test, feedback from former students for instructional process, teacher's views for effectiveness of instruction, parent's views about the courses, situation analysis and issues in the evaluation of curriculum

UNIT-3

Strategies for Assessment

3.1. Stages of Programme Evaluation:

- (a) Identifying decision makers, purpose and objectives of the programme
- (b) Deciding indicators of success, developing data gathering material, collecting and analyzing data, soliciting feedback and making modifications

- 3.2. Realising objectives of education, appropriateness of content to learner's needs and interest and relating content to life experiences of learners

UNIT-4

Tools and Techniques of Curriculum Assessment

- 4.1. Observation, classroom interaction with teacher and peer group
- 4.2. Oral Method: Pre-testing and diagnostic and probing questions
- 4.3. Interview: Consultation with users of curriculum, maintaining diaries by children and teachers, project work, peer evaluation and maintaining portfolio of the work and their presentation

C. TRANSACTIONAL STRATEGIES

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

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Assessment of curriculum of a particular school subject at the elementary stage.
- Summative evaluation of instructional process based upon questionnaire filled by elementary school students.
- Formative evaluation of instructional process based on the feedback of students and teachers for any class at the elementary level
- Situation analysis in the evaluation of curriculum of any one elementary class
- Any other topic/theme/activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

45. External (End-semester) Examination	: 60 Marks
46. 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

- Apple, Michael W. (1979). *Ideology and curriculum*. London: Routledge and Kegan Paul.
- Bawa, M.S and Nagpal, B.M.(Ed.) (2010). *Developing teaching competencies*. New Delhi: Viva Books
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- Gunter, Mary Alice *et al.* (2007). *Instruction A model's approach*. Boston: Pearson Education.
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- McNeil, John D. (2003). *Curriculum: The teacher's initiative*. Ohio: Prentice Hall.
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- Mukunda, Kamla V. (2009) *What did you ask at school today : A handbook of child learning*. NOIDA: Halper Collins Publishers.
- Zias, Robert S. (1976). *Curriculum: Principles and foundations*. New York: Thomas Y. Crowell Co.



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M.Ed.

SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

(GROUP-B: ELEMENTARY EDUCATION)

ELEMENTARY EDUCATION: SCHOOL MANAGEMENT

Course Code	: MED-407	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the concept of classroom management*
- *explain the concept of institutional planning for elementary schools*
- *reflect on the management strategies for quality improvement of elementary education*
- *explain the organizational structure of elementary education in India*
- *explain the concept of SWOT analysis*

B. COURSE CONTENT

UNIT-1

Educational School Management

- 1.1. Management of Elementary Education in India: Role of Central and State Governments;
Total quality management - Concept and applications in educational institutions
- 1.2. Aspects of Educational Management: Planning, organisation, supervision, finance, innovation, change, decision making and evaluation
- 1.3. Types of Educational Management: Centralised versus decentralised, bureaucratic versus technocratic, autocratic versus democratic

UNIT-2

Institutional Planning

- 2.1. Institutional Planning: Meaning, concept and steps for the preparation of an institutional plan

- 2.2. Planning of an Elementary School: Space, infrastructure, provision of classrooms, library, laboratory, washrooms for boys and girls, canteen, playground etc
- 2.3. Planning of community resources for the use of school development

UNIT-3

Management of Change in Educational Organisation

- 3.1. Educational Organisation: Concept, nature, types and characteristics
- 3.2. Organisational Change: Concept, need and process of organizational change
- 3.3. Impact of globalization on educational management; Institutional accountability – Concept, need and its impact on functioning of educational institutions

UNIT-4

Management Techniques

- 4.1. SWOT Analysis: Concept and its application in educational organisations
- 4.2. Programme Evaluation and Review Technique (PERT): Concept and its application in educational organisations
- 4.3. Bench Marking: Concept, its application as a technique for quality management in educational organisations, 360 Degree Performance Appraisal

C. TRANSACTIONAL STRATEGIES

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

D. SESSIONAL WORK

The students may undertake any one of the following activities:

- Preparation of interview schedule for micro-level educational survey of elementary education
- Preparation of an institutional plan for an elementary school
- Preparation of a school development plan based on RTE Act (2009)
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

47. External (End-semester) Examination	: 60 Marks
48. 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

- AIEPA (1971). *Modern management techniques in educational administration*. New Delhi: Asian Institute of Educational Planning and Administration.
- Ananda, W.P. Gurugo (1984). *General principles of management for educational planners and administrators*. Paris: UNESCO.
- Bhagia, N.M. *et al.*(1990). *Educational administration in India and other developing countries*. New Delhi: Common Wealth Publications.
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- Bush, T. (1986). *Theories of educational management*. London: harper and Row.
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- Singh, Anjula (2014). *Educational management planning and finance*. New Delhi : Gully baba Publishing House.
- Singhal, R.P. *et al.* (1986). *School inspection system: A modern approach*. New Delhi: Vikas Publishing House.
- Smith, Richard (2008). *Human resource administration: A school based perspective*. New York: Routledge.
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M.Ed.

SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

(GROUP-B: ELEMENTARY EDUCATION)

ELEMENTARY EDUCATION: EDUCATIONAL ADMINISTRATION

Course Code	: MED-408	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *identify trends in educational administration*
- *understand the basic principles of educational administration*
- *understand the role of different agencies of educational administration*
- *comprehend the significance of educational administration at different levels*
- *explain the different types of educational institutions*
- *describe the place of inspection and supervision in the development of an institution*

B. COURSE CONTENT

UNIT-1

Theoretical Considerations

- 1.1. Educational Administration: Meaning, objective and scope, human beings as inputs, process and products
- 1.2. Basic principles of educational administration
- 1.3. Development of modern concept of educational administration from the year 1900 onwards

UNIT-2

Administration at Various Levels

- 2.1. Different Patterns of Educational Administration: Centralised and decentralized administration, human relationship, approach to educational administration
- 2.2. Educational administration at Central, State and Local levels

- 2.3. Composition and functions of Central Advisory Board of Education (CABE) and NCERT towards National system of Education

UNIT-3

Problems of Educational Administration

- 3.1. Types of Educational Institutions: Government, Government aided and self-financed, their administration at the elementary education level
- 3.2. Problems and solution of educational administration in India, ways and means to tackle administrative problems
- 3.3. Inspection agencies and their problems with reference to expansion of education in the State of Jammu and Kashmir, defects in the existing educational administration

UNIT-4

Programme Evaluation and Review Technology

- 4.1. Decision making, organizational development and competencies
- 4.2. Role of management, teachers and guardians in effective institutional administration
- 4.3. Place of inspection and supervision in the development of an institution

C. TRANSACTIONAL STRATEGIES

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

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Present a power point presentation on the organization and activities of Central Advisory Board of Education
- Present a seminar on the problems of educational administration in India
- Present a seminar on educational administration at the Central level
- Present a seminar on educational administration at the state level
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

49. External (End-semester) Examination	: 60 Marks
50. 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

- Balsara, Maitrya (2002). *Administration reorganization of teacher education*. New Delhi: Kanishka.
- Bhat, K.S. and Ravishankar, S. (1985). *Administration of education: New perspectives and viewpoints*. New Delhi: Seema Publications.
- Gorton, Richard, A. and Alstan, Judy A. (2011). *School leadership and administration: Important concepts, case studies and simulations*.
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- Kochhar, S.K. (2011). *School administration and management*. New Delhi: Sterling.
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- Pandya, S.R. (2015). *Administration and management of education*. New Delhi: Himalaya Publishing House.
- Sidhu, Kulbir Singh (2012). *School organisation and administration*. New Delhi: Sterling.
- Sindhu, I.S (2012). *Education. administration and management*. New Delhi : Pearson
- Smith, Richard (2008). *Human resource administration: A school based perspective*. New York: Routledge.
- Tyagi, Rajvir singh (2014). *Administration and management in school education*. New Delhi Centre for Policy Research.
- Tyagi, Rajvir Singh (2014). *Administration and management in school education*. New Delhi: Centre for Policy Research.



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M.Ed.

SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)
(GROUP-B ELEMENTARY EDUCATION)

ELEMENTARY EDUCATION: EDUCATIONAL LEADERSHIP

Course Code	: MED-409	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *critically examine the core and contemporary leadership theories*
- *reflect on the challenges in leadership in elementary schools*
- *utilize the leadership skills in maintaining human relations in administration*
- *understand the role of head of institution as a democratic leader*
- *explore the barriers in educational leadership*

B. COURSE CONTENT

UNIT-1

Introduction to Educational Leadership

- 1.1. Educational Leadership: Concept, functions and objectives; Characteristics of a good educational leader
- 1.2. Types of Educational Leadership: Academic, administrative, community and student-centred
- 1.3. Styles of Educational Leadership: Authoritarian, Leissezze-Faire and Democratic

UNIT-2

Current Trends in Educational Leadership

- 2.1. Educational Leadership Skills: Decision making, planning, coordinating, communicating, evaluating and feedback
- 2.2. Current trends in educational leadership in the context of privatisation and public-private partnership
- 2.3. Challenges for educational leadership because of diversity in educational organisations with special reference to gender and multiculturalism

UNIT-3

Leadership and Organisational Behaviour

- 3.1. Basic attributes of an Organisation: Organisational designs, organizational culture, diversity and individual differences in perceptions, attribution and motivation
- 3.2. Nature of Groups: Teamwork and work-group
- 3.3. Conflicts: Concept, nature, types; strategies for conflict management

UNIT-4

Barriers in Leadership

- 4.1. Essential requisites of a good educational leader (mission, vision and values)
- 4.2. Barriers in educational leadership and steps to overcome them
- 4.3. Role of management, head of the institution in inculcating leadership qualities in teachers and students

C. TRANSACTIONAL STRATEGIES

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

D. SESSIONAL WORK

The students may undertake any one of the following activities:

- A critical analysis of the current practices in the field of educational leadership
- Presentation of a seminar on barriers in leadership
- Submission of a write up on the organizational culture and role of the head of the organisation
- Presentation of a seminar on theories/models of educational leadership
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

51. External (End-semester) Examination	: 60 Marks
52. 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

- Baldrige, J.V. (1978). *Policy making and effective leadership*. Sanfrancisco: Jessey Bass.
- Balsara, Maitrya (2002). *Administration reorganization of teacher education*. New Delhi: Kanishka.
- Bhat, K.S. and Ravishankar, S. (1985). *Administration of education: New perspectives and viewpoints*. New Delhi: Seema Publications.
- Chandrashekeran, Pramila (1994): *Educational planning and management*. New Delhi: Sterling.
- Dash, B.N. (2004). *School organization, administration and management*. New Delhi: Neel Kamal.
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- Gupta, L.D. (1986). *Educational administration and supervision in schools*. New Delhi: Deep and Deep.
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- Sindhu, I.S (2012). *Education administration and management*. New Delhi : Pearson
- Smith, Richard (2008). *Human resource administration: A school based perspective*. New York: Routledge.
- Tyagi, Rajvirsingh (2014). *Administration and management in school education*. New Delhi Centre for Policy Research.



