



# UNIVERSITY OF JAMMU

Baba Sahib Ambedkar Road, Jammu-180006 (J&K)

No. F.Acd./I/17/ 2610-14  
Dated: 20-05-2017

**Most Urgent**

I/c University Website,  
University of Jammu,  
Jammu.

**Subject: Agenda of the Academic Council – 26.05.2017.**

Sir,

Kindly find enclosed herewith the agenda of the meeting of the Academic Council scheduled to be held on 26.05.2017 at 10:30 a.m. in the Committee Room, Administration Block-II, University of Jammu, Jammu for uploading the same on the University Website please.

Thanking you,

Yours faithfully,

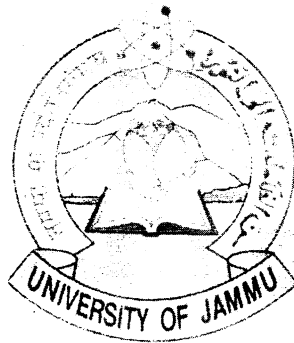
  
Assistant Registrar (Acad.)

Encl. As above

**Copy for information to:-**

1. Special Secretary to the Vice Chancellor for the kind information of the Worthy Vice-Chancellor please.
2. Sr. P.A. to the Dean Academic Affairs/Dean Research Studies please.
3. Sr. P.A. to the Registrar please.

**UNIVERSITY OF JAMMU**



# **AGENDA**

## **FOR THE MEETING OF ACADEMIC COUNCIL**

**DATE** : MAY 26, 2017  
**TIME** : 10:30 A.M.  
**DAY** : FRIDAY  
**VENUE** : COMMITTEE ROOM,  
ADMINISTRATION BLOCK-II,  
UNIVERSITY OF JAMMU,  
JAMMU

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**ITEM NO. 1 To confirm the minutes of the meeting of the Academic Council held on 23.11.2017, already circulated.**

**ITEM NO. 2 To report the action taken on the Resolutions passed by the Academic Council at its meeting held on 23.11.2017 as given below:**

Item No.	Decision in Brief	Action Report	Taken
1.	Considered the minutes of the meeting of the Academic Council held on 31.05.2016, already circulated. <b>RESOLVED</b> that the minutes of the meeting of the Academic Council held on 31.05.2016, already circulated, be confirmed.	Already No Required.	circulated; Action
2.	Considered the report about the action taken on the resolutions passed by the Academic Council at its meeting held on 31.05.2016. <b>RESOLVED</b> that the report about the action taken on the resolutions passed by the Academic Council at its meeting held on 31.05.2016, <b>be confirmed.</b>	Action taken.	already
3.	Considered the confirmation of the action taken by the Vice-Chancellor in having authorized the following :-  i) Semester system shall continue for the current Academic Session i.e. 2016-17 for Degree Colleges falling under winter zone as the admissions have been done prior to the issuance of notification for adoption of Choice Based Credit System at UG Level vide No. F.Acd./I/16/5205-5304 dated 11.06.2016. ii) Examinations of the candidates for the ongoing Academic Session will be held with the Private candidates of the first semester, the date sheet of which stands already notified. iii) For the year 2017, admissions shall be made in the month of February-March under the Choice Based Credit Scheme for the Winter Zone Colleges also.  <b>RESOLVED</b> that the action taken by the Vice-Chancellor in having authorized the following :-  i) Semester system shall continue for the current Academic Session i.e. 2016-17 for Degree Colleges falling under winter zone as the admissions have been done prior to the issuance of notification for adoption of Choice Based Credit System at UG Level vide No. F.Acd./I/16/5205-5304 dated 11.06.2016. ii) Examinations of the candidates for the ongoing Academic Session will be held with the Private candidates of the first semester, the date sheet of which stands already notified. iii) For the year 2017, admissions shall be made in the month of February-March under the Choice Based Credit Scheme for the Winter Zone Colleges also.  <b>be endorsed.</b>	The Syndicate resolution of item No. 111.10 dated 13.02.2017 has approved the action taken in the matter.	University vide
4.	Considered the confirmation of the action taken by the Vice-Chancellor in having authorized the incorporation of the following clause in Statute 23 of the Statutes governing B.A./B.Sc./B.Com.	The Syndicate resolution of item No.	University vide

	<p>(General)/BBA/BCA/Honour Courses (Semester System) :</p> <p><b><i>There will be no internal assessment for Absentee/Casual/Private failure candidates and in their case the marks secured in the theory/practical examinations shall be raised proportionately in lieu of internal assessment.</i></b></p> <p><b>RESOLVED</b> that the action taken by the Vice-Chancellor in having authorized the incorporation of the following clause in Statute 23 of the Statutes governing B.A./B.Sc./B.Com. (General)/BBA/BCA/Honour Courses (Semester System) :</p> <p><b><i>There will be no internal assessment for Absentee/Casual/Private failure candidates and in their case the marks secured in the theory/practical examinations shall be raised proportionately in lieu of internal assessment.</i></b></p> <p><b>be endorsed.</b></p>	<p>111.13 dated 13.02.2017 has endorsed the action taken for the confirmation of the University Council.</p>
5.	<p>Considered the action taken by the Vice-Chancellor in having authorized the reduction of pass percentage from 75% to 50% of the subjects/papers of theory/practical separately in Semester-I/III for promotion from Semester-II to III and Semester-IV to V (as the case may be), in relaxation to statute 26(iii) relating to the statutes governing the Three Year B.A./B.Sc./B.Com. (General)/BBA/BCA/Honours Course (Semester System) for the current Academic Session 2016-17.</p> <p><b>RESOLVED</b> that the action taken by the Vice-Chancellor in having authorized the reduction of pass percentage from 75% to 50% of the subjects/papers of theory/practical separately in Semester-I/III for promotion from Semester-II to III and Semester-IV to V (as the case may be), in relaxation to statute 26(iii) relating to the statutes governing the Three Year B.A./B.Sc./B.Com.(General)/ BBA/BCA/Honours Course (Semester System) for the current Academic Session 2016-17, <b>be endorsed.</b></p>	<p>The University Syndicate vide resolution of item No. 111.14 dated 13.02.2017 has endorsed the action taken for the confirmation of the University Council.</p>
6.	<p>Considered the confirmation of the action taken by the Vice-Chancellor in having authorized the incorporation of the clause of Re-evaluation in the Two Year B.Ed. Programme and the Two Year M.Ed. Programme (Non Choice Based Credit System) w.e.f. the Academic Session 2015-16.</p> <p><b>RESOLVED</b> that the action taken by the Vice-Chancellor in having authorized the incorporation of the clause of Re-evaluation in the Two Year B.Ed. Programme and the Two Year M.Ed. Programme (Non Choice Based Credit System) w.e.f. the Academic Session 2015-16, <b>be endorsed.</b></p> <p><b>RESOLVED FURTHER</b> that the Dean, Faculty of Education shall look into the matter again keeping in view the practice being followed by the University of Kashmir.</p>	<p>The University Syndicate vide resolution of item No. 111.15 dated 13.02.2017 has endorsed the action taken for the confirmation of the University Council.</p> <p>An item in this regard is a part of the agenda of the Academic Council.</p>
7.	<p>Considered the matter w.r.t. Degree of Bachelor of Vocation (B.Voc.)</p>	<p>The University</p>

	<p>for recognition as eligibility in all courses where the entry qualification is a Bachelor Degree without specific requirement in a particular discipline.</p> <p><b>RESOLVED</b> that the matter w.r.t. Degree of Bachelor of Vocation (B.Voc.) for recognition as eligibility in all courses where the entry qualification is a Bachelor Degree without specific requirement in a particular discipline, <b>be endorsed.</b></p>	<p>Syndicate vide resolution of item No. 111.03 dated 13.02.2017 has endorsed the matter for the consideration of the University Council.</p>
8.	<p>Considered the duties and responsibilities of the Rectors/Directors of the Offsite Campuses.</p> <p><b>RESOLVED</b> that the duties and responsibilities of the Rectors/Directors of the Offsite Campuses, <b>be endorsed.</b></p>	<p>The University Syndicate vide resolution of item No. 111.04 dated 13.02.2017 has endorsed the matter for the consideration of the University Council.</p>
9.	<p>Considered the confirmation of the action taken by the Vice-Chancellor in having authorized the adoption of the revised Statutes governing the Choice Based Credit System for Master's Degree Programme (Through Regular Mode) for the Academic Session 2016-17.</p> <p><b>RESOLVED</b> that the action taken by the Vice-Chancellor in having authorized the adoption of the revised Statutes governing the Choice Based Credit System for Master's Degree Programme (Through Regular Mode) for the Academic Session 2016-17, <b>be endorsed.</b></p> <p><b>RESOLVED FURTHER</b> that the matter be placed for more deliberations before the Campus Deans particularly w.r.t. the review of the Statutes 47 and 54.</p>	<p>The University Syndicate vide resolution of item No. 111.61 dated 13.02.2017 has endorsed the following for the consideration of the University Council:</p> <p>i) the action taken by the Vice-Chancellor in having authorized the adoption of the revised Statutes governing the Choice Based Credit System for Master's Degree Programme (Through Regular Mode) for the Academic Session 2016-17.</p> <p>ii) the amendments in the Statute 47 and 54 of the Statutes governing the Choice Based Credit System for Master's Degree Programme (Through Regular Mode) which shall be applicable from the Academic Session 2018-19 and onwards.</p>
10.	<p>Considered the confirmation of the action taken by the Vice-Chancellor in having authorized adoption of revised Regulations/Statutes governing Degree of M.Phil./Ph.D in</p>	<p>The University Syndicate vide resolution of item No.</p>

	<p>accordance with UGC MSP Regulations, 2016.</p> <p><b>RESOLVED</b> that the action taken by the Vice-Chancellor in having authorized adoption of revised Regulations/Statutes governing Degree of M.Phil./Ph.D in accordance with UGC MSP Regulations, 2016, <b>be endorsed.</b></p> <p><b>RESOLVED FURTHER that</b> the matter be further re-looked into by the Dean Research Studies.</p>	<p>111.20 dated 13.02.2017 has endorsed the matter for the confirmation of the University Council.</p> <p>The Asstt. Registrar (R&amp;A) has been intimated that no action is required till the resolution of the University Council is received vide letter No. RA/17/422 dated 26.04.2017.</p>
11.	<p>Considered the commencement of three-year Degree Course in Hospitality and Hotel Administration in the proposed Institute of Hotel Management (IHM), at Patnitop Campus.</p> <p><b>RESOLVED</b> that the commencement of three-year Degree Course in Hospitality and Hotel Administration in the proposed Institute of Hotel Management (IHM), at Patnitop Campus be agreed in principle. However, the Course Structure of the programme be formulated by the Board of Studies and the academic work etc. be started subject to the availability of funds and completion of all other required facilities/infrastructure etc.</p>	<p>The Director, Patnitop Campus vide letter No. IHM/17/102 dated 20.04.2017, has intimated that the courses identified for the proposed IHM are to be offered only after the required facilities/infrastructure are developed for the same. Regarding the formulation of Course Structure by the Board of Studies, it is submitted that the University of Jammu has already submitted an undertaking to the funding agency (Ministry of Tourism, GoI) that proposed IHM would follow the academic/admission norms as prescribed by the National Council for Hotel Management &amp; Catering Technology (NCHMCT) New Delhi, as one of the condition to avail the Central Financial Assistance for the development of the infrastructure for the</p>

		proposed IHM. The submission of the undertaking to the funding agency has been approved by the Jammu University Council in its 77 <sup>th</sup> meeting held on 27.10.2014 vide resolution No. 3.8.2. Regarding the development of infrastructure, it is to intimate that the University has completed all the prerequisites to avail the Central Financial Assistance and the release of the grant by the funding agency is awaited.
12.	<p>Considered the placement of the Centre for Studies in Museology in the Faculty of Music and Fine Arts instead of Faculty of Social Sciences.</p> <p><b>RESOLVED</b> that a Committee be constituted to review the item and recommendations in this regard be placed before the next meeting of the Academic Council.</p> <p><b>RESOLVED FURTHER that</b> the Director, Centre for Studies in Museology shall collect the information w.r.t. this matter from other Universities/Institutions where such an arrangement exists.</p>	<p>The Director, Centre for Studies in Museology has been requested to take n.a. vide letter No. F.Acd./I/16/14289-90 dated 19.12.2016 followed by reminder No. F.Acd./I/17/514-15 dated 18.04.2017.</p>
13.	<p>Considered the UGC D.O. No. F.1-1/2016(Secy) dated 29<sup>th</sup> September, 2016 w.r.t. the UGC Regulations once notified in the Gazette of India are mandatory for implementation in the University.</p> <p><b>RESOLVED</b> that the UGC D.O. No. F.1-1/2016(Secy) dated 29<sup>th</sup> September, 2016 w.r.t. the UGC Regulations as notified in the Gazette of India and which are mandatory for implementation in the University, <b>be endorsed.</b></p>	<p>The University Syndicate vide resolution of item No. 111.05 dated 13.02.2017 has endorsed the matter for consideration of the University Council.</p>
14.	<p>Considered the adoption of IT Policy of the University.</p> <p><b>RESOLVED</b> that the adoption of IT Policy of the University, <b>be accepted.</b></p>	<p>The Director, Centre for IT enabled Services and Management has been requested to take n.a. vide letter No. F.Acd./I/16/14287-88 dated 19.12.2016.</p>
15.	Considered the adoption of Laboratory Safety Policy for Hazardous	The Director, DIQA has been requested to

	<p>Materials.</p> <p><b>RESOLVED</b> that the adoption of Laboratory Safety Policy for Hazardous Materials, be accepted. The efforts of the Committee were appreciated in this behalf by the Academic Council.</p> <p><b>RESOLVED FURTHER that</b> the Committee already constituted for the purpose may improve upon the document as prepared wherever required.</p>	<p>take n.a. vide letter No. F.Acd./I/16/14277-78 dated 19.12.2016.</p>
16.	<p>Considered the confirmation of the action taken by the Vice-Chancellor in having authorized the amendments in the existing Statutes in B.Sc. Nursing Course effective for all the examinations of all batches held in the year 2016 and onwards.</p> <p><b>RESOLVED</b> that the action taken by the Vice-Chancellor in having authorized the amendments in the existing Statutes in B.Sc. Nursing Course effective for all the examinations of all batches held in the year 2016 and onwards, <b>be endorsed.</b></p>	<p>The University Syndicate vide resolution of item No. 111.16 dated 13.02.2017 has endorsed the matter for confirmation of the University Council.</p>
17.	<p>Considered the matter w.r.t. the introduction of the following:</p> <ol style="list-style-type: none"> <li>carry on system in the Two Year B.Ed. and Two year M.Ed. Courses; and</li> <li>supplementary Examination in the 3<sup>rd</sup> and 4<sup>th</sup> Semesters of the Two Year B.Ed. and Two year M.Ed. Courses.</li> </ol> <p><b>RESOLVED</b> that the matter w.r.t. the introduction of the following:</p> <ol style="list-style-type: none"> <li>carry on system in the Two Year B.Ed. and Two year M.Ed. Courses; and</li> <li>supplementary Examination in the 3<sup>rd</sup> and 4<sup>th</sup> Semesters of the Two Year B.Ed. and Two year M.Ed. Courses.</li> </ol> <p><b>be endorsed.</b></p> <p>However, the time span for the completion of the programme shall be N+1 year where N stands for the normal or minimum duration prescribed for completion of programme as per the NCTE guidelines.</p> <p><b>FURTHER RESOLVED</b> that the above resolution shall also be applicable to the B.P.Ed. and the M.P.Ed. programmes.</p>	<p>The University Syndicate vide resolution of item No. 111.06 dated 13.02.2017 has endorsed the matter for the consideration of the University Council.</p>
18.	<p>Considered the charging of University fee for admission to PG Diploma in Bioinformatics (One Year) under UGC Innovative Program.</p> <p>The proposal was withdrawn.</p>	<p>The Coordinator, P.G. Diploma in Bioinformatics, School of Biotechnology has been intimated vide letter No. F.Acd./I/17/14965-66 dated 06.01.2017.</p>
19.	<p>Considered the confirmation of the action taken by the Vice-Chancellor in having authorized the following:-</p> <p>(i) Supplementary Examination for B.A./B.Sc./B.Com.</p>	<p>The University Syndicate vide resolution of item No.</p>

	<p>(General)/BBA/BCA Part-I and Part-II shall be ceased from the Academic Session 2017-18; and</p> <p>(ii) Bi-Annual Examination for B.A./B.Sc./B.Com.(General)/BBA/BCA Part-III shall be terminated from the Academic Session 2018-19.</p> <p><b>RESOLVED</b> that the action taken by the Vice-Chancellor in having authorized the following:-</p> <p>(i) Supplementary Examination for B.A./B.Sc./B.Com.(General)/BBA/BCA Part-I and Part-II shall be ceased from the Academic Session 2017-18; and</p> <p>(ii) Bi-Annual Examination for B.A./B.Sc./B.Com.(General)/BBA/BCA Part-III shall be terminated from the Academic Session 2018-19.</p> <p><b>be endorsed.</b></p>	<p>111.17 dated 13.02.2017 has endorsed the matter for confirmation of the University Council.</p>
20.	<p>Considered the adoption of Hindi Literature as a Core Subject at the Under Graduate Level and start of Honours in Hindi in the Colleges.</p> <p><b>RESOLVED</b> that the adoption of Hindi Literature as a Core Subject at the Under Graduate Level and the start of the B.A. Honours Course in Hindi in the Colleges, <b>be endorsed.</b></p>	<p>The University Syndicate vide resolution of item No. 111.11 dated 13.02.2017 has endorsed the matter for consideration of the University Council.</p>
21.	<p>Considered the confirmation of the action taken by the Vice-Chancellor in changing admission of the candidate from Self Financing seat to Open Category seat on the basis of higher merit.</p> <p><b>RESOLVED</b> that the action taken by the Vice-Chancellor in changing admission of the candidate from Self Financing seat to Open Category seat on the basis of higher merit, <b>be confirmed.</b></p>	<p>The Assistant Registrar (AA) was requested to take n.a. vide letter No. F.Acd./I/16/14279-80 dated 19.12.2016.</p>
22.	<p>Considered the confirmation of the action taken by the Vice-Chancellor in having authorized adoption of syllabi and courses of Study of the subjects for the examinations to be held in the years as per the agenda item.</p> <p><b>RESOLVED</b> that the action taken by the Vice-Chancellor in having authorized adoption of syllabi and courses of Study of the subjects for the examinations to be held in the years as per the agenda item, <b>be confirmed.</b></p>	<p>No action was required.</p>
23.	<p>Considered the matter regarding the introduction of the Choice Based Credit System at the Post Graduate Level in the Offsite Campuses and P.G. Colleges.</p> <p><b>RESOLVED</b> that the matter regarding the introduction of the Choice Based Credit System at the Post Graduate Level in the Offsite Campuses and the P.G. Colleges, <b>be not agreed</b> till a system to ensure uniformity in quality and standard in the examination at par with the main campus is in place.</p>	<p>No action was required.</p>
24.	<p>Considered the request of the Director, the Business School regarding the current practice of concurrence to be dispensed with.</p>	<p>The Assistant Registrar (Adm.TW)</p>

	<b>RESOLVED</b> that the matter be placed before the Campus Deans under the chairmanship of the Vice-Chancellor.	has been requested to take n.a. vide letter No. F.Acd./I/16/14312-14 dated 21.12.2016 followed by reminder No. F.Acd./I/17/507-09 dated 18.04.2017. The meeting in the matter has been held under the chairmanship of the Vice-Chancellor.
25.	Considered the confirmation of the action taken by the Vice-Chancellor in having authorized the submission of Ph.D thesis in Statistics by Ms. Neha Jain in relaxation of rules.  <b>RESOLVED</b> that the action taken by the Vice-Chancellor in having authorized the submission of Ph.D thesis in Statistics by Ms. Neha Jain in relaxation of rules by more than five working days, <b>be endorsed.</b>	The University Syndicate vide resolution of item No. 111.18 dated 13.02.2017 has endorsed the matter for confirmation of the University Council.
26.	Considered the discontinuation of PGDBM run by The Business School from the session 2016-17 and shifting it to the Govt. SPMR College of Commerce, Jammu on the request of the Principal, Govt. SPMR College of Commerce, Jammu.  <b>RESOLVED</b> that the matter be deliberated in the concerned faculty under the convenership of the Dean, Faculty of Business Studies.	The matter was deliberated in the concerned faculty on 11.05.2017 and it was resolved that the PGDBM Programme be not discontinued as the faculty members were of the opinion that there is an urgent need to improve the course and make it more market oriented. It was further resolved that the Director, TBS be authorized to form a committee to work out the detailed recommendations for bringing about necessary improvements in the PGDBM course and to make it academically more attractive.
27.	Considered the confirmation of the action taken by the Vice-Chancellor in having authorized continuation of syllabi and courses of Study in the subjects for the examinations to be held in the years as per agenda item.  <b>RESOLVED</b> that the action taken by the Vice-Chancellor in having authorized continuation of syllabi and courses of Study for the	No action was



	examinations to be held in the years as per the agenda item, <b>be confirmed.</b>	required.
28.	<p>Considered the recommendations of the Campus Deans at their meeting held on 07.11.2016 regarding the handing over of the charge of the Deans, Conveners, HODs of the respective posts to the next Senior Most Professor while proceeding on any kind of leave.</p> <p><b>RESOLVED</b> that –</p> <p>i) the matter w.r.t. the Conveners has already been resolved in the last University Council. Hence, no discussions were required, and</p> <p>ii) with regard to the charge of the Deans and HoDs, the practice in vogue be continued and the order No. DRS/16/20069-20169 dated 15.03.2016 be adhered to.</p>	<p>i) In pursuance of the University Council Resolution No. 81.32 dated 20.10.2016, notification has been issued vide No. F.Acd./II/17/1459 2-791 dated 04.01.2017.</p> <p>ii) Notification has been issued vide No. F.Acd./II/16/1480 4-903 dated 04.01.2017.</p>
29.	<p>Considered the modification in Statute 4 (i) – para 5<sup>th</sup> of the Statutes governing Constitution of Departmental Research Committee.</p> <p><b>RESOLVED</b> that the modification in Statute 4 (i) – para 5<sup>th</sup> of the Statutes governing the Constitution of Departmental Research Committee, <b>be endorsed.</b> However, Acting Head of the Department shall not hold the meeting of the Departmental Research Committee/Board of Studies, if the person (Convener/HOD) is not available for a period more than fifteen days.</p>	<p>The University Syndicate vide resolution of item No. 111.07 dated 13.02.2017 has endorsed the matter for consideration of the University Council.</p> <p>The Asstt. Registrar (R&amp;A) has been intimated that no action is required till the resolution of the University Council is received vide letter No. RA/17/422 dated 26.04.2017.</p>
30.	<p>Considered the confirmation of the action taken by the Vice-Chancellor in having regularized the admission in favour of the two candidates namely Shubam Dogra and Ritika of B.Com Semester-V during the session 2016-17 of the Bhaskar Degree College in relaxation of Statutes notified vide No. F.Acd/1/16/6666-765 dated 15.07.2016.</p> <p><b>RESOLVED</b> that the action taken by the Vice-Chancellor in having regularized the admission in favour of the two candidates namely Shubam Dogra and Ritika of B.Com Semester-V during the session 2016-17 of the Bhaskar Degree College in relaxation of Statutes notified vide No. F.Acd/1/16/6666-765 dated 15.07.2016, <b>be endorsed.</b></p>	<p>The University Syndicate vide resolution of item No. 111.19 dated 13.02.2017 has endorsed the matter for confirmation of the University Council.</p>

31.	<p>Considered the introduction of tuition fees and determination of the amount, as envisaged in the Financial Autonomy document.</p> <p><b>RESOLVED</b> that a Committee be constituted to look into the matter and the Vice-Chancellor be authorized to take the final decision in view of the Financial Autonomy as envisaged and adopted by the Govt.</p>	An item is a part of the agenda of the Academic Council.
32.	<p>Considered the grant of one time Special Chance to those who have a backlog/s and that their chances or time period debars their further appearance.</p> <p><b>RESOLVED</b> that the grant of one time Special Chance to those who have a backlog/s and that their chances or time period debars their further appearance, <b>be endorsed</b>.</p>	The University Syndicate vide resolution of item No. 111.08 dated 13.02.2017 has endorsed the matter for consideration of the University Council.
33.	<p>Considered the matter regarding admission in the Ph.D Programme of the candidates having passed the LL.M Degree of one year duration.</p> <p><b>RESOLVED</b> that the matter regarding admission in the Ph.D Programme of the candidates having passed the LL.M Degree of one year duration, <b>be endorsed</b>, with a further one year additional course work. However, the Registration of the candidate shall be made only on completion of additional course work.</p>	The University Syndicate vide resolution of item No. 111.09 dated 13.02.2017 has endorsed the matter for consideration of the University Council.
34.	<p>Considered the revised norms and regulations for the maintenance charges of the University Sports Infrastructure and Seminar Halls of the departments.</p> <p><b>RESOLVED</b> that the revised norms and regulations for the maintenance charges of the University Sports Infrastructure and Seminar Halls of the departments, <b>be endorsed</b>.</p>	<p>The University Syndicate vide resolution of item No. 111.19 dated 13.02.2017 has approved the revised norms and regulations for the maintenance charges of the University Sports Infrastructure and Seminar Halls of the departments.</p> <p>The Dean Students Welfare has been requested to take n.a. vide letter No. F.Acd./I/17/17433-35 dated 30.03.2017.</p>
35.	<p>Considered the Course Structure and Guidelines for the Examinations under the Choice Based Credit System at the Under Graduate Level.</p> <p><b>RESOLVED</b> that the Course Structure and Guidelines for the Examinations under the Choice Based Credit System at the Under Graduate Level, <b>be confirmed</b>.</p>	The amended scheme governing the Choice Based Credit System at Under Graduate Level for the academic session 2017-18 has

		been notified vide No. F.Acd./II/17/17425-555 dated 03.03.2017.
36.	<p>Considered the issue of dwindling number in the admission to UG/PG courses and the poor performance of applicants in the JUET examination.</p> <p><b>RESOLVED</b> that the matter be looked into by the Core Committee of the JUET, 2017.</p>	<p>The matter was discussed in the meeting of the Core Committee for the conduct of the JUET-2017 for admission to the various academic programmes of the University/offsite Campuses/Private affiliated colleges which was held in the office chamber of the Vice-Chancellor on 19.12.2016 wherein it was resolved that the observations made by Prof. R. K. Ganjoo are not correct as the data was based on inflated figures and a candidate had applied for different courses on separate applications in their session.</p>
37.	<p>Considered the matter w.r.t. the allotment of Grace Marks in favour of Mufti Moin, student of MBBS, ASCOMS, Jammu.</p> <p><b>RESOLVED</b> that the expert Committee comprising three former Deans of Medical Sciences/Principals, GMC, Jammu be constituted by the Vice Chancellor for the examination and recommendations in the matter.</p>	<p>The meeting of the former Deans was fixed on 27.01.2017 but could not held due to non availability of some former Deans. The panel of former Deans was again re-structured but the meeting was not held even after issuing of the reminders to the Principal/Dean, Govt. Medical College, Jammu vide No. F.Acd./I/17/16375-77 dated 16.02.2017, F.Acd./I/17441-43 dated 31.03.2017 &amp; F.Acd./I/17/1260-62 dated 02.05.2017.</p>
38.	<p>Considered the request of the Head of the Department of Urdu for appointing Dr. Taki Abdi as Honorary Professor in the department of Urdu, University of Jammu.</p>	<p>The Assistant Registrar (Adm.TW)</p>

	<b>RESOLVED</b> that the Statutes as captioned in Chapter-III of the University Calendar, Volume-I, for “Honorary Professors” be adhered to. However, needful be done after preparing proper and transparent guidelines.	has been requested to take n.a. vide letter No. F.Acd./I/16/14273-74 dated 19.12.2016.
39.	<p>Considered the matter w.r.t. the filling up and conversion of seven vacant posts of Instructors and Sr. Instructors in the Department of Music and Fine Arts to six posts of Asstt. Professors.</p> <p><b>RESOLVED</b> that the matter w.r.t. the filling up and conversion of seven vacant posts of Instructors and Sr. Instructors in the Department of Music and Fine Arts to six posts of Asstt. Professors, <b>be endorsed</b>. However, a comparative detail about additional financial liability be prepared.</p>	<p>The University Syndicate vide resolution of item No. 111.68 dated 13.02.2017 resolved that the matter with full facts and justification be referred to the Financial Advisor (Universities) for his opinion.</p> <p>The Assistant Registrar (Adm.TW) has been requested to take n.a. vide letter No. F.Acd./I/17/83-85 dated 07.04.2017.</p>
40.	<p>Considered the matter w.r.t. the admission of the Faculty/Principals of the Private Colleges of Education for the Ph.D Course in Education by creating a supernumerary seat for the purpose.</p> <p><b>RESOLVED</b> that the matter w.r.t. the admission of the Faculty/Principals of the Private Colleges of Education for the Ph.D Course in Education by creating a supernumerary seat, <b>be not accepted</b>.</p>	The Head, P.G. Deptt. of Education has been requested to take n.a. vide letter No. F.Acd./I/16/14309-10 dated 19.12.2016.

**ITEM No: 3**

**To consider the matter w.r.t. introducing re-evaluation in the P.G. Diploma Programmes.**

**NOTE:**

This item is being placed with the objective to introduce re-evaluation in the P.G. Diploma Programmes as desired by HoD, Commerce.

The Head, Department of Commerce, University of Jammu vide letter No. PGD/COM/17/48 dated 19.04.2017 regarding inclusion of re-evaluation in the existing statutes of P.G. Diploma courses. It has been stated that the Department of Commerce has started two P.G. Diploma programmes namely P.G. Diploma in Banking and Risk Management and P.G. Diploma in Accounting and Finance on self financing mode w.e.f. Session 2015-16.

The issue regarding re-evaluation in the diploma courses was deliberated in the DAC/DRC meeting held on 18.04.2017 and the members unanimously opined that re-evaluation may be permitted in all the diploma courses offered under self financing mode.

Hence, submitted for kind consideration of the Academic Council.

**ITEM No: 4**

**To consider the revised Statutes and Syllabi of the Two Year B.Ed. Programme and the Two Year M.Ed. Programme (CBCS & Non-CBCS).**

**NOTE:**

This item is being placed with the objective to update the Statutes and Curricula of the Two Year B. Ed. Programme and Two Year M.Ed. Programme (CBCS & Non-CBCS).
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The Head, Department of Education University of Jammu vide letter No. PGD/EDU/17/17 dated 11.04.2017 sent the revised syllabi and Statutes of the B.Ed. Programme and the M.Ed. Programme (CBCS & Non-CBCS) duly reviewed by the Board of Studies in Teacher Education at its meeting held on 18.10.2016. The revised Statutes and Syllabi of the B.Ed. Programme and the M.Ed. Programme (CBCS & Non-CBCS) (**Annexure-I, II, III , IV, V & VI**). The minutes of the Board of Studies are placed as **Annexure-VII**.

Hence, submitted for kind consideration of the Academic Council.

**Annexure-I****STATUTES & SCHEME FOR THE TWO YEAR B.ED COURSE 2017****1.Course**

The course for the Degree of Bachelor of Education shall extend over a period of two academic years, having four semesters. This course is designed variously under theory lectures / Methodology lessons /school internship or field work (different components) / Reflective Journal

**1.2 Mode of Admission**

The admission to B.Ed course(two years) shall be made on Entrance Test/Merit basis.

**1.3Intake Capacity**

There shall be the intake of a basic unit of 50 students with a maximum of two units per year. The Unit intake capacity for B.Ed (two year) will be 100 candidates for 1<sup>st</sup> semester.

**1.4Time of Admission**

Admission to the said course shall start on June 1 and shall be completed by July 31 every year.

**1.5 Semesters & Vacations**

The terms and vacations for the course shall be as under :-

**First semester** - August 01 to December 24 ( Including Exam Days)

**Inter Semester Break** - Dec 25 to 5th Jan(next Year)

**Second Semester** - January 06 to June 15 ( Including Exam Days )

**Inter Semester Break 3<sup>rd</sup> June 16 to July 31**

**IIIrd Semester-** August 01 to Dec 24th of the academic year

**Winter break** - December 25 to January 5

**IV Semester-** Jan 06 to June 16 of the academic year ( Including Exam Days )

**1.6 Theory & Practice Duration**

A total of 200 working days are to be completed in each academic year with 36 hrs class per week.

A total of 20 weeks internship cum teaching Practice is to be achieved (spread over two years) having 4 weeks in the First year of the program and 16 weeks in the second year. The 4 weeks internship is to be in two semesters having 2 weeks internship in each semester of the first year whereas the 16 weeks is to be spread over third and Fourth semester of the 2nd Year of the B.Ed program.

The Semester examination for the two year Degree of Bachelor of Education shall be held in December for Ist,3rd Semester & in June for IInd & IVth semester at Jammu and other places as may be fixed by the Vice-Chancellor.

## 2. Eligibility

Admission to B.Ed. course in Colleges of Education, other than the Govt College of Education, in and off site campuses of the University of Jammu shall be open to such candidates who have passed Bachelor Degree Examination with 50% aggregate marks for General Category and 45% marks for the reserved categories of SC/ST and Others( as per the rules of the state govt.) in the Faculties of Arts, Science, Social Sciences, Commerce or Faculty of Music and Fine Arts, conducted by the University of Jammu or an examination of any other University recognized as equivalent thereto or Bachelor's Degree examination of 4-year duration in a recognised University. The admission can be granted :-

- a. Provided that a candidate who has been placed under reappear category in one course/paper of an examination, other than the qualifying examination, or was scheduled to appear in the examination (other than the qualifying examination) either as a regular or private candidate before the commencement of class work of B.Ed. course but could not do so on account of delay in the conduct of said examination, for reasons beyond his control, shall be eligible to appear in the examination, even though he/she has been duly admitted to B.Ed. course.
- b. Any person in employment or self-employment or engaged in a business or profession is not eligible for admission to B.Ed. course in Non- Government colleges.  
Such a person may, however, be considered for admission, provided-
  - (i) he/she produces a certificate from his/her employer that the employer has no objection to his/her employee pursuing whole time B.Ed course and that the employee is on authorised leave for the purpose;
  - (ii) in the case of self-employed-person or a person engaged in business or a profession, the person concerned gives an undertaking in writing that he/she will devote his/her whole time for studies as a student during the period he/she remains on roll of the College for the course and shall not engage in any business or profession or avocation during this period or engage in any other activity which is likely to interfere with his/her studies in the college.

## 3. Medium of instruction and examination

English shall be the medium of instruction and examination in all papers except in Modern Indian Languages, where the medium of instruction and examination shall be the language concerned.

## 4. Eligibility for Examinations

At the end of every semester, Semester/term end examination would be held by the University as per the academic calendar schedule. All the candidates who have fulfilled the conditions of attendance, internals as well as internship cum Teaching Practice , shall be allowed to take examination. A person, so long as he/she is a student of B.Ed course, shall not be eligible to attend any other course of instruction or appear in any other examination of the University

The concerned Principal of the College/Institution shall issue a certificate in the regard of the fulfilment of the conditions laid out for students and completion of syllabus.

1. There shall be an examination called the semester examination at the end of each semester in the prescribed courses for students having undergone a regular course of study college of Education or in and the off site campuses. Examinations in the 1st and 3rd semester courses will be held ordinarily in the December and examination in the 2nd and 4th semester courses will be held ordinarily in the June every year or on such dates as may be approved by the Vice-Chancellor.



2. A semester examination for the B.Ed Degree Programme shall be open to the following categories of persons:

(A) A regular student i.e. a person who has undergone a regular course of study in an affiliating college of education or in and the off site campuses for the period specified for that course of study by having been on the rolls of the College immediately preceding the examination and has his/her name submitted to the Controller of Examinations by the Principal where he has pursued the course for the examination and has fulfilled the following conditions to be certified by the principal concerned:

- i/ he/she has been a person of good conduct;
- ii/ he/she has attended not less than 80% of the lectures delivered including seminars, tutorials etc., in each course offered by him in that semester;
- iii/ In the case of a internship , he/she has attended not less than 90% of the internship( attendance )
- iv/ he/she has paid the prescribed fees.

(B) Ex-students i.e. persons who after having undergone a regular course of study and having completed all conditions of eligibility for appearance in a course or courses in a semester examination including minimum attendance requirement and having secured D grade in sessional work and having either failed to pass the semester examination in that course(s) or been unable to appear in the examination in that course(s) will be eligible to appear as a private candidate in a examination by submitting his/ her application on the prescribed form along with prescribed fees to reach the controller of examination within the dates fixed for this purpose.

The said candidate has to complete the Course with the all components( theory papers as well as the Internship) in maximum of the 3 years of the enrolment in the course. However , university guidelines for PG Semester System shall be applicable to the B.Ed candidates as well for the awarding of the internals in proportionate to the mark obtained in the theory examination for the reappear or private candidates.

3. The exact date for the external examination as well as the evaluation of theory as well as for the Internship shall be notified by the Controller of Examinations in consultation with the Principals of the Colleges.

The examination shall be open to any person who

- i/ has been on the rolls of an affiliated (permanent /temporary) college for every semester;
- ii/ has passed the Bachelor's Degree Examination In any Faculty of this University as recognized or an examination of any other University recognised as equivalent there to.
- iii/ produces the following certificate signed by the Principal of the College he/ she
  - a/ has a good conduct and character;
  - b/ of having completed 80 % of attendance in each subject in theory and 90% for school internship in each semester . ( Separate Attendance registers should be maintained for Internship. )
  - c/ having completed school internship as per the norms laid down for the same ;

#### 4.4 Admission in the next Semester

Admission in the II, III and IV Semester courses in B.Ed Two year semester program in operation shall be made on the prescribed forms to be filled up by every student seeking continuation of admission to the next semester.

- i) Admission for the II, III & IV semesters shall be completed by the Principal concerned within 15 days from the date of termination of the I/III semester examination.

- ii) Provided that a late fee as per the notification issued from time to time shall be paid by each student seeking admission after the last prescribed date, up to 3 days maximum delay and thereafter no admission for continued enrolment shall be made.

#### **4.5 Cancellation /Shortage of Attendance & Condoning the shortage**

- I. The Principal , shall be competent to cancel the admission of a student enrolled in B.Ed program in the college affiliated with the University of Jammu, if ;
  - i) The student teacher / trainee/ intern remains absent without the permission of the Principal for a period of 1 month continuously ; or
  - ii) The student teacher fails to attend the 50% or more of the total lectures delivered in the Ist semester after an opportunity has been given to him/her to explain as to why such an action be not taken against him/her
  - iii) All these actions if taken , need to be vetted by the Competent Body of the University.

In case if the student teacher/ trainee/ intern has a some of further shortage than the required needed lectures for the eligibility, the Principal in consultation of Managing Committee, may condone shortages of a student in attendance in a semester for special reasons, to be recorded in writing, up to 6 % of the lectures delivered. But the internship part is to be done by the student , for which no condoning is effective . The internship is compulsory.

A student, whose deficiency in lectures in a course is not condoned by the principal in consultation of Managing Committee or is not condonable, shall not be eligible to appear in the semester examination in the B.Ed course.

#### **II. On Duty**

A student who participates in games, cultural and other co-curricular activities, as defined below, with the prior approval of the Principal in consultation of Managing committee concerned. Such student/students for the purpose of condoning deficiency in attendances incurred by him/her on account of the participation in the inter university /interstate/regional Meet/National Meet , be treated as present on all the working days during the days of his/her absence on such account for a period not exceeding 08 working days in a semester for the theory papers but not for the internship:-

- 1/ State representation in International/All India Competitions organised by agencies which are recognised by the Board of Sports and Youth Welfare / any other co-curricular meet.
- 2/ Participation in Inter-University Competitions held under the auspices of a University or any other recognised institution as a member of the University team;
- 3/ Participation in Inter-Collegiate Competitions organised by the University as a member of the teams of participating institutions;
- 4/ Participation in the N.C.C., N.S.S. and National Integration Samitis Camp activities as a member of the recognised institutions;
- 5/ Participation in the Coaching Camps/Rehearsals prior to participation as a member of State or University team in the National/All India/Inter-University Competitions; and
- 6/ Participation in the Mountaineering/Hiking/ Trekking/Skiing/Rock climbing or other such activities organised under the auspices of the State Government/University as a member of the Institution affiliated/recognised by the University.

**Notwithstanding anything contained in these Statutes, the Syndicate shall have the power to exclude any candidate from appearing in any examination if it is satisfied after issuing a show-cause notice to the candidate and holding an inquiry, that such a candidate is not a fit person to be admitted there to.**

## **5. EXAMINATIONS :**

The Examination is a continuous process and the formative and summative techniques would be used to complete the process of examinations. The Semester End or the term end examination would be held in the following components

- a. Theory Papers**
- b. Sessional Work & Internship.**
- c. Teaching Practice cum Internship.**
- d. Project Work**

### **5.I Theory examination.**

The Theory comprises of the Core subjects and the Content cum Methodology papers irrespective of the weightage of the credits for it. The theory examination will be held as per the University Date-sheet at the designated centres and students need to write the examination as per the rules and regulations of the University. The Unit-IV in all the theory subjects deal with the sessional work. Candidates will require a minimal of 40% marks for passing the theory examination in Internal & External separately.

### **5.II Internship cum Teaching Practice Examination and Project Work**

It is continuous assessment of the student teacher performance in the classroom and outside the classrooms. In the school internship, 4 weeks are to be devoted to school based related activities and 16 weeks are to be devoted to practice teaching and the other activities of the school like all the routine work of the full teacher. The trainees are expected to work as full time teachers during this period. The internship taken up in schools would be fully recorded in the form of Reflective Journal (RJ). The Reflective Journal is to be a compendium of all the activities of the student teacher which he/she would perform/enact in the classroom in the practicing school/on a field trip/performing any community service etc.

In case of the non sufficient time in completing the internship, the internship activities including the teaching practice may be taken up in the Inter semester break. RJ is to be properly recorded and preserved by the student teacher.

All the activities performed need to be authenticated by the Principal and the Teacher In charge of the Group/ individual student. All the activities performed during the Internship program from Semester 1 to Semester IV would be documented in the Reflective Journal. The Activities which cannot be documented in writing must be photographed through timed videography (CD/DVD evidence to be appended). On the proper completion and its authentication by the concerned College Faculty, the External Examiners cum Observers would undertake the external evaluation of the students submitted by the University for the award of the Grades. All the activities performed under internship need to be evaluated and awarded with marks which would be converted into Grades as per the formula charted out at 16. Besides, other activities of the

internship, the following activities are must & cannot be excluded from the schedule of the activities to be performed for Internship by the concerned Academic Coordination Committee (ACC) of the College.

**The following activities besides to other activities are must in the component of the Internship.**

- i. Differential Function of the school system. : Morning assembly, CCA ( Managing & Organising ), Recess , Time Table , Involvement of community service. 10 marks ( 2 each )
- ii. System of Managing the classrooms of / by another teacher ( 5 lessons ) 10 marks
- iii. System of Managing Internal & External Evaluation. ( **Framing of Question papers** )  
**Internal Tests ( 3 x 2 = 6 marks )**  
**External Test : Unit Tests : ( 4 marks )**
- iv. System of maintenance of School records and Registers  
 ( in physical form or in the computer) 10 Marks  
 >> Attendance Registers , >> Fee Registers , >> Exam Record Register , >> Staff Meeting Register , >> Leave arrangement registers >>> General Information Register etc
- v. System of managing curriculum (Curricular & Co-curricular Activities.) ( 10 Marks )  
 >> Division and Organisation of Syllabus for formative and summative evaluation.  
 >> Lab Activities: Language / Science Labs etc  
 >> Other than Classroom activities: Library Observation and management.  
 >> Organising Debates & Symposium, >> Organising Visits of Prominent personalities. Etc

Candidates will require a minimal of 40% marks for passing the internship cum teaching practice and project work separately.

## **6. SCHEME OF EVALUATION**

### **6.1A Theory External Evaluation**

The theory papers would be evaluated out of 60 marks by external evaluators as per the guidelines and value points set forth.

### **6.1 B. Internal Assessment**

The evaluation of the student teachers would be done continuously throughout stay in the college. Internal assessment marks are 40.

- a. **5 marks are to be awarded for the attendance percentage** which student teacher has earned in proportion to the number of the classes attended for each subject. The attendance record is to be maintained on daily basis and the Academic Coordination Committee should observe its objectivity as well as malpractices be notified.
- b. **5 marks are to objectively awarded on the basis of the observations** which a teacher educator would do for each student as per procedure. The following activities are to be basis

other than many other activities which ACC may authorize the college, to conduct for awarding 5 marks to the student teachers:

- i) **Peer Leadership (Behavioural ):** Taking up the challenges of leading others (leading in discussion in classroom, making others to join in the group talk etc, peer reformist) **1mark**
  - ii) **Social Responsibility ( social)-**takes the social cause as the personal responsibility be it the Clean India, Green India, Traffic management, HIV awareness etc. **1mark**
  - iii) **Technology use in teaching learning-** makes use of the technological intervention in teaching learning process rather the conventional methods of banking on the books which is helpful in the curriculum transaction. **1mark**
  - iv) **Environment Friendly-** protects the trees and encourages others to do so; involves in the clean water and air campaigns which benefits the society at large.. **1mark**
  - v) **Co curricular Contributor-** Member of the different In house academic activities like member of the Editorial team; a poet /singer/painter/dancer etc./any other such activity which may be helpful in conduct of the teaching in the classroom. **1 mark**
- c. **10 marks are meant for** Tutorial / seminar / on spot questions test etc. On spot question test will include 10 Qs of 1 mark each.
- d. **Two Internal Tests ( 10 Marks : 5 + 5 )** in each semester
- e. **Sessional Work ( 10 Marks ).** To be awarded by ACC members on the basis of Performance & record of sessional work maintained by trainees.

### 6.I.C Internship cum Teaching Practice

- a. Internship cum teaching Practice at the end of every semester, is to be evaluated on the value points. At the end of the IVth semester, the internship of all the four semesters is to be reflected through Reflective Journal.
- b. The Unit-IV in all the subjects for the theory deal with the sessional work which also constitutes internship.
- c. The subjects offered by the students at the graduation and post graduation levels will form the basis for the selection of both teaching subject course at B.Ed level.
- d. The teaching Practice will take place in two semesters (3<sup>rd</sup> & 4<sup>th</sup>) for the two subjects selected by the student teacher in the II<sup>nd</sup> Semester. The teacher In charge / teacher Educator would observe the lesson on the Five point scale (**Very Satisfactory, Satisfactory, Average, Needs Amendments, Re-teaching**)

“Very Satisfactory” is such a delivery of lesson which has the complete unison of content and pedagogy as per the plan drawn out and the teaching aids are innovative and naturalized adopted to the needs of teaching.

“Satisfactory” delivery of lesson means which has the complete unison of content and pedagogy as per the plan drawn out and the teaching aids are cost effective and are suited to the needs of teaching.

The “Average” delivery of lesson means which has the complete unison of content and pedagogy as per the plan drawn out and the teaching aids are not required but are used / enforced upon (out of place) in context of teaching.

•Needs Amendments• is such a delivery of lesson where the content and pedagogy match is missing.

The •Re-Teaching• delivery of lesson is to happen when the teaching of the content is wrong/ the pedagogy applied is not as per the requirement of the content. The student teacher's style of teaching lacks confidence in handling the content, methodology as well as the class.

- e. The awarding of teaching Practice component 30 lessons in each subject + 30 (10 On spot lessons + 16 Observations lessons of the peers + 4 criticism lessons) is to be done out of 60 marks (internal) out of 100 marks allotted for each subject whereas the 40 Marks are to be awarded by the external Examiners through the ACC after deliberations and Viva Voce.
- f. The External Examiners appointed by the Hon'ble Vice Chancellor is to award 40 marks on the basis of :
  - i. Interviewing the student teacher on the basis of the Pedagogy undertaken. **5 Marks**
  - ii. The effectiveness of the technology used.  
(RJ reflections in this context are to be properly documented) **5Marks**
  - iii. Delivery of the lesson (innovative ideas used and presentation of lesson) **10 marks**
  - iv. Any report of misbehaviour / use of corporal punishment during teaching **(-5Marks)** would be deducted, similarly **( +5 ) will be added for positive behaviours.**
  - v. Use of Cost effective /waste material products used as aids / home made aids (minimum 20 aids) **10 marks.**
  - vi. Social Behaviour and responsibility (to share the resources, helpfulness, courteousness to the students). **5 marks**

**6.1D** A candidate for the degree of Bachelor of Education (B. Ed.) must have:

- a. completed two Semesters (the First Semester and the Second Semester) for the school Internship as given in the syllabus and must have requisite the attendance as per the statutes to go for the next year internship.
- b. In no case the candidate is exempted of / relaxation in the Internship. All the candidates pursuing B.Ed program, hereby to be known as •Student Teacher/ Trainees• /Interns of the B.Ed.
- c. completed a course of Internship extending over four Semesters to the satisfaction of the Principal of the College in which the candidate is studying

**6.1 E The Internship will be observed as per the following Schedule**

<b>First Semester( August-December) INT 1</b>						
<b>INT1</b>	<b>Activity</b>	<b>Duration</b>	<b>Credits</b>	<b>Marks(50)</b>		
	<b><u>Visit Cum observation to</u></b>	<b>2 Weeks</b>	<b>2</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>
	a) Aganwadi (neighbouring centre)	2 Days		5	3	8
	b) Nursery School (Observation of 5 Lessons)	2 Days		5	3	8
	c) DIET(7 wings)	2days		5	3	8
	d) Innovative Centre( Pry & Middle schools)	2 days		5	3	8
	e) Pry School(Observation of 5 Lessons)	2days		5	3	8
	f) Middle	2 days		5	5	10
<b>Second Semester(Jan-June) INT 2</b>						
<b>INT 2</b>	<b>Activity</b>	<b>Duration</b>	<b>Credits</b>	<b>Marks(50)</b>		
	<b><u>Visit Cum observation to</u></b>	<b>2 Weeks</b>	<b>2</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>
	a) High schools(Observation of 8 Lessons)	4Days		10	5	15
	b) Hr. Secondary schools Observation of 5 Lessons)	4Days		10	5	15
	c) IE( 7 branches)	2 days		5	5	10
	d) Innovative Centres	2 days		5	5	10

IIIrd Semester ( August -December) INT 3						
INT3	Activity	Duration	Credits	Marks(250)		
	<b><u>Internship cum Teaching Practice</u></b>	<b>8 wks</b>	<b>10</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>
	a) School Internship ( all mentioned activities to be performed as per clause No 5.II	8 wks	2	50	-	50
	b) Teaching Practice (TP1A) 30 lessons in each subject + 30 ( 10 On spot lessons + 16 Observations lessons of the peers + 4 criticism lessons)	8 wks	4	60	40	100
	c) Teaching Practice (TP1B) 30 lessons in each subject + 30 ( 10 On spot lessons + 16 Observations lessons of the peers + 4 criticism lessons)	8 wks	4	60	40	100
Fourth Semester ( Jan-June) INT 4						
INT4	Activity	Duration	Credits	Marks(250)		
	<b><u>Internship cum Teaching Practice</u></b>	<b>8 wks</b>	<b>10</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>
	a) School Internship ( all mentioned activities to be performed as per clause No 5.II to be	8 wks	2	50	-	50
	b) Teaching Practice (TP2A) 30 lessons in each subject + ( 10 On spot lessons + 16 Observations lessons of the peers + 4 criticism lessons)	8 wks	4	60	40	100
	c) Teaching Practice (TP2B) 30 lessons in each subject + ( 10 On spot lessons + 16 Observations lessons of the peers + 4 criticism lessons)	8 wks	4	60	40	100



- I. Observe 30 directed lessons (15 in first semester and 15 in second semesters) as per the schedule to be given by other candidates/ peers and demonstration lessons by the teachers of the institution for honing the self-skills in teaching. Before embarking upon the teaching the students in the real classrooms, the trainee must have attended the demonstration and discussion lessons. He /She should have attended lectures and guidance for the discussion of theory courses, and Completed internship components .
- II. Teaching practice (a component of School Internship) of not less than 120 lessons ( 30 in IIIrd and 30 in IVth semester in each of the teaching subject, along with 60 lessons (20 on spot lesson + 32 observations lesson and 8 criticism lesson in two chosen subjects ) taken up for the pedagogical mastery on the content basis distributed over Standards VI to IX of the recognized elementary / secondary/ higher secondary schools.
- III. **On spot lessons are the delivery of lessons** which are not to be pre-planned by the student teachers but are to be delivered as and when asked to be delivered by the concerned teacher In charge of the Internship. It is to be planned on spot at a short notice. The On spot Lessons are to be delivered by the trainees after having a sufficient on hands experience of teaching in the real classroom situations. The Teacher In charge is to be reasonably satisfied of the performance of the trainee before inducting the trainee for on spot lesson delivery.
- IV. The teacher In charge shall document the change reflected in the trainee on the attainment of the pedagogical skill from the time of the initiation into the classroom to on spot delivery of the lesson.
- V. The Teacher In charge is /are to ensure the veracity of the content to be delivered as well as the optimal performance of the trainee.
- VI. The Teacher In-charge would profusely document in the RJ the evidence and the quantity of change in the teaching style and the methods used, as witnessed in every trainee under his / her mentor ship since the last two sessions (since 3<sup>rd</sup> semester to 4<sup>th</sup> semester).

The examination for the degree of B. Ed. shall consist of division of marks, credit and allotment of time to each component of syllabus as shown in Table No.1

### Table No I

### Scheme for two years B.Ed. Programme

FIRST SEMESTER									
Course No.	Subject / Course Component	Credits	Inst.Hrs / Wk	Marks					Grand Total
				EXTERNAL Theory	INTERNAL			Total Internal	
					Attend + Observ (5+5)	2 Tests + Seminar/ Tutorial/ On spot Q's (10+10)	Sessional		
101	Education in Indian Perspective	4	4	60	10	20	10	40	100

102	Childhood and Adolescence Education	4	4	60	10	20	10	40	100
103	Language Competence and Communication Skills	4	4	60	10	20	10	40	100
104	Educational Planning and Management	4	4	60	5+5	20	10	40	100
105	Inclusive Education	4	4	60	5+5	20	10	40	100
INT1	School Internship	2	Continued & Combined		50 (30 Internal +20 Ext)				

SECOND SEMESTER									
Course No.	Subject / Course Component	Credits	Inst.Hrs / Wk	Marks					
				EXTERNAL Theory	INTERNAL			Total Internal	Grand Total
					Attend + Observ (5+5)	2 Tests + Seminar/ Tutorial/ On spot Q's (10+10)	Sessional		
201	Philosophical and Sociological Bases of Education	4	4	60	10	20	10	40	100
202	Teaching, Learning and Evaluation	4	4	60	10	20	10	40	100
203	Educational Technology and ICT	4	4	60	10	20	10	40	100
204	Methodology of Teaching Language-I English/Hindi/Punjabi/Urdu/Dogri/Sanskrit	4	4	60	5+5	20	10	40	100
205	Methodology of Teaching subject-I S.St./Physical Science/Biological Science/ Home Science/Commerce/ Performing Art/Visual Art/Computer Education/Health & Physical Education/Maths.	4	4	60	5+5	20	10	40	100
206	Action Research	2	2	30	2.5+2.5	2.5+2.5	10 (5+5) With ACC Consent	20	50
INT-2	School Internship	2	Continued & Combined		50 (30 Internal +20 Ext)				

THIRD SEMESTER								
301	Methodology of Teaching Language -II English/Hindi/Punjabi/Urdu/Dogri/Sanskrit	4	4	60	5 + 5	20	10	100
302	Methodology of Teaching subject-II S.St./Physical Science/Biological Science/ Home Science/Commerce /Performing Art/Visual Art/Computer Education/Health & Physical Education/Maths.	4	4	60	5 + 5	20	10	100
303	Env't Education & Disaster Management	4	4	60	5 + 5	20	10	100
				Internal : ( 170 )		External ( 80 )		TOTAL ( 250 )
INT3	School Internship	10 ( 2 credits for Routine work in school as a Teacher & 4 credits each for the Teaching Practice in two subjects.	Continued & Combined Internship as shown in 6.I.E	50 ( Routine Work) 60 (Subject -1 ) 60 (Subject -2 )		40 40		50 100 100

FOURTH SEMESTER							
No.	Subject/Course Component	Credits	Inst. Hour/Wk	Marks			
				Theo	Pract		Total
					Tr	Int	Obs
INT4	School Internship	10 ( 2	Continued&				250=50

		credits for Routine work in school as a Teacher & 4 credits each for the Teaching Practice in two subjects.	Combined Internship as shown in 6.I.E					Routine work+ 100 (TP1)+100 (TP2)Marks
<b>PR</b>	<b>Project Work</b>	<b>4</b>						<b>100</b>
401	Teacher Education	4		60	5+5	20	10	100
402	Optional Papers (any one)	4		60	5+5	20	10	100
	A. History of Education B. Health and Physical Education C. Value & Peace Education D. Guidance and Counselling E. Comparative Education F. Curriculum Development G. Contemporary India & Education							

## 7. Note : Project Work

The project work to be undertaken by each trainee under the directions of the teacher educator and the student teachers are to complete the following components

No	Activity	Completion Period	Internal	External	Marks
i)	Each one teach one	Two Years	15	10	25 Marks
ii)	Plant and own Tree	Do	15	10	25 Marks
iii)	Psychological testing	4 <sup>th</sup> Sem	15	10	25 Marks
iv)	Portfolio	Two Years	15	10	25 Marks
	a) Development of the Self as a person		5	3	
	b) Development of self as a Teacher		5	3	
	C) Development of the Wholistic & Integrated Understanding to handle Different situations.		5	4	
		<b>Total</b>			<b>100 Marks</b>

## 8. Credits

The term 'Credit' refers to the weight age given to a course, usually in relation to the instructional hours assigned to it. For the Foundational Courses and teaching courses, four hours theory course per week is given four credits and two hours theory course per week is given two credits. The total minimum credits, required for completing a B.Ed. programme is

90credits. The details of credits for individual components and individual courses are given in the schema given above in the table No I.

## 9. External Examiners

The Vice Chancellor by the powers vested in him would appoint Two External Examiners for the Semester end evaluation of the components (Internship/Project work/Teaching Practice /Internal Assessment) undertaken in the Semester as well as to be the members of ACC.

### Duties & Responsibilities of the External Examiner:

- I. Should have an teaching experience of more than 10 years( for Professor/Associate Professor) and Asstt.Professor (as per the prescribed rules).
- II. Should have either B.Ed /M.Ed / MA(Education)as a basic qualification .
- III. Should have worked / been working either in an autonomous Institute or an affiliating institute of Education to JU
- IV. Would undertake a review of the activities taken up in the Reflective Journal of every student teacher before awarding for the said semester.
- V. Would Interact with the faculty as well as the student teacher to understand the mechanism behind the award allotment by the internal team.
- VI. The awarding scheme should reflect objectivity rather arbitrariness.
- VII. The student teachers are to be shown the grades awarded and students teachers are to be satisfied for it.

## 9. Attendance

Every student teacher has to have 200 working days in the entire course work spread in four semesters. The percentage of attendance earned by the student teacher will be awarded in set procedure which as follows:

Above 95% and above	=	5
Less than 95 and above 90%	=	4
Less than 90% and above 85%	=	3
Less than 85% and equal or above to 80%	=	2

## 10. External Examination / Observation

The entire internship done in a semester is to be evaluated through a committee of senior faculty of college mediated by the two External Examiners from the University / college/ other University. The External Examiners are to be the person of the discipline of education and has a minimum of 10 years experience of teaching in B.Ed / M.Ed / MA(Education).The college faculty should have a minimum of 4 years of teaching experience in the college. The focus is to award the student objectively and as per the value points. The External examiners will be paid TA/DA and the remuneration as per the University rules.

## 11. Experimental School

Every College of Education must have an attached school which would serve the needs of the student teachers pursuing degree in B.Ed.

## 12. Practicing Schools

Every College of Education must have minimum 15 identified practicing schools. The list of these schools should be submitted to office of Convener / Dean Faculty of Education. The student teachers should have practice teaching of 20 weeks in these identified schools.

## 13. Qualifications of Faculty and Staff

**13.1 Principal:** The Principal should possess the following qualification to be eligible for Principal of College of Education.

### Essential Qualification

- i) M.Ed / M.A.(Education) & B.Ed degree with minimum of 55% marks.
- ii) Ph.D in Education.
- iii) 8 years of teaching experience at similar College of Education with above qualification.

**The NET / SET along with above qualifications constitute desirable qualification.**

## 13.II FACULTY

### For Core Subjects:

The following qualifications are essential to be the faculty of core subject.

- i) M.Ed with 55% / M.A.(Education) & B.Ed degree with a minimum of 55% marks
- ii) Any other qualification Like NET/SET in Education as prescribed by UGC/State Govt./University from time to time.
- iii) Ph.D in Education is Desirable

For a unit 100 students, 02 faculty is required.

## 13. III. For Teaching subjects :

The following qualifications are essential to be the faculty for teaching content and Methodology.

- i) A Master degree in the concerned/related discipline/subject with a minimum of 55% marks.
- ii) M.Ed / MA Education with B.Ed with a minimum 55% each.
- iii) Any other qualification Like NET/SET as prescribed by UGC/State Govt./University from time to time. Desirable : Ph.D. degree in Education

**Besides to above, the College should have one faculty of each :**

Fine Arts	01
Performing Arts	01
Health & Physical Education	01

**For one unit of 50 students ,composition of the staff will be**

Principal	01
Lectureres on Peadgogy	05
Lecturers on Health /Physical Education	01
Lecturers on Fine /Performing Art	01

N.B. If the Principal has background in all of the Padagogy subject , then one position shall be for the Foundation Courses .

There shall not be more than 25 student teachers/ trainees per teacher for a school subjectfor the Methods Courses and other practical components /Courses /activities of the programto facilitate particaipatory teaching learning.

#### **IV. ADMINISTRATIVE STAFF**

(a)	Librarian (B.Lib with 55%)	01
(b)	Lab. Assistant (with 55% marks)	01
(c)	Office-cum-Account Assistant	01
(d)	Office Assistant-cum-Computer Operator	01
(e)	Store-keeper	01
(f)	Technical Assistant	01
(g)	Lab. Attendants/Helpers/Support Staff	02

#### **Qualifications**

As prescribed by State Government as per the rules.

Note: In a composite institution, the Principal and academic, administrative and technical staff can be shared.

