

# UNIVERSITY OF JAMMU

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

Academic Section

Email: [academicsectionju14@gmail.com](mailto:academicsectionju14@gmail.com)

## NOTIFICATION

(23/~~Sept~~/Adp./89)

It is hereby notified for the information of all concerned that the Vice-Chancellor, in anticipation of the approval of the Academic Council, is pleased to authorize the adoption of the Syllabi and Courses of Study of **B.A.B.Ed Four Year Integrated Degree Programme** for Semester-VI for the examinations to be held in the years indicated against each semester as under:-

Subject/ Programme	Semester	for the examinations to be held in the year
B.A.B.Ed	Semester-VI	May 2023, 2024 and 2025

Sd/-

DEAN ACADEMIC AFFAIRS

No. F. Acd/II/23/10285-10295  
Dated: 22-9-2023

Copy for information and necessary action 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) Joint/Asst. Registrar (Conf. /Exams. B.Ed/CDC/UG./Exam. Prof.)
- ✓ Incharge University Website for necessary action please

*Sumilashama*  
21/09/23  
Deputy Registrar (Academic)  
*SS*  
21/09/23  
*Toly*  
21/09/23

**UNIVERSITY OF JAMMU**  
**B.A. B.Ed (Four Year Integrated Programme)**  
**Semester VI**  
**(For the examination to be held in year 2023, 2024, & 2025)**

**Course No. 601**  
**Total Marks: 100**  
**Credits 4**

**Title: Educational Technology and ICT**

**Maximum Marks Internal: 40**  
**Maximum Marks External: 60**  
**Duration of Exam: 3hrs**

**Learning Outcomes: After undergoing this course, the pupil teacher will be able to :-**

- Know the concept of Educational technology
- Understand the different approaches of teaching Educational Technology
- Get familiarized with approaches in educational and its application in the field of education
- Analyse the paradigm shift in education due to ICT content
- Evaluate the role of ICT in the teaching strategies and its effectiveness

**Unit I**

**Introduction to Educational Technology**

Educational Technology: Meaning, Need & Scope

Forms of educational technology; Teaching technology, Instructional technology and behaviour technology

Approaches of educational technology: Hardware and software, Multimedia and Mass Media.

**Unit II**

**Educational Technology in Education**

Systems Approach to Education and its components: Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies

Programmed Learning – Concept, origin, basic structure of Linear (Extrinsic) and Branching (Intrinsic) styles of programming, various steps involved in construction of programmes

Cybernetics:-Concept, instruction as a cybernetic system and its application in education

*[Handwritten signatures and marks]*

**UNIVERSITY OF JAMMU**  
**B.A. B.Ed (Four Year Integrated Programme)**  
**Semester VI**  
**(For the examination to be held in year 2023, 2024, & 2025)**

**Course No. 601**  
**Total Marks: 100**  
**Credits 4**

**Title: Educational Technology and ICT**

**Maximum Marks Internal: 40**  
**Maximum Marks External: 60**  
**Duration of Exam: 3hrs**

**Unit III**

**ICT in Education**

Information & Communication Technology: Meaning, Need, importance and Scope  
Paradigm shift in Education due to ICT content, with special reference to Curriculum, Role of Teacher, Methods of Teaching, Classroom Environment, Evaluation procedure, Educational Management  
Challenges in Integrating ICT in School Education

**Unit-IV**

**ICT supported teaching- learning strategies**

Project Based Learning (PBL)  
Co-operative & Collaborative Learning  
Computer assisted learning (CAL)& Computer Managed Learning(CML),

**Mode of Transaction**

Teacher educator will disseminate all the information through:-

- i. Planned Lectures & discussion
- ii. Power Point presentations
- iii. Organise panel discussion, seminars & workshop by constituting small groups
- iv. Demonstration on ICT supported teaching learning strategies and its effectiveness

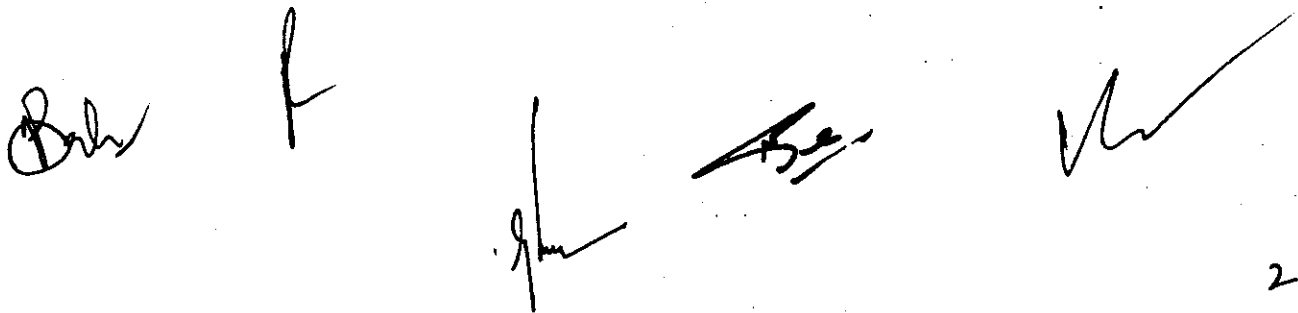
**Sessional work:**

**Task 1:-** Pupil Teacher will develop Programme Learning material by any method on the topic given by the teacher educator

**Task 2:** Pupil Teacher will participate in Seminar on ICT supported Teaching Learning Strategy

**Task 3:-** Pupil Teacher will prepare and give a PowerPoint Presentation on system/ cybernetic approach to education

**Task 4:** Pupil Teacher will prepare charts showing Multimedia & Mass Media and write about it on their Rj's.



**UNIVERSITY OF JAMMU**  
**B.A. B.Ed (Four Year Integrated Programme)**  
**Semester VI**  
**(For the examination to be held in year 2023, 2024, & 2025)**

**Course No. 601**  
**Total Marks: 100**  
**Credits 4**

**Title: Educational Technology and ICT**

**Maximum Marks Internal: 40**  
**Maximum Marks External: 60**  
**Duration of Exam: 3hrs**

**Essential Readings:**

1. Agarwal, J.L. (2013). Modern Educational Technology. Delhi: Black Prints.
2. Chauhan, S.S. (1978). A Text-Book of Programmed Instruction. New Delhi: Sterling Pub. Co.
3. Mangal, S.K. & Uma Mangal (2009). Essentials of Educational Technology. New Delhi
4. Sharma, R.A. (1997). Technology of teaching. Loyal Book Depot, Meerut.