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SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

(GROUP-C: ELEMENTARY EDUCATION)

ELEMENTARY EDUCATION:

FOUNDATIONS OF EDUCATIONAL TECHNOLOGY

Course Code	: MED-410	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the meaning and scope of educational technology*
- *become effective user of technology in education*
- *become familiar with new trends, techniques in education*
- *explain the various approaches to educational technology*
- *explain the principles of instructional design*
- *identify the salient features of different instructional designs*

B. COURSE CONTENT

UNIT-I

Meaning and Scope of Educational Technology

- 1.1. Educational Technology: Meaning, nature, and scope
- 1.2. Instructional Technology: Meaning, nature and scope, difference between educational technology and instructional technology
- 1.3. Trends in Educational Technology: A historical review

UNIT-II

Approaches to Educational Technology-I

- 2.1. Physical Science (Media approach to education)
- 2.2. Communication (Audio-Visual approach to education): Development of communication theory, communication models, mass communication, convergence of communication and educational technology
- 2.3. Cybernetics (System Approach): Origin of system concept, characteristics and stages of instructional system, general and instructional system theory

UNIT-III

Approaches to Educational Technology-II

- 3.1. Behavioural Science (Behaviourist approach): Taxonomic and performance approach to objectives, mastery learning, programmed instruction and teaching machines, individualized approach to instruction; Keller plan & IPI, Computer assisted instruction
- 3.2. Behavioural Science (Cognitivist approach): Information processing model, contributions of Piaget, Ausubel, Cognitive learning strategies, simulation, artificial intelligence, computer based instruction
- 3.3. Instructional Design Approach – Task analysis; Instructional design theories – Gagne, Bruner, Constructivist approach, discovery, inquiry

UNIT-IV

Integration of ICT in Education

- 4.1. Meaning and Nature of ICT: Characteristics of digital learning, need and importance of digital literacy, ICT resources and platforms
- 4.2. Technological-Pedagogical Content Knowledge (TPCK), UNESCO ICT Competency Standards for Teachers (2008)
- 4.3. Approaches and strategies to integrating ICT in teaching and learning

C. INSTRUCTIONAL STRATEGIES

- Lecture-cum-demonstration, LCD Projection, Demonstration, Laboratory work, Web surfing, Participatory approach
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Presentation of a Seminar on “Approaches to educational technology”
- Presentation of a Seminar on “Evolution of educational media”
- Critical review of UNESCO ICT Competency Standards for Teachers (2008)

- Identify appropriate media and material for effective use in the transaction of a lesson.
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

53. External (End-semester) Examination	: 60 Marks
54. 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 **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting at least **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- 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

- Bhushan, Anand and Ahuja, M. (1992). *Educational technology*. Patiala: Bawa Publishers.
- Das, R.C. (1992). *Educational Technology: A basic text*. New Delhi: Sterling Publishers.
- Joyce, B. et al. (1992). *Models of teaching*. New Delhi: Prentice Hall of India.

- Lachs, Viva (2000). *Making multimedia in the classroom – A teacher’s guide*. London: Routledge.
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- Pelgrum, W.J. and Law, L. (2003). *ICT in education around the World-Trends, problems and prospect*. Paris: UNESCO.
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- Sharma, R.A. (2008). *Technology of teaching*. Meerut: Lyal Book Depot.
- Sharma, R.A. (2010). *Advanced educational technology*. Meerut: Loyal Book Depot.



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SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

(GROUP-C: ELEMENTARY EDUCATION)

ELEMENTARY EDUCATION: E-LEARNING

Course Code	: MED-411	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- describe the concept, nature and components of e-learning.
- explore and use various e-learning tools and technologies.
- analyse a comprehensive range of approaches to e-learning.
- evaluate critically the practices associated with e-learning.
- evaluate the quality of e-learning programme.

B. COURSE CONTENT

UNIT-I

Foundations of Electronic Learning

- 1.1. Historical perspectives on e-learning, why e-learning and characteristics of e-learning, skills and e-learning in 21st century
- 1.2. Approaches to e-learning, components of e-learning, synchronous and asynchronous tools of e-learning
- 1.3. E-Learning Tools and Technologies: Communication, Collaboration, Authoring and Delivery and distribution tools

UNIT-2

E-Learning tools

- 2.1. E-Learning Course Development: Main activities and requirements; Analysis and curriculum design, content development, storyboard development, Translation/Adaptation and courseware development and delivery
- 2.2. Learning Management System (LMS): Meaning, types, features, proprietary versus open source LMS; e-learning, e-learning standards (W3C, IETF, ISO, SCORM, ARIADNE, IEEE)
- 2.3. Tools for e-learning in the subjects of science, mathematics, language and social sciences

UNIT-3

E-learning Resources and Approaches

- 3.1. Emerging e-learning approaches, M-learning, mobile applications and its advantages, ubiquitous computing and mobile learning, Blended Learning: Concept, requirements, advantages and limitations
- 3.2. MOOC: Concept, tools, advantages and limitations; Flipped learning-Concept, procedure, tools, advantages and limitations
- 3.3. Designing courseware for E-learning, blended learning, MOOC and flipped learning, review of e-learning resources

UNIT-4

Managing and evaluating E-learning Activities

- 4.1. Managing legal, social and ethical issues; overcoming roadblocks and providing digital leadership, e-learning competencies of a teacher; review of research in ICT and e-learning
- 4.2. Open educational Resources and their importance, OER initiatives in India (NROER, KOER etc.)
- 4.3. Evaluation of e-learning courses: Formative, summative and confirmative evaluation

C. INSTRUCTIONAL STRATEGIES

- Lecture-cum-demonstration, LCD Projection, Demonstration, Laboratory work, Web surfing, Participatory approach
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Selecting an appropriate technology for e-learning and develop technology for e-learning for any class at elementary level.
- Presentation of a Seminar on “Importance of e-learning”.
- Developing an ICT integrated unit plan.
- Developing an e-learning course plan.
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

55. External (End-semester) Examination	: 60 Marks
56. 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

- Avril, Loveless (2001). *ICT – pedagogy and the curriculum-subject to change*. London: Rourledge.
- Food and Agricultural organization of United Nations, FAO (2011). *E-Learning methodologies: A guide for designing and developing E-Learning Courses*.
- Nicole, A. and More, Buzzeto (2007). *Advanced principles of effective e-learning*. California: Informing Science Press.



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M.Ed.

SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

(GROUP-C: ELEMENTARY EDUCATION)

ELEMENTARY EDUCATION: DEVELOPMENT OF E-CONTENT

Course Code	: MED-412	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *examine the relationship between learning theories and digital technologies*
- *examine the principles of instructional design and identify the salient features of different instructional design models*
- *understand the fundamentals of e content*
- *use different online and offline tools for creating e-content*
- *explore and evaluate various digital resources for enhancing learning*

B. COURSE CONTENT

UNIT-I

Evolution of Electronic Media

- 1.1. Emergence and evolution of information technology, internet radio and television
- 1.2. Emergence and evolution of multimedia projector and LED/Pico projector and smart-board
- 1.3. Emergence and Evolution of Transmission Technology: Face-to-face, wired and wireless technologies and cloud computing

UNIT-II

Basics of E-Content -I

- 2.1. Introduction to E-Content: Meaning, Need and scope of e-content development in education
- 2.2. Types of E-Content: OERs, RLOs, e-Books, Online Dictionaries, Encyclopedia
- 2.3. Digital Learning Resources: E-Texts, digital textbooks, workbooks, articles, videos, and multimedia

UNIT-III

Basics of E-Content -II

- 3.1. Instructional Designs: ADDIE model, Dick and Carey System's Approach Model for designing instruction
- 3.2. Pre-requisites, roles and responsibilities of content writer/subject matter expert
- 3.3. Issues, Challenges and standards in e-content development

UNIT-IV

Designing and Development of E-content

- 4.1. Designing E-content: Analysis, design, development, testing, implementation and evaluation
- 4.2. Development of E-Content: E-Content tools - Open source versus propriety tools (graphics, audio and video-creating and editing and authoring tools)
- 4.3. Creating, Editing and Evaluation of E-Content: E-book tools (Sigil, Calibre) for creating and editing e-books, screen casting tools (Camtasia), graphic editing, pictures (GIMP/MyPaint), animation - 2D and 3D

C. INSTRUCTIONAL STRATEGIES

- Lecture-cum-demonstration, LCD Projection, Demonstration, Laboratory work, Web surfing, Participatory approach
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Development of a multimedia e-content on an educational topic using any authoring tool for an elementary class.
- Any other approved activity of relevance.

E. EVALUATION

The distribution of marks for the course is as under:

57. External (End-semester) Examination	: 60 Marks
58. 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 at least **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

- Bhushan, Anand and Ahuja, M. (1992). *Educational technology*. Patiala: Bawa Publishers.
- Das, R.C. (1992). *Educational Technology: A basic text*. New Delhi: Sterling Publishers.
- Joyce, B. et al. (1992). *Models of teaching*. New Delhi: Prentice Hall of India.
- Lachs, Viva (2000). *Making multimedia in the classroom – A teacher's guide*. London: Routledge.

- Mohanty, Laxman and Vora, Neeharika (2008). *ICT Strategies for schools – A guide for school administrators*. New Delhi:Sage.
- Mohit, K. (2003). Design and implementation of Web-enables teaching tools. London: IRM Press.
- Mukhopadhyay, M. (1990). *Educational Technology-Challenging issues*. New Delhi: Sterling Publishers.
- Nachimuthu, K.(2012). Need of e-content developments in education. *Education Today, An International Journal of Education & Humanities*, 3 (2), 72-80.
- Pelgrum, W.J. and Law, L. (2003). *ICT in education around the World-Trends, problems and prospect*. Paris: UNESCO.
- Rana, S. (1994). Open learning in India. New Delhi: Commonwealth Publishers.
- Roa, V. (1991). *Educational Technology*. New Delhi: Himalayan Publishing House.
- Rosemary, Papa (2010). *Technology leadership for school improvement*. New Delhi: Sage.
- Sampath, K. et al. (1990). *Educational Technology*. New Delhi: Sterling Publishers.
- Semenov, Alexy (2005). *Information and communication technology of teaching*. Meerut: Lyal Book Depot.
- Sharma, R.A. (2010). *Advanced educational technology*. Meerut: Loyal Book Depot.
- Smit, Patricia and Ragan, Tillman, J. (1999). *Instructional design*. New York: John Wiley and Sons.