#### **14. Academic Coordination Committee (ACC)**

This committee will facilitate the local coordination & consultation of the academic arrangements at the college level as well as the optimal utilization of the Monetary and the physical resources for the promoting the cause of education among the stakeholders . The committee will be of three years tenure and after every three years the committee needs to be reconstituted.

##### **14.A Members :** The committee will have Four members in it namely-

- i) One nominated member Professor or Associate Professor ( external Examiner/Observer) of the University/ from a college of Education / College having the 10 years expertise in the discipline of Teacher education/Education ( it will be on Semester / term end basis).
- ii) Two senior faculty( One Principal & other faculty not less than 4 years stay) in the college of education.
- iii) One Assistant Professor to be nominated ( either from the Govt. college or Dept of Education, Jammu University or any such faculty from an affiliating institution of Jammu University.

#### 14.B Duties and Responsibilities :

- I. The Committee should meet twice or on need bases in an semester to take note of the resources and the smooth functioning of the college.
- II. The minutes are to be recorded and the academic arrangements in the college should go accordingly.
- III. The External Examiner / Observer and Assistant Professor are must in any evaluation of the Internals/Internship / Teaching Practice / project work as part of the examination. The Honøble Vice Chancellor will nominate these members on the Semester basis.
- IV. The Committee will deliberate upon the academic arrangement at least once at the beginning of the semester.
- V. The committee will have two local faculty from the college out of which Principal will act as the member secretary.
- VI. The nominated members of the University shall ensure complete transparency as well as fairness in awarding the grades to the student teachers of B.Ed.
- VII. The Committee shall act free of any biases and prejudices in awarding the Grades or taking any policy decision.
- VIII. The committee will strictly follow the guidelines as set forth for implementing the policies and program of the B.Ed.
- IX. Remuneration To ACC members will be paid by the college Management as per the norms below :

S.No	Sessional & Internship Activities	Practice of Teaching
1..	Rs 1000 per Day per Member ( Upto 50 Examinees )	Rs 1000 per Day per Member ( Upto 50 Examinees )
Note : Any additional Examinee above 50 will constitute a subsequent Unit.		
TA / DA Will Be paid by the concerned College.		

#### 15. FACILITIES TO BE PROVIDED IN COLLEGE

**I.** The Institution must have the following infrastructure (each item to include facilitation for PWD):

- i) One classroom for every 50 students
- ii) Multipurpose Hall with seating capacity of 200 and a dias (2000 sq.ft)
- iii) Library-cum-reading room.
- iv) ICT Resource Centre
- v) Curriculum Laboratory
- vi) Art and Craft Resource Centre
- vii) Health and Physical Education Resource Centre (including yoga education)
- viii) Principal's Office
- ix) Staff Room
- x) Administrative Office
- xi) Visitor's Room
- xii) Separate Common Room for male and female students
- xiii) Seminar Room
- xiv) Canteen
- xv) Separate Toilet facility for male and female students, for staff, and for PWD
- xvi) Parking Space



- xvii) Store Rooms (two)
- xviii) Multipurpose Playfield
- xix) Open space for Additional Accommodation
- xx) There shall be games facilities with a playground. Where there is scarcity of space as in the metropolitan town/hilly regions, separate facilities for yoga, small court and indoor games may be provided.
- xxi) Safeguard against fire hazard be provided in all parts of the building.
- xxii) The institution campus, buildings, furniture etc. should be barrier free.
- xxiii) Hostel for male and female students separately, and some residential quarters are desirable.
- xxiv) **Library-cum-Reading Room**  
There shall be a library-cum-reading room with seating capacity for at least fifty percent students equipped with minimum 1000 (one thousand) titles and 3000 (three thousand) books including text and reference books relevant to the course of study, educational encyclopedias, year books, electronic publications (CD-ROMs), online resources, and minimum five referred journals on education, and subscription to five other in related disciplines. The library holdings shall be augmented with addition of two hundred titles annually including books and journals. The library shall have photocopying facilities and computer with internet facilities for the use of faculty and student-teachers. Except in the case of textbooks and reference books there shall not more than there multiple copies of each title.
- xxv) There shall be a Curriculum Laboratory with materials and resources relating to different areas of school curriculum.
- xxvi) There shall be ICT facilities with hardware and software including computers, internet, TV, Camera; ICT equipment like ROT (Receive Only Terminal), SIT (Satellite Interlinking Terminal) etc.
- xxvii) There shall be a fully furnished Teaching-Learning Resource Centre for Arts and Work Experience.
- xxviii) Games and sports equipments for common indoor and outdoor games should be available.
- xxix) Simple musical instruments such as harmonium, table, Manjra and other indigenous instruments.

## 16. Conferment of the B.Ed. Degree :

- (i) A candidate shall be eligible for the conferment of the Degree of B.Ed. only if he/she has earned the required credits for the programme prescribed.

The successful candidates shall be classified as under:-

	Greater or Equal to % of Marks (>=)	Less than % of Marks(< )	Grade Awarded
1	80	-	A+
2.	75	80	A
3.	68	75	B+
4.	60	68	B
5.	50	60	C

6	40	50	D
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Those who gain A+ to D Grades are successful.

**The final results shall be displayed in Grades as approved by the Competent Body.**

A candidate, who passes, in theory but not successful in Internship examination will be a not successful candidate to earn the Degree as the candidate is to be successful in all the three components( Core/ Foundation Courses , Teaching Courses and the Internship) simultaneously irrespective of the minimum of Grades earned.

- I. A candidate, who fails in Theory / Internship / Teaching Practice / Internals shall be given a chance of re - examination in the 3<sup>rd</sup> & 4<sup>th</sup> Semester only.
- II. Students pursuing the said course shall be permitted to complete the program within a **maximum period of three years from the date of the admission to the B.Ed program.**
- III. In no case the Internship could be exempted fully or partially. It is to be done as suggested.
- IV. The syllabi and courses of study shall be prescribed by the Academic Council. The resource material ( Text Books/ Reference books /Articles ) used by the students to write the assignments/ examinations are to be Plagiarism free and should be of the quality material fulfilling the research ethics.

As soon as possible after the termination of the examination, the Controller of Examinations shall publish a list of the candidates indicating against each his/her result. Each successful candidate shall be awarded a degree stating the Grade.

## **17. RE-EVALUATION**

The candidate(s) would be allowed to get their answer scripts re-evaluated, **as per statutes in vogue under Semester system.**

18. Every college of Education would sent in advance an Academic Calendar at the commencement of the session along with the list of the Schools to be engaged for the Internship. The group In charges as well as the students are to be informed accordingly in advance for the Internship venue and the roles and responsibilities.

The senior faculty is an asset of the Institution and a such should be retained, unless compulsive due to reasons beyond the intervention, for the good mentorship as well as for the internal academic coordination arrangement.

## **20. Managing Committee:**

The Institution /college will have a Managing Committee on its own .The committee shall comprise representatives of the Management , One nominated member of the University( an educationist), a teacher Educator , preferably from the Senior Faculty of the Department of Education and a senior member of the staff including the Principal.

## **21. DEFINITIONS :**

- I. Bachelor Degreeö means Bachelorø Degree in the faculties of Arts, Science, Social Sciences or Commerce (under 10+2+3 pattern) of the University of Jammu or Bachelorø Degree in the Faculty of Music & Fine arts of the University of Jammu or a Degree of any other university recognised as equivalent thereto or Bachelorø Degree of 4-year duration in the Faculty of

Agriculture of a recognised University or any of the such faculty which is included or would likely be included by the University Act.

- II. Qualifying Examination means Bachelor's Degree Examination (on the basis of which the candidate becomes eligible for admission to B.Ed. course in) in the faculties of Arts, Science, Social Sciences, Commerce or Music and Fine Arts of the University of Jammu or any other examination recognised as equivalent thereto or, Bachelor's Degree of 4-year duration in the Faculty of Agriculture and other Faculties approved by the University of Jammu.
- III. Merit means percentage of marks obtained by the candidate in the qualifying examination (Bachelor Degree).
- IV. Open Merit Category means consideration under Non-Reserved Category on the basis of inter-se merit.
- V. The University means the University of Jammu.
- VI. Incomplete Form means the Application Form which is wrongly filled in, gives incomplete/wrong/false information, has not been attested by the prescribed authority, is not accompanied by the requisite late fee in full (if applicable) or is deficient in respect of one or more requisite certificate(s)/documents(s)
- VII. Late Receipt means the Application Form not received in the University even by post during working hours on or before the last date notified for the purpose.
- VIII. College means a Colleges of Education affiliated to the University for imparting instruction in the B.Ed. course.
- IX. Authority to attest the Application Form and Photograph is either the Principal of the Institution from where the candidate passed the qualifying examination or where he is studying at present or by a gazetted officer or as per the University guidelines.
- X. Candidate means the person seeking admission to B.Ed. course.
- XI. Internship is an integral component, of the B.Ed Course, which comprises of different activities like Teaching of Practice etc. as reflected in the details above.
- XII. Reflective Journal is a compendium of all evidences of the activities performed by the trainee during the B.Ed course completion. The documents is to be authenticated by the student, teacher, teacher incharge and the Principal.
- XIII. During the course, the candidates pursuing B.Ed program is a trainee/ Student teacher/Intern .

**BACHELOR OF EDUCATION (B.Ed)**  
**Semester –I**  
**(For the examination to be held in the year 2017, 2018 & 2019)**

**Course no. 101 (Theory)**

**Title: Education in Indian Perspective**

**Credits 4**

**Total Marks: 100**

**Maximum Marks Internal: 40**

**Maximum Marks External: 60**

**Duration of Exam: 3hrs**

**Objectives:**

**To enable the pupil teachers to:**

- know and understand the constitutional provisions in regard to the education
- know and understand the basics/ fundamentals associated in the discipline of education and in a process to be a teacher from the Philosophical perspectives.
- know and understand the socio cultural realities of the teacher , teaching and the teacher education program in context of the education from the sociological perspectives .
- know and understand the various aspects related to the teacher education in the changing contemporary society .

**Detailed Contents:**

**Unit-I**

**The Bases of Teacher Education in India:**

Knowledge ó concept and the understanding vis a vis Vidya, Information and training, concept of the indigenous knowledge, sources of Knowledge; Different schools of knowledge (Indian); Difference in the present knowledge society and the Vedic knowledge society- the role and the place of the teacher in developing the Panchmukhi and the wholistic personality; Roots of Teacher education- concept of Gurukuls, Madrassas and Maktabas, Missionary schools and the residential schools.

**Unit II**

**Education and the Philosophy**

Education- Concept, Nature and scope for the Individual and the society; Why subject of education is important to be teacher; Philosophy-Concept, Nature and the branches ;scope of philosophy of education in the professional life of the teacher; discriminate between the philosophy of education for the teacher education and the liberal discipline. Concept of Teaching, Difference between the Bhartiya Shiksha and the Western Education.

### UNIT III

#### Education and Sociology

Sociology-concept, Nature and the branches; Educational sociology-understanding of Education in the teacher education process; the relationship between the Educational Sociology and the classroom environment-with respect to equality, peer relationship, stratifications. Developing the teacher responsive and relational to the society and its causes-(eg Swachata Abhiyan; PPI etc.)

### UNIT IV

#### Teacher and the Change in Society

Education as an agency in the Change of the home and society (Industrialisation, & technology); Characteristics of the Indian contemporary society; critically assess the role & responsibilities of teacher in the community (participation)& culture (Change) and for the technology (adaptation); Socio cultural imprints in teaching profession, how the teaching profession in India is a different from the west; Decolonization of the teacher education program-issues and the challenges.

#### Field work / Sessional work

Knowledge to the villagers of their Rights of the Human Beings as well as of the global citizen through the activities of Nukkad shows and Meetings as well as the trip to the Gurukuls and the residential schools. The differentiation between the day Boarding and the Residential school- feel and the experience of the visit. The visit to the indigenous educational institution ( Madrassas ) and the Ashrams or the Mobile schools & the experiences and the comparison. Involving the teachers in the community participation-Swach Bharat; Pulse polio programs, Distribution of the relief material.etc; Must visit to any of slum area (adaptation) for education and promoting the cause of community cooperation and coexistence (relational &Responsive); Discussion on the ancient Indian education system & decolonization of teacher education, the changes in the society and the teacher

#### 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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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 encompassing different components. The details of the Internals are given in the syllabus.

### Books recommended & web resources

- ***Philosophy and Education*** Mrinal Miri , Oxford Publications, Delhi
- ***Philosophy & India Ancestors, Outsiders & Predecessors-*** A Raghuramaraju, Oxford, Delhi.
- ***Indian & Western Educational philosophy-*** A P Sharma, UniCorn Books, New Delhi (also available @ on pay term basis <http://www.unicornbooks.in/books/book/indian-western-educationalphilosophy-prof-a-p-sharma/isbn9788178062013/zb,,479,a,0,USD,0,a/index.html>)
- ***Ancient Indian Universities-*** Apte DG  
<https://ia600407.us.archive.org/34/items/cu31924005633130/cu31924005633130.pdf>
- ***Philosophical & Sociological Basis of Education*** –V R Taneja
- ***Philosophical & Sociological Foundations of Education*** –Rajesh R Sharma
- ***Indian Education in Emerging Society-*** PC Singh
- ***Fundamentals of Indian Philosophy-*** R. Puligandla
- ***Students History of Education in India*** Naik J.P Macmillan India
- ***GATS and Hr Education –the need of Regulatory Policies*** –NV Verghese –UNESCO, IIEP, Paris [unesdoc.unesco.org/images/0015/001506/150689e.pdf](http://unesdoc.unesco.org/images/0015/001506/150689e.pdf)
- ***PanchMukhi Shiksha*** [http://www.banasthali.org/banasthali/wcms/en/home/about-us/five-fold\\_education/index.html](http://www.banasthali.org/banasthali/wcms/en/home/about-us/five-fold_education/index.html)
- ***Ground work of Educational theory-*** Ross, James S MacMillan India
- ***Modern Philosophies of Education-*** J.S. Brubacher Tata MC GrawHill Ltd, New Delhi,
- ***Introduction to the Philosophy of Education-*** Connor, D.J.O
- ***A Profile of Indian Education System*** -Cheney & Ruzzi ( Nov 2005) National Centre on Education & Economy <http://www.ncee.org/wp-content/uploads/2013/10/India-Education-Report.pdf>

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –I**  
**(For the examination to held in the year 2017, 2018 & 2019)**

**Course no. 102 (Theory)**  
**Credits 4**

**Title: Childhood and adolescence education**  
**Total Marks : 100**  
**Maximum Marks Internal : 40**  
**Maximum Marks External : 60**  
**Duration of Exam: 3hrs**

**Course objectives:**

**To enable the pupil teachers to:**

- Understand the concept of growth and development.
- Become aware of nature of individual differences.
- Familiarise themselves with different developmental stages.
- Understand Piaget's theory of cognitive development
- Appreciate Vygotsky's Socio-cultural perspective
- Understand factors affecting personality development.

**UNIT-I**

Introduction to development: Nature of developmental psychology, meaning of growth and development, principles of development, role of teacher in facilitating development. Individual Differences- concept, determinants, role of heredity (genes & chromosomal disorders) & environment on individual differences. Prenatal & Infancy stage: Meaning, characteristics & hazards.

**UNIT-II**

Early childhood: Characteristics, problems & hazards of early childhood.

Late Childhood: Characteristics, problems & hazards of late childhood.

Theories of childhood development (Psychoanalytic child development theory and Erickson's stage theory of development).

**UNIT-III**

Adolescence Stage: Pattern of growth & development during adolescence, special characteristics of adolescence, problems at adolescent stage.

Cognitive development & language: Piaget's theory of cognitive development-stages of cognitive development, basic tendencies in thinking, limitations of Piaget's theory, Educational implications.

Vygotsky's Socio-cultural perspective-social sources of individual thinking, cultural tools & cognitive development, role of language & private speech, the zone of proximal development and limitations, Educational implications.

**UNIT-IV**

Personality development: Factors affecting personality development (language, culture, biographies, community, political environment, school, neighbourhood & excessive use of technology).

Marginalization & personality development- Factors leading to marginalization & their effect on personality development. Role of teachers and media in removing disparities in society.

**Sessional work:**

Case study of cognitive development (abstract thinking/metacognition/problem solving) of an adolescent/study of an autobiography of an eminent citizen of India and preparation of a report on the ways the autobiography can help in the development of personality of an individual.

**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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

**Book references:**

- Chauhan, S.S. (2001). *Advanced Educational Psychology*. Vikas Publishing House Pvt Ltd. New Delhi.
- Craig, Grace. J. (1989). *Human Development*. Prentice Hall Inc. New Jersey
- Dash.M. (2006). *Fundamentals of Educational Psychology*. Atlantic Publisher and Distributors Pvt. Ltd. New Delhi.
- Hurlock. Elizabeth. B. (2005). *Developmental Psychology*. Tata McGraw Hill Publishing Company Ltd. New Delhi.
- Mangal. S. K. (2001). *Essentials of Educational Psychology*. Prentice Hall of India Pvt. Ltd. New Delhi.
- Mahmud, Jafar. (2004) *Educational Psychology*. A P H Publishing Corporation. New Delhi.
- Solso. Robert. L. (2002). *Cognitive Psychology*. Pearson Ed (Singapore) Pvt. Ltd. Delhi.



**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –I**  
**(For the examination to held in the year 2017, 2018 & 2019)**

**Course no. 103 (Theory)**  
**Credits 4**

**Title: Language Competence and Communication skills**  
**Total Marks: 100**  
**Maximum Marks Internal: 40**  
**Maximum Marks External: 60**  
**Duration of Exam: 3hrs**

**Course Objectives:**

**To enable the pupil teacher to:**

- develop language teaching competency
- understand the multiple roles of language
- analyse the position of language education in India
- identify the processes and approaches of language teaching
- appreciate language skills for effective communication

**Unit -I**

**Role of Language**

Language: Concept, Importance and Linguistic principles

Language and Society: Language and Gender; Language and Identity; Language and Power

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 means of learning and communication; Multilingual classrooms

**Unit-II**

**Position of Languages in India**

Constitutional provisions and policies of language education (Articles 343-351,350A)

Kothari Commission (1964-66) with special reference to language Education

National Curriculum Framework-2005 with special reference to language education

**Unit-III**

**Language Teaching**

Different Process of Language learning as per constructivism

- a) John Dewey
- b) John Piaget

Methods of Language Learning

- a) Direct Method
- b) Bilingual Method
- c) Textbook Method
- d) Grammar Translation Method
- e) Inductive and Deductive Method

Structural and Situational approaches to Language learning: Merits and Demerits

## Unit IV

### Communication skills

Communication: Concept, Channels and Language as a tool of communication

Acquisition of Language Skills for communication: Listening and Speaking- Sub skills of listening: Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, role plays, simulations, speech, games and contexts, language laboratories pictures, authentic materials and multimedia resources

Reading and Writing: Sub skills of reading and writing; Importance of understanding the development of reading and writing skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, using thesauruses, dictionary, encyclopaedia, Process of writing; Formal and Informal writing

### Sessional work:

- Practical work in Language Laboratory:  
Listening- 5 hours  
Speaking- 3 hours  
Reading- 3hours
- Writing- pattern of writing poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement
- Presentation on different methods of language learning
- Organise seminar/debates on position of language education in India

### Note for paper setters:

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

### Books recommended & web resources

- A.L. Kohli (2001). *Techniques of teaching English in the New Millennium* Dhanpat RAI publishing company
- B.N.Dash (2007-2008). *Teaching of English, Dominant Publishers and distributors, New Delhi, 110002*
- C.S. Rayudu(1998). *Communication. Himalaya Publishing House, Mumbai-400004*

- *M.S. Sachdeva (2000-2001). A new approach to teaching of English in India, Tandon Publications Ludhiana*
- *K.Venugopal Rao (2002). Methods of Teaching English. NeelKamal publications Pvt.Ltd.Sultan Bajar, Hyderabad*
- *N.P. Pahuja( 2004). Teaching of English. Anmol Publications Pvt. Ltd.*
- *National Curriculum Framework for Teacher Education (2005). Towards Preparing Professional and Humane Teacher*
- *Shaik Mowla (2002). Techniques of teaching English. Neel Kamal Publication Pvt.Ltd, Hyderabad, New Delhi(3<sup>rd</sup> Edition)*
- *Sunder Singh Wadhwa (2008). Teaching of English in India, Twenty first century publications*
- *S.Venkateswaran (2000). Principles of Teaching English.Vikas publishing house pvt. Ltd.*
- *Julia Myers and CathyBurnett (2004). Teaching English 3-11. Atlantic publishers and distributors*
- *Kagzi, M.C. Jain (2001). The Constitutional of India.Vol.1 & 2, India Law House ,New Delhi*
- *Y.K. Singh (2005). Teaching of English.APH Publishing Corporation, Ansari road, Darya Ganj, New Delhi-110002*
- [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/Indian\\_Languages.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Indian_Languages.pdf)
- [http://www.seasite.niu.edu/tagalog/teachers\\_page/language\\_learning\\_articles/constructivist\\_learning.htm](http://www.seasite.niu.edu/tagalog/teachers_page/language_learning_articles/constructivist_learning.htm) [www.ncert.nic.in/departments/nie/dtee/activities/pdf/syllabus\\_B.ED.pdf](http://www.ncert.nic.in/departments/nie/dtee/activities/pdf/syllabus_B.ED.pdf)

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –I**  
**(For the examination to held in the year 2017, 2018 & 2019)**

**Course no. 104 (Theory)**

**Title: Educational Planning and Management**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Course Objectives**

**To enable the pupil teachers to:**

- Know and understand the Educational Management & organizational set up and the contribution in its role.
- Know and understand the different Management approaches to deal with the Educational Management.
- Know and understand the Budget aspects of the Institutional Budget regarding the Investment and the Expenditure.
- Be skilful in organizing various Human Resource Management Programs for the Awareness as well as to coordinate with the agencies.

**UNIT I**

Educational Management and the leadership, Differentiation features between the Educational Management & Leadership; Guidelines for the Leadership; The Importance of the Leadership & Management for Education, Leadership theory- Distributed and the Transformal theory; Modern trends in Educational Management 1) Decision Making ii) Organisational Compliance iii) Organisational Development iv)PERT

**UNIT II**

Approaches to Educational Management- Principles, Adoptability and Limitation is the Indian Educational set ups

- i) Trait Based ii) Behaviour Based iii) Situational Based Approach iv) Contingency Approach v) WICS Model

**UNIT III**

**TQM in Educational Organization**

Concept of Resources- Human & Material; Management of time ó Importance of Time schedule for the teacher, Preparation of the daily, Weekly and Monthly diaries ó aspects, principles and usefulness; Yearly & Monthly plans for the Institutional working.

Management of the Physical Resources- School Building, Library, Labs Hostels and the playgrounds.

Management of the Human Resources ó Interpersonal & Intergroup Relations (Needs & principles)  
Teacher-Taught relationship; Relationship with the Head, Administrator

Concept of TQM in educations and the implications of its for the stakeholders of the Education.

## UNIT IV

### **Micro planning and the budget**

Concept of the Micro and Macro planning, Institutional Planning ó Cluster Resource Centres and the Block Resource Centres.

School mapping Need & Factors óDeveloping and Monitor the Budget of the Educational Institution- Issues and principles of Making the Budget ,Resources & Financing of Education, relationship between the productivity & Efficiency, Concept of Cost analysis.

### **Sessional Work**

To organize the Parents Teachers Meet in the Educational Institutional and partake in its deliberations. To be an active participant in the community services organised by the educational institutional and also invite the participation of the educational Institutions in organizing the resources like sharing the Resources óBooks , Library, Computer lab for those who are deprived of these facilities. Organising Camps and inviting the social intellectuals in the Govt aided institutions for the funding and awareness purposes. Must activity of every student teacher to organize the Awareness camp on any important Social National Issues like female Feticide, Gender Discrimination, Population Awareness, Religious Tolerance, Save Energy and Water etc. (Topics can be further Added on). To be an active member of the local Finance Audit team and the contribution to it in its management.

### **Note for Paper Setters**

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Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

### **Books recommended**

- *Kochar ,SK School Administration and Management ( e book ) available on Amamzon.in*
- *Economics of Education by Gara Latchanna & Hussein(2007) –Discovery Publishing House , New Delhi*
- *Economics of Education Baljeet Singh*
- *T S Sodhi Education & Economic Development (2004)–Vani Educational Books, New Delhi*
- *WICS Model :Sternberg, R., Bonney, C. R., Gabora, L., & Merrifield, M. (2012). WICS: A model for college and university admissions. Educational Psychologist, 47(1), 30-41.*
- *Approaches to Organization Theory : Lars Groth*
- *Source Materials for Educational Administration: Critiques Saxe, Richard W.,INSTITUTION Toledo Univ., Ohio. Coll. of Education.PUB Jan 69*
- *The Effect of School Closure on Principal Leadership Grant Lenarduzzi, Gonzaga University, Spokane, Washington, Journal Of Authentic leadership In Education, Volume 3, Number 1(2013)*

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –I**  
**(For the examination to held in the year 2017, 2018 & 2019)**

**Course no. 105 (Theory)**  
**Credits 4**

**Title: Inclusive Education**  
**Total Marks: 100**  
**Maximum Marks Internal: 40**  
**Maximum Marks External: 60**  
**Duration of Exam: 3hrs**

**Course Objectives:**

**To enable the pupil teachers to-**

- Realize the importance of inclusive education and inclusive education programmes and role of various agencies towards inclusion.
- Know about the meaning and scope of special education
- Understand the concept of exceptional children
- Grasp the meaning, specific characteristics and modalities of identification of some types of exceptional learners.
- Understand various educational intervention programmes for meeting the needs of exceptional learners.

**Unit -I**

Inclusive education- Meaning, need and importance.

Inclusive education programmes, Barriers to inclusion, dimensions for successful inclusion (sense of community and social acceptance, appreciation to student diversity, attention to curricular needs, effective management and instruction and personal support), preparing teachers & students for inclusion, and collaboration with families of students with disabilities for inclusion.

**Unit- 1I**

Special Education- concept, objectives of special education, need for special education and history of special education

Exceptional children- meaning, types, educational provisions for exceptional children and placement services for special children.

**Unit III**

Education of intellectually disabled (mentally retarded) children: meaning, classification, etiology and identification of intellectual retardation. Educational provisions for intellectually disabled children.

Backward children-concept, characteristics, etiology, and identification of backward children. Educational provisions for backward children.

**Unit IV**

Role of Rehabilitation Council of India and PWD (Persons with Disability Act, 1995).

Role of parents, peer groups, teachers, community, administrators and policy makers towards inclusion

**Sessional work**

1. Visit to inclusive school /school for disabled children and preparation of a report on method of teaching used in these schools.
2. Counseling sessions with intellectually disabled children and maintaining a record
3. Case study of a special child/Juvenile Delinquent

**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.

Internship/field work Unit IV having the components/ activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

**Books Recommended:**

- Ainscow, M., Booth, T. (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Hallahar, D.P., & Kauffman, J.M. (1991). *Exceptional Children: Introduction to Special Education*, Allyn and Bacon, Massachusetts.
- Kirk, S. A., & Gallagher J. J. (1989) *Education of Exceptional Children*; Houghton Mifflin Co, Boston.
- Werts, Margaret G.(2011). *Fundamentals of Special Education*. P H I Learning Private Ltd, New Delhi.



**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –I**  
**(For the examination to held in the year 2015, 2016 & 2017)**

**Course no. INT-I**  
**Credits 2**

**Title: School Interaction**  
**Total Marks : 50**  
**Maximum Marks Internal : 30**  
**Maximum Marks External : 20**

<b>First Semester( August-December) INT 1</b>					
<b>Activity</b>	<b>Duration</b>	<b>Credits</b>	<b>Marks</b>		
<b><u>Visit Cum observation to</u></b>	<b>2 Weeks</b>	<b>2</b>	<b>Int</b>	<b>Ext</b>	<b>50</b>
a) Anganwadi (neighbouring centre)	2 Days		5	3	8
b) Nursery School (Observation of 5 Lessons)	2 Days		5	3	8
c) DIET(7 wings)	2days		5	3	8
d) Innovative Centre( Pry & Middle schools)	2 days		5	3	8
e) Pry School(Observation of 5 Lessons)	2days		5	3	8
f) Middle	2 days		5	5	10
			30	20	50

**Observation**

1. Anganwadi & Nursery Classroom
2. School Activities Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
3. Understanding life of a Teacher
4. Understanding Physical, Mental, Social & Emotional Needs of a Child
5. Understanding Related Aspects of Curriculum
6. Assessment of Teachers & Learners
7. Preparation for Diverse Learners in Schools
8. Reflection on Teaching Experience
9. Writing Reflective Journals
10. Extended Discussions & Presentations on Different Aspects of Teaching

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –II**  
**(For the examination to held in the year 2018, 2019 & 2020)**

**Course no. 201 (Theory)**  
**Credits 4**

**Title: Philosophical And Sociological Bases of Education**  
**Total Marks: 100**  
**Maximum Marks Internal: 40**  
**Maximum Marks External: 60**  
**Duration of Exam : 3hrs**

**Objectives:**

**To enable the pupil teachers to:**

- Know and understand the Indian thinkers who contributed in education .
- Know and understand the fundamentals of the western philosophy on education.
- Know and understand the different aspects of social and political set up in context of teacher education.
- Know and understand the role of education for the teachers to cement the national and emotional integration in a multi linguistic ópluralistic society.

**Unit I**

Critical analysis of the Contributions of Mahatma Gandhi: Rabindra Nath Tagore, Aurobindo Ghosh and Swami Vivekananda (Curriculum, Methodology) Implications of the contributions in the contemporary times (affinities and Differences), characteristics of the secular education; classrooms and the Non violence.

**Unit II**

**Fundamentals of Western philosophy**

Concept of Metaphysics, Epistemology and axiology-implications on education. The Socratic Pedagogy; behaviorism and the constructivism. The western schools of education Realism and Pragmatism (Curriculum &Methodology), Implications of the same for the Indian class rooms (differentiation);

**Unit III**

**Teachers and the Socio political understandings**

Society óConcept and the functions, Role of Education in the society; Different societies óWelfare Democratic State( Role of teachers , importance and the limitation of the role);Secularism in society( Role of teacher, factors affecting the cause of secularism) and the different inequalities in the Indian society(Language ,Demographic & social inequalities - causes, effects, role of the teachers and the remedies for it)Review of the policies and programs after 1986( political and social Implications for the teachers and the classrooms)

## Unit IV

### Teachers and diversities in Indian Society

National Integration (role of teachers, factors for & against, Remedies) Concept of Universalism vs Nationalism; Emotional Integration and international understandings and the role of teachers and the teaching; teacher and its role for the cause, remedies for the promotion of understanding in the pluralistic democratic society like India. Education and tolerance. Critical analysis of the 'Learning: The Treasure Within' (Delors Report)

### Sessional work

Detailed Report Writing on any of the prescribed Indian Thinker( proper documentation along critical commentary of the student teacher in Reflective Journal ); A critical analysis of outcomes of western philosophy on the Indian teacher, Arranging /enacting the activities in the society regarding the ethos of secularism , democracy; Arranging the get together among the different communities in the colleges as well as the visit of the prospective teachers to the community centers.

### Note for Paper Setters

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

### **Books recommended & web resources**

- *Philosophy and Education* Mrinal Miri , Oxford Publications, Delhi
- *Philosophy & India Ancestors, Outsiders and Predecessors-* A Raghuramaraju, Oxford, Delhi.
- *Indian & Western Educational philosophy* A P Sharma, UniCorn Books, New Delhi also available through Internet on pay term basis  
<http://www.unicornbooks.in/books/book/indian-western-educational-philosophy-prof-a-p-sharma/ isbn 9788178062013/zb,,479,a,0,USD,0,a/index.html>
- *Ancient Indian Universities,* Apte DG  
<https://ia600407.us.archive.org/34/items/cu31924005633130/cu31924005633130.pdf>
- *Philosophical & Sociological Basis of Education –V R Taneja*
- *Educational Thought and Practice* Taneja ,VR ; Sterling Publishing House

- *Philosophical & Sociological Foundations of Education –Rajesh R Sharma*
- *Indian Education in Emerging Society-PC Singh*
- *Fundamentals of Indian Philosophy-R. Puligandla*
- *GATS and Hr Education –the need of Regulatory Policies –NV Verghese –UNESCO,IIEP ,Paris [unesdoc.unesco.org/images/0015/001506/150689e.pdf](http://unesdoc.unesco.org/images/0015/001506/150689e.pdf)*
- *PanchMukhi Shiksha [http://www.banasthali.org/banasthali/wcms/en/home/about-us/five-fold\\_education/index.html](http://www.banasthali.org/banasthali/wcms/en/home/about-us/five-fold_education/index.html)*
- *Ground work of Educational theory. Ross, James S MacMillan India.*
- *Modern Philosophies of Education, J. S. Brubacher. Tata Mc Graw Hill ,Delhi*
- *Introduction to the Philosophy of Education,-Connor, DJO*
- *Sociology: Primary Principles Shanker Rao, C.N; S. Chand and Co., New Delhi (2002)*
- *Sociological Thoughts Abhram and Morgan – McMillan, New Delhi.*
- *A Profile of Indian Education System :Cheney & Ruzzi ( Nov 2005) National Centre on Education & Economy <http://www.ncee.org/wp-content/uploads/2013/10/India-Education-Report.pdf>*

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –II**  
**(For the examination to held in the year 2018, 2019 & 2020)**

**Course no. 202 (Theory)**  
**Credits 4**

**Title: Teaching, Learning and Evaluation**  
**Total Marks: 100**  
**Maximum Marks Internal: 40**  
**Maximum Marks External: 60**  
**Duration of Exam: 3hrs**

**Objectives:**

**To enable the pupil teachers to:**

- Understand the meaning of psychology, child psychology & educational psychology
- Become familiar with the different methods of studying behavior
- Appreciate the role of a teacher in a classroom
- Understand the concept of learning and also behaviouristic and cognitive perspective to learning
- Become aware of importance of inclusive setting in a classroom
- Develop understanding of different methods of learning and learning styles
- Understand the concept of motivation and role of teachers and parents in developing motivation
- Understand dynamics of intelligence

**UNIT-I**

Concept of Psychology, child psychology & educational psychology.

Methods of studying behaviour:-

- a) Naturalistic & Participant observation.
- b) Experimental method.
- c) Case Study Method.

Motivation-concept, types, role of parents and teachers in extrinsic motivation, theory of achievement motivation. Contribution of Sidney L Pressey.

**UNIT-II**

Learning- Nature of learning, factors influencing learning (Personal & environmental), Gagne's conditions of learning, Hull's theory

Behaviouristic perspective to learning-concept & contribution to education. Theories of Trial & error, Pavlov's classical conditioning theory & Skinner's operant conditioning theory.

Cognitive perspective to learning-concept & contribution to Education, Theories of Gestalt (Kohler), Bruner and Ausbel.

**UNIT-III**

Teaching as a profession, need & opportunities for personal growth of a teacher. Multiple responsibilities of teacher in an institutional setting.

Role of teacher in development of personal relationship between teacher and learner, between peer groups & developing self esteem, autonomy & feeling of freedom among learners.

Education in inclusive setting with inclusion of disabled & marginalized groups. Precision teaching.

#### UNIT-IV

Intelligence- Meaning & types of intelligence ( crystalline & fluid),Theories of intelligence- Spearman's two factor theory, Thurston's group factor theory and Thorndike's multifactor theory .  
 Meaning of assessment, Need for assessment, assessing learning (creating an assignment, classroom assessment techniques, using concept maps, using concept tests; assessing group work, creating and using rubrics- (paper presentation/projects/ oral presentations).  
 Meaning of evaluation, basics of evaluation- anecdotal records, checklist, self-evaluation and use of portfolios.

#### **Sessional work:**

Case study of a school with inclusive setting/ study of various methods used by teachers for enhancing learning / use of intelligence test to assess intelligence level of students

#### **Note for Paper Setters**

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

#### **Books recommended**

- Chauhan . S. S. (2001) *Advanced Educational Psychology*. Vikas Publishing House Pvt.Ltd.New Delhi.
- Dash.M. (2006). *Fundamentals of Educational Psychology*. Atlantic Publishers and Distributors Pvt. Ltd. New Delhi.
- Mangal. S. K. (2002). *Essentials of educational Psychology*. Prentice Hall of India Pvt.Ltd. New Delhi.
- Solso. Robert. L. (2002). *Cognitive Psychology*. Pearson Ed (Singapore) Pvt. Ltd.Delhi.

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –II**  
**(For the examination to held in the year 2018, 2019 & 2020)**

**Course no. 203 (Theory)**  
**Credits 4**

**Title: Educational Technology and ICT**  
**Total Marks: 100**  
**Maximum Marks Internal: 40**  
**Maximum Marks External: 60**  
**Duration of Exam: 3hrs**

**Objectives:**

**To enable the pupil teacher to:**

- understand the nature and scope of educational technology and also about the various forms of technology
- know the systems approach in Education and its components
- familiar with the steps involved in the construction of programmed learning
- describe the concept of ICT in education and appreciate the scope of ICT for improving the personal productivity and professional competencies
- acquaint with different approaches of ICT integration in education

**Course contents**

**Unit I**

**Introduction to Educational Technology**

Educational Technology: concept, Need, scope and Forms of educational technology (Teaching technology, Instructional technology and behaviour technology)

Approaches of educational technology: Hardware and software, Multimedia and Mass media approach

Relationship of the term teaching with other similar concepts such as conditioning, instruction, training and indoctrination

**Unit II**

**Systems Approach in Education**

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

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

Bloom's Taxonomy approach in Educational Technology to integrate teaching ó learning process

**Unit III**

**ICT in Education**

Information & Communication Technology: Concept, Need 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), Teaching Machines

#### Sessional work:

- Developing Programme Learning Material
- Organise seminar/ debates on ICT supported teaching learning strategies
- Presentation on Systems approach to education
- Prepare a chart on different approaches of educational technology ( Multi media and mass media)

#### Note for Paper Setters

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

#### **Books recommended & web resources**

- Agarwal, J.P. (2013). *Modern Educational Technology*. Delhi: Black Prints.
- Chauhan, S.S. (1978). *A Text-Book of Programmed Instruction*. New Delhi: Sterling Pub. Co.
- Mangal, S.K. & Uma Mangal (2009). *Essentials of Educational Technology*. New Delhi.
- Mohanty, J. (2007). *Modern trends in Educational Technology*, Neel Kamal publications Pvt.Ltd; New Delhi-110063 [www.neelkamalpub.com](http://www.neelkamalpub.com)
- Mukhopadhyay, M. (2003). *Educational Technology-Knowledge assessment( IInd edition)*. Shipra publications, New Delhi-110092
- Sharma, R.A. (1997). *Technology of teaching*. Loyal Book Depot, Meerut.



- *Sharma, Y.K. & Sharma, M, (2006). Educational Technology and Management. Vol:1 New Delhi: Kanishka Publishers and Distributors.*
- **Web references**  
[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/pgcerttlt/systems/sys3.htm](http://www2.rgu.ac.uk/celt/pgcerttlt/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)

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –II**  
**(For the examination to held in the year 2018, 2019 & 2020)**

**Methodology of teaching language-I**

**Course no. 204**

**Title: Teaching of English**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Objectives**

**To enable the pupil teachers to:**

- Know and understand the history & importance of English Language as a second Language
- Know and understand the aspects of Language & the theoretical Knowledge of the different structures of the Language
- develop the professional competencies regarding the different aspects of Language
- Know and understand the different skills of teaching English in classrooms.

**UNIT 1**

**Psychology & History of Teaching Learning of English Language:**

Need & importance of Teaching of English as a language in India and in J & K; The Language Formula & NCF ( 2005); General and Specific Objectives of the teaching of English Language ; Instructional Objectives in teaching English; Use and Interference of Mother Tongue in teaching English for Syntax, Pronunciation, spellings. A review of English text books prescribed in the Indian schools to strengthen the skills of reading speaking and writing among students (Reflective Journal).

**UNIT II**

**Aspects of Language:** Introduction to the different structures of the English Language;

Phonological Structure ó Mechanism of speech, Received Pronunciation ( Problems And Prospects) phonemes ó Vowels & Consonants, Diphthongs, stress , Intonation , Rhythm, meaning & Practice. Identification of the different local Phonemes in the Dogri and Hindi to interfere in the language of English (Reflective Journal)

Morphological Structures ó Meaning Importance types- free and Bound Affixes, Prefixes and suffixes, Derivational suffixes Verb forms ( Modals ) , Adjectives and Adverbs ( Development , structuring and practical use)

Syntactic Structures óMeaning & Importance; Basic Structures, Patterns Phrases and Clauses; Types of sentences óStatements (affirmative& Negative) Interrogative (Yes-No & Wh type) Imperative, Exclamatory, Optative Sentences (Development, Structuring and use)

The subject Verb Object arrangement (development, use in the compositions and Prose) Differentiation in the single & compound & Complex structures of Sentence (Development & use)

### UNIT III

#### **Devising the Lesson Plans & approaches**

Behavioural Objectives: writing behavioural objectives for teaching English, Development of the Skill Objectives, Difference in the skill objectives and the Instructional objectives. Constructivism & teaching of Language, Concept scaffolding Instruction

Curriculum: Meaning, importance and principles of preparing good curriculum for English as a second language.

Textbook: meaning and importance of text-book for teaching English. Qualities of a good textbook in the subject of English.

Lesson planning: Meaning and importance of lesson plans at macro level, meaning and purpose of unit and yearly plans steps for the preparation of lesson plans for teaching English using Herbartian and RCEM approaches (simulated plans).

### UNIT IV

**Development of Language skills:** Listening: components óbarrier in listening, activities to develop listening comprehension

Speaking ócomponents-objectives-barriers to speaking óneed for correct pronunciation ó activities to develop correct speech habits

Reading skills-objectives of teaching reading, Mechanics of reading, Methods of teaching reading

Types of reading, reading aloud & silently, intensive & extensive reading, Types of reading comprehension óactivities to develop testing reading comprehension Writingó its components, objectives of teaching written expression

Hand writing ócharacteristics of good hand writing óMechanics, causes for poor handwritingóways of improving handwriting

#### **Sessional work**

Listening to the English News on different Indian Television Channels óPractice & improvement in the speaking-Clarity, structuring and Coherence (practical for Communicative skills in language) Visit to the Radio Stations ( AIR, FMs use of Technology in the transmission of language and the Local Television centres ( Take One, JK Channel).

### **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.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship 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

### **Books recommended**

- **Bandari C. S.**, *A Hand-book for Teachers of English*, Orient Longmans
- **French, F. G.**, *Teaching of English Abroad- Part 1, 2 and 3*, Delhi ; Oxford University Press
- **George, H. V.**, *101 Substantial Tables for Students of English-Students book and Teacher's Guide*, Bombay; Oxford University Press
- **Gokak, V. K.**, *English in India*, Bombay; Asia Publishing House
- **Bansal, R.K. and Harrison J.B.** (1983): *Spoken English for India*, Orient Longman, New Delhi.
- **Bansal, R.K.** (1990) *Introduction to English Teaching Vol. II Phonetics and Spoken English*, English CIEFL, OUP, Hyderabad.
- **Bhatia, K.K.** (1988) *New Techniques of Teaching English as Foreign Language*, NBS Educational Publishers, Chandigarh.
- **Kohli, A.L.** (2003) *Teaching of English*, Dhanpat Rai and Sons, Jalandhar.
- **Singh, M.K.** (1998) *Teaching of English*, International Publishing House, Meerut

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –II**  
**(For the examination to held in the year 2018, 2019 & 2020)**

**Methodology of teaching language-I**

**Course no. 204**

**Title: Teaching of Sanskrit**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Objectives:**

**To enable the pupil teachers to:**

- know and understand the history & importance of Sanskrit.
- develop awareness of objectives of teaching Sanskrit at the Elementary and Secondary level.
- understand the different aspects of Grammar.
- get acquainted and frame Behavioral Objectives for teaching Poetry, Prose, Composition and Grammar in Sanskrit .
- develop the skills of preparing and using effectively the instructional materials for the teaching of Sanskrit
- get acquainted with the various devices of language learning.
- appreciate and reflect on the contribution of contribution of Acharya Mamat, Vishav Nath, Kali Dass

**CONTENT**

**Unit - I**

Sanskrit Language, Its dialects, Importance of Sanskrit as a Regional Language, Origin and development of Sanskrit. Objectives and problems of teaching Sanskrit at elementary and secondary level in J&K State.

Sanskrit as a keeper of the National Heritage; Sanskrit for the Appreciation of Moral and Spiritual Values, Contribution of Acharya Mamat and Vishav Nath in Kavya Shastra.

Sanskrit as a Driving Force for National Integration; Contribution of Kali Das (Abhigyan Shakuntalam) and Acharya Bhasa (Svapna Vasdatta)

**Unit - II**

**Aspects of Language** Meaning and Definition of Grammar, Tradition of Indian Grammar, Need and Importance of Grammar,

Phonological Structure- Human Parts Producing sound, Classification of Phonemes-Vowels & consonants (Swar & Vaynjan), Identification of different local Phonemes in the Dogri to interfere in the language of Sanskrit (Reflective Journal)

Morphological Structure- Meaning Importance Types- Free and bound Affixes, Prefixes and Suffixes, Verb forms, Adjectives, Adverbs (Development, Structuring and practical use)

Syntactic Structure- Meaning and importance; Basic structures: Types of sentences-Statements (Affirmative & Negative) Interrogative, Imperative, Exclamatory, Optative Sentences (Development, Structuring & use)

Differentiation in the single & compound & Complex structures of Sentences (Development and use)

### Unit- III

Development of Language Skills: Listening - Meaning, Importance, Conditions for effective listening, Exercises for the development of listening skill

Speaking ó Meaning Importance, Causes of defective Pronunciation - need for correct pronunciation-activities to develop correct speech habits

Reading ó Meaning, Importance, Mechanism of reading - Methods of teaching reading, Types of Reading comprehension ó Causes of Backwardness in reading

Writing ó Meaning, Importance of writing skill, Methods of teaching writing

Hand writing- characteristics of good hand writing ó Mechanics, causes of poor handwriting-ways to improving hand writing

### Unit- IV

**Behavioral Objectives:** Meaning and importance of behavioral objectives, essentials of behavioral objectives for teaching of Sanskrit, Development of Skill objectives, difference between skill objectives and behavioral objectives

Writing behavioral objectives for teaching Sanskrit - Prose, Poetry, composition and grammar, Role and qualities of Sanskrit Teacher.

#### Sessional Work

Listening to the different Sanskrit programmes on Radio and Television Channels ó Practice & improvement in speaking- clarity, Structuring and Coherence (practical for Communicative Skills in Language)

Prepare a Project Report on Sanskrit Shalokas of Bagvad Gita as a factor of promoting Indian Culture.

#### 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.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship 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

### **Books recommended**

- *Apte, D. G. and Dongre, P. K.: Teaching of Sanskrit in Secondary School, Acharya Book Depot, Baroda, 1980.*
- *Bokil, V. P. and Parasnik, N. K.: A New Approach to Sanskrit, Loka Sangraha Press, Poona.*
- *Chaturvedi, R. S.: Sanskrit Shikshan Padhati.*
- *Govt. of India: Report of Sanskrit Commission.*
- *Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979*
- *Pal, H.R and Pal, R.: Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.*
- *Pal, H.R.: Methodologies of Teaching & Training in Higher Education. Delhi: Directorate of Hindi Implementation, Delhi University, 2000.*
- *Kali Das (Abhigyan Shakuntalam)*
- *Achara Bhasa (Svapna Vasdatta)*

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –II**  
**(For the examination to held in the year 2018, 2019 & 2020)**

**Methodology of teaching language-I**

**Course no. 204**

**Title: Teaching of Dogri**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Objectives:**

**To enable the pupil teachers to:**

- To develop awareness of objectives of teaching Dogri at the secondary level.
- To understand the significance of communication skills.
- To get acquainted and frame Behavioral Objectives for teaching Poetry, Prose, Composition and Grammar in Dogri .
- To develop the skills of preparing and using effectively the instructional materials for the teaching of Dogri.
- To get acquainted with the various aspects of the Dogri and devices of language learning.
- To develop diagnostic and remedial skills in teaching Dogri.

**CONTENT**

**Unit - I**

Dogri Language, its dialects, Importance of Dogri as a regional Language, Aims of Teaching Dogri, Origin and development of Dogri Language and its present position. Objectives and problems of teaching Dogri at secondary level in J&K State. Relation of Dogri with other languages. Importance of Dogri language.

Dogri as a keeper of the National Heritage; Dogri for the Appreciation of Moral and Spiritual Values, Contribution of Ram Nath Shastri, DinuBhai Pant, B.P.Sathe.

Dogri as a Driving Force for National Integration; Contribution of K.S. Madhukar, Mohan Lal Sapolia, & Champa Sharma

**Unit - II**

**Aspects of Language**

Meaning and Definition of Grammar Tradition of Indian Grammar, Need and Importance of Grammar,

Phonological Structure- Mechanism of speech, Received Pronunciation ( Problems and Prospects)  
 Phonemes-Vowels & consonants, Diphthongs, stress, intonation, Rhythm, meaning and practice.  
 Identification of different local Phonemes in the Dogri to interfere in the language of Dogri (Reflective Journal)

Morphological Structure- Meaning Importance Types- Free and bound Affixes, Prefixes and Suffixes, Verb forms, Adjectives, Adverbs (Development, Structuring and practical use)



Syntactic Structure- Meaning and importance; Basic structures: Types of sentences-Statements (Affirmative & Negative) Interrogative, Imperative, Exclamatory, Optative Sentences (Development, Structuring & use)

Differentiation in the single & compound & Complex structures of Sentences (Development and use)

### **Unit- III**

**Development of Language Skills:** Listening: components- barriers in listening, activities to develop listening comprehension Speaking ó components-objectives-barriers to speaking- need for correct pronunciation- activities to develop correct speech habits Reading - Objectives- Mechanism of reading - Methods of teaching reading Types of Reading comprehension - activities to develop testing reading comprehension Writing ó its components, objective of teaching written expression Hand writing- characteristics of good hand writing ó Mechanics, causes of poor handwriting-ways to improving hand writing.

### **Unit- IV**

#### **Behavioral Objectives**

Meaning and importance of behavioral objectives, essentials of behavioral objectives for teaching of Dogri, Development of Skill objectives, difference between skill objectives and behavioral objectives

Writing behavioral objectives for teaching Dogri- Prose, Poetry, composition and grammar, Role and qualities of Dogri Teacher.

#### **Sessional Work**

Listening to the different Dogri programmes on Radio and Television Channels ó Practice & improvement in speaking- clarity, Structuring and Coherence (practical for Communicative Skills in Language)

Prepare a Project Report on Punjabi Folk Songs as a factor of promoting Punjabi Culture

#### **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.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship 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

**Books recommended**

- Gupta, Veena (2004)
*Dogri Vyakran*
*J&K Academy of*
- Culture and Language*
- Goswami Om
*Prof. Ram Nath Shastri*
*J&K Academy of Art*
- Samgar Rachnavali,*
*Culture and Language*
- Udhamपुरी जितेंद्र (1988)
*Dogri Sahitya Da Itihas*
*J&K Board of School*
- Education*
- Dogra Nutan Desh Bandhu (2011)
*Dogri Bhasha te Adas Di Itihasak Parchol*
*Arunima Prakashan*
- Udhampur*
- Gupta Veena (2006)
*Sadde Sahitkar*
*Akhil Parkashan, Jammu*
- Manhas Shiv Dev Singh Bhagvat Parsad Sathe Te (2005)
*Undian Khaniya*
*Sahitya Academy New Delhi*
- Sharma Champa
*Chete Di Rahol*
*Chetan Parkashan*
- Goswami Om
*Lohku Sabadkosh*
*J&K Academy of Art*
- Culture and Language*

**BACHELOR OF EDUCATION (B.Ed)**  
**Semester –II**  
**(For the examination to held in the year 2018, 2019 & 2020)**

**Methodology of teaching language-I**

**Course no. 204**

**Title: Teaching of Punjabi**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Objectives:**

**To enable the pupil teachers to:**

- Know and understand the history & importance of Punjabi language.
- Develop awareness of objectives of teaching Punjabi at the Elementary and Secondary level.
- Understand the different aspects of Grammar.
- Get acquainted and frame Behavioral Objectives for teaching Poetry, Prose, Composition and Grammar in Punjabi .
- Develop the skills of preparing and using effectively the instructional materials for the teaching of Punjabi.
- Get acquainted with the various devices of language learning.

**CONTENT**

**Unit - I**

Punjabi Language, Its dialects, Importance of Punjabi as a Regional Language, Origin and development of Punjabi Language. Objectives and problems of Teaching Punjabi at Elementary and Secondary Level in J&K State.

Punjabi as a keeper of the National Heritage; Punjabi for the Appreciation of Moral and Spiritual Values, Contribution of Baba Farid, GuruNanak Devji, Shah Hussain, Varis Shah, Bulleh Shah

Punjabi as a Driving Force for National Integration; Contribution of Bhai Veer Singh , Amrita Pritam, Mohan Singh and Shiv Kumar Batalavi.

## Unit - II

**Aspects of Language:** Meaning and Definition of Grammar, Tradition of Indian Grammar, Need and Importance of Grammar,

Phonological Structure- Human Parts Producing sound, Classification of Phonemes-Vowels & consonants (Swar & Vaynjan), Identification of different local Phonemes in the Dogri to interfere in the language of Punjabi (Reflective Journal)

Morphological Structure- Meaning Importance Types- Free and bound Affixes, Prefixes and Suffixes, Verb forms, Adjectives, Adverbs (Development, Structuring and practical use)

Syntactic Structure- Meaning and importance; Basic structures: Types of sentences-Statements (Affirmative & Negative) Interrogative, Imperative, Exclamatory, Optative Sentences (Development, Structuring & use)

Differentiation in the single & compound & Complex structures of Sentences (Development and use)

## Unit- III

**Development of Language Skills:** Listening - Meaning, Importance, Conditions for effective listening, Exercises for the development of listening skill

Speaking ó Meaning Importance, Causes of defective Pronunciation - need for correct pronunciation-activities to develop correct speech habits

Reading ó Meaning, Importance, Mechanism of reading - Methods of teaching reading, Types of Reading comprehension ó Causes of Backwardness in reading

Writing ó Meaning, Importance of writing skill, Methods of teaching writing

Hand writing- characteristics of good hand writing ó Mechanics, causes of poor handwriting-ways to improving hand writing.

## Unit IV

**Behavioral Objectives:** Meaning and importance of behavioral objectives, essentials of behavioral objectives for teaching of Punjabi, Development of Skill objectives, difference between skill objectives and behavioral objectives

Writing behavioral objectives for teaching Punjabi- Prose, Poetry, composition and grammar, Role and qualities of Punjabi Teacher.

### Sessional Work

Listening to the different Punjabi programmes on Radio and Television Channels ó Practice & improvement in speaking- clarity, Structuring and Coherence (practical for Communicative Skills in Language)

Prepare a Project Report on Punjabi Folk Songs as a factor of promoting Punjabi Culture.

### **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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

### **Books recommended**

<i>Kochhar, S.K. (1989)</i>	<i>Mat Bhasha Dee Shiksha</i>
<i>Safaya, R.N. (1992)</i>	<i>Punjabi Di Shiksha Vidhi,</i> <i>Dhanpat Rai and Sons, Jalandhar.</i>
<i>Sekhon, Sant Singh(1961)</i>	<i>Punjabi Boli Da Itihas,</i> <i>Bhasha Vibhag, Punjab, Chandigarh.</i>
<i>Singh, G.B. (1981)</i>	<i>Gurmukhi Lipi Da Janam Te Vikas,</i> <i>Punjab University Publication Bureau, Chandigarh</i>
<i>Singh Gurdev ( 1971)</i>	<i>Gurmukhi Lipi Bare, Lahore Book Depot, Ludhiana.</i>
<i>Nandra Inder Dev</i>	<i>Punjabi Bhasha Te Sahit Adiapan, Tandon</i> <i>Publication, Ludhiana.</i>

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –II**  
**(For the examination to held in the year 2018, 2019 & 2020)**

**Methodology of teaching language-I**

**Course no. 204**

**Title: Teaching of Urdu**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Objectives:**

**To enable the pupil teachers to:**

- know and understand the history & importance of Urdu language
- develop awareness of objectives of teaching Urdu at the Elementary and Secondary level.
- understand the different aspects of Grammar
- get acquainted and frame Behavioral Objectives for teaching Poetry, Prose, Composition and Grammar in Urdu.
- develop the skills of preparing and using effectively the instructional materials for the teaching of Urdu .
- get acquainted with the various devices of language learning.

**CONTENT**

**Unit - I**

**Urdu Language**, its dialects, Role of Urdu Language in India in Pre-partition and post-partition, Aims of Teaching Urdu, Origin and development of Urdu Language. Objectives and problems of teaching Urdu at secondary level in J&K State. Origin and development of Urdu Language in J&K State. Role of Urdu Language at International level.

Origin and development of Urdu imla, Arab and punctuations, standard sound of Urdu vowels and consonants, organization of sounds and Structure of sentences.

Urdu as a keeper of the National Heritage; Urdu for the Appreciation of Moral and Spiritual Values, Contribution of Mir Dard and Illama Iqbal (Walida Mahroom Ki Yad Main)

Urdu as a Driving Force for National Integration; Contribution of Altaf Hussain Hali & Josh Maleeha Abadi

## Unit - II

**Aspects of Language:** Meaning and Definition of Grammar Tradition of Indian Grammar, Need and Importance of Grammar,

Phonological Structure- Mechanism of speech, Received Pronunciation (Problems and Prospects) Phonemes- Vowels & consonants, Diphthongs, stress, intonation, Rhythm, meaning and practice. Identification of different local Phonemes in the Urdu to interfere in the language of Urdu (Reflective Journal)

Morphological Structure- Meaning Importance Types- Free and bound Affixes, Prefixes and Suffixes, Verb forms, Adjectives, Adverbs (Development, Structuring and practical use)

Syntactic Structure- Meaning and importance; Basic structures: Types of sentences-Statements (Affirmative & Negative) Interrogative, Imperative, Exclamatory, optative Sentences (Development, Structuring & use)

Differentiation in the single & compound & Complex structures of Sentences (Development and use)

## Unit- III

**Development of Language Skills:** Listening: components- barriers in listening, activities to develop listening comprehension

Speaking ó components-objectives-barriers to speaking- need for correct pronunciation- activities to develop correct speech habits

Reading - Objectives- Mechanism of reading - Methods of teaching reading Types of Reading comprehension - activities to develop testing reading comprehension

Writing ó its components, objective of teaching written expression

Hand writing- characteristics of good hand writing ó Mechanics, causes of poor handwriting-ways to improving hand writing.

## Unit IV

**Behavioral Objectives:** Meaning and importance of behavioral objectives, essentials of behavioral objectives for teaching of Urdu, Development of Skill objectives, difference between skill objectives and behavioral objectives

Writing behavioral objectives for teaching Urdu- Prose, Poetry, composition and grammar, Role and qualities of Urdu Teacher.

### Sessional Work

Listening to the different Urdu programmes on Radio and Television Channels ó Practice & improvement in speaking- clarity, Structuring and Coherence (practical for Communicative Skills in Language)

Prepare a Project Report on Sufi Songs and Mushaira as a factor of promoting Urdu Culture

### **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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

### **Books recommended**

- *Hali Altaf Hussain*                      *Hubbe-e-Watan*
- *Chakbast Brij Narayan*              *Faryad-e-Quam*
- *Illama Iqbal*                              *Walida Mehroom ki Yaad Main*
- *Mehroom Talok Chand Noor*      *Jahan Ka Mizar*
- *Khan Rasheed Hassan*      *Urdu Saraf-o-Nahav*



**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –II**  
**(For the examination to held in the year 2018, 2019 & 2020)**

**Course No. : 204**  
**Credit : 4**

**Title : Teaching in Hindi**  
**Total Marks : 100**  
**Maximum Marks Internal : 40**  
**Maximum Marks External : 60**  
**Duration of Exam.: 3 Hrs.**

fglUnh fBk.k

míB%

fglUnh fBk.k ds fy, I ECU/kh ; kX; rkvk dk fodkl djukA

Hkkoh fBkdka es fglUnh HkK fBk.k dh dpyrkvk dk fodkl djukA

Hkkoh fBkdka es HkK h dkBys dk fodkl djukA

Hkkoh fglUnh fBkdka fglUnh fBk.k ds míBks I s i fjfpr djuk A

ÁFke bdkbZ

fglUnh HkK dk mnHko rFkk fodkl

- ❖ HkK & i fjHkK egRo rFkk fofo/k : Ik %ekrHkK jkHkK jktHkK I Ei dZ HkK ek/; e HkK I kfgR; d HkK rFkk I pkj HkK A HkK fBk.k dh I keU; foBk, a, d egRo A
- ❖ fglUnh HkK dh , frgkfl d i Bkfe % ldr I sydj viHkrd%
- ❖ fglUnh HkK dh mi HkK, a , oa ckfy; kA
- ❖ tEew rFkk dBhj es fglUnh HkK ds míB , d egRoA

f}rh; bdkbz

Hkkó rRo

- ❖ /okl & fgluh dh /ofu; k] eq[k fooj ea LFkku] rFkk Á; Ru ds vk/kkj ij mudk oxhZdj.k Loj rFkk 0; ta dh ifjHkkó rFkk oxhZdj.kA
- ❖ ikó jpuk & ikn rFkk mkds vFk] Á; kx , oa bfrgkl dh nfó l s HknA mil x] ÁR; ;] l f/k rFkk l ekl dh vo/kkj.kk, a rFkk ikn jpuk ea mudh Hkfedk@ ikn ikfDr; ka dk Hkkó fDk.k ea egRo A
- ❖ okD; jpuk & fgluh okD; ka dk jpuk fo/kku rFkk okD; ka ds HknA

r}rh; bdkbz

Hkkó, h dkDy ka dk fodkl

- ❖ Jo.k dkDy & vFk] egRo rFkk míD @ Jo.k dkDy fDk.k dh fof/k; kA
- ❖ Hkkók dkDy & vFk] egRo rFkk míD @ Hkkók dkDy fDk.k dh fof/k; kA
- ❖ okpu dkDy & vFk] egRo rFkk míD @ okpu dkDy fDk.k dh fof/k; kA
- ❖ ys[ku dkDy & vFk] egRo rFkk míD @ ys[ku dkDy fDk.k dh fof/k; kA rFkk l ys[k dh foDó k, a

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### 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.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship 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

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Xkks y , ñdñ] \*\*fgUlh fB(k.k\*\*) gjhB ÁdkBk efunj] vkxj kA

eDdM+ ufjUn] \*\*fgUlh fB(k.k\*\*) xyukt+ i fcydBI } tkyU/kjA

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –II**  
**(For the examination to held in the year 2018, 2019 & 2020)**

**Methodology of teaching subject-I**

**Course no. 205**

**Title: Teaching of Social Science**

**Credits 4**

**Total Marks: 100**

**Maximum Marks Internal: 40**

**Maximum Marks External: 60**

**Duration of Exam: 3hrs**

**Objectives:**

**To enable the pupil teachers to:-**

- Acquaint themselves with the concept of social science as an integrated/ interdisciplinary area of study.
- Familiarize themselves with the concept of curriculum, text-books and co-curricular activities in social sciences.
- Develop knowledge about the basic principles governing social sciences.
- Prepare a lesson plan. Acquire competency to prepare lesson plans for teaching social sciences.
- Understand some important areas of social sciences.

