DEPARTMENT OF EDUCATION

Syllabus

As per the NCTE Regulation 2014
The Gazette of India: Extraordinary, Part-III, SEC.4, Page-174-178.

Semester System with Credit Hours
For
(Three years Integrated B. Ed- M. Ed. Degree Programme)

SEMESTER: I & II: 2022
SEMESTER: III & IV: 2023
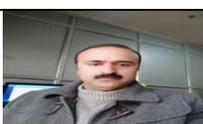**SEMESTER: V & VI: 2024**

(SESSION: 2022-2024)

UNIVERSITY OF KASHMIR

SRINAGAR 190006

NAAC ACCREDITED GRADE A+

Developed and Designed by:

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General information

The B. Ed - M. Ed, programme is a three year full time professional programme in education, without any option of intermediate exit before completing the 3-years of study. When the program is completed, students will get an integrated B.Ed./M.Ed. degree with a focus on either elementary education (up to class VIII) or secondary and senior secondary education (Vi to XII). The programme corresponds to NCTE norms and standards 2014 and is designed in accordance with NCFTE 2009 recommendations. This integrated course has been developed to prepare professionals with pedagogic expertise in particular disciplinary areas and experience to work as trained teachers,

The programme takes a holistic approach to curriculum design and pedagogy thereby preparing trained educators for different pedagogies, **English, Urdu, Hindi and Kashmiri, languages, Science, Mathematics and Social sciences** and integrates additional coursework leading to specialization in teacher education, ICT, technology and research. The programme has a total of 144 credits including the foundation courses, padagogical courses, school internship, Practice of teaching, surveys, field trips and a research dissertation. Optional courses enable students to develop specialization in areas of curriculum, material development design, school leadership, gender and education, etc.

Objectives

3- year integrated B. Ed.–M. Ed. programme is a professional programme in the field of Teacher Education, which primarly aims at preparing Teachers for elementary and secondary levels. Besides the programme has potential to produce competent and effective teachers who can provide insight to policymakers, planners, administrators, supervisors, principals and researchers, particularly for elementary and secondary level. The curriculum for B. Ed – M. Ed programme is designed to attain the following objectives:

- Develop competence to teach subjects of their specialization on the basis of an adequate theory of learning and a sound knowledge of subject.
- Develop understanding and to promote inclusive culture in education.
- Prepare teachers who will work for student freedom and equality and fight for discrimination in the society on the basis of caste, creed, race gender etc.
- Produce teachers who play their roles as facilitators, counsellors and ensure wholistic development of the students.
- Understand the structure of the discipline and create learning experience accordingly.
- Understand the psychology of learner & how they differ in their approach of learning.
- Know the use of different effective modes of classroom communication.
- Develop an understanding of aims & objectives of education in the Indian background.
- Develop an understanding of the close relationship between society & school, school & life.

Learning Outcomes

After the completion of the course, the trained teachers shall develop;

- Competence to teach effectively at the elementary and secondary levels.
- Ability to understand child, his needs, motives, growth pattern, process of learning & development.
- Ability to use effective Teaching/ Learning methods.
- Ability for diagnosing pupil/ learner's progress through the use of proper evaluation techniques.
- Readiness to participate in activities of professional development.
- Develop resourcefulness, so as to make the best use of the situation available.
- Possess a high sense of professional responsibility.
- Organize and manage the class for teaching learning.

Medium of instruction

English is the medium of instruction, and students must write their assignments, reports, and answer scripts in English. However, in language courses, students will be tested and assessed in the selected language.

Duration of Course

The duration of this integrated programme is 3 years. The programme will have six semesters, within duration of three academic years. Students shall be permitted to complete the programme requirements of the 3 years within a maximum period of four years from the date of admission to the programme. Six semesters shall workout in terms of credit hours based on the credit system suggested in the curriculum frame work for the programme developed by NCTE and keeping in the view the stipulated period of internship attachment, community work, research work, other practicum activities and field based trips.

Working Days

The course shall be at least 215 working days each year exclusive of the period of admission and inclusive of classroom transaction, practicum, field study/internship and conduct of examination. The institution shall work for a minimum of 36 hours in a week. The total duration of the programme breaks will be roughly equivalent to 107 weeks of 5 days total up to 640 days. The attendanceof the students shall be 80% for taught courses and practicum, and 90% for Field work.

Eligibility Criteria

A postgraduate degree in science/social science/humanities/commerce from a recognized institution with minimum 55% marks or equivalent grade. In addition it is desirable that the candidates have a demonstrated interest in education.

Admission Process

The admission to the course shall be made on the basis of marks scored in relevant entrance test and qualifying examination or any other selection process adapted by the university/ UT administration for similar programmes.

Career Prospects

After completing the course one may appear for tests like NET/ SET/ CTET. After completing this course, students may also go for further advanced courses like M. Phil or Ph.D.

Modes of transaction

Apart from theoretical courses the trainee – teacher is required to be engaged in various kinds of learning experience such as:Lesson-planning, Demonstration, Observation, Seminar presentation, Workshops, Group work, Library work, Projects, Power point presentation, Collaborative presentations, School visits / Actual teaching, School internship, Micro- teaching and Field trips.

Examination

The 3-year integrated degree in the faculty of education shall be conferred on a candidate who has pursued a regular course of study for six semesters of 3 academic years as prescribed. The scheme of examination will be as:

- Six- semesters will be examined during the course.
- Examinations will be of internal / external
- Theory courses as well as practicum will be examined
- Each theory paper will be of 100 marks. Internals will be evaluated, based on the attendance and performance of the candidate.
- Internal examinations include assignments, classroom presentation, participation in student seminars, viva-voce, and written tests etc.
- Each core subject, pedagogical course, and optional subject will have a total score of 100 points, which will be divided into internal and external components representing 20 and 80 marks, respectively. To pass a subject or course, the candidate must receive at least a 40% on both the internal and external examinations. Besides there is internship, practicum, field work and Dissertation and the examination for these components shall also be conducted internally and externally. The weitage of marks to these *(Practicum)* courses will be 40% internal and 60% external. The students must get minimum 40% marks in both internal and external seperately to pass the internship, practicum, field work and Dissertation.

Standard of passing

The three- year integrated B. Ed – M. Ed degree in the faculty of Education will be conferred on a candidate who has pursued a Regular course of study for six semesters of three academic years as prescribed in the scheme of examination. The declaration of class shall be on the aggregate of the total marks of six semesters put together.

PROPOSED 3 YEAR INTEGRATED B. ED - M. ED SYLLABUS FOR THE YEAR SEMESTER –I

CORE PAPERS: (SEMESTER-I) 4X4 = 16 CREDITS						
S.No	Course code	Course title	Credits	internal marks	External marks	Total
1	IBM-CR-22101	**Foundations of Education**	**4**	**20**	**80**	**100**
2	IBM-CR-22102	**Learning & Development**	**4**	**20**	**80**	**100**
3	IBM-CR-22103	**Educational Technology**	**4**	**20**	**80**	**100**
4	IBM-CR-22104	**Early Childhood Care and Education**	**4**	**20**	**80**	**100**

PEDAGOGICAL PAPERS: (SEMESTER- I) 1X4= 4 CREDITS						
	Course Code	Course Title	Credits	Int. Marks	Ext. Marks	Total
5	IBM-E-22105	➢ **Teaching of English** ➢ **Teaching of Hindi** ➢ **Teaching of Kashmiri** ➢ **Teaching of Urdu**	**4**	**20**	**80**	**100**
			Any one language course to be opted by the candidate.			

PRACTICUM: (SEMESTER-I) A+B+C= 4 CREDITS						
6		**PRACTICUM**	**4**	**40**	**60**	**100**
Internship-I		A. **Assessment of ICDS Centers (1 week)** B. **Visit to schools for assessment and observation from Foundational to Middle stage. (3 weeks)** C. **Workshop on any theme related to core or pedagogical courses of 1st semester (1 week)** Activity: Pupil teachers would be required to visit the institutions/centers stated in A & B above and learn personal and professional skills through assessment and observation of structural and functional aspects of these institutions (**Total Duration: A+B+C= 5 Weeks**)				
TOTAL CREDITS		**Core Courses : 1+2+3+4= 16 Credits** **Pedagogical Course: 5= 4 Credits** **Internship: A+B+C= 4 Credits**				
		Total Credits in Semester I: 16+4+4= 24				

CORE PAPERS				(SEMESTER-II) 4X4 = 16 CREDITS		
	Course code	**Course title**	**Credits**	**internal marks**	**External marks**	**Total**
1	IBM-CR-22201	**Development of Education in India**	**4**	**20**	**80**	**100**
2	IBM-CR-22202	**Environmental Education**	**4**	**20**	**80**	**100**
3	IBM-CR-22203	**Mental Health & Hygiene**	**4**	**20**	**80**	**100**
4	IBM-CR-22204	**Inclusive practices in Education**	**4**	**20**	**80**	**100**

PEDAGOGICAL PAPERS (SEMESTER–II)				1X4= 4 CREDITS		
	Course code	**Course title**	**Credits**	**internal marks**	**External marks**	**Total**
5	IBM-E-22205	➢ **Teaching of Bio-Science** ➢ **Teaching of Physical Science** ➢ **Teaching of History & Civics** ➢ **Teaching of Geography** ➢ **Teaching of Mathematics.**	**4**	**20**	**80**	**100**
			Any one language course to be opted by the candidate.				

PRACTICUM: (SEMESTER-II) A+B+C= 4 CREDITS						
6	**PRACTICUM**	**4**	**40**	**60**	**100**

Internship- II	A. **Visit to Special schools/Rehabilitation centers/Drug De- Addiction Centers / Mental hospitals, (Duration 2 Weeks).** B. **Awareness Compaigns on Environment related Issues, Cleanliness Drive, and Visit to Places of Environmental Significance. (2 Weeks).** C. **Workshop on any theme related to core or pedagogical courses of 2nd semester. (1 week).** Activity: Pupil teachers would be required to visit the institutions/centers stated in A & B above and learn personal and professional skills through assessment and observation of structural and functional aspects of these institutions (**Total Duration: A+B+C= 5 Weeks).**

TOTAL CREDITS	**Core Courses : 1+2+3+4= 16 Credits** **Pedagogical Course: 5= 4 Credits** **Internship: A+B+C= 4 Credits** **Total Credits in Semester II: 16+4+4= 24**

Foundations of Education

Course Code: IBM-CR-22101   **Semester Ist**

Max:80
Min: 32

Unit –I: Philosophy and Education

i)   Philosophy and Education: Concept Nature & Scope
ii)   Aims of Education.
iii)   Relationship between Philosophy and Education.
iv)   Functions of Philosophy.

Unit–II: Indian School of Thoughts (Only Three)

i)   Samkhya
ii)   Yoga
iii)   Vedanta
       (With special reference to aims of education of education and practical implications)

Unit-III: Western School of thoughts

i)   Idealism
ii)   Naturalism
iii)   Pragmatism
iv)   Existentialism

   (Vision derived from western school of thoughts and their educational implication)

Unit-IV: Educational thinkers (Indian)

i)   Rabindranath Tagore
ii)   M.K. Gandhi
iii)   Savitribai Phule
iv)   Jiddu Krishnamurti

   (Critical analysis and the implications of their contributions for the contemporary era)

References:

1. An Introduction to Indian Philosophy (2011). Bartley C. J., *Continuum International Publishing Group,* London SEI 7NX & New York, NY 10038.
2. Philosophical foundations of education by A, K Sawheny
3. Modern Philosophies of education by john Seiler Brubacher.
4. Educational Thinkers (2004). Taneja V. R., & Taneja S., *Atlantic Publishers and Distributors*, Delhi.
5. Philosophies of education by Seetharamu A.S, *A P H Publishing Corporation* New Delhi.
6. Four philosophies: Butler.
7. Philosophical foundations of education by J.S walia.
8. Introduction to philosophy by J.N. Sinha

Learning & Development

Course Code: IBM-CR-22102   **Semester: 1ˢᵗ**

Max.Marks:80
Min. Marks:32

Unit-1:   **Psychology and Educational Psychology**

      i)   Concept of Education and Psychology
      ii)   Nature & Meaning of Educational Psychology
      iii)   Functions of Educational Psychology
      iv)   Methods of Studying Behavior. Introspection, observation and experimental method

Unit-II: **Understanding Learner / Stages of Human development**

      i)   Physical, Social, Emotional & Cognitive development during Infancy.
      ii)   Physical, Social, Emotional & Cognitive development during childhood.
      iii)   Physical, Social, Emotional & Cognitive development during Adolescence.
      iv)   Guidance & Counselling for adolescents.