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M.Ed.

SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

(GROUP-D: ELEMENTARY EDUCATION)

ELEMENTARY EDUCATION: EDUCATION FOR SPECIAL CHILDREN

Course Code	: MED-413	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the concept of visual impairment.*
- *understand the concept of hearing impairment.*
- *elaborate the concept of autism.*
- *identify the children with visual and hearing impairment.*
- *identify the children afflicted with autism.*
- *elaborate with the concept of mental retardation or intellectual disability.*

B. COURSE CONTENT

UNIT-1

Hearing Impairment

- 1.1. Hearing Impairment: Definition, characteristics, identification, causes and problems
- 1.2. Prevention and educational provisions for hearing impaired children
- 1.3. Curriculum adaptation and role of teacher for causes and problems for educating children with hearing impairment.

UNIT-2

Visual Impairment

- 2.1. Visual Impairment: Definition, characteristics, causes, problems, and identification
- 2.2. Prevention of visual impairment, educational provisions and role of technology in their education and mobility
- 2.3. Curriculum adaptation and role of teacher for educating children with visual impairment

UNIT-3

Intellectual and Learning Disability

- 3.1. Intellectual and Learning Disability/ Mental Retardation: Definition, characteristics, causes and classification, identification
- 3.2. Prevention and educational provisions for children having intellectual disability
- 3.3. Curriculum adaptation and role of teacher for educating children with mental retardation/intellectual disability

UNIT-4

Speech Impairment and Autism

- 4.1. Speech Impairment: Definition, classification, causes
- 4.2. Autism: Concept, definition, identification and educational provision
- 4.3. Curriculum adaptation and role of teacher for educating children with speech impairment and autism

C. TRANSACTIONAL STRATEGIES

- Lecture, discussion, project work and case based presentation
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Preparation of a case study in any area of disability with short term and long term plan
- Preparation of a report on visit to a special school
- Presentation of a seminar on autistic children
- Presentation of a seminar on curriculum adaptations for educating children with intellectual disability
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

59. External (End-semester) Examination	: 60 Marks
60. 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

- Man, K. and Hailahan, M.T. (1992). *Exceptional children: Introduction to special education*. New Jersey: Prentice Hall.
- Mani, M.N.G. (2000). *Inclusive education in Indian context*. Coimbatore: Sri Ramakrishna Mission Vishvavidyalaya.
- Narayanaswamy, S. and Kansara, J. (2006). *Family, community and hearing child*. New Delhi: Kanishka Publishers.
- Nirman, P. (2007). *Encyclopedia of special education*. New Delhi: Anmol Publication.
- Orlansky, W.D. (1992). *Exceptional children: A inventory survey of special education*. New York: Macmillan.
- Reddy, G.L. (2004). *Hearing impairment: An educational consideration*. New Delhi: Discovery Publishing House.
- Venkatesan, S. (2003). *Children with developmental disabilities: A training guide for parents, teachers and care givers*. New Delhi: Sage Publications.



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M.Ed.

SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

(GROUP-D: ELEMENTARY EDUCATION)

ELEMENTARY EDUCATION:

CONCEPTUAL FOUNDATIONS OF INCLUSIVE EDUCATION

Course Code	: MED-414	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the conceptual foundations of inclusive education*
- *examine the policy perspectives of inclusive education*
- *develop a critical perspective on education as a process for inclusive education*
- *critically analyse the research trends in inclusive education*

B. COURSE CONTENT

UNIT-1

Conceptual Foundations of Inclusion

- 1.1. A brief history of discrimination and inclusion
- 1.2. The philosophical and sociological background of inclusion
- 1.3. Evolving the concept of inclusion

UNIT-2

Policy Perspective

- 2.1. Theoretical basis of policy formulation process
- 2.2. Influence of societal contexts and development agenda and policy formulation in inclusive education
- 2.3. Policies and legislations associated with education of all children

UNIT-3

Inclusive Education

- 3.1. Evolving concepts of disability
- 3.2. History and experience of Diverse Groups: Negotiating attitudes, dispelling biases and stereotypes
- 3.3. Challenges of intergroup contact in School; school education from segregation to inclusion

UNIT-4

Research Trends in Inclusive Education

- 4.1. Conceptualising disability studies in an inclusive framework and paradigms that shape research in inclusion
- 4.2. Methodological debates and challenges
- 4.3. Critical analysis of research trends in inclusive education

C. TRANSACTIONAL STRATEGIES

- Lecture, discussion, project work and case based presentation
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Analysis of selected Policy Documents related to elementary education in India
- Multiple issues associated with inclusion and inclusive education in our country
- Inequality of opportunities, economic and social consequences of gender inequality at elementary level of education
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

61. External (End-semester) Examination	: 60 Marks
62. 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

- Barton, L. and Armstrong, F. (2007). Policy experience and change: Reflection on inclusive education. Dordrecht: Springer.
- Dale, N. (2000). *Working with families of Children and practice*. London: Routledge.
- Premchander, S., Sudan, K. and Reid, Peter, P. (eds.) (2009). *Finding pathways: Social inclusion in rural development*. Bangalore: Books for Change.
- Epstein, C. (1984). *Special children in regular classrooms.i Virginia: Reston Publishing Company*.
- Smith, J. P. (2000). Policy response to social exclusion: Towards inclusion. USA: Open University Press.



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SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

(GROUP-D: ELEMENTARY EDUCATION)

ELEMENTARY EDUCATION: CURRICULUM PLANNING AND ORGANISATION OF INCLUSIVE EDUCATION

Course Code	: MED-415	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the issues and challenges associated with curriculum planning*
- *reflect the basic tenets of inclusive education*
- *critically analyse the key principles of inclusive education*
- *explain the significance of inter-linkages between various domains of curriculum at elementary level*
- *understand the interrelationship among students, their families, the communities and school*

B. COURSE CONTENT

UNIT-1

Basic Tenets of Inclusive Education

- 1.1. Changing Practices in Education of Children with Disabilities: Segregation, Integration and Inclusion
- 1.2. Diversity in Classrooms: Learning styles, linguistics and socio- cultural multiplicity
- 1.3. Key Principles of Inclusive Education: Access, equity, relevance, participation and empowerment

UNIT-2

Curriculum Planning

- 2.1. Curriculum: Concept, principles and steps in developing Curriculum for inclusive education
- 2.2. Challenges of developing Curriculum for inclusive education
- 2.3. Approaches to Curriculum: Child Centred Approach, Activity Centred Approach, Ecological Approach

UNIT-3

Curriculum Transaction in an Inclusive Set-up/Supports and collaborations for IE

- 3.1. Teaching Strategies: Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement
- 3.2. Multi-sensory Approaches – Montessorie Method, (Visual, Auditory, Kinesthetic and Tactile) VAKT Method, Orton-Gillingham Method
- 3.3. Play way Method: Concept and its role in teaching-learning process for CWSN (Children with Special Needs) at elementary level

UNIT-4

Innovations in Inclusive Education

- 4.1. Assistive and Adaptive Technology for Diverse Learners: Product (Aids and appliances) and Process (Individualised Educational Plan, (IEP) and Remedial Teaching)
- 4.2. Therapeutic Interventions: Need and scope; Use of Information and Communication Technology (ICT) in inclusive classroom
- 4.3. Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multi-level tutoring in the context of constructivism

C. TRANSACTIONAL STRATEGIES

- Lecture, discussion, project work and case based presentation
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Review of the literature related to education of children with diverse needs
- Presentation of a seminar on Assessment of curricular and co-curricular acts of a particular special school
- Presentation of a seminar on 'Diversity in Classrooms-socio-cultural multiplicity'
- Participation in a panel discussion on 'Access, equity and relevance in inclusive set-up'
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

63. External (End-semester) Examination	: 60 Marks
64. 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

- Adrani, Lal and Chadha, Anupriya (2003). *You and your special child*. New Delhi: UBS.
- Felcity, Armstrong and Moore, Michele (2004). *Action research for inclusive education*. London: Routledge.
- Giuiani, G.A. and Pierangelo, R. (2007). *Understanding, developing and writing IEPs*. Corwin Press: Sage Publisher.

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- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special needs from Segregation to Inclusion*, Corwin Press: Sage Publications.
- Loreman, Deppler et al. (2000). *Inclusive education*. Sydney: Allwen and Unwin.
- Mehra, Vandana (2004). *Educational technology*. New Delhi: S.S. Publishers.
- Thakur, A.S. and Berwal, Sandeep (2011). *Essentials of educational technology*. Patiala: Twenty First Century Publications.



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SEMESTER-IV

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(GROUP-A: SECONDARY AND HIGHER SECONDARY EDUCATION)

SECONDARY AND HIGHER SECONDARY EDUCATION:

CURRICULUM THEORY

Course Code	: MED-416	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *reflect upon the concept of curriculum*
- *explain the curriculum theories*
- *describe the nature of human knowledge*
- *gain insight into models of curriculum change*
- *explain Roger's Diffusion Theory of Curriculum Change and Innovation*
- *explain Schon's and Havlock's Models of Dissemination*

B. COURSE CONTENT

UNIT-1

Curriculum - Concept and Theory

- 1.1. Curriculum: Concept, need, types and scope of curriculum studies
- 1.2. Curriculum Theory: Meaning, characteristics and types of curriculum theory
- 1.3. Curriculum Theorists: Charles Eliot, John Dewey, G. Stanley Hall

UNIT-2

Knowledge and Curriculum

- 2.1. Knowledge, Belief, Information and Understanding: Concept and characteristics; Types of knowledge and process of its validation
- 2.2. Child's Construction of Knowledge: Attaining knowledge through activity and experience
- 2.3. Hidden Curriculum; Process and criteria for curriculum selection and construction

UNIT-3

Curriculum Design

- 3.1. Curriculum Design: Concept, steps and patterns (Centralised, decentralized and co-ordinated); Models of Curriculum Design: Objective and Process Models, difference between the two models
- 3.2. Stages of curriculum development; Taba and Tyler's Models of Curriculum Development
- 3.3. Wheeler and Kerr's Models of Curriculum Development

UNIT-4

Curriculum Change and Innovation

- 4.1. Curriculum Change and Innovation: Concept, difference between curriculum change and curriculum innovation
- 4.2. Roger's Theory of Curriculum Change and Innovation
- 4.3. Schon's and Havlock's Models of Dissemination of Curriculum Innovation and Change

C. TRANSACTIONAL STRATEGIES

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

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Analysis of State level curriculum of Secondary education
- Critical analysis of curriculum of Central Board of Secondary Education/ J&K Board for secondary and higher secondary classes
- Critical analysis of the existing syllabi of any secondary and higher secondary class that has been recommended by the Jammu and Kashmir Government
- Presentation of a seminar on centralised and decentralized curriculum Design
- Presentation of a seminar on Kerr's Model of Curriculum Development
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

65. External (End-semester) Examination	: 60 Marks
66. 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.
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M.Ed.

SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)
(GROUP-A: SECONDARY AND HIGHER SECONDARY EDUCATION)

SECONDARY AND HIGHER SECONDARY EDUCATION: CURRICULUM TRANSACTION

Course Code	: MED-417	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *describe various methods of curriculum transaction*
- *discuss various approaches of curriculum transaction*
- *explain the role of ICT in curriculum transaction*
- *develop skills to integrate audio-visual aids in curriculum transaction*
- *explain different communication modes*
- *discuss the barriers in effective communication*

B. COURSE CONTENT

UNIT-1

Understanding Curriculum Transaction

- 1.1. Curriculum Transaction: Meaning, need and importance
- 1.2. Conditions of Curriculum Transaction: Intake, duration, content, qualification and experience of teacher, classroom climate and interest of students
- 1.3. Issues related to curriculum transaction and role of teacher in its transaction

UNIT-2

Resources of Curriculum Transaction

- 2.1. Curricular Materials with Text Books: Organisation of practice exercises; Teacher guide – Its role in curriculum transaction
- 2.2. Collaborative/Co-operative Learning: Meaning and its role in curriculum transaction, use of various methods and media in curriculum transaction
- 2.3. Resource Centre: Concept, its activities and role in transaction of curriculum

UNIT-3

Integration of ICT in Curriculum Transaction

- 3.1. Information and Communication Technology (ICT): Concept, importance and role in curriculum transaction
- 3.2. Modes of ICT for transaction of curriculum, their advantages and limitations
- 3.3. Role of Programmed Learning Material (PLM), Computer Assisted Learning (CAL) and Computer Assisted Instruction (CAI) in the transaction of curriculum at secondary and higher secondary level

UNIT-4

Communication and Curriculum Transaction

- 4.1. Communication: Concept, importance, different communication modes and barriers in effective communication
- 4.2. Elements of Communication: Speaker, Message, Encoding, Channel/Media, Decoding, Receiver, Feedback, Context, Barrier
- 4.3. Modes of Transaction: Observation of teaching, analysis of materials and media, writing critical notes on the observed activities, lectures, dialogues, guided studies and presentations

C. TRANSACTIONAL STRATEGIES

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

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Preparation of an observation schedule for curriculum transaction in any one school subject at secondary and higher secondary level

- Preparation of a report on the observation and identification of methods, media and approaches used in curriculum transaction by teacher trainees for a school subject at the secondary stage
- Presentation of a seminar on 'Methods of Curriculum Transation'
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

67. External (End-semester) Examination	: 60 Marks
68. 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.
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- Dewey, John (1966). *The child and the curriculum*. Chicago: The University of Chicago Press.
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SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

(GROUP-A: SECONDARY AND HIGHER SECONDARY EDUCATION)

SECONDARY AND HIGHER SECONDARY EDUCATION: CURRICULUM ASSESSMENT

Course Code	: MED-418	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the process of curriculum assessment*
- *difference between formative and summative evaluation*
- *use different techniques for evaluation of curriculum*
- *explain different tools used in the assessment of curriculum*

B. COURSE CONTENT

UNIT-1

Curriculum Evaluation

- 1.1. Curriculum Evaluation: Concept, characteristics, nature and principles of curriculum evaluation
- 1.2. Approaches in curriculum evaluation
- 1.3. Models of curriculum evaluation given by Ralph Tyler, Robert Stake, Michael Scriven

UNIT-2

Types of Curriculum Evaluation

- 2.1. Formative Evaluation: Concept, scope and importance
- 2.2. Summative Evaluation: Concept, scope and importance, difference between formative and summative evaluation

- 2.3. Evaluation based on test, feedback from former students for instructional process, teacher's views for effectiveness of instruction, parent's views about the courses, situation analysis using survey and interview ; Issues in the evaluation of curriculum

UNIT-3

Strategies for Assessment

3.1. Stages of Programme Evaluation:

- (a) Identifying decision makers, purpose and objectives of the programme
- (b) Deciding indicators of success, developing data gathering material, collecting and analyzing data, soliciting feedback and making modifications

- 3.2. Realising objectives of education, appropriateness of content to learner's needs and interest and relating content to life experiences of learners

UNIT-4

Tools and Techniques of Curriculum Assessment

- 4.1. Observation, classroom interaction with teacher and peer group

- 4.2. Oral Method: Pre-testing and diagnostic and probing questions

- 4.3. Interview: Consultation with users of curriculum, maintaining diaries by the children and teachers, project work, peer evaluation and maintaining portfolio of the work and their presentation

C. TRANSACTIONAL STRATEGIES

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

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Assessment of curriculum of a particular school subject at the secondary stage.
- Summative evaluation of instructional process based upon questionnaire filled by secondary school students.
- Formative evaluation of instructional process based on the feedback of students and teachers for any class at the secondary level
- Situation analysis in the evaluation of curriculum of any one secondary and higher secondary class
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

69. External (End-semester) Examination	: 60 Marks
70. 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.
- Apple, Michael W. (1979). *Ideology and curriculum*. London: Routledge and Kegan Paul.
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- Krug, Edward A. (2006). *Curriculum planning*. New York: Harper and Row.
- Leonard, Paul J. (2002). *Developing the secondary school curriculum*. New York: Holt, Rinchart and Winston.
- Linn, Robert L. and Gronlund, Norman E. (2000). *Measurement and assessment in teaching*. Boston: Pearson Education.
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- Mrunallini, Talla (2012). *Curriculum development: Perspectives, principles and issues*. Pearson Education India.
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- NCERT (1984). *Curriculum and evaluation*. New Delhi: Publication Division, NCERT.
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SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

(GROUP-B: SECONDARY AND HIGHER SECONDARY EDUCATION)

SECONDARY AND HIGHER SECONDARY EDUCATION: SCHOOL MANAGEMENT

Course Code	: MED-419	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A OBJECTIVES

After completing the course the students will be able to:

- *understand the concept of classroom management*
- *explain with the concept of institutional planning for elementary schools*
- *understand the management strategies for quality improvement of elementary education*
- *explain with the organizational structure of elementary education in India*

B SYLLABUS

UNIT-1

Educational Management

- 1.1. Management of Secondary and Higher Secondary Education in India: Role of Central and State Governments; Total quality management - Concept and applications in educational institutions
- 1.2. Aspects of Educational Management: Planning, organisation, supervision, finance, innovation, change, decision making and evaluation
- 1.3. Types of Educational Management: Centralised versus decentralised, bureaucratic versus technocratic, autocratic versus democratic

UNIT-2

Institutional Planning

- 2.1. Institutional Planning: Meaning, concept and steps for the preparation of an institutional plan
- 2.2. Planning of a Secondary and Higher Secondary School: Space, infrastructure, provision of classrooms, library, laboratory, washrooms for boys and girls, canteen, playground etc
- 2.3. Planning of community resources for the use of school development

UNIT-3

Management of Change in Educational Organisations

- 3.1. Educational Organisation: Concept, nature, types and characteristics
- 3.2. Organisational Change: Concept, need and process of organizational change
- 3.3. Impact of globalization on educational management; Institutional accountability – Concept, need and its impact on functioning of educational institutions

UNIT-4

Management Techniques

- 4.1. SWOT Analysis: Concept and its application in educational organisations
- 4.2. Programme Evaluation and Review Technique (PERT): Concept and its application in educational organisations
- 4.3. Bench Marking: Concept, its application as a technique for quality management in educational organisations, 360 Degree Performance Appraisal

C. TRANSACTIONAL STRATEGIES

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

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Preparation of interview schedule for micro-level educational survey of secondary education
- Preparation of an institutional plan for a secondary school
- Preparation of a school development plan based on RTE Act (2009)/RMSA
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

71. External (End-semester) Examination	: 60 Marks
72. 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

- AIEPA (1971). *Modern management techniques in educational administration*. New Delhi: Asian Institute of Educational Planning and Administration.
- Ananda, W.P. Gurugo (1984). *General principles of management for educational planners and administrators*. Paris: UNESCO.

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SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)
(GROUP-B: SECONDARY AND HIGHER SECONDARY EDUCATION)

SECONDARY AND HIGHER SECONDARY EDUCATION: EDUCATIONAL ADMINISTRATION

Course Code	: MED-420	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *identify trends in educational administration*
- *understand the basic principles of educational administration*
- *understand the role of different agencies of educational administration*
- *comprehend the significance of educational administration at different levels*
- *explain the different types of educational institutions*
- *describe the place of inspection and supervision in development of an institution*

B. COURSE CONTENT

UNIT-1

Theoretical Considerations

- 1.1. Educational Administration: Meaning, objectives and scope, human beings as inputs, process and products
- 1.2. Basic principles of educational administration
- 1.3. Development of modern concept of educational administration from the year 1900 onwards

UNIT-2

Administration at Various Levels

- 2.1. Different Patterns of Educational Administration: Centralised and decentralized administration, human relationship, approach to educational administration
- 2.2. Educational administration at Central, State and Local levels
- 2.3. Composition and functions of Central Advisory Board of Education and NCERT towards National system of Education

UNIT-3

Problems of Educational Administration

- 3.1. Types of Educational Institution: Government, Government aided and self-financed, their administration at the Secondary and Higher Secondary Education level
- 3.2. Problems and solution of educational administration in India, ways and means to tackle administrative problems
- 3.3. Inspection agencies and their problems with reference to expansion of education in the State of Jammu and Kashmir, defects in the existing educational administration

UNIT-4

Inspection and Supervision

- 4.1. Decision making, organizational development and competencies
- 4.2. Role of management, teachers and guardians in effective institutional administration
- 4.3. Place of inspections and supervision in the development of an institution

C. TRANSACTIONAL STRATEGIES

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

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Present a power point presentation on the organization and activities of Central Advisory Board of Education
- Present a seminar on the problems of educational administration in India
- Present a seminar on educational administration at the Central level
- Present a seminar on educational administration at the state level
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

73. External (End-semester) Examination	: 60 Marks
74. 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

- Balsara, Maitrya (2002). *Administration reorganization of teacher education*. New Delhi: Kanishka.
- Balsara, Maitrya (2002). *Administration reorganization of teacher education*. New Delhi: Kanishka.

- Bhat, K.S. and Ravishankar, S. (1985). *Administration of education: New perspectives and viewpoints*. New Delhi: Seema Publications.
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- Gorton, Richard, A. and Alstan, Judy A. (2011). *School leadership and administration: Important concepts, case studies and simulations*.
- Gorton, Richard, A. and Alstan, Judy A. (2011). *School leadership and administration: Important concepts, case studies and simulations*.
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- Tyagi, Rajvir singh (2014). *Administration and management in school education*. New Delhi Centre for Policy Research.