## UNIT-I

Meaning, scope and importance of social sciences in secondary schools. Core subject of social sciences, history, political science, geography, economics, interrelationship between them.

Aims and values of teaching social science in secondary schools.

Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of social sciences.

## UNIT-II

Curriculum:-Meaning, importance and principles of designing a good curriculum for social sciences. Correlation, integration, concentric, spiral unit and chronological approaches in organizing curriculum for social sciences.

Textbooks:- Meaning and importance of textbooks in social sciences. Qualities of a good textbook. Role of library and reference books in teaching of Social Studies.

Co-Curricular activities: Meaning and importance of co-curricular activities. Steps for organizing co-curricular activities. Role and organization of the following in teaching of social studies:-

- Debates and quizzes.
- Excursion.
- Visit to museums.
- Supervised study
- Dramatisation

## UNIT-III

Lesson Planning:- Meaning and importance of a lesson plan. Unit and yearly lesson plans.

Steps for preparing lesson plans through Herbartian and RCEM approach.

Preparing a lesson plan on a topic of social science, remedial teaching.

## UNIT –IV

Distribution of resources, environmental degradation and its preservation; disasters and preparedness, interdependence and interaction across space, migration of people, transport and communication, trade and commerce

Sustainable development- economic growth and economic development, indicators of measuring the well being of an economy, Gross Domestic Product, poverty, food security, role and functions of money.

### Sessional Work

- Analysis of a unit/chapter in a social science textbook to identify the concept.

### 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.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship 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

### **Books recommended**

- *NCERT (2013) Social science publication division NCERT campus New Delhi.*
- *S.K Kochar: Teaching of social studies*
- *J.C .Aggrawal : Teaching of social studies*

## **BACHELOR OF EDUCATION ( B.Ed) Semester –II (For the examination to held in the year 2018, 2019 & 2020)**

### **Methodology of teaching subject-I**

<b>Course no. 205</b>	<b>Title: Teaching of Physical Science</b>
<b>Credits 4</b>	<b>Total Marks : 100</b>
	<b>Maximum Marks Internal : 40</b>
	<b>Maximum Marks External : 60</b>
	<b>Duration of Exam : 3hrs</b>

### **Objectives:**

**To enable the pupil teachers to:**

- Acquaint themselves with the concept of physical science.
- Familiarize themselves with the concept of curriculum, text books and co-curricular activities in physical science.
- Prepare a lesson plan.
- Understand some important areas of physical science.

### **Unit -I**

Origin and development of physical science. History of physical science.

Aims and values of teaching physical science in secondary school

Behavioural objectives, Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of physical science.

### **Unit- II**

Curriculum: Meaning, importance and principles of designing a good curriculum for physical science. Concentric, topical and integrated approaches in organising curriculum for physical science.

Textbooks: Meaning importance and role of textbooks in teaching of physical science. Qualities of a good textbook of physical science.

Co-curricular Activities: Meaning and importance of co-curricular activities. Steps of organising co-curricular activities.

### **Unit -III**

Lesson planning: Meaning, importance and principles of writing lesson plans in teaching of physical science.

Steps for preparing a lesson planning through Herbartian and RCEM approach.

Preparing a lesson plan on a topic of physical science.

### **Unit IV**

Electric current ó potential difference, effects of electric current; flow of heat- conduction, convection and radiation. Force-concept, constant and non-constant forces. Friction- concept, types, advantages and disadvantages, methods of increasing and decreasing friction.

Acid, bases and salts ó types, properties and applications in day-to- day life; structure of matter- elements, compounds and their properties, mixtures, atomicity.

### **Sessional work:**

Analysis of a unit / chapter in a physical science text book- to identify the concepts, principles and underlying scientific theories.

### **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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

### **Books recommended**

- *Gupta ,S.D. & Sharma, D.R. (2002). Teaching of science. Malhotra brothers, Jammu.*
- *Kohli, V.K. (2001). How to teach science. Vivek Publishers, Ambala city.*
- *NCERT. (2013) .Science. Publication Division. NCERT Campus, New Delhi*
- *Sharma, R.C. (1981). Modern Science Teaching. Dhanpat Rai Publishing Co. New Delhi.*

## **BACHELOR OF EDUCATION ( B.Ed)**

### **Semester –II**

**(For the examination to held in the year 2018, 2019 & 2020)**

### **Methodology of teaching subject-I**

**Course no. 205**  
**Credits 4**

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

### **Objectives:**

#### **To enable the pupil teachers to:**

- Acquaint themselves with the concept of biological science.
- Familiarize themselves with the concept of curriculum, text books and co-curricular activities in biological science
- Prepare a lesson plan.
- Understand some important areas of biological science



## **Unit -I**

Origin and development of biological science. History of biological science.

Aims and values of teaching biological science in secondary school

Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of biological science.

## **Unit- II**

Curriculum: Meaning, importance and principles of designing a good curriculum for biological science. Concentric, topical and integrated approaches in organising curriculum for biological science.

Textbooks: Meaning importance and role of textbooks in teaching of biological science. Qualities of a good textbook of biological science.

Co-curricular Activities; Meaning, types and importance of co-curricular activities. Steps of organizing co-curricular activities.

## **Unit -III**

Lesson planning: Meaning, importance and principles of writing lesson plans in teaching of biological science.

Steps for preparing a lesson planning through Herbartian and RCEM approach.

Preparing a lesson plan on a topic of biological science.

## **Unit -IV**

Plant parts and their functions. Classification, Reproduction in plants- concept of asexual and sexual reproduction. Importance of plants as medicine and as source of food, fodder, fuel and oil.

Animal diversity: Classification, Economic significance of animals.

Cell- the basic unit of life, its generalised structure and function, Difference between plant and animal cell.

### **Sessional work:**

Analysis of a unit / chapter in a biological science text book- to identify the concepts, principles and underlying scientific theories.

### **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.

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

### **Books recommended**

- *Gupta ,S.D. & Sharma, D.R.(2002). Teaching of science. Malhotra brothers, Jammu.*
- *Kohli, V.K. (2001). How to teach science.Vivek Publishers,Ambala city.*
- *NCERT. (2013) .Science. Publication Division.NCERT Campus,New Delhi*
- *Sharma, R.C. (1981). Modern Science Teaching.Dhanpat Rai Publishing Co. New Delhi.*

## **BACHELOR OF EDUCATION ( B.Ed)**

### **Semester –II**

**(For the examination to held in the year 2018, 2019 & 2020)**

### **Methodology of teaching subject-I**

**Course no. 205**

**Title: Teaching of Mathematics**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

### **Objectives:**

**To enable the pupil teachers to:**

- study and to develop an understanding of the different aspects of Teaching Mathematics
- study and Understand the objectives of Teaching Mathematics
- study and Understand the Methods and Skills of Teaching Mathematics
- study and Understand the use of Club and the teacher's capacity making facilities in the Teaching of Mathematics

## **UNIT I**

### **Mathematics –Structure and Knowledge**

Meaning, nature and characteristics of mathematics; Processes in mathematics ó mathematical reasoning, pattern recognition, algebraic thinking, geometric thinking (Van Hiele model of geometric thought), problem solving in mathematics creative thinking in mathematics. Structure of mathematics ó Euclidean geometry -terms (undefined and defined terms), axioms, postulates and theorems; validation process of mathematical statements. Pedagogic content knowledge analysis for - facts, concepts, generalizations and procedures. Knowledge and teaching of Integers , Rational Number, Real Number Polynomials Quadratic Equation and congruency of Triangles.

## UNIT II

### Objectives and Methods of Mathematics Teaching

Objectives of teaching mathematics-disciplinary, utilitarian, cultural, social and recreational. Anderson's revised Bloom's taxonomy of instructional objectives ó specifications; task analysis; Objectives of teaching arithmetic, algebra, geometry. Application of Approaches and models of teaching mathematics ó Inductive - deductive approach; Analytic ó synthetic approach ; Guided discovery approach; Project method; Concept Attainment Model. Pedagogic content knowledge for the trigonometry and coordinate geometry, Primary Concepts in Geometry Trigonometric Ratios of Complementary Angles, Height and Distance.

## UNIT III

### Different Techniques of Teaching Mathematics

Five E model ó engage, explore, express, expand, evaluate; Drill and Review Work in Mathematics; Assignment techniques; Problem solving technique Supervised study technique; Oral work in Mathematics, Application of techniques for Ratio, Proportion ( equality of Ratios), Arithmetic Mean; Irrational numbers, Laws of Real Numbers & Integers and its examples

## UNIT IV

### Mathematics Club & the role of Teacher

Mathematics Club: Concept Objectives, Importance, Different Activities of the Club in respect of the teaching of Circle, Partition of plane of a circle by the circle, Theorems on Circle and Chords of a Circle. Learning Teaching of Mathematics by co relating it with the science and geography- Area, speed Time, Volume & surface Area.

Mathematics Teacher: Qualities and Competencies ó listening, understanding and expression

### Sessional work

Proving the criteria of Congruency through paper cutting and pasting; angle sum property of triangle (paper cutting and pasting) and angle some property of quadratic (paper cutting and pasting); Derivation of Quadratic formula; Representation of rational and irrational numbers on number line; Prove volume of cone =  $\frac{1}{3}$ <sup>rd</sup> volume of cylinder and vice versa having same radius

and height of both Derivation of the value of following trigonometric angles (30,60,45 & 90); Derivation of identities ( $\sin^2 \theta + \cos^2 \theta$ ).

### **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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

### **Books recommended**

- R Aiyanyas , N. Kuppuswami, (1982). *The Teaching of Mathematics in New Education*, Universal Book and Stationary Co. Delhi.
- Butler , C. H. and Wren, F. L., (1951). *Teaching of Secondary School mathematics*: McGraw Hill New York.
- Mangal, S. K. (1987). *Teaching of Mathematics*; Prakash Brothers Education Publishers Pvt.Ltd.
- NCERT, *A Textbook of Content-cum-Methodology of Teaching Mathematics*, New Delhi
- Sidhu, Kulbirsingh (1996). *Teaching of Mathematics*; (Fourth Ed.), Sterling Publishers Pvt.Ltd.
- Aggarwal, S.M. (1999) *Teaching of Modern Mathematics*, Dhanpat Rai and Sons, New Delhi.
- (NCERT&JKBOSE) *Text Books ( Prescribed) in VIth to IXth Classes*

**BACHELOR OF EDUCATION ( B.Ed)  
Semester –II  
(For the examination to held in the year 2018, 2019 & 2020)**

**Methodology of teaching subject-I**

**Course no. 205**

**Title: Teaching of Commerce**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Objectives :**

**To enable the pupil teachers to:**

- Acquaint themselves with the concept of commerce education
- Familiarize themselves with the concept of curriculum, text books and co-curricular activities in commerce
- Prepare a lesson plan
- Understand some important areas of commerce

**Unit -I**

Introduction to commerce education. Nature and scope of commerce education.

Aims and values of teaching commerce in secondary school.

Behavioral objectives, Meaning and importance of behavioural objectives, steps for preparing behavioral objectives for teaching of commerce.

### **Unit- II**

Curriculum: Meaning, importance and principles of designing a good curriculum for commerce. Concentric, topical and integrated approaches in organising curriculum for commerce.

Textbooks: Meaning importance and role of textbooks in teaching of commerce. Qualities of a good textbook of commerce.

Co-curricular Activities: Meaning and importance of co-curricular activities. Steps of organising co-curricular activities.

### **Unit -III**

Lesson planning: Meaning, importance and principles of writing lesson plans in teaching of commerce.

Steps for preparing a lesson planning through Herbartian and RCEM approach.

Preparing a lesson plan on a topic of commerce.

### **Unit IV**

Difference between book keeping and accountancy.

Journal, subsidiary books, ledgers, trail balance, errors and rectification trading, profit and loss accounts and balance sheets.

Auditing, Interpretation of financial statements ó Electronic accounting.

### **Sessional Work:**

To prepare a balance sheet of a financial institution

### **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.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship 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

### **Books recommended**

- Aggarwal, J.C.(2009). *Teaching of commerce*. Vikas Publishing House Pvt. Ltd.Noida.
- Gupta Rainu .(2009). *Teaching of commerce*. Shipra Publications. New Delhi.
- NCERT. (2013) *Commerce*. Publication Division.NCERT Carnpus,New Delhi
- Singh, Y.K.( 2005).*Teaching of commerce*.A P H Publishing, New Delhi.

**BACHELOR OF EDUCATION (B.Ed)**  
**Semester –II**  
**(For the examination to held in the year 2018, 2019 & 2020)**

**Methodology of teaching subject-I**

**Course no. 205**

**Title: Teaching of Performing Art**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Objectives:**

**To enable the pupil- teachers to**

- understand the importance, aims and objectives of teaching of Performing Arts
- develop interest among pupil- teachers for Performing Arts
- provide knowledge of different techniques of teaching of Performing Arts
- acquaint the pupil- teacher with latest teaching skills
- enable pupil- teachers to organize competitions and other related practical activities

## Unit – I

A brief history of Indian Music, Aims and Objectives of music as a subject in school curriculum

Knowledge of swaras, division of swaras and measures of shruti. Voice Culture and its importance.

Folk music: its role and significance in education

Methods of teaching Music, Suggestions for popularization of Indian classical Music, setting up of music room (vocal and instrumental)

## Unit – II

Knowledge of different parts of instruments Tanpura/ Sitar/ Tabla.

Notation system of Pt V.N Bhatkande and Pt V.D Pulskar

a) Knowledge of following Talas-ekgun, Dugun of tatra, Rupak, Kehrva, Japtal, Ektal, chartal and Teenta

b) Non detail Ragas (only discription) of following Ragas Malkauns, Bhairav, Bhairavi, Yaman and Bhupali

## Unit – III

Music Lesson Planning:

- (a) Meaning, importance and objectives
- (b) Construction of Lesson plan (General and specific)

Qualities and training of music teacher

Continuous & Comprehensive music Evaluation: Concept, Techniques and

weightage distribution (VI to VIII, IX to X),

Types of test items for evaluation, Essay type, short answer type, and objective type

## Unit – IV

Audio- visual Aids for teaching Music

Organization of Music Competitions and related practical activities

Innovative Practices for teaching Music



**Sessional Work:**

Raag and Taal of unit II

Play any two Musical Instruments in Raag of choice

Organize innovative Music competitions in Schools

**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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

**Books Recommended:**

*Awasthi. S.S (1964) A critique of Hindustan Music and Music Education Jalandhar.*

*Bhatkhande ,V.M (1987) : KRAMIK pustak Mahika Laxmi Narayan Grag Hathras.*

*Bhatnagar, S. (1988): Sangeet Shikshan Parichaya*

*Bhartiya Nritya Shiksha Pathamal BT Pt. Raja Ram Shastri*

*Kathak Nritya Shaili by Sh. Brij Nath Vishwakarma*

*Kathak Nritya by Sh. Laxmi Narayan Garg*

*Khanna, Jyoti (1992): Teaching of Music.*

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –II**  
**(For the examination to held in the year 2018, 2019& 2020)**

**Methodology of teaching subject-I**

**Course no. 205**

**Title: Teaching of Visual Art**

**Credits 4**

**Total Marks: 100**

**Maximum Marks Internal: 40**

**Maximum Marks External: 60**

**Duration of Exam: 3hrs**

**Objectives:**

**To enable the pupil- teachers to**

- Develop imagination and sense of appreciation of art and interest in teaching of art.
- Develop aesthetic sense.
- Learn and understand the principles, concept, elements of art and to apply them in actual teaching and daily life.
- Be acquainted with different techniques of painting, sculpture.

**Unit – I**

Define art Indian and Western concept of art (origin and development). Six limbs of Indian art.  
Element of art: Line, Color, Texture, Tone.

Principles of art: Balance, Rhythm, Harmony. Dominance, Perspective.

Place of art in daily life and education. Art room and its requirement.

### **Unit – II**

Aims and objective of teaching Art correlation with the other school subjects.

Method of teaching Art.

- a) Direct observation Method.
- b) Demonstration Method.
- c) Project Method.

Child Art: Meaning, Importance, Stages.

- a) Scribbling stage.
- b) Pre- Schematic stage.
- c) Schematic Stage.
- d) Gang age.
- e) Adolescent Stage

### **Unit – III**

Qualities and effective education of music teacher.

Evaluation: Continues & Comprehensive.

Evaluation: Concept, Techniques and weight age distribution (VI TO VIII, IX TO X). Types of test items for evaluation. Essay type, short answer type, and objective type.

Audio- visual Aids for teaching Music.

### **Unit – IV**

Lesson Planning: Need and importance.

Preparation of composite Lesson plan:

- a) Still Life.
- b) Landscape.
- c) Composition.
- d) Design.
- e) Printmaking.

### **Sessional Work:**

1. Nature Study- 1 Full Sheet.
2. Composition- 1 Full Sheet.
3. Still Life- Half Sheet.
4. Poster- 1 Full Sheet.

## 5. Design for Rangoli.

### **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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

### **Books Recommended:**

- *Abbate F.(1972), Indian Art, London: Octopus Books.*
- *Birdwood, G.C.M. (1988), Art of India. Delhi: Rupa & Co.*
- *Bharti Chetna, Teaching of Fine Arts. Ludhiana: Kalyani Publisher.*
- *Chawla S.S (1986) Teaching of Fine Arts, Patiala : publication bureau Punjabi University.*

**BACHELOR OF EDUCATION ( B.Ed)  
Semester –II  
(For the examination to held in the year 2018, 2019 & 2020)**

**Methodology of teaching subject-I**

**Course no. 205**

**Title: Teaching of Health & Physical Education**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Objectives:**

**To enable the pupil- teachers to:**

- Understand various aspects of teaching in health & physical education:
- Develop understanding of Growth and Development.
- Learn and understand the different methods of teaching Health and Physical Education
- Be acquainted with the importance of recreation in Physical education.

**UNIT-I**

**ASPECTS OF TEACHING IN THE HEALTH & PHYSICAL EDUCATION:**

Health Education: Its aims, values and principles. Psychological basis of Health Education  
National health Programme, Health Services, Family Welfare Services. Professional  
Qualities & Qualification of Physical Education Teacher.

## **UNIT-II**

### **GROWTH & DEVELOPMENT:**

Growth & Development, its meaning need and principles. Difference between growth & Development, factors effecting growth & Development.

## **UNIT-III**

### **METHODS OF TEACHING HEALTH & PHYSICAL EDUCATION:**

Methods of Teaching: Lecture Method, demonstrative Method, discussion method, project method, part method. Whole method and imitation method. Constructive approach to teaching Health & Physical Education: personal and technical preparation for Physical Education.

## **UNIT-IV**

### **RECREATION IN PHYSICAL EDUCATION:**

Meaning & definitions of recreation, its aim, objective in the Physical education in Modern society types of recreational activities. Nature of recreation in Physical Education.

#### **Sessional Work:**

- Prepare a balanced diet chart for a primary school child
- Prepare a health and physical profile of a tenth class student

#### **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.

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

**Books Recommended:**

- *Bucher, C.A (1964) Foundation of Physical Education , New York: Mosby & Company.*
- *Kilander, H.F (1971) School Health Education , New York: Mac Millan Company..*
- *Atwa & Kansal, ( 2003) A Text Book of Swasthya Shiksha Agra University: Universal Publisher.*
- *Kamlesh, M.L & Sangral, M.S., (1986) Method in Physical Education Ludhiana: Prakash Brother.*

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –II**  
**(For the examination to held in the year 2018, 2019 & 2020)**

**Methodology of teaching subject-I**

**Course no. 205**

**Title: Teaching of Computer Education**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Objectives:**

**To enable the pupil- teachers to**

- study and Understand the nature and scope And the history of Computer Science of Computer Science
- develop an understanding of aims and objectives of teaching Computer Science by the use of Content
- develop an understanding of the various methods, approaches and techniques of teaching Computer Science.
- develop the skill to critically analyze the syllabus of secondary school Computer Science curriculum

**Unit -I**

**Computer- structure and its working**

The structure and the history of the different types of the computers( available and to be shown to the Student & Teachers) Showing and explaining the Central Processing Unit ó generation ó classification ó Hardware - Input & Output Devices, software ó definition, types of software computer languages storage devices ó primary and secondary; RAM & ROM Introduction to operating system ó DOS, Windows- demonstration method and the on hand practical.( practical Orientation to the student teachers by the method of Demonstration)

## **Unit -II**

### **Aims & Objectives of teaching Computer Science**

Nature of Computer Science ó Meaning and Characteristics; basic concepts, facts and generalizations in Computer Science; Scope of Computer Science ó Relation with other Sciences and its uses in day to day life. Aims and Objectives of teaching Computer Science at different levels, Bloom's taxonomy of Educational objectives. The application of Bloom's taxonomy in the working of computer.

## **Unit – III**

### **Instructional Methods:**

Lecture cum demonstration, Inductive ó deductive, analytic, synthetic, Problem Solving, Project method, Laboratory method ó Meaning, Steps, Merits and limitations. Programmed instruction ó Meaning, types ó linear, branching Principles, steps, merits and limitations. Computer Assisted Instruction (CAI) ó Meaning, Steps, merits and limitations. Teaching of DOS commands ( internal, external and Wild) through the above methods. The Teaching of Computer basics through the above methods.

## **UNIT IV**

### **Different Techniques used for teaching computer:**

Brainstorming, Buzz session, Simulation, symposium, Team teaching ó meaning, organization and importance in taking up the teaching of the computer for the MS office package. Discussion on Role of Computers in Teaching-Learning Process, Computer science and Physical world, Mobile learning, Android operating system, Satellite programmes, On-line learning, E-evaluation.

### **Sessional work**

Unit III & IV constitute the sessional work {Computer Assisted Instruction (CAI) ó Meaning, Steps, merits and limitations. Teaching of DOS commands (internal, external and Wild) through the above methods. The Teaching of Computer basics through the above methods. Role of Computers in Teaching-Learning Process, Computer science and Physical world, Mobile learning, Android operating system, Satellite programmes, On-line learning, E-evaluation.}

### **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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

### **Books recommended**

- *Bharioke, Deepak(2005) Fundamentals of Information Technology.*
- *Kochhar, S.K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd*
- *Goel H.K. (2005). Teaching of Computer Science. New Delhi: RL. Lall Book Depot*
- *Stephen, M. A., & Stanley, R. (1985). Computer instruction: Methods and development. NJ: Prentice Hall.*
- *Comdex DOS for Dummies(1997) Pustak Mahal, Delhi.*
- *Nelson, Stephen, L. The Complete Reference Office, Tata McGraw Hill, Delhi*
- *Ra jaraman, V. Fundamentals of Computer.*
- *Saxena, Sanjay A first course in computers – Vikas Books.*

**BECHLER OF EDUCATION ( B.Ed)**  
**Semester–II**  
**(For the examination to held in the year 2018, 2019 & 2020)**

**Methodology of teaching subject-I**

**Course no. 205**

**Title: Teaching of Home Science**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**OBJECTIVES :**

**To enable the pupil- teachers to:**

- develop understanding of the aim of teaching of Home Science
- develop understanding of the various methods and procedures required for teaching Home Science effectively.
- develop basic skills and competencies required for teaching of Home Science
- develop practical skills to organize various activities related to Home Science.

- develop skills and competencies required for preparing teaching aids in teaching of Home Science.
- develop competencies and skill for effective evaluation in Home Science.

### UNIT I

Meaning, importance, principles and scope of home science, objectives of teaching of home science at secondary level. Place of home science in Secondary School curriculum, correlation-Meaning and its correlation with different subjects. Broad aims of Home Science to fulfill national goals of education- better nutrition, conservation of resources, maternal and child health etc

### UNIT II

Role of school and teacher in teaching of home science. Qualities, qualification and competencies of a home science teacher. areas of study ó Human Development, Resource Management, Clothing and Textiles, Foods and Nutrition and Extension Education. Human Development: Human growth and development: principles, stages, milestones and factors affecting, influence of heredity and environment, agencies of human development: family, school, peer, community.

### UNIT III

Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of home science.

Curriculum: Meaning, importance and principles of designing a good curriculum of home science. Critical analysis of existing school curriculum of home science. Home Science Laboratory- Concept and importance, planning of space and equipment for Home Science Laboratory. Textbooks: Meaning and importance of textbooks in teaching of home science. Qualities of a good textbook of home science. Role of textbooks in teaching of home science. Techniques of Teaching: Description, Narration, Explanation, Questioning and Illustration

### UNIT IV

Constructivist Approach to Teaching Home Science Methods of Teaching Home Science-- Lecture, Lecture- cum-Demonstration Method, Laboratory Method, Project Method, Problem Solving, Method Field Trip, Role Playing. Teaching Home Science through hands on experiences- types of laboratories and equipment required, Field experiences, project based learning, extra- curricular activities in Home Science. Steps of organizing co-curricular activities. Clothing and Textiles: Fibers and yarns: classification, properties; fabric construction: Steps, weaves, classification of weaves; Clothing requirements of the family, care of clothing

### Sessional Work

Observing infants, preschoolers, school aged children's developmental milestones

### 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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

### **Books recommended**

- *Bhargava, Priya (2004): Teaching of Home Science/Common wealth Publishers, New Delhi*
- *Chandra, Arvinda: Shah, Anupama and Joshi, UMA (1995): Fundamentals of Teaching of Home Science, Sterling Publisher, New Delhi.*
- *Dass, R.R and Ray, Binita(1985): Teaching of Home Science, Sterling Publisher, New Delhi*
- *Devdas(1955): Teaching of Home Science in Secondary School, All India Council for Secondary Education, New Delhi*
- *Kapoor, Ritu (1994): Teaching of Home Science, Parkash Book Depot, Ludhiana*
- *Mago, Neelam: Teaching of Home Science, Tandon Publications, Ludhiana.*
- *Siddiqui, Mujibul Hasan(2007) : Teaching of Home Science, A.P.H. Publishing Corporation, New Delhi*
- *Yadav, Seema(1994): Teaching of Home Science, Anmol Publications, New Delhi*
- *Begum, Fahmeeda(2006) : Modern Teaching of Home Science, Anmol Publications, New Delhi*

**BECHLER OF EDUCATION ( B.Ed)**  
**Semester –II**  
**(For the examination to held in the year 2018, 2019& 2020)**

**Course no. 206**  
**Credits 2**

**Title: Action Research**  
**Total Marks : 50**

**Maximum Marks Internal : 20**  
**Maximum Marks External : 30**

**Course Objectives:**

**To enable the pupil- teachers to:**

- Define the concept of research and action research
- Explain the steps of action research.
- Describe in detail the dynamics of action research in educational contexts.
- Demonstrate development and execution of action research project.

**COURSE CONTENTS**

**UNIT-I**

## **Fundamentals of Research**

What is Research?

The Concept of Educational Research, its meaning, characteristics, Nature and Scope

Areas of education Research, Methods of Research, Sample

## **Fundamentals of Action Research (Characteristics, uses and Limitations)**

- Concept, Need and Importance of Action Research
- Difference between Action Research and Traditional research i.e. Fundamental and Applied research Paradigm

## **UNIT-II**

### **Dynamics of Action Research in educational contexts**

- The Action Research process- Identifying problem in school contexts, Formulation action hypotheses, Implementing and evaluating the Action Research hypotheses, Findings results and Implementation
- Developing Action Research design

### **Tools of Action Research (Characteristics, uses and Limitations)**

- Observation
- Questionnaire
- Rating Scales
- Interview
- Check List

### **Practicum/ Sessional**

**Max. Marks: 10**

Development of Action Research Project in any of the following areas-

- Classroom teaching contexts
- Classroom and school management

### **Note for Paper Setters**

The question will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have two short answers questions (100 words per questions) spread over the entire syllabus.

Total questions to be attempted will be three. All questions will carry 10 marks.

### **Books recommended**

- Aggarwal, Y. P. (1998). Statistical Methods, New Delhi: Sterling*
- *Aggarwal, Y. P. (1998). The Science of Educational Research: A Source Book, Kurukshetra: Nirmal Publishing*
- *Best, John W. & Kahn, J. (1995). Research in Education, New Delhi: Prentice Hall*
- *Good; C. V. & Douglas, E. S. (1954). Methods in Social Research, New York: McGraw Hill*

- Jon N. (1981). *A Teachers' Guide to Action Research*, London: Grant McIntyre Limited
- Koul, L (1998). *Methodology of Educational Research* New Delhi: Vikas Publications
- McMillan, J. H. & Schumacher, S. (1989). *Research in Education: A Conceptual Introduction*, New York: Harper & Collins
- Neuman, W. L. (1997). *Social Research Methods: Qualitative and Quantitative Approaches*, Boston: Allyn and Bacon
- Siegel, S. (1986). *Non-parametric Statistics*, New York: McGraw Hill
- Urns, R. B. (1991). *Introduction to Research in Education*, New Delhi: Prentice Hall

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –II**  
**(For the examination to held in the year 2018, 2019 & 2020)**

**Course no. INT 2**

**Title: School Interaction**

**Credits 2**

**Total Marks : 50**

**Maximum Marks Internal : 30**

**Maximum Marks External : 20**

INT 2	Activity	Duration	Credits	Marks50		
				Int	Ext	Total
	<u>Visit Cum observation to</u>	2 Weeks	2			
	a) High schools(Observation of 8 Lessons)	4Days		10	5	15
	b) Hr. Secondary schools Observation of 5 Lessons)	4Days		10	5	15
	c) SIE ( 7 branches) (Observation of 2 Lessons)	2 days		5	5	10

	d) Innovative Centres	2 days		5	5	10
				30	20	50

### **Observation**

1. Classroom & School
2. Lessons of Interns
3. School Activities Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
4. Understanding life of a Teacher
5. Understanding Physical, Mental, Social & Emotional Needs of a Child
6. Understanding Related Aspects of Curriculum
7. Assessment of Teachers & Learners
8. Preparation for Diverse Learners in Schools
9. Reflection on Teaching Experience
10. Writing Reflective Journals
11. Extended Discussions on Different Aspects of Teaching



**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –III**  
**(For the examination to held in the year 2018, 2019 & 2020)**

**Course no. INT 3**  
**Credits 10**

**Title: School Interaction**  
**Total Marks : 250**  
**Routine Work : 50**  
**TPI(A) & TPI(B) : 200**  
**Duration : 8 wks**

INT3	Activity	Duration	Credits	Marks
	<b><u>Internship cum Teaching Practice</u></b>	<b>8 wks</b>	<b>10</b>	<b>250</b>
	a) School Internship (all mentioned activities to be performed as per clause No 5.II)	8 wks	2	50
	b) Teaching Practice (TP1A) comprises of delivery of 40 lessons on one chosen subject in addition to 20 lessons (10 on spot lesson+8 Observation lessons of the peers and 2 Criticism lessons)	8 wks	4	100( 60 Internal+40 external)
	c) Teaching Practice (TP1B) comprises of delivery of 40 lessons on other choosen subject in addition to 20 lessons (10 on spot lesson+8 Observation lessons of the peers and 2 Criticism lessons)	8 wks	4	100( 60 Internal+40 external)
		8 wks		

**Observation**

1. Classroom & School
2. Lessons of Interns
3. School Activities Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
4. Understanding life of a Teacher
5. Understanding Physical, Mental, Social & Emotional Needs of a Child
6. Understanding Related Aspects of Curriculum
7. Assessment of Teachers & Learners
8. Preparation for Diverse Learners in Schools
9. Reflection on Teaching Experience
10. Writing Reflective Journals
11. Extended Discussions on Different Aspects of Teaching

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –III**  
**(For the examination to held in the year 2018, 2019& 2020)**

**Methodology of teaching language -II**

**Course no. 301**  
**Credits 4**

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

**Objectives**

**To enable the pupil teachers to:**

- Know and understand the history & importance of Language as a second Language
- know and Understand the aspects of Language & the theoretical Knowledge of the different structures of the Language
- develop the professional competencies regarding the different aspects of Language
- Know and understand the different skills of of teaching English in classrooms.

**UNIT I**

**Conventional Teaching Aids**

Meaning and importance of audio-visuals aids in teaching English viz. Chalk-board, models, charts, audio tapes, video tapes, television, Preparation of low cost teaching English at various levels. Use of the Literary clubs ( language skills ), School magazines( writing Skills) and Debates ( Speaking & Listening Skill). Enactment of the activities in the classroom .How to teach Parts of Speech ( through the use of low teaching aids and the Graphic Organiser)

**UNIT II**

**Technological Interventions in teaching learning of Language**

Computer Aided Language Learning; Computer Aided Language Teaching; Use of Multimedia in Teaching English Using WEB 2.0 for enhancing learning of English through Social Networks: Suggestopaedia, Teaching of English in Smart classrooms (development of lessons óIssues) use of Language Lab in honing skills of Listening & speaking by using the Scaffolding Instructional method. Writing own Blog in English (500 words) on any two themes

**UNIT III**

**Development of the Teaching Material**

Development of Literacy Appreciation and Vocabulary Enrichment in English by writing short

stories, letters ( formal & Informal) critical analysis of the Prose Chapter in the prescribed text books (VI to IX Classes) on the basis ( language, content, Relevancy and value ) Assessing use of Narration and Voice aspects of grammar in the language ( prose /composition)

## UNIT IV

### **Language Assessment**

Concept of Evaluation-Continuous and Comprehensive Evaluation (CCE)

English Language Teaching (ELT), Review of Existing Tests, Examination Patterns: Construction of Long essay type/ Short Answer Type and Objective Based Test Items in English on language basis and on the prescribed text books in the Schools and the comparison. Diagnosis of Learning Difficulties and Remedial Measures. Developing the curriculum of teaching of English as a second Language.

### **Sessional work**

Use of educational technology in teaching English study skills óGathering, Storage and Retrieval-their importance and use in language learning, Language Clubs( Functions ,developing & devising short individualized programs to test and play the skills in Language (piece of writing on great contributors of the society, literature etc; a short characterization, any other innovative devised program) skills through Recording , Re structuring Editing etc, Suggestopaedia. Be a member of Live Mocha & interact.

### **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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

**Books recommended**

- **Bandari C. S.**, *A Hand-book for Teachers of English*, Orient Longmans
- **French, F. G.**, *Teaching of English Abroad- Part 1, 2 and 3*, Delhi ; Oxford University Press
- **George, H. V.**, *101 Substantial Tables for Students of English-Students book and Teacher's Guide*, Bombay; Oxford University Press
- **Gokak, V. K.**, *English in India*, Bombay; Asia Publishing House
- **Bansal, R.K. and Harrison J.B.** (1983): *Spoken English for India*, Orient Longman, New Delhi.
- **Bansal, R.K.** (1990) *Introduction to English Teaching Vol. II Phonetics and Spoken English*, English CIEFL, OUP, Hyderabad.
- **Bhatia, K.K.** (1988) *New Techniques of Teaching English as Foreign Language*, NBS Educational Publishers, Chandigarh.
- **Kohli, A.L.** (2003) *Teaching of English*, Dhanpat Rai and Sons, Jalandhar.
- **Singh, M.K.** (1998) *Teaching of English*, International Publishing House, Meerut

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –III**  
**(For the examination to held in the year 2018, 2019& 2020)**

**Methodology of teaching language -II**

**Course no. 301**  
**Credits 4**

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

**Objectives:**

**To enable the pupil teachers to:**

- hone the skill of Lesson Planning at the Secondary level.
- understand and organize co-curricular activities for teaching of Sanskrit
- get acquainted with the methods of teaching Sanskrit.
- develop the skills of preparing and using effectively the instructional materials for the teaching of Sanskrit.
- get acquainted with Principles of preparing Curriculum for Sanskrit.
- develop diagnostic and remedial measures through Evaluation in teaching Sanskrit.

**CONTENT**

**Unit I**

Lesson Planning: Meaning and importance of lesson Planning at Secondary level Meaning and purpose of Unit and Monthly Plans.

Preparation of Lesson plans for teaching prose and poetry at the secondary level.

Steps for preparing lesson plans for teaching Sanskrit using Herbartian & RCEM approaches, Advantages and Limitations of these approaches.

**Unit-II**

Methods of Teaching: Meaning Types, Kindergarten Method, Lecture Method, Question Answer Method, Project method, and Inductive and Deductive method.

Teaching of Composition: Meaning, Definition& Kinds, Need and Importance of written Composition, Methods of Teaching Composition.

Meaning and Importance of Teaching Aids in Teaching Sanskrit viz Chalk Boards models, Charts, Television, Audio Tapes, Video Tapes, Computers and language laboratory.

### Unit III

Curriculum: Meaning, Importance and Principles of preparing good Sanskrit curriculum at Secondary Level.

Text Books: Meaning and importance of Sanskrit Text Book, Qualities of a good text book in the subject of Sanskrit.

Co-Curricular activities: Meaning, Importance of co-curricular activities for teaching Sanskrit through Literary clubs, debates, Dramatics, Quizzes, School magazines

### Unit IV

Concept of Evaluation Meaning and types of Evaluation, Importance of Evaluation.

Review of exiting tools of Evaluating different skills of Sanskrit Language: Construction of Long Essay Type/ Short Answer Type Test and Objective based test items in Sanskrit Language.

Diagnosis of Learning difficulties and remedial measures.

**Sessional Work:** (Any two of the following.) 1. Preparation of a Unit Plan for teaching Sanskrit. 2. Preparation of a Lesson Plan for teaching Sanskrit. 3. Preparation of Blue print in Sanskrit for any class. 4. Development of Teacher made Achievement test in Sanskrit for any one class

### 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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

### **Books recommended**

- *Panday, R. S. (2000). : Sanskrit Shikshan. , Agra: Vinod Pustak Mandir.*
- *Sansanwal, D.N. & Singh, P. (1991): Models of Teaching. Baroda: Society for Educational Research & Development.*
- *Sansanwal, D.N. and Tyagi, S.K. (2006): Multiple Discriminant Type Item. MERI Journal of Education, Vol.1, No. 1, pp. 18 – 25.*
- *Safaya, R. N.: Sanskrit Shikshan Vidhi, Harayana Sahitya Academy, Chandigarh.*
- *Shastri and Shastri: Sanskrit Shikshan, Rajsthan Prakashan, Jaipur.*
- *Singh, S. D. and Sharma, Shashikala(1999) Sanskrit Shikshan. Agra: Radha Prakashan Mandi.*
- *Weil, M & Joyce, B. (1979). Information Processing Models of Teaching. New Jersey:*
- *Prentice Hall Inc.*

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –III**  
**(For the examination to held in the year 2018, 2019& 2020)**

**Methodology of teaching language -II**

**Course no. 301**  
**Credits 4**

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

**Objectives:**

**To enable the pupil teachers to:**

- hone the skill of Lesson Planning at the Secondary level.
- understand and organize co-curricular activities for teaching of Punjabi.
- get acquainted with the methods of teaching Punjabi.
- develop the skills of preparing and using effectively the instructional materials for the teaching of Punjabi.
- get acquainted with Principles of preparing Curriculum for Punjabi.
- develop diagnostic and remedial measures through Evaluation in teaching Punjabi.

**CONTENT**

**Unit- I**

Lesson Planning: Meaning and importance of lesson Planning at Secondary level Meaning and purpose of Unit and Monthly Plans.

Preparation of Lesson plans for teaching prose and poetry at the secondary level.

Steps for preparing lesson plans for teaching Punjabi using Herbartian & RCEM approaches, Advantages and limitations of these approaches.

**Unit-II**

Methods of Teaching: Meaning Types, Kindergarten Method, Lecture Method, Question Answer Method, Project method, and Inductive and Deductive method.

Teaching of Composition: Meaning, Definition& Kinds, Need and Importance of written Composition, Methods of Teaching Composition.

Meaning and Importance of Teaching Aids in Teaching Punjabi viz Chalk Boards models, Charts, Television, Audio Tapes, Video Tapes, Computers and language laboratory.



### Unit -III

Curriculum: Meaning, importance and Principles of preparing good Punjabi curriculum at Secondary Level.

Text Books: Meaning and importance of Punjabi Text Book, Qualities of a good text book in the subject of Punjabi.

Co-Curricular activities: Meaning, Importance of co-curricular activities for teaching Punjabi through Literary clubs, debates, Dramatics, Quizzes, school magazines

### Unit- IV

Concept of Evaluation: Meaning and types of Evaluation, Importance of Evaluation.

Review of exiting tools of Evaluating different skills of Punjabi Language: Construction of Long Essay Type/ Short Answer Type Test and Objective based test items in Punjabi Language

Diagnosis of Learning difficulties and remedial measures.

**Sessional Work:** (Any two of the following.) 1. Preparation of a Unit Plan for teaching Punjabi. 2. Preparation of a Lesson Plan for teaching Punjabi. 3. Preparation of Blue print in Punjabi for any class. 4. Development of Teacher made Achievement test in Punjabi for any one class

### 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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

**Books recommended**

<i>Kochhar, S.K. (1989)</i>	<i>Mat Bhasha Dee Shiksha</i>
<i>Safaya, R.N. (1992)</i>	<i>Punjabi Di Shiksha Vidhi,</i> <i>Dhanpat Rai and Sons, Jalandhar.</i>
<i>Sekhon, Sant Singh(1961)</i>	<i>Punjabi Boli Da Itihas,</i> <i>Bhasha Vibhag, Punjab, Chandigarh.</i>
<i>Singh, G.B. (1981)</i>	<i>Gurmukhi Lipi Da Janam Te Vikas,</i> <i>Punjab University Publication Bureau, Chandigarh</i>
<i>Singh Gurdev ( 1971)</i>	<i>Gurmukhi Lipi Bare, Lahore Book Depot, Ludhiana.</i>
<i>Nandra Inder Dev</i>	<i>Punjabi Bhasha Te Sahit Adiapan, Tandon</i> <i>Publication, Ludhiana.</i>

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –III**  
**(For the examination to held in the year 2018, 2019& 2020)**

**Methodology of teaching language -II**

**Course no. 301**  
**Credits 4**

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

**Objectives:**

**To enable the pupil teachers to:**

- hone the skill of Lesson Planning at the Secondary level.
- understand and organize co-curricular activities for teaching of Urdu.
- get acquainted with the methods of teaching Urdu.
- develop the skills of preparing and using effectively the instructional materials for the teaching of Urdu.
- get acquainted with Principles of preparing Curriculum for Urdu.
- develop diagnostic and remedial measures through Evaluation in teaching Urdu.

**CONTENT**

**Unit- I**

Lesson Planning: Meaning and importance of lesson Planning at Secondary level Meaning and purpose of Unit and Monthly Plans.

Preparation of Lesson plans for teaching prose and poetry at the secondary level.

Steps for preparing lesson plans for teaching Urdu using Herbartian & RCEM approaches, Advantages and limitations of these approaches.

**Unit-II**

Meaning and importance of Teaching Aids in Teaching Urdu viz Chalk Boards models, Charts, Television, Audio Tapes, Video Tapes, Computers and language laboratory.

Preparation of low cost teaching aids at various levels. How to teach Parts of Speech (Through low cost teaching Aids and Graphic Organiser).

Methods of Teaching: Meaning Types, Lecture method. Question method, Project method, Communicative, Discussion method, Mushaira and Inductive and Deductive method.

A brief history of Urdu literature, various forms of Urdu literature dabistans of Lucknow and Delhi.

### Unit -III

Curriculum: Meaning, importance and Principles of preparing good Urdu curriculum at Secondary Level.

Text Books: Meaning and importance of Urdu Text Book, Qualities of a good text book in the subject of Urdu.

Co-Curricular activities: Meaning, Importance of co-curricular activities for teaching Urdu through Literary clubs, debates, Dramatics, Quizzes, school magazines

### Unit- IV

Concept of Evaluation Meaning and types of Evaluation, Importance of Evaluation.

Review of exiting test Examination Patterns: Construction of Long Essay type/ Short Answer type and Objective based test items in Urdu Language.

Diagnosis of Learning difficulties and remedial measures.

**Sessional Work:** (Any two of the following.) 1. Preparation of a Unit Plan for teaching Urdu. 2. Preparation of a Lesson Plan for teaching Urdu. 3. Preparation of Blue print in Urdu for any class. 4. Development of Teacher made Achievement test in Urdu for any one class

### 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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

**Books recommended**

*Khan Rasheed Hasan      Zaban –o-Qawad*

*Khan Rasheed Hassan      Urdu Imla*

*Sadiqi Kamaal Ahmed      Aahang-o-Urooz*

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –III**  
**(For the examination to held in the year 2018, 2019& 2020)**

**Methodology of teaching language -II**

**Course no. 301**

**Credits 4**

**Title: Teaching of Dogri**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Objectives:**

**To enable the pupil teachers to:**

- hone the skill of Lesson Planning at the Secondary level.
- understand and organize co-curricular activities for teaching of Dogri.
- get acquainted with the methods of teaching Dogri.
- develop the skills of preparing and using effectively the instructional materials for the teaching of Dogri.
- get acquainted with Principles of preparing Curriculum for Dogri.
- develop diagnostic and remedial measures through Evaluation in teaching Dogri.

**CONTENT**

**Unit- I**

Lesson Planning: Meaning and importance of lesson Planning at Secondary level Meaning and purpose of Unit and Monthly Plans.

Preparation of Lesson plans for teaching prose and poetry at the secondary level.

Steps for preparing lesson plans for teaching Dogri using Herbartian & RCEM approaches, Advantages and limitations of these approaches.

**Unit-II**

Meaning and importance of Teaching Aids in Teaching Dogri viz Chalk Boards models, Charts, Television, Audio Tapes, Video Tapes, Computers and language laboratory.

Preparation of low cost teaching aids at various levels. How to teach Parts of Speech (Through low cost teaching Aids and Graphic Organiser).

Methods of Teaching: Meaning Types, Lecture method. Question method, Project method, Discussion method, and Inductive and Deductive method.

### Unit -III

Curriculum: Meaning, importance and Principles of preparing good Dogri curriculum at Secondary Level.

Text Books: Meaning and importance of Dogri Text Book, Qualities of a good text book in the subject of Dogri.

Co-Curricular activities: Meaning, Importance of co-curricular activities for teaching Dogri through Literary clubs, debates, Dramatics, Quizzes, school magazines

### Unit -IV

Concept of Evaluation: Meaning and types of Evaluation, Importance of Evaluation.

Review of exiting test Examination Patterns: Construction of Long Essay type/ Short Answer type and Objective based test items in Dogri Language.

Diagnosis of Learning difficulties and remedial measures.

**Sessional Work:** (Any two of the following.) 1. Preparation of a Unit Plan for teaching Dogri. 2. Preparation of a Lesson Plan for teaching Dogri. 3. Preparation of Blue print in Dogri for any class. 4. Development of Teacher made Achievement test in Dogri for any one class

#### 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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

**Books recommended**

<i>Goswami Om(1985)</i>	<i>Duggar Da Sanskritik Itihas</i>	<i>J&amp;K Academy of Art Culture and Language</i>
<i>Goswami Om (2009)</i>	<i>Hindi-Dogri Dictionary</i>	<i>J&amp;K Academy of Art Culture and Language</i>
<i>Goswami Om</i>	<i>Dogri-Hindi Dictionary</i>	<i>J&amp;K Academy of Art Culture and Language</i>
<i>Shastri Bal Krishan</i>	<i>Dogri Nikas Te Vikas</i>	<i>P.G. Department of Dogri</i>
<i>Singh Gyan</i>	<i>Sada Sahitay</i>	<i>&amp;K Academy of Art Culture and Language</i>



**BACHELOR OF EDUCATION (B.Ed)****Semester III****(For the examination to be held in the year 2018, 2019 & 2020)****Course No. : 301(Theory)****Credit : 4****Title : Teaching in Hindi****Total Marks : 100****Maximum Marks Internal : 40****Maximum Marks External : 60****Duration of Exam.: 3 Hrs.**fglñh fB{k.kmíB%&fglñh fB{k.k ds fy, I ECU/kh ; kX; rkvk dk fodkl djukAHkkoh fB{kdk ea fglñh Hkkó fB{k.k dh dpyrkvk dk fodkl djukAvk/kfud fB{k.k fof/k; ka ds mfpr Á; ks ds ckjs ea Hkkoh fB{kdk dks ifjfr  
djokukAfglñh fB{k.k ea I gk; d I kexh ds fueZk vkj Á; ks dh ; kX; rk dk fodkl djukAHkkoh fB{kdk ea eY; ka du {kerk dk fodkl djukAÁFke bdkbZi kB; Øe rFk i kB; I gxkeh fØ; ka❖ i kB; Øe & vFk egRo , d vknB fglñh i kB; Øe fueZk ds fl ) kUrA

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eDdM+ ufjUn] \*\*fgUnh fD(k.k\*\*) xyukt+ i fcydDl } tkyU/kjA

**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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –III**  
**(For the examination to held in the year 2018, 2019& 2020)**

**Methodology of teaching subject-II**

**Course no. 302**  
**Credits 4**

**Title: Teaching of Social Science**  
**Total Marks : 100**

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

### **Objectives:**

#### **To enable the pupil teachers to:-**

- Develop a broad understanding of social science.
- Develop teaching competencies related to social science at secondary level.
- Become effective teachers in order to perform desired role as a social science teacher.
- Familiarize themselves with the type of audio-visual aids and acquire the ability to develop and use them.
- Familiarize themselves with the techniques and methods of teaching required for teaching of social science.
- Evaluate students' performance.

### **UNIT-I**

Nature of social sciences. Distinction between natural and social sciences. Uniqueness of disciplines vis-à-vis interdisciplinary.

Important social and economic issues and concerns of the present day Indian society.

Role of school in teaching of social sciences. Professional qualities and professional growth of a social science teacher.

### **UNIT-II**

Audio-visual aids: Meaning, importance, types and use of following A-V aids for teaching of social science:

- Chalkboard
- Atlas
- Maps
- Globe
- Charts
- Models
- Graphs and visuals
- Multimedia
- Internet
- Scrapbooks

Role and organization of the following in the teaching of social science:-

- Field trips
- Social science clubs
- Self study learning activities
- Analysis of news(newspaper, TV, radio)

Techniques of teaching:-

- Lecture method.
- Discussion method.
- Project method.
- Story telling method

- Problem solving method

### UNIT-III

Evaluation: Meaning, need and objectives of evaluation in social sciences.  
Types of evaluation-formative and summative evaluation and their salient features.  
Evaluation tools-their relative merits and demerits.

- Oral test.
- Essay type tests.
- Objective tests.
- Diagnostic testing.

### UNIT –IV

Social stratification and social change in India.  
Fundamental rights.  
Fundamental duties.  
Structure and functions of Govt. at different levels- Distt. And local bodies (panchayats and municipalities)

#### **Sessional Work**

- Report on a visit to different local govt. bodies in their district to observe actual functioning.

#### **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.

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

#### **Books recommended**

- *NCERT (2013) Social science publication division NCERT campus New Delhi.*
- *S.K Kochar : Teaching of social studies*

- *J.C .Aggrawal* : *Teaching of social studies*

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –III**  
**(For the examination to held in the year 2018, 2019& 2020)**

**Methodology of teaching subject-II**

**Course no. 302 (Theory)**  
**Credits 4**

**Title: Teaching of Physical Science**  
**Total Marks : 100**  
**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Objectives:**

**To enable the pupil teachers to:**

- Develop a broad understanding of physical science.
- Develop teaching competencies related to physical science at secondary level.
- Become effective teachers in order to perform desired role as a physical science teacher.
- Familiarize themselves with the type of audio visual aids, techniques and methods of teaching required for teaching of physical science.
- Evaluate students' performance and provide remedial teaching.

**Unit I**

Concept of physical science, Physical science and society (Physical science for health , and physical science for environment).

Contribution of some eminent scientists (Issac Newton, John Dalton, Eienstein, Bohr and C.V.Raman).

Role of school, Professional qualities and professional growth of a physical science teacher.

**Unit II**

Audio-Visual Aids: Meaning, importance, types and use of audio - visual aids for teaching of physical science.

Role and organization of the following in teaching of physical science -field trips, science clubs, science museum, science fairs, physical science lab and preparation of low cost teaching aids in teaching of physical science.

Techniques of teaching: lecture cum demonstration method, project method, problem solving method, inductive deductive method and heuristic method

**Unit- III**

Evaluation: meaning and purpose of evaluation.

Types of evaluation óFormative and summative evaluation.

Evaluation tools - Diagnostic testing and remedial teaching, oral tests, quizzes, essay type tests and objective type tests

**Unit IV**

Reflection: Reflection of light at curved surfaces, images formed by spherical mirrors.



Refraction: laws of refraction, refractive index, refraction of light through a prism, dispersion and scattering of light.

Metals and non metals: Physical and chemical properties, difference between metals and non-metals, corrosion and prevention of corrosion.

### **Sessional work**

Report on a visit to area of natural calamity/ science museum /science fair

### **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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

### **References:**

- Gupta, S.D. & Sharma, D.R. (2002). *Teaching of science*. Malhotra brothers, Jammu.
- Kohli, V.K. (2001). *How to teach science*. Vivek Publishers, Ambala city.
- NCERT. (2013). *Science. Publication Division*. NCERT Campus, New Delhi
- Sharma, R.C. (1981). *Modern Science Teaching*. Dhanpat Rai Publishing Co. New Delhi.

## **BACHELOR OF EDUCATION (B.Ed)**

### **Semester –III**

**(For the examination to held in the year 2018, 2019& 2020)**

### **Methodology of teaching subject-II**

**Course no. 302**  
**Credits 4**

**Title: Teaching of Biological Science**  
**Total Marks : 100**  
**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Objectives:**

**To enable the pupil teachers to:**

- Develop a broad understanding of biological science.
- Develop teaching competencies related to biological science at secondary level.
- Become effective teachers in order to perform desired role as a biological science teacher.
- Familiarize themselves with the type of audio visual aids, techniques and methods of teaching required for teaching of biological science.
- Evaluate students performance and provide remedial teaching

**Unit I**

Concept of biological science. Biological science and society (Biological science for health and biological science for environment).

Contribution of some eminent scientists (Aristotle, Robert Hooke, Gregor Johann Mendel, Charles Darwin and William Kerby).

Role of school. Professional qualities and professional growth of a biological science teacher.

**Unit II**

Audio-Visual Aids: Meaning, importance, types and use of audio - visual aids for teaching of biological science.

Role and organization of the following in teaching of biological science -field trips, science clubs, science museum, science fairs, biological science lab and preparation of low cost teaching aids in teaching of biological science.

Techniques of teaching: Lecture cum demonstration method, project method, problem solving method, inductive deductive method and heuristic method

**Unit- III**

Evaluation: meaning and purpose of evaluation.

Types of evaluation óFormative and summative evaluation.

Evaluation tools - Diagnostic testing and remedial teaching, oral tests, quizzes, essay type tests and objective type tests.

**Unit-IV**

Tissues: Types and functions of plant and animal tissue.

Organ system: A brief outline of the different organ systems in plants and animals.

Life processes: Basic concept of nutrition, respiration, transportation and excretion in plants and animals

**Sessional work:**

Report on a visit to a biological park/ herbarium/ museum/ preparation of a scrap book.

### **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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

### **Books recommended**

- *Gupta, S.D. & Sharma, D.R. (2002). Teaching of science. Malhotra brothers, Jammu.*
- *Kohli, V.K. (2001). How to teach science. Vivek Publishers, Ambala city.*
- *NCERT. (2013). Science. Publication Division. NCERT Campus, New Delhi*
- *Sharma, R.C. (1981). Modern Science Teaching. Dhanpat Rai Publishing Co. New Delhi.*

**BACHELOR OF EDUCATION ( B.Ed)  
Semester –III  
(For the examination to held in the year 2018, 2019& 2020)**

**Methodology of teaching subject-II**

**Course no. 302**

**Title: Teaching of Home Science**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External :60****Duration of Exam : 3hrs****OBJECTIVES****To enable the student teachers to:**

- develop practical skills to organize various activities related to Home Science.
- develop skills and competencies required for preparing teaching aids in teaching of Home Science.
- develop competencies and skill for effective evaluation in Home Science.

**UNIT I****Resources in learning Home Science**

School based and community based resources-concept and classification.

School based resources-Home Science laboratory; Home science library; Visual aids:

charts, posters, boards, models, real objects; Audio aids; Audio Visual aids ó Computers web resources. Text books, reference books, hand books; sourcebooks of Home Science. Human resource-Eminent persons, teachers, professors as resource persons from different fields of Home Science and other subjects related to Home Science. Definition, classification and management of resources; Process of management, optimal management and use of resources, conservation of resources.

**UNIT II****Techniques of Teaching Home science**

Techniques of Teaching: Description, Narration, Explanation, Questioning and Illustration.

Savings-Importance and types of savings. Fundamentals of Interior Decoration-Elements of arts and colours.Consumer Education-Problems of a consumer, Rights and Responsibilities; Definition and functions; classification of foods, Nutrients: importance and sources, concept of balanced diet and malnutrition, prevention of malnutrition; methods of cooking.

**UNIT III****Home Science& Extension Activities**

Activities for professional development of a home science teacher-orientation programs, refresher courses, seminars, conference, workshops, projects and action research. Professional ethics of home science teacher. Extension and communication: Definition and scope; Types, process, barriers of communication; community outreach programs; classification and use of audio visual aids. Meal Planning-Factors to be considered in Meal Planning for a family, balanced diet for different age groups; Food preservation and food storage-principles, preservatives, methods of food preservation common methods of food storage.

**UNIT IV****Evaluation in Home Science**

Continuous and comprehensive evaluation - Formative and Summative evaluation

Construction and use of Achievement tests, diagnostic tests, check lists, rating scales, and rubrics in Home Science. Portfolio assessment and performance assessment. Formative & Summative

Evaluation. Lesson planning: Meaning and importance of a lesson plan, unit plans and yearly plans. Meaning, Importance and Essentials of lesson Planning. Steps for preparing lesson plans through Herbartian and RCEM approaches for teaching of home science. Advantages and limitations of these approaches.

### **Sessional work**

Experience in setting up exhibitions with messages related to Nation Goals, Organizing street plays, Developing projects for community welfare; Observing mid day meal program in a nearby school Collection and recording of different textiles and their uses Organizing healthy Tiffin competition, salad making competition

### **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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

### **Books recommended**

- *Bhargava, Priya (2004): Teaching of Home Science/Common wealth Publishers, New Delhi*
- *Chandra, Arvinda: Shah, Anupama and Joshi, UMA (1995): Fundamentals of Teaching of Home Science, Sterling Publisher, New Delhi.*
- *Dass, R.R and Ray, Binita(1985): Teaching of Home Science, Sterling Publisher, New Delhi*
- *Devdas(1955): Teaching of Home Science in Secondary School, All India Council for*

*Secondary Education, New Delhi*

- *Kapoor, Ritu (1994): Teaching of Home Science, Parkash Book Depot, Ludhiana*
- *Mago, Neelam: Teaching of Home Science, Tandon Publications, Ludhiana.*
- *Siddiqui, Mujibul Hasan(2007) : Teaching of Home Science, A.P.H. Publishing Corporation, New Delhi*
- *Yadav, Seema(1994): Teaching of Home Science, Anmol Publications, New Delhi*
- *Begum, Fahmeeda(2006) : Modern Teaching of Home Science, Anmol Publications, New Delhi*

## **BACHELOR OF EDUCATION ( B.Ed)**

### **Semester –III**

**(For the examination to held in the year 2018, 2019& 2020)**

### **Methodology of teaching subject-II**

**Course no. 302**

**Credits 4**

**Title: Teaching of Commerce**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

### **Objectives**

**To enable the pupil teachers to:**

- Develop a broad understanding of commerce.
- Develop teaching competencies related to commerce at secondary level.
- Become effective teachers in order to perform desired role as commerce teacher
- Familiarize themselves with the type of audio visual aids, techniques and methods of teaching required for teaching of commerce
- Evaluate students performance and provide remedial teaching

### **Unit I**

Relevance of commerce to industry and trade.

Business ethics and constraints in imparting commerce education.

Role of school towards commerce education. Professional qualities and professional growth of a commerce teacher.

### **Unit II**

Audio-Visual Aids: Meaning, importance, selection and use of audio- visual aids for teaching of commerce.

Role and organization of the following in teaching of commerce -field trips, commerce clubs, commerce lab and preparation of low cost teaching aids in teaching of commerce

Techniques of teaching: lecture cum demonstration method, project method, problem-solving method, inductive deductive method and market studies.

### **Unit- III**

Evaluation: meaning and purpose of evaluation .

Types of evaluation óFormative and summative evaluation.

Evaluation tools - Diagnostic testing and remedial teaching, oral tests, quizzes, essay type tests and objective type tests.

### **Unit IV**

Commercial organization: sole trade, HUF, partnership, companies.

Role of financial institutions: RBI and commercial banks.

Introduction to privatization, liberalization and globalization.WTO.

### **Sessional work:**

Analysis of a unit / chapter in a commerce text book.

### **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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

### **Books recommended**

- Aggarwal, J.C.(2009). *Teaching of commerce*. Vikas Publishing House Pvt. Ltd.Noida.
- Gupta Rainu .(2009). *Teaching of commerce*. Shipra Publications. New Delhi.
- NCERT. (2013) *Commerce*. Publication Division.NCERT Carnpus,New Delhi
- Singh, Y.K.( 2005).*Teaching of commerce*.A P H Publishing, New Delhi.