**Web sites:**

[www.ncert.nic.in/new\\_ncert/ncert/.../educational\\_technology.pdf](http://www.ncert.nic.in/new_ncert/ncert/.../educational_technology.pdf)  
[www2.rgu.ac.uk/celt/pgcertilt/systems/sys3.htm](http://www2.rgu.ac.uk/celt/pgcertilt/systems/sys3.htm)  
[www.mu.ac.in/myweb\\_test/ma%20edu/ICT%20-%20Edu..pdf](http://www.mu.ac.in/myweb_test/ma%20edu/ICT%20-%20Edu..pdf)

**Suggested Readings:**

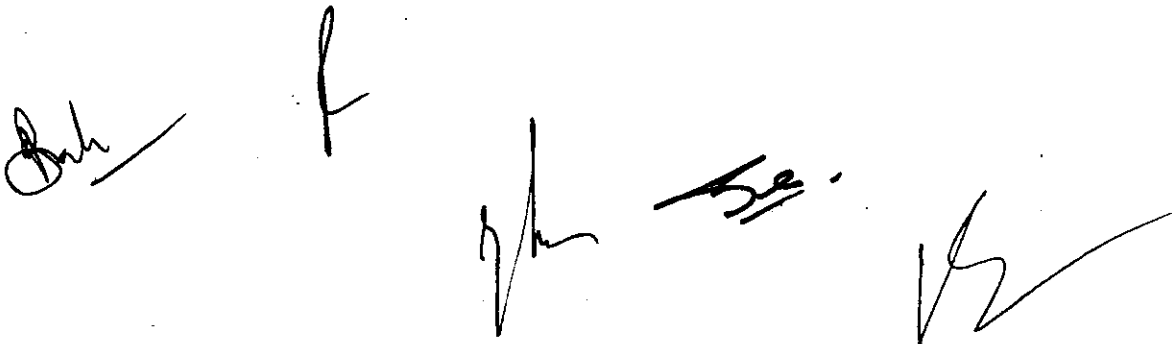
1. Sachdeva M.S. (A new approaches to educational Technology M.T. Publication Educational Publishers 4925-Ram Nagar Samrala Road, Ludhiana
2. Sharma Y.K. & Sharma M (2006) Educational technology and Management Vol:/ New Delhi, Kamish\_ka Publishers & Distributers

**Note for paper setters:**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

Unit IV having the components/activities of the sessional work are to be to be developed in the form of the Reflective Journal. All the activities under the sessional work are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the in House activities



(for the examination to be held in year 2023, 2024, 2025)

चार वार्षीय इंटिग्रेटेड  
बी.ए. बी.एड.  
सेम-6  
(2020-24)

कोर्स नं. 602  
हिन्दी शिक्षण  
क्रेडिट 4

आंतरिक अंक - 40  
बाहरी अंक - 60  
परिक्षा समय 3 घण्टे  
Total Marks: 100

शिक्षण उद्देश्य:-

- हिन्दी शिक्षण सम्बन्धी समझ विकसित करना।
- हिन्दी शिक्षण में सहायक सामग्री के निर्माण और प्रयोग की योग्यता का विकास करना।
- आधुनिक शिक्षण विधियों के उचित प्रयोग से शिक्षकों को परिचित करवाना।
- भावी शिक्षकों में मूल्यांकन क्षमता का विकास करना।

प्रथम इकाई :-

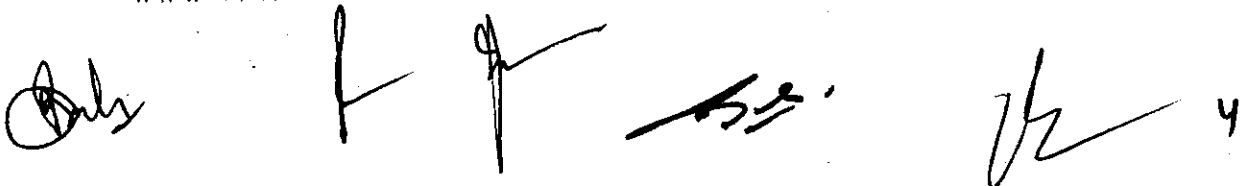
शिक्षण सामग्री का हिन्दी शिक्षण में प्रयोग।

- शिक्षण सामग्री - अर्थ, महत्व तथा भेद
- हिन्दी शिक्षण में चाकबोर्ड, मॉडल, चार्ट, ऑडियो टेप, विडियो, टेलीविजन, रेडियो।
- पाठ्यसहगामी क्रियाएं- साहित्यिक क्लब (भाषायी कौशल), विद्यालय पत्रिका (लेखन कौशल), वाद-विवाद (वाचन व श्रवण कौशल)।

द्वितीय इकाई:-

भाषा प्रयोगशाला :-

- हिन्दी शिक्षण में भाषा प्रयोगशाला का प्रयोग।
- भाषायी कौशल को विकसित करने में भाषा प्रयोगशाला का महत्व।



C.No 602

B.A.B.Ed.