Unit-III: **Learning and learning theories**

      i)   Concept of learning and its nature.
      ii)   Perspective on learning: Behaviourist, Humanistic and Constructivist
      iii)   Factors influencing learning – Personal & Environmental
      iv)   Learning theories (Trial and Error, Classic Conditioning, Operant Conditioning)

Unit-IV: **Motivation**

      i)   Motivation – Nature and types of motivation.
      ii)   Techniques of enhancing learner's motivation.
      iii)   Maslow's Theory of motivation.
      iv)   Personal and Environmental Factors of Motivation.

References:

1. Learning and Individual Difference, Robert and Gagni, Charles E. Merril Publishing Co. Columbus Ohto
2. Theories of Learning, Hilgard, New Delhi, Prentice Hall
3. Theories of Learning, Hilgard, E.R and Bower, G.H, Prentice Hall of India
4. Learning Theory and Personality Dynamics, Mower, O.H, New York; A Ronald
5. Advanced Educational Psychology, R.N Sharma, Atlantic Pub. N.D
6. Educational Psychology, Tara Chand, N.D Anmol Pub.
7. Introductory Psychology, Tony Malion and Ann Birch, McMillion Publishing Company New Delhi Pal gram, Macmillion New YORK
8. Basic Ideas in Educational Psychology, J.s Aggarwal, Shirpa Publications New Delhi
9. Educational Psychology, Berlina and Gage (N.L Gage and David C. Berliner)
10. Advanced Educational Psychology, Chauhan. S, Vikas Publishing House, Pvt. Ltd.

Educational Technology

Course code: IBM-CR-22103   **Semester: 1st**

Max.marks:80
Min.marks:32

Unit-I: Understanding Educational Technology

i) Meaning, nature and objectives
ii) Approaches to educational technology
   a. Hardware and software
   b. Multimedia and mass media
iii) Forms of educational technology.
   a. Teaching technology
   b. Instructional technology
   c. Behavioural technology
iv) Major institutions of educational technology in India:
   a. CIET
   b. EMRC

Unit-II: Innovations in Teaching

i) Micro teaching – meaning, steps, phases, merits & de-merits.
ii) Major skills of micro teaching.
iii) Simulated teaching – meaning, steps, types, advantages and disadvantages.

Unit-III: Programmed Learning.

i) Meaning and Characteristics.
ii) Types of programmed earning.
iii) Computer Assisted learning.

Unit-IV: Information and Communication Technology.

i) Meaning, nature and importance of ICT.
ii) Elements and objectives of communication.
iii) Types of communication.
iv) E- Learning, Blended learning, synchronous and asynchronous learning.

References

1. Bhushan, A. & Ahuja, M. (1992). Educational Technology. Meerut: Vikas Publication
2. Mehra, V (2004). Educational Technology. Delhi: SS publishers.
3. Sharma, R.A. (2005). Educational Technology. Meerut: Modern Publishers.
4. Mangal (2009). Essentials of Educational Technology. Delhi: Anmol Publications.
5. Mehra, V. (2010). A Textbook of Educational Technology. New Delhi: Sanjay Prakashan
6. 8. Mukhopadhyay, M. (1990). Educational Technology – Challenging Issues. New
7. Delhi: Sterling Publishers Pvt. Ltd.
8. Sareen, N. (2006) Information and Communication Technology. Delhi: Anmol Publication.
9. Rosenberg, M.J. (2001): e-learning. New York: McGraw Hill.

Early Childhood Care and Education

Course Code: IBM-CR-22104

Semester: 1st
Max.Marks:80
Min. Marks:32

Unit- I: Concept and Methods

i) Meaning, concept, aims and objectives of ECCE

ii) Need and scope of ECCE

iii) Historical background of ECCE in India

iv) Observation as a method of child study.

Unit- II: Growth and Development

i) Physical and social development during adolescence.

ii) Emotional and Motor-skill Development

iii) Cognitive and Language Development

iv) Development of creativity

Unit- III: -Contribution of Educational Thinkers and Reformers towards ECCE

i) Froebel

ii) Montessori

iii) Tarabai Modak

Unit- IV: -Recommendations, Programs and Agencies

i) Recommendations of NPE 1986

ii) NEP 2020

iii) ECCE programs in India with special reference to ICDS and Anganwadi Centres

iv) Comparative Study of ECCE Programs in India, UK and Finland.

References:

1. Aggarwal, J.C., & Gupta, S. (2007). *Early Childhood Care and Education (Ist Ed.).* NewDelhi: Shipra Publications.
2. Government of India (1986). *National Policy on Education.* Department of Education,New Delhi.
3. Mishra, R.C. (2005). *Early Childhood Education Today.* Prentice Hall Publisher
4. NCERT. (2005). *National Curriculum Framework.* New Delhi.

Teaching of English

Course Code: IBM-E-22105   Semester:1st
                                                                    Max. marks: 80
                                                                    Min.marks: 32

Unit- 1: English Language Teaching in India

i) The origin, consolidation and present position of English in India
ii) Principles of teaching English – Psychological, linguistic & Pedagogical
iii) Problems in Teaching English at the primary and secondary level
iv) Language acquisition and language learning in Indian Context

Unit- II: Approaches and Methods of Teaching English

i) Method, Approach, Procedure and GT
ii) The Behaviourist – Structuralist Paradigm: The Structural Approach and The Audio-Lingual Method
iii) Communicative Language Teaching and Communicational Teaching
iv) The Post Method Era

Unit- III: Developing Language Skills: Testing and Evaluation

i) Reading, Writing, Listening and Speaking: Types and Techniques
ii) Lesson Planning of Prose, Poetry, Vocabulary and Grammar
iii) Figures of Speech: Simile, Metaphor, Personification, Rhythm, Rhyme, Alliteration and Pun.
iv) Evaluating Language Teaching & Learning, testing, its types and qualities

Unit-IV: Grammar and Phonetics

i) Introduction to Speech Sounds in English: Classification & Description
ii) Introducing Grammar: Its Relevance in Second Language Context
iii) Tenses: Present, Past and Future
iv) Auxiliaries and Modals
v) Active & Passive Voice, Direct – indirect speech and Punctuation and simple, complex and compound sentences

References:

1. Balasubramanian, T. (1981): *A Textbook of English Phonetics for Indian Students.* Macmillan India Limited, Mumbai.
2. Bhandari, C.S. and others (1966): *Teaching of English*: A Handbook for Teachers. OrientLongmans, New Delhi.
3. Bhatia, K.K. (2006): *Teaching and Learning English as a Foreign Language*. KalyaniPublishers, New Delhi.
4. Bindra, R. (2005): *Teaching of English.* Radha Krishan Amanda and Co, Jammu.
5. Bright, J.A. and Mc Gregor, G.P. (1981): *Teaching English as aSecond Language*.Longmans, ELBS.

Teaching of Urdu

Course Code: IBM-E-22105   **Semester: 1ˢᵗ**

Max. marks:80
Min.Marks:32

Unit-I: Aims, Objectives and methods of Teaching of Urdu language

i) Origin and development of Urdu language;
ii) Status of teaching Urdu in the present educational arena of Jammu and Kashmir and measures for its development;
iii) Objectives of teaching Urdu at elementary and secondary levels;
iv) Methods of language teaching: Translation, Direct, Structural and Communication approaches;

Unit-II: Acquisition of language skills

i) Listening: Describe listening, Art of listening, teaching of listening through activities,
ii) Speaking: Describe speaking, teaching speaking through activities, Pronunciation, Recitation and Punctuation;
iii) Reading: Describe reading, Reading through different activities-loud, silent, intensive and extensive;
iv) Writing: Describe writing, Teaching of writing, punctuation qualities of good hand writing, Developing writing skills through classroom activities;

Unit-III: Planning and Evaluation

i) Teaching of prose and lesson planning;
ii) Teaching of poetry and lesson planning;
iii) Purpose and Concept of Evaluation in Urdu;
iv) Techniques of evaluation, Teacher made test, Examination paper made design, Various types of questions and their use in evaluation;

Unit-IV: Subject Content (History and Development of Urdu Literature)

i) Fort William College, Aligarh Tehreek, Taraqi Pasand Tehreek, Jadeedyet;
ii) Main Schools of thought: Dabistan-i-Delhi, Dabistan-i-Lucknow;
iii) Definition and brief history of Urdu Ghazal, Nazm, Afsana and Novel.

Suggested Readings

Name of Book	Author	Publisher
Urdu Kaisey Likhen	Rasheed Hassan Khan	Maktaba Jamia Limited, Jamia Nager, Delhi
Funn-i-Tadrees-I-Urdu	Aen Aen Aarif	Sheikh Mohammad Usman, Gowkadal, Srinagar
Urdu Tadrees	Farman Fatehpuri	Alwaqar Publications Lahore
Tadrees-i-Urdu	Mohi-Ud-Din Buch	Gulshan Publishers, Lal Chowk Srinagar
Urdu Zaban Ki Tadrees	Moin Ud Din	National Council for Promotion of Urdu Language, Delhi
Tadrees-I-Adab-I-Urdu	Noor Ul Hassan Naqvi	Educational Book House, Aligarh

Teaching of Kashmiri

Course Code: IBM-E-22105

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Semester:1ˢᵗ
Max.marks:80
Min. marks:32

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Unit I: Introduction to Kashmiri

i)   Kashmiri as a subject in the present linguistic diversity of the country.
ii) Kashmiri: Linguistic profile, Origin and development.
iii) Mother tongue: an instrument of cognitive growth, social tolerance, divergent thinking and scholastic achievement at elementary and secondary stages of learning.

Unit- II: Language Skills

i)   Developing Language Skills in Kashmiri: Reading and Writing
ii) Description of Kashmiri Vowels and Consonants.
iii) Features of supra-segmental phonemes: Stress, Rhythm and Intonation.

Unit- III: Reading and Writing

i)   Loud Reading and Silent   Reading, Teaching Reading Comprehension, Obstacles to Efficient Reading vs. Extensive Reading, Teaching Prose and Teaching Poetry.

ii) Essential Marks of good handwriting in Kashmiri Perso-Arabic Script and free competition, Teaching the Mechanism of Writing, Importance of correction work.

Unit- IV: Grammer

i)   Teaching of Kashmiri Grammar: Phonology, Morphology andSyntax.
ii) Teaching of Vocabulary: Foreign Influences on KashmiriVocabulary:
Sanskrit, Persian, Urdu and English.