## **BACHELOR OF EDUCATION ( B.Ed) Semester –III (For the examination to held in the year 2018, 2019& 2020)**

### **Methodology of teaching subject-II**

**Course no. 302  
Credits 4**

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

### **Objectives:**



**To enable the pupil- teacher to**

- understand the importance, aims and objectives of teaching of Performing Arts
- develop the interest among pupil- teacher for teaching of Performing Arts
- provide knowledge of different techniques of teaching of Performing Arts
- acquaint the pupil- teacher with latest teaching skills related with Performing Arts
- enable pupil- teacher to organize competitions and other related practical activities

**Unit – I**

A brief history of Dance (Kathak)

Method of teaching of Dance, Footsteps, Mudras, Knowledge of Tukdas, Param, Chakradhar etc,

Role of Folk Dance and its objectives

**Unit – II**

Theatre, Drama & Skit: Historical Background, Concept, importance & objectives

Acting: Concept, importance & objectives

Theatre in Education: History, Role of NSD & NCERT

**Unit – III**

Dance & Theatre Lesson Planning:

- (a) Meaning, importance and objectives
- (b) Construction of Lesson plan (General and specific)

Audio- visual Aids for teaching Dance & Theatre

Continuous & Comprehensive Music Evaluation: Concept, Techniques and

Weightage distribution (VI to VIII, IX to X),

Types of test items for evaluation, Essay type, Short answer type, and Objective type

**Unit – IV**

Forms of Dance & Theatre

Qualities and training of Dance & Theatre teacher

Suggestions to popularize Dance & Theatre, Innovative practices in Dance & Theatre

**Sessional Assignment:**

1. Folk Dance
2. Classical Dance
3. Presentation: Theatre, Drama & Skit
4. Theatre in Education

### **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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

### **Books Recommended:**

- *Awasthi. S.S (1964) A critique of Hindustan Music and Music Education Jalandhar.*
- *Bhatkhande ,V.M (1987) : KRAMIK pustak Mahika Laxmi Narayan Grag Hathras.*
- *Bhatnagar, S. (1988): Sangeet Shikshan Parichaya*
- *Bhartiya Nritya Shiksha Pathamal BT Pt. Raja Ram Shastri*
- *Kathak Nritya Shaili by Sh. Brij Nath Vishwakarma*
- *Kathak Nritya by Sh. Laxmi Narayan Garg*
- *Khanna, Jyoti (1992): Teaching of Music.*

## **BACHELOR OF EDUCATION ( B.Ed)**

### **Semester –III**

**(For the examination to held in the year 2018, 2019& 2020)**

### **Methodology of teaching subject-II**

**Course no. 302**

**Credits 4**

**Title: Visual Art**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

### **Objectives:**

**To enable the pupil teachers to:**

- Develop imagination and sense of appreciation of art and interest in teaching of art.
- Develop aesthetic sense.
- Learn and understand the principles, concept, elements of art and to apply them in actual teaching and daily life.
- Be acquainted with different techniques of painting, sculpture.

**UNIT - I**

Define Miniature Painting- Mughal, Rajasthani and Pahari, Bengal school of art Raja Ravi Verma and followers. Post independent art in India.

Brief history of modern art movements Romanticism, Realism, Impressionism, Cubism, Expressionism, Surrealism, Abstract art. Experiments in modern sculpture and art between 1960-2000

Elaboration of Rasa. Art as Emotion (Tolstoy's view). Art as INTUITION (Croce's Theory)

**UNIT - II**

Curating, organizing, planning art exhibitions where the students will be involved in conceptualization research, writing of write ups display and mounting of exhibitions.

Publication (e.g. creating topics for articles, researching information for producing drafts of articles; exhibition catalogues)

Art & journalism :Art and Print journalism, Art review columns, cultural Heritage notes

Profiles of artists, Interviews and Reportage.

**Unit – III**

Qualities and effective education of Visual teacher.

Evaluation: Continues & Comprehensive.

Evaluation: Concept, Techniques and weight age distribution (VI TO VIII, IX TO X).Types of test items for evaluation. Essay type, short answer type, and objective type.

Audio- visual Aids for teaching of visual art.

**Unit – IV**

Lesson planning: need and importance.

Preparation of composite lesson plan:

Use of object, nature, human figures and animals for 2D surface.

Copy from masters painting (Academic and modern) and copy from miniature paintings.

Study of various types of clay.

Creative expressions through any material.

### Sessional Work

Landscape from memory: simple composition with common flowers, mountains, birds, animals and human figures in action in any medium ó 1 full sheet.

Decoration and design: pictorial composition in water colour/ Acrylic colour / Oil colour.

1. Still life drawing and painting of group of two or three simple objects in any medium.
2. Collage Making.
3. Presentation of art work.

### 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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

### BOOKS RECOMMENDED:

- Abbate F.(1972), *Indian Art*, London: Octopus Books.
- Arya Jai, *Kala ka Adhyapam*. Agra: Luxmi Narayan Aggarwal.
- Bird wood, G.C.M. (1988), *Art of India*. Delhi: Rupa & Co.
- Bharti Chetna, *Teaching of Fine Arts*. Ludhiana: Kalyani Publisher.
- Brown, Percy (1953). *Indian Painting*, Calcutta.
- Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.
- Harriet, Goldstein (1964). *Art in Everyday Life*. Calcutta: Oxford and IBH Publishing Company.
- Jaswani, K.K., *Teaching and Appreciation of Art in Schools*.
- Lowenfeld Viktor . *Creative and Mental Growth*

- .Margaret, Marie Deneck (1976). *Indian Art*. London: The Himalata Publication.
- Sharma, L.C., *History of Art*, Goel Publishing House, Meerut.
- Read, Herbrt. *Education through art* [paperback].
- Shelar, Sanjay. *Still Life*. Jyotsna Prakashan.

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –III**  
**(For the examination to held in the year 2018, 2019 & 2020)**

**Methodology of teaching subject-II**

**Course no. 302**  
**Credits 4**

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

**Objectives :**

**To enable the pupil teachers to:**

- study and understand the resources for teaching Computer Science
- study and understand the skills in teaching of the computer skills to the students teachers for programming and Networking.
- study and understand the skill in organizing extended curricular activities in Computer Science
- study and understand the skill in preparing special programs for gifted and slow learners develop the skill in critical analysis of the text books and question papers of secondary school Computer Science

**UNIT I****Elements of Computer Working /Programming**

Algorithm, flowchart, elements of C++ programming with simple illustrations. Elements of database and its applications, Introduction to cloud computing, Network of Computers: Network, Types of network, Categories of network. Working Principle ó Types ó LAN ó Wi-Fi ó Uses; E-mail ó Meaning & its working. The Project Method and the Demonstration method- the elements, the merits and the demerits. Use of the methods for teaching the Elements of the Computer working.

**Unit II****Resources for teaching Computer Science:**

Text Books ó Qualities of good computer science text book Use of text book role of text book in teaching computer science Criteria for evaluation of computer science text book. Computer Science Library ó Meaning, organization and importance. Computer Science Lab ó Need for planning the computer laboratory special features of computer laboratory. Essential infrastructure ó laboratory management & maintenance of records.

**Unit III****Use of Different Activities in & Out of Lab:**

Computer Science Club-Meaning, Objectives, Organization, activities & importance; Computer Science Quiz, Computer Science Exhibition, Science Fair, Computer Visit- Meaning, Objectives- Organization & Importance; Quality Improvement: Programs for Quality improvement in teaching Computer Science; Role of Seminars, Workshops and Projects in Quality Improvement; Professional Competencies of Computer Science Teacher. Netiquettes

**Unit IV**

### **Evaluation Techniques in Computer Science**

Concept of unit test, construction of unit test, weight ages to the components of unit test, designing three-dimensional chart/blue print, construction of items, format of unit test Question paper, IOTAQB ó meaning, development and importance; E-evaluation ó meaning and procedure.

### **Sessional work**

Preparation of branched program material consisting of twenty frames in Computer Science; Preparation of mathematics program material consisting of twenty frames in Computer Science; Multimedia presentation (Minimum of 20 slides); Preparation of a Lesson using computer Assisted Instruction (CAI).

### **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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

### **Books recommended**

- *Bharioke, Deepak(2005) Fundamentals of Information Technology.*
- *Kochhar, S.K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd*
- *Goel H.K. (2005). Teaching of Computer Science. New Delhi: RL. Lall Book Depot*
- *Stephen, M. A., & Stanley, R. (1985). Computer instruction: Methods and development. NJ: Prentice Hall.*
- *Comdex DOS for Dummies(1997) Pustak Mahal, Delhi.*
- *Nelson, Stephen, L. The Complete Reference Office, Tata McGraw Hill, Delhi*

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*jaraman, V. Fundamentals of Computer.*

- *Saxena, Sanjay A first course in computers – Vikas Books.*

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –III**  
**(For the examination to held in the year 2018, 2019& 2020)**

**Methodology of teaching subject-II**

**Course no. 302**  
**Credits 4**

**Title: Teaching of Health & Physical Education**  
**Total Marks : 100**  
**Maximum Marks Internal : 40**



**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Objectives:**

**To enable the pupil- teachers to:**

- Understand various aspects of evaluation in health & physical education:
- Develop understanding of Personal Hygiene.
- Learn and understand the different methods of teaching Health and Physical Education
- Be acquainted with the organization of activities in Physical education.

**UNIT-I**

**TEST, MEASUREMENT & EVALUATION IN PHYSICAL EDUCATION:**

Test Measurement and Evaluation its meaning, importance & principles in Physical education. Purpose of evaluation, continuous and Comprehensive evaluation different types of test and Measurement techniques, used for evaluation in Physical Education.

**UNIT-II**

**HEALTH EDUCATION & PERSONAL HYGIENE:**

Health Education, Definition, objective importance & Scope in Health Education, Principles of Health Education, Meaning of Personal Hygiene, Cleanliness in Physical Education.

**UNIT-III**

**TECHNIQUE OF TEACHING IN HEALTH & PHYSICAL EDUCATION:**

Traditional sports & Games practiced in the region. Use of Audio-visual Aids-Coaching of Sports activities in schools. Health full school environment. Role & Responsibility of teacher in school Health Programme.

**UNIT-IV**

**ORGANIZATION AND ADMINISTRATION:**

Planning & organization of Physical Education activities, Play Fields, courts, equipment. Gymnasium & Swimming Pool. Planning Sports competitions in Schools, Intramurals and Extramural, Qualities of a good organizer and Administrator in Physical Education for congenial Environment.

**Sessional work**

Report on Planning of sports competition in school/ college with photographs

**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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

**References:**

- *Bucher, C.A (1964) Foundation of Physical Education , New York: Mosby & Company.*
- *Kilander, H.F (1971) School Health Education, New York: Mac Millan Company..*
- *Atwa & Kansal, ( 2003) A Text Book of Swasthya Shiksha Agra University: Universal Publisher.*
- *Kamlesh, M.L & Sangral, M.S., (1986) Method in Phusical Eduaation Ludhaian: Prakash Brother.*

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**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –III**  
**(For the examination to held in the year 2018, 2019& 2020)**

**Methodology of teaching subject-II**

**Course no. 302**  
**Credits 4**

**Title: Teaching of Mathematics**  
**Total Marks : 100**  
**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

## **Objectives**

**To enable the pupil- teachers to:**

- study and Understand the different teaching aids in the Teaching of Mathematics
- study and Understand the different techniques for the evaluation of the students of Mathematics
- study and Evaluate the Student's Performance in Mathematics through the use of the scientific tools.

## **UNIT I**

### **Mathematics and Teaching Aids**

Text book, Teacher Hand book, Assignment Book, Mathematics Magazine, Mathematics Laboratory, Audio-visual Aids, etc. Use of Computer in Mathematics Teaching as CAL and CAI, Preparation of Power Point Presentations for mathematics teaching. Evaluation of Text books of Mathematics prescribed by the J&K and CBSE Boards on the parameters of the Content and the level of Explanation for the specific class. The statistics- central tendency (Mean, Median & Mode ;Bar Graph and Histogram, frequency polygon).The Use of Computer is to be made in tabulating the data and calculation through the spreadsheet on Computer.

## **UNIT II**

### **Evaluation / Assessment Techniques**

Diagnosis of Learning Difficulties and Remedial Measures; Backwardness in Mathematics-Enrichment Programmes for the Gifted; Different Types of Tests used for evaluation for the different groups in Mathematics; Concept & use Continuous & Comprehensive Evaluation (CCE) in Mathematics, Construction of Objective Based Test Items in Mathematics on a particular topic studied and taught ( sem I& II) is to be used for preparing the Objective Type and Essay type test on the real basis.

## **UNIT III**

Construction and use of diagnostic test in mathematics 6 steps; preparation of diagnostic chart (error analysis table), identification of difficulties and remedial teaching Portfolio assessment and performance assessment in mathematics

Prepare an Achievement test of Mathematics with Blue print for different topic of Mathematics for any grade.

Prepare any one self-made teaching aid for teaching of Mathematics in secondary school.( for teaching Geometry and the Arithmetic on the innovative basis of the above said topics on 2D,3D Model, GeoBoard )

Prepare a collection of problems in your Mathematics club and published it in as a part of Mathematics Magazine which is to be developed on the Semester Basis.

## UNIT IV

Lesson Planning: Meaning and importance of lesson plans at macro level, meaning and purpose of unit and monthly plans. Steps for preparing lesson plans for teaching mathematics using Herbartian and RCEM approaches. The topics of Triangle, Criteria for Similarity (theorem of BPT) and Theorem of Pythagoras. Advantages and limitations of these approaches. HCF, LCM

### Sessional Work

Length of tangent from the external point is always equal (paper folding or paper cutting); Diagonal of a Parallelogram (Il gm) - Divide the Il gm in two congruent triangles and in four triangles (paper folding or paper cutting), Midpoint theorem (paper cutting); Double angle theorem of Circle (by using thread); To prove Pythagoras theorem by paper cutting and pasting; Tree diagram of HCF.

### 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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

### BOOKS RECOMMENDED:

- Aiyanyas , N. Kuppaswami, (1982). *The Teaching of Mathematics in New Education*, Delhi;
- Universal Book and Stationary Co.
- Butler , C. H. and Wren, F. L., (1951). *Teaching of Secondary School Mathematics: New*

- York; Mac Grow Hill
- Mangal, S. K. (1987). *Teaching of Mathematics*; Prakash Brothers Education Publishers Pvt.
- Ltd.
- NCERT, *A Textbook of Content-cum-Methodology of Teaching Mathematics*, New Delhi
- Sidhu, Kulbirsingh (1996). *Teaching of Mathematics*; (Fourth Ed.), Sterling Publishers Pvt.
- Aggarwal, S.M. (1999) *Teaching of Modern Mathematics*, Dhanpat Rai and Sons, New Delhi

### **BACHELOR OF EDUCATION ( B.Ed)**

#### **Semester –III**

**(For the examination to held in the year 2018, 2019& 2020)**

**Course no. 303**

**Credits 4**

**Title: Environmental Education & Disaster Management**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

## **OBJECTIVES:**

**To enable the pupil- teachers to:**

- understand the need of environmental Education.
- develop a sense of Awareness about the environmental pollution and possible hazards and its causes and remedies.
- know various ways and means to create healthy environment.
- acquire knowledge about disaster management.

### **Unit-I**

Meaning, need and scope of environmental education.

Objectives of environmental education at primary and secondary level.

Types of pollution ósources, effects and control of pollutions

Evolution and Development of environmental education.

### **Unit-II**

Environmental Hazards ócauses, effects and its remedies.

Acid rains ozone depletion, impact if deforestation and global warning.

Population and Ecosystem concepts of ecosystem, components of ecosystem- Abotic and Biotic

### **Unit-III**

Biodiversity, conservation of Genetic diversity.

Learning to live in harmony with nature.

Miscellaneous Environmental issues:

- a) Forest and conservations,
- b) Wild life and its conservation

### **Unit-IV**

Disaster Management: Disaster- Natural and manmade: strategies to tackle disaster: Timed and untimed disasters: Role of teachers in the disaster management: the schools and community participation.

Disaster Management and its outcome on education:

Students and their fallout of disaster on education: how to rebuild the educational program and role of management in overcoming the disaster to the system of education ó role of students and teachers collaborations, the community supports.

### **Sessional Work**

- Work on a project related to any issue of environmental preservation and protection.
- Prepare a scrap file on environmental issues.
- Celebration of various days in relation with environment.
- Tree plantation drive

### **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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

### **Books Recommended**

- Aggarwal, J.C. (2007). *Education for values, environment and human rights*. Delhi: Shipra Publications.
- Dani, H.M. (1996). *Environmental Education*. Publication Bureau, Punjab University, Chandigarh.
- Kohli, V.K. and Kohli, V. (2000): *Environmental Pollution and Management*. Vivek Publishers, Ambala.
- Nanda, V.K. (1997): *Environmental Education*, Anmol Publications, New Delhi.
- Reddy, K.P. and Reddy, D.N. (2002): *Environmental Education*. Neelkamal Publications Pvt. Ltd, Hyderabad..
- Sharma, R.C. *Environmental Education*, Metropolitan Book Pvt. Ltd.
- Sungosh, S.M. (2006): *An introduction to Environmental Education*, Akashi Book Depot, Shillong.
- Trivedi, R.N. (1990): *Dimensions of safe environment*, Anmol Publications, New Delhi.

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –IV**  
**(For the examination to held in the year 2019, 2020 & 2021)**

**Course no. INT 4**

**Title: School Internship**

**Credits 10**

**Total Marks : 250**

**Routine Work : 50**



TPI(A) &amp; TPI(B) : 200

Duration : 8 wks

INT4	Activity	Duration	Credits	Marks
	<b><u>Internship cum Teaching Practice</u></b>	<b>8 wks</b>	<b>10</b>	<b>250</b>
	a) School Internship ( all mentioned activities to be performed as per clause No 5.II to be	8 wks	2	50
	b) Teaching Practice (TP2A) comprises of delivery of 40 lessons on one chosen subject in addition to 20 lessons (10 on spot lesson+8 Observation lessons of the peers and 2 Criticism lessons)	8 wks	4	100( 60 Internal+40 external)
	c) Teaching Practice (TP2B) comprises of delivery of 40 lessons on other chosen subject in addition to 20 lessons (10 on spot lesson+8 Observation lessons of the peers and 2 Criticism lessons)	8 wks	4	100( 60 Internal+40 external)

**Observation**

1. Classroom & School
2. Lessons of Interns
3. School Activities Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
4. Understanding life of a Teacher
5. Understanding Physical, Mental, Social & Emotional Needs of a Child
6. Understanding Related Aspects of Curriculum
7. Assessment of Teachers & Learners
8. Preparation for Diverse Learners in Schools
9. Reflection on Teaching Experience
10. Writing Reflective Journals
11. Extended Discussions on Different Aspects of Teaching

**BACHELOR OF EDUCATION ( B.Ed)****Semester –IV****(For the examination to held in the year 2019, 2020 & 2021)****Course no. PR****Credits 4****Title: Project Work****Total Marks : 100****Maximum Marks Internal : 40****Maximum Marks External : 60****Duration of Exam : 3hrs**

1. Each one teach one to start from semester 1 and continue till semester 4.
2. To plant and own a tree and take care of it from start of semester 1 and continue till semester 4.
3. To use any psychological test and do its interpretation.
4. Portfolio of Self to start from Semester 1 & continue till semester 4
  - a) Development of self as a person
  - b) Development of self as a teacher
  - c) Development of holistic and integrated understanding of the self to handle different situations

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –IV**  
**(For the examination to held in the year 2019, 2020 & 2021)**

**Course no. 401 (Theory)**  
**Credits 4**

**Title: Teacher Education**  
**Total Marks : 100**  
**Maximum Marks Internal : 40**  
**Maximum Marks External : 60**  
**Duration of Exam : 3hrs**

**Course Objectives:****To enable the student-teachers to:**

- develop an understanding about teacher education
- know about pre-service and in-service teacher training agencies
- know and apply various instructional techniques
- appreciate the process of research in teacher education

**Course Contents****UNIT-I****Growth of Teacher Education in India**

Teacher Education ó Concept, Aims, Need and Scope

Teacher Education in India with Special Reference: a) Ancient period b) Medieval period c) British period

Teacher Education in India after Independence: a) University Education Commission (1948-49), b) Kothari commission (1964-66), c) Chattopadhyaya Committee Report (1983-85) (Recommendations)

**UNIT-II****Agencies for teacher Education**

Problems concerning Teacher Education in India and suggestions to overcome them at different levels a) Primary b) Secondary c) Higher

Agencies for In-service and Pre-service Teacher Education and Training: a) NCERT b) SIEØS c) DIET

National Council of Teacher Education (NCTE) and National Institute of Open Schooling (NIOS): current issues & shortcomings in teacher education

**UNIT-III****Innovations and Instructional Techniques**

Instructional Methods in Teacher Education: Lecture method, Group discussion and Brain storming

Innovations in Teacher Education: Constructivist and Reflective Teacher Education, e-Teacher Education

## Student Teaching/ Practice Teaching: Objectives, structures, organisation and Evaluation

### UNIT-IV

#### Professionalism and Research in Teacher Education

Professionalism in teacher education, Professional Ethics and Professional Code of Ethics for Teacher Educators

Programmes for professional growth of Teachers: Orientation cum Refresher courses and Action research

Research in Teacher Education: Nature, scope and trends

#### Sessional Work

- Prepare a timeline chart of growth of teacher education in India with context to different committees and commissions
- Visit to different agencies for teacher education at local level i.e SIE, DIET etc
- Presentation on different instructional methods in teacher education
- Preparation of report on researches conducted in any one area of teacher education

#### 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.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship 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

#### Books Recommended & Web References:

- 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
- Garg, B.R.(2000). *Issues in Teacher Education*. The Indian Publications: Ambala Cant-133001(India)
- Verma, M.(2006). *Teacher Education*. Murari Lal & Sons: New Delhi-110002

- 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
- Mangla, Sheela (2010). *Teacher Education: Trends & Strategies*, Radha Publishing, New Delhi.
- 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 Murti Committee Report*, Department of Education, Govt. of India, New Delhi.
- MHRD (1992): *Programme of Action*, 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 MHR*, New Delhi.
- NCTE (1998): *Curriculum Framework for Quality Teacher Education*, NCTE, Publishing, New Delhi.
- Sikula, J. (Ed.) (1985). *Handbook of Research on Teacher Education*, New York, MacMillan Publishing.
- MHRD (1990): *Towards and Enlightened and Humane Society; (Rama Murti Committee Report)*, Department of Education, Govt. of India, New Delhi.
- 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, Bharat Bharati Prakashan.

[www.ncte-india.org/](http://www.ncte-india.org/)

[www.mu.ac.in/](http://www.mu.ac.in/)

[www.britishcouncil.in/sites/britishcouncil.in2/files/ncfte-2010.pdf](http://www.britishcouncil.in/sites/britishcouncil.in2/files/ncfte-2010.pdf)

[www.oxydiane.net/IMG/pdf/OCSE\\_DIVERSITA.pdf](http://www.oxydiane.net/IMG/pdf/OCSE_DIVERSITA.pdf)

## **BACHELOR OF EDUCATION ( B.Ed)**

### **Semester –IV**

**(For the examination to held in the year 2019, 2020 & 2021)**

**Course no. 402 (Theory)**  
**Credits 4**

**Title: Optional Papers (A- History of Education)**  
**Total Marks : 100**  
**Maximum Marks Internal : 40**  
**Maximum Marks External : 60**  
**Duration of Exam : 3hrs**

**Course Objectives:**

**To enable the student-teachers to:**

- acquire knowledge of ancient, medieval and British system of education in India.
- understand the contribution of major committees and commissions on education.
- appreciate the developments in Indian education during the postindependence era.
- develop an understanding regarding constitutional provisions for education of different sections of society.
- assess the achievements of different programmes for the universalisation of Education initiated in Jammu and Kashmir state.

**Course Contents****UNIT-I****Education in India- Pre Independence Period**

Education in India during a) Vedic period b) Buddhist period c) Medieval period (salient features, objectives, curriculum, role of teacher and relevance of these systems of education in present context)

Wood's Dispatch (1854) and Hunter Commission (1882): Recommendations and its influence on the subsequent development of education in India

Wardha Scheme of Education (1937) and Sargent Committee Report (1944): Salient features and its impact on Indian education

**UNIT-II****Commissions after Independence in India**

University Education Commission (1948-49): Salient features, objectives, curriculum, methods of teaching, role of teacher

Secondary Education Commission Report (1952-53): Salient features, objectives, curriculum, methods of teaching, role of teacher

Indian Education Commission (1964-66): Salient features, objectives, curriculum, methods of teaching, role of teacher

**UNIT-III****Constitutional Provisions for Education in India**

National Policy of Education (1986) and revised National Policy on Education(1992): Salient features, objectives, curriculum, methods of teaching and role of teacher

Education in free India: Constitutional provisions for education of weaker sections

Recommendations of National Knowledge commission

**UNIT-IV****Implementation of various schemes to universalize Education in J&K State**

Sarv Shiksha Abhiyan  
 Rashtriya Madhyamik Shiksha Abhiyan  
 Rashtriya Ucchar Shiksha Abhiyan

### **Sessional Work**

- Preparation of report on schemes of education in pre-colonial and colonial period
- Presentation on the salient features of different commissions in India after independence
- Organise seminar/ debate on constitutional provisions of weaker sections in free India
- Visit to Primary schools, higher secondary schools and Colleges to assess the impact of various state and centrally sponsored schemes of education

### **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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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.

### **Books recommended & Web References:**

- Aggarwal, J.C. (2007): *Development of Education system in India*, Shipra Publication, New Delhi
- Sharma, R. N & Sharma, R. K (2004): *History of Education in India*, Atlantic publishers & distributors, New Delhi
- Naik, J.P. & Nurulla, S. (1964): *Development of Education (1800-1947)*, MacMillan and Co., New Delhi
- Chauhan, C.P.S (2004): *Modern Indian Education policies, progress and Problems*, Kanishka publishers & distributors, New Delhi

- *Jayapalan, N (2005): History of Education in India, Atlantic Publishers & distributors, New Delhi*
- *Naik, J. P (1997): The Education Commission and After, APH publishing corporation, New Delhi*
- *Shah, G. R (2011): Towards Quality Education in Jammu & Kashmir, Gulshan publishers, Srinagar*
- *Thakur, A.S. & Berwal, S (2008): Development of Educational system in India, Shipra Publication, New Delhi*
- *MHRD (1986): National Policy on Education and Programme of Action, Govt. of India, New Delhi.*
- *MHRD (1990): Rama Murti Committee Report, Govt. of India, New Delhi.*

[www.mhrd.gov.in](http://www.mhrd.gov.in)

[www.ncert.nic.in](http://www.ncert.nic.in)

[www.jandkplanning.com](http://www.jandkplanning.com)

[www.mhrd.gov.in](http://www.mhrd.gov.in)

[www.teindia.nic.in](http://www.teindia.nic.in)

[www.teindia.nic.in](http://www.teindia.nic.in)

[www.ncert.nic.in](http://www.ncert.nic.in)

## **BACHELOR OF EDUCATION (B.Ed)**

### **Semester –IV**

**(For the examination to held in the year 2019, 2020 & 2021)**

**Course no. 402 (Theory)      Title: Optional Papers (B- Health & Physical Education)**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

### **Course Objectives**

**To enable Pupil-teachers to-**



- understand the concept, aims and objectives of Health& Physical Education
- analyze various dimensions & determinants of Health& Physical Education
- know the concept and importance of balanced diet
- be familiar with personal hygiene
- describe the role Teachers in the development of Health& Physical Education

### **Unit-I**

#### **Introduction to Health & Physical education**

Introduction, Definition and Meaning of health& physical education

Aims and objectives of health and physical education

Factors influencing health and physical education: a) School health programmes,  
b) School health services c) Role of the teacher in School Health programme

### **Unit-II**

#### **Dimensions and Determinants**

Dimensions & Determinants of health & physical education

Concept and Importance of balanced diet

Health hazards (use of alcohol, nicotine & drugs) among adolescents & their remedial measures

### **Unit-III**

#### **Personal Hygiene & Communicable Diseases**

Personal hygiene: Meaning and importance of personal hygiene

Communicable diseases: Meaning, causes and preventive measures of Typhoid, Chicken pox, AIDS

Common health problemsóStress, depression and Obesity-Meaning, Causes and preventive measures

### **Unit-IV**

#### **Methods & Role of Teacher**

Health & Physical Education: Role of women in health and physical education, social service camps, role of Village health committees, village health insurance scheme.

Methods of Imparting Health Education in Schools ó (1) Health Instruction, (2) Health Services, (3) Health Supervision

Role of teacher in development of health& physical education

#### **Sessional work**

- Visit Primary Health Centre and develop a report on school health programmes & services
- Prepare a balanced diet chart for a high school child
- Debate and discussion in a village on health & physical education
- Group discussion on Personal hygiene and communicable disease

### 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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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.

### Books Recommended & Web References:

- *Hedge, (1997). How to maintain good health. New Delhi: UBPSD Publishers.*
- *Kilander, H. F. (1971). School Health Education, New York: Mac Millan Company*
- *Manjul, J.U. S. (1965). School Swasthya Shiksha, Agra University: Universal Publish*
- *Mangal, S. K. (2005). Health and physical education. Ludhiana: Tandon Publications.*
- *Nash T.N. (2006). Health and physical education. Hyderabad: Nilkamal Publishers.*

[http://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture\\_notes/health\\_extension\\_trainees/Intro\\_HealthEducation.pdf](http://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_extension_trainees/Intro_HealthEducation.pdf)

[http://applications.emro.who.int/dsaf/EMRPUB\\_2012\\_EN\\_1362.pdf](http://applications.emro.who.int/dsaf/EMRPUB_2012_EN_1362.pdf)

[http://en.wikipedia.org/wiki/Health\\_education](http://en.wikipedia.org/wiki/Health_education)

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –IV**  
**(For the examination to held in the year 2019, 2020 & 2021)**

**Course no. 402 (Theory)      Title: Optional Papers (C- Value & Peace Education)**  
**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Course Objectives:**

**To enable the pupil teacher to:**

- understand the concept of peace education

- explain the need for Peace Education to foster National and International Understanding
- understand the concept, importance and need of human rights
- comprehend the role of the Education in human rights

## **Course Contents**

### **Unit-I**

#### **Introduction to Peace Education**

Peace Education: Concept and Need  
 Peace contexts: underlying assumptions, processes  
 Approaches to Peace Education

### **Unit-II**

#### **Peace Education & Prominent Educationists**

Peace Education for National Integration and International Integration  
 Peace Education propagated by Gandhi, Aurobindo, Swami Vivekanand  
 NCF 2005 Recommendations on Peace Education.

### **Unit-III**

#### **Human Rights & Fundamental Rights**

Historical background of Human Rights  
 Fundamental Rights as included in Indian constitution  
 Human Rights protection in Indian Constitution

### **Unit-IV**

#### **Teaching Methods & Activities**

Methods and Activities of Teaching Human Rights  
 Obstacles of Human Rights Education  
 National Human Rights Commission (NHRC), State Human Rights Commission (SHRC)

#### **Sessional work**

- Development of sensitivity towards National Integration and International Integration through role play
- Group discussions and debates on the propagation of peace by Indian philosophers

- Observation and reporting on violation of human rights in any locality
- Field Surveys by visiting the Agencies of Human Rights and NGOs

### **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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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.

### **Books Recommended & Web References:**

- Aggarwal, J.C. (2005). *Education for Values, Environment and Human Rights*. Shipra publications, 115-A, Vikas Marg Delhi-110092
- Pandey, V.C. (2005). *Education, Culture and Human Values*
- Singh, Y.K & Nath.R (2005). *Value Education*
- Charles, K & V. Arul Selvi. (2012). *Value Education*
- Galtung, J. (1996). *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*. London: SAGE Publications
- Jagannath. M. (2000). *Human Rights Education*, New Delhi: Deep and Deep Pub.,
- Paul, R.C. (2000). *Protection of Human Rights*, New Delhi: Commonwealth
- Manjot, K. (2008). *Teaching of human rights*. New Delhi: APH Publishing Corporation.

<http://www.uk.sagepub.com/books/Book202692>

<http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –IV**  
**(For the examination to held in the year 2019, 2020 & 2021)**

**Course no. 402 (Theory)**  
**Credits 4**

**Title: Optional Papers (D- Guidance & Counseling)**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Course Objectives:**

**To enable the pupil- teachers to:**

- Understand the concept of guidance and counselling.
- Get acquainted with different agencies for guidance.

- Understand the role of parents, teachers, school administrator and family to solve behavioural problems of students.
- Know about different strategies to maintain mental health of students.

### UNIT-I

Fundamentals of Guidance: Concept, Nature, need and importance of guidance. Historical perspective of guidance. Relationship with guidance and education. Types of guidance: Educational, vocational and Personal their meaning, need, objectives & functions. Role of teacher in academic, personal, health, leisure activities. Concept of Individual guidance and group guidance. Agencies for guidance: State Level Agencies, National Level Agencies.

### UNIT-II

Meaning, Nature, Objectives and importance of counselling. Different between guidance and counselling. Areas of counselling: Family counselling, Parental counselling, Peer counselling, adolescent counselling and relevance to the Indian situations. Role of teacher and school administrator as counsellor. Characteristics of effective counselling.

### UNIT-III

Role of teachers in dealing behavioral problems like aggression, anxiety, depression, truancy, delinquency, bullying, peer-pressure and inferiority complexes and maladjustment among student. Concept of mental health and behavior modification. Concept of mental hygiene. Non-testing techniques: interview, observation, individual inventory.

### UNIT-IV

Role of Parents in solving behavioral problems of adolescents. Effective Parents learning programmes, parent-teacher meetings. Parental collaboration in educational guidance. School guidance: a collaborative effort of school and community. Role of relaxation strategies, Yoga-meditation, music therapies for reducing stress.

#### **Sessional Work:**

Arrange parent-teacher meeting for 5 students & make a report.

Prepare individual inventory of students.

Interview school teachers and make a report about their contribution.

As counsellor.

### **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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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

### **Books Recommended**

- *Crow & Crow: An introduction to Guidance, basic principles & practices, Delhi, Surjeet Publications.*
- *Gibson Mitchell: Introduction to Counseling & Guidance, New Delhi PHI Learning.*
- *J.C Aggarwal: Education vocational Guidance & Counseling, Delhi, Doaba House.*
- *Jones, J.A : Principles of Guidance, Bombay, Mc Graw Hill*
- *John S Koshy : Guidance and Counseling New Delhi, Dominant Publishers and distributors.*
- *Lester D. Crow & Crow: Introduction to Guidance and Counseling in India Delhi, Atlantic Publishers.*
- *Shashi Prabha Sharma: Career Guidance and Counseling, Principles and techniques, New Delhi, Kanishka Publishers.*
- *S.S.Chouhan: Principles and Techniques of Guidance, New Delhi, Vikas publication House.*

## **BACHELOR OF EDUCATION ( B.Ed)**

### **Semester –IV**

**(For the examination to held in the year 2019, 2020 & 2021)**

**Course no. 402 (Theory)**  
**Credits 4**

**Title: Optional Papers (E- Comparative Education)**  
**Total Marks : 100**  
**Maximum Marks Internal : 40**  
**Maximum Marks External : 60**

### **Course Objectives:**

**To enable the pupil- teachers to:**

- Understand the concept of Comparative Education.
- Get acquainted with different agencies for promotion of Education.
- Understand the role of parents & teachers in education of girls.
- Know about Education in SAARC countries



## Unit I

**Comparative Education-** concept Scope of Comparative Education in Teacher Education; Difference between the Comparative Education and the international education , The role of different Educational agencies in the promotion of the Education like UNESCO, UNICEF, IMF & World Bank.

## Unit II

### **Factors affecting the Education**

Girls Education and the Girls Schools: MDM scheme for the promotion of the education, Parents education & their attitude to education, Accessibility of Education, Teachers for Education, Scholarships

## Unit III

### **Education in SAARC countries**

Socio Economic contexts in the provision of the Public School Education in Pakistan, Nepal & India ( Curriculum & Teacher education), Alternate systems of Education in these countries for School Education.

## Unit IV

Development of Education in the colonial and Post Colonial India (Teacher Education and the General Education); Development of the Education in China (program & policies) for Teacher Education.

### **Sessional Work**

Visit to the different types of schools , Understanding and Compiling a report on the socio cultural differences in the different types of the schools; Issues and the problems related to the Girls education in the rural and the Urban settings ( interviewing Local Education Committee, Parents and the girl students óunderstanding the norms and the culture behind the working of the schools ; the Mid Day Meals schools Vs Non beneficiary schools of MDM (understanding the concept of working together in both sets of schools)

### **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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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.

### Books recommended & Web References

- *Comparative Education* Aggarwal & Biswas
- *Comparative Education –Methods & Approaches* –Mark Bray and Adamsons, Springer Ltd.
- *Education for All SriLanka Status Report. Ministry of Education and Higher Edu Education*  
(Govt. of SriLanka)Colombo
- Govinda, R. : *India Education Report– A profile of Basic Education– OUP*
- Haq&Haq : *Human Developmentin South Asia– OUPKarachiHumanDevelopmentin South Asia2000* : *TheGenderQuestion– Oxford.*
- *Creating intentional spaces for sustainable development in the Indian trans-Himalaya: reconceptualizing globalization from Below* ,Payal Shah :*Intercultural Education*, 2014 Vol. 25, No. 5, 362–376, <http://dx.doi.org/10.1080/14675986.2014.972610>
- *The Impact of Existentialism on China’s Democratic Education through Globalization-Intercultural Communication Studies XVII: 1* 2008
- *Sociological Perspectives on Ethnicity and Education in China: Views from Chinese and English Literatures* University of Pennsylvania,ScholarlyCommons,Asia-Pacific Education, Language Minorities and Migration (ELMM) Network Working Paper Series
- *Teachers' perceptions of their professionalism in government primary schools in Karachi, Pakistan*, Meher Rizvi, *Asia-Pacific Journal of Teacher Education*,Taylor&Francis,London
- *Comparative Education* Chaube And Chaube ,Vikas Publishing House ,Delhi
- *Contributing knowledge and knowledge workers: the role of Chinese universities in the knowledge economy*; Shuang-Ye Chen; *London Review of Education* Vol. 10, No. 1, March 2012, 101–112
- *Students History of Education in India* Naik JP&Naraullah Macmillan

**BACHELOR OF EDUCATION ( B.Ed)**  
**Semester –IV**  
**(For the examination to held in the year 2019, 2020 & 2021)**

**Course no. 402 (Theory)**  
**Credits 4**

**Title: Optional Papers (F- Computer Education)**  
**Total Marks : 100**  
**Maximum Marks Internal : 40**  
**Maximum Marks External : 60**

**Objectives:**

**To enable the pupil- teachers to:**

- Study and understand the nature and scope and the history of Computer Education develop an understanding of aims and objectives of teaching Computer Education by the use of Content
- develop an understanding of the various methods, approaches and techniques of teaching Computer Education.

- develop the skill to critically analyze the syllabus of secondary school Computer education curriculum

## UNIT I

### Computer: Concept and its working

Computer Concept & History and development -Types & Parts (Hardware, Software, Memory) Procedural aspects : Start - Shut down Method of Computer, Basic Concepts of GUI and CUI ; Uses of Computer and **Explorer** - File, Folder, File-folder Handling commands Window Help System and uses of Help system- window Help system and uses of Help system. Importance and Uses of Computer- For teachers & For Students Application of Computer in Education and other fields.

## UNIT II

### Different Applications in Computers

Devices of Computer- Input devices & Output devices. Operating System's function. Accessories: Notepad, Word pad, Paint, Media Player and Removable Devices & applications. Concept of Icons, desktop, Task bar: Uses and applications of the same on the system.

## UNIT-III

### Utility of Computers for Students and Teachers

Windows Operating System- characteristics, Microsoft office use and Utility of Microsoft Word & excel - Basic Concepts- Applications and use( basic features)  
Microsoft PowerPoint- Basic concepts & use

## UNIT IV

### Use of Internet in Education

Search Engines & Websites, Laboratory experience of browsing, Opening an e-mail account, Uploading and downloading files, photos, etc. WEB 2.0 & concept

### Sessional Work:

Prepare 2 spreadsheets in MS-Excel and a PowerPoint Presentation related to computer education.

### 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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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.

### **Books Recommended**

- Bharioke, Deepak* : *Fundamentals of Information Technology Comdex DOS for Dummies*  
*Pustak Mahal, New Delhi (1997)*
- Nelson, Stephen, L* : *The Complete Reference Office, Tata McGraw Hill, New Delhi .Rajaraman, V.: Fundamentals of Computers*
- Saxena, Sanjay* : *A first course in computers – Vikas Books.*

## **BACHELOR OF EDUCATION (B.Ed)**

### **Semester –IV**

**(For the examination to held in the year 2019, 2020 & 2021)**

<b>Course no. 402 (Theory)</b>	<b>Title: Optional Papers (G- Curriculum Development)</b>
<b>Credits 4</b>	<b>Total Marks : 100</b>
	<b>Maximum Marks Internal : 40</b>
	<b>Maximum Marks External : 60</b>
	<b>Duration of Exam : 3hrs</b>

### **Course objectives:**

#### **To enable the student-teachers to:**

- Develop an understanding of the concept of Curriculum Development and Innovations in Curriculum.
- Be familiar with foundations of curriculum and Curriculum Implementation.

- Know about curriculum evaluation.

## **Course Contents**

### **UNIT-I**

#### **Dimensions of Curriculum**

Curriculum: Meaning, Importance and Scope  
 Categories and Principles of Curriculum Development  
 Innovations in curriculum

### **UNIT-II**

#### **Foundations of Curriculum**

Philosophical Foundations of Curriculum: Idealism, Pragmatism and Existentialism  
 Sociological and Psychological Foundations of Curriculum  
 Models of Curriculum Development: Ralph W. Tyler Model (1949-1975) and Hilda Taba Model (1902-1967)

### **UNIT-III**

#### **Models of Curriculum Implementation**

Curriculum Implementation: concept and Importance  
 Curriculum Implementation Models i) Overcoming Resistance to Change Model ii) Organisational Development Model  
 Contribution of Swami Vivekananda, Mahatma Gandhi and Dr. Zakir Hussain towards Curriculum

### **UNIT-IV**

#### **Curriculum Evaluation**

Curriculum Evaluation: Nature and Purpose of Evaluation  
 Approaches to Curriculum Evaluation: a) Formative and Summative, b) Continuous and Comprehensive Evaluation  
 Suggestions and recommendation in curriculum development as per NCF 2005

#### **Sessional Work**

- Organise seminar/ debate regarding categories and principles of curriculum development
- Presentation on the contribution of Swami Vivekananda and Mahatma Gandhi towards the development of curriculum
- Develop a question paper for upper primary to assess all the aspects of curriculum

- Reading of original documents i.e. National Curriculum Frameworks developed by NCERT (NCF-2000 and 2005)

### **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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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.

### **Books recommended & Web References:**

*Aggarwal, J. C. & Gupta, S. (2005). Curriculum Development 2005: Towards learning without burden and quality of education, Shipra publications, New Delhi*

*Bhalla, N. (2007). Curriculum Development, Authors press, New Delhi*

*Rao, V. K. (2005). Principles of curriculum, A. P. H publishing corporation, New Delhi-110002*

*Dash, R. N. (2007). Curriculum Planning and Development, Dominant publishers and distributors, New Delhi-110051*

*Rai, V. K. (2009). Curriculum Development and Instructional Technology, Centrum press, New Delhi-110002*

*Arulsamy, S. (2011). Curriculum Development, Neelkamal publications pvt. Ltd., New Delhi, Hyderabad*

*Agrawal, D. (2007). Curriculum Development concepts, methods and techniques, Book Enclave, Jaipur (India)*

*Andrey & Nicholls, H (1978). Developing Curriculum- A Practical Guide. George Allen and Unwin, London*

*Edward, A. Krug (1960). The Secondary School Curriculum, Happer and Row Publishers, New York*

*Harold Alberty (1957). Reorganizing the High School Curriculum. MacMillan Company, New York*

*Harold, B. Alberty & Elsic, J. Alberty (1963). The Curriculum. The MacMillan Company, New York*

*Goodland, J. (1979). Curriculum Enquiry the study of curriculum practices. New York: McGraw Hill*

Hass, G. (1991). *Curriculum Planning, A new Approach*, Boston: Allyn Bacon

Hooer, R.(1971). *Curriculum: Context, Design and development* New York: Longmans

Nicholls, H. (1978). *Developing Curriculum- A Practical Guide*, London: George Aleen and Unwin

[www.pdx.edu/sites/www.pdx.edu.cae/files/media\\_assets/Howard.pdf](http://www.pdx.edu/sites/www.pdx.edu.cae/files/media_assets/Howard.pdf)

[www.unom.ac.in/.../CURRICULUM%20DESIGN%20AND%20DEVEL...](http://www.unom.ac.in/.../CURRICULUM%20DESIGN%20AND%20DEVEL...)

[www.albany.edu/cdit/](http://www.albany.edu/cdit/)

[www.ncte-india.org/pub/policy/chp5.htm](http://www.ncte-india.org/pub/policy/chp5.htm)

[www.srtt.org/institutional.../curricular\\_transaction\\_gover\\_schools\\_ap.pdf](http://www.srtt.org/institutional.../curricular_transaction_gover_schools_ap.pdf)

## **BACHELOR OF EDUCATION ( B.Ed)**

### **Semester –IV**

**(For the examination to held in the year 2019, 2020 & 2021)**

**Course no. 402 (Theory)      Title: Optional Papers (H- Contemporary India & Education)**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal :40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

### **Course objectives:**

- To develop understanding of significant trends in contemporary education
- To develop awareness of various organizations and their role in the implementation of policies and programmes.
- To develop understanding of current problems and issues in Indian Education

## **Unit-I**



Basic Concept and Idea of Constitution: Aims, Meaning, Preamble, Fundamental Rights, Directive Principles of State Policy and Fundamental Duties.

Elementary Education: Concept, Need, Objectives, Role of SSA in Strengthening Elementary Education, Right to Education-2009

Inclusive Education: Concept, Need, Importance, purposes of Inclusive Education, Role of Teacher in the Context of Inclusive Education

## **Unit-II**

Secondary Education: Meaning, Importance, Problems and remedial measures of Secondary Education, Role of NCERT, SCERT, CBSE, RMSA-2009.

Higher Education: Meaning, Aims, and Functions, Role of UGC, AIU, AICTE, ICSSR, NUEPA, RUSA.

## **Unit-III**

Kothari Commission, National Policy on Education, Mid-Day Meal Programme, National Knowledge Commission

## **Unit-IV**

Education of Weaker Sections of Society: Problems of Women in developing Countries including India, High rate of population growth, Literacy percentage of Women, Measures for Providing Women Education towards sustainable development.

Mass Media: Communication Process, Programming, Use of Software in Education

Concept of Education Ladder, Meaning and need of new Educational pattern (10+2+3),

Vocationalisation and diversification of education at +2 stage.

### **Sessional Work:**

Write a project on current issues in the context of Education for Weaker sections of Society

### **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.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship 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.

**Books Recommended & Web References:**

- *Report of Kothari Education Commission 1964-66*
- *Report of New Policy on Education-1986*
- *Report of Programme of Action-1992*
- *Report of National Knowledge Commission*

[www.ugc.ac.in](http://www.ugc.ac.in)

[www.ncert.nic.in](http://www.ncert.nic.in)

[www.icssr.org](http://www.icssr.org)

[www.mhrd.gov.in](http://www.mhrd.gov.in)

## Annexure-III

## STATUTES GOVERNING MASTER OF EDUCATION (M.Ed.) PROGRAMME OF STUDY AND EXAMINATIONS (NON-CBCS SEMESTER PATTERN) IN THE FACULTY OF EDUCATION

1. **Duration:** The M.Ed. Programme shall be of duration of two academic years, divided into four semesters including field attachment for a minimum of four weeks and research dissertation. It is of 86 credits course, split in four semesters.
2. **Institutions Eligible to Apply:**  
Institutions offering teacher education programme for a minimum of five academic years, affiliated to University of Jammu and accredited by NAAC with minimum -Bøgrade.
3. **Working Days:** There shall be at least two hundred working days each year, exclusive of the period of admission and the institution shall work for a minimum of thirty-six hours in a week. The Minimum attendance of students shall be 80% for theory courses and Practicum, and 90% for Field Attachment/Internship.
4. A candidate to be eligible for admission to M.Ed. Course, should have passed the qualifying Degree examination of B.Ed/B.A B.Ed/ B.Sc. B.Ed with minimum of 50% marks (the reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the State Government) or appeared in the bi-annual examination of B.Ed in previous session and should have passed JUET. However, admission in M.Ed third semester shall be subject to having passed at least 50% of the courses of first semester, appearance in at least two courses in second semester and having secured atleast -Døgrade in internal assessment and completed internship of first and second semester.
5. The mode, procedure and order of preference for selection of students to the M.Ed. Programme, fees and other charges payable, reservations for special categories and other conditions to be fulfilled by persons seeking admission as regular students in the University department shall be such as may be prescribed under Statutes or Regulations from time to time.
6. Admission of students for M.Ed. Degree Programme will be made by the Department of Education of the University under the conditions and within the dates prescribed under Statutes.
7. **Staff**

For an intake of 50 students per unit, the faculty-student ratio for a two year M.Ed Programme shall be 1:10. The Faculty positions shall be distributed as under:

- |                        |     |
|------------------------|-----|
| 1. Professor           | Two |
| 2. Associate Professor | Two |
| 3. Assistant Professor | Six |

The Faculty members shall be appointed to cover all the core and specialized areas given in the curriculum. The Principal of a college offering M.Ed Programme shall be in the rank and scale of a Professor.

### Qualifications

#### A) Principal/HOD

- i) M.Ed. with a minimum of fifty five percent marks

**OR**

M.A. (Education) and B.Ed each with a minimum of fifty five percent marks

- ii) Post Graduate Degree in a related discipline with a minimum of fifty five percent marks
- iii) Ph.D. in Education
- iv) Ten Years of professional Experiences in secondary Teacher Education institutions
- v) Any other qualifications prescribed by UGC/State Government/ University from time to time

**B) Professor**

- i) M.Ed. with a minimum of fifty five percent marks

**OR**

M.A. (Education) and B.Ed each with a minimum of fifty five percent marks

- ii) Post Graduate Degree in a related discipline with a minimum of fifty five percent marks
- iii) Ph.D. in Education
- vi) Ten Years of professional Experiences in secondary Teacher Education institutions
- iv) Any other qualifications prescribed by UGC/State Government/ University from time to time

**C) Associate Professor**

- i) M.Ed. with a minimum of fifty five percent marks

**OR**

M.A. (Education) and B.Ed each with a minimum of fifty five percent marks

- ii) Post Graduate Degree in a related discipline with a minimum of fifty five percent marks
- iii) Ph.D. in Education
- vii) Eight Years of professional Experiences in secondary Teacher Education institutions
- iv) Any other qualifications prescribed by UGC/State Government/ University from time to time

**D) Assistant Professor**

- i) M.Ed. with a minimum of fifty five percent marks

**OR**

M.A. (Education) and B.Ed each with a minimum of fifty five percent marks

- ii) Post Graduate Degree in a related discipline with a minimum of fifty five percent marks
- iii) NET/SLET in Education
- iv) Any other qualifications prescribed by UGC/State Government/ University from time to time

8. Administrative and Professional Supportive Staff: The following administrative staff shall be provided

1. Office Manager	One
2. IT Executive/Maintenance Staff	One
3. Library Assistant/Resource Centre Coordinator	One
4. Office Assistant	Two
5. Helper	One

9. **Terms and Conditions of Services:** The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales and age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body.

10. **Facilities:** An institution already having one teacher education programme and proposing to offer M.Ed. for one basic unit, should possess a minimum of 3000 Square meters land area. The corresponding built up area shall be 2000 square meters.

- i) **Classrooms:** For an intake of 50 students, there should be provision for at least two class rooms with space and furniture to accommodate all students. The minimum size of classrooms should be 50 Square meters. The institution should provide a minimum of three small rooms of the size of 30 Square meters to hold tutorials and group discussions.
- ii) **Seminar Room:** Multipurpose Hall in the institution shall be shared. In addition, the institute should have one seminar room with seating capacity of one hundred and minimum total area of 100 square meters. This hall should be equipped for conducting seminars and workshops.
- iii) **Faculty Room:** A separate cabin for each faculty member with functioning computer and storage space should be provided.

iv) **Administrative Office Space:** The institution should provide adequate working space for the office staff, with furniture, storage and computer facilities.

**11. Common Rooms:** The institution should provide at least separate common rooms, one each for women and men.

**Library:** The Library of the Institution/University shall be shared and shall cater to the requirements of the programme. A Minimum of 1000 relevant titles (With multiple copies of relevant books) for the M.Ed Programme should be there including reference books related to all courses of study. There should also be provision of space for reading and reference section in the library. At least 100 quality books should be added to the Library every year. The library should have photocopying facility and computer with internet facility for the use of Faculty and students.

**12. Other Amenities**

i) Functional and appropriate labs with furniture in required number for instructional and other purposes.

ii) Arrangement may be made for parking vehicles.

iii) Access to safe drinking water should be provided in the institution.

iv) Effective arrangement should be made for regular cleaning of campus, water and toilet facilities (separate for male, female and transgender students and teachers).

**Note:** If more than one programme in teacher education is run by the same institution in the same campus, the facility of playground, multipurpose hall, library and laboratory (with proportionate addition of books and equipments) and instructional space can be shared. The institution shall have one Principal for the entire institution and Heads for different Teacher Education Programmes offered in the institution.

**13. Managing Committee:** The institution shall have a Managing Committee comprising of Members from the Sponsoring Society/Managing Society/Trust, two Teacher Educators, one Faculty member of the college and Heads of two institutions identified for field attachment by rotation.

**14.** Selection of courses/area of study for the M.Ed. Programme will be made by a student to make up credits in the manner provided in Schema for two years M.Ed Programme approved by the Academic Council for the purpose.

**15.** The nature, number, scope and content of course for the M.Ed. Degree Programme contact hours, the number of credits, allotment of marks for the semester examination and sessional work and the duration of examination of each course in a semester shall be as approved by the Academic Council on the recommendation of the Board of Studies in Teacher Education and the Faculty of Education.

**NOTE:-**

i/ A 4-Credit course may have 60 marks for Semester examination and 40 marks for sessional assessment. A 2-Credit course may carry 30 marks for Semester Examination and 20 marks for sessional assessment.

ii/ The duration of examination in a course may be up to three hours. The duration of viva-voce may be decided by the Board of Examiners appointed for the purpose or as may be directed by the Academic Council.

**16.** Instruction in each course shall be in the form of lectures, tutorials, seminars, problem sessions, case studies, group discussions, field visits etc. according to the need of each course as may be decided by the Board of Studies in Teacher Education and the Faculty of Education.

**17.** Continuous sessional assessment shall be a constituent part of the semester programme except dissertation and viva-voce. The weightage of marks to be given to semester examination and to the continuous sessional assessment in a course shall be in the ratio of 60:40. The sessional assessment shall be awarded and the record thereof shall be maintained in the manner prescribed by the Academic Council. There will be no sessional assessment for dissertation work and viva-voce.

18. There shall be an examination called the semester end examination at the end of each semester in the prescribed courses in the manner approved by the Academic Council. Examination for the 1<sup>st</sup> and 3<sup>rd</sup> semester courses will be held ordinarily in the 1st/2nd week of December and examination for the 2<sup>nd</sup> and 4<sup>th</sup> semester courses will be held ordinarily in the 1st/2nd week of May every year or on such dates as may be approved by the Vice-Chancellor.
19. A semester examination for the M.Ed. Programme shall be open to the following categories of persons:-
- (A) A regular student from Department of Education/ Colleges of Education affiliated to University of Jammu for the period specified for that course of study by having been on the rolls of the department/college immediately preceding the examination and submits his/her application on the prescribed form to the Controller of Examinations through the Head of the Department where he/she has pursued the course for the examination and has fulfilled the following conditions to be certified by the Head of the Department/ Principal of the College of Education.
- i/ he/she has been a person of good conduct;
  - ii/ he/she has attended not less than 80% in theory and 90% in internship & practical/field work of the lectures delivered including seminars/tutorials, etc. in each course offered by him/her in that semester.
  - iii/ he/she has satisfactorily performed the work of the class;
  - iv/ he/she has paid the prescribed fees.
- The application on the prescribed form duly filled in and accompanied by the prescribed fees and certificates must reach the Controller of Examinations not later than the date fixed for the purpose.
- (B) An ex-student, i.e., a person who after having undergone a regular course of study and having completed all conditions of eligibility for appearance in a course or courses in a semester examination including minimum attendance requirement and having either failed to pass the semester examination in that course(s) or been unable to appear in the examination in that course(s) provided he/she appears in the examination within the maximum period within five years of entering the course and submits his/her application on the prescribed form along with the prescribed fees and certificates to reach the Controller of Examinations within the date fixed for this purpose.
20. The Head of the University Department/Principal of College of Education may condone shortages in attendance of a student in a semester for special reasons to be recorded in writing up to five lectures in each course separately. A student whose deficiency in lectures in a course is not condoned by the Head of the Department/Principal of College of Education or is not condonable shall not be eligible to appear in the semester examination in that course.
21. Any student who participates in games, cultural and other co-curricular activities as defined below with the prior approval of the Head of the Department/ Principal of College of Education shall, for the purpose of condoning deficiency in attendances incurred by him/her on account of such participation, be treated as present on all the working days during the days of his/her absence on such account for a period of not exceeding 8 working days in a semester:
- (1) State representation in International/All India competitions organised by an agency recognized by the Board of Sports and Youth Welfare.
  - (2) Participation in the Inter-University competition held under the auspices of a University or any recognized institution as a member of the University team. .

- (3) Participation in the N.C.C., N.S.S. Bharat Scouts & Guides and National Integration Samiti activities as a member of the recognized institution;
- (4) Participation in the Coaching Camps/ Rehearsals prior to participation as a member of the State or University team in the National/All India/Inter-University competitions;
- (5) Participation in the Mountaineering/Hiking/ Trekking/Skiing/Rock Climbing or other such activities organized under the auspices of the State Government/University as a member of the Institution affiliated/recognized by the University.
- (6) Participation in the Inter College Competitions organized by the University as a member of the teams of participating Institutions.
22. Notwithstanding anything contained in these Statutes, the Syndicate shall have the power to exclude any candidate from appearing in any examination if it is satisfied, after issuing a show-cause notice to the candidate and holding an inquiry, that such a candidate is not a fit person to be admitted thereto.
23. In order to be eligible for the M.Ed. degree, a student must pass all courses with atleast  $\geq$  Grade through semester courses provided by the University spread over to not less than **four** semesters.
24. In order to earn the credits for a course, a student must have -
- a/ attended not less than 80% in theory and 90% in internship & practical/field work of the lectures(including tutorials, seminars etc.) delivered in each course separately.
  - b/ obtained atleast  $\geq$  Grade in each course reserved for sessional assessment (except Dissertation where there is no sessional assessment)separately; and
  - c/ obtained atleast  $\geq$  Grade in each course separately and in dissertation including viva-voce.
25. A student who has earned the required credits in a course and dissertation including viva-voce in the manner provided in schema for two years M.Ed programme shall be declared successful.
26. A student who -
- i/ does not fulfill the minimum requirement of attendance in lectures in a course; or
  - ii/ does not secure the minimum marks required to pass in the sessional assessment in a course will not be eligible to sit in the semester examination in that course. He/she will have either to repeat the course/courses when classes in that course/courses are held by the department/college or opt for a new course or courses in that or any other semester if facilities of Instruction are available and the courses in which he/she failed to fulfill requirement of attendance in lectures or in sessional work was not a compulsory, basic or a pre-requisite course. In all such matters final decision will be taken by the Head of the University Department of Education/ Principal College of Education after consulting the adviser of the students in the department and keeping in view the statutory position.
27. The Head of the University Department of Education/ Principal College of Education shall be competent to cancel admission of a student enrolled for the M.Ed. Programme in the department if -
- i/ the student remains absent without permission of the Head of the Department of Education/ Principal College of Education for a period of one month continuously; or
  - ii/ the student does not attend 50% or more of the total lectures delivered in the semester concerned; after an opportunity has been given to him/her to explain as to why such an action be not taken against him/her.

28. A student who has completed the minimum attendance requirements in the 1st semester but has either failed to appear in the semester examination in that session or having appeared and failed to pass in any or all the courses prescribed for the semester, may be permitted to keep terms for the second semester.
  29. A student who has been on the rolls of the University Department of Education/ College of Education in the 1<sup>st</sup> Semester of the M.Ed. degree programme and earns eligibility to join the 2nd Semester of the Programme but fails to join the 2nd Semester when he/she was due to join or discontinues his/her studies for any reasons whatsoever after earning eligibility to join the 2<sup>nd</sup> Semester may be considered for admission to the 2nd Semester in a subsequent year if he/she submits application to this effect before the commencement of the 2nd Semester provided a seat and other facilities for the courses offered by the student are available in the Department of Education/ College of Education in the 2nd Semester and the student seeks admission within a period of two years from the date he/she discontinued his/her study. The final decision regarding admission of such a student shall be taken by the Head of the Department of Education.
  30. Two copies of the dissertation along with C.D. be submitted by the students of M.Ed. 4<sup>th</sup> Semester in the Office of the Controller of Examinations within 15 days from the last paper of concerned course. No further extension will be granted in this regard.
  31. The dissertation shall be examined and viva-voce conducted by a Board of Examiners consisting of:-
    - (a) Head of the University Department of Education;
    - (b) One teacher of the University Department of Education nominated by the Head of the Department of Education by rotation every year
    - (c) One External Examiner appointed by competent authority. He/She will be paid T.A./D.A. and honorarium as per University rules & regulations.
  32. A candidate who completes the minimum attendance requirement but does not appear in the examination in that semester or, having appeared, fails in a course or courses in a semester examination may appear in the examination in such course or courses when it is held subsequently by the University within the maximum period of three years to be counted from the date he/she was scheduled to appear for the first time in the semester examination, or the date he/she appeared first in semester examination, as the case maybe. Unless otherwise provided, he/she will have to appear in the course or courses according to the syllabus prescribed by the University for the Semester Examination in which he/she appears. Provided, that the candidate who fails to qualify all the semester examinations in full within the prescribed time may be allowed to avail of one more chance to qualify the backlog courses at the immediate next session after the expiry of statutory period . In such cases the marks obtained in sessional assessment in the course concerned shall be carried forward.ö
- Note:** No one will be allowed to appear as a private candidate in M.Ed. except failures/ Reappear/Droppers because of the compulsory requirements of the dissertation work for regular students, its viva-voce and practical work. The Department of Education, however, reserves the right not to offer some of the optional courses during a academic year in a semester.
33. A transcript shall be issued to a student in respect of his/her performance in each semester after evaluation of the semester examination is done. The transcript shall indicate grade obtained in sessional assessment as well as semester examination in each course.
  34. After a candidate has appeared and passed in all courses of study offered by him/her in the four semesters and has earned required credits of four semester Examinations in



accordance with these Statutes, his/her result shall be assessed and he/she shall be declared successful in the MASTER's degree programme in the Faculty of Education. He/she shall be awarded a degree stating the grade in which he/she has passed in the following manner:-.