6th Sem.

for the examinations to be held in years 2023, 2024, 2025)

तृतीय इकाई :-

पाठ योजना

- पाठयोजना के अन्तर्गत - ब्लूम टक्सॉनोमी
- हरबर्ट तथा आ. सी. ई. एम. उपागम के सोपान तथा हिन्दी शिक्षण में प्रयोग, इनके गुण व दोष। कविता, कहानी की पाठयोजना।

चतुर्थ इकाई :-

हिन्दी शिक्षण में मूल्यांकन।


- मूल्यांकन का अर्थ, प्रकार।
- रचनात्मक, मौखिक तथा लिखित मूल्यांकन।
- मूल्यांकन प्रविधियाँ-निबंधात्मक व वस्तुनिष्ठ।

सत्रीय कार्य

- शैक्षिक तकनीकी का भाषा शिक्षण में प्रयोग।
- वर्तमान पाठ्यक्रम (हिन्दी शिक्षण के प्राथमिक स्तर) की समीक्षा करें।
- उपलब्धि परीक्षण की संरचना।

सहायक पुस्तक सूची :-

- नायक सुरेश, "हिन्दी भाषा शिक्षण" टवंटी फर्स्ट संचुरी पब्लिकेशन्स, पटियाला।
- खन्ना ज्योति "हिन्दी शिक्षण" धनपत राय ए. ड. सन्ज देहली
- गोयल ए. के. "हिन्दी शिक्षण" हरीश प्रकाशण मंदिर आगरा।











UNIVERSITY OF JAMMU

B.A. B.Ed (Four Year Integrated Programme)

Semester VI

(For the examination to be held in year 2023, 2024, &2025)

Course no. 602  
Credits 4

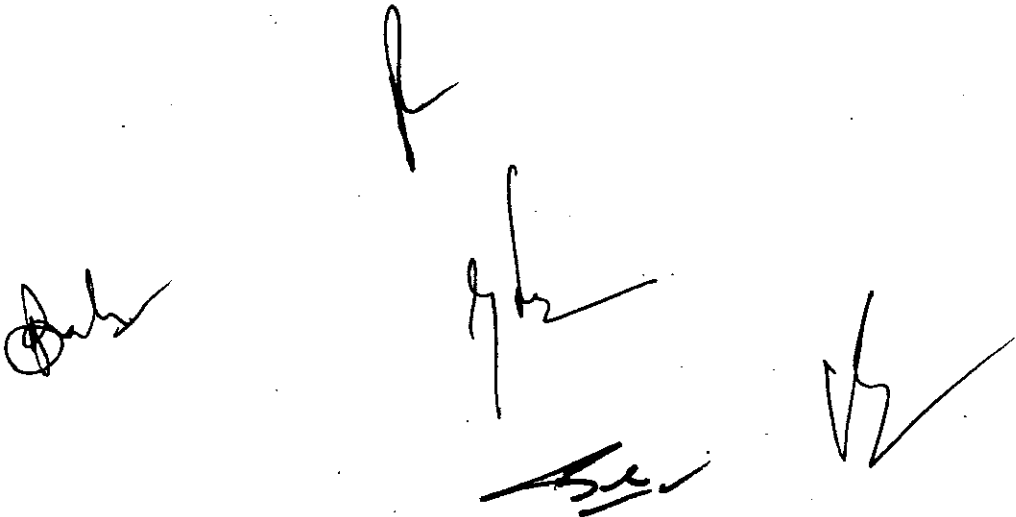
Course Title: Hindi Shikshan  
Total Marks: 100  
Maximum Marks Internal: 40  
Maximum Marks External: 60  
Duration of Exam: 3hrs

**Note for paper setters:**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

Unit IV having the components/activities of the sessional work are to be to be developed in the form of the Reflective Journal. All the activities under the sessional work are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the in House activities



**UNIVERSITY OF JAMMU**  
**B.A. B.Ed (Four Year Integrated Programme)**  
**Semester VI**

(For the examination to be held in year 2023, 2024, &2025)

Course no. 602  
Credits 4

Course Title: Pedagogics of Teaching of English  
Total Marks: 100  
Maximum Marks Internal: 40  
Maximum Marks External: 60  
Duration of Exam: 3hrs

**Learning Outcomes :** After undergoing this course, the pupil teacher will be able to:

- develop an understanding of <sup>teaching</sup> English language.
- Acquire knowledge of the various aspects of language teaching.
- Choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English as a second language.
- Use multimedia and communication technology in language learning.
- Learn the theory and practice of lesson planning by various approaches.
- Use various technique of testing English as second language.

**Unit-1**

**Use of Supporting material in teaching of English**

- Meaning and importance of audio- visual aids in teaching English viz. Chalkboard, Models, Charts, Audiotape, Video Tapes, Television, Radio. Preparation of low cost teaching aids in English at various levels.
- Use of the Literary Clubs (language skills), School Magazines (writing skills) and Debates (Speaking & Listening skills).

**Unit-II**

**Role, Type and Uses of Language Lab**

- Language Lab and its significance in teaching of english
- Use of Language Lab in honing the skill of listening, speaking, Reading and Writing.
- Suggestopedia

**Unit-III**

**Devising the lesson plans and approaches**

- Bloom's Taxonomy with refernce to teaching of english
- Herbartian approach- Background, Rationale, and steps for writing lesson plans in teaching of english with reference to prose, Poetry and composition
- RCEM Approach – Background, Rationale and importanec and steps for writing lesson plans in teaching of english with refence to prose, Poetry and composition





**UNIVERSITY OF JAMMU**

**B.A. B.Ed (Four Year Integrated Programme)**

**Semester VI**

**(For the examination to be held in year 2023, 2024, &2025)**

**Course no. 602**

**Credits 4**

**Course Title: Pedagogics of Teaching of English**

**Total Marks: 100**

**Maximum Marks Internal: 40**

**Maximum Marks External: 60**

**Duration of Exam: 3hrs**

**UNIT IV**

**Assessment and Evaluation Tools**

- Importance of Qualitative tools of Evaluation in teaching of language
- Principles and steps involved in the construction of
  - Achievement Test
  - Diagnostic Test
  - Performance Test
  - Oral Test

**Sessional Work**

- Review of two articles related to teaching and learning of English from educational journals, magazines or newspapers.
- Use of educational technology in teaching English study skills- Gathering, Storage and retrieval and their importance in language learning.
- Review of existing curriculum of English of any one primary class.
- Construction of an achievement test.