References

1. Altaf, Shafqat, 2014 , Foreign Influences on Kashmiri Vocabulary : A Cultural Account. Srinagar: Meezan Publishing House (Reprinting 2022)

2. Bhat, R, K. 1987 A Descriptive Study of Kashmiri New Delhi: Amar Prahashan.

3. Grierson , George A. 1911. Standard Manual of the Kashmiri Language, 2 vols. Srinager: Gulshan Publishers (Reprinted 2007)

4. Grierson , George A. 1911.Lingustic survey of India Vol. 8 part (Specimen'sof Dardic or Pisacha Languages Including Kashmiri). Motilal Banarsidar. (Reprinted 1968)

5. Koul O. N, Wali Kashi, 2004 . Dunwoody press Springfield.

6. Monawar Naji. Shafi Shauq 1978. Kashir Adbuk Tawereek. Department of Kashmiri ,University of Kashmir.

7. Shauq Shafi , 2012, Kaeshruk Grammar , Sringer: Ali Mohmmad & sons.

Teaching of Hindi

Course Code: IBM-E-22105   **Semester: Ist**

Max. marks:80
Min. marks:32

Unit-I: Position and methods of Hindi Teaching

i)	Origin and development of Hindi language.
ii)	Objectives of teaching Hindi at elementary & secondary levels.
iii)	Role of Hindi as a link language in India.
iv)	Problems of Hindi Teaching.
v)	Translation method
vi)	Play way method
vii)	Direct method
viii)	Structural approach

Unit-II: Reading & Writing

i)	Concept, Meaning and Importance of Reading
ii)	Types of reading silent/loud, extensive & intensive,
iii)	Reading defects and their cure.
iv)	Quality of good handwriting.
v)	Defects in writing skills and their improvement.
vi)	Summarizing and elaborating
vii)	Essay writing/Letter writing

Unit-III: Teaching of Prose and Poetry

i)	Teaching of Prose and Lesson planning Prose
ii)	Teaching of Poetry and lesson planning Poetry
iii)	Concept and meaning of evaluation
iv)	Criteria of a good language test
v)	Error analysis and remedial teaching

Unit-IV: Content

i)	Standard sounds of Hindi, Vowels, and consonants correct pronunciation in Hindi.
ii)	Definition & Kinds of Nouns & Adjectives.
iii)	A detailed description of the life & works contribution of Kabir and Tulsi

Suggested Readings
1. Kabir's Dohe (7th & 9th Grade Texts)
2. Mekadevi's Murjaya Phool (7th Grade Text)
3. Giloo (Story) – (8th Grade Textbook)
4. Nilakant-(10th Grade Text)

PRACTICUM: (SEMESTER-I) A+B+C= 4 CREDITS

	Credits	internal	external	Total
PRACTICUM	4	40	60	100

Internship-I	**A. Assessment of ICDS Centers (1 week)** **B. Visit to schools for assessment and observation from Foundational to Middle stage. (3 weeks)** **C. Workshop on any theme related to core or pedagogical courses of 1st semester (1 week)** Activity: Pupil teachers would be required to visit the institutions/centers stated in A & B above and learn personal and professional skills through assessment and observation of structural and functional aspects of these institutions **(Total Duration: A+B+C= 5 Weeks)**

CORE PAPERS (SEMESTER-II) 4X4 = 16 CREDITS

	Course code	Course title	Credits	internal marks	External marks	Total
1	IBM-CR-22201	Development of Education in India	4	20	80	100
2	IBM-CR-22202	Environmental Education	4	20	80	100
3	IBM-CR-22203	Mental Health & Hygiene	4	20	80	100
4	IBM-CR-22204	Inclusive practices in Education	4	20	80	100

PEDAGOGICAL PAPERS (SEMESTER–II) 1X4= 4 CREDITS

	Course code	Course title	Credits	internal marks	External marks	Total
5	IBM-E-22205	➢ Teaching of Bio-Science ➢ Teaching of Physical Science ➢ Teaching of History & Civics ➢ Teaching of Geography ➢ Teaching of Mathematics.	4	20	80	100

Any one language course to be opted by the candidate.

PRACTICUM: (SEMESTER-II) A+B+C= 4 CREDITS

		Credits	internal	External	Total
6	**PRACTICUM**	**4**	**40**	**60**	**100**

D. Visit to Special schools/Rehabilitation centers/Drug De- Addiction Centers / Mental hospitals, (Duration 2 Weeks).

E. Awareness Compaigns on Environment related Issues, Cleanliness Drive, and Visit to Places of Environmental Significance. (2 Weeks).

Internship- II

F. Workshop on any theme related to core or pedagogical courses of 2nd semester. (1 week).

Activity: Pupil teachers would be required to visit the institutions/centers stated in A & B above and learn personal and professional skills through assessment and observation of structural and functional aspects of these institutions **(Total Duration: A+B+C= 5 Weeks).**

TOTAL CREDITS

Core Courses : 1+2+3+4=   16 Credits
Pedagogical Course: 5=   4 Credits
Internship: A+B+C=   4 Credits

Total Credits in Semester II: 16+4+4= 24

Development of Education System in India

Course Code: IBM-CR-22201   **Semester: 2nd**

Max. marks:80
Min. marks:32

Unit-I: Education in Ancient & Medieval India

   i)   Vedic Education
   ii) Buddhist Education
   iii) Muslim Education
        Detailed description of Salient Features, Objectives, Curriculum, Methods of Teaching
        Role of teacher in these system of Education

Unit-II: Colonial Educational Policies

   i)   Macaulay's Minutes (1835)
   ii) Wood's Dispatch (1835)
   iii) Calcutta University Commission (1817)
   iv) Sargent Report (1944)

   (With special reference to their major recommendations)

Unit-III: Education in Post –Independence Era

   i)   Bhagwan Sahai Committee Report
   ii)   Radhakrishnan Committee   (1948-49)
   iii) Secondary Education Commission (1952-53)
   iv)   Indian Education Commission (1964-66)
   v)   National Policy on Education (1986)
   vi)   National Curriculum Framework (NCF-2005)
   vii) National Educational Policy (2020)

   (With special reference to their major recommendations)

Unit-IV: Issues of Indian Education

   i)   Universalisation of Elementary
   ii) Open & Distance Learning (ODL)
   iii) Women Education
   iv) Education for Disadvantaged sections of society

References:

1. Gupta, V.K., & Gupta, A. (2005). *Development of education system in India.* Ludhiana:Vinod publication.
2. Jayapalan, N. (2002). *Problems of Indian education*. New Delhi: Bhargava Publication.
3. Sachdeva, M.S., & Umesh. (2005). *A Modern approach to education in emergingIndian society*. Ludhiana: Vinod publication.
4. Sodhi, T.S. (2005). *Development of Education System in India.* Patiala: Bawa Publications.
5. Development of Education Systems in India (2012). Ganai M. Y., & Bhat S. A., *Dilpreet Publishing House* New Delhi (India).
6. http://en.wikipedia.org/wiki/Sarva_Shiksha_Abhiyan.

Environmental Education

Course Code: IBM-CR-22202   **Semester:2nd**

Max. marks:80
Min. marks:32

Unit I: Environmental Education and Literacy

i.	Concept and need of environmental education;
ii.	Formal and informal means of environmental education;
iii.	Environmental Training and Communication,
iv.	Consumerism and Environment, Culture and Environment, Values and Environment,
v.	Concept and framework for assessing environmental Literacy.

Unit II: Environment and Development

i.	Concept of Sustainable Development, Sustainable Development Goals (SDG),
ii.	Carbon foot print and Green foot print,
iii.	Interrelationship between population growth, environment and development,
iv.	Environment-Development Divide.

Unit III: Environmental Problems and Issues

i.	Pollution (Air, Water, Soil, & Plastic),
ii.	Global warming and Climate change,
iii.	Biodiversity loss, Deforestation,
iv.	Acid rain, Ozone depletion, Water crisis, Waste production**.**

Unit III: Environmental Governance, Policy making and Advocacy

i.	Concept of Environmental Governance-Global and Indian Perspective,
ii.	Issues and challenges in Environmental Governance,
iii.	Role of institutions in Governance and policy, Environment and Politics,
iv.	The Environmental Kuznets Curve (EKC),
v.	Corporate Environmental Responsibility, Environmental Ethics.

References:

1. Joy, P., & Neal, P. (1994). *The handbook of environmental education*. London: New FetterLane
2. Sharma, R. G. (1986*). Environmental Education.* New Delhi: Metropolitan Book Co.,
3. Sharma, R. A. (2008). *Environmental Education*. Meerut: R. Lall Books Depot.
4. Sharma, B. L., &Maheswari, B. K. (2008). *Education for Environmental and Humanvalue.* Meerut: R. Lall Books Depot.
5. Singh, Y. K. (2009). *Teaching of environmental science*. New Delhi: APH PublishingCorporation.
6. Sharma, V. S. (2005). *Environmental education.* New Delhi: Anmol publication.
7. Reddy, P. K., & Reddy, N. D. (2001). *Environmental Education*. Hyerabad: Neel Kamalpublications.

Mental Health and Hygiene

Course code: IBM-CR-22203   **Semester:2nd**

                                                                  Max. marks:80
                                                                  Min. marks:32

Unit-I: Mental Health &Mental Hygiene

i)   Meaning &Concept of Mental Health and Hygiene.

ii)   Characteristics of Mentally Healthy Person.

iii)   Principle of Mental Hygiene, Preventive, Constructive & Curative Measures.

iv)   Affect of Mental Hygiene on Mental Health.

v)   Factors affecting Mental Health.

Unit-II: Adjustment & Mal-adjustment

i)   Meaning & Concept of Adjustment & Mal-adjustment.

ii)   Adjustment disorder Caused by Stressful life.

iii)   Dynamics of Adjustment and Coping Strategies.

iv)   Factors determining Mental Health (Physical & Social).

v)   Relationship between Mental Health and Adjustment.

Unit-III: Adjustment Mechanism

i)   Meaning of Defence Mechanism.

ii)   Defence Mechanisms- Projection, Identification, Compensation & Reaction Formation.

iii)   Positive results of Defence Mechanism.

iv)   Defence Mechanisms Stop being helpful as a Coping Strategy.

Unit-IV: Methods for the Preservation of Mental Health

i)   Psychotherapy.

ii)   Parent Support & Peer Support.

iii)   Hypnosis &Catharses.

References:

1) The Dynamics of Personal Adjustment, Lehnar and Kube, England; Cliffs Prentice Hall,1964
2) The Psychology of Adjustment, Shaffer and Shoben, New York; Hought Miffin,1956
3) Mental Hygiene, The Dynamics of Adjustment, Carrol, Herbert A, New York; Prentice Hall, Inc. 1969
4) Adolescent Development and Adjustment, Crow Lioter D. and Alice Crow, New York; McGraw Hill Book Co. 1965
5) Patterns of Adjustment, Lazarrus, Richards, New York; McGraw Hill Book Co. 1976
6) Health Observation of School Children, Wheatlev, George M and Grace T. Hallock, New York; McGraw Hill BOOK Co. 1965

<div align="center">**Inclusive Practices in Education**</div>

Course Code: IBM-CR-22204   **Semester: 2ⁿᵈ**

Max. marks:80
Min. marks:32

Unit-I: Inclusive Education

    i)   Concept and Importance

    ii) Aims, Objectives and Principles

    iii) Types and Characteristics

    iv) Inclusion and Integration

Unit-II: Inclusive Practices in Classrooms

    i)   School Readiness-(technological, pedagogical and attitudinal)

    ii) Role of Teachers & administrators in inclusive practices in schools

    iii) Barriers in Implementation

    iv) Strategies to Improve

Unit-III: Special Education

    i)   Concept, Scope and Principles

    ii) Characteristics of Special Education

    iii) Identification and assessment of CWSN

    iv) Educational Provisions for CWSN.

Unit-IV: Special Education Interventions

    i)   Scope and Significance

    ii) Effectiveness of early intervention

    iii) Methods of Provision

    iv) Effective Instructions for SWD

References:

Deno, E. (1973), Instructional Alternatives for Exceptional Children, Reston, V.A. Council for Exceptional Children.