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SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)
(GROUP-B: SECONDARY AND HIGHER SECONDARY EDUCATION)

SECONDARY AND HIGHER SECONDARY EDUCATION: EDUCATIONAL LEADERSHIP

Course Code	: MED-421	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *critically examine the core and contemporary leadership theories*
- *reflect on the challenges in leadership in elementary schools*
- *utilize the leadership skills in maintaining human relations in administration*
- *understand the role of head of institution as a democratic leader*
- *explore the barriers in educational leadership*

B. COURSE CONTENT

UNIT-1

Introduction to Education Leadership

- 1.1. Educational Leadership: Concept, functions and objectives; Characteristics of a good educational leader
- 1.2. Types of Educational Leadership: Academic, administrative, community and student-centred
- 1.3. Styles of Educational leadership: Authoritarian, Leissezze-Faire and Democratic

UNIT-2

Current Trends in Education Leadership

- 2.1. Educational Leadership Skills: Decision making, planning, coordinating, communicating, evaluating and feedback
- 2.2. Current trends in educational leadership in the context of privatization and public-private partnership
- 2.3. Challenges for leadership because of diversity in educational organisations with special reference to gender and multiculturalism

UNIT-3

Leadership and Organisational Behaviour

- 3.1. Basic attributes of an Organisation: Organisational designs, organizational culture, diversity and individual differences in perceptions, attribution and motivation
- 3.2. Nature of Groups: Teamwork and work-group
- 3.3. Conflicts: Concept, nature, types; Strategies for conflict management

UNIT-4

Barriers in Leadership

- 4.1. Essential requisites of a good educational leader (mission, vision and values)
- 4.2. Barriers in educational leadership and steps to overcome the barriers
- 4.3. Role of management, head of the institution in inculcating leadership qualities in teachers and students

C. TRANSACTIONAL STRATEGIES

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

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Current practices in the field of educational leadership at secondary level
- Barriers in educational leadership
- Organizational culture and role of the head of the organisation
- Theories/models of educational leadership
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

75. External (End-semester) Examination	: 60 Marks
76. 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

- Baldrige, J.V. (1978). *Policy making and effective leadership*. Sanfrancisco: Jessey Bass.
- Balsara, Maitrya (2002). *Administration reorganization of teacher education*. New Delhi: Kanishka.
- Bhat, K.S. and Ravishankar, S. (1985). *Administration of education: New perspectives and viewpoints*. New Delhi: Seema Publications.

- Chandrashekeran, Pramila (1994): *Educational planning and management*. New Delhi: Sterling.
- Dash, B.N. (2004). *School organization, administration and management*. New Delhi: Neel Kamal.
- Dayanandan, R. (2015). *Leadership theory and practice- An educational perspective*. New Delhi : Dominant.
- Gorton, Richard, A. and Alstan, Judy A. (2011). *School leadership and administration: Important concepts, case studies and simulations*.
- Gupta, L.D. (1986). *Educational administration and supervision in schools*. New Delhi: Deep and Deep.
- Kochhar, S.K. (2011). *School administration and management*. New Delhi: Sterling.
- Mahajan, Baldev and Khullar, K.K. (2000). *Educational administration in Central Government*. New Delhi: Vikas Publishing House.
- Mohanty, Jagannath (2012). *School administration supervision and organisation*. New Delhi: Shipra Publications.
- Northhouse, Peter G. (2010). *Leadership Theory and practice*. New Delhi. Sage.
- Pandya, S.R. (2015). *Administration and management of education*. New Delhi: Himalaya Publishing House.
- Sidhu, Kulbir Singh (2012). *School organisation and administration*. New Delhi: Sterling.
- Sindhu, I.S (2012). *Education. administration and management*. New Delhi : Pearson
- Smith, Richard (2008). *Human resource administration: A school based perspective*. New York: Routledge.
- Tyagi, Rajvir singh (2014). *Administration and management in school education*. New Delhi Centre for Policy Research.



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SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)
(GROUP-C: SECONDARY AND HIGHER SECONDARY EDUCATION)

SECONDARY AND HIGHER SECONDARY EDUCATION: FOUNDATIONS OF EDUCATIONAL TECHNOLOGY

Course Code	: MED-422	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the meaning and scope of educational technology*
- *become effective user of technology in education*
- *become familiar with new trends, techniques in education*
- *explain the various approaches to educational technology*
- *explain the principles of instructional design*
- *identify the salient features of different instructional designs*

B. COURSE CONTENT

UNIT-1

Meaning and Scope of Educational Technology

- 1.1. Educational Technology: Meaning, nature, and scope
- 1.2. Instructional Technology: Meaning, nature and scope, difference between educational technology and instructional technology
- 1.3. Trends in Educational Technology: A historical review

UNIT-2

Approaches to Educational Technology-I

- 2.1. Physical Science (Media approach to education)

- 2.2. Communication (Audio-Visual approach to education): Development of communication theory, communication models, mass communication, convergence of communication and educational technology
- 2.3. Cybernetics (System Approach): Origin of system concept, characteristics and stages of instructional system, general and instructional system theory

UNIT-3

Approaches to Educational Technology-II

- 3.1. Behavioural Science (Behaviourist approach): Taxonomic and performance approach to objectives, master learning, programmed instruction and teaching machines, individualized approach to instruction; Keller plan & IPI, Computer assisted instruction
- 3.2. Behavioural Science (Cognitivist approach): Information processing model, contributions of Piaget, Ausubel, Bruner, Cognitive learning strategies, simulation, artificial intelligence, computer based instruction
- 3.3. Instructional Design Approach – task analysis, instructional design theories – Gagne, Bruner, Constructivist approach, discovery, inquiry

UNIT-4

Integration of ICT in Education

- 4.1. Meaning and Nature of ICT: Characteristics of digital learning, need and importance of digital literacy, ICT resources and platforms
- 4.2. Technological-Pedagogical Content Knowledge (TPCK), UNESCO ICT Competency Standards for Teachers (2008)
- 4.3. Approaches and strategies to integrating ICT in teaching and learning

C. INSTRUCTIONAL STRATEGIES

- Lecture-cum-demonstration, LCD Projection, Demonstration, Laboratory work, Web surfing, Participatory approach
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Presentation of a Seminar on “Approaches to educational technology”
- Presentation of a Seminar on “Evolution of educational media”
- Critical review of UNESCO ICT Competency Standards for Teachers (2008)
- Identify appropriate media and material for effective use in the transaction of a lesson
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

77. External (End-semester) Examination	: 60 Marks
78. 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 **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

- Bhushan, Anand and Ahuja, M. (1992). *Educational technology*. Patiala: Bawa Publishers.
- Mukhopadhyay, M. (1990). *Educational Technology-Challenging issues*. New Delhi: Sterling Publishers.

- Rana, S. (1994). *Open learning in India*. New Delhi: Commonwealth Publishers.
- Das, R.C. (1992). *Educational Technology: A basic text*. New Delhi: Sterling Publishers.
- Joyce, B. et al. (1992). *Models of teaching*. New Delhi: Prentice Hall of India.
- Mohanty, Laxman and Vora, Neeharika (2008). *ICT Strategies for schools – A guide for school administrators*. New Delhi: Sage.
- Roa, V. (1991). *Educational Technology*. New Delhi: Himalayan Publishing House.
- Rosemary, Papa (2010). *Technology leadership for school improvement*. New Delhi: Sage.
- Sampath, K. et al. (1990). *Educational Technology*. New Delhi: Sterling Publishers.
- Semenov, Alexy (2005). *Information and communication technologies of teaching in schools – a handbook for teachers*. Paris: UNESCO.
- Sharma, R.A. (2008). *Technology of teaching*. Meerut: Lyal Book Depot.
- Sharma, R.A. (2010). *Advanced educational technology*. Meerut: Loyal Book Depot.
- Lachs, Viva (2000). *Making multimedia in the classroom – A teacher's guide*. London: Routledge.
- Pelgrum, W.J. and Law, L. (2003). *ICT in education around the World-Trends, problems and prospect*. Paris: UNESCO.



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SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

(GROUP-C: SECONDARY AND HIGHER SECONDARY EDUCATION)

SECONDARY AND HIGHER SECONDARY EDUCATION:

E - LEARNING

Course Code	: MED-423	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- describe the concept, nature and components of e-learning
- explore and use various e-learning tools and technologies
- analyse a comprehensive range of approaches to e-learning
- evaluate critically the practices associated with e-learning
- evaluate the quality of e-learning programme

B. COURSE CONTENT

UNIT-1

Foundations of Electronic Learning

- 1.1. Historical perspectives on e-learning, why e-learning and characteristics of e-learning, skills and e-learning in 21st century
- 1.2. Approaches to e-learning, components of e-learning, synchronous and asynchronous tools of e-learning
- 1.3. E learning Tools and Technologies: Communication, Collaboration, Authoring and delivery and distribution tools

UNIT-2

E-Learning tools

- 2.1. E-Learning Course Development: Main activities and requirements; Analysis and Curriculum design, content development, storyboard development, Translation/Adaptation and courseware development and delivery
- 2.2. Learning Management System (LMS): Meaning, types, features, proprietary versus open source LMS; e-learning, e-learning standards (W3C, IETF, ISO, SCORM, ARIADNE, IEEE)
- 2.3. Tools for E-learning in the subjects of science, mathematics, language and social science

UNIT-3

E-learning Resources and Approaches

- 3.1. Emerging E-learning approaches, M-learning, mobile applications and its advantages, ubiquitous computing and mobile learning, Blended Learning: Concept, requirements, advantages and limitations
- 3.2. MOOC: Concept, tools, advantages and limitations; Flipped learning-Concept, procedure, tools, advantages and limitations
- 3.3. Designing courseware for E-learning, blended learning, MOOC and flipped learning, review of e-learning resources

UNIT-4

Managing and evaluating E-learning Activities

- 4.1. Managing legal, social and ethical issues; overcoming roadblocks and providing digital leadership, E-learning competencies of a teacher; review of research in ICT and e-learning
- 4.2. Open educational Resources and their importance, OER initiatives in India (NROER, KOER etc.)
- 4.3. Evaluation of e-learning courses: Formation, summative and confirmative evaluation

C. INSTRUCTIONAL STRATEGIES

- Lecture-cum-demonstration, LCD Projection, Demonstration, Laboratory work, Web surfing, Participatory approach
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Selecting an appropriate technology for e-learning and develop technology for e-learning for any class from IX to XII
- Presentation of a Seminar on “Importance of e-learning”
- Developing an ICT integrated unit plan
- Developing an e-learning course plan
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

79. External (End-semester) Examination	: 60 Marks
80. 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

- Avril, Loveless (2001). *ICT – pedagogy and the curriculum-subject to change*. London: Routledge.
- Nicole, A. and More, Buzzeto (2007). *Advanced principles of effective e-learning*. California: Informing Science Press.
- Food and Agricultural organization of United Nations, FAO (2011). *E-Learning methodologies: A guide for designing and developing E-Learning Courses*.