**Essential Readings :**

NCERT. 2008 Source Book on Assessment for Classes I – V. NCERT: New Delhi.

Graddal, D. 2006. English Next London: The British Council

NCERT. 2005. National Curriculum Framework- 2005. NCERT: New Delhi

NCERT. 2005. Teaching of Indian Languages: Position Paper of National focus Group. NCERT: New Delhi

NCERT. 2005. Problems of Scheduled Caste and Scheduled Tribe Children: Position Paper of National focus Group. NCERT: New Delhi

NCERT. 2000 Continuous and Comprehensive Evaluation. NCERT: New Delhi.

Crystal, David. 1997. Globalisation of English. Combridge: Cambridge University Press.

Graddol, D. 1997. The Future of English? London: The British Council.

Lock, G. 1996 Functional English Grammar. Cambridge: Cambridge University Press.

**UNIVERSITY OF JAMMU**  
**B.A.B.Ed(Four Year Integrated Programme)**  
**Semester VI**

(For the examination to be held in year 2023, 2024, &2025)

Course no.603  
Credits:4

**Title: Pedagogy of Teaching of English**  
**Total Marks: 100**  
**Maximum Marks Internal: 40**  
**Maximum Marks External: 60**  
**Duration of Exam: 3hrs**

**Suggested Readings:**

Brown, H.D. (2002). English Language Teaching in the post Method Era: Toward Better Diagnosis, Treatment and Assessment. In Jack C. Richards, Willy A. Renandya, Methodology in Language Teaching, An anthology of Current Practice: Cambridge: CUP.

Gupta, A S. (2012). Teaching Grammar: To Whom, Why and How?.In A L Khanna and A S Gupta, eds. Essential Readings for Teachers of English: From Research Insights to Classroom Practice. Delhi: Orient Black Swan.

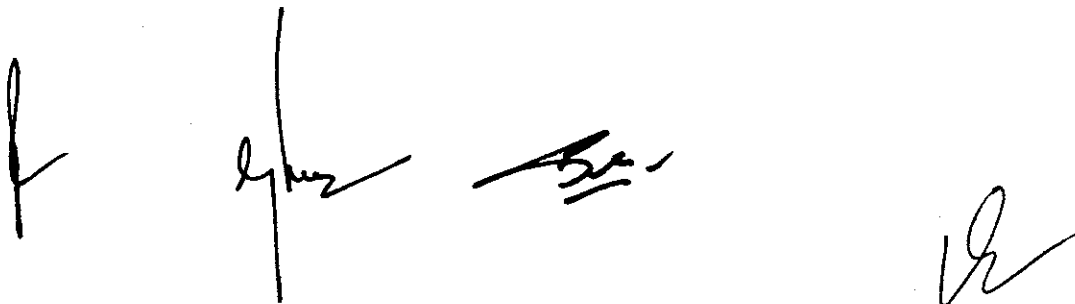
Kumaravadivelu, B. (2006). Understanding Language Teaching: From Method to Postmethod. Mahwah, NJ: Routledge.

**Note for paper setters:**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/fieldwork (section) could also be a part of the theory paper.

Units IV having the components/activities of the sessional work are to be to be developed in the form of the Reflective Journal. All the activities under the sessional work are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60marks (external).40 Marks are for the in House activities.



**UNIVERSITY OF JAMMU**  
**B.A. B.Ed (Four Year Integrated Programme)**  
**Semester VI**  
**(For the examination to be held in year 2023, 2024, &2025)**

**Course no. 603**  
**Credits: 4**

**Title: Teaching of Social Science**  
**Total Marks: 100**  
**Maximum Marks Internal: 40**  
**Maximum Marks External: 60**  
**Duration of Exam: 3 hrs**

**Learning Outcomes: After undergoing this course, the pupil teacher will be able to:**

- Understand the evolution and concept of Social Science
- Identify use of different approaches in the curriculum in the teaching of social science.
- Explore different teaching learning strategies in teaching of social science.
- Analyze different evaluation techniques and innovative assessment approaches in completing their teaching-learning transaction as suggested in the NEP-2020

**Unit-1**

**Use of Supporting material in teaching of Social Science**

- Meaning and importance of audio- visual aids in teaching Social Science viz. Chalkboard, Models, Charts, Audiotape, Video Tapes, Television, Radio. Preparation of low-cost teaching aids in teaching of Social Science at various levels.
- Role and organization of the following in the teaching of social science – Field Trips, Social Science club, Self learning Activities

**Unit-II**

**Importance of Textbooks, Library Equipment and Teachers**

- Qualities and uses of Textbook in teaching of Social Science
- Role of library, Reference material, Timeline chart and different types of Maps in teaching of Social Science
- Qualities and Role of Teacher in Teaching of Social Science: at global perspectives

**Unit-III**

**Devising the lesson plans and approaches**

- Bloom's Taxonomy with reference to teaching of Social Science
- Herbartian approach- Background, Rationale, and steps for writing lesson plans in teaching of social Science with reference to History, Geography and Civics
- RCEM Approach – Background, Rationale and importance and steps for writing lesson plans in teaching of social science with reference to History, Geography and Civics

**UNIT IV**

**Assessment and Evaluation Tools**

- Importance of Qualitative tools of Evaluation in teaching of Social Science
- Principles and steps involved in the construction of
  - Achievement Test
  - Diagnostic Test
  - Performance Test
  - Oral Test

**UNIVERSITY OF JAMMU**  
**B.A. B.Ed (Four Year Integrated Programme)**  
**Semester VI**  
**(For the examination to be held in year 2023, 2024, &2025)**

**Course no. 603**  
**Credits: 4**

**Title: Teaching of Social Science**  
**Total Marks: 100**  
**Maximum Marks Internal: 40**  
**Maximum Marks External: 60**  
**Duration of Exam: 3 hrs**

**Mode of Transaction**

Lecture cum Demonstration Method, Panel Discussion.