Heward, W.L. (2000), Exceptional Children: An Introduction to Special Education (6th ed.), Upper Saddle River, New Jersey; Merrill.

Kneedler, R. (1984), Special Education for Today, Englewood Cliffs, N.J.: Printice Hall.

Lewis, R.B. and D.H. Doorlag (1995), Teaching Special Students in the Mainstream (4th ed.), Upper Saddle River, N.J.: Merrill.

Mangal S.K. (2007), Educating Exceptional Children: An Introduction to Special Education, PHI Learning Private Learning, New Delhi.

Nancy Hunt and Kathleen Marshal (1992), Exceptional Children and Youth, Boston: Houghton Mifflin Company.

Page, J.D. (1976), Abnormal Psychology, New Delhi: Tata McGraw-Hill.

Parveen, A. & Pujja, J.A. (2016), Inclusive Education, Directorate of Distance Education University of Kashmir Hazratbal, Srinagar. https://www.researchgate.net/publication/360836398_Inclusive_Education/link/628e000c6daa 040 6c612858f/download

Parveen, A. (2015), Special Education, Directorate of Distance Education University of Kashmir Hazratbal, Srinagar. http://ddeku.edu.in/Files/2cfa4584-5afe-43ce-aa4b-ad936cc9d3be/Custom/special%20education%2013%20(1).pdf

Scott E.P., (1982), Your Visually Impaired Student: A Guide for Teachers, Baltimore: M.D. University Park, Press.

Smith, Deborah Deutsch (1992), Introduction to special education: teaching in an age of challenge, Allyn and Bacon, A Division of Simon and Schuster, inc. 160 Gould street Needham Heights, MA 02194. ISBN 0- 205-13315-0.

Stephens, T.M., A.E. Blackhurt and L.A. Maglicocia (1983), Mainstreaming Students, New York: John Wiley.

Torres, I. and A.L. Corn (1990), When You Have a Visually Impaired Student in Your Classroon: Suggestions for Teachers (2nd ed.), New York: American Foundation for the Blind.

Ysselldyke, J.E. and Bob Algozzine (1990), Introduction to Special Education (2nd ed.), Boston: Houghton Mifflin Company.

Teaching of Bioscience

Course Code: IBM-E-22205   **Semester:2nd**

Max. marks:80
Min. marks:32

Unit I Basics of Bioscience

   i)   Bioscience: history and importance in daily life
   ii)   Nutrition (autotrophic and heterotrophic), nutrition in human beings
   iii)   Processes of respiration and photosynthesis
   iv)   Nervous system (human brain)
   v)   Environment: ecosystem and its components, biodiversity conservation

Unit II Planning for teaching of Bioscience

   i)   Importance and place of Bioscience in school curriculum
   ii)   Objectives of teaching Bioscience with special reference to the development of thinking and process skills
   iii)   Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
   iv)   Developing unit plans, lesson plans and remedial/enrichment plans using combinations of various processes.
   v)   Planning for conduct of activities, experiments and laboratory work in Bioscience

Unit III Teaching-learning processes in Bioscience

   i)   Inductive and deductive approach
   ii)   Experimentation
   iii)   Demonstration
   iv)   Discussion
   v)   Investigatory projects
   vi)   Observation-based survey
   vii)   Problem solving

Unit IV Teaching-learning resources in Bioscience

   i)   Textbook, reference books, encyclopaedia, science kits, and alike
   ii)   Science quiz, science fair, science club, science museum
   iii)   Field trips, excursion and related activities.
   iv)   Layout and design of the Bioscience laboratory.
   v)   Storage of apparatus, consumable and non-consumable items/materials
   vi)   Maintenance of laboratory records.
   vii)   Maintenance of Aquarium.

References/Suggested Readings

Books

1. Science Textbook for Class X and IX by NCERT, New Delhi
2. Chiappetta, L. Eugene and Koballa, R. Thomas (2010) Science Instruction in the Middle and Secondary Schools, Seventh Edition, Allyn& Bacon
3. Collette, Alfred T. and Eugene L. Chappetta, (1994) Science Education in the Middle and Secondary Schools; MacMillan: N. Y.
4. Driver, R., Squires, A., Rushworth, P. and Wood- Robinson, V. (2006) Making Sense of Secondary Science: Research into Children's Ideas, London: RoutledgeFalmer.
5. Martin R., Sexton, C. Wagner, K. Gerlorich, J. (1998) Science for all Children: Allyn and Bacon: USA.
6. Pollard, A (2005) Reflective Teaching, London: Continuum.
7. Reiss, M. (Ed.). (1999) Teaching Secondary Biology. Association for Science Education.
8. Siddiqi and Siddiqi. (2002) Teaching of Science Today and Tomorrow, Doaba House, New Delhi.
9. Siddiqi and Siddiqi. Teaching of Biology, Doaba House, New Delhi.
10. Sundarajan, S. (1995) Teaching Science in Middle School : A Resource Book. Orient Longman: Hyderabad.
11. Turner, T. & Dimatea, W. (1998) Learning to Teach Science in Secondary School, Routledge Publication, USA.
12. UNESCO (1966) Source Book for Science Teaching: UNESCO: Paris.
13. Vaidya N. (1999) Science Teaching for the 21st Century, Deep and Deep Publishers.
14. Wallace, J and Louden, W. (Eds.)(2001) Dilemmas of Science Teaching: Perspectives on Problems of Practice. Routledge, London.
15. Wellington, J. (2004) Teaching and Learning Secondary Science – Contemporary Issues and Practical Approaches, London: Routledge.

Journals

- School Science Journal by NCERT, New Delhi
- Science and Education (https://www.springer.com/journal/11191)
- The American Biology Teacher (https://online.ucpress.edu/abt)
- Journal of Biological Education (https://www.tandfonline.com/journals/rjbe20)

Teaching of Physical Science

Course Code: IBM-E-22205   **Semester:2nd**

Max. marks:80
Min. marks:32

Unit-I: Background

i.   Historical Background and Motivation for Physical Sciences.
ii. Role & importance in daily life.
iii. Path tracking discoveries due to Isaac Newton ,Albert Einstein, Neils Bohr, Stephen Hawking, Antoine Lavoisier, C.V. Raman, Chandrasekhar, Meghnad Saha ,J. C.Bose.
iv. Importance &place of Physical Science in school curriculum
v.   Objectives,ofteachingPhysicalSciencewithspecialreferencetotheTaraDaviSeminar, Koari Commission & Ishwar Bhai Committee

Unit-II: Methodology:

i)   Lecture Method
ii) Demonstration method
iii) Demonstration-cum-Discussion method
iv) Inductive deductive method
v)   Project method

Unit-III: Content-Physics

(i)   Measurement: Time, length and Mass. Reference Frame and concept of origin.
(ii) Newton's Laws of motion, universal law of gravitation, Kepler's Laws.
(iii) Concept of heat, temperature and energy transfer, engines.
(iv) Light and its applications Telescope and Eye
(v)   Charge, current, voltage, power and transformer.
(vi) Transverse and longitudinal waves, Electromagnetic waves and Sound waves.

Unit-IV: Content-Chemistry

(i)   Chemical reactions and its types.
(ii) Electronic concept of oxidation and redox reactions.
(iii) Endo thermic and exothermic reactions, Rate of a reaction.
(iv) Elementary idea of Electrochemical cell and dry cell.
(v)   Rusting of iron &its preventive measure.
(vi) Concept of Mole and its quantification.

References:

1. V.K. (1998): *How to Teach Science.* Vivek Publishers, Ambala.

2. Kumar, Amit (2002): *Teaching of Physical Sciences*. Anmol Publications, New Delhi.Mangal, S.K. (1997): Teaching of Science, Arya Book Depot, New Delhi.

3. Mohan, Radha (2002): *Innovative Physical Science Teaching Methods*. P.H.I, New Delhi.

4. Sharma, R.C. (1998): *Modern Science Teaching*. Dhanpat Rai and Sons, New Delhi.

5. Vaidyas, Narendra (1996): *Science of Teaching for 21st Century*. Deep and DeepPublishers, New Delhi.

<p align="center">**Teaching of History and Civics**</p>

Course Code: IBM-E-22205   **Semester:2nd**

<div align="right">

Max. marks:80
Min. marks:32

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UNIT-I: Nature and Scope of Social Sciences

   i. Social sciences and social studies- a conceptual framework
  ii. History: meaning, nature and scope
 iii. History and its relation with other social sciences
  iv. Aims and objectives of teaching history at secondary level
   v. Values of teaching history at regional and international level

UNIT-II: Methodology and Curriculum in History

   i. Methodology of teaching history: source method, project method, narration method and role-play method
  ii. Place of history in school curriculum
 iii. Approaches to curriculum organization: chronological, topical, concentric, correlation
  iv. Teacher and curriculum planning: hidden curriculum, teacher and text book
   v. Gender and history

UNIT-III: Themes in World History

   i. Renaissance and enlightenment movements
  ii. Colonialism and the making of new world order: world war-i and world war-ii
 iii. Uno: formation and role
  iv. De colonialization in Asia
   v. Nam: role

UNIT-IV: Themes in Indian History

   i. Makers of india: Ashoka, Akbar, M.K. Gandhi
  ii. India's struggle for independence: revolt of 1857, Indian national congress, Muslim league and quit india movement
 iii. Indian constitution: main features
  iv. Understanding regional history: Kashmir culture: main features
   v. Makers of kashmiriyat: abnavgupta, budshah, shaikul alam, lal ded

<div align="center">**Teaching of Geography**</div>

Course Code: IBM-E-22205   **Semester:2ⁿᵈ**

<div align="right">**Max. marks:80**
Min. marks:32</div>

Unit-I: **Nature and Scope of Social Sciences**

   i)   Meaning, nature, scope and structure of Geography
   ii)   Interrelationship of geography with social sciences- History and Economic
   iii) Importance of Geography in day to day life and its role in international understanding
   iv)   Study of home region and importance of local Geography in teaching.
   v)   Instructional objectives of teaching Geography at secondary level.

Unit-II: **Instructional Planning**

   i)   Methods: Lecture, Demonstration, Inductive and Deductive, observation, project and Problems solving
   ii)   Content Analysis, Writing objectives in behavioural terms.
   iii) Lesson planning: Meaning, significance, principles and steps involved in planning a geography lesson.

Unit-III: **Learning Resources**

   i)   Importance and use of: Maps, Globe, Models, Graphs, Atlas, Satellite, Imaginaries and Computer
   ii)   Geography Laboratory: Its need, importance and instrument
   iii) Role of Remote Sensing in Geography

Unit-IV: **Content (General and Local Geography)**

   General Geography:

   i)   Concept of Latitude, Longitude and Graticule
   ii)   Atmosphere- Composition, structure and Role
   iii) Lithosphere- Composition and Major land forms
   iv)   Hydrosphere- Composition and Importance
   v)   Biosphere- Concept, Significance and Role
   vi)   Population- Growth, distribution and density

   Geography of J and K
   (i)   Topography and Climate.
   (ii)   Drainage System
   (iii) Natural Vegetation
   (iv)   Tourism and Horticulture

Course Code: IBM-E-22205   **Semester:2nd**

Max. marks:80
Min. marks:32

Unit- I: Mathematics Teaching: Scope and objectives

    i.   Concept of Mathematics.
    ii.   Place of Mathematics in the Modern World.
    iii.   Nature, Importance and Place of Mathematics in school curriculum.
    iv.   Aims and Objectives of teaching Mathematics at different stages:
    v.   Elementary ii) Secondary and iii) Higher Secondary level.
    vi.   Correlation of Mathematics with other subjects and with real life situations.