The successful candidates shall be classified as under:-

Marks	Grade	Grade Points	Description of Performance
>80	A+	10	Out Standing
>75and<80	A	09	Excellent
>68and<75	B+	08	Very Good
>60and<68	B	07	Good
>50and<60	C+	06	Above Average
>40and<50	C	05	Below Average
>36and<40	D	04	Marginal
>20and<36	E	02	Poor
<20	F	00	Very Poor

'E' and 'F' grades refer to unsatisfactory performance. The student shall have to repeat all compulsory courses where E/F grade is obtained. The weights of 'E' and 'F' Grades shall not be counted in SGPA or CGPA.

The final results shall be displayed in Grades as approved by the Competent Body on the pattern of Masters Degree program.

Those who attain A+ to D Grades are considered successful whereas the ones below -D (i.e. E & F) is to be considered fail or Dropped for the Different Components. Students shall be permitted to complete the programme requirements within a maximum period of three years from the date of admission to the programme.

A candidate, who passes, in theory but not successful in Internship examination will be a not successful candidate to earn the Degree as the candidate is to be successful in all the three components( Core/ Foundation Courses , Teaching Courses and the Internship) simultaneously irrespective of the minimum of Grades earned.

As soon as possible after the termination of the examination, the Controller of Examinations shall publish a list of the candidates indicating against each his/her result. Each successful candidate shall be awarded a degree stating the Grade.

### 35. Re-evaluation

The candidate(s) would be allowed to get their answer scripts re-evaluated.

36. The rates of examination & other fees payable by each candidate appearing in a semester examination for the M.Ed. degree programme shall be as per University notifications issued from time to time.
37. Every candidate for a semester examination shall submit his/her application for appearance at each semester examination to the Controller of Examinations to reach him/her not later than the dates given below on the prescribed form accompanied by the

prescribed fees and necessary certificates signed by the Head of the University Department of Education/ Principal College of Education or the officer authorized under Statutes to attest and sign such forms:

Last date for receipt of forms and Fees in the University Office

For examination to be held in December --15 September

For examination to be held in May -- 15 February

Whenever the application or fee or both of a candidate is/are received after the last date prescribed above, he/she shall also pay late fee as per University rules in vogue from time to time.

38. No candidate who gets  $\leq$  E Grade in M.Ed. programme after having been placed in re-appear category in any course or courses shall be entitled to a scholarship or a prize or a medal.

39. A person, so long as he/she is a student of M.Ed. programme, shall not be permitted to attend any other course of instruction or appear in any other examination of the University;

Provided that a candidate who has been placed under re-appear in one paper/subject only of an examination other than that of M.Ed., shall not fall under the purview of this Statute.

40. English shall be the medium of instruction/examination.

41. The Vice-Chancellor shall interpret and remove any difficulty arising in the application and implementation of these Statutes and shall decide forms and procedures for the same.

õ(i) A candidate who has passed M.Ed. (semester pattern) Examination from the University of Jammu and has been placed in the D & C Grade in the aggregate of semester examination may be given Two chances to improve his /her grade/performance within a period of 3 years of having passed the M.Ed. Examination and for this purpose he/she may reappear as a private candidate in the consecutive annual examinations in the discipline in any number of courses prescribed for the M.Ed. The credits already earned by the candidate in other courses in which he/she does not appear shall be carried forward. Internal assessment of the entire regular candidate who sit in the examination for improvement of Grade within a period of three years of having passed their M.Ed. examination be retained. The result of such a candidate shall be declared if he/she improves the Grade.

- ii) Notwithstanding anything contained above a candidate who having passed M.Ed.(Semester System), examinations with less than 55% marks from the University of Jammu, appears in the examination to improve the grade but fails to do so, his/her result may also be declared provided he/she secures D or above grade.

**Note: Wherever required rules of P.G. (Choice based) will be followed.**

42. **Educational Tour/Field Trip:** The Students studying in M.Ed 2<sup>nd</sup> Semester will be taken to visit Centers of Advanced Studies in Education /Renowned Teachers Educational Institutions/Departments of the Universities located in Indian Universities for giving exposure of the kind of research and practicum work being done in other Universities. The students will also be taken to Documentation Centers of different Universities/National Organizations. It will facilitate the students for the collection of Literature to prepare the chapter on "Review of Related Literature" for their dissertation work. The Dissertation for the students of M.Ed is compulsory for regular students and it

is to be completed as a partial, fulfillment of the course. To bridge the gaps in the preparation of a good researcher and practitioner in the Educational Institutions, the students need to be fully groomed in the research pursuits. It therefore, requires an exposure and understanding of the students through their visit to renowned academic places in the country so that students are enlightened and enabled to broaden their outlook. They will also get a chance to know how ICT is being used in the discipline for improving class room teaching. It will also give an understanding to the students about the good and innovative practices being followed in the departments of other universities. Every student shall submit a report to HOD for work done in the Institutions being visited.

The teachers of the department, out of whom one should preferable be a lady teacher, a clerk and one peon will accompany the students on educational tour. The department will collect Rs. 800.00 for each student in all the semesters to seek 50% of the contribution of the department for meeting to and for expenditure. The rest of the 50% of the fare will be met by seeking railway concessions. In case tickets sometimes are not available due to heavy rush. In that event the tickets may be bought on TATKAL QUOTA out the funds collected from the students. Every year the HOD/Principal shall fix up the amount to be charged from the students at the time of granting admission after making a resolution by DAC.

The expenditure for lodging and boarding as well as sightseeing etc. will have to be borne by the students. The teachers accompanying will also be paid 2<sup>nd</sup> A.C to and fro expenditure and DA admissible out of the department fund besides local bus fare and any other actual expenditure etc. The same holds good for the clerk and peon accompanying the tour but as per their entitlement. The organization of the tour shall be assigned to any of the tour and travel party in consultation with DAC and CR,s of the Department. The Expenditure per student should not exceed the amount collected through the fees per semester or through lump sum collection.

#### **References:**

1. University Council Resolution No. 86 dated 21-06-2004
2. University Council Resolution No. 98 dated 21-06-2004
3. University Council Resolution No.18 dated 15-01-2001
4. University Council Resolution No. 24 dated 21-02-2003
5. University Council Resolution No.13 dated 2-1-1982.
6. University Council Resolution No. 40 dated 26-04-2000
7. University Council Resolution No.4.72.2 dated 15-04-2014 (76<sup>th</sup> University Council Meeting Minutes Pg. 36)

#### **SCHEMA FOR TWO YEARS M.ED PROGRAMME**

Second Semester												
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First Semester												
Course No.	Subject/course Component	Credits	Instructional Hour/Wk	Marks								
				External	Internal							Total
					Test 1	Sessional 1	Internal 1	Test 2	Sessional-2	Internal-2	Total	
MED-101	Philosophical Foundations of Education	4	4	60	10	10	20	10	10	20	40	100
MED-102	Psychological Foundations of Education	4	4	60	10	10	20	10	10	20	40	100
MED-103	Methods of Data Analysis in Education	4	4	60	10	10	20	10	10	20	40	100
MED-104	Methodology of Educational Research	4	4	60	10	10	20	10	10	20	40	100
MED-105	Educational Technology	4	4	60	10	10	20	10	10	20	40	100
MED-106	Internship	4	Continued and Combined Internship									100
	<b>TOTAL</b>	<b>24</b>										<b>600</b>

Course No.	Subject/course Component	Credits	Instructional Hour/Wk	Marks								
				External	Internals							Total
					Test 1	Sessional	Internal 1	Test 2	Sessional	Internal 2	Total	
MED-201	Methodology of Core Practices	4	4	60	10	10	20	10	10	20	40	100
MED-202	Qualitative Research	2	2	30	10	10	20	10	10	20	40	50
MED-203	Comparative Education	4	4	60	10	10	20	10	10	20	40	100
MED-204	Teacher Education	4	4	60	10	10	20	10	10	20	40	100
MED-205	Dissertation	2	2									50
MED-206	Teaching Specialization (General Science/Social Science/ Language)	2	2	30	05	05	10	05	05	10	20	50

MED-207	Internship	4	Continued and Combined Internship				100
	<b>Total</b>	<b>22</b>					<b>550</b>

Third Semester												
Course No.	Subject/course Component	Credits	Instructional Hour/Wk	Marks								
				Theory	Internal							Total
					Test 1	Sessional	Internal 1	Test 2	Sessional	Internal 2	Total	
MED- 301	Sociological Foundations of Education	4	4	60	10	10	20	10	10	20	40	100
MED- 302	Advanced Communication Skills	4	4	60	10	10	20	10	10	20	40	100
MED- 303	Health and Yoga Education	4	4	60	10	10	20	10	10	20	40	100
MED- 304	Dissertation	4	4									<b>100</b>
MED- 305	Internship	4	Continued & Combined Internship									<b>100</b>
MED- 306	Pedagogy and Assessment	4	4	60	20			20				<b>100</b>
	<b>Total</b>	<b>20</b>										<b>500</b>

Fourth Semester				
Course No.	Subject/course	Credits	Instructional	Marks

	Component		Hour/Wk	Theory	Internal							Total
					Test1	Sessional	Internal 1	Test 2	Sessional	Internal 2	Total	
MED- 401	Inclusive Education	4	4	60	10	10	20	10	10	20	40	100
MED- 402	Dissertation Viva-Voce	4			10	10	20	10	10	20	40	100
MED- 403	Advanced Statistics in Education/ Open and Distance Learning/ Peace Education and Human Rights / Curriculum Development/ Environmental Education/ ICT in Education	4	4	60	10	10	20	10	10	20	40	100
MED- 404	Internship	4	Continued & Combined Internship									100
MED- 405	Project Work	4	From I Semester onwards									100
	Total	<b>20</b>										<b>500</b>

### Splitting of Semester Credits and Marks:

1<sup>st</sup> Semester                      24 Credits                      600 marks

2<sup>nd</sup> Semester                      22 Credits                      550 marks

3<sup>rd</sup> Semester                      20 Credits                      500 marks

4<sup>th</sup> Semester                      20 credits                      500 marks

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86 Credits                      2150 marks

**Annexure-IV****MASTER OF EDUCATION (M.Ed)****Semester I****(For the examination to be held in the year 2017, 2018 & 2019)****Course No: MED-101****Title: Philosophical Foundations of Education****Duration of Exam: 3 Hrs.****Total Marks : 100****Credit: 04****Internal Test-I: 20****Internal Test-II: 20****External Test : 60****Course objectives:****To enable the pupil teachers to-**

- study and understand the western thought on the Education emerged in different eras.
- study and understand the contributions of Western Thinkers in philosophy in the field of Education.
- study and Understand the modern philosophical contexts in vogue in the society and in educational side.
- study and to critically understand the implications of the Democracy and its related aspects like Feminism and Multi culturalism in the field of education.

**Unit-I****Basic Western Schools of Thought**

Functions of the Philosophy with Implications on Education ; Schools of Western thoughts in context of Curriculum and Methodology- Realism, Pragmatism, Empiricism, Logical Analysis, Existentialism, Dialectialism; Comparison of the Western Schools of Philosophy with the Indian schools of thought in context of education and classroom practices .

**Unit-II****Western Thinkers**

Critical analysis of the Contributions of the Thinkers to Education óEmile (Rousseau), Aristotle, John Locke, John Dewey, Immanuel Kant, Paulo Freire,; Medieval Theories of Education (Hugh to John Salissbary)

**Unit-III****Groundwork of Theory in Practice**

Contextual relationship between the Practice of Education and the theoretical basis (Philosophy) Critical Thinking (implications for the classroom processes); High Leverage Practices (learning students culture and the developing teaching norms) the Reflective Thinking and the Critical pedagogy; Critical Analysis of a Book (Reflective Journal)

**Unit IV****Social Philosophical Issues**

Democracy and the responsibility in the process of Education and the Teacher Education, (developing the students to develop positive, productive and professional relationship to work together) Constructivism in shaping the classroom (strengths & weaknesses, survey of the difficulties in the classrooms & the strategies) Multicultural Education, Feminism in Education; Changing notions of Moral and Moral Education.

### **Sessional Work**

Indian schools of philosophy (Sankhya, Vedanta), Buddhism, Jainism, Islamic traditions with special reference to knowledge, reality and values. Development of the Reflective Journal for the High Leverage practices Critical Analysis of a Book, developing the students to develop positive, productive and professional relationship to work together. Constructivism in shaping the classroom (strengths & weaknesses, survey of the difficulties in the classrooms & the strategies)

**Note:** There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

### **Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. Total questions to be attempted, will be five. All questions will carry 12 marks each.

### **Books Recommended & Web Resources:**

Ball Deborah Loewenberg and Forzani Francesca M: The Work of Teaching and the Challenge for Teacher Education, 60 (5) 497-6511 Journal of Teacher Education SAGE Publications 2009

Brooke, Christopher & Frazer Elizabeth Introduction :Political & Philosophical Perspectives on Education -I Vol 36, No5, Oct 2010 Oxford Review of Education, pp521-525

Curren Randell Aristotle's Educational politics & Aristotelian Renaissance in Philosophy of education Vol 36, No5, Oct 2010 Oxford Review of Education, pp543-559

Educational Thought and Practice Taneja, VR ; Sterling Publishing House Philosophy and Education Mrinal Miri, Oxford Publications, Delhi

FitzGerald B.D Medieval Theories of Education: Hugh of St Victor & John of Salisbury, Vol 36, No5, Oct 2010 Oxford Review of Education, pp575-588.

Fundamentals of Indian Philosophy-R. Puligandla.

History of Philosophy Bertrand Russell.

Lampert Magdalene Learning Teaching in, from, and for Practice: What Do We Mean?, 61 (1-2) 21-34 Journal of Teacher Education, Sage .

McLaren Peter & Leonard Peter (Ed) Paulo Freire-A critical Encounter Routledge, London, 1993

Philosophical & Sociological Basis of Education ó V R Taneja

Philosophical & Sociological Foundations of Education ó Rajesh R Sharma



Tuckness Alex Locke on education and the rights of the parents Vol 36, No 5, Oct 2010 Oxford Review of Education, pp627-638

<http://www.wou.edu/~girodm/foundations/philos.pdf>

<http://gradcourses.rio.edu/leaders/philosophies.htm>

file:///C:/Users/Administrator/Downloads/RN05-006%20(3).pdf

<http://plato.stanford.edu/entries/education-philosophy/>

[http://www.researchgate.net/profile/Robert\\_Floden/publication/265080547\\_PHILOSOPHICAL\\_INQUIRY\\_IN\\_TEACHER\\_EDUCATION\\_1/links/54ca42e20cf22f98631acdbb.pdf](http://www.researchgate.net/profile/Robert_Floden/publication/265080547_PHILOSOPHICAL_INQUIRY_IN_TEACHER_EDUCATION_1/links/54ca42e20cf22f98631acdbb.pdf)

[http://www.abdn.ac.uk/develop/documents/21\\_March\\_2013\\_Hilary\\_Homans\\_PCM\\_logframe.pdf](http://www.abdn.ac.uk/develop/documents/21_March_2013_Hilary_Homans_PCM_logframe.pdf)

<http://izt.ciens.ucv.ve/ecologia/Archivos/Filosofia-II/Russell,%20Bertrand%20-%20The.Philosophy.of.Logical.Analysis.pdf>

<http://teacherweb.com/AZ/UniversityHighSchool/Sudak/Chapter-7A--Existentialism-2.pdf>

<http://dc.cod.edu/cgi/viewcontent.cgi?article=1031&context=philosophypub>

<http://www.iosrjournals.org/iosr-jhss/papers/Vol2-issue2/E0222227.pdf>

[http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/21100/10/14\\_chapter5.pdf](http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/21100/10/14_chapter5.pdf)

<http://www.ibe.unesco.org/publications/ThinkersPdf/kante.PDF>

<http://www.ibe.unesco.org/publications/ThinkersPdf/kante.PDF>

[http://archive.org/stream/cu31924032702981/cu31924032702981\\_djvu.txt](http://archive.org/stream/cu31924032702981/cu31924032702981_djvu.txt)

<http://www.usca.edu/essays/vol122004/Bercaw.pdf>

<https://pages.gseis.ucla.edu/faculty/kellner/essays/henrygiroux.pdf>

[http://diffractions.net/documentos/Recensao4\\_Giroux.pdf](http://diffractions.net/documentos/Recensao4_Giroux.pdf)

[http://www.ncsall.net/fileadmin/resources/teach/authentic\\_overview.pdf](http://www.ncsall.net/fileadmin/resources/teach/authentic_overview.pdf)

<http://faculty.education.illinois.edu/burbules/papers/critical.html>

[http://www.researchgate.net/profile/Mohammad\\_Aliakbari/publication/266224451\\_Basic\\_Principles\\_of\\_Critical\\_Pedagogy/links/5488a7c40cf2ef344790a286.pdf](http://www.researchgate.net/profile/Mohammad_Aliakbari/publication/266224451_Basic_Principles_of_Critical_Pedagogy/links/5488a7c40cf2ef344790a286.pdf)

[http://www-personal.umich.edu/~dball/presentations/091312\\_CAEP.pdf](http://www-personal.umich.edu/~dball/presentations/091312_CAEP.pdf)

[https://caepnet.files.wordpress.com/2014/11/ets\\_embedding\\_high\\_leverage\\_practices.pdf](https://caepnet.files.wordpress.com/2014/11/ets_embedding_high_leverage_practices.pdf)

<http://mseg.wikispaces.com/file/view/TeachingWorks.pdf>

[http://sitemaker.umich.edu/ltp/files/kazemi\\_et\\_al\\_merga\\_proceedings.pdf](http://sitemaker.umich.edu/ltp/files/kazemi_et_al_merga_proceedings.pdf)

<http://tedd.org/wp-content/uploads/2014/03/Lampert-Practice-article.pdf>

[http://sitemaker.umich.edu/ltp/files/lampert\\_m.\\_beasley\\_h.\\_ghousseini\\_h.\\_et\\_al.\\_2010\\_.using\\_designed\\_instructional\\_activities\\_to\\_enable\\_novices.pdf](http://sitemaker.umich.edu/ltp/files/lampert_m._beasley_h._ghousseini_h._et_al._2010_.using_designed_instructional_activities_to_enable_novices.pdf)

[http://en.wikipedia.org/wiki/Constructivism\\_\(philosophy\\_of\\_education\)](http://en.wikipedia.org/wiki/Constructivism_(philosophy_of_education))

<http://www.thirteen.org/edonline/concept2class/constructivism/>

<https://www.era.lib.ed.ac.uk/bitstream/handle/1842/5841/MacAllister2011.pdf;jsessionid=0B221F1BCA29E37B3B6542E927B35E3F?sequence=2>

<http://www.infonomicsociety.org/IJCDSE/Philosophical%20Relevance%20of%20a%20Rational%20Empiricists%20Epistemology%20for%20Education.pdf>

<http://www.soencouragement.org/Essays%20on%20Education%20and%20Educational%20Philosophy.pdf>

<http://www.itari.in/categories/multiculturalism/DefiningMulticulturalEducation.pdf>

[http://www.mu.ac.in/myweb\\_test/MA%20Education-Philosophy/Chapter-16.pdf](http://www.mu.ac.in/myweb_test/MA%20Education-Philosophy/Chapter-16.pdf)

<http://emrj.net/Dr.%20Manisha%20Vinay%20Indani.pdf>

<http://unesdoc.unesco.org/images/0013/001387/138797E.pdf#page=47>

<http://www.lingref.com/isb/4/141ISB4.PDF>

## **MASTER OF EDUCATION (M.Ed)**

### **Semester I**

**(For the examination to be held in the year 2017, 2018 & 2019)**

**Course No: MED-102**

**Title: Psychological Foundations of Education**

**Duration of Exam: 3 Hrs.**

**Total Marks : 100**

**Credit: 04**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test : 60**

### **Course Objectives:**

**To enable the pupil teachers to-**

- develop insight into the nature of psychology and psychological processes.
- understand how psychological knowledge and procedures given by various schools of psychology may be applied to the solution of educational problems.
- gain knowledge of the importance of motivation in learning.
- understand some important learning theories and importance of transfer of learning that will enable the teacher and students to realize educational objectives.
- pursue their attempts to understand the intricacies of human personality and intelligence.

### **Unit-I**

Educational Psychology - Its nature and scope, Relationship of education and psychology.

Main features and contribution of the following schools of psychology towards education: Behaviourism, Gestalt, Psychoanalysis and constructivism.

Motivation : Concept, Theories : Maslow's theory of self-actualization, Murray's theory of Motivation, Theory of achievement motivation.

### **Unit-II**

Learning : Concept, Factors affecting learning.

Theories of learning- Kolb's experiential theory, Jack Mezirow's transformational learning theory, George Siemens' connectivist learning theory.

Cognitive theories of learning- Kurt Lewin's field theory, Tolman's systematic theory.

### **Unit-III**

Transfer of Learning- Theories of Transfer. Major experiments on transfer, Role of teacher in facilitating transfer.

Development of Concept Formation (meaning and attributes of concepts, development of some concepts and role of teacher in concept building); Reasoning (meaning, steps, types of reasoning and role of teacher); and Problem Solving (meaning, approaches, phases and role of teacher).

Developments of Thinking (meaning, classification, steps, tools, forms of thinking and role of teacher); and Language (meaning, sequence, factors influencing language development and role of teacher).

### **Unit-IV**

Personality : Concept, Type and Trait Theories, Behavioural Approach -Miller, Dollard and Bandura, Humanistic Approach - Roger and Maslow; Assessment of Personality - Projective techniques.

Intelligence : Concept, theories : Guilford's structure of intellect and Gardner's multiple intelligence theory.

#### **Sessional Work:**

Administration of tests to assess personality (e.g. Rorschach Ink Block Test/Thematic Apperception Test/Children Apperception test). Individual Difference, Mental Health and Hygiene, Process of Adjustment, Conflict and Defence Mechanism.

**Note:** There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

#### **Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. Total questions to be attempted, will be five. All questions will carry 12 marks each.

#### **Books Recommended:**

Chauhan, S.S. ( 2001 ). Advanced Educational Psychology. Vikas Publishing House Pvt Ltd. New Delhi

Dash.M. (2006). Fundamentals of Educational Psychology. Atlantic Publishers and Distributors Pvt. Ltd. New Delhi

Mangal. S. K. ( 2005 ).Essentials of Educational Psychology. Prentice Hall of India Pvt. Ltd: New Delhi

Solso. Robert. L. ( 2002 ) Cognitive Psychology. Pearson Ed (Singapore) Pvt. Ltd. Delhi

## MASTER OF EDUCATION (M.Ed)

### Semester I

(For the examination to be held in the year 2017, 2018 & 2019)

<b>Course No: MED-103</b>	<b>Title: Methods of Data Analysis in Education</b>
<b>Duration of Exam: 3 Hrs.</b>	<b>Total Marks : 100</b>
<b>Credit: 04</b>	<b>Internal Test-I: 20</b>
	<b>Internal Test-II: 20</b>
	<b>External Test : 60</b>

#### Course Objectives:

To enable the pupil teachers to-

- gain knowledge and understanding of:
  - (i) The concepts and methods used in statistical analysis of test scores,
  - (ii) The concept of qualitative and quantitative data.
- understand the concept of Inferential and Descriptive Statistics.
- apply the above knowledge in tabulating and interpreting test scores.
- develop skill for computations.

#### Unit-I

Nature of Educational Data : Quantitative and Qualitative; Descriptive and Inferential Statistics, Levels of Measurement, measures of central tendency.

Normal Distribution Curve : Characteristics of Normal Probability Curve. Meaning and uses of standard scores. Concept of skewness and Kurtosis, Applications of Normal Curve.

- i) Determination of the percent of cases/number of scores falling within the given limits.
- ii) Determination of the limits, which include given percent of cases.
- iii) Determination of raw scores from the given percent of cases.

#### Unit-II

Hypothesis Testing :

- i) Concept of Hypothesis and types,
- ii) Concept of levels of significance,
- iii) Types of Errors, One-tailed and Two-tailed tests.

Statistical Inferences of the Differences between the Means and Correlations for Independent samples (Small and Large Sample) and percentages/ proportions.

Analysis of Variance : Meaning, Assumptions and uses with computations up to one-way classification only.

#### Unit - III

Measures of Relationship : Concept, types, uses and computations of correlation by Product Moment Method through scattergram and first and second order partial correlation.

Concept, uses and Computations of Biserial, Point - biserial, Tetrachoric and Phi- coefficient.

Regression equation: Concept.

### Unit IV

Parametric and Non-parametric Statistics. Differences between the two, uses of Non-Parametric Statistics

Chi-square and Hypothesis Testing : Concept, Assumptions and Advantages.

#### **Sessional Work:**

Use of excel sheets for computation of statistics.

**Note:** There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type question. The Internals will be from first and second unit.

#### **Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

#### **Books Recommended:**

1. Aggarwal, Y.P (2009).Statistical Methods: Concepts, Application and Computation. Sterling Publishers Pvt. Ltd., New Delhi
2. Carter ,David Clark .(2004) Quantitative Psychological Research , Psychology Press, East Sussex, New York
3. Cohen, Louis, et.al (2011) Research methods in education, Routledge, New York
4. Garrett, Henry.E. (1981 ) Statistics in psychology and education, Vakils Fefferand Simons Ltd. Bombay
5. Koul, Lokesh .( 2011 )Methodology of Educational Research, Vikas Publishing House Pvt Ltd, New Delhi
6. Mangal ,S.K. (2007) Statistics in psychology and education, Prentice Hall Of India Pvt Ltd. New Delhi
7. Patel R.S. (2011 )Statistical methods for Educational Research, Jay Publication, Ahmedabad

## **MASTER OF EDUCATION (M.Ed)**

### **Semester I**

(For the examination to be held in the year 2017, 2018 & 2019)

**Course No: MED-104**

**Title: Methodology of Educational Research**

**Duration of Exam: 3 Hrs.**

**Total Marks : 100**

**Credit: 04**

**Internal Test-I : 20**

**Internal Test-II: 20**

**External Test : 60**

### **Course Objectives:**

#### **To enable the pupil teachers to-**

- orient thinking of students towards research and its functions in the various fields of educational endeavour.
- understand the Place of Theory of Research work.
- understand the meaning of Educational Research of various types.
- acquaint the students with the methodology of Research of various types.
- understand the basic concepts in the Philosophy of Science, Scientific Methods and Methodology in General.
- develop the ability to state terms, concepts, hypothesis working definitions clearly and explicitly.

### **Unit-I**

#### **Research in Education**

Educational Research-Meaning, nature and scope, Need and Importance

Areas of Educational Research: Philosophical, Psychological and Sociological.

Scientific enquiry and theory development.

Kinds of Educational Research- Fundamental, Applied and Action Research (Meaning, Purpose, Steps, Characteristics, and Differences).

Quantitative Research (Concept of Univariate, Bivariate and Multivariate variables)

Qualitative Research: Types, Differences between Quantitative Research and Qualitative Research

### **Unit-II**

#### **Research Problem**

- Selection (Problems and its sources)
- Significance
- Delineating and operationalizing variables.
- Formulation
- Developing a research proposal (Meaning, Importance and Steps).
- Review of Related Literature (Meaning, need and sources including Internet).

**Hypothesis:** Meaning, Characteristics, Difference between Assumption and Hypothesis, Sources and Types.

### Unit-III

#### Methods:

**(i) Descriptive Research** (concept, steps, merits and demerits)- Survey Studies, descriptive studies, correlational studies, developmental studies, comparative studies, casual comparative studies, Cross-sectional and Longitudinal studies.

**(ii) Experimental Research** (Concept, Steps, Nature, Merits and Demerits)

Experimental Research Design: Single group pre-test, post-test design, pre-test-post-test Control group design, post-test only control group design and quasi experimental design, Non-equivalent comparison group design, time-series design.

Internal and External Validity of Results in Experimental Research.

Variables in Experimental Research: Independent, Dependent, Confounding variables.

**(iii) Historical Research** (concept, steps, types, merits and demerits)

**(iv) Other Research Methods** a) Ex-post Facto b) Lab Experiment c) Field Studies

### Unit-IV

#### Sampling

Population, Sample and Sampling Techniques (a) Probability sampling techniques and (b) Non-Probability.

Probability Sampling: Simple random sampling, systematic random, Cluster and Stratified sampling, Multi-stage Sampling.

Non-probability Sampling: Convenience, Purposive, Quota and Incidental and snowball sampling.

Characteristics of a good sample.

Tools of Educational Research: Meaning, characteristics of a good research tool and uses of the following tools:

Questionnaire;  
Interview;  
Observation;  
Attitude Scale  
Rating Scale;  
Socio-metric Techniques.

Reliability and validity of various tools.

Factors influencing validity of research; techniques to increase validity of research.

**Writing Research Report:** Concept, Purpose and Steps.

#### Sessional Work:

i) Each student will prepare list of psychological tests on any one variable viz., Intelligence, Personality, Creativity, Adjustment etc. to be used for collection of data as an assignment

ii) Each student will prepare two references for each of the following:

(a) Books (b) Journals (c) Thesis/Dissertation, d) News Paper e) Website

iii) Each student will appear in a test on any of the following:

- (a) Preparation of an Abstract
- (b) Preparing a Research Proposal
- (c) Qualitative Research (Meaning, Purpose and Steps)
- (d) Formulation of hypothesis
- (e) Sources of Review of Related Literature
- (f) Steps for Preparation of Questionnaire or Attitude Scale or Rating Scale.

**Note:** There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

**Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

**Books Recommended:**

Anastasi, Annie	Psychological Testing
Best, J.W.	Research in Education
Freeman, Frank, S.	Theory and practice of Psychological Testing
Good, G.V.	The Methodology of Educational Research
Hayman, J.L.	Research in Education
Mouly, G.J.	The Science of Education Research
Sukhia & Mehrotra	Introduction to Education Research
Travers, M.W.R.	Introduction to Education Research
Verma, M.	Introduction to Educational and Psychological Research



## **MASTER OF EDUCATION (M.Ed)**

### **Semester I**

**(For the examination to be held in the year 2017, 2018 & 2019)**

**Course No: MED-105**

**Title: Educational Technology**

**Duration of Exam: 3 Hrs.**

**Total Marks : 100**

**Credit: 04**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

#### **Course Objectives:**

##### **To enable the pupil teachers to-**

- know the historical development and transactional usage of educational technology
- be familiar with the instructional design and modes of development of self learning material
- understand various levels, strategies and models of teaching for future improvement
- be familiar with the emerging trends and the resource centres of Educational Technology
- be acquainted with the nature, forms, research trends and applications of Educational Technology

#### **Unit I**

Educational Technology: Historical development, Educational Technology as process and product

Transactional usage of educational technology: integrated, complementary, supplementary standalone (independent)

Instructional Design: Concept, Historical development, characteristics of Individualized Instruction (Keller's plan, mastery learning), small-group instruction, Large-group instruction

#### **Unit II**

Teaching and its Organization at: Memory Level, Understanding Level and Reflective Level

Teaching Strategies - Meaning, Nature, Functions and Types of Models of Teaching:

- a) Concept Attainment Model
- b) Glaser's Basic Teaching Model

Modification of Teaching Behaviour: Microteaching, Flanders Interaction Analysis, and Simulations

#### **Unit III**

Educational Technology in relation to open distance learning (ODL)

Initiatives in Educational Technology: Online Education, CCTV, MOOC, Gyan Darshan, Gyanvani, EDUSAT and Multichannel Learning

Instructional Design for Competency Based Teaching: Models for Development of Self - Learning Material (SIMs) and Audio-video material

### Unit IV

Composition and Role of Resource Centres for Educational Technology óCEC (UGC), CIET, AVRC, EMMRC, INTEL, IGNOU

Research in Educational Technology - trends and priority areas with reference to Education

Recent innovations in the area of Educational Technology

#### Sessional Work:

- Prepare a chart on models of teaching
- Preparation of a trend report on researches on instructional design
- Visit to local educational technology institute (EMMRC/AVRC/any other institution) to explore the various stages on media production
- Power-point presentation on recent innovations in the area of educational technology.

**Note:** There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

#### Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

#### Books Recommended

- Agarwal, J.P. (2013) Modern Educational Technology. Delhi: Black Prints
- Chauhan, S.S. (1978) A Text-Book of Programmed Instruction. New Delhi: Sterling Pub. Co.
- Flanders, Ned A. (1978) Analysing Teaching Behaviour, London, Addison Wesley Publishing Co.
- Mangal, S.K. & Uma Mangal (2009) Essentials of Educational Technology. New Delhi
- Mohanty, J. (2007) Modern trends in Educational Technology, Neel Kamal Publications Pvt.Ltd; New Delhi-110063 [www.neelkamalpub.com](http://www.neelkamalpub.com)
- Mukhopadhyay, M. (2003) Educational Technology-Knowledge assessment (IInd edition) Shipra publications, New Delhi-110092
- Sharma, R.A. (1997) Technology of teaching, Loyal Book Depot, Meerut.
- Sharma, Y.K. & Sharma, M, (2006) Educational Technology and Management. Vol 1. New Delhi: Kanishka Publishers and Distributors

#### Web-References

[www.emrc.org/](http://www.emrc.org/)

[www.ciet.nic.in/](http://www.ciet.nic.in/)

[www.ignou.ac.in/](http://www.ignou.ac.in/)

[www.cec.nic.in/](http://www.cec.nic.in/)

[www.avrc.ucsd.edu/](http://www.avrc.ucsd.edu/)

[www.ugc.ac.in](http://www.ugc.ac.in)

[www.amm-mcrc.org/](http://www.amm-mcrc.org/)

[www.siethp.in](http://www.siethp.in)

## MASTER OF EDUCATION (M.Ed)

### Semester I

(For the examination to be held in the year 2017, 2018 & 2019)

**Course No: MED-106**

**Title: Internship**

**Total Marks: 100**

**Credit : 04**

It will be compulsory for each student studying in first Semester of M.Ed. course will do their Internship through the following activities:

#### Visits cum Observation (10 days)

1. Visit & observe one Teacher Education Institution: Prepare Report on its overall functioning  

**5 Days**

  - a) Observe & record lessons of Interns: Five lessons of peers **(2X5=10 marks)**
  - b) Writing Reflective Journals related to: **(8X5=40 Marks)**
    - i) Teacher Education Institution Activities - Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
    - ii) Understanding Related Aspects of Curriculum: Objectives, Contents and Strategy, Learning and Instructional Activities for One teaching Subject
    - iii) Assessment of Teachers & Learners:  
 For Teachers: Teaching Learning Process, Behaviour, Punctuality, Discipline, Teaching Method used  
 For Learners: Teachers Rating, Punctuality, classroom Participation, Participation in Co-Curricular Activities and use of Achievement Test
    - iv) Preparation for Diverse Learners in Teacher Education Institutions : Related to Caste, Gender, Disabled and Locality
    - v) Reflection on Teaching Experience: Related to Positive and Negative Experiences while teaching.
2. Plan & deliver 4 lessons in 4 Perspective Papers in Teacher Education Institution: Recording of Lessons using available technology  

**4 Days**

**(40 Marks)**
3. Visit, observe & record one Innovative Teacher Education Institution for extended discussions & presentations on different aspects of teaching: Methods of Teaching, Audio-Visual Aids, Evaluation Procedure, Innovative Practice, Remedial Teaching, Feedback Mechanism and Inter-personal Relationships  

**(10 Marks) 1 Day**

## MASTER OF EDUCATION (M.Ed)

### Semester II

(For the examination to be held in the year 2018, 2019 & 2020)

**Course No: MED-201**

**Title: Methodology of Core Practices**

**Duration of Exam: 3 Hrs.**

**Total Marks : 100**

**Credit: 04**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

#### **Course Objectives:**

**To enable the pupil teachers to-**

- learn strategies to assess the learning contexts of the multiple children in the classrooms .
- understand the pedagogies of Enactment for the curriculum transactions and outcomes on the genuine feedback.
- develop the practices of the Approximations which would provide a basis of realistic methods of curriculum .
- develop and refine the process of the core practices for the prospective teachers in the classrooms situations

#### **Unit I**

Concept of Teaching disjoint between the theory and practice, Difference between the Informal teaching and the Instructional activity in classroom, knowledge domain of teaching, Relationship of the skills and the circumstantial problems in the classrooms (Exploration).

#### **Unit II**

Teacher as a Change from skill based to Knowledge & reflective practitioner, Relationship between the reflection aspects & Clinical aspects of practice & experiment of the teachers and Teacher educators (Issues), Concept of the Pedagogy of enactment, difference in the Pedagogy of Enactment & Reflection.

#### **Unit III**

Concept of Methods of teaching (prospects for discussion); Difference between the Foundational and methods courses; Learning of Method to teach & justification of the same in classroom; need of the relationship into learners' learning problems. Core Practices

#### **Unit IV**

Core Practices -concept, the disjoint between the pre-service Course and the problems in the classrooms, development & the refinement of the Core practices, Characteristics of High Leverage Practices

#### **Sessional Work:**

**Specializing in the elementary Schools (on a group of 2-3 students)**

- Developing among the students teachers the practice to develop among the students the Routines to work together (who refuses to work together & many other situations- in the discipline & across disciplines );
- Anticipating the responses of the students by identifying the Trouble spots/ Road Blocks / common errors
- Developing the repertoire of the same in Reflective Journal for the novices joining the profession to gain insight and the experience out of the two specialization

### **Specializing in the Secondary / Hr Secondary Schools (1-2 students' group)**

- Developing a core practice among the student teachers to elicit the further thinking of the students? (Dialogue , anticipating responses, sensitive to trouble spots, common errors & Road Blocks, writing out the expected students' responses & teachers' expected responses against each)
- Developing among the student teachers how to lead the class room discussions among the students? (Dialogue, anticipating responses, sensitive to trouble spots, common errors & Road Blocks, writing out the expected students' responses & teachers' expected responses against each)
- Developing among the student teachers how to learn about the students' understanding ( w.r.t cultural differences and other above mentioned difficulties).
- Developing the repertoire of the same in RJ for the novices joining the profession to gain insight and the experience out of the specializations attained in the core practices.

The following techniques besides many others can be used for the sessional work.

- Use of Scaffolding Instruction
- Graphic Organiser
- Research & Expert consultation
- Informal queries with the students
- Feedback & simulations
- Approximation of Practice (shortlisting & describing the feedback for the future teachers & basis to work upon).

**Note:** There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

### **Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. Total question to be attempted, will be five. All questions will carry 12 marks each.

### **Books Recommended & Web Resources:**

Ambrose SA & Bridges (2010). How Learning Works  
<http://c4ed.lib.kmutt.ac.th/sites/default/files/HowLearningWorks-Ambrose.pdf>  
 Brent & Felder How Learning Works available at  
<http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Columns/Ambrose.pdf>  
 Di Pietro, M., & Norman, M. "Using learning principles as a theoretical framework for instructional consultations," International Journal for Academic Development, DOI:10.1080/1360144X.2013.837826, 2013

Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: Jossey-Bass

Fu, W.T., & Gray, W.D. (2004). Resolving the paradox of the active user: Stable suboptimal performance in interactive tasks. *Cognitive Science*, 28(6), 901-935

Hinds, P.J. (1999). The curse of expertise: The effects of expertise and debiasing methods on predictions of novice performance. *Journal of Experimental Psychology: Applied*, 5(2), 205-221

Kreber, C. (2004). An analysis of two models of reflection and their implications for educational development. *International Journal of Academic Development*, 9(1), 22- 49.

Meyer, J.H.F., & Land, R. (2012). *Overcoming Barriers to Student Understanding: Threshold Concepts and Troublesome Knowledge*. London: Routledge

Letter to a Teacher, Lorenzo Milani  
[http://www.academia.edu/1745940/Letter\\_to\\_a\\_Teacher\\_Lorenzo\\_Milanis\\_contribution\\_to\\_critical\\_citizenship](http://www.academia.edu/1745940/Letter_to_a_Teacher_Lorenzo_Milanis_contribution_to_critical_citizenship)

The School Of Barbiana :David Botsford,  
<http://www.libertarian.co.uk/lapubs/educn/educn023.pdf>

Ball Deborah Loewenberg and Forzani Francesca M The Work of Teaching and the Challenge for Teacher Education, 60(5) 497 6511 *Journal of Teacher Education* SAGE Publications 2009

Lampert Magdalene Learning Teaching in, from, and for Practice: What Do We Mean?, 61(1-2) 21-34 *Journal of Teacher Education*, Sage

[https://caepnet.files.wordpress.com/2014/11/ets\\_embedding\\_high\\_leverage\\_practices.pdf](https://caepnet.files.wordpress.com/2014/11/ets_embedding_high_leverage_practices.pdf)

<http://mseg.wikispaces.com/file/view/TeachingWorks.pdf>

[http://sitemaker.umich.edu/ltp/files/kazemi\\_et\\_al\\_merga\\_proceedings.pdf](http://sitemaker.umich.edu/ltp/files/kazemi_et_al_merga_proceedings.pdf)

<http://tedd.org/wp-content/uploads/2014/03/Lampert-Practice-article.pdf>

[http://sitemaker.umich.edu/ltp/files/lampert\\_m\\_beasley\\_h\\_ghousseini\\_h\\_et\\_al\\_2010\\_using\\_designed\\_instructional\\_activities\\_to\\_enable\\_novices.pdf](http://sitemaker.umich.edu/ltp/files/lampert_m_beasley_h_ghousseini_h_et_al_2010_using_designed_instructional_activities_to_enable_novices.pdf)

<https://education.uw.edu/sites/default/files/u260/Franke%20Kazemi%20Char%20Gen%20Growth%202001.pdf>

<https://education.uw.edu/sites/default/files/u260/Kazemi%202008%20Sch%20Dev.pdf>

## MASTER OF EDUCATION (M.Ed)

### Semester II

(For the examination to be held in the year 2018, 2019 & 2020)

**Course No: MED-202**

**Duration of Exam: 1½ Hrs.**

**Credit: 02**

**Title : Qualitative Research**

**Total Marks : 50**

**Internal Test-I: 10**

**Internal Test-II: 10**

**External Test: 30**

#### **Course Objectives:**

**To enable the pupil teachers to-**

- understand the fundamentals of qualitative research
- understand the validity and reliability issues in qualitative research
- conduct effective interviews and observations
- engage in thematic analysis of documents, transcripts, and notes
- discuss the elements of a good qualitative study
- create an effective presentation of qualitative data

#### **Unit-I**

**Qualitative Research:** Concept, Characteristics, Purposes, and advantages

**Types of Qualitative Research:** Phenomenological Research; Ethnographic Research; Heuristic Research; Case Studies; Philosophical Studies; Policy Research; Grounded Theory; Focus Group; Participate Inquiry, and Clinical research.

**Qualitative Data:** Descriptive, Personal documents, fieldnotes, photographs, People's own Words, Official documents and other artifacts.

#### **Unit-II**

**Techniques or Methods in Qualitative Research:** Observation, Participant observation, review various documents, open ended interviewing, first person accounts.

**Sample in Qualitative Research:** Small, non-representative, theoretical sampling, snowball sampling, purposeful.

**Analysis in Qualitative Research:** ongoing models, themes, analytic induction, constant comparative method

#### **Sessional Work:**

Write a Research Proposal based on Qualitative Research.

**Note:** There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

#### **Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each



from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

**Books Recommended:**

Bogdab, R.C. & Biklen, S K. (2011). *Qualitative Research for Education*, New Delhi: PHI Learning Private Limited

Koul, L. (2013) *Methodology of Educational Research: New Delhi: Vikash Publishing House*

Meltzopff, J (2007). *Critical Thinking About Research*. Washington: American Psychological Association

**Web References:**

[www.situedurnd.org/eie](http://www.situedurnd.org/eie)

[www.grca.org](http://www.grca.org)

[www.qualitative-research.net](http://www.qualitative-research.net)

[www.tandonline.com](http://www.tandonline.com)

[www.academia.edu](http://www.academia.edu)

## **MASTER OF EDUCATION (M.Ed)**

### **Semester II**

**(For the examination to be held in the year 2018, 2019 & 2020)**

**Course No: MED-203**

**Duration of Exam: 3 Hrs.**

**Credit: 04**

**Title : Comparative Education**

**Total Marks: 100**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

### **Course Objectives:**

**To enable the pupil teachers to-**

- study and Understand the latest developments in the field of the Comparative Education and its effect on the Teacher Education.
- study and understand the different contextual issues pertaining to the cultures, polity and social dimensions on to the teacher Education.
- study and understand the different research techniques and approaches applied in the understanding the comparative education for teacher education.
- study and understand the various systems of the nations vis a vis in enriching the contribution in the field of the comparative education

### **Unit-I**

#### **General Introduction**

Concept , Scope of Comparative Education in Teacher Education ; History of Comparative Education( Today & Tomorrow); the scientific Paradigm in the Comparative Education ; Impact of National, International developments on the comparative Education, The development of Teacher Education due to the Comparative Education ; the Knowledge Economies & the role of the Teacher Education.

### **Unit-II**

Education & Teacher Education Development in post colonial India ó socio historical realities in the policies and the programs ; Cultures & knowledge; the creation of the educational field due to the Political, Democratic Inequalities in Education and its impact on the schooling in India; Post modernism and the Teacher Education ó in India ( Problems & Prospects)

### **Unit-III**

#### **Comparative Education Research**

Qualitative & Quantitative Approach to Comparative Education; Trends in the Comparative Research and the Teacher Education in India; Units of Comparison-(Policies, Ways of Learning and the Educational Organisations) A case study to be undertaken on the assessment of the Higher/Secondary /School Educational system vis a vis to the set policy guidelines (Divergences & convergences) and the suggestive inputs.

## Unit-IV

### Systems of Education

Role of Polity and Non Institutional actors in the development of the policies and the framework on Teacher Education in Europe ( Germany), USA & India.

### Sessional Work

Development of the case studies on the different system of Education(secondary education and post secondary education in J&K vis a vis India( affinities and differences in policy making, its implementation and cost difference on account of the private and public funding) Vocationalisation & Secondary Education in USA& India(Problems & prospects ) ;Higher Education in UK( privatization and public funded) :Adult Education in Australia & Brazil(experiments and experiences for India).

**Note:** There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

### Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

### Books Recommended & Web Resources:

Comparative Education Aggarwal & Biswas

Comparative Education Chaube And Chaube ,Vikas Publishing House ,Delhi

Comparative Education Sharma YK

Comparative Education óMethods & Approaches óMark Bray and Adamsons, Springer Ltd.

Govinda, R India Education Report ó A profile of Basic Education ó OUP

Haq & Haq Human Development in South Asia ó OUP Karachi

Human Development in South Asia 2000, The Gender Question ó Oxford.

Sociological Perspectives on Ethnicity and Education in China: Views from Chinese and English Literatures University of Pennsylvania,ScholarlyCommons,Asia-Pacific Education, Language Internalities and Migration (ELMM) Network Working Paper Series

Teachers' perceptions of their professionalism in government primary schools in Karachi, Pakistan, Meher Rizvi, Asia-Pacific Journal of Teacher Education,Taylor & Francis,London  
Contributing knowledge and knowledge workers: the role of Chinese universities in the knowledge economy; Shuang-Ye Chen; London Review of Education Vol. 10, No. 1, March 2012, 1016112

[http://147.8.214.206/f/acadstaff/376/Bray\\_PFIE\\_1\\_2.pdf](http://147.8.214.206/f/acadstaff/376/Bray_PFIE_1_2.pdf)

Creating intentional spaces for sustainable development in the Indian trans-Himalaya: reconceptualizing globalization from Below ,Payal Shah :Intercultural Education, 2014 Vol. 25, No. 5, 3626376

<http://www.bris.ac.uk/education/people/academicStaff/edslr/publications/14ird>

[http://www.analytix.org/Documents/International\\_Handbook\\_of\\_Cultures\\_of\\_Teacher\\_Education\(1\).pdf](http://www.analytix.org/Documents/International_Handbook_of_Cultures_of_Teacher_Education(1).pdf).  
<http://www.enquirylearning.net/ELU/Issues/Education/Ed3.html>  
<http://cmods.org/Units/Unit1/Cmod2PostmodernismInEducation.pdf>  
[http://edb.org.hk/hkrc/download/journal/j1/1\\_1.5.pdf](http://edb.org.hk/hkrc/download/journal/j1/1_1.5.pdf)  
<http://www.jstor.org/stable/1188108>  
[http://www.edu.uwo.ca/faculty\\_profiles/cpels/larsen\\_marianne/documents/CompEdPostmodernity.pdf](http://www.edu.uwo.ca/faculty_profiles/cpels/larsen_marianne/documents/CompEdPostmodernity.pdf).  
<http://www.tandfonline.com/doi/abs/10.1080/0261976032000065661?journalCode=cete20>  
<http://lakk.bildung.hessen.de/netzwerk/faecher/bilingual/lehrer/ausb/mat/HowtobecomeateacherinGermany.pdf>.  
[http://www.helsinki.fi/luma/eutrain/outputs/teacher\\_education\\_germany.pdf](http://www.helsinki.fi/luma/eutrain/outputs/teacher_education_germany.pdf)  
<https://ala.asn.au/about-us/>  
[http://uil.unesco.org/fileadmin/keydocuments/Literacy/LIFE/Mid-termPackage/5\\_latin\\_america-and%20the-caribbean\\_country\\_reports/5a\\_%20Country\\_report\\_Brazil/Report\\_BRAZIL\\_ENG.pdf](http://uil.unesco.org/fileadmin/keydocuments/Literacy/LIFE/Mid-termPackage/5_latin_america-and%20the-caribbean_country_reports/5a_%20Country_report_Brazil/Report_BRAZIL_ENG.pdf)  
[http://www.adeanet.org/portalv2/adea/biennial-2006/doc/document/A1\\_3\\_%20brazil%20short%20version\\_en.pdf](http://www.adeanet.org/portalv2/adea/biennial-2006/doc/document/A1_3_%20brazil%20short%20version_en.pdf)  
<http://www.educationuk.org/global/sub/higher-education/>  
[http://www.ecctis.co.uk/europass/documents/ds\\_description.pdf](http://www.ecctis.co.uk/europass/documents/ds_description.pdf).  
<http://www.ajal.net.au/>  
<http://hrd.apec.org/images/f/f7/88.3.pdf>  
<http://www.oecd.org/edu/skills-beyond-school/ASkillsbeyondSchoolReviewoftheUnitedStates.pdf>  
<http://nces.ed.gov/pubs/web/95024-2.asp>  
<http://www.scdl.net/downloads/vocationaluniversityconceptnote.pdf>  
[http://www.unevoc.unesco.org/up/India\\_Country\\_Paper.pdf](http://www.unevoc.unesco.org/up/India_Country_Paper.pdf).  
<http://info.worldbank.org/etools/docs/library/235724/skills%20development%20in%20india%20the%20vocational%20education%20and%20training%20system.pdf>.  
[http://www.germ-a.com/wp-content/uploads/2014/06/International\\_Handbook\\_of\\_Comparative\\_Education\\_\\_Springer\\_International\\_Handbooks\\_of\\_Education\\_.pdf](http://www.germ-a.com/wp-content/uploads/2014/06/International_Handbook_of_Comparative_Education__Springer_International_Handbooks_of_Education_.pdf)

## **MASTER OF EDUCATION (M.Ed)**

### **Semester II**

**(For the examination to be held in the year 2018, 2019 & 2020)**

**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), 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, Faculty Improvement Programme for Teacher Education. Preparation of teachers for special schools.

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 iv) Team Teaching

### Unit-IV

#### Effective Teaching and Research in Teacher Education

Teacher Effectiveness: Concept óDeterminants, Identification and Characteristics. Performance Appraisal of Teachers

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) School Effectiveness iii) Modification of Teacher Behaviour iv) Criteria of Admission

#### 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 Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

#### Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

#### 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

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 and Enlightened and Humane Society; (Rama Murti 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, Bharat Bharati Prakashan.

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

[www.ncte-india.org/](http://www.ncte-india.org/)

[www.aiaer.net](http://www.aiaer.net)

[www.ripublication.com](http://www.ripublication.com)

<http://teachingcommons.stanford.edu>

[www.researchgate.net](http://www.researchgate.net)

[www.facultyfocus.com](http://www.facultyfocus.com)

**MASTER OF EDUCATION (M.Ed)****Semester II****(For the examination to be held in the year 2018, 2019 & 2020)****Course No: MED-205****Title: Dissertation****Total Marks: 50****Credit: 02**

1. Dissertation
  - a) Allotment of Supervisor
  - b) Discussion on theme & selection of topic
  - c) Review of Related Literature
  - d) Preparation of Synopsis



## **MASTER OF EDUCATION (M.Ed)**

### **Semester II**

**(For the examination to be held in the year 2018, 2019 & 2020)**

**Course No: MED-206**

**Duration of Exam: 1½ Hrs.**

**Credit: 2**

**Title : Teaching of General Science**

**Total Marks : 50**

**Internal Test-I : 10**

**Internal Test-II : 10**

**External Test : 30**

### **Course Objectives:**

#### **To enable the pupil teachers to-**

- understand the meaning of curriculum and guidelines given by NCF(2005) for curriculum development.
- become aware of different types of curriculum
- familiarize themselves with the different types of latest technological interventions that can be used for teaching of general science.
- develop a broad understanding of general science.

### **Unit-I**

Curriculum: Meaning , NCF (2005) guidelines for curriculum development.

Types of curriculum : Subject centered curriculum, behaviouristic curriculum and constructivistic curriculum.

Technological interventions:

Knowledge forum

Virtual labs

Virtual science centres

e- learning

### **Unit-II**

Cell division: Cell cycle, mitosis and meiosis and their significance.

Plant growth and development: Seed germination, phases of plant growth and plant growth rate. Sequence of developmental process in a plant cell.

Kepler's laws of planetary motion. The universal law of gravitation. Acceleration due to gravity and its variation with altitude and depth.

Discovery of electron, proton and neutron; atomic number, isotopes and isobars. electronic configuration of atoms, stability of half filled and completely filled orbitals.

### **Sessional work:**

Analysis of a virtual lab/virtual science centre and a report on its contribution towards teaching science to children of far flung areas.

**Note:** There will be two Internals. Each Internal will consist of a test and sessional of 05 marks each. The test will consist of 2 short answer type questions. The Internals will be from first unit.

**Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have two short answers questions (100 words per question), from second unit. (Total question to be attempted, will be three). All questions will carry 10 marks each.

**Books Recommended:**

Gupta ,S.D. & Sharma, D.R.(2002). Teaching of science. Malhotra brothers, Jammu

Kohli, V.K. (2001). How to teach science? Vivek Publishers,Ambala city

NCERT. (2013) .Science. Publication Division.NCERT Carnpus,New Delhi

Sharma, R.C. (1981). Modern Science Teaching.Dhanpat Rai Publishing Co. New Delhi

## MASTER OF EDUCATION (M.Ed)

### Semester II

(For the examination to be held in the year 2018, 2019 & 2020)

**Course No: MED-206**

**Duration of Exam: 1½ Hrs.**

**Credit: 02**

**Title: Teaching of Social Science**

**Total Marks: 50**

**Internal Test-I: 10**

**Internal Test-II: 10**

**External Test: 30**

### Course Objectives:

**To enable the pupil teachers to-**

- understand the meaning of curriculum and guidelines given by NCF(2005) for curriculum development.
- become aware of different types of curriculum
- familiarize themselves with the different types of latest technological interventions that can be used for teaching of social science.
- develop a broad understanding of social science.

### Unit-I

Curriculum: Meaning, NCF (2005) guidelines for curriculum development.

Types of curriculum: Subject centered curriculum, behaviouristic curriculum and constructivistic curriculum.

Technological interventions:

Knowledge forum

Virtual social science labs

Virtual social science centres

e- learning

### Unit-II

Nationalism in India: 1<sup>st</sup> world war; khilafat, non-co-operation and civil disobedience movement; Salt satyagraha; Movement of peasants, workers and tribals; activities of different political groups.

Democracy: Meaning and challenges to democracy in India.

Globalization: Meaning, its impact on different sectors.

Agriculture: Types of farming; contribution of agriculture to national economy, employment and output.

**Sessional work:** Visit to a place of historical importance/ farming/MNC and a report on it.

**Note:** There will be two Internals. Each Internal will consist of a test and sessional of 05 marks each. The test will consist of 2 short answer type questions. The Internals will be from first unit.

**Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have two short answers questions (100 words per question), from second unit. (Total question to be attempted, will be three). All questions will carry 10 marks each.

**Books Recommended:**

Binning, A.C. & Binning, D.H.(1952).Teaching social studies in secondary schools, McGraw Hill, New York

Kochhar, S.K.(1973). Teaching of Social Studies, Universal Publishers, Delhi

NCERT. (2013). Social Science. Publication Division. NCERT Carnpus, New Delhi

UNESCO(1981).Handbook of Teaching Of Social Studies, Paris

## MASTER OF EDUCATION (M.Ed)

### Semester II

(For the examination to be held in the year 2018, 2019 & 2020)

**Course No: MED-206**

**Duration of Exam: 1½ Hrs.**

**Credit: 02**

**Title : Teaching of Language**

**Total Marks : 50**

**Minor Test-I : 10**

**Minor Test-II : 10**

**Major Test. : 30**

#### **Course Objectives:**

##### **To enable the pupil teachers to-**

- enable the students to understand about the theories of teaching & learning of Language.
- create the desired learning structure and condition among learners for the teaching of language.
- select the strategy of teaching in order to bring desirable change in the behavior of the
- Learner & skills of analyzing interaction in teaching and learning situation in the language.
- evaluate the success of the planning, organising and leading activities related to teaching learning Curriculum & Evaluation.
- enable the students to develop to understand the language contexts of India.

#### **Unit-I**

##### **Language & its Development**

Language Acquisition: Factors (Linguistic, Psychological & social ) influencing the Language learning and the teaching ; The Critical Period Hypothesis in learning of language . Teaching Language and the teaching of literature ó nature Interrelationship, techniques and the evaluation. Models of Language Acquisition: Chomsky-Language Acquisition Device, Skinner's theory Piaget- Cognitive constructivism theory (language acquisition); application of these theories to development of methodologies of teaching-learning of language.

Development of language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and sequencing of content, contexts, transaction and evaluation techniques Development of basic language skills as well as advanced language skills primary, secondary and senior secondary levels. Innovative techniques for teaching grammar, reading comprehension and written expression Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.

#### **UNIT II**

##### **India & its language Contexts**

Developing basic language skills (intermediate as well as advanced language skills) for primary, secondary and senior secondary Innovative techniques for teaching grammar, reading comprehension, written expression Modern Grammar: An examination of the principle features of the Grammar-. the traditional, structural, functional and transformational grammar with an emphasis on the pedagogical application of these in the teaching of language

Assessment: Theory of assessing competence in first and second languages. Preparation and administration of various language testing instruments. Assessment of the student's competence to analyse, critique and appreciate the different genres ó literary text .

Multilingual contexts of India and the global languages in the class rooms- problem of curriculum text book development, three language formula- critical appraisal ,Medium of instruction- recommendation of NPE 1986/1992, NCF (2005), home language & school language-problem & Issues

### **Sessional Work**

Conducting of Observation in classroom teaching and learning of language (LI & LII); Observe, interact with different students in natural settings in and outside the school, in diverse socioeconomic, cultural, linguistic and regional contexts for the language acquisitions. Observe and analyze learning and thinking processes of different age groups for the discourse analysis of language.

Examine the thoughts, questions and observations of natural and social phenomena in order to appreciate the developmental process of language (LI & LII) as a continuum. A critical examination of language policy in contexts of latest developments in the Constitution.

### **Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have two short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be three). All questions will carry 10 marks each.

### **Books Recommended:**

Bellack, Arno et al., "The language of the classroom", Teachers College Columbia University, New York, 1996

Piaget, J. (1971). "Biology and Knowledge" University of Chicago Press

Chomsky, N. 1965. "Aspects of the Theory of Syntax" The M.I.T. Press

Chomsky, N "Language and Responsibility", Pantheon, 1977

Tom Butler-Bowdon Psychology Classics: Who We Are, How We Think, What We Do. Insight and inspiration from 50 key books (Nicholas Brealey, London & Boston)

### **Web Resources**

<http://files.eric.ed.gov/fulltext/EJ1082388.pdf>

<http://www.ling.upenn.edu/~ycharles/klnl.pdf>

[files.eric.ed.gov/fulltext/ED543301.pdf](http://files.eric.ed.gov/fulltext/ED543301.pdf)

[www.efdergi.hacettepe.edu.tr/yonetim/icerik/makaleler/1499-published.pdf](http://www.efdergi.hacettepe.edu.tr/yonetim/icerik/makaleler/1499-published.pdf)

<http://www.rasaneh.org/Images/News/AtachFile/27-3-1391/FILE634754469767402343.pdf>

<https://lg411.files.wordpress.com/2013/08/discourse-analysis-full.pdf>

<http://web.uam.es/departamentos/filoyletras/filoinglesa/Courses/DA2011/DA-2011-class1.pdf>

1978.

## MASTER OF EDUCATION (M.Ed)

### Semester II

(For the examination to be held in the year 2018, 2019 & 2020)

**Course No: MED-207**

**Title: Internship**

**Total Marks: 100**

**Credit : 04**

It will be compulsory for each student studying in second Semester of M.Ed. course will do their Internship through the following activities:

Visits cum Observation **(16 days)**

1.     a) Visit & observe High/Higher Secondary School: Prepare Report on its overall functioning  
**(10 Marks)**  
        b) Plan & deliver core group Subject lessons in High/Higher  
        Secondary School (15 lessons) on the basis of one Teaching subject opted in B.Ed Course  
**(15X5=75 Marks)**                      **15 days**
2.     Visit, observe & record one Innovative High/ Higher  
        Secondary School for extended discussions & presentations  
        on different aspects of teaching **(15 Marks)**  
**1 Day**

## **MASTER OF EDUCATION (M.Ed)**

### **Semester III**

**(For the examination to be held in the year 2018, 2019 & 2020)**

**Course No: MED-301**

**Title: Sociological Foundations of Education**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credit: 04**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

#### **Course Objectives:**

##### **To enable the pupil teachers to-**

- get a comprehensive idea of trilateral relationship among the three poles of school, society and individual.
- get an understanding of social structure and the influence of education on social, political, economic and cultural institutions and vice-versa.
- appreciate the sociological perspectives of education with a view to enable them to take their contribution to educational development.

