



UNIVERSITY OF JAMMU

(NAAC ACCREDITED 'A' GRADE' UNIVERSITY)
Baba Sahib Ambedkar Road, Jammu-180006 (J&K)

NOTIFICATION

In partial Modification to this office notification No. F.Acd./II/18/7903-7922 dated 26.07.2018 and Acd./II/18/7883-7902 dated 26.07.2018, it is hereby notified for the information of all concerned that the Vice-Chancellor, in anticipation of the approval of the Competent Authority, is pleased to authorize the Changes in the syllabi of **M.Ed (Choice Based Credit System) and M.Ed (Non-CBCS)**, as recommended by the Board of Studies, **as given in Annexure** for the examinations to be held in the years indicated against each semester as under:-

Subject	Semester	Course Code	For the examinations to be held in the year	% of Change
M.Ed (CBCS)	Semester-II	PSMETC204	May 2021, 2022 and 2023	15%
M.Ed (Non-CBCS)	Semester-II	MED-204	May 2021, 2022 and 2023	15%

The Syllabi of the courses is available on the University website: www.jammuuniversity.ac.in.

Sd/-
DEAN ACADEMIC AFFAIRS

No. F.Acd/II/21/4980-4994
Dated: 14-1-2021.

Copy to:-

- 1) Dean, Faculty of Education
- 2) HOD/Convener, Board of Studies in Teacher Education
- 3) All members of the Board of Studies
- 4) C.A. to the Controller of Examinations
- 5) Director, Computer Centre, University of Jammu
- 6) Principal, Rajiv Gandhi College of Education, Kathua and Bhartiya College of Education, Udhampur.
- 7) Asst. Registrar (Conf. /Exam B.Ed/M.Ed)
- 8) Incharge University Website for necessary action please

Sumitashama
12/01/21
Deputy Registrar (Academic)
12/01/21 12/01/21

(Non-CBCS)

MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2021, 2022 & 2023)

Course No. : MED-204
Duration of Exam.: 3 Hrs.
Credit: 04

Title : Teacher Education
Total Marks : 100
Internal Test-I : 20
Internal Test-II : 20
External Test. : 60

Course Objectives:

To enable the pupil teachers to-

- be acquainted with teacher education in Jammu and Kashmir state.
- understand the concept and organisation of Internship
- know and apply various techniques of higher learning.
- be familiar with the correlates of effective teachers and Research in teacher education.

Unit-I

Development of Teacher Education

Teacher Education: Importance, programmes and perspectives

Teacher Education in India after Independence: a) National Policy of Education (1986), b) Revised National Policy POA (1992), National Education Policy 2020 , NCFTE (2009) (Recommendations)

Historical development of Teacher Education in Jammu and Kashmir State

Unit-II

Student Teaching

Levels of Teaching i) Memory Level ii) Understanding Level iii) Reflective Level
Components and importance of Pre-service and In-service teacher education
Internship: concept, planning and organization

Unit-III

Instructional Designs and Techniques for Higher Learning

Strategies of professional development: self study, study groups and study circles, book clubs, extension lectures, research colloquium

Techniques for Higher Learning: Meaning, Objectives and Importance, i) Conference Technique ii) Seminar Technique iii) Symposium Technique iv) Workshop Technique v) Panel Discussion Technique

Instructional Strategies in Teacher Education: i) Supervised study ii) Individualized study iii) Role playing



MASTER OF EDUCATION (M.Ed)

Semester II

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Unit-IV

Effective Teaching and Research in Teacher Education

Teacher Effectiveness: Concept –Determinants, Identification, Characteristics

Supervision of Practice Lessons: Observation and Assessment; Feedback to Student Teacher-
Concept and Types

Research Activities in Teacher Education with reference to: i) Teaching Effectiveness ii)

Modification of Teacher Behaviour iv) Student teaching

Sessional Work:

- Preparation of timeline chart of the development of teacher education in J & K state
- Interview of practicing teachers to identify the nature of current in-service teacher education
- Interaction with the faculty of Elementary/Secondary teacher education Institutions to ascertain the strategies they use for their professional development
- Presentations on different techniques for higher learning i.e Seminar, Conference, workshop etc
- Preparation of report based on supervision of at least three B.Ed practice teaching classes and writing supervision comments
- A review of researches in any one area of research in teacher education and its policy implications

Note: There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1 with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

Note for Paper Setters (External):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

Books Recommended:

Garg, B.R. (2000) *Issues in Teacher Education*, The Indian Publications: Ambala Cant-133001(India)

Mangla, Sheela (2010) *Teacher Education: Trends & Strategies*, Radha Publishing, New Delhi

MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2021, 2022 & 2023)

Course No. : MED-204

Title : Teacher Education

Ministry of Education (1964-66) *Education and National Development Report of Indian Education Commission*, Govt. of India, New Delhi

MHRD (1986) *National Policy on Education and Programme of Action*, Govt. of India, New Delhi

MHRD (1990): Rama Murthi Committee Report, Department of Education, Govt. of India, New Delhi

MHRD (1992): Programme of Action, Department of Education, Govt. of India, New Delhi

MHRD (1990): Towards an Enlightened and Humane Society; (Rama Murthi Committee Report), Department of Education, Govt. of India, New Delhi

Nayar, D.P. (1989) *Towards a National System of Education*, Mital Publishing, New Delhi

NCERT (1987): *In service Training Package for Secondary Teachers* MHRD, New Delhi

NCTE (1998): *Curriculum Framework for Quality Teacher Education*, NCTE, Publishing, New Delhi

Saxena, N.R., Mishra, B.K., & Mohanty, R.K. (1999-2000) *Teacher Education*, Surya publications: Meerut

Sharma, S.P. (2009) *Teacher Education, principles, theories and practices*, Kanishka Publishers: New Delhi

Singh, L. C. & Sharma, P. C. (1995) *Teacher Education and the Teacher*, New Delhi: Vikas Publishing House

Singh, R. P. (1990) *Studies in Teacher Education*, New Delhi: Bahri Publication

Sikula, J. (Ed.) (1985) *Handbook of Research on Teacher Education*, New York, MacMillan Publishing

Singh, L.C. et al. (1990) *Teacher Education in India*, New Delhi, NCERT.

Singh, T. (1978) *Diffusion of Innovations among Training Colleges of India*, Varanasi, Bharati Prakashan.

Verma, M. (2006) *Teacher Education*, Murari Lal & Sons: New Delhi-110002

www.ncte-india.org/

www.aiaer.net

www.ripublication.com

<http://teachingcommons.stanford.edu>

www.researchgate.net

www.facultyfocus.com

 