**Sessional Work.**

- Visit to important Historical places in J&K and compile report.
- Prepare a pictorial presentation list of Audio-Visual aids and other supportive material used in teaching different aspects of social science.
- Prepare the content analysis report of any one unit from social science textbook of class 6<sup>th</sup>/  
7<sup>th</sup>.
- Prepare a timeline chart of any historical event on a chart.

**Essential Readings:**

Aggarwal, J.C. (2008) Teaching of Social Studies: A practical approach. UP: Vikas Publishing House Pvt. Ltd

Kohli, A.S. (2002). Teaching of Social Science, Anmol Publication.

Halsall, J.P. and Snowden, M. (2016). The pedagogy of Social Sciences curriculum. New York: Springer.

Mangal, S.K., (2004). Teaching of Social Science. Delhi: Arya Book Depot.

Mathur, P. (2005). Teaching of Social Studies. Suman Enterprises.

Mangal, S.K., And Mangal, U. (2018) Pedagogy of Social studies. New Delhi: PHI learning Pvt. Ltd.

NCERT Contemporary India For Class IX

NCERT Contemporary India For Class X

NCERT Democratic Politics For Class IX

NCERT Democratic Politics II For Class X

NCERT Economics For Class IX



**UNIVERSITY OF JAMMU**  
**B.A. B.Ed (Four Year Integrated Programme)**  
**Semester VI**  
**(For the examination to be held in year 2023, 2024, &2025)**


**Course no. 603**  
**Credits: 4**

**Title: Teaching of Social Science**  
**Total Marks: 100**  
**Maximum Marks Internal: 40**  
**Maximum Marks External: 60**  
**Duration of Exam: 3 hrs**

NCERT India & Contemporary World For Class IX  
NCERT India & Contemporary World II For Class X  
NCERT Our Environment - Geography For Class VII  
NCERT Our past - History For Class VI  
NCERT Our Past III For Class VIII  
NCERT Our Past III part II For Class VIII  
NCERT Resource & Development For Class VIII  
NCERT Social & Political Life For Class VIII  
NCERT Social and Political Life II For Class VII  
NCERT The Earth Our Habitat - Geography For Class VI  
NCERT Understanding Economic Development For Class X

**Suggested Readings**

Agarwal, P. (2016). Economic growth and development. New Delhi: Kanishka Publishers  
Drake, F. D. & Lynn, R. N. (2005). Engagement in Teaching History: Theory and Practices for Middle and Secondary Teachers. Columbus, OH: Pearson.  
George, A. M. and Amman, M. (2009). Teaching Social Science in Schools: NCERT's New Textbook Initiative. New Delhi: Sage.  
Jha, S. A. (2011). Teaching of Social Science. New Delhi: APH Publishing Corporation.  
Ruhela, S.P. (2019). Teaching of Social Science. New Delhi: Neelkamal Publication Pvt. Ltd.



**UNIVERSITY OF JAMMU**  
**B.A. B.Ed (Four Year Integrated Programme)**  
**Semester VI**  
**(For the examination to be held in year 2023, 2024, &2025)**

**Course no. 603**  
**Credits: 4**

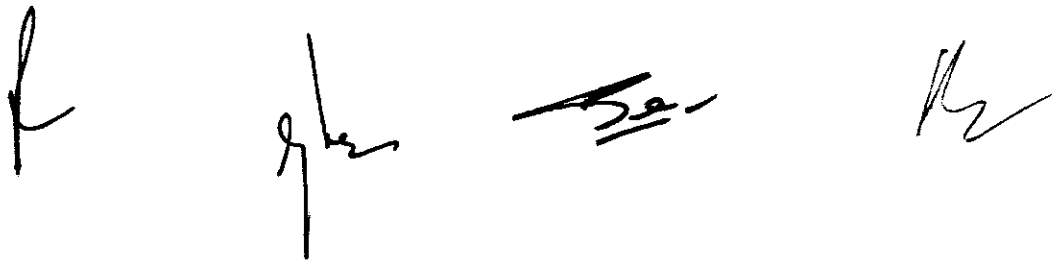
**Title: Teaching of Social Science**  
**Total Marks: 100**  
**Maximum Marks Internal: 40**  
**Maximum Marks External: 60**  
**Duration of Exam: 3 hrs**

**Note for paper setters:**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work(section) could also be a part of the theory paper.

Unit IV having the components/activities of the sessional work are to be to be developed in the form of the Reflective Journal. All the activities under the sessional work are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the in House activities.



**UNIVERSITY OF JAMMU**  
**B.A. B.Ed( Four Year Integrated Programme)**  
**Semester VI**

(For the examination to be held in year 2023, 2024, &2025)

**Course no. 604**  
**Credits: 2**

**Title: Assessment for Learning**  
**Total Marks: 50**  
**Maximum Marks Internal: 20**  
**Maximum Marks External: 30**  
**Duration of Exam: 1.5 hrs**

**Learning Outcomes: After undergoing this course, the pupil teacher will be able to:**

- Know the difference between assessment of learning and assessment for learning understand the process and role of assessment in learning
- Understand the process and role of assessment in learning
- identify different techniques and tools for assessment
- mastervarious statistical techniques for reporting quantitative data.