Unit -II: History of Mathematics

    i.   Contribution of Mathematicians- pre-middle age, post-middle age, modern age: with reference to India - Aryabhatta, Brahmagupta, Bhaskaracharya, Ramanujan, Shankuntala Devi, Harish Chandra.
    ii.   Contribution of eminent mathematicians of western countries: Pythagoras, Plato, Blaise Pascel, Napier, Sir Isaac Newton, Gauss, Euclid, Euler and Einstein.
    iii.   Contribution of Arabs and Greeks to the development of mathematics.

Unit -III: Assessment & Evaluation of Mathematics learning

    i.   Assessment of critical thinking, logical reasoning and to discourage mechanical manipulation and rote learning)-
    ii.   Planning of evaluation mathematics
    iii.   Formative, Summative and predictive evaluation in mathematics
    iv.   Continuous and compressive evaluation (CCE) in mathematics at secondary level.

Unit -IV: Pedagogical analysis of learning engagement

Pedagogical analysis of the activities, learning experiences and evaluation techniques of the following contents at secondary level-

    i.   Number system
    ii.   Measures of central tendency
    iii.   Congruency and similarity
    iv.   Trigonometrically ratios and identities
    v.   Area and Volume
    vi.   Profit, loss and partnership
    vii.   Compound interest
    viii.   Graphical representation data

Text Books:

- Kulshrestha, A. K., Teaching of Mathematics, Meerut, R. Lall book depot.
- Chambers, Paul, Teaching Mathematics,Sage South Asia, New Delhi.
- Sidhu, K.S., The Teaching of Mathematics. Sterling Publishers, NewDelhi.

Reference Books:

- Cliffford. A. Pickover, The Math Book: From Pythagoras to the 57[th]Dimension, 250 Milestones in the History of Mathematics, Sterling Milestones.
- Paul Chambers, Teaching Mathematics, Sage South Asia New Delhi.
- Paul Ernest, The Philosophy of Mathematics Education. RoutledgeFalmer.
- Edigar Marlow and Rao Digrumarti Bhaskara, Teaching Mathematics
- Successfully, New Delhi: Discovery (DPH)
- Roberts Charles, Introduction to Mathematical Proofs: A Transition. CRCpress LLC.
- Agrawal S.M. Teaching of Modern Mathematics Dhanpat Rai & Sons, Delhi.
- Jagadguru Swami: Vedic Mathematics, Moti Lal Banarasidas Publisher, Delhi
- Kapur J.N. Modern Mathematics for Teachers, Arya Book Depot, New Delhi

THREE YEAR INTEGRATED B.Ed - M.Ed SYLLABUS FOR SEMESTER–3rd

CORE PAPERS: **4X4 = 16 CREDITS**

S .No	Course code	Course title	Credits	Internal Marks	External Marks	Total
1	IBM-CR-22301	**Basics in Teacher Education**	4	20	80	100
2	IBM-CR-22302	**Fundamentals of School Management**	4	20	80	100
3	IBM-CR-22303	**Curriculum Development**	4	20	80	100
4	IBM-CR-22304	**Guidance and Counseling in Educational Setting**	4	20	80	100

PEDAGOGICAL PAPERS: **1X4= 4 CREDITS**

	Course Code	Course Title	Credits	Internal Marks	External Marks	Total
5	IBM-E-22305	➢ **Gender, School and Society** ➢ **Instructional Technology** ➢ **Personality Development**	4	20	80	100
			The students must select just one elective paper from the available options.			

PRACTICUM: 4 CREDITS		Credits	Internal Marks	External Marks	Total
6	**PRACTICUM**	4	40	60	100

Internship-III	**Development of Techno-Pedagogical Skills through** **A)** **Innovative Techniques and Approaches** **B)** **ICT Skills (e-content /ppt's/use of hardware and software technology, Artificial Intelligence in teaching-learning)** Pupil teachers would be required learn the techno-pedagogical skills as stated in A and B. **(Total Duration: A+B= 3 Weeks)**
TOTAL CREDITS	**Core Courses : 1+2+3+4=** **16 Credits** **Elective Course:** **5=** **4 Credits** **Internship: 6- A+B=** **4 Credits** **Total Credits in Semester 3rd: 16+4+4= 24'**

<div align="center">**Basics in Teacher Education**</div>

Course Code: IBM-CR-22301   **Semester: 3rd**

<div align="right">Max Marks: 80

Min. Marks: 32</div>

Course Outcomes

After the completion of this course the students will be able to:

➢ *Demonstrate a deep understanding of the subject matter being taught, including its key concepts, principles, theories, and historical developments.*
➢ *Acquire skills in creating a positive and inclusive classroom environment, managing student behavior, and fostering a respectful and conducive learning atmosphere.*
➢ *Design, implement, and interpret various forms of assessments to gauge student learning, and use assessment data to inform instructional decisions.*
➢ *Utilize educational technology effectively to enhance teaching and learning, and foster digital literacy skills among students.*

Unit-I: Understanding Teacher Education

i) Meaning and scope of teacher education
ii) Types of Teacher Education programmes (Pre-service & In-service)
iii) Aims and objectives of teacher education at primary, secondary and higher level
iv) Challenges of teacher education in India

Unit-II: Policy Perspectives in Teacher Education

i) National Commission on Teachers (1983-85)
ii) National Policy on Education (1986)
iii) NCFTE (2009)
iv) Justice Verma Committee (2012)
v) National Education Policy (2020)

Unit-III: Professionalism in Teacher Education

i) Concept of Profession; Teaching as a Profession
ii) Professional Ethics and Code of Conduct for Teachers
iii) Role and Responsibilities of Teachers and Teacher Educators
iv) Teacher competence and teacher effectiveness

Unit-IV: Agencies of Teacher Education

i) Disrict Institutes of Education and Training (DIET)
ii) State Council of Educational Research and Training (SCERT)
iii) Regional Institutes of Education (RIE's)
iv) National Council for Teacher Education (NCTE)
  (With special reference to the composition and functions)

References

1. Beck, Clive & Clark Kosnik Albany (2006): Innovations in teacher education: A social constructivist approach. London: State University of York.

2. Louis, Lawrence & Keith (2004). A guide to teaching practice (5th Edn.). London and New York: Routledge Falmer.

3. Darling Harmmond, Linda and Bransford, John (2005). Preparing teachers for a changing world. Son Francisco: John Wiley & Sons.

4. Day, C. and Sachs, J. (Ed.) (2004). International Handbook on the Continuing Professional Development of Teachers. Maidenhead: Brinks Open University Press.

5. Govt. of India (1953). Report of Secondary Education Commission. New Delhi.

6. Govt. of India (1986/1992). National policy of education. New Delhi: Dept. of Education, MHRD.

7. Govt. of India (1996). Report of Indian Education Commission (1964-66). New Delhi.

8. Herne Steve, Jessel John and Griffith, Jenny (2000). Study to teach: A guide to studying in teacher education. London and New York: Routledge Falmer..

9. Fred, et al. (2001). Linking practice and theory: The pedagogy of realistic teacher education. New York: Lawrence Erlbaum Associates.

10. Loughran, (2006). Developing a pedagogy of teacher education: Understanding teaching and learning about teaching. New York: Routledge.

11. Miyan, M. (2004). Professionalisation of teacher education. New Delhi: Mittal Publications.

12. Mukhopadhyay, Sudesh and Kumar, K (2001). Quality profiles of secondary schools. New Delhi: NIEPA.

13. NCERT (1997). Code of professional ethics for teachers. New Delhi.

14. NCTE (1998). Competency based and commitment oriented teacher education for quality school education: Pre-service education. New Delhi.

15. NCTE (2009). Curriculum framework of teacher education. New Delhi.

16. NCTE (2014). Norms and guidelines of teacher education programme. New Delhi.

17. Siddiqui, M.A. (1993). In-service education of teachers. New Delhi: NCERT.

18. Yadav, M.S. and Lakshmi, T.K.S. (2003). Conceptual inputs for secondary teacher education: The instructional role. New Delhi: NCTE.

Fundamentals of School Management

Course Code: IBM-CR-22302

Course Outcomes

After the completion of this course the students will be able to:

> *Attain the conceptual clarity of school management and its essential aspects.*
> *Develop skills in planning and implementing conventional administrative procedures and realize the multifaceted role of a teacher/head teacher.*
> *Promote an understanding and appreciation of becoming an effective teacher and acquaint them with knowledge necessary for required skill development.*
> *Achieve comprehensive understanding of leadership and also develop a powerful background in critical thinking and decision making.*

Unit-I: Understanding School Management

    i) Concept, Objectives and Scope of School Management
    ii) Principles of School Management
    iii) Functions of School Management
    iv) Constituents of Educational Management

Unit-II: Institutional Planning

    i) Meaning and Nature of Institutional Planning
    ii) Need and Importance of Institutional Planning
    iii) Characteristics of Institutional Planning
    iv) Steps for the Preparation of an Effective Plan

Unit-III: Administration and Supervision

    i) Meaning and Nature of Supervision
    ii) Scope and Principles of good Supervision
    iii) Meaning and Functions of Administration
    iv) Characteristics of Administration

Unit-IV: Decision Making

    i) Meaning and Levels of Decision Making
    ii) Basis and Elements of Decision Making
    iii) Types of Decisions
    iv) Problems in Decision Making

References

1. Aggarwal, J.C. (2007), School management, Shipra publication, Daryagunj, New Delhi.

2. Famulavo Joseph, (1986): Hand book of Human resource Administration, M C Graw Hills, New York.

3. Haseen Taj, (2008). Current challenges in education, Neelkamal publications, Hyderabad.

4. Jagannath Mohanthy, (2007), Educational management supervision school organization, Neelkamal Publications Private Limited, Hyderabad.

5. Jandhyala B. G. (1992) Educational planning at Grass roots, Ashish publishing house, New Delhi.

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Curriculum Development

Course Code: IBM-CR-22303

Course Outcomes

After the completion of this course the students will be able to:

> *Get familiar with the various methods, approaches, and strategies of curriculum evaluation.*
> *Critically evaluate the curriculum models for different educational contexts and objectives.*
> *Analyze the key principles and recommendations outlined in policy perspectives.*
> *Interpret various guiding principles for planning and implementing core curriculum.*

Unit-1: Understanding Curriculum

   i) Meaning, Aims and Functions of Curriculum
   ii) Determinants of Curriculum:
      a. Philosophical
      b. Sociological
      c. Psychological
   iii) Types of Curriculum:
      a. Subject Centered
      b. Learner Centered
      c. Activity Centered

Unit-II: Designing Curriculum

   i) Principles of Curriculum Construction
   ii) Curriculum Planning and its Issues
   iii) Curriculum Content: Curriculum and Culture, Knowledge and Values
   iv) Core-Curriculum-Problems and Implications

Unit-III: Models of Curriculum

   i) Grass Root Model
   ii) Administrative Model
   iii) Competency Based Model

Unit-IV: Curriculum Evaluation

   i) Meaning and Importance of Curriculum Evaluation
   ii) Approaches to Curriculum Evaluation
   iii) Strategies for Evaluation of Curriculum
   iv) Interpretation of Evaluation Results

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Guidance and Counselling in Educational Setting

Course Code: IBM-CR-22304   **Semester: 3rd**

Course Outcomes

lAfter the completion of this course the students will be able to:

> *Develop self-awareness, self-reflection, and self-care practices to maintain their own well-being and prevent burnout.*
> *Demonstrate an understanding of the key concepts and principles of major counseling theories and the skills necessary to apply them effectively in their future counseling practice.*
> *Engage in supervision and consultation processes to receive feedback and improve their guidance and counseling skills.*
> *Conduct sessions of counseling on scientific lines.*