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M.Ed.

SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

(GROUP-C: SECONDARY AND HIGHER SECONDARY EDUCATION)

SECONDARY AND HIGHER SECONDARY EDUCATION:

DEVELOPMENT OF E – CONTENT

Course Code : MED-424

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:

- *examine the relationship between learning theories and digital technologies*
- *examine the principles of instructional design and identify the salient features of different instructional design models*
- *understand the fundamentals of e content*
- *use different online and offline tools for creating e-content*
- *explore and evaluate various digital resources for enhancing learning*

B. COURSE CONTENT

UNIT-1

Evolution of Electronic Media

- 4.4. Emergence and evolution of information technology, internet radio and television
- 4.5. Emergence and evolution of multimedia projector and LED/Pico projector and smart-board
- 4.6. Emergence and Evolution of Transmission Technology; Face-to-face, wired and wireless technologies and cloud computing

UNIT-2

Basics of E-Content -I

- 5.1. Introduction to e-Content: Meaning, Need and scope of e-content development in education
- 5.2. Types of e-Content: OERs, RLOs, eBooks, Online Dictionaries, Encyclopedia
- 5.3. Digital Learning Resources: E-Texts, digital textbooks, workbooks, articles, videos, or multimedia

UNIT-3

Basics of E-Content -II

- 6.1. Instructional Designs: ADDIE model, Dick and Carey system's approach model for designing instruction
- 6.2. Pre-requisites, Roles and Responsibilities of Content Writer/Subject Matter Expert
- 6.3. Issues, challenges and standards in e-content development

UNIT-4

Designing and Development of E-content

- 7.1. Designing E-content: Analysis, design, development, testing, implementation and evaluation
- 7.2. Development of E-content: E-Content tools – Open source versus propriety tools (graphics, audio and video-creating and editing and authoring tools)
- 7.3. Creating, editing and evaluation of e-content. E-book tools (Sigil, Calibre) for creating and editing e-books, screen casting tools (Camtasia), graphic editing, picture/photographs (GIMP/MyPaint), animation – 2D and 3D

C. INSTRUCTIONAL STRATEGIES

- Lecture-cum-demonstration, LCD Projection, Demonstration, Laboratory work, Web surfing, Participatory approach
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Developing a multimedia e-content on an educational topic using any authoring tool for any secondary or higher secondary class
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

81. External (End-semester) Examination	: 60 Marks
82. 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 at least **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:

- Bhushan, Anand and Ahuja, M. (1992). *Educational technology*. Patiala: Bawa Publishers.
- Das, R.C. (1992). *Educational Technology: A basic text*. New Delhi: Sterling Publishers.
- Joyce, B. et al. (1992). *Models of teaching*. New Delhi: Prentice Hall of India.
- Lachs, Viva (2000). *Making multimedia in the classroom – A teacher's guide*. London: Routledge.

- Mohanty, Laxman and Vora, Neeharika (2008). *ICT Strategies for schools – A guide for school administrators*. New Delhi: Sage.
- Mohit, K. (2003). *Design and implementation of Web-enabled teaching tools*. London: IRM Press.
- Mukhopadhyay, M. (1990). *Educational Technology-Challenging issues*. New Delhi: Sterling Publishers.
- Nachimuthu, K.(2012). Need of e-content developments in education. *Education Today, An International Journal of Education & Humanities*, 3 (2), 72-80.
- Pelgrum, W.J. and Law, L. (2003). *ICT in education around the World-Trends, problems and prospect*. Paris: UNESCO.
- Rana, S. (1994). *Open learning in India*. New Delhi: Commonwealth Publishers.
- Roa, V. (1991). *Educational Technology*. New Delhi: Himalayan Publishing House.
- Rosemary, Papa (2010). *Technology leadership for school improvement*. New Delhi: Sage.
- Sampath, K. et al. (1990). *Educational Technology*. New Delhi: Sterling Publishers.
- Semenov, Alexy (2005). *Information and communication technology of teaching*. Meerut: Lyal Book Depot.
- Sharma, R.A. (2010). *Advanced educational technology*. Meerut: Loyal Book Depot.
- Smit, Patricia and Ragan, Tillman, J. (1999). *Instructional design*. New York: John Wiley and Sons.



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SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

(GROUP-C: SECONDARY AND HIGHER SECONDARY EDUCATION)

SECONDARY AND HIGHER SECONDARY EDUCATION: EDUCATION FOR SPECIAL CHILDREN

Course Code	: MED-425	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the concept of visual impairment*
- *understand the concept of hearing impairment*
- *elaborate the concept of autism*
- *identify the children with visual and hearing impairment*
- *identify the children afflicted with autism*
- *familiarise with the concept of mental retardation or intellectual disability*

B. COURSE CONTENT

UNIT-1

Hearing Impairment

- 1.1. Hearing Impairment: Definition, characteristics, identification, causes
- 1.2. Prevention and educational provisions for hearing impaired children
- 1.3. Curriculum adaptation and role of teacher for causes and problems for educating children with hearing impairment

UNIT-2

Visual Impairment

- 2.1. Visual Impairment: Definition, Characteristics, causes, prevention and problems and identification
- 2.2. Prevention, educational provisions and role of technology in education and mobility

- 2.3. Curriculum adaptation and role of teacher for educating children with visual impairment

UNIT-3

Intellectual and Learning Disability

- 3.1. Intellectual and Learning Disability/ Mental Retardation: Definition, characteristics, causes and classification, identification
- 3.2. Prevention and educational provisions for children having intellectual disability
- 3.3. Curriculum adaptation and role of teacher for educating children with mental retardation/intellectual disability

UNIT-4

Speech Impairment and Autism

- 4.1. Speech Impairment: Definition, classification, causes
- 4.2. Autism: Concept, definition, identification and educational provision
- 4.3. Curriculum adaptation and role of teacher for educating children with speech impairment and autism

C. TRANSACTIONAL STRATEGIES

- Lecture, discussion, project work and case based presentation
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Preparation of a case study in any area of disability with short term and long term plan
- Preparation of a report on visit to a special school
- Presentation of a seminar on autistic children
- Presentation of a seminar on curriculum adaptations for educating children with intellectual disability
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

83. External (End-semester) Examination	: 60 Marks
84. 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

- Mani, M.N.G. (2000). *Inclusive education in Indian context*. Coimbatore: Sri Ramakrishna Mission Vishvavidyalaya.
- Man, K. and Hailahan, M.T. (1992). *Exceptional children: Introduction to special education*. New Jersey: Prentice Hall.
- Nirman, P. (2007). *Encyclopedia of special education*. New Delhi: Anmol Publication.
- Narayanaswamy, S. and Kansara, J. (2006). *Family, community and hearing child*. New Delhi: Kanishka Publishers.
- Orlansky, W.D. (1992). *Exceptional children: A inventory survey of special education*. New York: Macmillan.
- Reddy, G.L. (2004). *Hearing impairment: An educational consideration*. New Delhi: Discovery Publishing House.

- Venkatesan, S. (2003). *Children with developmental disabilities: A training guide for parents, teachers and care givers*. New Delhi: Sage Publications.



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SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

(GROUP-C: SECONDARY AND HIGHER SECONDARY EDUCATION)

SECONDARY AND HIGHER SECONDARY EDUCATION: CONCEPTUAL FOUNDATIONS OF INCLUSIVE EDUCATION

Course Code	: MED-426	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the conceptual foundations of inclusive education*
- *examine the policy perspectives of inclusive education*
- *develop a critical perspective on education as a process for inclusive education*
- *critically analyse the research trends in inclusive education*

B. COURSE CONTENT

UNIT-1

Conceptual Foundations of Inclusion

- 1.1. A brief history of discrimination and inclusion
- 1.2. The philosophical and sociological background of inclusion
- 1.3. Evolving the concept of inclusion

UNIT-2

Policy Perspective

- 2.1. Theoretical basis of policy formulation process
- 2.2. Influence of societal contexts and development agenda and policy formulation in inclusive education
- 2.3. Policies and legislations associated with education of all children

UNIT-3

Inclusive Education

- 3.1. Evolving concepts of disability
- 3.2. History and experience of Diverse Groups: Negotiating attitudes, dispelling biases stereotypes
- 3.3. Challenges of intergroup contact in school; school education from segregation to inclusion

UNIT-4

Research Trends in Inclusive Education

- 4.1. Conceptualising disability studies in an inclusive framework and Paradigms that shape research in inclusion
- 4.2. Methodological debates and challenges
- 4.3. Critical analysis of research trends in inclusive education

C. TRANSACTIONAL STRATEGIES

- Lecture, discussion, project work and case based presentation
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Analysis of selected Policy Documents related to secondary education in India
- Multiple issues associated with inclusion and inclusive education in our country
- Inequality of opportunities, economic and social consequences of gender inequality at secondary level of education

E. EVALUATION

The distribution of marks for the course is as under:

85. External (End-semester) Examination	: 60 Marks
86. 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

- Barton, L. and Armstrong, F. (2007). Policy experience and change: Reflection on inclusive education. Dordrecht: Springer.
- Dale, N. (2000). *Working with families of Children and practice*. London: Routledge.
- Epstein, C. (1984). *Special children in regular classrooms.i Virginia: Reston Publishing Company*.
- Premchander, S., Sudan, K. and Reid, Peter, P. (eds.) (2009). *Finding pathways: Social inclusion in rural development*. Bangalore: Books for Change.
- Smith, J. P. (2000). Policy response to social exclusion: Towards inclusion. USA: Open University Press.



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M.Ed.

SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

(GROUP-C: SECONDARY AND HIGHER SECONDARY EDUCATION)

SECONDARY AND HIGHER SECONDARY EDUCATION: CURRICULUM PLANNING AND ORGANISATION OF INCLUSIVE EDUCATION

Course Code	: MED-427	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the issues and challenges associated with curriculum planning*
- *reflect on the basic tenets of inclusive education*
- *critically analyse the key principles of inclusive education*
- *explain the significance of inter-linkages between various domains of curriculum at elementary level*
- *understand the interrelationship among students, their families, community and school*

B. COURSE CONTENT

UNIT-1

Basic Tenets of Inclusive Education

- 1.1. Changing Practices in Education of Children with Disabilities: Segregation, Integration and Inclusion
- 1.2. Diversity in Classrooms: Learning styles, linguistics and socio-cultural multiplicity
- 1.3. Key principles of Inclusive Education: Access, equity, relevance, participation and empowerment

UNIT-2

Curriculum Planning

- 2.1. Curriculum: Concept, principles and steps in developing curriculum for Inclusion
- 2.2. Challenges of developing curriculum for inclusive education
- 2.3. Approaches to Curriculum: Child Centred, Activity Centred and Ecological Approach

UNIT-3

Methods of Teaching to Curriculum Approach Set-up

- 3.1. Co-Teaching Methods: One Teach – One Assist, Station-teaching, Parallel Teaching, Alternate Teaching and Team Teaching
- 3.2. Peer Mediated Instruction: Class wide peer tutoring, peer assisted learning strategies
- 3.3. Classroom Management: Seating arrangement, adjustable furniture, illuminations, non-reflecting surfaces and colour contest

UNIT-4

Innovations in Inclusive Education

- 4.1. Assistive and Adaptive Technology for Diverse Learners: Product (Aids and appliances) and Process (Individualised Educational Plan, IEP, Remedial Teaching)
- 4.2. Therapeutic Interventions: Need and scope; Use of Information and Communication Technology (ICT) in inclusive classroom
- 4.3. Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multi-level tutoring in the context of constructivism

C. TRANSACTIONAL STRATEGIES

- Lecture, discussion, project work and case based presentation
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Review of the literature related to education of children with diverse needs
- Presentation of a seminar on assessment of curricular and co-curricular acts of a particular special school
- Presentation of a seminar on 'Diversity in Classrooms-socio-cultural multiplicity'
- Participation in a panel discussion on 'Access, equity and relevance in inclusive set-up'
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

87. External (End-semester) Examination	: 60 Marks
88. 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

- Adrani, Lal and Chadha, Anupriya (2003). *You and your special child*. New Delhi: UBS.
- Felcity, Armstrong and Moore, Michele (2004). *Action research for inclusive education*. London: Routledge.

- Giuiani, G.A. and Pierangelo, R. (2007). *Understanding, developing and writing IEPs*. Corwin Press: Sage Publisher.
- Gore, M.C. (2004). *Successful inclusion strategies for Secondary and Middle School Teachers*, Corwin Press: Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special needs from Segregation to Inclusion*, Corwin Press: Sage Publications.
- Loreman, Deppler et al. (2000). *Inclusive education*. Sydney: Allwen and Unwin.
- Mehra, Vandana (2004). *Educational technology*. New Delhi: S.S. Publishers.
- Thakur, A.S. and Berwal, Sandeep (2011). *Essentials of educational technology*. Patiala: Twenty First Century Publications.



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SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

WOMEN STUDIES

Course Code : MED-428
Credits : 02
Course Type : ELECTIVE

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

A. OBJECTIVES

- After completing the course the students will be able to:
- *understand the need for women studies as an academic discipline*
- *understand the implications of gender perspectives on women*
- *develop awareness regarding the various perspectives on developmental initiatives adopted in India and abroad*
- *acquire knowledge about feminism and women entrepreneurs*

B. COURSE CONTENT

UNIT-1

Concept of Women Studies and Gender

- 1.1. Women Studies: Concept, need, scope of women studies as an academic discipline
- 1.2. Gender Concept: Patriarchy, sex and gender, gender roles, gender discrimination, gender sensitivity, gender equality, implications of gender perspectives on women development and women education

UNIT-2

Feminism and Women Development

- 2.1. Feminism: Concept, challenges, brief overview of Indian feminism with reference to family, caste, class, culture, religion and social system; Relevance of feminism in the global context

- 2.2. Women's Development and International Interventions: International Women's Decade; Millennium Developmental Goals; Rights of Indian women – Political, family and property rights; Education of disadvantaged women

UNIT-3

Entrepreneurship

- 3.1. Entrepreneurship: Concept and significance; Entrepreneurial traits: Factors contributing to women entrepreneurship
- 3.2. Strategies for women entrepreneurship development; Women Entrepreneurship in education; Challenges at work (personal, social, economic, political)

C. TRANSACTIONAL STRATEGIES

- Lecture, discussion, project work and case based presentation
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Report Writing on Gender perspectives
- Case study of a woman entrepreneur
- Conduct of a survey for the identification of problems and challenges of working women
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

9. External (End-semester) Examination	: 30 Marks
10. Internal Assessment:	: 20 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 07 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3)	: 04 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 03 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 03 Marks
iii) Reflections	: 03 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 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts (Short Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Agnes, Flavia (2003). *Feminist jurisprudence: Contemporary concerns*. Mumbai: Majlis.
- Chaudhary, Maitrayee (Ed.) (2004). *Feminism in India – Issues in contemporary Indian feminism*. New Delhi: Literacy Trust.
- Chowdary, Paul (1992). *Women welfare and development*. New Delhi: Inter India Publications.
- Ghosh, S.K. (1989). *Indian women through ages*. New Delhi: Ashish Publishing House.
- Goel, Aruna (2004). *Violence and protective measures for women development and empowerment*. New Delhi: Deep and Deep.
- Government of India (1974). *Towards equality report of the committee on the status of women*. New Delhi: Ministry of social welfare.
- Kosambi, Meera (2007). *Crossing thresholds: Feminist essays in social history*. New Delhi: Permanent Black.
- Arya, Sandhan (2000). *Women, gender, equality and state*. New Delhi: Deep and Deep.
- Upadhyay, H.C. (1991). *Status of women in India – Vol. I and II*. New Delhi: Anmol Publications.



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SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

QUALITY IN EDUCATION

Course Code : MED-429
Credits : 02
Course Type : ELECTIVE

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

A. OBJECTIVES

After completing the course the students will be able to:

- *comprehend the meaning and concepts related to quality in education*
- *understand the importance of Total Quality Management and the required competency*
- *understand the concept of leadership and importance of Team Building for Quality Institutions*
- *develop understanding of Educational Quality Management Systems.*

B. COURSE CONTENT

UNIT-1

Quality Aspects of Education

- 1.1. Quality: Concept and evolution, dimensions and characteristics of quality; Quality in Education: Meaning, Indian and international perspectives of quality in education
- 1.2. Quality Experts: Watte Shewart, Philip Crossby, C.K. Prahlad and Subir Chowdhari

UNIT-2

Quality Management in Education

- 2.1. Total Quality Management (TQM): Concept, need and importance
- 2.2. Strategies for Human Resource Management for TQM: Commitment-confidence-competence triangle, can do- will do matrix

UNIT-3

Leadership and Team Building for Quality Institutions

- 3.1. Leadership: Meaning, characteristics, leader and manager, effective and successful leaders, transformational leaders, transactional leaders
- 3.2. Strategic Planning: Identifying the mission, creating a vision, generating quality culture, establishing goals and objectives, Internal Quality Assurance Cells, School Quality Assessment and Accreditation for CBSE schools

C. TRANSACTIONAL STRATEGIES

- Lecture, discussion, project work and case based presentation
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- International perspectives of quality in education
- Concept, need and importance of Total Quality Management (TQM)
- Qualities of effective and successful leaders
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

11. External (End-semester) Examination	: 30 Marks
12. Internal Assessment:	: 20 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 07 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3)	: 04 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 03 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 03 Marks
iii) Reflections	: 03 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 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Arcaro, J. (1997). *Quality in education: An implementation handbook*. New Delhi: Vanity Books.
- Basterfield, D *et al.* (2010). *Total quality management*. New Delhi: Prentice Hall of India.
- Bush, T. (ed.) (2003). *The principles and practice of educational management*. New Delhi: Sage Publications.
- Lewis, R. and Smith, D.C. (1998). *Total quality in higher education*. New Delhi: NUEPA.
- Mukhopadhaya, M.C. (2000). *Total quality in education*. New Delhi: NUEPA.
- Pathan, S. (2005). *Quality improvement programme in higher education*. Bhopal: Intellectual Book Bureau.
- Stella, A. (2001). *Quality assessment in Indian higher education: Issues of impact and future perspectives*. New Delhi: Allied Publishers.
- Stella, A. and Gnanam, A. (2003). *Foundations of external quality assurance in Indian higher education*. New Delhi: Concept Publishing Co.



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SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

VALUES AND HUMAN RIGHTS

Course Code	: MED-430	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: ELECTIVE	Internal Marks	: 20

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the need and importance of value education*
- *understand the nature of values in Indian context*
- *become familiar with the human rights in the field of education*
- *understand the philosophical basis of human rights*

B. COURSE CONTENT

UNIT-1

Values and Moral Learning

- 1.1. Values : Concept and classification of values, need and importance of value education
- 1.2. Moral Learning : Concept and need, moral learning outside the school – child rearing practices and moral learning, co-society and moral learning, media and moral learning

UNIT-2

Models of Moral Evaluation

- 2.1. Models of Moral Education: Rationale Building Model, Consideration Model and Value Classification Model
- 2.2. Models of Moral Education: Social Action Model and Just Community Intervention Model

UNIT-3

- 3.1. Our rights enshrined in the Indian Constitution, types of rights – civil, political, economic, social and cultural rights; Child rights in India and their protection : Provision in schools, teacher preparation for protecting human rights
- 3.2. Human Rights and Education: Need, importance and recommendations of various National and International Bodies

C. TRANSACTIONAL STRATEGIES

- Lecture, discussion, project work and case based presentation
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Participation in a panel discussion on the topic ‘Models of moral education’
- Power point Presentation on ‘Our rights enshrined in the Indian Constitution’
- Participation in a debate on the topic child rights in India are not protected
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

13. External (End-semester) Examination	: 30 Marks
14. Internal Assessment:	: 20 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 07 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3)	: 04 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 03 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 03 Marks
iii) Reflections	: 03 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 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts (ShortAnswer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words

- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/LongAnswer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Dhokalia, R.P. (2001). *External human values and world religion*. New Delhi: NCERT.
- Josta, Hari Ram (1999). *Spiritual values and education*. Ambala: Associated Publishers.
- Mohanty, J. (2005). *Teaching of human rights: New trends and innovations*. New Delhi: Deep and Deep Publications.
- Symonides, J. (2002). *Human rights: Concept and standards*. Jaipur: Rawat Publications.
- Panday, V.C. (2005). *Value education and education for human rights*. New Delhi: Isha Books.