**Unit -I**

**Fundamentals of Assessment**

- a) Measurement, Assessment and Evaluation: Concept, Purpose and relationship
- b) Types of Assessment: Meaning & Features (Placement, Formative, Diagnostic and Summative)
- c) Significance and role of assessment in learning
- d) Characteristics of a good measuring tool : Validity, Reliability, Objectivity, Usability, Adequacy and Discrimination Power.

**Unit II**

**Interpreting Test Scores**

- Measures of central tendency (mean, median and mode), dispersion (range, quartile deviation and standard deviation) and their interpretation
- Normal Probability Curve: -Properties and Uses
- Coefficient of Correlation- Meaning, types (product moment and rank difference),
- Graphical representation of Data : Histogram, Frequency polygon

**Practical Assignments**

- Conduct seminar on changing assessment practices
- Compile result of one class at school level and its analysis (Mean, Median, Mode) and graphical representation.

**Mode of Transaction:**

- Lecture cum Discussion
- Group Discussion
- Cooperative Learning



**UNIVERSITY OF JAMMU**  
**B.A.B.Ed(Four Year Integrated Programme)**  
**Semester VI**  
**(For the examination to be held in year 2023, 2024, &2025)**

Course no.6024  
Credits:4

**Title: Assessment for Learning**  
**Total Marks: 50**  
**Maximum Marks Internal: 20**  
**Maximum Marks External: 30**  
**Duration of Exam: 1.5hrs**

- Student Presentation (PPT)
- Assignments
- School Visit
- Seminar
- Quiz

**Suggested Readings:**

Bhatia, S.K & Jindal , S.(2019 2nd Ed.): A Textbook on Assessment of Learning, Paragon International Publishers,NewDelhi.

Dandekar, W.N.(2007).Evaluation in Schools.Pune:Shree Vidya Prakashan.

Guskey, T.R.,&Bailey, J.M.(2001).Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.

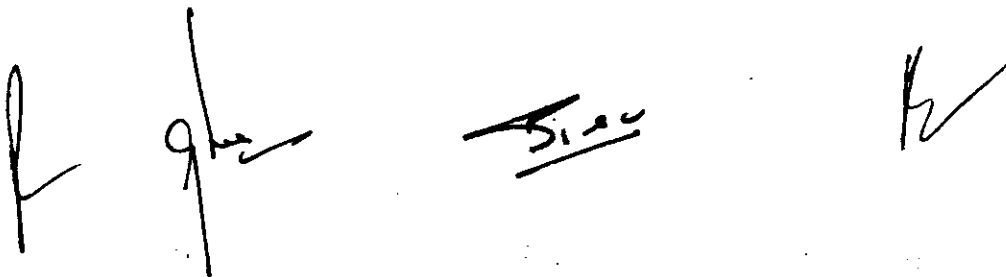
Linn, Robert L. and Gronlund, Norman E.(2008) Measurement and Assessment in Teaching; Pearson Education Inc.

NCERT (2007).National Focus Group Paper on Examination Reforms

Patel, R.N. (2011). Educational Evaluation Theory and Practice. Mumbai: Himalaya Publishing House Pvt.Ltd.

Robert L.L.(2008).Measurement and Assessment in Teaching. Pearson publication

Srivastava, H.(2018). Foundations and Applications of Educational Evaluation, Neel Kamal Publications.





**UNIVERSITY OF JAMMU**  
**B.A. B.Ed (Four Year Integrated Programme)**  
**Semester VI**

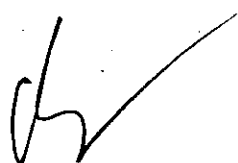
(For the examination to be held in year 2023, 2024, &2025)

Course no. 604  
Credits: 2

Title: Assessment for Learning  
Total Marks: 50  
Maximum Marks Internal: 20  
Maximum Marks External: 30  
Duration of Exam: 1.5 hrs

**Essential Readings**

- Aggarwal, J.C. (2006), Essentials of Examination System: Evaluation, Tests and Measurement, Vikas Publishing House Pvt. Ltd.
- Bhatia, K.K., Measurement and Evaluation in Education, Tandon publications, Ludhiana.
- Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) Handbook on Formative and Summative Evaluation of student Learning. New York: McGraw – Hill Book Co.
- Glaser, R., Chudowsky, N., & Pellegrion, J.W. (Eds.). (2001). Knowing what students know: The Science and Design of Educational Assessment National Academies Press.
- Mrunalini, T. (2013). Educational Evaluation. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Patel, R.N. (2013), Educational Evaluation: Theory and Practice, Himalaya Publishing House, Mumbai.
- Rani, P. (2004). Educational Measurement and Evaluation. New Delhi: Discovery Publishers.
- Reynolds, C.R., Livingston, R.B., and Willson, V. (2011). Measurement and Assessment in Education. New Delhi: PHI Learning PVT. LTD.
- Sharma, R.A. (2010), Essentials of Measurement in Education and Psychology, R. Lall Book Depot, Meerut.
- Siddiqui, M.H. (2010). Educational Evaluation. New Delhi: A.P.H. Publishing Corporation.
- Sidhu, K.S. (2009). *New Approaches to Measurement and Evaluation*. New Delhi: Sterling Publishers Pvt. Ltd
- Stiggins, R. (2005), From formative assessment to assessment for learning: A path to success in standards-based schools, Phi Delta Kappan, 324-328.
- Taiwo, Adediran A. (2004), Fundamentals of Classroom Testing, Vikas Publishing House Pvt. Ltd. New Delhi.