#### **Unit-I**

Conceptual Framework Educational Sociology, Sociology of Education, & Education as an Institution; a social sub system; Major roles and status (Students, teachers and administrators in the society & interrelationships)

Education as an agency of socialization, Agencies of Socialisation (Folkways, mores, values, institutions) Education as a cause of stratification and mobility (Westernization, Sanskritisation, Urbanization and Industrialization and Modernization )

#### **Unit-II**

Concept and Nature of Culture , Difference between culture and civilization, Enculturation and Acculturation, Cultural compression and reproduction and contextual role of Education Concept and nature of Social change; a review of the issues in the Indian Educational system to comprehend its change in social, political & economic background (educational programmes and policies ) Concept of Equality of educational opportunity, educational diversities (gender, caste, demographic, religion as well as language); educational and social remedies in regard to the diversities

#### **Unit-III**

Educational & social developments Contemporary issues: literacy and social development, compulsory education, issues and perspectives in school and higher education, primary education, the state and higher education, education-autonomy. Education for maintaining the peace in diverse religious beliefs. World problems and terrorism & its causes, its impact on Society and remedies through Education. Globalization and Challenge before Education at different levels.

#### **Unit-IV**



Theoretical framework and perspectives in the Sociology of Education - Structural-functionalism(socialization selection and allocation) Conflict/Marxism(The state, ideology and education) Phenomenology/interactionism (Socialisation in school and society) Alternatives in education (Paulo Friere, Ivan Illich.)

### **Sessional work**

Understanding and developing the case studies of the problems of westernization & Industrialisation in context of teacher education program; developing a plan for evolving out an understanding and norms for the different diversities in the classrooms óapproximations on the thinking of the diverse students (in minority) in classrooms, Impact of Globalisation on Education in Jammu and Kashmir -contexts( specific inputs) Critical analysis of De-schooling the society in the present contexts( online classrooms and shadow education)

**Note:** There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

### **Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

### **Books Recommended:**

Abraham Francis & Margan John : Sociological Thought, MC Millian India Ltd. 2002. Manual For Teachers & Students

Ahmed, Imitiaz and Gosh, P: Pluralism and equality- Values in Indian Society and Politics, sage Publications

Beteille, Andrae : Sociology: Essays on Approach and Methods, OUP 2000.

Harlambos, M. : Sociology Themes and Perceptives OUP, New Delhi.

Jayapalan N: Sociological Theories, Attantic Publishers and Distributors 2001.

Mathur, S.S. : Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.

Meek and Suwanwela : Higher Education; Research and knowledge in Asia Pacific region. Palgrave Publications.

Rao, Shanker, C.N. : Sociology, Primary Principles : S. Chand & Co. 2002.

Sen Amritya & Dreze, Jean : India : Economic Development Social opportunity. OUP, 2000.

Srinivas, M.N. : Social change in Modern India, MCMillian, India Ltd.

Yoginder Singh: Modernization of Indian Tradition, Rawat Publication, Jaipur.

Web References <http://www.reading.ac.uk/RevSoc/archive/volume10/number1/10-1a.htm>  
<http://www.jstor.org/stable/3195586> <http://en.wikipedia.org/wiki/Postmodernism>  
<http://www3.interscience.wiley.com/journal/118699453/abstract?CRETRY=1&SRETRY=0>  
<http://www.colorado.edu/English/courses/ENGL2012Klages/pomo.html>  
<http://en.wikipedia.org/wiki/Feminism> [http://en.wikipedia.org/wiki/Ivan\\_Illich](http://en.wikipedia.org/wiki/Ivan_Illich)

## **MASTER OF EDUCATION (M.Ed)**

### **Semester III**

**(For the examination to be held in the year 2018, 2019 & 2020)**

**Course No: MED-302**

**Title : Advanced Communication Skills**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credit: 04**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

#### **Course Objectives:**

**To enable the pupil teachers to-**

- understand elements of communication skills
- know theories and modes of communication
- be familiar with the formal and non-formal communication and principles of organisational communication
- recognise language skills for effective communication (Listening, Speaking, Reading and Writing)

#### **Unit-I**

- 1) Communication skills : Concept, Factors responsible for growing importance of communication skills
- 2) Elements of Communication Skills (Stimulus, Encoding, Receiver, Decoding, Channel)
- 3) Process , Functions and Aims of communication skills

#### **Unit-II**

Models of communication ( Linear , Interactional )

- 1) Theories of communication
- 2) Teaching Approaches for Communication Skills (Group Discussion, Power point Presentation, Role Playing, Symposium)

#### **Unit-III**

- 1) Non-verbal Communication skills: Meaning, Forms, Functions & Importance
- 2) Formal and Informal Communication: Meaning, Nature, characteristics, Merits and Demerits
- 3) Feedback and organisational Communication: Need & Importance, Principles, Characteristics, Types

#### **Unit-IV**

- 1) Listening and Speaking: Concept, Significance , Types and activities to develop listening and Speaking skills
- 2) Reading: Concept, Methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading)

- 3) Writing: Types of Composition (Guided, Free and Creative), Evaluating Compositions, Letter Writing (Formal, Informal) Supplementary Skills: Study Skills (Note Taking and Making), Reference Skills (Dictionary, Encyclopedia, Thesaurus)

### **Sessional Work:**

- Preparation of charts on the models of communications
- Presentation on theories of effective communication skills
- Organise seminars/debates on various language skills for communication
- Prepare a report on different teaching approaches for communication skills

**Note:** There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

### **Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

### **Books Recommended**

A.L. Kohli (2001) *Techniques of teaching English in the New Millennium*, Dhanpat RAI publishing company

B.N.Dash (2007-2008) *Teaching of English*. Dominant Publishers and distributors, New Delhi, 110002

C.S. Rayudu (1998) *Communication*, Himalaya Publishing House, Mumbai-400004

K.Venugopal Rao (2002) *Methods of Teaching English*, Neel Kamal publications Pvt. Ltd. Sultan Bajar, Hyderabad

M.S. Sachdeva (2000-2001) *A new approach to teaching of English in India*, Tandon Publications Ludhiana

N.P. Pahuja (2004) *Teaching of English*, Anmol Publications Pvt. Ltd.

S.Venkateswaran (2000) *Principles of Teaching English*, Vikas publishing house pvt. Ltd.

### **Web References**

[www.skillsyouneed.com/ips/barriers-communication.html](http://www.skillsyouneed.com/ips/barriers-communication.html)

[www.mentoring.org/downloads/mentoring\\_436.pdf](http://www.mentoring.org/downloads/mentoring_436.pdf)

[www.wikihow.com](http://www.wikihow.com)

[home.snu.edu/~jsmith/library/body/v25.pdf](http://home.snu.edu/~jsmith/library/body/v25.pdf)

[www.sagepub.in/upm-data/34371\\_1.pdf](http://www.sagepub.in/upm-data/34371_1.pdf)

[www.academia.edu/.../Concepts\\_and\\_Theories\\_of\\_Communication\\_MSJ...](http://www.academia.edu/.../Concepts_and_Theories_of_Communication_MSJ...)

[www.12manage.com/i\\_cs.html](http://www.12manage.com/i_cs.html)

## **MASTER OF EDUCATION (M.Ed)**

### **Semester III**

**(For the examination to be held in the year 2018, 2019 & 2020)**

**Course No: MED-303**

**Duration of Exam: 3 Hrs.**

**Credit: 04**

**Title : Health & Yoga Education**

**Total Marks: 100**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

### **Course Objectives:**

**To enable the pupil teachers to-**

- be familiar with the historical development and approaches for Health & Yoga Education
- develop an understanding regarding nutrition, scope and its importance in the promotion of Health
- understand teacher's role and responsibilities to promote Health & Yoga Education
- assess the role of international and national agencies related with health services

### **Unit-I**

#### **About Health & Yoga Education**

Historical Development of Health & Yoga Education in India

Scope, need & importance of Health & Yoga education

Approaches to health education and Targets for health & Yoga education

### **Unit-II**

#### **Nutrition & Nutritional Disorders**

Nutrition: Concept, Scope and importance

Factors influencing nutrition, Problems of Malnutrition and their Prevention

Nutritional disorders- Epidemiology, clinical features, prevention and dietary treatment for Protein Energy malnutrition, nutritional anemia & vitamin deficiency disorders

### **Unit-III**

#### **Role & Responsibilities of Teacher**

Teacher preparation for Health & yoga education and qualities of health & yoga education teacher

Teacher's role and responsibilities in health and yoga appraisal, health instruction, health and nutrition services

Curriculum analysis with special reference to health & yoga education

## Unit-IV

### International & National Agencies

International and National Agencies connected with Health services:

- a) WHO: Constitution, Objectives, Plans of operation: assistance
- b) UNICEF: Constitution, Objectives, Functions, roles, various programmes

Indian Red Cross Society- Concept, aims & objectives

National Rural Health Mission(NRHM), National Health Policy (NHP), Multi Purpose Health Worker(MPHW) ,Pradhanmantri Swasthya Suraksha Yojna(PMSSY)

### Sessional work

- Yoga Demonstration
- Presentation on Nutritional disorders
- Conduct seminar on teacher's role in Health & Yoga Education
- Field Surveys by visiting international and national agencies related with health services

**Note:** There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

### Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

### Books Recommended:

Hedge, (1997) How to maintain good health, New Delhi: UBPSD Publishers

Kanele., B. S., & Kumar, C. P. (1996) Text book on health and physical education, Ludhiana: Kalyana Publishers

Kilander, H. F. (1971) School Health Education, New York: Mac Millan Company

Mangal, S. K. (2005) Health and physical education, Ludhiana: Tandon Publication book market

Manjul, J.U. S. (1965) School Swasthya Shiksha, Agra University: Universal Publish

Nash, T.N. (2006) Health and physical education, Hydereabad: Nilkamal Publishers

### Web References

[http://en.wikipedia.org/wiki/Health\\_education](http://en.wikipedia.org/wiki/Health_education)

<http://www.mohfw.nic.in/WriteReadData/l892s/569857456332145987456.pdf>

<http://www.mohfw.nic.in/WriteReadData/l892s/About%20NTCC.pdf>

<http://www.mohfw.nic.in/WriteReadData/l892s/NPHCE.pdf>

[http://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture\\_notes/health\\_extension\\_t\\_rainees/Intro\\_HealthEducation.pdf](http://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_extension_t_rainees/Intro_HealthEducation.pdf)

**MASTER OF EDUCATION (M.Ed)****Semester III****(For the examination to be held in the year 2018, 2019 & 2020)****Course No: MED-304****Title : Dissertation****Total Marks : 100****Credit : 4****Dissertation**

- |                                      |          |
|--------------------------------------|----------|
| a) Development/ Procurement of Tools | 10 marks |
| b) Data Collection                   | 40 marks |
| c) Analysis and interpretation       | 50 marks |

## **MASTER OF EDUCATION (M.Ed)**

### **Semester III**

**(For the examination to be held in the year 2018, 2019 & 2020)**

**Course No: MED-305**

**Title: Internship**

**Total Marks: 100**

**Credit: 04**

It will be compulsory for each student studying in third Semester of M.Ed. course to do Internship through the following activities:

#### **Visits cum Observation (21 days)**

- |    |  |                   |
|----|--|-------------------|
| 1. | Visit, observe & record one High/ Higher Secondary School  | 1Day(10 marks)    |
| 2. | Writing Reflective Journals related to:  | 4 Days (20 marks) |
| a) | Lessons of Interns   |                   |
| b) | School Planning  |                   |
| c) | Budget allocation in the school  |                   |
|    | Administration & Management in school  |                   |
| d) | Monitoring System in school  |                   |
| 3. | Plan & deliver 15 lessons in Specialization Papers in High/ Higher Secondary School  | 15Days(60 marks)  |
| 4. | Visit, observe & record one Innovative High/ Higher Secondary School for extended discussions & presentations on different aspects of teaching | 1Day(10 marks)    |

## **MASTER OF EDUCATION (M.Ed)**

### **Semester III**

**(For the examination to be held in the year 2019, 2020 & 2021)**

**Course No: MED-306**

**Duration of Exam: 3 Hrs.**

**Credit: 04**

**Title: Pedagogy and Assessment**

**Total Marks: 100**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

### **Course Objectives:**

**To enable the pupil teachers to-**

- define pedagogy and its importance
- define evaluation, assessment and measurement.
- explain measurement procedures in respect of cognitive and non-cognitive tests.
- describe Norm Referenced and Criterion References Testing (CRT).
- classify and differentiate tools and techniques of evaluation.
- explain continuous and comprehensive evaluation.

### **Unit-I**

Meaning, scope and objectives of Pedagogics of Education

Devises of Teaching: Meaning, Types, and Importance

Teaching Devises: Communication, Exposition, Narration, Explanation, Home Work, Textbooks and References Books.

Fixing Devise: Drill, Review, recapitulation

### **Unit-II**

Audio-Visual Aids: Meaning, Objectives and Importance

Audio Aids: Radio, Tape-Recorder,

Visual Aids: OHP, Slide Projector, Charts, Models, Display Board

Audio-Visual Aids: Film with Sound tracks, TV, DVD, SMART Phone, Computer.

### **Unit-III**

Evaluation, assessment and Measurement; Fundamental assumptions underlying the concepts of evaluation, assessment and measurement; Types of scales: Nominal, Ordinal, Interval and Ratio scales.

Characteristics of a measuring instrument, concept of reliability and validity and their procedures of estimation

Approaches of Evaluation: Formative and Summative evaluation



### Unit-IV

Norm-Referenced and Criterion-Referenced Testing (NRT & CRT)): Concept of NRT and CRT and difference between NRT and CRT. Developing tests under NRT and CRT approaches. Assessing the difficulty and discrimination indices of test items; estimation of reliability and validity for NRT and CRT approaches

Measurement procedures in respect of cognitive and non-cognitive tests: Ability testing procedures, Disability testing procedures and Uses of cognitive and non-cognitive tests.

#### Sessional Work:

#### Any one of the following:

1. Preparation of test items for a model question paper of Teaching School Subject I and II, each comprising 25 items of objective-type and 25 short-answer type.
2. Item analysis of CRT & NRT items

**Note:** There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

#### Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

#### Books Recommended:

1. Aggarwal, S.N. (1976). Educational and Psychological Measurement, Agra: Vinod Pustak
2. Aggarwal, J.C. Essentials of Educational Technology Teaching and Learning Vikas Publishing House Pvt. Ltd, New Delhi
3. Bigge, M.L. Learning Theories for Teachers, UBS, New-Delhi
4. Dececco, J.P. & Crawford, W.R. (1977). The Psychology of Learning and Instruction, New Delhi Prentice Hall of India Pvt. Ltd.
4. Kochar, S.K. (1981). Methods and Techniques of Teaching Sterling Publishers (P) Ltd.
5. Popham, W.I. (1977). Educational Evaluation, Englewood: Prentice Hall
6. Skinner B.F. (1968). The Technology of Teaching. Appleton Century Crafts. New York
7. Thorndike, R.L. & Hagen, E. (1969). Measurement and Evaluation in Psychology and Education, New Delhi: John Wiley

## **MASTER OF EDUCATION (M.Ed)**

### **Semester IV**

**(For the examination to be held in the year 2019, 2020 & 2021)**

**Course No: MED-401**

**Duration of Exam: 3 Hrs.**

**Credit: 04**

**Title : Inclusive Education**

**Total Marks: 100**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

#### **Course Objectives:**

**To enable the pupil teachers to-**

- know about special education
- understand the various suggestions given by different recent commissions for education of children with special needs for realizing the concept of universalization of education.
- realize the need for special schools, integrated schools and role of teachers and community towards education of children with special needs.
- grasp the meaning, specific characteristics and modalities of identification of various types of exceptional learners.
- understand various educational intervention programmes for meeting the needs of exceptional learners.

### **Unit I**

**Preparation for Inclusive Education**

- Concept and meaning of diverse needs.
- Concept of inclusive education. Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.
- Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, cooperative learning, peer tutoring in the context of constructivism.

**Current policy perspectives supporting inclusive education for children with diverse needs**

- Role of Rehabilitation Council of India RCI and PWD (Persons with Disability Act, 1995)
- Recommendation of NPE (1986) and POA (1992).
- National Policy for Person with Disability (2006).

### **Unit-II**

**Education of Gifted Children**

- Concept
- Characteristics
- Criteria for identification
- Educational provisions

#### Education of Creative Children

- Concept
- Characteristics
- Criteria for identification
- Educational provisions

### **Unit-III**

#### Education of Visually and Hearing Impaired

##### Concept of visually Impaired

- Characteristics
- Types (degree of impairment)
- Etiology and prevention
- Educational Programmes
- Role of National Institute for Visually Impaired

##### Concept of Hearing Impaired

- Concept
- Characteristics
- Types (degree of impairment)
- Etiology and prevention
- Educational Programmes and placement
- Role of National Institute for Hearing Impaired

### **Unit-IV**

#### Education of orthopedically handicapped

- Concept
- Types
- Educational Programmes and Placement
- Role of National Institute of Orthopedically Handicapped

#### Learning disabled children

- Concept
- Characteristics
- Identification, Prevention
- Educational programmes

#### **Sessional Work:**

Analysis of a policy document related to diversity/ report on a visit to special, integrated or inclusive classroom / Review of literature related to education of children with diverse needs

**Note:** There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

**Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

**Books Recommended:**

1. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education
2. Hallahar, D.P., & Kauffman, J.M. (1991). Exceptional Children: Introduction to Special Education, Allyn and Bacon, Massachusetts
3. Kirk, S. A., & Gallagher J .J. (1989) Education of Exceptional Children; Houghton Mifflin Co, Boston
4. Werts, Margaret G.(2011).Fundamentals of Special Education.P H I Learning Private Ltd,New Delhi

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in the year 2019, 2020 & 2021)****Course No: MED-402****Title : Dissertation Viva-voce****Total Marks: 100****Credit: 04****Dissertation: 75 Marks****Viva-voce: 25 (05+20) Marks**

**Viva-voce:** Each student shall have to appear in the viva-voce of the dissertation to be conducted by same external examiner who evaluated the dissertation. Each Student shall have to make a Power Point Presentation on the abstract/summary of the work done to be evaluated by the external examiner. The presentation shall be followed by viva-voce which shall be of 20 marks. The presentation shall be of 05 marks. This procedure shall be applicable to all students undergoing M.Ed courses as a regular student. The Convener, Board of Studies of the Faculty shall co-ordinate with the conduct of the viva-voce of the students studying in colleges.

## **MASTER OF EDUCATION (M.Ed)**

### **Semester IV**

**(For the examination to be held in the year 2019, 2020 & 2021)**

**Course No: MED-403**

**Title : Advanced Statistics in Education**

**Duration of Exam: 3 Hrs.**

**Credit: 04**

**Total Marks: 100**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

### **Course Objectives:**

**To enable the pupil teachers to-**

- make students conversant with problems of research design, the tools of collecting data and methods and techniques of analysis.
- enable students to interpret educational research and investigation and to examine the scope of application of research.
- knowledge and understanding : To gain understanding of the concepts and methods used in statistical analysis of test scores.
- application of knowledge and understanding : To apply the above knowledge in tabulating and interpreting tests scores.
- development of skill : To develop skills necessary for the analysis and interpretation of tests scores.

### **Unit-I**

Normal Distribution Curve - Characteristics of Normal Distribution Curve: Importance, Causes for Divergence of Normality, Applications of Normal Curve.

- i) To compare the distributions in term of overlapping
- ii) To determine the relative difficulty of test questions, problems and other test items.
- (iii) To separate a given group into sub- groups according to capacity when the trait is normally distributed

### **Unit-II**

Regression Equations : Concept of Regression, Framing regression Equations (involving two variables). Standard Error of Estimate. Coefficient of Alienation, Forecasting Efficiency coefficient, Correlation as Coefficient of Determination, Advantages and limitations of regression and prediction.

### **Unit-III**

Significance of Statistics: Concept of standard Error, setting up confidence Intervals for correlations and percentages/ proportions.

Statistical Inferences of the Differences between Correlations, and Percentages/proportions (Independent).

Significance of Mean Differences of Two matched groups on Mean and SD.

Analysis of variance: Concept, Uses, Assumptions and Computations of Two Way Classifications with equal number of cases, Advantages and limitations.

#### **Unit-IV**

Parametric and Non-parametric Statistics, Differences between the two, uses of Non-Parametric Statistics and Computations of Sign Test, Median test, Run Test (for Two Independent Sample) and Kolmogorov- Smirnov test (Small and Large Sample with equal and unequal N).

Chi-square and Hypothesis Testing: Concept, when to use Assumptions and Advantages.

Hypothesis Testing

- i) Testing Deviation of the Observed Frequencies from the Expected Frequencies against equal Probability Hypothesis.
- ii) Testing Deviation of the Observed Frequencies from Expected Frequencies against Normal Distribution Hypothesis.
- iii) Testing Hypothesis of Independence when Observed Frequencies are given in contingency.
- iv) Goodness of fit of Normal Distribution of Frequencies.

#### **Sessional Work:**

Computation of various types of statistics on the basis of large/small sample.

**Note:** There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

#### **Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

#### **Books recommended:**

1. Aggarwal, Y.P. Statistical Methods
2. Fruchter, B. Introduction to Factor Analysis
3. Guilford, J.P. Fundamental Statistics in Psychology and Education.
4. Gulliksen, H. Theory of Mental Tests
5. Guilford, J.P. Psychometric methods
6. Thomson, G.H. The Factorial Analysis of Human Abilities
7. Sharma, R.A. Statistics in Education
8. Verma, L.K. and Sharma, N.R. Statistics in Education

## **MASTER OF EDUCATION (M.Ed)**

### **Semester IV**

**(For the examination to be held in the year 2019, 2020 & 2021)**

**Course No: MED-403**

**Title: Open and Distance Learning**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credit: 04**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

### **Course Objectives:**

**To enable the pupil teachers to-**

- understand the distance and open modes of learning.
- differentiate different modes of learning.
- understand the need and importance of distance and open learning.
- understand the role of mass media and other technologies in distance and open learning.
- know various evaluation techniques in distance education.

### **Unit –I**

Growth and Philosophy of Distance Education

Historical development of distance and open learning with special reference to India

- Concept, meaning, nature of distance and open learning
- Need, importance, scope, advantages and limitations of distance and open learning

Correspondence and Open education: Development, objectives and modes

### **Unit –II**

Communication Technology for Distance Education

- Design and Development of Self Learning Printed material
- Audio technology, video technology, satellite based communication system, Mobile technology
- Role of mass media
- Computer technology and Internet

### **Unit-III**

Research for Distance Education

Curriculum Development for Distance Education

Distance Education: Economic Perspective

Staff Training and Development in Distance Education, Professional Training in Distance Education



## Unit-IV

Learner Support Services

Management of Distance Education

- Recommendations of NPE (1986) and NKC (2005) regarding distance education and Recent Developments in Distance Education
- Evaluation techniques in distance education and Importance of Assignments

### **Sessional Work:**

Survey of Distance and open learning centers.

**Note:** There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

### **Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

### **Books Recommended:**

1. Mohanty, Jagannath(2001) Studies in Distance Education. Deep & Deep Publication
2. Nandra, I.S. (2010): Distance and open education; century Publication, Patiala
3. Prasad D. Chandra (2007). Distance education, K.S.K Publishers, New Delhi
4. Sharma S. (2002): Modern methods of lifelong learning and distance education. New Delhi
5. Sharma, R.A. (2008). Distance Education International Publishing House, Merrut

## **MASTER OF EDUCATION (M.Ed)**

### **Semester IV**

**(For the examination to be held in the year 2019, 2020 & 2021)**

**Course No: MED-403**

**Title : Peace Education and Human Rights**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credit: 04**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

#### **Course Objectives:**

**To enable the pupil teachers to-**

- understand nature, different sources and classification of peace
- be acquainted with historical perspective, objectives, scope, methods and challenges of peace education
- know the role of community, school, family and different organizations in peace education
- be aware of the concept, significance and types of human rights
- understand the pedagogy for human rights and human rights in Indian constitution

### **Unit-I**

#### **Peace: Concept, Sources & Classification**

Peace ó Nature and its relevance relating to the present global scenario

Different sources of peace: Philosophical, Religious, Social and Psychological

Classification of peace- Positive and negative peace, concept, characteristics

### **Unit-II**

#### **Historical Perspective, Methods & Challenges**

Peace education ó Historical Perspective, objectives, scope and its relevance

Methods for peace education, Challenges to peace - stresses, conflicts, crimes, terrorism, violence and wars

Role of community, school and family in the development of values for Peaceful coexistence,

Role of different organizations like UNESCO in Peace Education.

### **Unit-III**

#### **Human Rights: International & National Context**

Human Rights ó concept - at International and national context

Human Rights Education- Significance and Need

Types of Human Rights ó Natural, positive, Negative, legal

## Unit-IV

### Content & Pedagogy

Content of Human Rights Education ó Women Rights, Labour Rights, Consumer Rights etc.

Indian constitution and Human Rights, Right of vulnerable and disadvantaged group

Pedagogy for Human Right Education, Suggestions for Strengthening Programmes for Human Rights Education

### Sessional Work

Case study on Role of school and community in Peace education

Design a self learning material on Peace education

Group Discussions on suggestions for strengthening Programmes for Human Rights Education

Visiting institutes dealing with Human Rights, interaction with faculty and preparation of report

**Note:** There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

### Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

### Books Recommended:

Aggarwal, J.C. (2005) Education for Values, Environment and Human Rights, Shipra publications, 115-A, Vikas Marg, Delhi

Begum, S.M.(2000) Human Rights in India. Efficient Offset Printers, New Delhi

Harris, I. M. and Morrison, M. L.(2003) Peace education, New York: McFarland

Jagannath. M. (2000) Human Rights Education, New Delhi: Deep and Deep Pub.

Manjot, K. (2008) Teaching of human rights, New Delhi: APH Publishing Corporation.

Mishra, L.(2009) Peace Education Framework for Teachers, New Delhi: A.P.H Publishing Corporation

Paul, R.C. (2000) Protection of Human Rights, New Delhi: Commonwealth

### Web References

<http://www.unicef.org/education/files/PeaceEducation.pdf>

<http://www.peace-ed-campaign.org/resources/cpe-book-14oct2010-FINAL2.pdf>

<http://www.unicef.org/education/files/PeaceEducation.pdf>

[http://www.unicef.org/publications/files/A\\_Human\\_Rights\\_Based\\_Approach\\_to\\_Education\\_for\\_All.pdf](http://www.unicef.org/publications/files/A_Human_Rights_Based_Approach_to_Education_for_All.pdf)

[http://www.eycb.coe.int/compasito/chapter\\_2/pdf/1.pdf](http://www.eycb.coe.int/compasito/chapter_2/pdf/1.pdf)

[http://www.ohchr.org/Documents/Publications/WPHRE\\_Phase\\_2\\_en.pdf](http://www.ohchr.org/Documents/Publications/WPHRE_Phase_2_en.pdf)

## MASTER OF EDUCATION (M.Ed)

### Semester IV

(For the examination to be held in the year 2019, 2020 & 2021)

**Course No: MED-403**

**Title: Curriculum Development**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credit: 04**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

#### **Course Objectives:**

**To enable the pupil teachers to-**

- understand the History of curriculum Development in India.
- know Theories, Approaches and Models of curriculum Development.
- assess curriculum Evaluation and Support Material.

#### **Unit-I**

##### **Historical Growth of Curriculum**

Historical Foundations of curriculum in India: Vedic Period, Medieval Period, The Colonial Period and Free India

Issues and trends in curriculum development

Defects of the existing curriculum and Remedial measures to overcome them

#### **Unit-II**

##### **Theories and Approaches of Curriculum**

Components of Curriculum

Theories of curriculum

- i. Instructional Theory
- ii. Supervisory Theory

Curriculum Approaches

- i) Behavioural Approach
- ii) The System Approach
- iii) Humanistic Approach

#### **Unit-III**

##### **Models of Curriculum Development**

Curriculum Process ó Formulation of objectives, selection of learning experience and content organization.

Curriculum Development Models

- i) Saylor and Alexander Model
- ii) Hunkinø Decision Making Model
- iii) Non Technical-Non Scientific Models

Suggestions and recommendation in curriculum development as per NCFTE-2009

## Unit-IV

### Support Material and Curriculum Evaluation

Curriculum Implementation Models i) Organisational Parts, Units and Loops ii) Educational Change Model

Curriculum Evaluation i) Scientific Approach to Evaluation ii) Humanistic Approach to Evaluation

Support materials in Curriculum Planning, Implementation and Evaluation

### Sessional Work:

- Organise debate cum discussion on current issues and trends in curriculum development
- Presentations on different approaches in curriculum development
- Preparation of curriculum of any two teaching subjects at primary educational stage
- Critical appraisal/analysis of existing syllabi and textbooks developed by various agencies at National/State/local level as per recommendations of NCFTE-2009
- Evaluation of a primary class text book

**Note:** There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

### Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

### Books Recommended:

Aggarwal, J. C. & Gupta, S.(2005) *Curriculum Development 2005 Towards learning without burden and quality of education*, Shipra publications, New Delhi

Bhalla, N.(2007) *Curriculum Development*, Authorspress, New Delhi

Rao, V. K.(2005) *Principles of curriculum*, A. P. H publishing corporation, New Delhi-110002

Dash, R. N.(2007) *Curriculum Planning and Development*, Dominant publishers and distributors, New Delhi-110051

Rai, V. K.(2009) *Curriculum Development and Instructional Technology*, Centrum press, New Delhi-110002

Arulsamy, S.(2011) *Curriculum Development*, Neelkamal publications pvt. Ltd., New Delhi, Hyderabad

Agrawal, D. (2007) *Curriculum Development concepts, methods and techniques*, Book Enclave, Jaipur (India)

Andrey & Nicholls, H (1978) *Developing Curriculum- A Practical Guide*. George Allen and Unwin, London

Edward, A. Krug (1960) *The Secondary School Curriculum*, Happer and Row Publishers, New York

Harold Albery (1957) *Reorganizing the High School Curriculum*, MacMillan Company, New York

Harold, B. Albery & Elsie, J. Albery (1963) *The Curriculum*, The MacMillan Company, New York

Goodland, J. (1979) *Curriculum Enquiry the study of curriculum practices*, New York: McGraw Hill

Hass, G. (1991) *Curriculum Planning, A new Approach*, Boston: Allyn Bacon

Hooer, R. (1971) *Curriculum: Context, Design and development* New York: Longmans

Nicholls, H. (1978) *Developing Curriculum- A Practical Guide*, London: George Allen and Unwin

### **Web References:**

[www.unom.ac.in/.../CURRICULUM%20DESIGN%20AND%20DEVEL...](http://www.unom.ac.in/.../CURRICULUM%20DESIGN%20AND%20DEVEL...)

[www.academia.edu](http://www.academia.edu)

[www.unom.ac.in](http://www.unom.ac.in)

[www.faculty.londondeanery.ac.uk](http://www.faculty.londondeanery.ac.uk)

[www.nationalforum.com](http://www.nationalforum.com)

[www.edutopia.org](http://www.edutopia.org)

[www.slideshare.net](http://www.slideshare.net)

## MASTER OF EDUCATION (M.Ed)

### Semester IV

(For the examination to be held in the year 2019, 2020 & 2021)

**Course No: MED-403**

**Title: Environmental Education**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credit: 04**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

#### **Course Objectives:**

**To enable the pupil teachers to-**

- understand the relationship between environment & humans
- enable the student teacher understand about the various measures available to conserve the environment for sustaining the development.
- enable the student teacher to organize various activities at the secondary & hr. Secondary level

#### **Unit-I**

Environmental education-meaning, objectives, need

Difference between environmental education & environmental awareness

Environmental awareness through education-programme for secondary & hr. Secondary school children

Formal & non-formal environmental education.

#### **Unit-II**

Man & environment relationship, man as a creator & destroyer

Effect of human activities on environment, values & ethics related to environment

Conservation of environment: an immediate need

Need of sensitizing learners towards concern of environmental conservation

Environmental awareness & social forestry

Environmental aspect of human growth & development: dimension of development ó physical & motor, emotional, social & mental development.

#### **Unit-III**

Approaches of teaching environmental education: interdisciplinary & multidisciplinary approach

Planning of environmental education in school, colleges & universities

Role of environmental & natural resources in sustainable development

Role of govt. & non-govt. Organizations in protection & preservation of environment.

### Unit-IV

Instructional material & teaching aids in environmental education: books,

Posters, slides, films, field visits

Integration of environmental education in various school subject & in co-curricular activities  
environmental legislations in india:-

- a) the water act-1974,1977
- b) forest conservation act-1980
- c) the air act-1981
- d) Environmental act-1986

#### **Sessional Work:**

Environmental awareness campaigns (tree plantation & swatchta abhiyan)

Project on any issue of environmental preservation & protection/preparation of scrap file on environmental issues

**Note:** There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

#### **Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

#### **Books Recommended:**

Aggarwal,J.C.(2007): Education for values ,environment and human rights, Shipra publications, Delhi

Dani,H.M.(1996): Environmental Education. Publication Bureau,PunjabUniversity,Chandigarh

Kohli,V.K. and Kohli,V(2000): Environmental Pollution and Management. Vivek Publishers, Ambala

Nanda,V.K.(1997): Environmental Education, Anmol Publications ,NewDelhi

Reddy,K.P. and Reddy,D.N.(2002): Environmental Education. Neelkamal Publications Pvt. Ltd, Hyderabad

Sharma,R.C. Environmental Education, Metropolitan Book Pvt. Ltd.

Sungosh,S.M.(2006): An introduction to Environmental Education ,Akashi Book Depot, Shillong

Trivedi,R.N. (1990): Dimensions of safe environment, Anmol Publications, NewDelhi



## **MASTER OF EDUCATION (M.Ed)**

### **Semester IV**

**(For the examination to be held in the year 2019, 2020 & 2021)**

**Course No: MED-403**

**Title: Information and Communication  
Technology in Education**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credit: 04**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

### **Course Objectives:**

**To enable the pupil teachers to-**

- Understand the key concepts and benefits of using ICT in education.
- Understand considerations for planning an ICT-enhanced lesson.
- Understand ICT resources for teaching, learning and assessment.
- Understand key features of a virtual learning environment

### **Unit-I**

#### **ICT and Education**

Introduction, Information and Communication Technology:- The potential of ICTs, Definition of ICTs, ICTs and Education, Strength and Weaknesses of ICTs, Some common myths about ICTs, Using ICTs in Education, Evaluating ICTs in Education, Enhancing Learning through the use of ICTs.

### **Unit-II**

#### **Software Applications Packages and Question Bank Development**

MS Word: Concept of Notepad, Workpad and Word processor, Creating, Saving and Navigating a document, Mail Merge.

MS Excel: Concept, Creating and Saving Worksheet, working with Data, and using Graphics.

MS Power Point: Concept, Creating and Saving, Using Design Template to view Presentations. Running and closing Presentation, focus on: Storyboarding of presentations (emphasis on content), adding images, videos, animations, transitions and hyperlinks to the slides.

MS Access: Concept of DBMS, Component of Database, Creating a Database, Importing and Exporting Data files.

### **Unit-III**

#### **Networking & Internet in Education**

Concept of a Computer Network, Synchronous and Asynchronous Modes of Communication, Classification of Network as per geographical locations, Components of Networking, Applications of Networking. Concept of TCP/IP, IP address, DNS.

Internet: Concept, Evolution of WWW, Features of Internet Services. Creating and Communicating with E-mail, Web browsers. Concept of Hypertext, Hypermedia, URL, HTML, HTTP, FTP.

Searching the Web: Use of search engines for the research problems, Identifying the legal and ethical aspects of using information on web. Restricting the undesirable information on the Web.

Application of Internet resources to Education, Educational Portals, Online learning and online evaluation. A evaluative study of one of the Online Module of the Educational site.

## **Unit-IV**

### **Integrating Technology with Education**

Introduction ,Computer Assisted Instruction(CAI) - Characteristics and Uses , Concept of CAI ,Instructional Modes of CAI , Computer Assisted Learning(CAL) - Characteristics and Uses, ,Computer Based Trainings(CBT) - Characteristics and Uses, Computer Managed Learning (CML) - Characteristics and Uses, Preparation of CAI Package, Introduction, Steps of Developing a CAI Package , Evaluation of CAI Package.

### **Question Bank Development**

Developing Question Bank using Hot Potatoes with different types of questions such as multiple choice, short answers, jumbled sentences, crossword, match, order, gap-fill exercises.

Hot Potatoes enhancing Teaching Learning Process

### **Sessional Work**

All the course work is having the components of the sessional work and so a separate Notebook is to developed for the continuous progress to be reflected in there and at the end of the semester , the examiner would be conducting the exam from it.

In reference to all the above mentioned , the students are to use the latest technology like Skype/ Viber to develop 5 minutes video presentation and it is to be uploaded to the other student's profile.

**Note:** There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

### **Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

### **Books Recommended:**

Instructional system Design - Instructional Technology V.K. Rao

Computer fundamentals - Arora Bansal

Information and communication Technology - Kishore, Chavan

Information Technology - Dyne, Nandkishore

ABC of internet -Crumlish Christian

Fun of computer - Singh and Sukhvir

ICT stragies of for school - Mohenty Laxman

Computer Fundamentals- P.K Sinha

Fundamentals of Information Technology by Deepak Bharihoke, Excel Books

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in the year 2019, 2020 & 2021)****Course No: MED-404****Title: Internship****Total Marks: 100****Credit: 04**

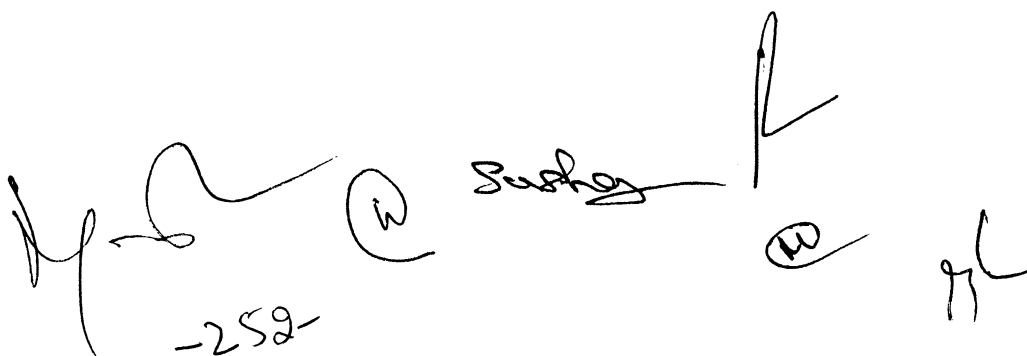
- |    |  |          |
|----|--|----------|
| 1. | Internship   | 4        |
| a) | Devising Teaching Learning Material in the subject of specialization(SIM)            | 50 Marks |
| b) | Teaching through Innovative Methods(delivery of Two lessons in Simulated conditions) | 50 Marks |

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in the year 2019, 2020 & 2021)****Course No: MED-405****Title: Project Work****Total Marks: 100****Credit: 04**

1. Critical analysis of narratives, biographies, stories, group interactions and film reviews of different youth and self to be able to explore dreams, aspirations, concerns through varied forms of self expression ( poetry, humor, creative movement, aesthetic representations) and how this affected the self and identity formation(any five) 50 marks
2. Document Teaching Specialization 10 marks
3. Record of Sessional work in Advanced Communication Skills 10 marks
4. Portfolio of an adolescent 10 marks
5. Care of one tree on campus 10 marks
6. Theatre activities/ discussions/ nature club/ collective art/adventure/field visits.(any one) 10 marks

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in the year 2019, 2020 & 2021)****Course No: MED-404****Title: Internship****Credit: 04****Total Marks: 100**

- |    |  |          |
|----|--|----------|
| 1. | Internship   | 4        |
| a) | Devising Teaching Learning Material in the subject of specialization(SIM)            | 50 Marks |
| b) | Teaching through Innovative Methods(delivery of Two lessons in Simulated conditions) | 50 Marks |

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# MASTER OF EDUCATION (M.Ed)

## Semester IV

(For the examination to be held in the year 2019, 2020 & 2021)

Course No: MED-405

Title: Project Work

Total Marks: 100

Credit: 04

1. Critical analysis of narratives, biographies, stories, group interactions and film reviews of different youth and self to be able to explore dreams, aspirations, concerns through varied forms of self expression ( poetry, humor, creative movement, aesthetic representations) and how this affected the self and identity formation(any five) 50 marks
2. Document Teaching Specialization 10 marks
3. Record of Sessional work in Advanced Communication Skills 10 marks
4. Portfolio of an adolescent 10 marks
5. Care of one tree on campus 10 marks
6. Theatre activities/ discussions/ nature club/ collective art/adventure/field visits.(any one) 10 marks

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**Annexure-V****STATUTES GOVERNING MASTER OF EDUCATION (M.Ed.) PROGRAMME OF STUDY AND EXAMINATIONS (CBCS SEMESTER PATTERN) IN THE FACULTY OF EDUCATION**

1. **Duration:** The M.Ed. Programme shall be of duration of two academic years, divided into four semesters including field attachment for a minimum of four weeks and research dissertation. It is 90 (86 from M.Ed Course and 04 from other Department) credits course, split in four semesters.
2. **Institutions Eligible to Apply:**
  - I) Institutions offering teacher education programme for a minimum of five academic years, affiliated to University of Jammu and accredited by NAAC with minimum 'B' grade.
  - II) University Department of Education
3. **Working Days:** There shall be at least two hundred working days each year, exclusive of the period of admission and the institution shall work for a minimum of thirty-six hours in a week. The Minimum attendance of students shall be 80% for theory courses and Practicum, and 90% for Field Attachment/Internship.
4. A candidate to be eligible for admission to M.Ed. Course, should have passed the qualifying Degree examination of B.Ed/B.A B.Ed/ B.Sc. B.Ed with minimum of 50% marks (the reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the State Government) or appeared in the bi-annual examination of B.Ed in previous session and should have passed JUET. However, admission in M.Ed third semester shall be subject to having passed at least 50% of the courses of first semester, appearance in at least two courses in second semester and having secured atleast 'D' grade in internal assessment and completed internship of first and second semester.
5. The mode, procedure and order of preference for selection of students to the M.Ed. Programme, fees and other charges payable, reservations for special categories and other conditions to be fulfilled by persons seeking admission as regular students in the University department shall be such as may be prescribed under Statutes or Regulations from time to time.
6. Admission of students for M.Ed. Degree Programme will be made by the Department of Education of the University under the conditions and within the dates prescribed under Statutes.
7. **Staff**

For an intake of 50 students per unit, the faculty-student ratio for a two year M.Ed Programme shall be 1:10. The Faculty positions shall be distributed as under:

- |                        |     |
|------------------------|-----|
| 1. Professor           | Two |
| 2. Associate Professor | Two |
| 3. Assistant Professor | Six |

The Faculty members shall be appointed to cover all the core and specialized areas given in the curriculum. The Principal of a college offering M.Ed Programme shall be in the rank and scale of a Professor.

**Qualifications****A) Principal/HOD**

- i) M.Ed. with a minimum of fifty five percent marks

**OR**

M.A. (Education) and B.Ed each with a minimum of fifty five percent marks

- ii) Post Graduate Degree in a related discipline with a minimum of fifty five percent marks
- iii) Ph.D. in Education
- iv) Ten Years of professional Experiences in secondary Teacher Education institutions



v) Any other qualifications prescribed by UGC/State Government/ University from time to time

**B) Professor**

i) M.Ed. with a minimum of fifty five percent marks

**OR**

M.A. (Education) and B.Ed each with a minimum of fifty five percent marks

ii) Post Graduate Degree in a related discipline with a minimum of fifty five percent marks

iii) Ph.D. in Education

vi) Ten Years of professional Experiences in secondary Teacher Education institutions

iv) Any other qualifications prescribed by UGC/State Government/ University from time to time

**C) Associate Professor**

i) M.Ed. with a minimum of fifty five percent marks

**OR**

M.A. (Education) and B.Ed each with a minimum of fifty five percent marks

ii) Post Graduate Degree in a related discipline with a minimum of fifty five percent marks

iii) Ph.D. in Education

vii) Eight Years of professional Experiences in secondary Teacher Education institutions

iv) Any other qualifications prescribed by UGC/State Government/ University from time to time

**D) Assistant Professor**

i) M.Ed. with a minimum of fifty five percent marks

**OR**

M.A. (Education) and B.Ed each with a minimum of fifty five percent marks

ii) Post Graduate Degree in a related discipline with a minimum of fifty five percent marks

iii) NET/SLET in Education

iv) Any other qualifications prescribed by UGC/State Government/ University from time to time

**8. Administrative and Professional Supportive Staff:** The following administrative staff shall be provided

- |  |     |
|--|-----|
| 1. Office Manager                                | One |
| 2. IT Executive/Maintenance Staff                | One |
| 3. Library Assistant/Resource Centre Coordinator | One |
| 4. Office Assistant                              | Two |
| 5. Helper  | One |

**9. Terms and Conditions of Services:** The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales and age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body.

**10. Facilities:** An institution already having one teacher education programme and proposing to offer M.Ed. for one basic unit, should possess a minimum of 3000 Square meters land area. The corresponding built up area shall be 2000 square meters.

- i) **Classrooms:** For an intake of 50 students, there should be provision for at least two class rooms with space and furniture to accommodate all students. The minimum size of classrooms should be 50 Square meters. The institution should provide a minimum of three small rooms of the size of 30 Square meters to hold tutorials and group discussions.
- ii) **Seminar Room:** Multipurpose Hall in the institution shall be shared. In addition, the institute should have one seminar room with seating capacity of one hundred and

minimum total area of 100 square meters. This hall should be equipped for conducting seminars and workshops.

iii) **Faculty Room:** A separate cabin for each faculty member with functioning computer and storage space should be provided.

iv) **Administrative Office Space:** The institution should provide adequate working space for the office staff, with furniture, storage and computer facilities.

11. **Common Rooms:** The institution should provide at least separate common rooms, one each for women and men.

**Library:** The Library of the Institution/University shall be shared and shall cater to the requirements of the programme. A Minimum of 1000 relevant titles (With multiple copies of relevant books) for the M.Ed Programme should be there including reference books related to all courses of study. There should also be provision of space for reading and reference section in the library. At least 100 quality books should be added to the Library every year. The library should have photocopying facility and computer with internet facility for the use of Faculty and students.

12. **Other Amenities**

i) Functional and appropriate labs with furniture in required number for instructional and other purposes.

ii) Arrangement may be made for parking vehicles.

iii) Access to safe drinking water should be provided in the institution.

iv) Effective arrangement should be made for regular cleaning of campus, water and toilet facilities (separate for male, female and transgender students and teachers).

**Note:** If more than one programme in teacher education is run by the same institution in the same campus, the facility of playground, multipurpose hall, library and laboratory (with proportionate addition of books and equipments) and instructional space can be shared. The institution shall have one Principal for the entire institution and Heads for different Teacher Education Programmes offered in the institution.

13. **Managing Committee:** The institution shall have a Managing Committee comprising of Members from the Sponsoring Society/Managing Society/Trust, two Teacher Educators, one Faculty member of the college and Heads of two institutions identified for field attachment by rotation.

14. Selection of courses/area of study for the M.Ed. Programme will be made by a student to make up credits in the manner provided in Schema for two years M.Ed Programme approved by the Academic Council for the purpose.

15. The nature, number, scope and content of course for the M.Ed. Degree Programme contact hours, the number of credits, allotment of marks for the semester examination and sessional work and the duration of examination of each course in a semester shall be as approved by the Academic Council on the recommendation of the Board of Studies in Teacher Education and the Faculty of Education.

**NOTE:-**

i/ A 4-Credit course may have 60 marks for Semester examination and 40 marks for sessional assessment. A 2-Credit course may carry 30 marks for Semester Examination and 20 marks for sessional assessment.

ii/ The duration of examination in a course may be up to three hours. The duration of viva-voce may be decided by the Board of Examiners appointed for the purpose or as may be directed by the Academic Council.

16. Instruction in each course shall be in the form of lectures, tutorials, seminars, problem sessions, case studies, group discussions, field visits etc. according to the need of each course as may be decided by the Board of Studies in Teacher Education and the Faculty of Education.

17. Continuous sessional assessment shall be a constituent part of the semester programme except dissertation and viva-voce. The weightage of marks to be given to semester

examination and to the continuous sessional assessment in a course shall be in the ratio of 60:40. The sessional assessment shall be awarded and the record thereof shall be maintained in the manner prescribed by the Academic Council. There will be no sessional assessment for dissertation work and viva-voce.

18. There shall be an examination called the semester end examination at the end of each semester in the prescribed courses in the manner approved by the Academic Council. Examination for the 1<sup>st</sup> and 3<sup>rd</sup> semester courses will be held ordinarily in the 1st/2nd week of December and examination for the 2<sup>nd</sup> and 4<sup>th</sup> semester courses will be held ordinarily in the 1st/2nd week of May every year or on such dates as may be approved by the Vice-Chancellor.

19. A semester examination for the M.Ed. Programme shall be open to the following categories of persons:-

(A) A regular student from Department of Education/ Colleges of Education affiliated to University of Jammu for the period specified for that course of study by having been on the rolls of the department/college immediately preceding the examination and submits his/her application on the prescribed form to the Controller of Examinations through the Head of the Department where he/she has pursued the course for the examination and has fulfilled the following conditions to be certified by the Head of the Department/ Principal of the College of Education.

i/ he/she has been a person of good conduct;

ii/ he/she has attended not less than 80% in theory and 90% in internship & practical/field work of the lectures delivered including seminars/tutorials, etc. in each course offered by him/her in that semester.

iii/ he/she has satisfactorily performed the work of the class;

iv/ he/she has paid the prescribed fees.

The application on the prescribed form duly filled in and accompanied by the prescribed fees and certificates must reach the Controller of Examinations not later than the date fixed for the purpose.

(B) An ex-student, i.e., a person who after having undergone a regular course of study and having completed all conditions of eligibility for appearance in a course or courses in a semester examination including minimum attendance requirement and having either failed to pass the semester examination in that course(s) or been unable to appear in the examination in that course(s) provided he/she appears in the examination within the maximum period within five years of entering the course and submits his/her application on the prescribed form along with the prescribed fees and certificates to reach the Controller of Examinations within the date fixed for this purpose.

20. The Head of the University Department/Principal of College of Education may condone shortages in attendance of a student in a semester for special reasons to be recorded in writing up to five lectures in each course separately. A student whose deficiency in lectures in a course is not condoned by the Head of the Department/Principal of College of Education or is not condonable shall not be eligible to appear in the semester examination in that course.

21. Any student who participates in games, cultural and other co-curricular activities as defined below with the prior approval of the Head of the Department/ Principal of College of Education shall, for the purpose of condoning deficiency in attendances incurred by him/her on account of such participation, be treated as present on all the working days during the days of his/her absence on such account for a period of not exceeding 8 working days in a semester:

(1) State representation in International/All India competitions organised by an agency recognized by the Board of Sports and Youth Welfare.

- (2) Participation in the Inter-University competition held under the auspices of a University or any recognized institution as a member of the University team. .
- (3) Participation in the N.C.C., N.S.S. Bharat Scouts & Guides and National Integration Samiti activities as a member of the recognized institution;
- (4) Participation in the Coaching Camps/ Rehearsals prior to participation as a member of the State or University team in the National/All India/Inter-University competitions;
- (5) Participation in the Mountaineering/Hiking/ Trekking/Skiing/Rock Climbing or other such activities organized under the auspices of the State Government/University as a member of the Institution affiliated/recognized by the University.
- (6) Participation in the Inter College Competitions organized by the University as a member of the teams of participating Institutions.
22. Notwithstanding anything contained in these Statutes, the Syndicate shall have the power to exclude any candidate from appearing in any examination if it is satisfied, after issuing a show-cause notice to the candidate and holding an inquiry, that such a candidate is not a fit person to be admitted thereto.
23. In order to be eligible for the M.Ed. degree, a student must pass all courses with atleast  $\geq$  Grade through semester courses provided by the University spread over to not less than **four** semesters.
24. In order to earn the credits for a course, a student must have -
- a/ attended not less than 80% in theory and 90% in internship & practical/field work of the lectures(including tutorials, seminars etc.) delivered in each course separately.
  - b/ obtained atleast  $\geq$  Grade in each course reserved for sessional assessment (except Dissertation where there is no sessional assessment)separately; and
  - c/ obtained atleast  $\geq$  Grade in each course separately and in dissertation including viva-voce.
25. A student who has earned the required credits in a course and dissertation including viva-voce in the manner provided in schema for two years M.Ed programme shall be declared successful.
26. A student who -
- i/ does not fulfill the minimum requirement of attendance in lectures in a course; or
  - ii/ does not secure the minimum marks required to pass in the sessional assessment in a course will not be eligible to sit in the semester examination in that course. He/she will have either to repeat the course/courses when classes in that course/courses are held by the department/college or opt for a new course or courses in that or any other semester if facilities of Instruction are available and the courses in which he/she failed to fulfill requirement of attendance in lectures or in sessional work was not a compulsory, basic or a pre-requisite course. In all such matters final decision will be taken by the Head of the University Department of Education/ Principal College of Education after consulting the adviser of the students in the department and keeping in view the statutory position.
27. The Head of the University Department of Education/ Principal College of Education shall be competent to cancel admission of a student enrolled for the M.Ed. Programme in the department if -
- i/ the student remains absent without permission of the Head of the Department of Education/ Principal College of Education for a period of one month continuously; or

ii/ the student does not attend 50% or more of the total lectures delivered in the semester concerned; after an opportunity has been given to him/her to explain as to why such an action be not taken against him/her.

28. A student who has completed the minimum attendance requirements in the 1st semester but has either failed to appear in the semester examination in that session or having appeared and failed to pass in any or all the courses prescribed for the semester, may be permitted to keep terms for the second semester.
29. A student who has been on the rolls of the University Department of Education/ College of Education in the 1<sup>st</sup> Semester of the M.Ed. degree programme and earns eligibility to join the 2nd Semester of the Programme but fails to join the 2nd Semester when he/she was due to join or discontinues his/her studies for any reasons whatsoever after earning eligibility to join the 2<sup>nd</sup> Semester may be considered for admission to the 2nd Semester in a subsequent year if he/she submits application to this effect before the commencement of the 2nd Semester provided a seat and other facilities for the courses offered by the student are available in the Department of Education/ College of Education in the 2nd Semester and the student seeks admission within a period of two years from the date he/she discontinued his/her study. The final decision regarding admission of such a student shall be taken by the Head of the Department of Education.
30. Two copies of the dissertation alongwith C.D. be submitted by the students of M.Ed. 4<sup>th</sup> Semester in the Office of the Controller of Examinations within 15 days from the last paper of concerned course. No further extension will be granted in this regard.
31. The dissertation shall be examined and viva-voce conducted by a Board of Examiners consisting of:-
  - (a) Head of the University Department of Education;
  - (b) One teacher of the University Department of Education nominated by the Head of the Department of Education by rotation every year
  - (c) One External Examiner appointed by competent authority. He/She will be paid T.A./D.A. and honorarium as per University rules & regulations.
32. A candidate who completes the minimum attendance requirement but does not appear in the examination in that semester or, having appeared, fails in a course or courses in a semester examination may appear in the examination in such course or courses when it is held subsequently by the University within the maximum period of three years to be counted from the date he/she was scheduled to appear for the first time in the semester examination, or the date he/she appeared first in semester examination, as the case maybe. Unless otherwise provided, he/she will have to appear in the course or courses according to the syllabus prescribed by the University for the Semester Examination in which he/she appears. Provided, that the candidate who fails to qualify all the semester examinations in full within the prescribed time may be allowed to avail of one more chance to qualify the backlog courses at the immediate next session after the expiry of statutory period . In such cases the marks obtained in sessional assessment in the course concerned shall be carried forward.ö

**Note :** No one will be allowed to appear as a private candidate in M.Ed. except failures/ Reappear/Droppers because of the compulsory requirements of the dissertation work for regular students, its viva-voce and practical work. The Department of Education, however, reserves the right not to offer some of the optional courses during a academic year in a semester.

33. A transcript shall be issued to a student in respect of his/her performance in each semester after evaluation of the semester examination is done. The transcript shall

indicate grade obtained in sessional assessment as well as semester examination in each course.

- 34.** After a candidate has appeared and passed in all courses of study offered by him/her in the four semesters and has earned required credits of four semester Examinations in accordance with these Statutes, his/her result shall be assessed and he/she shall be declared successful in the MASETRØ degree programme in the Faculty of Education. He/she shall be awarded a degree stating the grade in which he/she has passed in the following manner:-.

The successful candidates shall be classified as under:-

Marks	Grade	Grade Points	Description of Performance
>80	A+	10	Out Standing
>75and<80	A	09	Excellent
>68and<75	B+	08	Very Good
>60and<68	B	07	Good
>50and<60	C+	06	Above Average
>40and<50	C	05	Below Average
>36and<40	D	04	Marginal
>20and<36	E	02	Poor
<20	F	00	Very Poor

'E' and 'F' grades refer to unsatisfactory performance. The student shall have to repeat all compulsory courses where E/F grade is obtained. The weights of 'E' and 'F' Grades shall not be counted in SGPA or CGPA.

The final results shall be displayed in Grades as approved by the Competent Body on the pattern of Master Degree Programme.

Those who attain A+ to D Grades are considered successful whereas the ones below -DØ (i.e. E & F) is to be considered fail or Dropped for the Different Components. Students shall be permitted to complete the programme requirements within a maximum period of three years from the date of admission to the programme.

A candidate, who passes, in theory but not successful in Internship examination will be a not successful candidate to earn the Degree as the candidate is to be successful in all the three components( Core/ Foundation Courses , Teaching Courses and the Internship) simultaneously irrespective of the minimum of Grades earned.

As soon as possible after the termination of the examination, the Controller of Examinations shall publish a list of the candidates indicating against each his/her result. Each successful candidate shall be awarded a degree stating the Grade.

### **35. Re-evaluation**

The candidate(s) would not be allowed to get their answer scripts re-evaluated, as the answer scripts will be shown to the students by the concerned teachers after checking.

36. The rates of examination & other fees payable by each candidate appearing in a semester examination for the M.Ed. degree programme shall be as per University notifications issued from time to time.
37. Every candidate for a semester examination shall submit his/her application for appearance at each semester examination to the Controller of Examinations to reach him/her not later than the dates given below on the prescribed form accompanied by the prescribed fees and necessary certificates signed by the Head of the University Department of Education/ Principal College of Education or the officer authorized under Statutes to attest and sign such forms:

Last date for receipt of forms and Fees in the University Office

For examination to be held in December --15 September

For examination to be held in May -- 15 February

Whenever the application or fee or both of a candidate is/are received after the last date prescribed above, he/she shall also pay late fee as per University rules in vogue from time to time.

38. No candidate who gets  $\leq$  Grade in M.Ed. programme after having been placed in re-appear category in any course or courses shall be entitled to a scholarship or a prize or a medal.
39. A person, so long as he/she is a student of M.Ed. programme, shall not be permitted to attend any other course of instruction or appear in any other examination of the University;  
Provided that a candidate who has been placed under re-appear in one paper/subject only of an examination other than that of M.Ed., shall not fall under the purview of this Statute.
40. English shall be the medium of instruction/examination.
41. The Vice-Chancellor shall interpret and remove any difficulty arising in the application and implementation of these Statutes and shall decide forms and procedures for the same.

õ(i) A candidate who has passed M.Ed. (semester pattern) Examination from the University of Jammu and has been placed in the D & C Grade in the aggregate of semester examination may be given Two chances to improve his /her grade/performance within a period of 3 years of having passed the M.Ed. Examination and for this purpose he/she may reappear as a private candidate in the consecutive annual examinations in the discipline in any number of courses prescribed for the M.Ed. The credits already earned by the candidate in other courses in which he/she does not appear shall be carried forward. Internal assessment of the entire regular candidate who sit in the examination for improvement of Grade within a period of three years of having passed their M.Ed. examination be retained. The result of such a candidate shall be declared if he/she improves the Grade.

ii) Notwithstanding anything contained above a candidate who having passed M.Ed.(Semester System), examinations with less than 55% marks from the University of Jammu, appears in the examination to improve the grade but fails to do so, his/her result may also be declared provided he/she secures D or above grade.

42. **Educational Tour/Field Trip:** The Students studying in M.Ed 2<sup>nd</sup> Semester will be taken to visit Centers of Advanced Studies in Education /Renowned Teachers Educational Institutions/Departments of the Universities located in Indian Universities

for giving exposure of the kind of research and practicum work being done in other Universities. The students will also be taken to Documentation Centers of different Universities/National Organizations. It will facilitate the students for the collection of Literature to prepare the chapter on 'Review of Related Literature' for their dissertation work. The Dissertation for the students of M.Ed is compulsory for regular students and it is to be completed as a partial, fulfillment of the course. To bridge the gaps in the preparation of a good researcher and practitioner in the Educational Institutions, the students need to be fully groomed in the research pursuits. It therefore, requires an exposure and understanding of the students through their visit to renowned academic places in the country so that students are enlightened and enabled to broaden their outlook. They will also get a chance to know how ICT is being used in the discipline for improving class room teaching. It will also give an understanding to the students about the good and innovative practices being followed in the departments of other universities. Every student shall submit a report to HOD for work done in the Institutions being visited.

The teachers of the department, out of whom one should preferably be a lady teacher, a clerk and one peon will accompany the students on educational tour. The department will collect Rs. 800.00 for each student in all the semesters to seek 50% of the contribution of the department for meeting to and for expenditure. The rest of the 50% of the fare will be met by seeking railway concessions. In case tickets sometimes are not available due to heavy rush. In that event the tickets may be bought on TATKAL QUOTA out of the funds collected from the students. Every year the HOD shall fix up the amount to be charged from the students at the time of granting admission after making a resolution by DAC.

The expenditure for lodging and boarding as well as sightseeing etc. will have to be borne by the students. The teachers accompanying will also be paid 2<sup>nd</sup> A.C to and from expenditure and DA admissible out of the department fund besides local bus fare and any other actual expenditure etc. The same holds good for the clerk and peon accompanying the tour but as per their entitlement. The organization of the tour shall be assigned to any of the tour and travel party in consultation with DAC and CR,s of the Department. The Expenditure per student should not exceed the amount collected through the fees per semester or through lump sum collection.