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SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

ADVANCED STATISTICS IN EDUCATION

Course Code	: MED-431	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: ELECTIVE	Internal Marks	: 20

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the concept of partial correlation*
- *develop proficiency in computing partial correlation upto second order*
- *understand concept of biserial and point biserial correlation and their computation*
- *understand the concept of Analysis of Variance*
- *develop profeciency in the computation of two-way Analysis of Variance (with equal N)*

B. SYLLABUS

UNIT-1

Methods of Correlation

- 1.1. Partial Correlation: Concept and computation of 1st Order Partial correlation
- 1.2. Biserial Correlation: Concept and computation

UNIT-2

Methods of Correlation

- 2.1. Point biserial Correlation: Concept and computation
- 2.2. Phi-Coefficient: Concept and computation

UNIT-3

Parametric Tests

- 3.1. Regression Equations: Concept of regression, Framing regression equations (involving two variables), standard error of estimate
- 3.2. Analysis of Variance: Concept, uses, assumptions and computation of two-way classification with equal number of cases

C. TRANSACTIONAL STRATEGIES

- Lecture-cum-discussion, Group discussion, Collaborative classwork
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Computation of Biserial Correlation
- Computation of Point Biserial Correlation
- Computation of Two-Way ANOVA
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

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

F. NOTE FOR PAPER SETTER

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

- **The compulsory question shall have a weightage of 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

G. SUGGESTED READINGS:

- Conover, W.J. (1971). *Practical non-parametric statistics*. New York : John Wiley & Sons.
- Ferguson, G. (1981). *A Statistical analysis in psychology and education*. New York : McGraw Hill.
- Garrett, H.E. (2008). *Statistics in Psychology and Education*. New Delhi :Surjeet Publications.
- Gibbons, G.V. & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology, (3rd edition)*. Boston :Allyn& Bacon.
- Guilford, J.P. (2010) *Psychometric Methods*. New Delhi :Surjeet Publications.
- Henry, G.T. (1995). *Graphing data : Techniques for display and analysis*. California :Sage.
- Howell, D.C. (1977). *Statistical methods for psychology*. Belmont. California : Duxbury Press.
- Huck, S.W. (2007). *Reading statistics and research*. Boston : Allyn& Bacon.
- Koul, Lokesh (2011). *Methodology of educational research*. New Delhi :Vikas Publishing House.
- Miles, M.B. & Huberman, A.M. (1994). *Qualitative data analysis : An expanded sourcebook*. California : Sage.
- Popham and Sirohic (1993). *Educational statistics :Use and interpretation*. New York : Harper and Row.
- Prakash, P. (2010). *Measurement in education and psychology*. New Delhi :Kanishk Publishers.
- Siegal, S. (1956). *Non-parametric statistics for Behavioural Science*. New York : McGraw Hill.
- Van Leeuwen, T. & Jweitt, C. (Eds). (2001). *Handbook of Visual analysis*. London : Sage.



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SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

LIFE SKILLS EDUCATION

Course Code : MED-432
Credits : 02
Course Type : ELECTIVE

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

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the theoretical foundations of life skills education*
- *develop life skills to deal with various situations in life*
- *develop as professionals in life skills education*
- *identify role of life skills for positive change and well being*

B. COURSE CONTENT

UNIT-1

Life Skills- Introduction

- 1.1. Life skills: Concept, need and importance of life skills for human beings, difference among life skills, livelihood skills and survival skills; Life skills education: Concept, need and importance of life skills education for teachers
- 1.2. Genesis of the concept of life skills:
 - UN Inter - Agency meeting
 - Hamburg declaration
 - Quality education and life skills : Dakar Framework
 - Life skills education in the Indian context

UNIT-2

2.1. Social and Negotiation skills

- Self-awareness: Definition, types of self, self-concept, body image, self-esteem, techniques used for self-awareness – Johari Windows, SWOT analysis

- Sympathy, empathy and altruism
- Effective communication; Definition, functions, models and barriers
- Interpersonal relationship: Definition, factors affecting relationships

2.2. Coping skills

- Coping with emotions: Definition, characteristics, types and coping strategies
- Coping with stress: Definition, stressors, source of stress and coping strategies
- Synchronization of thinking, social and coping skills

UNIT-3

Our Rights and Human Rights

- 3.1.** Our rights enshrined in the Indian Constitution, types of rights – civil, political, economic, social and cultural rights, Child rights in India and their protection : Provision in schools, teacher preparation for protecting human rights
- 3.2.** Human Rights and Education : Need, importance and recommendations of various National and International Bodies

C. TRANSACTIONAL STRATEGIES

- Lecture, discussion, project work and case based presentation
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

1. Analysis of life skills approach in school curriculum at secondary level
2. Participation in seminar on life skills on any one of the following topics:
 - Recommendations of United Nations Inter Agency Meeting (1998)
 - Recommendation of 'Dakar Framework (2000)' on 'Quality Education and Life Skills'
 - Models of communication
 - Factors affecting human relationship and their impact on personality
 - Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

17. External (End-semester) Examination	: 30 Marks
18. Internal Assessment:	: 20 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 07 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3)	: 04 Marks

(c) Sessional Work

- i) One Report (To be uploaded in Google Classroom) : 03 Marks
- ii) One PPT (To be delivered and uploaded in Google Classroom) : 03 Marks
- iii) Reflections : 03 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 07 questions. **Questions No. I is COMPULSORY** comprising **three parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

H. SUGGESTED READINGS

- Dakar Framework for Action (2000). *Education for all : Meeting our collective commitments*. Dakar Senegal.
- Debra, McGregor (2007). *Developing thinking : Developing learning – A guide to thinking skills in education*. New York : Open University Press.
- Delors, Jacques (1997). *Learning : The treasure within, Report to UNESCO of the International Commission on Education for the Twenty First Century*. Paris : UNESCO Publishing Press.
- Fieldman, Robert S. (2009). *Essentials of understanding psychology*. New Delhi : Tata McGraw Hill.
- Hurlock, Elizabeth B. (2007). *Personality development*. New Delhi : Tata McGraw Hill.
- Krish, Steven J. et al. (2013). *Psychology for living: Education, adjustment, growth and behavior today*. New Delhi : Pearson.
- Kumar, Keval J.C. (2008). *Mass Communication in India*. New Delhi : JAICO Publications.

- McCowan, Tristan and Unterhalter, Elaine (Eds). (2015). *Education and international development : An introduction*. New Delhi : Bloomsbury.
- Nair, Rajasenan V. (2010). *Life skills, personality and leadership*. Tamil Nadu : Rajiv Gandhi National Institute of Youth Development.
- Prakash, B. (Ed.) (2003). *Adolescence and life skills : Commonwealth youth programme*. New Delhi : Tata McGraw Hill.
- Rao, P.L. (2008). *Enriching, human capital through training and development*. New Delhi : Excel Books.
- Robert, Mai and Kakerson, Allen (2007). *The leader as a communicator*. New Delhi : Prentice Hall of India.
- Salkind, Neil J. (2004). *An introduction to theories of human development*. New Delhi : Sage.
- Santrock, John W. (2006). *Educational psychology*. New Delhi : Tata McGraw Hill.
- Santrock, John W. (2007). *Adolescence*. New Delhi : Tata McGraw Hill.
- Stella, Cottrell (2005). *Critical thinking skills : Developing effective analysis and argument*. New York : Palgrave Macmillan.
- UNESCO (1997). *Adult education : The Hamburg declaration*. Paris : UNESCO Publishing Press.
- UNESCO (2005). *Quality education and life skills : Dakar goals*. Paris : UNESCO Publishing Press.
- Verma, M.L. (2010). *Youth and revolutionary upsurge*. New Delhi : Sarup Publishers.
- WHO (1999). *Partners in life skills education : Conclusions from United Nations Inter-Agency Meeting*. Geneva : World Health Organisation.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.Ed.

SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

EDUCATIONAL PLANNING

Course Code : MED-433
Credits : 02
Course Type : ELECTIVE

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

A. OBJECTIVES

After completing the course the students will be able to:

- *develop an understanding of concepts, types and approaches to educational planning*
- *critically analyse the factors of effective educational planning at different levels of education*
- *gain an insight into the educational planning at different levels of education in India*

B. COURSE CONTENT

UNIT-I

Concept, Need and Process of Educational Planning

- 1.1. Educational Planning: Concept, nature, need, importance and scope
- 1.2. Theoretical foundations of educational planning and types of educational planning

UNIT-II

Strategic Educational Planning for Secondary Education

- 2.1. Strategic Planning in Education: Concept and methodology of strategic planning at different levels of education in India
- 2.2. Identification of developmental issues and priorities; Setting Plan targets and estimation of financial and human resource requirements

UNIT-III

Preparation of Educational Plans

- 3.1. Educational Planning in India: Decentralization of educational planning in India, legal provisions and institutional framework
- 3.2. Techniques of Preparing Local-level Educational Development Plans: school mapping, micro-planning and school improvement planning; Formulating district education development plans, institutional development plans and appraisal of education development plans

C. TRANSACTIONAL STRATEGIES

- Lecture, discussion, project work and case based presentation
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Review the institution plan developed by a secondary school
- Critical review of last two five-year plans to identify the paradigm shift for secondary education in India
- Develop a school-map for a school and critically review the location of the school in view of access of the habitations
- Writing abstracts of atleast five researches in educational planning and administration
- Any other approved activity of relevance

E. EVALUATION

The distribution of marks for the course is as under:

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

H. SUGGESTED READINGS

- Aggarwal, J.C. (2013). *Development and planning of modern education*. New Delhi: Vikas Publishing House
- Blang, M. (1968). *Economics of education: Selected readings*. Oxford: Pergaman.
- Cailods, F.(1990). *The prospects of educational planning*. Paris : International Institute of Educational Planning (IIEP).
- Carnoy, M.G. (1995). *International encyclopedia of economics of education*. Oxford: Pergaman.
- Chau, Ta-Ngoc (2003). *Demographic aspects of educational planning*. Paris: International Institute for Educational Planning.
- Gronn, Pter (2003). *New work of educational leaders: Changing Leadership practice in an era of school reform*. London : Paul Chapman
- Hanson, A.H. (1966). *The process of planning: A study of India's five-year plans (1950-1964)*. London: Oxoford University Press.
- Naik, J.P. (1965). *Educational planning in India*. New Delhi: Allied Publishers.
- Nanjundappa, D.M. (1995). *Concept, approaches and techniques of decentralised planning*. New Delhi: Concept Publishers.
- Ramachandran, Padma and Vasantha, R. (2005) *Education in India*. New Delhi : National Book Trust.
- Tilak, J.B.G. (1987). *The economics of inequality in education*. New Delhi: Sage Publications.
- Tilak, J.B.G. (1992). *Education planning at grassroots*. New Delhi: Ashish Publications.

- Tilak, J.B.G. (1994). *Education for development in Asia*. New Delhi: Sage Publications.
- Varghese, N.V. (1987). Set of modules on district planning in education. New Delhi: NIEPA.

M.Ed.

MOOC

- 1. Every student of M.Ed. shall complete a 2-credit MOOC Course relevant to the subject of education offered by SWAYAM.**
- 2. The Course shall be compulsory.**
- 3. Marks / grade awarded by SWAYAM shall not be counted in the aggregate marks obtained by the student.**
- 4. Without passing a MOOC Course, the degree shall not be awarded.**