**UNIVERSITY OF JAMMU**  
**B.A.B.Ed(Four Year Integrated Programme)**  
**Semester VI**

(For the examination to be held in year 2023, 2024, & 2025)

Course no. 6011  
Credits: 4

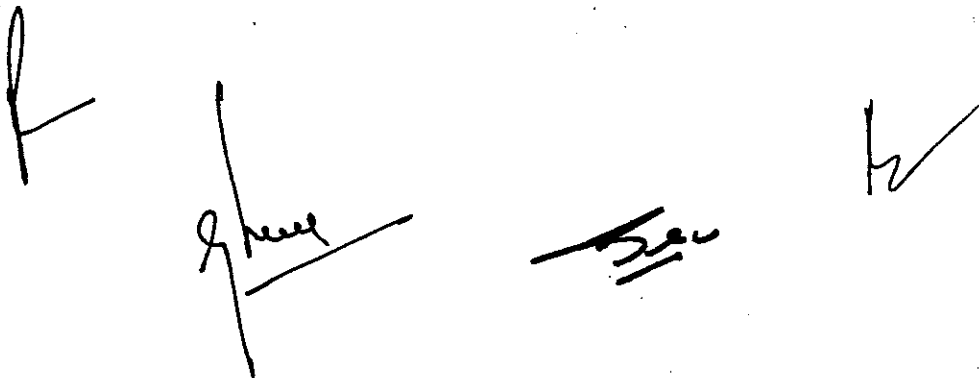
**Title: Assessment for Learning**  
**Total Marks: 50**  
**Maximum Marks Internal: 20**  
**Maximum Marks External: 30**  
**Duration of Exam: 1.5hrs**

**Note for paper setters:**

The Question paper consists of 3 questions having Qnol as Compulsory having two parts spread over the entire Syllabus, with a weightage of 10 marks. The rest of Question paper is divided into two Units and the students are to attend two questions from these units with the internal choice. The essay type Question carries 10 marks each. Unit two having the sessional work/fieldwork(section) could also be a part of the theory paper.

Unit two having the components/activities of the sessional work are to be developed in the form of the Reflective Journal. All the activities under the sessional work are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 30 marks (external). 20 Marks are for the in House activities.

The block contains several handwritten signatures and initials in black ink. On the left, there is a large, stylized letter 'H'. To its right is a signature that appears to be 'J. K. Singh'. Further right is another signature that looks like 'S. K. Singh'. On the far right, there is a checkmark-like signature.

**UNIVERSITY OF JAMMU**  
**B.A. B.Ed (Four Year Integrated Programme)**  
**Semester VI**  
**(For the examination to be held in year 2023, 2024, &2025)**

**Course no. 605**

**Title: Action Research**

**Credits: 2**

**Total Marks: 50**

**Maximum Marks Internal: 20**

**Maximum Marks External: 30**

**Duration of Exam: 1.5 hrs**

**Learning Outcomes: After undergoing this course, the pupil teacher will be able to:**

- Know the concept and philosophy of action research
- Understand difference in the concepts of basic, applied and action research
- analyze the different approaches and methods involved in action research
- acquire the skills of conducting, interpreting and reporting the findings of action research

**UNIT-I**

**Fundamentals of Research and Action Research**

**a) Fundamentals of Research**

- Research – Meaning, definition and importance.
- Concept of Educational Research, its meaning, characteristics, Nature and Scope
- Types of Research: Fundamental/Basic, Applied and Action Research – meaning and importance.

**b) Fundamentals of Action Research**

- Concept, Importance and principles of Action Research
- Approaches of Action Research: Qualitative and Quantitative - Concept and Need
- Methods of Action Research –Experimental and Case Study- Meaning, Purpose, Process and limitations

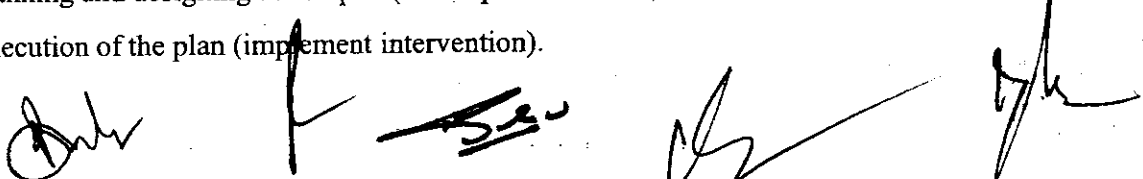
**UNIT-II**

**Process of Action Research and Tools**

**a) Action Research**

**Steps of Action Research :**

- Identifying the problem
- Problem analysis in terms of causes.
- Identifying the objectives/ research questions
- Formulating action hypotheses.
- Planning and designing action plan(develop intervention)
- Execution of the plan (implement intervention).



**UNIVERSITY OF JAMMU**  
**B.A. B.Ed (Four Year Integrated Programme)**  
**Semester VI**  
**(For the examination to be held in year 2023, 2024, &2025)**

**Course no. 605**

**Title: Action Research**

**Credits: 2**

**Total Marks: 50**

**Maximum Marks Internal: 20**

**Maximum Marks External: 30**

**Duration of Exam: 1.5 hrs**

- Analysing the data (evaluate intervention)
- Findings
- Reflect and revise
- Repeat the cycle

**b) Data Collection- Tools and Techniques**

A) Tools for Data Collection – (Characteristics, uses and limitations)

- Questionnaire –Open and Close ended
- Artifacts: Documents, Records (Student’s journals, logs, audio, videos)
- Measures in classroom – Socio-metric technique and Classroom Social Distance Scale

B) Techniques of Data Collection

- Interviews –Structured and Unstructured
- Observation- Participant and Non-Participant

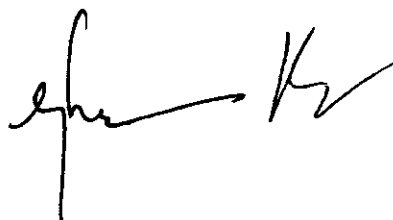
C) Role of teacher in Action Research, Action Research for Professional development of teachers

**Modes of transaction**

- Brain storming to identify a research problem for action research
- Lecture method
- Lecture cum discussion method

**Sessional Work**

- Prepare a tool (questionnaire/ checklist/ interview schedule) for data collection for an action research project of your relevance. (any one)
- Each student-teacher is required to conduct an action research on any school / classroom problem he / she encounters and prepare a report.