### **References:**

1. University Council Resolution No. 86 dated 21-06-2004
2. University Council Resolution No. 98 dated 21-06-2004
3. University Council Resolution No.18 dated 15-01-2001
4. University Council Resolution No. 24 dated 21-02-2003
5. University Council Resolution No.13 dated 2-1-1982.
6. University Council Resolution No. 40 dated 26-04-2000
7. University Council Resolution No.4.72.2 dated 15-04-2014 (76<sup>th</sup> University Council Meeting Minutes Pg. 36)



## SCHEMA FOR TWO YEARS M.ED PROGRAMME

First Semester							
Course No.	Subject/course Component	Credits	Inst. Hour/Wk	Marks			
				Major Test	Minor 1 & 2 Internal		Total
					Minor Test- 1 (Test, Sessional Work, Seminar)	Minor Test 2 (Test, Sessional Work, Seminar)	
PSMETC101	Philosophical Foundations of Education	4	4	60	20	20	100
PSMETC 102	Psychological Foundations of Education	4	4	60	20	20	100
PSMETC 103	Methods of Data Analysis in Education	4	4	60	20	20	100
PSMETC 104	Methodology of Educational Research	4	4	60	20	20	100
PSMETC 105	Educational Technology	4	4	60	20	20	100
PSMEIC 106	Internship	4	Continued and Combined Internship				100
	<b>TOTAL</b>	<b>24</b>					<b>600</b>

Second Semester							
Course No.	Subject/course Component	Credits	Inst.Hour/Wk	Marks			
				Major	Minor 1 & 2 Internal		Total
					Minor Test- 1 (Test, Sessional Work, Seminar)	Minor Test 2 (Test, Sessional Work, Seminar)	
PSMETC 201	Methodology of Core Practices	4	4	60	20	20	100
PSMETC 202	Qualitative Research	2	2	30	10	10	50
PSMETC 203	Comparative Education	4	4	60	20	20	100
PSMETC 204	Teacher Education	4	4	60	20	20	100
PSMEDC 205	Dissertation	2	2				50
PSMETE 206	Teaching Specialization (General Science/Social Science/ Language)	2	2	30	10	10	50
PSMEIC 207	Internship	4	Continued and Combined Internship				100
	<b>Total</b>	<b>22</b>					<b>550</b>

Third Semester							
Course No.	Subject/course Component	Credits	Inst.Hour/Wk	Marks			
				Theory	Minor 1 & 2 Internal		Total
					Minor Test- 1 (Test, Sessional Work, Seminar)	Minor Test 2 (Test, Sessional Work, Seminar)	
PSMETC 301	Sociological Foundations of Education	4	4	60	20	20	100
PSMETC 302	Advanced Communication Skills	4	4	60	20	20	100
PSMETC 303	Health and Yoga Education	4	4	60	20	20	100
PSMEDC 304	Dissertation	4	4				100
PSMEIC 305	Internship	4	Continued & Combined Internship				100
PSMETO 306	Pedagogy and Assessment (For Other Department)	4	4	60	20	20	100
PSOCC	From Other Department	4					100
	<b>Total</b>	<b>24</b>					<b>600</b>

Fourth Semester							
Course No.	Subject/course Component	Credits	Inst.Hour/Wk	Marks			
				Theory	Minor 1 & 2 Internal		Total
					Minor Test- 1 (Test, Sessional Work, Seminar)	Minor Test 2 (Test, Sessional Work, Seminar)	
PSMETC 401	Inclusive Education	4	4	60	20	20	100
PSMEDC 402	Dissertation Viva-Voce	4					100
PSMETE 403	Advanced Statistics in Education/ Open and Distance Learning/ Peace Education and Human Rights / Curriculum Development/ Environmental Education/ ICT in Education	4	4	60	20	20	100
PSMEIC 404	Internship	4	Continued & Combined Internship				100
PSMEPC 405	Project Work	4	From I Semester onwards				100
	<b>Total</b>	<b>20</b>					<b>500</b>

The total credit requirement for the Master Degree in Education (M.Ed) is 90 credits. The total credits are distributed over two categories i.e. Post-graduate Semester Core Courses (PSCC) cum Post-graduate Semester Elective Courses (PSEC), & Post Graduate Semester Open Choice Course (PSOCC). The PSOCC provides an opportunity for the students of M.Ed to expose themselves to interódisciplinary approach in education. The students would opt out of the 4 credits course from M.A. Education PSEDTE306.

### **Splitting of Semester Credits and Marks:**

1 <sup>st</sup> Semester	24 Credits	600 marks
2 <sup>nd</sup> Semester	22 Credits	550 marks
3 <sup>rd</sup> Semester	24 Credits	600 marks
4 <sup>th</sup> Semester	20 credits	500 marks
<hr/>		
	90 Credits	2250 marks

### **Nomenclature of Post Graduate Courses in Education**

Nomenclature of courses will be done in such a way that the course code will consist of nine characters.

- The first character "P" stands for Post graduate.
- The second character "S" stands for Semester.
- Next two characters will denote the Subject Code i.e. ME (M.ED.).
- Next character will signify the nature of the course.

T - Theory Course

D – Dissertation

I- Internship

P- Project Work

- The succeeding character will denote whether the course is compulsory "C" or Elective "E" or Open Choice 'O'.
- The next character will denote the Semester Number.  
For example, 1 will denote Semester — I, 2 will denote Semester-II, 3 will denote Semester-III and 4 will denote Semester-IV.
- Last two characters will denote the Paper Number.

## **MASTER OF EDUCATION (M.Ed)**

### **Semester I**

**(For the examination to be held in the year 2017, 2018 & 2019)**

**Course No: PSMETC101**

**Title: Philosophical Foundations of Education**

**Duration of Exam: 3 Hrs.**

**Total Marks : 100**

**Credit: 04**

**Minor Test-I : 20**

**Minor Test-II : 20**

**Major Test. : 60**

#### **Course objectives:**

##### **To enable the pupil teachers to-**

- study and understand the western thought on the Education emerged in different eras.
- study and understand the contributions of Western Thinkers in philosophy in the field of Education.
- study and Understand the modern philosophical contexts in vogue in the society and in educational side.
- study and to critically understand the implications of the Democracy and its related aspects like Feminism and Multi culturalism in the field of education.

#### **Unit-I**

##### **Basic Western Schools of Thought**

Functions of the Philosophy with Implications on Education ; Schools of Western thoughts in context of Curriculum and Methodology- Empiricism, Logical Analysis, Existentialism, Dialecticism; Comparison of the Western Schools of Philosophy with the Indian schools of thought in context of education and classroom practices .

#### **Unit-II**

##### **Western Thinkers**

Critical analysis of the Contributions of the Thinkers to Education óEmile (Rousseau), Aristotle, John Locke, John Dewey, Immanuel Kant, Paulo Freire,; Medieval Theories of Education (Hugh to John Salissbary)

#### **Unit-III**

##### **Groundwork of Theory in Practice**

Contextual relationship between the Practice of Education and the theoretical basis (Philosophy) Critical Thinking (implications for the classroom processes); High Leverage Practices (learning students culture and the developing teaching norms) the Reflective Thinking and the Critical pedagogy; Critical Analysis of a Book (Reflective Journal)

#### **Unit IV**

##### **Social Philosophical Issues**

Democracy and the responsibility in the process of Education and the Teacher Education, (developing the students to develop positive, productive and professional relationship to work together) Constructivism in shaping the classroom (strengths & weaknesses, survey of the difficulties in the classrooms & the strategies) Multicultural Education; Feminism in Education; Changing notions of Moral and Moral Education.

### Sessional Work

Indian schools of philosophy (Sankhya, Vedanta), Buddhism, Jainism, Islamic traditions with special reference to knowledge, reality and values. Critical Analysis of a Book, Constructivism in shaping the classroom (strengths & weaknesses, survey of the difficulties in the classrooms & the strategies)

**Note:** There will be two minors. Each minor will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The minors will be from first and second unit.

### Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

### Book Recommended & Web Resources:

Ball Deborah Loewenberg and Forzani Francesca M The Work of Teaching and the Challenge for Teacher Education, 60(5) 497-651 Journal of Teacher Education SAGE Publications 2009.  
 Brooke, Christopher & Frazer Elizabeth Introduction :Political & Philosophical Perspectives on Education -I Vol 36, No5, Oct 2010 Oxford Review of Education, pp521-525.  
 Curren Randell Aristotle's Educational politics & Aristotelian Renaissance in Philosophy of education Vol 36, No5, Oct 2010 Oxford Review of Education, pp543-559.  
 Educational Thought and Practice Taneja, V R ; Sterling Publishing House Philosophy and Education Mrinal Miri, Oxford Publications, Delhi.  
 FitzGerald B.D Medieval Theories of Education: Hugh of St Victor & John of Salisbury, Vol 36, No5, Oct 2010 Oxford Review of Education, pp575-588.  
 Fundamentals of Indian Philosophy-R. Puligandla.  
 History of Philosophy Bertrand Russell.  
 Lampert Magdalene Learning Teaching in, from, and for Practice: What Do We Mean?, 61(1-2) 21-34 Journal of Teacher Education, Sage.  
 McLaren Peter & Leonard Peter (Eds) Paulo Freire-A critical Encounter, Routledge, London, 1993.  
 Philosophical & Sociological Basis of Education V R Taneja.  
 Philosophical & Sociological Foundations of Education Rajesh R Sharma  
 Tuckness Alex Locke on education and the rights of the parents Vol 36, No5, Oct 2010 Oxford Review of Education, pp627-638

<http://www.wou.edu/~girodm/foundations/philos.pdf>

<http://gradcourses.rio.edu/leaders/philosophies.htm>

file:///C:/Users/Administrator/Downloads/RN05-006%20(3).pdf

<http://plato.stanford.edu/entries/education-philosophy/>

[http://www.researchgate.net/profile/Robert\\_Floden/publication/265080547\\_PHILOSOPHICAL\\_INQUIRY\\_IN\\_TEACHER\\_EDUCATION\\_1/links/54ca42e20cf22f98631acdabb.pdf](http://www.researchgate.net/profile/Robert_Floden/publication/265080547_PHILOSOPHICAL_INQUIRY_IN_TEACHER_EDUCATION_1/links/54ca42e20cf22f98631acdabb.pdf)

[http://www.abdn.ac.uk/develop/documents/21\\_March\\_2013\\_Hilary\\_Homans\\_PCM\\_logframe.pdf](http://www.abdn.ac.uk/develop/documents/21_March_2013_Hilary_Homans_PCM_logframe.pdf)

<http://izt.ciens.ucv.ve/ecologia/Archivos/Filosofia-II/Russell,%20Bertrand%20-%20The.Philosophy.of.Logical.Analysis.pdf>  
<http://teacherweb.com/AZ/UniversityHighSchool/Sudak/Chapter-7A--Existentialism-2.pdf>  
<http://dc.cod.edu/cgi/viewcontent.cgi?article=1031&context=philosophypub>  
<http://www.iosrjournals.org/iosr-jhss/papers/Vol2-issue2/E0222227.pdf>  
[http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/21100/10/14\\_chapter5.pdf](http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/21100/10/14_chapter5.pdf)  
<http://www.ibe.unesco.org/publications/ThinkersPdf/kante.PDF>  
<http://www.ibe.unesco.org/publications/ThinkersPdf/kante.PDF>  
[http://archive.org/stream/cu31924032702981/cu31924032702981\\_djvu.txt](http://archive.org/stream/cu31924032702981/cu31924032702981_djvu.txt)  
<http://www.usca.edu/essays/vol122004/Bercaw.pdf>  
<https://pages.gseis.ucla.edu/faculty/kellner/essays/henrygiroux.pdf>  
[http://diffractions.net/documentos/Recensao4\\_Giroux.pdf](http://diffractions.net/documentos/Recensao4_Giroux.pdf)  
[http://www.ncsall.net/fileadmin/resources/teach/authentic\\_overview.pdf](http://www.ncsall.net/fileadmin/resources/teach/authentic_overview.pdf)  
<http://faculty.education.illinois.edu/burbules/papers/critical.html>  
[http://www.researchgate.net/profile/Mohammad\\_Aliakbari/publication/266224451\\_Basic\\_Principles\\_of\\_Critical\\_Pedagogy/links/5488a7c40cf2ef344790a286.pdf](http://www.researchgate.net/profile/Mohammad_Aliakbari/publication/266224451_Basic_Principles_of_Critical_Pedagogy/links/5488a7c40cf2ef344790a286.pdf)  
[http://www-personal.umich.edu/~dball/presentations/091312\\_CAEP.pdf](http://www-personal.umich.edu/~dball/presentations/091312_CAEP.pdf)  
[https://caepnet.files.wordpress.com/2014/11/ets\\_embedding\\_high\\_leverage\\_practices.pdf](https://caepnet.files.wordpress.com/2014/11/ets_embedding_high_leverage_practices.pdf)  
<http://mseg.wikispaces.com/file/view/TeachingWorks.pdf>  
[http://sitemaker.umich.edu/ltp/files/kazemi\\_et\\_al\\_merga\\_proceedings.pdf](http://sitemaker.umich.edu/ltp/files/kazemi_et_al_merga_proceedings.pdf)  
<http://tedd.org/wp-content/uploads/2014/03/Lampert-Practice-article.pdf>  
[http://sitemaker.umich.edu/ltp/files/lampert\\_m.\\_beasley\\_h.\\_ghousseini\\_h.\\_et\\_al.\\_2010\\_.using\\_designed\\_instructional\\_activities\\_to\\_enable\\_novices.pdf](http://sitemaker.umich.edu/ltp/files/lampert_m._beasley_h._ghousseini_h._et_al._2010_.using_designed_instructional_activities_to_enable_novices.pdf)  
[http://en.wikipedia.org/wiki/Constructivism\\_\(philosophy\\_of\\_education\)](http://en.wikipedia.org/wiki/Constructivism_(philosophy_of_education))  
<http://www.thirteen.org/edonline/concept2class/constructivism/>  
<https://www.era.lib.ed.ac.uk/bitstream/handle/1842/5841/MacAllister2011.pdf;jsessionid=0B221F1BCA29E37B3B6542E927B35E3F?sequence=2>  
<http://www.infonomicssociety.org/IJCDSE/Philosophical%20Relevance%20of%20a%20Rational%20Empiricists%20Epistemology%20for%20Education.pdf>  
<http://www.soencouragement.org/Essays%20on%20Education%20and%20Educational%20Philosophy.pdf>  
<http://www.itari.in/categories/multiculturalism/DefiningMulticulturalEducation.pdf>  
[http://www.mu.ac.in/myweb\\_test/MA%20Education-Philosophy/Chapter-16.pdf](http://www.mu.ac.in/myweb_test/MA%20Education-Philosophy/Chapter-16.pdf)  
<http://emrj.net/Dr.%20Manisha%20Vinay%20Indani.pdf>  
<http://unesdoc.unesco.org/images/0013/001387/138797E.pdf#page=47>  
<http://www.lingref.com/isb/4/141ISB4.PDF>

**Annexure-VI****MASTER OF EDUCATION (M.Ed)****Semester I****(For the examination to be held in the year 2017, 2018 & 2019)****Course No: PSMETC102****Title : Psychological Foundations of Education****Duration of Exam: 3 Hrs.****Total Marks : 100****Credit: 04****Minor Test-I : 20****Minor Test-II : 20****Major Test : 60****Course Objectives:****To enable the pupil teachers to-**

- develop insight into the nature of psychology and psychological processes.
- understand how psychological knowledge and procedures given by various schools of psychology may be applied to the solution of educational problems.
- gain knowledge of the importance of motivation in learning.
- understand some important learning theories and importance of transfer of learning that will enable the teacher and students to realize educational objectives.
- pursue their attempts to understand the intricacies of human personality and intelligence.

**Unit-I**

Educational Psychology - Its nature and scope, Relationship of education and psychology.

Main features and contribution of the following schools of psychology towards education: Behaviourism, Gestalt, Psychoanalysis and constructivism.

Motivation : Concept, Theories : Maslow's theory of self-actualization, Murray's theory of Motivation, Theory of achievement motivation.

**Unit-II**

Learning óConcept, Factors affecting learning.

Theories of learning- Kolb's experiential theory, Jack Mezirow's transformational learning theory, George Siemens' connectivist learning theory.

Cognitive theories of learning.- Kurt Lewin's field theory, Tolman's systematic theory.

**Unit-III**

Transfer of Learning- Theories of Transfer. Major experiments on transfer, Role of teacher in facilitating transfer.

Development of Concept Formation (meaning and attributes of concepts, development of some concepts and role of teacher in concept building); Reasoning (meaning, steps, types of reasoning and role of teacher); and Problem Solving (meaning, approaches, phases and role of teacher).

Developments of Thinking (meaning, classification, steps, tools, forms of thinking and role of teacher); and Language (meaning, sequence, factors influencing language development and role of teacher).

### **Unit-IV**

Personality : Concept, Type and Trait Theories, Behavioural Approach -Miller, Dollard and Bandura, Humanistic Approach - Roger and Maslow; Assessment of Personality - Projective techniques.

Intelligence : Concept, theories : Guilford's structure of intellect and Gardner's multiple intelligence theory.

#### **Sessional Work:**

Administration of tests to assess personality (e.g. Rorschach Ink Block Test / Thematic Apperception Test / Children Apperception test). Individual Difference, Mental Health and hygiene, Process of Adjustment, Conflict and Defence Mechanism.

**Note:** There will be two minors. Each minor will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The minors will be from first and second unit.

#### **Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

#### **Book recommended:**

Chauhan, S.S. ( 2001 ). Advanced Educational Psychology. Vikas Publishing House Pvt Ltd.  
New Delhi

Dash.M. (2006). Fundamentals of Educational Psychology. Atlantic Publishers and Distributors Pvt. Ltd. New Delhi

Mangal. S. K. ( 2005 ).Essentials of Educational Psychology. Prentice Hall of India Pvt. Ltd:  
New Delhi

Solso. Robert. L. ( 2002 ) Cognitive Psychology. Pearson Ed (Singapore) Pvt. Ltd. Delhi



## MASTER OF EDUCATION (M.Ed)

### Semester I

(For the examination to be held in the year 2017, 2018 & 2019)

<b>Course No: PSMETC103</b>	<b>Title: Methods of Data Analysis in Education</b>
<b>Duration of Exam: 3 Hrs.</b>	<b>Total Marks : 100</b>
<b>Credit: 04</b>	<b>Minor Test-I : 20</b>
	<b>Minor Test-II : 20</b>
	<b>Major Test : 60</b>

#### Course Objectives:

To enable the pupil teachers to-

- gain knowledge and understanding of:
  - (i) The concepts and methods used in statistical analysis of test scores,
  - (ii) The concept of qualitative and quantitative data.
- understand the concept of Inferential and Descriptive Statistics.
- apply the above knowledge in tabulating and interpreting test scores.
- develop skill for computations.

#### COURSE CONTENTS

##### Unit-I

Nature of Educational Data : Quantitative and Qualitative; Descriptive and Inferential Statistics, Levels of Measurement, measures of central tendency.

Normal Distribution Curve : Characteristics of Normal Probability Curve. Meaning and uses of standard scores. Concept of skewness and Kurtosis, Applications of Normal Curve.

- i) Determination of the percent of cases/number of scores falling within the given limits.
- ii) Determination of the limits, which include given percent of cases.
- iii) Determination of raw scores from the given percent of cases.

##### Unit-II

Hypothesis Testing :

- i) Concept of Hypothesis and types,
- ii) Concept of levels of significance,
- iii) Types of Errors, One-tailed and Two-tailed tests.

Statistical Inferences of the Differences between the Means and Correlations for Independent samples (Small and Large Sample) and percentages/ proportions.

Analysis of Variance : Meaning, Assumptions and uses with computations up to one-way classification only.

##### Unit - III

Measures of Relationship : Concept, types, uses and computations of correlation by Product Moment Method through scattergram and first and second order partial correlation.

Concept, uses and Computations of Biserial, Point - biserial, Tetrachoric and Phi- coefficient.

Regression equation: Concept.

### Unit IV

Parametric and Non-parametric Statistics. Differences between the two, uses of Non-Parametric Statistics

Chi-square and Hypothesis Testing : Concept, Assumptions and Advantages.

#### **Sessional Work:**

Use of excel sheets for computation of statistics.

**Note:** There will be two minors. Each minor will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The minors will be from first and second unit.

#### **Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

#### **Books Recommended:**

1. Aggarwal, Y.P. (2009). Statistical Methods: Concepts, Application and Computation. Sterling Publishers Pvt. Ltd., New Delhi.
2. Carter ,David Clark .(2004) Quantitative Psychological Research , Psychology Press, East Sussex, New York
3. Cohen, Louis, et.al (2011) Research methods in education, Routledge, New York
4. Garrett, Henry.E. (1981 ) Statistics in psychology and education, Vakils Fefferand Simons Ltd. Bombay
5. Koul, Lokesh .( 2011 )Methodology of Educational Research, Vikas Publishing House Pvt Ltd, New Delhi
6. Mangal ,S.K. (2007) Statistics in psychology and education, Prentice Hall Of India Pvt Ltd. New Delhi
7. Patel R.S. (2011)Statistical methods for Educational Research, Jay Publication, Ahmedabad

## **MASTER OF EDUCATION (M.Ed)**

### **Semester I**

**(For the examination to be held in the year 2017, 2018 & 2019)**

**Course No: PSMETC104**

**Title: Methodology of Educational Research**

**Duration of Exam: 3 Hrs.**

**Total Marks : 100**

**Credit: 04**

**Minor Test-I : 20**

**Minor Test-II: 20**

**Major Test : 60**

#### **Course Objectives:**

##### **To enable the pupil teachers to-**

- orient thinking of students towards research and its functions in the various fields of educational endeavour.
- understand the Place of Theory of Research work.
- understand the meaning of Educational Research of various types.
- acquaint the students with the methodology of Research of various types.
- understand the basic concepts in the Philosophy of Science, Scientific Methods and Methodology in General.
- develop the ability to state terms, concepts, hypothesis working definitions clearly and explicitly.

### **Unit-I**

#### **Research in Education**

- Educational Research-Meaning, nature and scope, Need and Importance
- Areas of Educational Research: Philosophical, Psychological and Sociological.
- Scientific enquiry and theory development.
- Kinds of Educational Research- Fundamental, Applied and Action Research (Meaning, Purpose, Steps, Characteristics, and Differences).
- Quantitative Research (Concept of Univariate, Bi-variate and Multivariate variables)-
- Qualitative Research: Differences between Quantitative Research and Qualitative Research

### **Unit-II**

#### **Research Problem**

- Selection (Problems and its sources)
- Significance
- Delineating and operationalizing variables.
- Formulation
- Developing a research proposal (Meaning, Importance and Steps).
- Review of Related Literature (Meaning, need and sources including Internet).

**Hypothesis** : Meaning, Characteristics, Difference between Assumption and Hypothesis, Sources and Types.

### Unit-III

#### Methods:

**(i) Descriptive Research** (concept, steps, merits and demerits)- Survey Studies, descriptive studies, correlational studies, developmental studies, comparative studies, casual comparative studies, Cross-sectional and Longitudinal studies.

**(ii) Experimental Research** (Concept, Steps, Nature, Merits and Demerits)

Experimental Research Design: Single group pre-test, post-test design, pre-test-post-test Control group design, post-test only control group design and quasi experimental design, Non-equivalent comparison group design, time-series design.

Internal and External Validity of Results in Experimental Research.

Variables in Experimental Research: Independent, Dependent, Confounding variables.

**(iii) Historical Research** (concept, steps, merits and demerits)

**(iv) Other Research Methods:** a) Ex-post facto b) Lab experiment c) Field Studies

### Unit-IV

#### Sampling

- Population, Sample, Sampling Techniques (a) Probability sampling techniques and (b) Non-Probability.

- Probability Sampling: Simple random sampling, systematic random, Cluster and Stratified sampling, Multi-stage Sampling.

Non-probability Sampling: Convenience, Purposive, Quota and Incidental and snowball sampling.

- Characteristics of a good sample.

Tools of Educational Research: Meaning, characteristics of a good research tool and uses of the following tools:

- Questionnaire;
- Interview;
- Observation;
- Attitude Scale
- Rating Scale;
- Socio-metric Techniques.

Reliability and validity of various tools.

Factors influencing validity of research; techniques to increase validity of research.

**Writing Research Report** : Concept, Purpose and Steps.

#### Sessional Work :

i) Each student will prepare list of psychological tests on any one variable viz., Intelligence, Personality, Creativity, Adjustment etc. to be used for collection of data as an assignment

ii) Each student will prepare two references for each of the following:

(a) Books (b) Journals (c) Thesis/Dissertation, d) News Paper e) Website

iii) Each student will appear in a test on any of the following:

- (a) Preparation of an Abstract
- (b) Preparing a Research Proposal
- (c) Qualitative Research (Meaning, Purpose and Steps)
- (d) Formulation of hypothesis
- (e) Sources of Review of Related Literature
- (f) Steps for Preparation of Questionnaire or Attitude Scale or Rating Scale.

**Note:** There will be two minors. Each minor will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The minors will be from first and second unit.

**Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

**Books Recommended:**

Anastasi, Annie	Psychological Testing
Best, J.W.	Research in Education
Freeman, Frank, S.	Theory and practice of Psychological Testing
Good, G.V.	The Methodology of Educational Research
Hayman, J.L.	Research in Education
Mouly, G.J.	The Science of Education Research
Sukhia & Mehrotra	Introduction to Education Research
Travers, M.W.R.	Introduction to Education Research
Verma, M.	Introduction to Educational and Psychological Research

## **MASTER OF EDUCATION (M.Ed)**

### **Semester I**

**(For the examination to be held in the year 2017, 2018 & 2019)**

**Course No: PSMETC105**

**Title: Educational Technology**

**Duration of Exam: 3 Hrs.**

**Total Marks : 100**

**Credit: 04**

**Minor Test I : 20**

**Minor Test II: 20**

**Major Test : 60**

#### **Course Objectives:**

**To enable the pupil teachers to-**

- Analyse historical development, transactional usage and instructional design of educational technology
- understand various levels, strategies and models of teaching for future improvement
- be aware of the emerging trends and the resource centres of Educational Technology
- be acquainted with the research trends and applications of Educational Technology

#### **Unit I**

1. Educational Technology: Historical development, Educational Technology as process and product
2. Transactional usage of educational technology: integrated, complementary, supplementary standalone (independent)
3. Instructional Design: Concept, Historical development, characteristics of Individualized Instruction ( Keller's plan, Masery learning), small-group instruction, Large-group instruction

#### **Unit II**

1. Teaching and its Organization at : Memory Level, Understanding Level and Reflective Level
2. Teaching Strategies - Meaning, Nature, Functions and Types of Models of Teaching :
  - a) Concept Attainment Model
  - b) Glaser's Basic Teaching Model
3. Modification of Teaching Behaviour: Microteaching, Flanders Interaction Analysis, and Simulations

#### **Unit III**

1. Educational Technology in relation to open distance learning ( ODL)
2. Initiatives in Educational Technology: Online Education, CCTV, MOOC, Gyan Darshan, Gyanvani, EDUSAT and Multichannel Learning
3. Instructional Design for Competency Based Teaching: Models for Development of Self - Learning Material (SIMs) and Audio-video material

### Unit IV

1. Composition and Role of Resource Centres for Educational Technology óCEC (UGC), CIET, AVRC, EMMRC, INTEL, IGNOU
2. Research in Educational Technology - trends and priority areas with reference to Education
3. Recent innovations in the area of Educational Technology

#### Sessional Work:

- Prepare a chart on models of teaching
- Preparation of a trend report on researches on instructional design
- Visit to local educational technology institute (EMMRC/AVRC/any other institution) to explore the various stages on media production
- Power-point presentation on recent innovations in the area of educational technology.

**Note:** There will be two minors. Each minor will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The minors will be from first and second unit.

#### Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

#### Books Recommended

- Agarwal, J.P. (2013) Modern Educational Technology. Delhi: Black Prints
- Chauhan, S.S. (1978) A Text-Book of Programmed Instruction. New Delhi: Sterling Pub. Co.
- Flanders, Ned A. (1978) Analysing Teaching Behaviour, London, Addison Wesley Publishing Co.
- Mangal, S.K. & Uma Mangal (2009) Essentials of Educational Technology. New Delhi
- Mohanty, J. (2007) Modern trends in Educational Technology, Neel Kamal Publications Pvt.Ltd; New Delhi-110063 [www.neelkamalpub.com](http://www.neelkamalpub.com)
- Mukhopadhyay, M. (2003) Educational Technology-Knowledge assessment (IInd edition) Shipra publications, New Delhi-110092
- Sharma, R.A. (1997) Technology of teaching, Loyal Book Depot, Meerut
- Sharma, Y.K. & Sharma, M, (2006) Educational Technology and Management. Vol 1. New Delhi: Kanishka Publishers and Distributors

#### Web-references

[www.emrc.org/](http://www.emrc.org/)

[www.ciet.nic.in/](http://www.ciet.nic.in/)

[www.ignou.ac.in/](http://www.ignou.ac.in/)

[www.cec.nic.in/](http://www.cec.nic.in/)

[www.avrc.ucsd.edu/](http://www.avrc.ucsd.edu/)

[www.ugc.ac.in](http://www.ugc.ac.in)

[www.amm-merc.org/](http://www.amm-merc.org/)

[www.siethp.in](http://www.siethp.in)



## MASTER OF EDUCATION (M.Ed)

### Semester I

(For the examination to be held in the year 2017, 2018 & 2019)

**Course No: PSMEIC106**

**Title: Internship**

**Total Marks: 100**

**Credit: 04**

It will be compulsory for each student studying in first Semester of M.Ed. course will do their Internship through the following activities:

#### Visits cum Observation (10 days)

1. Visit & observe one Teacher Education Institution: Prepare Report on its overall functioning  

**5 Days**

  - a) Observe & record lessons of Interns: Five lessons of peers **(2X5=10 marks)**
  - b) Writing Reflective Journals related to: **(8X5=40 Marks)**
  - i) Teacher Education Institution Activities - Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
  - ii) Understanding Related Aspects of Curriculum: Objectives, Contents and Strategy, Learning and Instructional Activities for One teaching Subject
  - iii) Assessment of Teachers & Learners:  
 For Teachers: Teaching Learning Process, Behaviour, Punctuality, Discipline, Teaching Method used  
 For Learners: Teachers Rating, Punctuality, classroom Participation, Participation in Co-Curricular Activities and use of Achievement Test
  - iv) Preparation for Diverse Learners in Teacher Education Institutions : Related to Caste, Gender, Disabled and Locality
  - v) Reflection on Teaching Experience: Related to Positive and Negative Experiences while teaching.
2. Plan & deliver 4 lessons in 4 Perspective Papers in Teacher Education Institution : Recording of Lessons using available technology  

**4 Days**  
**(40 Marks)**
3. Visit, observe & record one Innovative Teacher Education Institution for extended discussions & presentations on different aspects of teaching: Methods of Teaching, Audio-Visual Aids, Evaluation Procedure, Innovative Practice, Remedial Teaching, Feedback Mechanism and Inter-personal Relationships  

**(10 Marks) 1 Day**

## **MASTER OF EDUCATION (M.Ed)**

### **Semester II**

**(For the examination to be held in the year 2018, 2019 & 2020)**

**Course No: PSMETC201**

**Title: Methodology of Core Practices**

**Duration of Exam: 3 Hrs.**

**Total Marks : 100**

**Credit: 04**

**Minor Test- I : 20**

**Minor Test- II: 20**

**Major Test : 60**

#### **Course Objectives:**

##### **To enable the pupil teachers to-**

- learn strategies to assess the learning contexts of the multiple children in the classrooms .
- understand the pedagogies of Enactment for the curriculum transactions and outcomes on the genuine feedback.
- develop the practices of the Approximations which would provide a basis of realistic methods of curriculum .
- develop and refine the process of the core practices for the prospective teachers in the classrooms situations

#### **Unit I**

Concept of Teaching disjoint between the theory and practice, Difference between the Informal teaching and the Instructional activity in classroom, knowledge domain of teaching, Relationship of the skills and the circumstantial problems in the classrooms (Exploration).

#### **Unit II**

Teacher as A Change from skill based to Knowledge & reflective practitioner, Relationship between the reflection aspects & Clinical aspects of practice & experiment of the teachers and Teacher educators (Issues ), Concept of the Pedagogy of enactment , difference in the Pedagogy of Enactment & Reflection.

#### **Unit III**

Concept of Methods of teaching (prospects for a discussion); Difference between the Foundational and methods courses; Learning of Method to teach & justification of the same in classroom; need of the relationship into learners' learning problems. Core Practices

#### **Unit IV**

Core Practices -concept, the disjoint between the pre-service Course and the problems in the classrooms, development & the refinement of the Core practices, Characteristics of High Leverage Practices

#### **Sessional Work:**

##### **Specializing in the elementary Schools (on a group of 2-3 students)**

- Developing among the students teachers the practice to develop among the students the Routines to work together (who refuses to work together & many other situations- in the discipline & across disciplines );

- Anticipating the responses of the students by identifying the Trouble spots/ Road Blocks / common errors
- Developing the repertoire of the same in Reflective Journal for the novices joining the profession to gain insight and the experience out of the two specialization

### **Specializing in the Secondary / Hr Secondary Schools (1-2 students' group)**

- Developing a core practice among the students teachers to elicit the further thinking of the students? (Dialogue , anticipating responses, sensitive to trouble spots, common errors & Road Blocks, writing out the expected students' responses & teachers' expected responses against each)
- Developing among the student teachers how to lead the class room discussions among the students? (Dialogue , anticipating responses, sensitive to trouble spots, common errors & Road Blocks, writing out the expected students' responses & teachers' expected responses against each)
- Developing among the student teachers how to learn about the students' understanding (w.r.t cultural differences and other above mentioned difficulties).
- Developing the repertoire of the same in RJ for the novices joining the profession to gain insight and the experience out of the specializations attained in the core practices.

The following techniques besides to many others can be used for the sessional work.

- Use of Scaffolding Instruction
- Graphic Organiser
- Research & Expert consultation
- Informal queries with the students
- Feedback & simulations
- Approximation of Practice (shortlisting & describing the feedback for the future teachers & basis to work upon).

**Note:** There will be two minors. Each minor will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The minors will be from first and second unit.

### **Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

### **Books Recommended & Web Resources:**

Ambrose SA & Bridges (2010) How Learning Works  
<http://c4ed.lib.kmutt.ac.th/sites/default/files/HowLearningWorks-Ambrose.pdf>  
 Brent & Felder How Learning Works available at  
<http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Columns/Ambrose.pdf>  
 Di Pietro, M., & Norman, M. "Using learning principles as a theoretical framework for instructional consultations," International Journal for Academic Development, DOI:10.1080/1360144X.2013.837826, 2013  
 Fink, L. D. (2003). Creating significant learning experiences: An integrated approach to designing college courses. San Francisco: Jossey-Bass

Fu, W.T., & Gray, W.D. (2004). Resolving the paradox of the active user: Stable suboptimal performance in interactive tasks. *Cognitive Science*, 28(6), 901-935.

Hinds, P.J. (1999). The curse of expertise: The effects of expertise and debiasing methods on predictions of novice performance. *Journal of Experimental Psychology: Applied*, 5(2), 205-221.

Kreber, C. (2004). An analysis of two models of reflection and their implications for educational development. *International Journal of Academic Development*, 9(1), 22- 49.

Meyer, J.H.F., & Land, R. (2012). *Overcoming Barriers to Student Understanding: Threshold Concepts and Troublesome Knowledge*. London: Routledge.

Letter to a Teacher, Lorenzo Milani  
[http://www.academia.edu/1745940/Letter\\_to\\_a\\_Teacher\\_Lorenzo\\_Milani's\\_contribution\\_to\\_critical\\_citizenship](http://www.academia.edu/1745940/Letter_to_a_Teacher_Lorenzo_Milani's_contribution_to_critical_citizenship)

The School Of Barbiana :David Botsford,  
<http://www.libertarian.co.uk/lapubs/educn/educn023.pdf>

Ball Deborah Loewenberg and Forzani Francesca M The Work of Teaching and the Challenge for Teacher Education, 60(5) 497-651 *Journal of Teacher Education* SAGE Publications 2009

Lampert Magdalene Learning Teaching in, from, and for Practice: What Do We Mean?, 61(1-2) 21-34 *Journal of Teacher Education*, Sage .

[https://caepnet.files.wordpress.com/2014/11/ets\\_embedding\\_high\\_leverage\\_practices.pdf](https://caepnet.files.wordpress.com/2014/11/ets_embedding_high_leverage_practices.pdf)

<http://mseg.wikispaces.com/file/view/TeachingWorks.pdf>

[http://sitemaker.umich.edu/ltp/files/kazemi\\_et\\_al\\_merga\\_proceedings.pdf](http://sitemaker.umich.edu/ltp/files/kazemi_et_al_merga_proceedings.pdf)

<http://tedd.org/wp-content/uploads/2014/03/Lampert-Practice-article.pdf>

[http://sitemaker.umich.edu/ltp/files/lampert\\_m.\\_beasley\\_h.\\_ghousseini\\_h.\\_et\\_al.\\_2010\\_using\\_designed\\_instructional\\_activities\\_to\\_enable\\_novices.pdf](http://sitemaker.umich.edu/ltp/files/lampert_m._beasley_h._ghousseini_h._et_al._2010_using_designed_instructional_activities_to_enable_novices.pdf)

<https://education.uw.edu/sites/default/files/u260/Franke%20Kazemi%20Char%20Gen%20Growth%202001.pdf>

<https://education.uw.edu/sites/default/files/u260/Kazemi%202008%20Sch%20Dev.pdf>

## MASTER OF EDUCATION (M.Ed)

### Semester II

(For the examination to be held in the year 2018, 2019 & 2020)

**Course No: PSMETC202**

**Duration of Exam: 1½ Hrs.**

**Credit: 02**

**Title: Qualitative Research**

**Total Marks : 50**

**Minor Test I : 10**

**Minor Test-II: 10**

**Major Test : 30**

#### Course Objectives:

**To enable the pupil teachers to-**

- understand the fundamentals of qualitative research
- understand the validity and reliability issues in qualitative research
- conduct effective interviews and observations
- engage in thematic analysis of documents, transcripts, and notes
- discuss the elements of a good qualitative study
- create an effective presentation of qualitative data

#### Unit-I

**Qualitative Research:** Concept, Characteristics, Purposes, and advantages

**Types of Qualitative Research:** Phenomenological Research; Ethnographic Research; Heuristic Research; Case Studies; Philosophical Studies; Policy Research; Grounded Theory; Focus Group; Participate Inquiry, and Clinical research.

**Qualitative Data:** Descriptive, Personal documents, fieldnotes, photographs, People's own Words, Official documents and other artifacts.

#### Unit-II

**Techniques or Methods in Qualitative Research:** Observation, Participant observation, review various documents, open ended interviewing, first person accounts.

**Sample in Qualitative Research:** Small, non-representative, theoretical sampling, snowball sampling, purposeful.

**Analysis in Qualitative Research:** ongoing models, themes, analytic induction, constant comparative method

#### Sessional Work:

Write a Research Proposal based on Qualitative Research.

**Note:** There will be two minors. Each minor will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The minors will be from first and second unit.

**Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

**Books Recommended:**

Bogdab, R.C.& Biklen, S K. (2011) *Qualitative Research for Education*, New Delhi: PHI Learning Private Limited

Koul, L. (2013) *Methodology of Educational Research: New Delhi: Vikash Publishing House*

Meltzopff, J (2007). *Critical Thinking About Research*. Washington: American Psychological Association

**Web References:**

[www.situedurnd.org/eie](http://www.situedurnd.org/eie)

[www.grca.org](http://www.grca.org)

[www.qualitative-research.net](http://www.qualitative-research.net)

[www.tandonline.com](http://www.tandonline.com)

[www.academia.edu](http://www.academia.edu)

## **MASTER OF EDUCATION (M.Ed)**

### **Semester II**

**(For the examination to be held in the year 2018, 2019 & 2020)**

**Course No: PSMETC203**

**Duration of Exam: 3 Hrs.**

**Credit: 04**

**Title: Comparative Education**

**Total Marks : 100**

**Minor Test-I : 20**

**Minor Test-II: 20**

**Major Test : 60**

### **Course Objectives:**

**To enable the pupil teachers to-**

- study and Understand the latest developments in the field of the Comparative Education and its effect on the Teacher Education.
- study and understand the different contextual issues pertaining to the cultures, polity and social dimensions on to the teacher Education.
- study and understand the different research techniques and approaches applied in the understanding the comparative education for teacher education.
- study and understand the various systems of the nations vis a vis in enriching the contribution in the field of the comparative education

### **Unit-I**

#### **General Introduction**

Concept , Scope of Comparative Education in Teacher Education ; History of Comparative Education( Today & Tomorrow); the scientific Paradigm in the Comparative Education ; Impact of National, International developments on the comparative Education, The development of Teacher Education due to the Comparative Education ; the Knowledge Economies & the role of the Teacher Education.

### **Unit-II**

Education & Teacher Education Development in post colonial India ó socio historical realities in the policies and the programs ; Cultures & knowledge; the creation of the educational field due to the Political, Democratic Inequalities in Education and its impact on the schooling in India; Post modernism and the Teacher Education ó in India ( Problems & Prospects)

### **Unit-III**

#### **Comparative Education Research**

Qualitative & Quantitative Approach to Comparative Education; Trends in the Comparative Research and the Teacher Education in India; Units of Comparison-(Policies, Ways of Learning and the Educational Organisations) A case study to be undertaken on the assessment of the Higher/Secondary /School Educational system vis a vis to the set policy guidelines (Divergences & convergences) and the suggestive inputs.

## Unit-IV

### Systems of Education

Role of Polity and Non Institutional actors in the development of the policies and the framework on Teacher Education in Europe (Germany), USA & India.

### Sessional Work

Development of the case studies on the different system of Education(secondary education and post secondary education in J&K vis a vis India( affinities and differences in policy making, its implementation and cost difference on account of the private and public funding) Vocationalisation & Secondary Education in USA& India(Problems & prospects ) ;Higher Education in UK( privatization and public funded) :Adult Education in Australia & Brazil(experiments and experiences for India).

**Note:** There will be two minors. Each minor will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The minors will be from first and second unit.

### Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

### Books Recommended & Web Resources:

Comparative Education Aggarwal & Biswas

Comparative Education Chaube And Chaube ,Vikas Publishing House, Delhi

Comparative Education Sharma YK

Comparative Education óMethods & Approaches óMark Bray and Adamsons, Springer Ltd.

Govinda, R India Education Report ó A profile of Basic Education ó OUP

Haq & Haq Human Development in South Asia ó OUP Karachi

Human Development in South Asia 2000, The Gender Question ó Oxford.

Sociological Perspectives on Ethnicity and Education in China: Views from Chinese and English Literatures University of Pennsylvania,ScholarlyCommons,Asia-Pacific Education, Language Minorities and Migration (ELMM) Network Working Paper Series

**Teachers' perceptions** of their professionalism in government primary schools in Karachi, Pakistan, Meher Rizvi, Asia-Pacific Journal of Teacher Education,Taylor & Francis,London

**Contributing knowledge and** knowledge workers: the role of Chinese universities in the knowledge economy; Shuang-Ye Chen; London Review of Education Vol. 10, No. 1, March 2012, 1016112

[http://147.8.214.206/f/acadstaff/376/Bray\\_PFIE\\_1\\_2.pdf](http://147.8.214.206/f/acadstaff/376/Bray_PFIE_1_2.pdf)



**Creating intentional spaces for sustainable development in the Indian trans-Himalaya: reconceptualizing globalization from Below**, Payal Shah :Intercultural Education, 2014 Vol. 25, No. 5, 3626376,

<http://www.bris.ac.uk/education/people/academicStaff/edslr/publications/14ird>

[http://www.analytrics.org/Documents/International\\_Handbook\\_of\\_Cultures\\_of\\_Teacher\\_Education\(1\).pdf](http://www.analytrics.org/Documents/International_Handbook_of_Cultures_of_Teacher_Education(1).pdf).

<http://www.enquirylearning.net/ELU/Issues/Education/Ed3.html>

<http://cmods.org/Units/Unit1/Cmod2PostmodernismInEducation.pdf>

[http://edb.org.hk/hkrc/download/journal/j1/1\\_1.5.pdf](http://edb.org.hk/hkrc/download/journal/j1/1_1.5.pdf)

<http://www.jstor.org/stable/1188108>

[http://www.edu.uwo.ca/faculty\\_profiles/cpels/larsen\\_marianne/documents/CompEdPostmodernity.pdf](http://www.edu.uwo.ca/faculty_profiles/cpels/larsen_marianne/documents/CompEdPostmodernity.pdf).

<http://www.tandfonline.com/doi/abs/10.1080/0261976032000065661?journalCode=cete20>

<http://lakk.bildung.hessen.de/netzwerk/faecher/bilingual/lehrer/ausb/mat/HowtobecomeateacherinGermany.pdf>.

[http://www.helsinki.fi/luma/eutrain/outputs/teacher\\_education\\_germany.pdf](http://www.helsinki.fi/luma/eutrain/outputs/teacher_education_germany.pdf)

<https://ala.asn.au/about-us/>

[http://uil.unesco.org/fileadmin/keydocuments/Literacy/LIFE/Mid-termPackage/5\\_latin\\_america-and%20the-](http://uil.unesco.org/fileadmin/keydocuments/Literacy/LIFE/Mid-termPackage/5_latin_america-and%20the-)

[caribbean\\_country\\_reports/5a\\_%20Country\\_report\\_Brazil/Report\\_BRAZIL\\_ENG.pdf](http://caribbean_country_reports/5a_%20Country_report_Brazil/Report_BRAZIL_ENG.pdf)

<http://www.adeanet.org/portaltv2/adea/biennial->

[2006/doc/document/A1\\_3\\_%20brazil%20\\_short%20version\\_en.pdf](http://2006/doc/document/A1_3_%20brazil%20_short%20version_en.pdf)

<http://www.educationuk.org/global/sub/higher-education/>

[http://www.ecctis.co.uk/europass/documents/ds\\_description.pdf](http://www.ecctis.co.uk/europass/documents/ds_description.pdf).

<http://www.ajal.net.au/>

<http://hrd.apec.org/images/f/f7/88.3.pdf>

<http://www.oecd.org/edu/skills-beyond->

[school/ASkillsbeyondSchoolReviewoftheUnitedStates.pdf](http://school/ASkillsbeyondSchoolReviewoftheUnitedStates.pdf)

<http://nces.ed.gov/pubs/web/95024-2.asp>

<http://www.scdl.net/downloads/vocationaluniversityconceptnote.pdf>

[http://www.unevoc.unesco.org/up/India\\_Country\\_Paper.pdf](http://www.unevoc.unesco.org/up/India_Country_Paper.pdf).

<http://info.worldbank.org/etools/docs/library/235724/skills%20development%20in%20india%20the%20vocational%20education%20and%20training%20system.pdf>.

<http://www.germ-a.com/wp>

[content/uploads/2014/06/International\\_Handbook\\_of\\_Comparative\\_Education\\_\\_Springer\\_International\\_Handbooks\\_of\\_Education\\_.pdf](http://content/uploads/2014/06/International_Handbook_of_Comparative_Education__Springer_International_Handbooks_of_Education_.pdf)

## **MASTER OF EDUCATION (M.Ed)**

### **Semester II**

**(For the examination to be held in the year 2018, 2019 & 2020)**

**Course No: PSMETC204**

**Duration of Exam: 3 Hrs.**

**Credit: 04**

**Title: Teacher Education**

**Total Marks : 100**

**Minor Test-I : 20**

**Minor Test-II: 20**

**Major 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), 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, Faculty Improvement programmes for teacher education, Preparation of teachers for special schools.

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 iv) Team Teaching

### Unit-IV

#### Effective Teaching and Research in Teacher Education

Teacher Effectiveness: Concept, Determinants, Identification and Characteristics, Performance Appraisal of teachers

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) School Effectiveness iii) Modification of Teacher Behaviour iv) Criteria of admission

#### 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 minors. Each minor will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The minors will be from first and second unit.

#### Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

#### 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

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 Murti 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 and Enlightened and Humane Society; (Rama Murti 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, Bharat Bharati Prakashan.

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

[www.ncte-india.org/](http://www.ncte-india.org/)

[www.aiaer.net](http://www.aiaer.net)

[www.ripublication.com](http://www.ripublication.com)

<http://teachingcommons.stanford.edu>

[www.researchgate.net](http://www.researchgate.net)

[www.facultyfocus.com](http://www.facultyfocus.com)

**MASTER OF EDUCATION (M.Ed)****Semester II****(For the examination to be held in the year 2018, 2019 & 2020)****Course No: PSMEDC205****Title: Dissertation****Total Marks: 50****Credit: 2**

1. Dissertation
  - a) Allotment of Supervisor
  - b) Discussion on theme & selection of topic
  - c) Review of Related Literature
  - d) Preparation of Synopsis

## MASTER OF EDUCATION (M.Ed)

### Semester II

(For the examination to be held in the year 2018, 2019 & 2020)

**Course No: PSMETE206**

**Duration of Exam: 1½ Hrs.**

**Credit: 02**

**Title: Teaching of General Science**

**Total Marks : 50**

**Minor Test-I : 10**

**Minor Test-II: 10**

**Major Test : 30**

### **Course Objectives:**

**To enable the pupil teachers to-**

- understand the meaning of curriculum and guidelines given by NCF(2005) for curriculum development.
- become aware of different types of curriculum
- familiarize themselves with the different types of latest technological interventions that can be used for teaching of general science.
- develop a broad understanding of general science.

### **Unit-I**

Curriculum: Meaning, NCF (2005) guidelines for curriculum development.

Types of curriculum :Subject centered curriculum, behaviouristic curriculum and constructivistic curriculum.

Technological interventions:

Knowledge forum

Virtual labs

Virtual science centres

e- learning

### **Unit-II**

Cell division: Cell cycle, mitosis and meiosis and their significance.

Plant growth and development: Seed germination, phases of plant growth and plant growth rate. Sequence of developmental process in a plant cell.

Kepler's laws of planetary motion. The universal law of gravitation. Acceleration due to gravity and its variation with altitude and depth.

Discovery of electron, proton and neutron; atomic number, isotopes and isobars. electronic configuration of atoms, stability of half filled and completely filled orbitals.

### **Sessional work:**

Analysis of a virtual lab/virtual science centre and a report on its contribution towards teaching science to children of far flung areas.

**Note:** There will be two minors. Each minor will consist of a test and sessional of 05 marks each. The test will consist of 2 short answer type questions. The minors will be from first unit.

**Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have two short answers questions (100 words per question), from second unit. (Total question to be attempted, will be three). All questions will carry 10 marks each.

**Books Recommended:**

Gupta ,S.D. & Sharma, D.R.(2002). Teaching of science. Malhotra brothers, Jammu

Kohli, V.K. (2001). How to teach science? Vivek Publishers, Ambala city

NCERT. (2013) .Science. Publication Division.NCERT Carnpus, New Delhi

Sharma, R.C. (1981). Modern Science Teaching.Dhanpat Rai Publishing Co. New Delhi

## MASTER OF EDUCATION (M.Ed)

### Semester II

(For the examination to be held in the year 2018, 2019 & 2020)

**Course No: PSMETE206**

**Duration of Exam: 1½ Hrs.**

**Credit: 02**

**Title: Teaching of Social Science**

**Total Marks : 50**

**Minor Test-I : 10**

**Minor Test-II: 10**

**Major Test : 30**

### **Course Objectives:**

**To enable the pupil teachers to-**

- understand the meaning of curriculum and guidelines given by NCF(2005) for curriculum development.
- become aware of different types of curriculum
- familiarize themselves with the different types of latest technological interventions that can be used for teaching of social science.
- develop a broad understanding of social science.

### **Unit-I**

Curriculum: Meaning ,NCF(2005) guidelines for curriculum development.

Types of curriculum :Subject centered curriculum, behaviouristic curriculum and constructivistic curriculum.

Technological interventions:

Knowledge forum

Virtual social science labs

Virtual social science centres

e- learning

### **Unit-II**

Nationalism in India: 1<sup>st</sup> world war; khilafat , non-co-operation and civil disobedience movement; Salt satyagraha; Movement of peasants, workers and tribals; activities of different political groups.

Democracy: Meaning and challenges to democracy in India.

Globalization: Meaning, its impact on different sectors.

Agriculture: Types of farming; contribution of agriculture to national economy, employment and output.



**Sessional work :** Visit to a place of historical importance/ farming/MNC and a report on it.

**Note:** There will be two minors. Each minor will consist of a test and sessional of 05 marks each. The test will consist of 2 short answer type questions. The minors will be from first unit.

**Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have two short answers questions (100 words per question), from second unit. (Total question to be attempted, will be three). All questions will carry 10 marks each.

**Books Recommended:**

Binning ,A.C. & Binning, D.H.(1952).Teaching social studies in secondary schools, McGraw Hill, New York

Kochhar, S.K.(1973). Teaching of Social Studies, Universal Publishers, Delhi

NCERT. (2013). Social Science. Publication Division. NCERT Carnpus, New Delhi

UNESCO(1981).Handbook of Teaching Of Social Studies, Paris

## MASTER OF EDUCATION (M.Ed)

### Semester II

(For the examination to be held in the year 2018, 2019 & 2020)

**Course No: PSMETE206**

**Duration of Exam: 1½ Hrs.**

**Credit: 02**

**Title: Teaching of Language**

**Total Marks : 50**

**Minor Test-I : 10**

**Minor Test-II: 10**

**Major Test : 30**

#### **Course Objectives:**

##### **To enable the pupil teachers to-**

- enable the students to understand about the theories of teaching & learning of Language .
- create the desired learning structure and condition among learners for the teaching of language.
- select the strategy of teaching in order to bring desirable change in the behavior of the
- Learner & skills of analyzing interaction in teaching and learning situation in the language.
- evaluate the success of the planning, organising and leading activities related to teaching learning Curriculum & Evaluation.
- enable the students to develop to understand the language contexts of India .

#### **Unit-I**

##### **Language & its Development**

Language Acquisition: Factors (Linguistic, Psychological & social ) influencing the Language learning and the teaching ; The Critical Period Hypothesis in learning of language . Teaching Language and the teaching of literature ó nature Interrelationship , techniques and the evaluation. Models of Language Acquisition: Chomsky-Language Acquisition Device, Skinner's theory Piaget- Cognitive constructivism theory(language acquisition); application of these theories to development of methodologies of teaching-learning of language.

Development of language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques Development of basic language skills as well as advanced language skills primary, secondary and senior secondary levels. Innovative techniques for teaching grammar, reading comprehension and written expression Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.

#### **UNIT II**

##### **India & its language Contexts**

Developing basic language skills (intermediate as well as advanced language skills ) for primary, secondary and senior secondary Innovative techniques for teaching grammar, reading comprehension, written expression Modern Grammar: An examination of the principle features of the Grammar- the traditional, structural, functional and transformational grammar with an emphasis on the pedagogical application of these in the teaching of language

Assessment: Theory of assessing competence in first and second languages. Preparation and administration of various language testing instruments. Assessment of the student's competence to analyse, critique and appreciate the different genres ó literary text .

Multilingual contexts of India and the global languages in the class rooms- problem of curriculum text book development, three language formula- critical appraisal ,Medium of instruction- recommendation of NPE 1986/1992, NCF (2005), home language & school language-problem & Issues

### **Sessional Work**

Conducting of Observation in classroom teaching and learning of language (LI & LII); Observe, interact with different students in natural settings in and outside the school, in diverse socioeconomic, cultural, linguistic and regional contexts for the language acquisitions. Observe and analyze learning and thinking processes of different age groups for the discourse analysis of language.

Examine the thoughts, questions and observations of natural and social phenomena in order to appreciate the developmental process of language (LI & LII) as a continuum. A critical examination of language policy in contexts of latest developments in the Constitution.

### **Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have two short answer type questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be three). All questions will carry 10

marks each.

### **Books Recommended:**

Bellack, Arno et al., *The language of the classroom*, Teachers College Columbia University, New York, 1996

Piaget, J. (1971). *"Biology and Knowledge"* University of Chicago Press

Chomsky, N. 1965. *"Aspects of the Theory of Syntax"* The M.I.T. Press

Chomsky, N *"Language and Responsibility"*, Pantheon, 1977

Tom Butler-Bowdon *Psychology Classics: Who We Are, How We Think, What We Do. Insight and inspiration from 50 key books* (Nicholas Brealey, London & Boston)

### **Web Resources**

<http://files.eric.ed.gov/fulltext/EJ1082388.pdf>

<http://www.ling.upenn.edu/~ycharles/klnl.pdf>

[files.eric.ed.gov/fulltext/ED543301.pdf](http://files.eric.ed.gov/fulltext/ED543301.pdf)

[www.efdergi.hacettepe.edu.tr/yonetim/icerik/makaleler/1499-published.pdf](http://www.efdergi.hacettepe.edu.tr/yonetim/icerik/makaleler/1499-published.pdf)

<http://www.rasaneh.org/Images/News/AtachFile/27-3-1391/FILE634754469767402343.pdf>

<http://lg411.files.wordpress.com/2013/08/discourse-analysis-full.pdf>

<http://web.uam.es/departamentos/filoyletras/filoinglesa/Courses/DA2011/DA-2011-class1.pdf>

1978.

## MASTER OF EDUCATION (M.Ed)

### Semester II

(For the examination to be held in the year 2018, 2019 & 2020)

**Course No: PSMEIC207**

**Title: Internship**

**Total Marks: 100**

**Credit: 04**

It will be compulsory for each student studying in second Semester of M.Ed. course will do their Internship through the following activities:

Visits cum Observation **(16 days)**

1.     a) Visit & observe High/Higher Secondary School: Prepare Report on its overall functioning  
**(10 Marks)**  
        b) Plan & deliver core group Subject lessons in High/Higher  
        Secondary School (15 lessons) on the basis of one Teaching subject opted in B.Ed Course  
**(15X5=75 Marks)**                      **15 days**
2.     Visit, observe & record one Innovative High/ Higher  
        Secondary School for extended discussions & presentations  
        on different aspects of teaching **(15 Marks)**  
**1 Day**

## **MASTER OF EDUCATION (M.Ed)**

### **Semester III**

**(For the examination to be held in the year 2018, 2019 & 2020)**

**Course No: PSMETC301**

**Title: Sociological Foundations of Education**

**Duration of Exam: 3 Hrs.**

**Total Marks : 100**

**Credit: 04**

**Minor Test-I : 20**

**Minor Test-II: 20**

**Major Test : 60**

#### **Course Objectives:**

##### **To enable the pupil teachers to-**

- get a comprehensive idea of trilateral relationship among the three poles of school, society and individual.
- get an understanding of social structure and the influence of education on social, political, economic and cultural institutions and vice-versa.
- appreciate the sociological perspectives of education with a view to enable them to take their contribution to educational development.

#### **Unit-I**

Conceptual Framework Educational Sociology, Sociology of Education, & Education as an Institution; a social sub system; Major roles and status (Students, teachers and administrators in the society & interrelationships)

Education as an agency of socialization, Agencies of Socialisation (Folkways, mores, values, institutions) Education as a cause of stratification and mobility (Westernization, Sanskritisation, Urbanization and Industrialization and Modernization )

#### **Unit-II**

Concept and Nature of Culture , Difference between culture and civilization, Enculturation and Acculturation, Cultural compression and reproduction and contextual role of Education Concept and nature of Social change; a review of the issues in the Indian Educational system to comprehend its change in social, political & economic background (educational programmes and policies ) Concept of Equality of educational opportunity, educational diversities (gender, caste, demographic, religion as well as language); educational and social remedies in regard to the diversities

#### **Unit-III**

Educational & social developments Contemporary issues: literacy and social development, compulsory education, issues and perspectives in school and higher education, primary education, the state and higher education, education-autonomy. Education for maintaining the peace in diverse religious beliefs. World problems and terrorism & its causes, its impact on Society and remedies through Education. Globalization and Challenge before Education at different levels.

#### **Unit-IV**

Theoretical framework and perspectives in the Sociology of Education - Structural-functionalism(socialization selection and allocation) Conflict/Marxism(The state, ideology and education) Phenomenology/interactionism (Socialisation in school and society) Alternatives in education (Paulo Friere, Ivan Illich.)

### **Sessional work**

Understanding and developing the case studies of the problems of westernization & Industrialisation in context of teacher education program; developing a plan for evolving out an understanding and norms for the different diversities in the classrooms óapproximations on the thinking of the diverse students (in minority) in classrooms, Impact of Globalisation on Education in Jammu and Kashmir -contexts( specific inputs) Critical analysis of De-schooling the society in the present contexts( online classrooms and shadow education)

**Note:** There will be two minors. Each minor will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The minors will be from first and second unit.

### **Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

### **Books Recommended:**

Abraham Francis & Margan John : Sociological Thought, MC Millian India Ltd. 2002. Manual For Teachers & Students

Ahmed, Imtiaz and Gosh, P: Pluralism and equality- Values in Indian Society and Politics, sage Publications

Beteille, Andrae : Sociology: Essays on Approach and Methods, OUP 2000

Harlambos, M. : Sociology Themes and Perceptives OUP, New Delhi

Jayapalan N: Sociological Theories, Attantic Publishers and Distributors 2001

Mathur, S.S. : Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra

Meek and Suwanwela: Higher Education; Research and knowledge in Asia Pacific region. Palgrave Publications

Rao, Shanker, C.N. : Sociology, Primary Principles : S. Chand & Co. 2002

Sen Amritya & Dreze, Jean : India : Economic Development Social opportunity. OUP, 2000

Srinivas, M.N. : Social change in Modern India, MCMillian, India Ltd.

Yoginder Singh: Modernization of Indian Tradition, Rawat Publication, Jaipur

Web References <http://www.reading.ac.uk/RevSoc/archive/volume10/number1/10-1a.htm>  
<http://www.jstor.org/stable/3195586> <http://en.wikipedia.org/wiki/Postmodernism>  
<http://www3.interscience.wiley.com/journal/118699453/abstract?CRETRY=1&SRETRY=0>  
<http://www.colorado.edu/English/courses/ENGL2012Klages/pomo.html>  
<http://en.wikipedia.org/wiki/Feminism> [http://en.wikipedia.org/wiki/Ivan\\_Illich](http://en.wikipedia.org/wiki/Ivan_Illich)

## **MASTER OF EDUCATION (M.Ed)**

### **Semester III**

**(For the examination to be held in the year 2018, 2019 & 2020)**

**Course No: PSMETC302**

**Title: Advanced Communication Skills**

**Duration of Exam: 3 Hrs.**

**Total Marks : 100**

**Credit: 04**

**Minor Test-I : 20**

**Minor Test-II: 20**

**Major Test : 60**

#### **Course Objectives:**

**To enable the pupil teachers to-**

- understand elements of communication skills
- know theories and modes of communication
- be familiar with the formal and non-formal communication and principles of organisational communication
- recognise language skills for effective communication (Listening, Speaking, Reading and Writing)

#### **Unit-I**

Communication skills : Concept, Factors responsible for growing importance of communication skills

Elements of Communication Skills (Stimulus, Encoding, Receiver, Decoding, Channel)

Process, Functions and Aims of communication skills

#### **Unit-II**

Models of communication- Linear and Interactional

Theories of communication

Teaching Approaches for Communication Skills (Group Discussion, Power point Presentation, Role Playing, Symposium)

#### **Unit-III**

Non-verbal Communication skills: Meaning, Forms, Functions & Importance

Formal and Informal Communication: Meaning, Nature, characteristics, Merits and Demerits

Feedback and organisational Communication: Need & Importance, Principles, Characteristics, Types

#### **Unit-IV**

Listening and Speaking: Concept, Significance, Types and activities to develop listening and Speaking skills

Reading: Concept, Methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading)

Writing: Types of Composition (Guided, Free and Creative), Evaluating Compositions, Letter Writing (Formal, Informal) Supplementary Skills: Study Skills (Note Taking and Making), Reference Skills (Dictionary, Encyclopedia, Thesaurus)

### **Sessional work:**

- Preparation of charts on the models of communications
- Presentation on theories of effective communication skills
- Organise seminars/debates on various language skills for communication
- Prepare a report on different teaching approaches for communication skills

**Note:** There will be two minors. Each minor will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The minors will be from first and second unit.