Unit-I: Understanding Guidance

  i)   Meaning and Basis of Guidance
  ii) Aims and Objectives of Guidance
  iii) Principles of Guidance
  iv) Evolution of Guidance

Unit-II: Guidance Services

  i)   Information Services- Educational, Vocational & Personal
  ii) Appraisal Services- Interview, Cumulative Record Cards & Observation
  iii) Placement Services- Educational & Vocational
  iv) Current Trends and Challenges in Guidance

Unit-III: Counselling

  i)   Concept and Elements of Counselling
  ii) Purpose and Principles of Counselling
  iii) Steps in Counselling
  iv) Approaches to Counselling- Humanistic, Behavioral and Psychoanalytic

Unit-IV: School Counselling

  i)   Meaning and Basic Principles
  ii) Need and Importance of School Counselling
  iii) Role and Qualities of a School Counselor
  iv) Organization of Counselling Services in Schools

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Gender, School and Society

Course Code: IBM-E-22305

Course Outcomes

After the completion of this course the students will be able to:

> *Develop basic understanding of key concepts Gender bias, gender stereotype, empowerment, equity and equality, patriarchy, masculinity and feminism.*
> *Understand the gender issues in school curriculum, text books and pedagogical processes in the classroom.*
> *Understand the role of education in ensuring gender equity and equality.*
> *Appreciate the policy initiatives taken in relation to gender issues.*

Unit-I: Gender Studies

i) Concept, Need and Scope of Gender Studies
ii) Gender Studies as an Academic Discipline
iii) Gender, Economy and Work Participation
iv) Gender, Globalization and Education

Unit-II: Gender and Society

i) Gender Stereotypes and Socialization: Stereotype Influence the development of Gender Identities in Children
ii) Gender-Based Violence and Bullying: Impact of Gender-Based Violence and Bullying on Students' well-being
iii) Strategies for Prevention and Intervention
iv) Gender Equity in Education: Challenges and Strategies for Promoting Equal Opportunities and addressing Gender Disparities in Educational Settings

Unit-III: Gender Inequality and Strategies for change
i) Gender Inequality in Schools, Curriculum, TextBooks and Classroom Process
ii) LGBTQ Inclusion in Education
iii) Supportive Environment for LGBTQ Students
iv) Strategies for Promoting Acceptance and Understanding

Unit-IV: Gender and Policy Perspectives
i) The National Commission for Women (NCW) (1992)
ii) The Protection of Women from Domestic Violence Act (2005)
iii) The Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act (2013)
iv) The Beti Bachao, Beti Padhao (Save the Girl Child, Educate the Girl Child) Campaign (2015)

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Instructional Technology

Course Code: IBM-E-22305

Semester: 3rd

Course Outcomes

After the completion of this course the students will be able to:

> *Explore how technology can enhance and improve the field of education.*
> *Introduce innovative teaching practices for better learning outcomes.*
> *Understand use and efficiency of e-learning tools and techniques.*
> *Plan, design, and assess effective learning environments and experiences and apply emerging technologies in teaching and learning environments*

Unit-I: Instructional Technology

i) Meaning and Purposes
ii) Characteristics of Instructional Technology
iii) Difference between Educational Technology and Instructional Technology
iv) Objectives of Instructional Technology

Unit–II: Models of Teaching

i) Elements & Classification
ii) Basic Teaching Model (Robert Glaser)
iii) Concept Attainment Model (J. Bruner)
iv) Synectics Model (William Gordon)

Unit-III: Innovations in Lesson Planning

i) Meaning and Significance of Lesson Planning
ii) Approaches to Lesson Planning:
   a) Herbartian Appraoch
   b) Gloverian Approach
   c) (5E's & 5C's)

Unit-IV: ICT in Education

i) Role and scope of ICT in School Education
ii) Computer Assisted Instruction (CAI)
iii) Blended Learning
iv) Flipped Learning

References

1. Bhattacharya, I., & Sharma, K. (2011). ICT Integration in Education: Bridging the Digital Divide. APH Publishing Corporation.

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Personality Development

Course Code: IBM-E-22305

Semester: 3rd
Max Marks: 80
Min. Marks: 32

Course Outcomes

After the completion of this course the students will be able to:

➢ *Analyze the influence of genetics and environment on the development of personality.*
➢ *Understand the dynamics of human development and effective communication skills to enhance interpersonal relationships and personal growth.*
➢ *Proficiently assess the personality of individuals using various techniques.*
➢ *Interpret the various theories of personality for critical understanding.*

Unit–I: Understanding Personality

i) Concept of Personality
ii) Characteristics of Personality
iii) Factors affecting Personality
iv) Determinants: Biological and Environmental

Unit-II: Theories of Personality

i) Psychoanalytical (Classical and Neo Freudian)
ii) Humanistic (Roger and Maslow)
iii) Biological and Genetic (Eysenck)
iv) Trait Theory (Allport)

Unit-III: Personality Assessment

i) Subjective Techniques: Interview and Case Study
ii) Objective Techniques: Cattle's 16PF and MMPI
iii) Projective Techniques: Rorschach Inkblot Test and Thematic Apperception Test

Unit-IV: Theories of Human Development

i) Piaget's Cognitive Development Theory
ii) Erickson's Psycho-Social Development Theory
iii) Kohlberg's Moral Development Theory

References

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THREE YEAR INTEGRATED B.Ed - M.Ed SYLLABUS FOR SEMESTER–4th

CORE PAPERS: 4X4 = 16 CREDITS

S .No	Course code	Course title	Credits	Internal Marks	External Marks	Total
1	IBM-CR-22401	Psychological Foundations of Education	4	20	80	100
2	IBM-CR-22402	Philosophical Foundations of Education	4	20	80	100
3	IBM-CR-22403	Sociological Foundations of Education	4	20	80	100
4	IBM-CR-22404	Educational Measurement and Evaluation	4	20	80	100

PEDAGOGICAL PAPERS: 1X4= 4 CREDITS

	Course Code	Course Title	Credits	Internal Marks	External Marks	Total
5	IBM-E-22405	➢ Social Psychology ➢ Creativity and Education ➢ Physical and Health Education	4	20	80	100
			The students must select only one elective paper from the available options.			

PRACTICUM: 4 CREDITS			Credits	Internal Marks	External Marks	Total
6		PRACTICUM	4	40	60	100

Internship: IV	Activity: Pupil teachers would be required to acquire the skill of teaching through hands-on experience in actual classrooms. Mentors and experienced teachers from the lab schools will supervise and guide them. **(Duration 4 Weeks)**
TOTAL CREDITS	Core Courses : 1+2+3+4 = 16 Credits Elective Course: 5 = 4 Credits Internship: 6 = 4 Credits **Total Credits in Semester 4th: 16+4+4= 24**

Psychological Foundations of Education

Course Code: IBM-CR-22401   **Semester: 4ᵗʰ**

Course Outcomes

After the completion of this course the students will be able to:

➢ *Understand the relevance of different psychological perspective of education.*
➢ *Understanding the dynamics of intelligence and the application of learning principles in a classroom situation.*
➢ *Acquaint the students with the different approaches of intelligence and the importance of motivation to foster their learning skills.*
➢ *Analyze and understa'nd different approaches of personality and the techniques available.*

Unit-I: Perspectives in Psychology

  i) Psychodynamic Perspective- Sigmund Freud
  ii) Behaviouristic Perspective- J.B.Watson
  iii) Cognitive Perspective-Jean Piaget
  iv) Humanistic Perspective- Abraham Maslow and Carl Rogers

Unit-II: Theories of Learning

  i) Meaningful Learning Theory-David Ausubel
  ii) Socio-Cultural Theory-Vygotsky
  iii) Hierarchy Theory of Learning-Gagne
  iv) Latent Learning Theory- Edward Tolman

Unit-III: Intelligence

  i) Nature of Intelligence
  ii) Approaches to Intelligence
       a) Triarchic Theory: Robert Sternberg
       b) SOI Model: Guilford
       c) Multiple Intelligence Theory: Gardner
  iii) Heredity and Intelligence

Unit-IV: Personality & its Assessment

  i) Concept & Determinants of Personality
  ii) Theories of Personality - Trait & Type Theories
  iii) Assessment of Personality – Subjective, Projective and Objective

References

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Philosophical Foundations of Education

Course Code: IBM-CR-22402

Semester: 4th

Course Outcomes

After the completion of this course the students will be able to:

➢ *Understand the relevance of different psychological perspective of education.*
➢ *Understanding the dynamics of intelligence and the application of learning principles in a classroom situation.*
➢ *Acquaint the students with the different approaches of intelligence and the importance of motivation to foster their learning skills.*
➢ *Analyze and understand different approaches of personality and the techniques available.*

Unit-I: Fundamental Issues of Philosophy

i) Epistemological Issues
ii) Ontological Issues
iii) Axiological Issues

Unit-II: Eastern Schools of Thought

i) Hinduism
ii) Buddhism
iii) Islam
iv) Sikhism

(With special reference to their educational implications)

Unit-III: Western Schools Of Thought

i) Constructivism
ii) Realism
iii) Logical Positivism

(With special reference to aims of education and practical implications)

Unit-IV: Western Educational Thinkers

i) Paulo Freire
ii) Ivan Illich
iii) Nel Nodings
iv) John Dewey

References

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Sociological Foundations of Education

Course Code: IBM-CR-22403

Course Outcomes

After the completion of this course the students will be able to:

- *Understand different sociological perspectives and their application in education.*
- *Differentiate between Sociology of Education & Educational Sociology.*
- *Understand the relationship between education, modernization & globalization.*
- *Understand how culture determines various social institutions.*

Unit-I: Education & Sociology

- **i)** Sociology as a Discipline
- **ii)** Scope of Sociology
- **iii)** Education a Sociological Perspective
- **iv)** Sociology of Education & Educational Sociology

Unit-II: Sociological Perspectives of Education

- **i)** Functionalist Perspective with special reference to theory of Emile Durkheim
  - a) Division of Labour
  - b) Suicide
- **ii)** Conflict Perspective with special reference to Theory of Karl Marx
  - a) Class Conflict
  - b) Alienation
- **iii)** Interactionists Perspective with special reference to Theories of:
  - a) Blumer's Symbolic Interactionism
  - b) Looking Glass Self- C.H.Cooley

Unit-III: Culture and Social Change

- **i)** Meaning, Characteristics and Components of Culture
- **ii)** Role of Education towards Culture and Vice-Versa
- **iii)** Concept and Factors of Social Change
- **iv)** Theories of Social Change: Cyclic and Evolutionary

Unit-IV: Changing Nature of Society and Education

- **i)** Impact of Technology on Society and Education
- **ii)** Education and Globalization
- **iii)** Education and Modernization
- **iv)** Education and Urbanization

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Educational Measurement and Evaluation

Course Code: IBM-CR-22404

Semester: 4th
Max Marks: 80
Min. Marks: 32

Course Outcomes

After the completion of this course the students will be able to:

➢ *Comprehend the concept of measurement and evaluation.*
➢ *Construct and standardize the measurement tools*
➢ *Understand the significance of statistics in measurement and evaluation*
➢ *Apply the recommendations of different commissions and committees for the reformation of examination system.*

Unit-1: Measurement and Evaluation

i) Concept of Measurement and Evaluation
ii) Need for Measurement and Evaluation in Education
iii) Scales of Measurement - Nominal, Ordinal, Interval and Ratio
iv) Formative and Summative Evaluation, Internal and External Evaluation, Placement and Diagnostic Evaluation
v) Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor)

Unit-II: Characteristics and Tools of Measurement

i) Validity – Concept, Types and Methods for Estimation
ii) Reliability – Concept, Types and Methods for Estimation
iii) Objectivity- Concept and Characteristics
iv) Different types of Tests – Criterion-Referenced Test and Norm-Referenced Test