**UNIVERSITY OF JAMMU**  
**B.A. B.Ed (Four Year Integrated Prograame)**  
**Semester VI**  
**(For the examination to be held in year 2023, 2024, &2025)**

**Course no. 605**

**Title: Action Research**

**Credits: 2**

**Total Marks: 50**

**Maximum Marks Internal: 20**

**Maximum Marks External: 30**

**Duration of Exam: 1.5 hrs**

**Essential Readings:**

Chaudhuri, S. (2013). Leading Action Research in Teacher Education. Rita Publication: Kolkata

Creswell, J. (2003). Research Design Qualitative, Quantitative, and Mixed Methods Approaches. California: Sage Publications.

Efron, S.E. and Ravid, R. (2013). Action research in education: A practical guide. New York, NY: The Guilford Press.

Koshy, V. (2010). Action research for improving educational practice: A step-by-step guide. Sage Publications Inc.

Mills, G. E. (2003). Action research: A guide for the teacher researcher. Upper Saddle River, NJ: Merrill/Prentice Hall.

**Suggested Readings:**

Macintyre, C. (2000). The Art of Action Research in the Classroom, London: David Fulton Publishers.

Nugent, G., Malik, S. and Hollingsworth, S. (2012). A Practical Guide to Action Research for Literacy Educators. International Reading Association, Nokia Corporation, and Pearson Foundation

Somekh, B. (2016). Action Research a methodology for change and development. Open University Press McGraw-Hill Education: England

Whitehead, J. and McNiff, J. (2006). All You Need to Know About Action Research. Sage Publications Inc.



C.No. 605

UNIVERSITY OF JAMMU  
B.A.B.Ed(Four Year Integrated Programme)  
Semester VI

(For the examination to be held in year 2023, 2024, & 2025)

Course no. 605  
Credits: 4

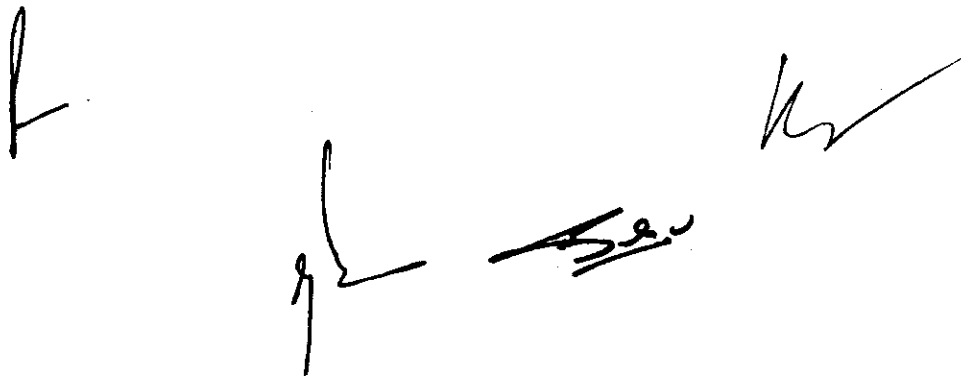
Title: Action Research  
Total Marks: 50  
Maximum Marks Internal: 20  
Maximum Marks External: 30  
Duration of Exam: 1.5hrs

**Note for paper setters:**

The Question paper consists of 3 questions having Qnol as Compulsory having two parts spread over the entire Syllabus, with a weightage of 10 marks. The rest of Question paper is divided into two Units and the students are to attend two questions from these units with the internal choice. The essay type Question carries 10 marks each. Unit two having the sessional work/fieldwork(section) could also be a part of the theory paper.

Unit two having the components/activities of the sessional work are to be developed in the form of the Reflective Journal. All the activities under the sessional work are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 30marks (external). 20Marks are for the in House activities.

The bottom section of the page contains several handwritten signatures and initials. On the left, there is a large, stylized signature. In the center, there is a signature that appears to be 'S.S.' with a horizontal line through it. On the right, there is another large, stylized signature.

**UNIVERSITY OF JAMMU**  
**B.A. B.Ed (Four Year Integrated Programme)**  
**Semester VI**  
**(For the examination to be held in year 2023, 2024, &2025)**

**Course no. 606**

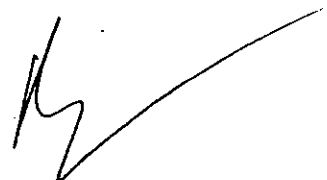
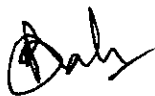
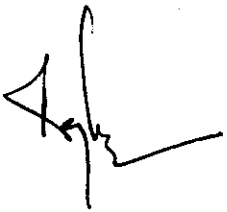
**Title: Internship**

**Credits: 2**

**Total Marks: 50**

School Internship (all mentioned activities to be performed as given below) (10 x 5)

- Differential functioning of school system.
- System of managing the classroom by another teacher.
- System of managing internal &external evaluation.
- System of managing school records and registers
- System of managing curricular and co-curricular activities



163  
491

UNIVERSITY OF JAMMU  
B.A. B.Ed (Four Year Integrated Programme)  
Semester VII  
(For the examination to be held in year 2023, 2024, &2025)

Course no. 607

Credits: 8

Title: Teaching Practice

Total Marks: 200

Maximum Marks Internal: 120

Maximum Marks External: 80

Teaching practice (TPI A) using Herbartian Approach comprises of: (60)

- Delivery of 30 lessons on one chosen subject.
- Delivery of 02 criticism lessons.
- Delivery of 10 on spot Lessons.
- Observing 08 lessons of Peer group.

Teaching practice (TPT B) using RCEM approach comprises of: (60)

- Delivery of 30 lessons on one chosen subject.
- Delivery of 02 criticism lessons.
- Delivery of 10 on spot lessons.
- Observing 08 lessons of peer group.

*(Handwritten signatures and initials)*