Unit-III: Statistics in Measurement and Evaluation

i) Significance of Statistics in Measurement and Evaluation
ii) Statistical Treatment of data: Frequency Distribution
iii) Measures of Central Tendency and Variability
iv) Co-efficient of Correlation (Rank Difference Method and Product Moment Method)

Unit-IV: Appraisal of the Present System of Examination

i) Report of various Committees and Commission on Examination Reforms including UGC Plan of Action (1973), NPE (1986), NEP (2020)
ii) Limitations of the Present System of Examination
iii) New Trends in Examination Reforms–CCE, Grading system and Open Book Examination System

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Social Psychology

Course Code: IBM-E-22405 **Semester: 4th**

Course Outcomes

After the completion of this course the students will be able to:

> *Explore the concept of self and self-esteem.*
> *Analyze the different self-development theories and their relevance in present scenario.*
> *Understand social interaction, interpersonal attraction and the concept of aggression visa a vis the approaches to control aggression.*
> *Explore the concept of group behaviour and group dynamics.*

Unit-1: Understanding Social Psychology

i) Concept and Scope of Social Psychology
ii) Major Perspectives of Social Psychology
iii) Methods of Social Psychology
 a) Observation
 b) Case Study
 c) Experimental Method

Unit-II: Development of Personality and Self

i) Personality: Concept and Nature -Basic Personality
ii) Nature and Meaning of Self (Self-concept and Self-esteem)
iii) Theories of Self-development
 a) Looking Glass Self: Cooley
 b) I and Me: Mead
 c) Self Theory: Carl Rogers

Unit-III: Interpersonal Process

i) Social Interaction- Cooperation, Competition Conflict and Peace Making
ii) Interpersonal Attraction: Causes and Measurement
iii) Concept of Aggression: Approaches and Control

UnitIV: Group Behavior & Group Dynamics.

i) Concept of Group Behaviour and Group Dynamics
ii) Group Structures: Group Polarization, Group Thinking and Group Decision Making
iii) Leadership: Meaning and its Styles

References

1. Aronson, E., Wilson, T. D., & Akert, R. M. (2018). Social Psychology (9th ed.). Pearson.

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Creativity and Education

Course Code: IBM-E-22405

Semester: 4th

Max Marks: 80

Min. Marks: 32

Course Outcomes

After the completion of this course the students will be able to:

> *Understand the perspectives of Torrance and Guilford in context to creativity.*
> *Understand the mechanism to discover creative potentialities among learners.*
> *Explore the role of teacher in identifying and developing creativity among learners.*
> *Acquaint with different techniques to nourish creativity.*

Unit-I: Understanding Creativity

i) Concept of Creativity, Nature and Scope
ii) Major aspects of Creativity- Process, Product, Person and the Situation
iii) Creativity & Intelligence
iv) Stages of Creativity

Unit-II: Theories and Approaches of Creativity

i) Theories of Creativity- Torrance & Guilford
ii) Approaches to Creativity- Psycho-Analytic, Humanistic & Behaviouristic
iii) Personality Profile of a Creative Scientists & Artists

Unit-III: Creativity in Teaching and Learning

i) Identification of Creative Potential learners
ii) Teacher's role in Developing Creativity in the Classroom
iii) Challenges Faced by the Educators in Fostering Creativity

Unit-IV: Techniques to Nurture Creativity

i) Brainstorming
ii) Creative Problem Solving
iii) Synectic Model

References

1. Anthony Wilson, (2015). Creativity in Primary Education, SAGE Publications, Inc.
2. Arora, S., & Honsa, V. (2018). Creativity in Indian Classrooms, Springer.
3. Beghetto, R. A., & Kaufman, J. C. (Eds.). (2014). Nurturing creativity in the classroom. Cambridge University Press.
4. Bhattacharya, D. K. (2006). "Creativity and the Contemporary Indian Mind." Anmol Publications.
5. Craft, A., Jeffrey, B., & Leibling, M. (Eds.) (2001). Creativity in education. Continuum.
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Physical and Health Education

Course Code: IBM-E-22405

Course Outcomes

After the completion of this course the students will be able to:

> *Develop a comprehensive understanding of physical education, health concepts and physical fitness*
> *Proficiently apply different exercise programming principles, use effective exercise routine planning, and gain knowledge about first aid and nutrition balance.*
> *Gain a thorough understanding of various life style related diseases and management strategies for their prevention.*
> *Become aware of yoga and the yoga philosophy both in physical education and as a holistic practice for overall wellbeing.*

Unit-I: Understanding Physical Education

i) Concept, Aims and Objectives of Physical Education
ii) Importance and Scope of Physical Education
iii) Types of Physical Fitness:
   a) Health Related Physical Fitness
   b) Performance Related Physical Fitness
   c) Cosmetic Fitness

Unit-II: Understanding Health Education

i) Concept of Health, Physical Fitness and Well-being
ii) Factors Affecting Health- Diet and Nutrition, Physical Activity and Exercise, Sleep and Rest, Stress and Mental Well-Being, Environment and Sorroundings

Unit-III: Principles of Exercise Programme

i) Activities for Developing Physical Fitness Components
ii) Physical Fitness Components- Speed, Strength, Endurance, Flexibility and Coordinative Abilities
iii) Principles of First-Aid

Unit-IV: Introduction to Yoga

i) Understanding Yoga Philosophy
ii) Aims, Objectives and Misconceptions about Yoga
iii) Need and Importance of Yoga in Physical Education

Refrences

1. Gilbert, G.G. (2018). Health Education: Creating Strategies for School and Community Health. Jones & Bartlett Learning.

2. Gorwitz, C. (2018). Teaching Healthy Lifestyles in Middle School PE. Human Kinetics.

3. Mangal, R.K. (2019). Health Education and Physical Education: A Practical Manual. Sterling Publishers.

4. Mangal, V.P. (2020). Physical Education and Health: A Comprehensive Guide. DVS Publishers.

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10. Sharma, V.K. (2017). Physical Education and Sports Science. DVS Publishers.

11. Telljohann, S.K. (2016). Health Education: Elementary and Middle School Applications. McGraw-Hill.

12. Wuest, D. (2019). Foundations of Physical Education, Exercise Science, and Sport. McGraw-Hill.

THREE YEAR INTEGRATED B.Ed - M.Ed SYLLABUS FOR SEMESTER–5th

CORE PAPERS: **4X4 = 16 CREDITS**

S .No	Course code	Course title	Credits	Internal Marks	External Marks	Total
1	IBM-CR-22501	Fundamentals of Educational Research	4	20	80	100
2	IBM-CR-22502	Techniques of Data Analysis	4	20	80	100
3	IBM-CR-22503	Comparative Studies in Education	4	20	80	100
4	IBM-CR-22504	Innovations in Teacher Education	4	20	80	100

DESSERTATION/ PROJECT WORK: **1X8= 8 CREDITS**

	Course Code	Course Title	Credits	Internal Marks	External Marks	Total
5	IBM-D/PW-22505	➢ Dessertation/ Project Work	8	80	120	200
TOTAL CREDITS		Core Courses : 1+2+3+4 = **16 Credits** Dessertation/Project Work: 5 = **8 Credits**				
		Total Credits in Semester 5th : **16+8= 24**				

<div align="center">**Fundamentals of Educational Research**</div>

Course Code: IBM-CR-22501   **Semester: 5th**

Course Outcomes

After the completion of this course the students will be able to:

➢ *Acquaint with the basics of educational research and the different approaches to follow.*
➢ *Explore the ways and means to identify research problem and preparing a research plan.*
➢ *Analyze the different techniques of sampling and their appropraite application.*
➢ *Understand ethical issues to be considered while conducting research.*

Unit-I: Educational Research

i) Meaning, Need & Importance
ii) Levels-Theoretical, Applied & Action
iii) Approaches to Educational Research:
Qualitative and Quantitative- Concept, Characteristics and Comparison

Unit-II: Problem Identification & Hypothesis Formulation

i) Research Problem & its Identification
ii) Delineating & Operationalisation of Variables
iii) Assumption, Research Questions & Hypothesis
iv) Preparation of Research Proposal- Purpose & Types

Unit-III: Sampling

i) Population & Sample
ii) Probability Sampling-Simple Random, Cluster, Stratified & Multistage
iii) Non-Probability Sampling- Quota, Judgemental, Snow Ball & Purposive

Unit-IV: Research Ethics

i) Ethics with respect to Research
ii) Research Misconducts- Falsification, Fabrication and Plagiarism
iii) Redundant Publication- Duplicate and Overlapping Publication
iv) Misrepresentation of Data

Refrences

1. Babbie, E. R. (2007). The Basics of Social Research (4th ed.). Wadsworth Publishing.

2. Best, J. W., & Kahn, J. V. (2007). Research in Education (10th ed.). Pearson.

3. Bhattacharyya, D. K. (2008). Research methodology: Methods and techniques. Universities Press.

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Techniques of Data Analysis

Course Code: IBM-CR-22502

Semester: 5th

Max Marks: 80

Min. Marks: 32

Course Outcomes

After the completion of this course the students will be able to:

➢ *Understand the statistical measures to organize the data and its diagramitical and graphical representation.*

➢ *Apply descriptive and inferential statistical techniques while anlyzing the research data.*

➢ *Comprehend correlational statistics and its use in educational research.*

➢ *Understand the normalization of data and its divergence from normalcy.*

Unit-I: Central Tendency & Variability

i) Tabulation of Raw Data into Frequency Distribution
ii) Calculation of Mean, Median, Mode and Measures of Dispersion
iii) Percentiles – Computations of Percentiles and Percentile Rank
iv) Graphical Representation of Data:
   a) Line graphic, Bar Diagram, Pie Chart, O-give Curve,
   b) Graphic Methods –Application & Use

Unit-II: Parametric and Non-parametric Techniques

i) Meaning and advantages of Parametric Techniques
   a) Calculation of t-value: One tailed and two tailed
      (For Correlated and Un-correlated Means)
   b) Factorial Design: Two way
ii) Meaning and Advantages of Non-Parametric Techniques
iii) Chi-Square & 2x2 Contingency table

Unit-III: Correlation Analysis

i) Correlation: Meaning and Application
ii) Calculation of Co-efficient of Correlation
iii) Rank Order and Tetra Choric (Problem Questions)
iv) Product Moment Coefficient of Correlation

Unit-IV: Normal Probability Curve

i) Meaning, Importance and Properties of Normal distribution
ii) Cases falling above & below on various areas of NPC
iii) Skewness and Kurtosis
iv) Conversion of Raw Scores into Standard Scores

References

1. Aggarwal, M. L. (2007). Educational statistics: Concepts and applications. Vikas Publishing House.

2. Brennan, R. L. (2006). Educational Measurement. Praeger.

3. Elango, K. (2006). Educational Statistics. Anmol Publications.

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5. Kurtz, A. K., & Francis, B. J. (2007). Statistical methods for education and psychology. Pearson.

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8. Thomas, R. M., & Lane, D. M. (2007). Applied statistics in educational research. Information Age Publishing.

Comparative Studies in Education

Course Code: IBM-CR-22503   **Semester: 5th**

Course Outcomes

After the completion of this course the students will be able to:

> *Compare structures, components, and organization of education systems in various countries.*
> *Analyze and evaluate educational policies in different contexts, considering their objectives, implementation strategies.*
> *Develop cross-cultural competence by engaging in respectful and unbiased comparisons of education systems, demonstrating an appreciation for diverse perspectives and practices.*
> *Communicate their findings and insights effectively through written reports, presentations and discussions.*

Unit-I: Understanding Comparative Education

i) Meaning and Scope of Comparative Education
ii) Origin and Development of Comparative Education
iii) Objectives of Comparative Education
iv) Advantages and Limitations

Unit-II: International Comparative Education

i) International Education-Meaning and Scope
ii) International Comparative Education
iii) Aims of Comparative and International Education
iv) Importance of International Education

Unit-III: Methods of Comparative Education

i) Scientific Method of Comparative Education

  a) Description
  b) Interpretation
  c) Juxtaposition
  d) Comparison

ii) Survey Techniques of Data Collection

Unit-IV: Comparing Education Systems

Comparison of educational systems of India, UK, USA and Finland with refrence to:
i) Primary Education
ii) Secondary Education
iii) Higher Education
iv) Teacher Education

References

1. Bray, M., & Adamson, B. (2007). Comparative education research: Approaches and methods. Springer.

2. Bray, M., & Adamson, B. (2007). Comparative education: Exploring issues in international context. Springer.

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Innovations in Teacher Education

Course Code: IBM-CR-22504

Course Outcomes

After the completion of this course the students will be able to:

➢ *Acquaint them with the modern techniques of teaching and their application in real settings.*
➢ *Apply various models of teaching to accomplish the instructional and teaching objectives.*
➢ *Understand the impact and use of ICT in teaching and learning.*
➢ *Develop the innovative approaches and techniques of teaching and their use.*

Unit-I: Techniques of Teaching

i)   Microteaching: Concept, Phases, Steps and its various Skills
ii) Simulated Teaching: Concept, Steps, Advantages and Disadvantages
iii) Flanders's Interaction Analysis: Concept, Procedure and Implications
iv) Modern Techniques of Teaching (Flipped Classrooms, Gamification and Blended Learning)

Unit-II: Models of Teacing

i)   Behaviouristic Model (Direct Instruction Model, Mastery Learning, Programmed Instruction Model)
ii) Inquiry Oriented Model- Schumann
iii) Advanced Organizer Model- Ausubel

Unit-III: ICT and Teacher Education

i) ICT Integration in Teacher Education
ii) ICT for pedagogical Innovations
   a) Web 2.0 Tools and Technologies – Wiki, Blog, Podcasts, Social Networks
   b) Constructivist learning and ICT – 5E Approach, Project Based Learning (PBL), Smart classroom
iii) Social, Ethical and Legal Aspects of ICT & Cyber Safety

Unit-IV: e-Content and Open Educational Resources

i)   Designing and Development of e-Content
ii) e-Content Tools – Graphics, Audio and Video-Creating and Editing
iii) Open Educational Resources (OER) – Meaning and Importance
iv) Massive Open Online Courses (MOOC) – Concept and Use

References

1. Anderson, L., & Johnson, M. (2021). The impact of inclusive education on teacher preparation programs. Journal of Inclusive Education, 32(4), 567-582.

2. Anderson, S. (2017). ICT Integration in Teacher Education: A Practical Guide. Technology Publishing.

3. Brown, A. (2019). Blended Learning Strategies for Teacher Education. Education Press.

4. Brown, E. C., & Davis, R. W. (2022). Promoting reflective practice through video-based feedback in teacher education. Teaching and Teacher Education, 78, 56-72.

5. Clark, H., & Lewis, M. (2023). Exploring the use of project-based learning in teacher education programs. Journal of Experiential Education, 41(3), 345-362.

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15. Wilson, L. (2016). Effective Microteaching Techniques for Teacher Education. Learning Solutions.

THREE YEAR INTEGRATED B.Ed - M.Ed SYLLABUS FOR SEMESTER–6th

CORE PAPERS: 4X4 = 16 CREDITS

S.No	Course code	Course title	Credits	Internal Marks	External Marks	Total
1	IBM-CR-22601	**Methodology of Educational Research**	**4**	**20**	**80**	**100**
2	IBM-CR-22602	**Peace and Value Education**	**4**	**20**	**80**	**100**
3	IBM-CR-22603	**Language Competence and Communication**	**4**	**20**	**80**	**100**
4	IBM-CR-22604	**Education, Politics and Economics**	**4**	**20**	**80**	**100**

PRACTICUM :   1X4= 4 CREDITS

s. No	Course Code	Course Title	Credits	Internal Marks	External Marks	Total
5. Internship-VI		➢ **Co-teaching with experienced Teachers.** ➢ **Community awareness programmes related to social and environmental issues.**	**4**	**40**	**60**	**100**

TOTAL CREDITS	Core Courses : 1+2+3+4 = 16 Credits Internship : 5 = 4 Credits
	Total Credits in Semester 6th : 16+4= 20

Methodology of Educational Research

Course Code: IBM-CR-22601

Course Outcomes

After the completion of this course the students will be able to:

➢ *Develop a comprehensive understanding of different research methodologies used in education.*
➢ *Apply various research methods to design and conduct empirical studies in the field of education.*
➢ *Analyse and interpret research data using appropraite statistical techniques.*
➢ *Develop a skill to design and construct reliable and valid research instrument for data collection.*

Unit-I: Exploring Research Methods

  i) Historical Research- Characteristics and Application
  ii) Sources of Data: Primary and Secondary
  iii) Historical Criticism
  iv) Descriptive Research- Characteristics and Application
  v) Types of Descriptive Research

Unit-II: Exploring Experimental Research

  i) Experimental Research- Concept and Characteristics
  ii) Steps of Experimental Research
  iii) Experimental Designs and its Types
  iv) Variables- Dependent. Independent, Intervening and Extraneous

Unit-III: Understanding Qualitative Methods

  i) Grounded theory
  ii) Ethnography
  iii) Phenomenology
  iv) Naturalistic inquiry
  v) Mixed methods

Unit-IV- Construction of Research Instrument

  i) Planning
  ii) Item Writing & Item Analysis
  iii) Preliminary Try-Out
  iv) Standardization
  v) Preparing the Test Manual

References

1. Babbie, E. R. (2007). The Basics of Social Research (4th ed.). Wadsworth Publishing.

2. Best, J. W., & Kahn, J. V. (2007). Research in Education (10th ed.). Pearson.

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11. Kumar, R. (2010). Research methodology: A step-by-step guide for beginners. Sage Publications.

12. Leedy, P. D., & Ormrod, J. E. (2007). Practical Research: Planning and Design (8th ed.). Pearson.

13. Merriam, S. B. (2007). Qualitative Research and Case Study Applications in Education. Jossey-Bass.

14. Panneerselvam, R. (2005). Research methodology: Methods and techniques. PHI Learning.

Peace and Value Education

Course Code: IBM-CR-22602   **Semester: 6th**

Course outcomes

After the completion of this course the students will be able to:

- ➢ *Understand the importance of peace education and the role of different social agencies in promoting peace.*
- ➢ *Explore the significance of Peace Education for National and International Integration.*
- ➢ *Work for the promotion of peace under crises situations.*
- ➢ *Understand the intrinsic and extrinsic nature of values.*

Unit-I: Understanding Peace Education

i) Concept and Need of Peace Education
ii) Peace as a Universal Value
iii) Aims and Objectives of Peace Education
iv) Role of Social Agencies in Promoting Peace Education (Family, Religion, Mass Media and School)

Unit-II: Challenges in Peace Education

i) Peace Education for National and International Integration
ii) Challenges to Peace: Stress, Conflict, Crimes and Violence
iii) Strategies for promoting Peace

Unit-III: Understanding Values

i) Concept and significance of Values
ii) Sources of Values: Biological, Social and Ecological Values
iii) Classification of Values: Intrinsic and Extrinsic

Unit-IV: Models of Teaching Values

i) Rational Building Model
ii) Socio-emotional Learning Model
iii) Value Clarification Model

References

1. Bajaj, M. (2008). Schooling for Social Change: The Rise and Impact of Human Rights Education in India. Palgrave Macmillan.
2. Banks, J. A. (2008). An Introduction to Multicultural Education. Allyn & Bacon.
3. Dalai Lama. (2000). Ethics for the New Millennium. Riverhead Books.
4. Haas, P. M. (2000). Regions and Regionalism in World Politics. Cornell University Press.
5. Harris, I. M., & Morrison, M. L. (2003). Peace Education. McFarland & Company.
6. Hicks, D. (2009). Education for Peace: Issues, Principles, Practice in the Classroom. Routledge.
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8. Nhat Hanh, T. (1991). Peace Is Every Step: The Path of Mindfulness in Everyday Life. Bantam.
9. Noddings, N. (2005). Educating Moral People: A Caring Alternative to Character Education. Teachers College Press.
10. Reardon, B. A. (2002). Educating for Human Dignity: Learning About Rights and Responsibilities. University of Pennsylvania Press.
11. Selby, D. (2003). The Ethics of War and Peace: An Introduction. Manchester University Press.'

Language Competence and Communication skills

Course Code: IBM-CR-22603   **Semester: 6ᵗʰ**

Course outcomes

After the completion of this course the students will be able to:

➢ *Acquire the skills and knowledge to communicate confidently and effectively.*
➢ *Heighten their awareness of correct usage of Grammar in writing and speaking.*
➢ *Acquire knowledge about the principles of communication and improve communication skills.*
➢ *Explore and develop the qualities of a good reader, writer and thinker.*

Unit-I: Role of language

i) Language: Concept, Importance and Linguistic Principles
ii) Language and Society: Language and Gender; Language and Identity; Language and Power
iii) Language in School: Home Language and School Language; Language across the Curriculum; Language and Construction of Knowledge; Difference between Language as a School-Subject and Language as a **m**eans of Learning and Communication; Multilingual Classrooms

Unit-II: Position of languages in India

i) Constitutional Provisions and Policies of Language in education (Articles 343-351, 350A)
ii) Kothari Commission (1964-66) with special reference to Language Education.
iii) National Curriculum Framework-2005 with special reference to Language Education
iv) National Educational Policy (NEP 2020)

Unit-III: Descriptive Grammar

i) Sentence Structure, Parts of Speech and Articles
ii) Syntax, Morphology, Phonology and Semantic
iii) Tenses: Simple Present, Present Continuous, Simple Past, Past Continuous, Present Perfect, Past Perfect, Future Simple and Future Continuous

Unit-IV: Literature

i) R. K. Narayan
ii) Chetan Bhagat
iii) Leo Tolstoy
(Read and review one book of each writer)

References

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Education, Politics and Economics

Course Code: IBM-CR-22604   **Semester: 6th**

Course outcomes

After the completion of this course the students will be able to:

➢ *Understand education in context with economic growth.*
➢ *Explore the various approaches to understand politics and political development.*
➢ *Analyze the linkage between educational policy and national development.*
➢ *Acquaint with policy planning and policy impact assessment.*

Unit-I: Understanding Economics of Education

i)   Education and Economics – Basic Concept
ii) Relationship between Education and Economy, Economic Growth and Development
iii) Significance of Education for Economic Development
iv) Distinction Between Human Capital, Manpower and Human Resources

Unit-II: Economics of Education: Theoritical Perspectives

i)   Cost Benefit Analysis Vs Cost Effective Analysis in Education
ii) Economic returns to Higher Education Signalling Theory vs Human Capital Theory
iii) Concept of Educational Finance; Educational Finance at Micro and Macro Levels, Concept of Budgeting

Unit-III: Politics and Education

i)   Relationship Between Politics and Education
ii) Perspectives of Politics of Education -Liberal, Conservative and Critical
iii) Approaches to understanding Politics (Theory of Systems Analysis and Theory of Rational Choice)
iv) Education for Political Development and Political Socialization

Unit-IV: Policy perspectives in Education

i)   Relationship between Policies and Education, Linkage between Educational Policy and National Development
ii) Determinants of Educational Policy and Process of Policy Formulation
iii) Generation and Evaluation of Policy Options
iv) Planning of Policy Implementation, Policy Impact Assessment

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