### **Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

### **Books Recommended**

A.L. Kohli (2001) *Techniques of teaching English in the New Millennium*, Dhanpat RAI publishing company

B.N.Dash (2007-2008) *Teaching of English*. Dominant Publishers and distributors, New Delhi, 110002

C.S. Rayudu (1998) *Communication*, Himalaya Publishing House, Mumbai-400004

K.Venugopal Rao (2002) *Methods of Teaching English*, Neel Kamal publications Pvt. Ltd. Sultan Bajar, Hyderabad

M.S. Sachdeva (2000-2001) *A new approach to teaching of English in India*, Tandon Publications Ludhiana

N.P. Pahuja (2004) *Teaching of English*, Anmol Publications Pvt. Ltd.

S.Venkateswaran (2000) *Principles of Teaching English*, Vikas publishing house pvt. Ltd.

### **Web References**

[www.skillsyouneed.com/ips/barriers-communication.html](http://www.skillsyouneed.com/ips/barriers-communication.html)

[www.mentoring.org/downloads/mentoring\\_436.pdf](http://www.mentoring.org/downloads/mentoring_436.pdf)

[www.wikihow.com](http://www.wikihow.com)

[home.snu.edu/~jsmith/library/body/v25.pdf](http://home.snu.edu/~jsmith/library/body/v25.pdf)

[www.sagepub.in/upm-data/34371\\_1.pdf](http://www.sagepub.in/upm-data/34371_1.pdf)

[www.academia.edu/.../Concepts\\_and\\_Theories\\_of\\_Communication\\_MSJ...](http://www.academia.edu/.../Concepts_and_Theories_of_Communication_MSJ...)

[www.12manage.com/i\\_cs.html](http://www.12manage.com/i_cs.html)



## MASTER OF EDUCATION (M.Ed)

### Semester III

(For the examination to be held in the year 2018, 2019 & 2020)

**Course No: PSMETC303**

**Duration of Exam: 3 Hrs.**

**Credit: 04**

**Title: Health & Yoga Education**

**Total Marks : 100**

**Minor Test-I : 20**

**Minor Test-II: 20**

**Major Test : 60**

#### **Course Objectives:**

**To enable the pupil teachers to-**

- be familiar with the historical development and approaches for Health & Yoga Education
- develop an understanding regarding nutrition, scope and its importance in the promotion of Health
- understand teacher's role and responsibilities to promote Health & Yoga Education
- assess the role of international and national agencies related with health services

#### **Unit-I**

##### **About Health & Yoga Education**

Historical Development of Health & Yoga Education in India

Scope, need & importance of Health & Yoga education

Approaches to health education and Targets for health & Yoga education

#### **Unit-II**

##### **Nutrition & Nutritional Disorders**

Nutrition: Concept, Scope and importance

Factors influencing nutrition, Problems of Malnutrition and their Prevention

Nutritional disorders- Epidemiology, clinical features, prevention and dietary treatment for Protein Energy malnutrition, nutritional anemia & vitamin deficiency disorders

#### **Unit-III**

##### **Role & Responsibilities of Teacher**

Teacher preparation for Health & yoga education and qualities of health & yoga education teacher

Teacher's role and responsibilities in health and yoga appraisal, health instruction, health and nutrition services

Curriculum analysis with special reference to health & yoga education

## Unit-IV

### International & National Agencies

International and National Agencies connected with Health services:

- a) WHO: Constitution, Objectives and Functions
- b) UNICEF: Constitution, Objectives, Functions, roles, various programmes

Indian Red Cross Society- Concept, aims & objectives

National Rural Health Mission(NRHM), National Health Policy (NHP), Multi Purpose Health Worker(MPHW) , Pradhanmantri Swasthya Suraksha Yojna(PMSSY)

### Sessional work

- Yoga Demonstration
- Presentation on Nutritional disorders
- Conduct seminar on teacher's role in Health & Yoga Education
- Field Surveys by visiting international and national agencies related with health services

**Note:** There will be two minors. Each minor will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The minors will be from first and second unit.

### Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No.1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

### Books Recommended:

Hedge, (1997) How to maintain good health, New Delhi: UBPSD Publishers

Kanele., B. S., & Kumar, C. P. (1996) Text book on health and physical education, Ludhiana: Kalyana Publishers

Kilander, H. F. (1971) School Health Education, New York: Mac Millan Company

Mangal, S. K. (2005) Health and physical education, Ludhiana: Tandon Publication book market

Manjul, J.U. S. (1965) School Swasthya Shiksha, Agra University: Universal Publish

Nash, T.N. (2006) Health and physical education, Hydereabad: Nilkamal Publishers

### Web References

[http://en.wikipedia.org/wiki/Health\\_education](http://en.wikipedia.org/wiki/Health_education)

<http://www.mohfw.nic.in/WriteReadData/l892s/569857456332145987456.pdf>

<http://www.mohfw.nic.in/WriteReadData/l892s/About%20NTCC.pdf>

<http://www.mohfw.nic.in/WriteReadData/l892s/NPHCE.pdf>

[http://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture\\_notes/health\\_extension\\_trainees/Intro\\_HealthEducation.pdf](http://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_extension_trainees/Intro_HealthEducation.pdf)

**MASTER OF EDUCATION (M.Ed)****Semester III****(For the examination to be held in the year 2018, 2019 & 2020)****Course No: PSMEDC304****Title: Dissertation****Total Marks: 100****Credit: 04****Dissertation**

- |                                      |          |
|--------------------------------------|----------|
| a) Development/ Procurement of Tools | 10 marks |
| b) Data Collection                   | 40 marks |
| C) Analysis and interpretation       | 50 marks |

## MASTER OF EDUCATION (M.Ed)

### Semester III

(For the examination to be held in the year 2018, 2019 & 2020)

**Course No: PSMEIC305**

**Title: Internship**

**Total Marks: 100**

**Credit: 04**

It will be compulsory for each student studying in third Semester of M.Ed. course to do Internship through the following activities:

#### **Visits cum Observation (21 days)**

- |    |  |                   |
|----|--|-------------------|
| 1. | Visit, observe & record one High/ Higher Secondary School  | 1Day(10 marks)    |
| 2. | Writing Reflective Journals related to:  | 4 Days (20 marks) |
| a) | Lessons of Interns   |                   |
| b) | School Planning  |                   |
| c) | Budget allocation in the school  |                   |
|    | Administration & Management in school  |                   |
| d) | Monitoring System in school  |                   |
| 3. | Plan & deliver 15 lessons in Specialization Papers in High/ Higher Secondary School  | 15Days(60 marks)  |
| 4. | Visit, observe & record one Innovative High/ Higher Secondary School for extended discussions & presentations on different aspects of teaching | 1Day(10 marks)    |

## MASTER OF EDUCATION (M.Ed)

### Semester III

(For the examination to be held in the year 2019, 2020 & 2021)

**Course No: PSMETO306**

**Duration of Exam: 3 Hrs.**

**Credit: 04**

**Title: Pedagogy and Assessment**

**Total Marks : 100**

**Minor Test-I : 20**

**Minor Test-II: 20**

**Major Test : 60**

### Course Objectives:

**To enable the pupil teachers to-**

- define pedagogy and its importance
- define evaluation, assessment and measurement.
- explain measurement procedures in respect of cognitive and non-cognitive tests.
- describe Norm Referenced and Criterion References Testing (CRT).
- classify and differentiate tools and techniques of evaluation.
- explain continuous and comprehensive evaluation.

### Unit-I

Meaning, scope and objectives of Pedagogics of Education

Devises of Teaching: Meaning, Types, and Importance

Teaching Devises: Communication, Exposition, Narration, Explanation, Home Work, Textbooks and References Books.

Fixing Devise: Drill, Review, recapitulation

### Unit-II

Audio-Visual Aids: Meaning, Objectives and Importance

Audio Aids: Radio, Tape-Recorder,

Visual Aids: OHP, Slide Projector, Charts, Models, Display Board

Audio-Visual Aids: Film with Sound tracks, TV, DVD, SMART Phone, Computer.

### Unit-III

Evaluation, assessment and Measurement; Fundamental assumptions underlying the concepts of evaluation, assessment and measurement. Types of scales: Nominal, Ordinal, Interval and Ratio scales

Characteristics of a measuring instrument, concept of reliability and validity and their procedures of estimation

Approaches of Evaluation: Formative and Summative evaluation

### Unit-IV

Norm-Referenced and Criterion-Referenced Testing (NRT & CRT)); Concept of NRT and CRT and difference between NRT and CRT. Developing tests under NRT and CRT approaches. Assessing the difficulty and discrimination indices of test items; estimation of reliability and validity for NRT and CRT approaches

Measurement procedures in respect of cognitive and non-cognitive tests; Ability testing procedures, Disability testing procedures and Uses of cognitive and non-cognitive tests

#### Sessional Work:

#### Any one of the following:

1. Preparation of test items for a model question paper of Teaching School Subject I and II, each comprising 25 items of objective-type and 25 short-answer type.
2. Item analysis of CRT & NRT items

**Note:** There will be two minors. Each minor will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The minors will be from first and second unit.

#### Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

#### Books Recommended:

1. Aggarwal, S.N. (1976). Educational and Psychological Measurement, Agra: Vinod Pustak
2. Aggarwal, J.C. Essentials of Educational Technology Teaching and Learning Vikas Publishing House Pvt. Ltd, New Delhi
3. Bigge, M.L. Learning Theories for Teachers, UBS, New-Delhi
4. Dececco, J.P. & Crawford, W.R. (1977). The Psychology of Learning and Instruction, New Delhi Prentice Hall of India Pvt. Ltd.
4. Kochar, S.K. (1981). Methods and Techniques of Teaching Sterling Publishers (P) Ltd.
5. Popham, W.I. (1977). Educational Evaluation, Englewood: Prentice Hall
6. Skinner B.F. (1968). The Technology of Teaching. Appleton Century Crafts. New York
7. Thorndike, R.L. & Hagen, E. (1969). Measurement and Evaluation in Psychology and Education, New Delhi: John Wiley

## MASTER OF EDUCATION (M.Ed)

### Semester IV

(For the examination to be held in the year 2019, 2020 & 2021)

**Course No: PSMETC401**

**Duration of Exam: 3 Hrs.**

**Credit: 04**

**Title: Inclusive Education**

**Total Marks : 100**

**Minor Test- : 20**

**Minor Test-II: 20**

**Major Test : 60**

#### **Course Objectives:**

##### **To enable the pupil teachers to-**

- know about special education
- understand the various suggestions given by different recent commissions for education of children with special needs for realizing the concept of universalization of education.
- realize the need for special schools, integrated schools and role of teachers and community towards education of children with special needs.
- grasp the meaning, specific characteristics and modalities of identification of various types of exceptional learners.
- understand various educational intervention programmes for meeting the needs of exceptional learners.

### Unit I

#### **Preparation for Inclusive Education**

- Concept and meaning of diverse needs.
- Concept of inclusive education. Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.
- Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, cooperative learning, peer tutoring in the context of constructivism.

#### **Current policy perspectives supporting inclusive education for children with diverse needs**

- Role of Rehabilitation Council of India RCI and PWD (Persons with Disability Act, 1995)
- Recommendation of NPE (1986) and POA (1992).
- National Policy for Person with Disability (2006).

### Unit-II

#### **Education of Gifted Children**

- Concept
- Characteristics
- Criteria for identification

- Educational provisions

#### Education of Creative Children

- Concept
- Characteristics
- Criteria for identification
- Educational provisions

### Unit-III

#### Education of Visually and Hearing Impaired

##### Concept of visually Impaired

- Characteristics
- Types (degree of impairment)
- Etiology and prevention
- Educational Programmes
- Role of National Institute for Visually Impaired

##### Concept of Hearing Impaired

- Concept
- Characteristics
- Types (degree of impairment)
- Etiology and prevention
- Educational Programmes and placement
- Role of National Institute for Hearing Impaired

### Unit-IV

#### Education of orthopedically handicapped

- Concept
- Types
- Educational Programmes and Placement
- Role of National Institute of Orthopedically Handicapped

##### Learning disabled children

- Concept .
- Characteristics
- Identification, Prevention
- Educational programmes

#### **Sessional work:**

Analysis of a policy document related to diversity / report on a visit to special, integrated or inclusive classroom / Review of literature related to education of children with diverse needs

**Note:** There will be two minors. Each minor will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The minors will be from first and second unit.



**Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

**Books Recommended:**

1. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education
2. Hallahar, D.P., & Kauffman, J.M. (1991). Exceptional Children: Introduction to Special Education, Allyn and Bacon, Massachusetts
3. Kirk, S. A., & Gallagher J.J.(1989) Education of Exceptional Children; Houghton Mifflin Co, Boston
4. Werts, Margaret G.(2011).Fundamentals of Special Education. P H I Learning Private Ltd. New Delhi

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in the year 2019, 2020 & 2021)****Course No: PSMEDC402****Credit: 04****Title: Dissertation Viva-voce****Total Marks: 100****Dissertation: 75 Marks****Viva-voce: 25 (05+20) Marks**

**Viva-voce:** Each student shall have to appear in the viva-voce of the dissertation to be conducted by same external examiner who evaluated the dissertation. Each Student shall have to make a Power Point Presentation on the abstract/summary of the work done to be evaluated by the external examiner. The presentation shall be followed by viva-voce which shall be of 20 marks. The presentation shall be of 05 marks. This procedure shall be applicable to all students undergoing M.Ed courses as a regular student. The Convener, Board of Studies shall co-ordinate with the conduct of the viva-voce of the students studying in colleges.

## MASTER OF EDUCATION (M.Ed)

### Semester IV

(For the examination to be held in the year 2019, 2020 & 2021)

**Course No: PSMETE403**

**Title: Advanced Statistics in Education**

**Duration of Exam: 3 Hrs.**

**Total Marks : 100**

**Credit: 04**

**Minor Test-I : 20**

**Minor Test-II: 20**

**Major Test : 60**

### Course Objectives:

**To enable the pupil teachers to-**

- make students conversant with problems of research design, the tools of collecting data and methods and techniques of analysis.
- enable students to interpret educational research and investigation and to examine the scope of application of research.
- knowledge and understanding : To gain understanding of the concepts and methods used in statistical analysis of test scores.
- application of knowledge and understanding : To apply the above knowledge in tabulating and interpreting tests scores.
- development of skill : To develop skills necessary for the analysis and interpretation of tests scores.

### Unit-I

Normal Distribution Curve - Characteristics of Normal Distribution Curve : Importance, Causes for Divergence of Normality, Applications of Normal Curve.

- i) To compare the distributions in term of overlapping
- ii) To determine the relative difficulty of test questions, problems and other test items.
- (iii) To separate a given group into sub- groups according to capacity when the trait is normally distributed

### Unit-II

Regression Equations : Concept of Regression, Framing regression Equations (involving two variables). Standard Error of Estimate. Coefficient of Alienation, Forcasting Efficiency coefficient, Correlation as Coefficient of Determination, Advantages and limitations of regression and prediction.

### Unit-III

Significance of Statistics: Concept of standard Error, setting up confidence Intervals for correlations and percentages/ proportions.

Statistical Inferences of the Differences between Correlations, and Percentages/proportions (Independent).

Significance of Mean Differences of Two matched groups on Mean and SD.

Analysis of variance: Concept, Uses, Assumptions and Computations of Two Way Classifications with equal number of cases, Advantages and limitations.

#### **Unit-IV**

Parametric and Non-parametric Statistics, Differences between the two, uses of Non-Parametric Statistics and Computations of Sign Test, Median test, Run Test (for Two Independent Sample) and Kolmogorov- Smirnov test (Small and Large Sample with equal and unequal N).

Chi-square and Hypothesis Testing: Concept, when to use Assumptions and Advantages.

Hypothesis Testing

- i) Testing Deviation of the Observed Frequencies from the Expected Frequencies against equal Probability Hypothesis.
- ii) Testing Deviation of the Observed Frequencies from Expected Frequencies against Normal Distribution Hypothesis.
- iii) Testing Hypothesis of Independence when Observed Frequencies are given in contingency.
- iv) Goodness of fit of Normal Distribution of Frequencies.

#### **Sessional Work:**

Computation of various types of statistics on the basis of large/small sample.

**Note:** There will be two minors. Each minor will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The minors will be from first and second unit.

#### **Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

#### **Books recommended:**

1. Aggarwal, Y.P. Statistical Methods
2. Fruchter, B. Introduction to Factor Analysis
3. Guilford, J.P. Fundamental Statistics in Psychology and Education.
4. Gulliksen, H. Theory of Mental Tests
5. Guilford, J.P. Psychometric methods
6. Thomson, G.H. The Factorial Analysis of Human Abilities
7. Sharma, R.A. Statistics in Education
8. Verma, L.K. and Sharma, N.R. Statistics in Education

## MASTER OF EDUCATION (M.Ed)

### Semester IV

(For the examination to be held in the year 2019, 2020 & 2021)

**Course No: PSMETE403**

**Title: Open and Distance Learning**

**Duration of Exam: 3 Hrs.**

**Total Marks : 100**

**Credit: 04**

**Minor Test-I : 20**

**Minor Test-II: 20**

**Major Test : 60**

### Course Objectives:

**To enable the pupil teachers to-**

- understand the distance and open modes of learning.
- differentiate different modes of learning.
- understand the need and importance of distance and open learning.
- understand the role of mass media and other technologies in distance and open learning.
- know various evaluation techniques in distance education.

### Unit –I

Growth and Philosophy of Distance Education

Historical development of distance and open learning with special reference to India

- a. Concept, meaning, nature of distance and open learning
- b. Need, importance, scope, advantages and limitations of distance and open learning

Correspondence and Open education: Development, objectives and modes

### Unit –II

Communication Technology for Distance Education

- a. Design and Development of Self Learning Printed material
- b. Audio technology, video technology, satellite based communication system, Mobile technology
- c. Role of mass media
- d. Computer technology and Internet

### Unit-III

Research for Distance Education

Curriculum Development for Distance Education

Distance Education: Economic Perspective

Staff Training and Development in Distance Education, Professional Training in Distance Education

#### **Unit-IV**

Learner Support Services

Management of Distance Education

- a. Recommendations of NPE (1986) and NKC (2005) regarding distance education and Recent Developments in Distance Education
- b. Evaluation techniques in distance education and Importance of Assignments

#### **Sessional Work:**

Survey of Distance and open learning centers.

**Note:** There will be two minors. Each minor will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The minors will be from first and second unit.

#### **Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

#### **Books Recommended:**

1. Mohanty, Jagannath(2001) Studies in Distance Education. Deep & Deep Publication
2. Nandra, I.S. (2010): Distance and open education; century Publication, Patiala
3. Prasad D. Chandra (2007). Distance education, K.S.K Publishers, New Delhi
4. Sharma S. (2002): Modern methods of lifelong learning and distance education. New Delhi
5. Sharma, R.A. (2008). Distance Education International Publishing House, Merrut

## MASTER OF EDUCATION (M.Ed)

### Semester IV

(For the examination to be held in the year 2019, 2020 & 2021)

**Course No: PSMETE403**

**Title: Peace Education and Human Rights**

**Duration of Exam: 3 Hrs.**

**Total Marks : 100**

**Credit: 04**

**Minor Test-I : 20**

**Minor Test-II: 20**

**Major Test : 60**

#### **Course Objectives:**

**To enable the pupil teachers to-**

- understand nature, different sources and classification of peace
- be acquainted with historical perspective, objectives, scope, methods and challenges of peace education
- know the role of community, school, family and different organizations in peace education
- be aware of the concept, significance and types of human rights
- understand the pedagogy for human rights and human rights in Indian constitution

#### **Unit-I**

##### **Peace: Concept, Sources & Classification**

Peace ó Nature and its relevance relating to the present global scenario

Different sources of peace: Philosophical, Religious, Social and Psychological

Classification of peace- Positive and negative peace, concept, characteristics

#### **Unit-II**

##### **Historical Perspective, Methods & Challenges**

Peace education ó Historical Perspective, objectives, scope and its relevance

Methods for peace education, Challenges to peace - stresses, conflicts, crimes, terrorism, violence and wars

Role of community, school and family in the development of values for Peaceful coexistence,

Role of different organizations like UNESCO in Peace Education.

#### **Unit-III**

##### **Human Rights: International & National Context**

Human Rights ó concept - at International and national context

Human Rights Education- Significance and Need

Types of Human Rights ó Natural, positive, Negative, legal

## Unit-IV

### Content & Pedagogy

Content of Human Rights Education ó Women Rights, Labour Rights, Consumer Rights etc.

Indian constitution and Human Rights, Right of vulnerable and disadvantaged group

Pedagogy for Human Right Education, Suggestions for Strengthening Programmes for Human Rights Education

### Sessional work

Case study on Role of school and community in Peace education

Design a self learning material on Peace education

Group Discussions on suggestions for strengthening Programmes for Human Rights Education

Visiting institutes dealing with Human Rights, interaction with faculty and preparation of report

**Note:** There will be two minors. Each minor will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The minors will be from first and second unit.

### Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

### Books Recommended:

Aggarwal, J.C. (2005) Education for Values, Environment and Human Rights, Shipra publications, 115-A, Vikas Marg, Delhi

Begum, S.M.(2000) Human Rights in India. Efficient Offset Printers, New Delhi

Harris, I. M. and Morrison, M. L.(2003) Peace education, New York: McFarland

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[http://www.unicef.org/publications/files/A\\_Human\\_Rights\\_Based\\_Approach\\_to\\_Education\\_for\\_All.pdf](http://www.unicef.org/publications/files/A_Human_Rights_Based_Approach_to_Education_for_All.pdf)

[http://www.evcb.coe.int/compasito/chapter\\_2/pdf/1.pdf](http://www.evcb.coe.int/compasito/chapter_2/pdf/1.pdf)

[http://www.ohchr.org/Documents/Publications/WPHRE\\_Phase\\_2\\_en.pdf](http://www.ohchr.org/Documents/Publications/WPHRE_Phase_2_en.pdf)



## MASTER OF EDUCATION (M.Ed)

### Semester IV

(For the examination to be held in the year 2019, 2020 & 2021)

**Course No: PSMETE403**

**Title: Curriculum Development**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credit: 04**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

#### **Course Objectives:**

**To enable the pupil teachers to-**

- understand the History of curriculum Development in India.
- know Theories, Approaches and Models of curriculum Development.
- assess curriculum Evaluation and Support Material.

### **Unit-I**

#### **Historical Growth of Curriculum**

Historical foundations of curriculum in India: Vedic Period, Medieval Period, The Colonial Period and Free India

Issues and trends in curriculum development

Defects of the existing curriculum and Remedial measures to overcome them

### **Unit-II**

#### **Theories and Approaches of Curriculum**

Components of Curriculum

Theories of curriculum

- i) Instructional Theory
- ii) Supervisory Theory

Curriculum Approaches

- i) Behavioural Approach
- ii) The System Approach
- iii) Humanistic Approach

### **Unit-III**

#### **Models of Curriculum Development**

Curriculum Process ó Formulation of objectives, selection of learning experience and content organization.

Curriculum Development Models

- i) Saylor and Alexander Model
- ii) Hunkin's Decision Making Model
- iii) Non Technical-Non Scientific Models

Suggestions and recommendation in curriculum development as per NCFTE-2009

## Unit-IV

### Support Material and Curriculum Evaluation

Curriculum Implementation Models i) Organisational Parts, Units and Loops ii) Educational Change Model

Curriculum Evaluation i) Scientific Approach to Evaluation ii) Humanistic Approach to Evaluation

Support materials in Curriculum Planning, Implementation and Evaluation

### Sessional Work:

- Organise debate cum discussion on current issues and trends in curriculum development
- Presentations on different approaches in curriculum development
- Preparation of curriculum of any two teaching subjects at primary educational stage
- Critical appraisal/analysis of existing syllabi and textbooks developed by various agencies at National/State/local level as per recommendations of NCFTE-2009
- Evaluation of a primary class text book

**Note:** There will be two minors. Each minor will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The minors will be from first and second unit.

### Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

### Books Recommended:

Aggarwal, J. C. & Gupta, S.(2005) *Curriculum Development 2005 Towards learning without burden and quality of education*, Shipra publications, New Delhi

Bhalla, N.(2007) *Curriculum Development*, Authorspress, New Delhi

Rao, V. K.(2005) *Principles of curriculum*, A. P. H publishing corporation, New Delhi-110002

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Agrawal, D. (2007) *Curriculum Development concepts, methods and techniques*, Book Enclave, Jaipur (India)

Andrey & Nicholls, H (1978) *Developing Curriculum- A Practical Guide*. George Allen and Unwin, London

Edward, A. Krug (1960) *The Secondary School Curriculum*, Happer and Row Publishers, New York

Harold Albery (1957) *Reorganizing the High School Curriculum*, MacMillan Company, New York

Harold, B. Albery & Elsie, J. Albery (1963) *The Curriculum*, The MacMillan Company, New York

Goodland, J. (1979) *Curriculum Enquiry the study of curriculum practices*, New York: McGraw Hill

Hass, G. (1991) *Curriculum Planning, A new Approach*, Boston: Allyn Bacon

Hooer, R. (1971) *Curriculum: Context, Design and development* New York: Longmans

Nicholls, H. (1978) *Developing Curriculum- A Practical Guide*, London: George Allen and Unwin

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[www.academia.edu](http://www.academia.edu)

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[www.nationalforum.com](http://www.nationalforum.com)

[www.edutopia.org](http://www.edutopia.org)

[www.slideshare.net](http://www.slideshare.net)

## MASTER OF EDUCATION (M.Ed)

### Semester IV

(For the examination to be held in the year 2019, 2020 & 2021)

**Course No: PSMETE403**

**Title: Environmental Education**

**Duration of Exam: 3 Hrs.**

**Total Marks : 100**

**Credit: 04**

**Minor Test-I : 20**

**Minor Test-II: 20**

**Major Test : 60**

#### **Course Objectives:**

**To enable the pupil teachers to-**

- understand the relationship between environment & humans
- enable the student teacher understand about the various measures available to conserve the environment for sustaining the development.
- enable the student teacher to organize various activities at the secondary & hr. Secondary level

#### **Unit-I**

Environmental education-meaning, objectives, need

Difference between environmental education & environmental awareness

Environmental awareness through education-programme for secondary & hr. Secondary school children

Formal & non-formal environmental education.

#### **Unit-II**

Man & environment relationship, man as a creator & destroyer

Effect of human activities on environment, values & ethics related to environment

Conservation of environment: an immediate need

Need of sensitizing learners towards concern of environmental conservation

Environmental awareness & social forestry

Environmental aspect of human growth & development: dimension of development ó physical & motor, emotional, social & mental development.

#### **Unit-III**

Approaches of teaching environmental education: interdisciplinary & multidisciplinary approach

Planning of environmental education in school, colleges & universities

Role of environmental & natural resources in sustainable development

Role of govt. & non-govt. Organizations in protection & preservation of environment.

#### **Unit-IV**

Instructional material & teaching aids in environmental education: books,  
Posters, slides, films, field visits

Integration of environmental education in various school subjects & in co-curricular activities

environmental legislations in india:-

- a) the water act-1974,1977
- b) forest conservation act-1980
- c) the air act-1981
- d) Environmental act-1986

### **Sessional Work:**

Environmental awareness campaigns (tree plantation & swatchta abhiyan)

Project on any issue of environmental preservation & protection/preparation of scrap file on environmental issues

**Note:** There will be two minors. Each minor will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The minors will be from first and second unit.

### **Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

### **Books Recommended:**

Aggarwal,J.C.(2007): Education for values ,environment and human rights, Shipra publications, Delhi

Dani,H.M.(1996): Environmental Education. Publication Bureau,PunjabUniversity,Chandigarh

Kohli,V.K. and Kohli,V(2000): Environmental Pollution and Management. Vivek Publishers, Ambala

Nanda,V.K.(1997): Environmental Education, Anmol Publications, NewDelhi

Reddy,K.P. and Reddy,D.N.(2002): Environmental Education. Neelkamal Publications Pvt. Ltd, Hyderabad

Sharma,R.C. Environmental Education, Metropolitan Book Pvt. Ltd.

Sungosh,S.M.(2006): An introduction to Environmental Education, Akashi Book Depot, Shillong

Trivedi, R.N. (1990): Dimensions of safe environment, Anmol Publications, New Delhi

## **MASTER OF EDUCATION (M.Ed)**

### **Semester IV**

**(For the examination to be held in the year 2019, 2020 & 2021)**

**Course No: PSMETE403**

**Title: Information and Communication  
Technology in Education**

**Duration of Exam: 3 Hrs.**

**Total Marks : 100**

**Credit: 04**

**Minor Test-I : 20**

**Minor Test-II: 20**

**Major Test : 60**

### **Course Objectives:**

**To enable the pupil teachers to-**

- Understand the key concepts and benefits of using ICT in education.
- Understand considerations for planning an ICT-enhanced lesson.
- Understand ICT resources for teaching, learning and assessment.
- Understand key features of a virtual learning environment

### **Unit-I**

#### **ICT and Education**

Introduction, Information and Communication Technology:- The potential of ICTs, Definition of ICTs, ICTs and Education, Strength and Weaknesses of ICTs, Some common myths about ICTs, Using ICTs in Education, Evaluating ICTs in Education, Enhancing Learning through the use of ICTs.

### **Unit-II**

#### **Software Applications Packages and Question Bank Development**

MS Word: Concept of Notepad, Workpad and Word processor, Creating, Saving and Navigating a document, Mail Merge.

MS Excel: Concept, Creating and Saving Worksheet, working with Data, and using Graphics.

MS Power Point: Concept, Creating and Saving, Using Design Template to view Presentations. Running and closing Presentation, focus on: Storyboarding of presentations (emphasis on content), adding images, videos, animations, transitions and hyperlinks to the slides.

MS Access: Concept of DBMS, Component of Database, Creating a Database, Importing and Exporting Data files.

### **Unit-III**

#### **Networking & Internet in Education**

Concept of a Computer Network, Synchronous and Asynchronous Modes of Communication, Classification of Network as per geographical locations, Components of Networking, Applications of Networking. Concept of TCP/IP, IP address, DNS.

Internet : Concept, Evolution of WWW, Features of Internet Services. Creating and Communicating with E-mail, Web browsers. Concept of Hypertext, Hypermedia, URL, HTML, HTTP, FTP.

Searching the Web : Use of search engines for the research problems, Identifying the legal and ethical aspects of using information on web. Restricting the undesirable information on the Web.

Application of Internet resources to Education, Educational Portals, Online learning and online evaluation. A evaluative study of one of the Online Module of the Educational site.

## **Unit-IV**

### **Integrating Technology with Education**

Introduction ,Computer Assisted Instruction(CAI) - Characteristics and Uses , Concept of CAI ,Instructional Modes of CAI , Computer Assisted Learning(CAL) - Characteristics and Uses, ,Computer Based Trainings(CBT) - Characteristics and Uses, Computer Managed Learning (CML) - Characteristics and Uses, Preparation of CAI Package, Introduction, Steps of Developing a CAI Package , Evaluation of CAI Package.

### **Question Bank Development**

Developing Question Bank using Hot Potatoes with different types of questions such as multiple choice, short answers, jumbled sentences, crossword, match, order, gap-fill exercises.

Hot Potatoes enhancing Teaching Learning Process

### **Sessional Work**

All the course work is having the components of the sessional work and so a separate Notebook is to developed for the continuous progress to be reflected in there and at the end of the semester, the examiner would be conducting the exam from it.

In reference to all the above mentioned , the students are to use the latest technology like Skype/ Viber to develop 5 minutes video presentation and it is to be uploaded to the other student's profile.

**Note:** There will be two minors. Each minor will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The minors will be from first and second unit.

### **Note for Paper Setters:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

### **Books Recommended:**

Instructional system Design - Instructional Technology V.K. Rao

Computer fundamentals - Arora Bansal

Information and communication Technology - Kishore, Chavan

Information Technology - Dyne, Nandkishore

ABC of internet -Crumlish Christian

Fun of computer - Singh and Sukhvir

ICT stragies of for school - Mohenty Laxman

Computer Fundamentals- P.K Sinha

Fundamentals of Information Technology by Deepak Bharihoke, Excel Books

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in the year 2019, 2020 & 2021)****Course No: PSMEIC404****Title: Internship****Total Marks: 100****Credit: 04**

- |    |   |          |
|----|---|----------|
| 1. | Internship  | 4        |
| a) | Devising Teaching Learning Material in the<br>subject of specialization(SIM)            | 50 Marks |
| b) | Teaching through Innovative Methods(delivery of<br>Two lessons in Simulated conditions) | 50 Marks |



**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in the year 2019, 2020 & 2021)****Course No: PSMEPC405****Title: Project Work****Total Marks: 100****Credit: 04**

1. Critical analysis of narratives, biographies, stories, group interactions and film reviews of different youth and self to be able to explore dreams, aspirations, concerns through varied forms of self expression ( poetry, humor, creative movement, aesthetic representations) and how this affected the self and identity formation(any five) 50 marks
2. Document Teaching Specialization 10 marks
3. Record of Sessional work in Advanced Communication Skills 10 marks
4. Portfolio of an adolescent 10 marks
5. Care of one tree on campus 10 marks
6. Theatre activities/ discussions/ nature club/ collective art/adventure/field visits.(any one) 10 marks

MINUTES OF THE MEETING OF BOARD OF STUDIES IN TEACHER EDUCATION HELD ON 18-10-2016  
AT 10:00 A.M. IN THE SEMINAR ROOM OF THE DEPARTMENT OF EDUCATION

Members present:

1. Prof. Mubarak Singh, (Convener, BOS)
2. Prof. Darshana Sharma (Dean, Faculty of Education)
3. Prof. Renu Nanda, HOD
4. Prof. Rajeev Rattan Sharma

The Convener Board of Studies in Teacher Education discussed the agenda with the members:

Item 1: Confirmation of Minutes of the meeting of the BOS in Teacher Education held on 06-11-2015.

Since no queries were reported and hence minutes are confirmed.

Item 2: To review the statutes and syllabi & course of studies in the B.Ed and M.Ed

Statutes and syllabi of course of studies of B.Ed & M.Ed were reviewed and necessary modifications were made.

Item 3: To Prepare a panel of paper setters/examiners to be sent to the COE, University of Jammu

It was resolved that convener BOS will prepare panel of paper setters/examiners for evaluation of B.Ed and M.Ed.

Item 4: To consider the application of M.A Education students to appear for improvement in B.Ed programme who have scored less than 55% marks.

It was unanimously resolved & agreed that M.A Education Students who had appeared in B.Ed as private Candidates and scored less than 55% marks be given chances to improve their percentage.

The meeting ended with a vote of thanks to the Chair.

(Prof. Mubarak Singh)  
Convener, B.O.S.

Submitted for Perusal & approval please

31/11/17

V.C. / P.A. /

**ITEM No: 5**

**To consider the matter w.r.t. the re-evaluation in the Two Year B.Ed. and the Two Year M.Ed. Programme (Non Choice Based Credit System) keeping in view the practice being followed by the University of Kashmir.**

**NOTE:**

This item is being placed with objective to review the clause of re-evaluation in the Two Year B.Ed. Programme and the Two Year M.Ed. Programme (Non Choice Based Credit System).

The matter w.r.t. the confirmation of the action taken by the Vice-Chancellor in having authorized the incorporation of the clause of Re-evaluation in the Two Year B.Ed. Programme and the Two Year M.Ed. Programme (Non Choice Based Credit System) w.e.f. the Academic Session 2015-16, was placed before the Academic Council at its meeting held on 23.11.2016 and vide resolution No.3.6.2 resolved that -

***“the action taken by the Vice-Chancellor in having authorized the incorporation of the clause of Re-evaluation in the Two Year B.Ed. Programme and the Two Year M.Ed. Programme (Non Choice Based Credit System) w.e.f. the Academic Session 2015-16, be endorsed.***

***RESOLVED FURTHER that the Dean, Faculty of Education shall look into the matter again keeping in view the practice being followed by the University of Kashmir.”***

The University Syndicate vide resolution of item No. 111.15 dated 13.02.2017 endorsed the action taken and the same was placed before the University Council for confirmation.

As per the above resolution of the Academic Council, the Dean, Faculty of Education has been requested to look into the matter again keeping in view the practice being followed by the University of Kashmir, vide letter No. F.Acd./I/16/14295-96 dated 19.12.2016.

In response, the Dean, Faculty of Education has telephonically enquired from the Dean, Faculty of Education, University of Kashmir regarding the practice of Re-evaluation in the Two Year B.Ed. and Two Year M.Ed. programme (Non-Choice Based Credit System). As intimated by him, the University of Kashmir does not have Non-Choice Based Credit System in Two Year M.Ed. Programme. The University of Kashmir is offering Two year B.Ed. Programme (Non-Choice Based Credit System). But examination in neither of the semesters in Two Year B.Ed. Programme has taken place so far. The Dean, Faculty of Education, University of Kashmir telephonically intimated that the practice of re-evaluation in the Two Year B.Ed. programme under Non Choice Based Credit System is desirable and recommended.

Hence, submitted for kind consideration.

**ITEM No: 6**

**To consider the guidelines for admission of foreign students to the various programmes of the University.**

**NOTE:**

This item is being placed with the objective to frame the guidelines for admission of foreign students to various programmes of the University.

The Vice Chancellor constituted a Committee of the following members to frame guidelines for admission of foreign students to various programmes of the University.

1. Prof Naresh Padha
2. Prof Arvind Jasrotia
3. Prof Parkishat Singh Manhas
4. Assistant Registrar (Academics)

The Committee deliberated upon the issue in detail and framed the guidelines (**Annexure 'A'**) for admission of foreign students to various programmes of the University, covering all aspects of International students programme viz.

- a) About the University of Jammu International students programme
- b) Subjects/programme to be offered to foreign students
- c) University profile
- d) Statutes for admissions
  - i) Eligibility
  - ii) Submission of application forms
  - iii) Seats
  - iv) Fee Structure
  - v) Selection criteria
- e) Admission Committee
- f) Interpretation Committee
- g) Appellate Committee

The guidelines have been approved by the Vice Chancellor and shall be incorporated in the Admission Brochure for admission to various programmes of the University/Offsite Campuses/Affiliated Colleges for the ensuing session 2017-18.

Hence, submitted for kind consideration of the Academic Council.

## **International Student Admission Policy**

### **University of Jammu (J&K)**

#### **1. ABOUT THE UNIVERSITY OF JAMMU INTERNATIONAL STUDENT'S PROGRAMME**

As a progressive institution, the University of Jammu is moving towards increasing trends of education globalization in the field of higher studies. The University of Jammu is looking forward to launch this programme to cater to the requirements of foreign students and to attract them into its various academic programs. The University of Jammu aims to include the diverse knowledge and education pattern in its environment. Inclusion of such programs aims at providing the international students with an insight into the Indian educational environment.

#### **2. SUBJECTS/ PROGRAMME TO BE OFFERED TO FOREIGN STUDENTS**

##### **COURSES OFFERED:**

**All Programmes of Study running at The Main Campus of the University of Jammu**

ADMISSION OF ALL THE INTERNATIONAL STUDENTS WILL BE DONE THROUGH PROPER CHANNEL AS PER THE BELOW REFERRED GUIDELINES: -

Applications for admission to various programmes of study in the teaching departments of the University shall be received within fourteen (14) days from the date of the issue of notification of admission by the University. Application forms prescribed by the University, COMPLETE IN ALL RESPECTS, must be submitted to the designated Office ON OR BEFORE THE LAST DATE prescribed by the University for the purpose as per the notification.

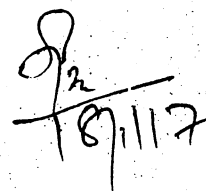
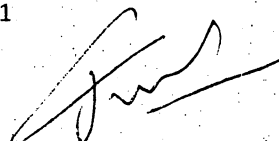
The competent authority, may authorize late entertainment of an application form for admission to a programme of study up to a maximum of five (5) days after the last date prescribed by the University for Receipt of application forms, on payment of requisite late fee. Such applications shall be treated at par with those received in time for purposes of admission.

#### **3. UNIVERSITY PROFILE**

The University of Jammu, Accredited A+ Grade by the National Assessment & Accreditation Council of India (NAAC) came into existence in 1969 following the bifurcation of the erstwhile University of Jammu & Kashmir.



1

  
18/11/17

Cradled in the lap of mountains at the foothills of the auspicious Trikuta Hills, beside the river Tawi at an altitude of 1030 feet famed University of Jammu, where imparting education is not just a duty but a commitment towards the advancement of the knowledge. It is a University with a vision, a mission of production and distribution of knowledge has been the saga from the time of its inception.

The university have seven (7) offsite campuses at Kathua, Bhaderwah, Kishtwar, Poonch, Udhampur, Ramnagar, and Reasi besides its main campus and provides instructions in 55 branches of learning both at the post- graduate and under- graduate level and makes provision for research and academic advancement.

The University of Jammu holds examinations, grants degrees, generates knowledge and confers diverse academic distinctions on persons who pursue approved courses of study in the university or in the constituent/ affiliated colleges/ institutions approved for the purpose as also on those who appear as external/private candidates.

The university of Jammu vows nation building through training of our young people in various disciplines and is providing value based education to make them enlightened citizens. The university possesses international standard infrastructure viz-a-viz well equipped class rooms and laboratories, IT and video conferencing facilities to impart quality education in various disciplines. The University of Jammu has 24-hour internet connectivity through VSAT and its website [www.jammuuniversity.in](http://www.jammuuniversity.in) forms a virtual gateway to the world. The University takes pride in its assets which include well equipped gymnasium and fitness centres; hostel facilities for both boys and girls; cafe and canteens which add relevance to "health is wealth" concept. The university is in possession of a magnificent high- tech General Zorawar Singh Auditorium comprising of Art Gallery, Exhibition Halls, Cafeteria, Media Center and an Art Studio for children.

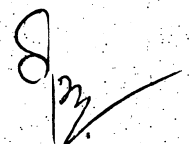
It has a Central Library "Dhanvantri" which is equipped with over four lakh books, EBSCO, EDUSAT, INFLIBNET, SMARTCARD, DELNET, CD-ROM data base. The library is amongst the first in India to have RIFD technology with more than 40000 journals available online.

#### 4. STATUTES FOR ADMISSIONS

a). **Eligibility:** The students having qualification recognized as equivalent by the Association of Indian Universities (AIU) are eligible for admission to various academic programme in the University as per the following norms:

- i. A candidate shall have completed 18 years of age on or before 31st December each year;
- ii. Students having studied and passed the qualifying examination from an Institution located in foreign country shall only be considered. This will include the student studying in school and / or college situated in foreign country, even if the concerned school / college is affiliated to any Board of secondary Higher Secondary education or a University in India. However, wards of NRI / PIO / FN,





who are studying for the qualifying examination in school / college located in India, are not eligible for admission under this category.

**b). Seats:** Maximum 5 % (as Supernumerary seats) of the sanctioned intake capacity of the various programme of the University shall be offered to the Foreign Students. After getting provisional admission, the student should get the student visa and complete all other formalities.

The student then report for final admission fills up the admission form and pay the requisite fee within in the stipulated period of time permissible as per the schedule notified by the University every year. The student should undergo the medical examination & also required to appear for the English language proficiency test. The final admission shall be given after successfully completion of the required formalities. The international students will have to pay the fees in INR. Following fees are applicable to secure provisional admission.



**c). Fee Structure:**

Under Graduate (To be run by the University): \$ 2000\* per annum  
 Post Graduate: \$ 2500\* per annum  
 Ph. D: \$ 7000\* (once at the time of admission)  
 \* Excluding regular admission fee of the University as per norms.

**d). Selection Criteria:** Foreign candidates shall be exempted from the Jammu University Entrance Test (JUET). However, they have to qualify a basic proficiency test as devised and deemed appropriate by the concerned Teaching Department of the University.

**NOTE:**

ADMISSION COMMITTEE / INTERPRETATION COMMITTEE & APPELLATE COMMITTEE SHALL BE THE SAME AS NOTIFIED FOR THE OTHER REGULAR COURSES OF THE UNIVERSITY

13/11/17

**ITEM No: 7**

**To consider the introduction of tuition fee and to determine the amount as envisaged in the Financial Autonomy document.**

**NOTE:**

This item is being placed with the objective to generate the financial resources in the University in terms of Financial Autonomy granted by the State Govt. to the Universities.

The State Government vide Govt Order No. 237-F of 2015 dated 04-12-2015 notified the broad contours of the Financial Autonomy granted to the Universities in order to ensure efficient utilization of resources as well as granting enough flexibility to the Universities for rational utilization of available resources.

As per the document, the Universities are required to introduce tuition fees and determine the amount to be charged from each student admitted to the P.G courses in the University. Presently, no such type of fee is being paid by the students while getting admitted in the teaching departments of the University.

In the light of above, the Vice Chancellor has constituted a Committee of the following to discuss the issue of tuition fee and to determine the amount as envisaged in the Financial Autonomy document.

1. Dean Academic Affairs
2. Dean Research Studies
3. Registrar
4. In-charge Legal Cell
5. Controller of Examinations
6. Assistant Registrar (Academic Affairs)

The Committee deliberated upon the issue and in the light of the data submitted by the Joint Registrar (Finance) pertaining to income and expenditure for the last five years and resolved that tuition fee be introduced for Post Graduate courses from the financial year 2018-19 as per the detail given below:

- |                         |           |
|-------------------------|-----------|
| 1. Science subjects     | Rs 3000/- |
| 2. Non-Science subjects | Rs 2000/- |

The Vice Chancellor ratified the recommendations of the Committee. The matter is now being placed before the Academic Council for consideration before its actual implementation in the next academic session 2018-19.



**ITEM No: 8**

**To deliberate upon the issue of introduction of Seminar Fee @ Rs 750/- and Alumni Fee @ Rs 250/- as proposed by the Head, Department of Political Science.**

**NOTE:**

The item is being submitted on the grounds that Head, Department of Political Science has sought introduction of Seminar fee @ Rs 750/- and Alumni Fee @ Rs 250/-

Prof M. Tajuddin, Head, Department of Political Science vide letter No. PGD/POL/2016/675 dated 29/12/2016 has sought hike in admission fee to Rs 2000/-, which will include Rs 750/- as seminar fee and Rs 250/- as alumni fee. However, he has intimated that the remaining hike of Rs 1000/- will be adjusted in the existing subject heads of the admission fee structure.

It is pertinent to mention here that all kinds of fees have been increased up to 10pc in consonance with Resolution No. 78.15 dated 13-04-2015 of the University Council and a Notification to this effect has already been issued.

The introduction of seminar fee to the tune of Rs 750/- and Rs 250/- as alumni fee shall be reflected in the Admission Brochure for the session 2018 onwards and this amount of Rs 1000/- will be over and above the admission fee. The same shall be applicable from the next academic session.

Since, these are new fees and need approval from the Competent Bodies, it is thus being placed before the Academic Council for kind consideration.

**ITEM No: 9**

**To confirm the action taken by the Vice Chancellor for incorporating the Revised Statutes governing the Jammu University Entrance Test (JUET) in the Admission Brochure-2017 in anticipation of the approval of the Academic Council.**

**NOTE:**

The item is being submitted on the grounds that the statutes have been revised and incorporated in the Admission Brochure for admission to various PG/UG courses for the session 2017-18. The same needs to be ratified by various bodies.

The Revised Statutes governing Jammu University Entrance Test including Achievement Categories have been incorporated in the Admission Brochure for the year 2017 on the recommendations of the Committee, which had been assigned the task of revisiting the same.

The Revised Statutes governing JUET-2017, which also included eligibility duly signed by various heads for admission to various teaching departments are placed as **Annexure**.

The Vice Chancellor allowed the office of the Dean Academic Affairs to incorporate the Revised Statutes in the Admission Brochure-2017, in anticipation of the approval of the Academic Council.

The same is now being placed for kind consideration of Academic Council.

## STATUTES GOVERNING JAMMU UNIVERSITY ENTRANCE TEST.

EXISTING-2016	PROPOSED FOR REVISION - 2017
<p>ABOUT JAMMU UNIVERSITY ENTRANCE TEST (JUET-2016)</p> <p>ADMISSION TO THE VARIOUS PROGRAMMES OF THE UNIVERSITY OF JAMMU, MAIN CAMPUS/ OFFSITE CAMPUSES AND AFFILIATED COLLEGES FOR THE ACADEMIC SESSION 2016-17 SHALL BE MADE ON THE BASIS OF ACADEMIC MERIT AND JAMMU UNIVERSITY ENTRANCE TEST (JUET).</p>	<p>ABOUT JAMMU UNIVERSITY ENTRANCE TEST (JUET-2017)</p> <p>ADMISSION TO THE VARIOUS PROGRAMMES OF THE UNIVERSITY OF JAMMU, MAIN CAMPUS/ OFFSITE CAMPUSES AND AFFILIATED COLLEGES FOR THE ACADEMIC SESSION 2017-18 SHALL BE MADE ON THE BASIS OF ACADEMIC MERIT AND JAMMU UNIVERSITY ENTRANCE TEST (JUET).</p>
<p>1. The Entrance Test (JUET) shall be held for admission in the following subjects:</p> <p>a. <b>Post Graduate (PG) PROGRAMMES:</b> Biochemistry (Self-Financing), Biotechnology (NRI/Self-Financing), Botany, Buddhist Studies, Chemistry, Commerce (M.Com), Computer Science &amp; IT (MCA), Dogri, Economics, Education, Electronics, English, Environmental Sciences, Food Science &amp; Technology, Geography, Applied Geology, Geology (Hydrology And Soil Dynamics), Hindi, History, Home Science (Human Dev.), Human Genetics (Self-Financing Course), Information Technology (M.Sc IT), Kashmiri, Law (LL.B - 3 Year Professional), M.Ed., B.Lib.I.Sc., M.Lib.I.Sc., B.P.Ed, M.P.Ed, Mathematics, Microbiology (Self-Financing Course), Physics, Political Science, Psychology, Punjabi, Remote Sensing &amp; GIS (Self-Financing Course), Rural Development, Sanskrit, Sericulture, Sociology, Statistics, Urdu, Zoology.</p> <p>b. <b>Post Graduate (PG) DIPLOMA PROGRAMMES:</b> PG Diploma in Business Management (PGDBM), PG Diploma in Computer Applications (PGDCA), PG Diploma in Human Rights &amp; Duties Education, PG Diploma in Marketing &amp; Sales Management, PG Diploma in Banking &amp; Risk Management, PG Diploma in Accounting &amp; Finance, PG Diploma in Bioinformatics, PG Diploma in Composite Culture Management.</p> <p>c. <b>Under Graduate (UG) PROGRAMMES:</b> B. Com (Honours), B.B.A. (Hotel Management), B.A. English (Honours), Law (B.A. LLB - 5 years).</p> <p>2. There shall be two set of question papers, one set for PG and the other set for UG courses comprising of 150 objective type questions of one mark</p>	<p>1. The Entrance Test (JUET) shall be held for admission in the following subjects:</p> <p>a. <b>Post Graduate (PG) PROGRAMMES:</b> Biochemistry (Self-Financing), Biotechnology (NRI/Self-Financing), Botany, Buddhist Studies, Chemistry, Commerce (M.Com), Computer Science &amp; IT (MCA), Dogri, Economics, Education, Electronics, English, Environmental Sciences, Geography, Applied Geology, Geology (Hydrology And Soil Dynamics), Hindi, History, Home Science (Human Dev.), Human Genetics (Self-Financing Course), Information Technology (M.Sc IT), Kashmiri, Law (LL.B - 3 Year Professional), M.Ed., B.Lib.I.Sc., M.Lib.I.Sc., B.P.Ed, M.P.Ed, Mathematics, Microbiology (Self-Financing Course), Physics, Political Science, Psychology, Punjabi, Remote Sensing &amp; GIS (Self-Financing Course), Rural Development, Sanskrit, Sericulture, Sociology, Statistics, Urdu, Zoology.</p> <p>b. <b>Post Graduate (PG) DIPLOMA PROGRAMMES:</b> PG Diploma in Business Management (PGDBM), PG Diploma in Computer Applications (PGDCA), PG Diploma in Human Rights &amp; Duties Education, PG Diploma in Marketing &amp; Sales Management, PG Diploma in Banking &amp; Risk Management, PG Diploma in Accounting &amp; Finance, PG Diploma in Bioinformatics, PG Diploma in Composite Culture Management.</p> <p>c. <b>Under Graduate (UG) PROGRAMMES:</b> B. Com. Honours (Bhaderwah Campus Only), B.B.A. (Hotel Management), Law (B.A. LLB - 5 years).</p> <p>2. There shall be two set of question papers, one set for PG and the other set for UG courses comprising of 150 objective type questions of one mark</p>

<p>mark each and the duration for the entrance test shall be 2 ½ hours. The contents of the paper and weightage shall be:</p> <ol style="list-style-type: none"> <li><i>General English</i> 40 questions</li> <li><i>Gen. Knowledge</i> 40 questions</li> <li><i>Reasoning</i> 40 questions</li> <li><i>Numerical Ability</i> 30 questions</li> </ol> <p>3. For every wrong answer there shall be negative marking of 0.25 marks. The candidate securing less than 30% marks for general category and 25% for SC/ST category shall not be eligible for admission. The following weightage shall be given to the candidates:</p> <ol style="list-style-type: none"> <li><i>Academic Merit of the qualifying examination</i> 75%</li> <li><i>Entrance Test</i> 25%</li> </ol>	<p>each and the duration for the entrance test shall be 2 ½ hours. The contents of the paper and weightage shall be:</p> <ol style="list-style-type: none"> <li><i>General English</i> 40 questions</li> <li><i>Gen. Knowledge</i> 40 questions</li> <li><i>Reasoning</i> 40 questions</li> <li><i>Numerical Ability</i> 30 questions</li> </ol> <p>3. For every wrong answer there shall be negative marking of 0.25 marks. The candidate securing less than 30% marks for general category and 25% for SC/ST category shall not be eligible for admission. The following weightage shall be given to the candidates:</p> <ol style="list-style-type: none"> <li><i>Academic Merit of the qualifying examination</i> 75%</li> <li><i>Entrance Test</i> 25%</li> </ol>
<ol style="list-style-type: none"> <li>There shall be two question papers for JUET-2016, one for the candidates appearing after 12<sup>th</sup> class and other for the candidates appearing after graduation.</li> <li>The level of numerical ability shall be of 10<sup>th</sup> standard only for both the question papers. The level of test for other components shall be of 12<sup>th</sup> standard in case of candidate appearing after 12<sup>th</sup> class and graduation standard for the candidates appearing after graduation.</li> <li><b>Centres for Examinations:</b> JUET shall be conducted at the following Centres: <ol style="list-style-type: none"> <li>Jammu</li> <li>Kathua</li> <li>Udhampur</li> <li>Kishtwar</li> <li>Bhaderwah</li> <li>Rajouri</li> <li>Poonch</li> <li>Srinagar</li> <li>Leh</li> </ol> </li> </ol> <p><b>NOTE: THE EXAMINATION CENTRE ONCE OPTED BY THE CANDIDATE SHALL NOT BE CHANGED AT THE LATER STAGE.</b></p>	<ol style="list-style-type: none"> <li>There shall be two question papers for JUET-2017, one for the candidates appearing after 12th class and other for the candidates appearing after graduation.</li> <li>The level of numerical ability shall be of 10th standard only for both the question papers. The level of test for other components shall be of 12th standard in case of candidates appearing after 12th class and graduation standard for the candidates appearing after graduation.</li> <li><b>Centres for Examinations:</b> JUET shall be conducted at the following Centres: <ol style="list-style-type: none"> <li>Jammu</li> <li>Kathua</li> <li>Udhampur</li> <li>Kishtwar</li> <li>Bhaderwah</li> <li>Rajouri</li> <li>Poonch</li> <li>Srinagar</li> <li>Leh</li> <li>Delhi</li> <li>Chandigarh</li> </ol> </li> </ol> <p><b>* Subject to the minimum 100 applicants at each centre. If the applicants are less than 100, then only one centre will be established having maximum applicants.</b></p> <p><b>NOTE: THE EXAMINATION CENTRE ONCE OPTED BY THE CANDIDATE SHALL NOT BE CHANGED AT THE LATER STAGE.</b></p>

1. **Fee for the Jammu University Entrance Test (JUET)** to be charged from each candidate is Rs. 650/- for General Category and Rs. 550/- for SC/ST/ST (Leh & Kargil).

**Mode of Payment:** Through Jammu & Kashmir Bank Challan.

**NOTE:** The University shall provide amanuensis to the Blind Candidates. However, the request in this regard shall be made to the Dean Academic Affairs, atleast two weeks prior to the conduct of JUET and the amanuensis is having a lesser qualification than the candidate.

8. **Publication of Answer Key:** The University shall publish the Answer Key pertaining to the JUET-2016 on the University Website [www.juet.in](http://www.juet.in) Candidate/s having any doubt with respect to Answer Key/ Questions of the JUET can submit lodge/register his/her complaint online at [www.juet.in](http://www.juet.in) with supporting document/proof as per schedule given at Annexure II.

9. **Declaration of Result:** The result of JUET shall be declared after the approval of the Result Publishing Committee i.e Core Committee of JUET. If the need arises, the Result Publishing committee can moderate the result.

#### REGULATIONS GOVERNING JAMMU UNIVERSITY ENTRANCE TEST (JUET-2016)

Admission to a programme of study in a Teaching Department of the University of Jammu, main Campus/ Offsite Campuses and Affiliated Colleges shall be made on the basis of the academic merit in their qualifying examinations and JUET Score by the Admission Committee of the Department concerned with the approval of the Dean Academic Affairs. The Admission Committee shall consist of members as given in Annexure I (A).

1. Applications for admission to various programmes of study (except M.Phil and Ph.D) in the teaching Departments of the University shall be submitted online as per the dates specified in the admission notification (refer JUET-2016 Key Dates).

b. The Schedule and other details of admission for the programmes namely MBA, MBA (H&T), MBA (IB), M.Sc Biotechnology (except NRI/Industrial Sponsored Seats), M.Tech (Computer Science) shall be notified by each of the concerned Department separately after approval of the Dean Academic Affairs.

7. Fee for the Jammu University Entrance Test (JUET) to be charged from each candidate is Rs.700/- for General Category and Rs. 600/- for SC/ST Category.

**The candidate desirous to be considered under self financing seats has to pay additional Rs. 600/- along with the requisite entrance fee**

**Mode of Payment:** Through Jammu & Kashmir Bank Challan/E Banking (Credit / Debit Card).

**NOTE:** The University shall provide amanuensis to the BLIND CANDIDATES. However, the request in this regard has to be made to the Dean Academic Affairs, atleast two weeks prior to the conduct of JUET and the amanuensis should have a lesser qualification than the candidate.

8. **Publication of Answer Key:** The University shall publish the Answer Key pertaining to the JUET-2017 on the University Website [www.juet.in](http://www.juet.in) Candidate/s having any doubt with respect to Answer Key/ Questions of the JUET can submit lodge/register his/her complaint online at [www.juet.in](http://www.juet.in) with supporting document/proof as per schedule given at Annexure II.

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#### REGULATIONS GOVERNING JAMMU UNIVERSITY ENTRANCE TEST (JUET-2017)

Admission to a programme of study in a Teaching Department of the University of Jammu, main Campus/ Offsite Campuses and Affiliated Colleges shall be made on the basis of the academic merit in their qualifying examinations and JUET Score by the Admission Committee of the Department concerned. The Admission Committee shall consist of members as given in Annexure I (A).

1. Applications for Admission shall be submitted online as per the dates specified in the admission notification.

b. The Schedule and other details of admission for the programmes namely MBA, MBA (H&T), MBA (IB), M.Sc Biotechnology (except NRI/Industrial Sponsored Seats), M.Tech (Computer Science) shall be notified by the concerned Department separately after approval of the Dean Academic Affairs.

2. **Admission to various offsite campuses of the University of Jammu:** 50% of the total number of seats in any programme/ subject offered in all off-site Campuses shall be reserved for the candidates who are the pass-out of the respective District College and, only, in the event of no such candidate being available for these seats, the same be filled up by the Students of other areas. In the case of Bhaderwah, this would mean that the students of Colleges belonging to the erstwhile district of Doda and for Poonch Campus, students of Colleges from both the districts of Poonch and Rajouri will be considered.

3. **Guidelines for filling online Application Form:**

1) **Candidates will be required to apply online exclusively through the website: [www.juet.in](http://www.juet.in). Once the JUET Entrance application form is submitted online, the system will generate a challan form pre-printed with the candidate's details. The candidates are required to pay the requisite fee at any of the designated Branch\* of the Jammu & Kashmir Bank Ltd. nearest of him/her through offline mode. The applicants are requested to positively collect hardcopy of JUET-2016 Brochure from the J&K Bank Ltd. at the time of payment of requisite fee. On payment of the requisite fee through computer generated challan, the process for the online application will be completed.**

**NOTE:** An application shall be rejected if the payment is not deposited through auto generated challan within the specified time period and in such cases admit card shall not be issued.

2) Detailed Advertisement/s can be seen on the website <http://juet.in>

3) Before starting Registration of his/her application on the website, the Applicant should read the notification and prospectus carefully. The candidate must evaluate his/her eligibility for the respective category.

4) Before starting registration of application on-line, the applicant should be ready with the soft copies of passport size photo (Max 100 kb, Min 2 kb, .JPG format) and signature (Max 100 kb, Min 2 kb, .JPG format) which are required to be uploaded after filling up of the inputs and uploading the application on-line.

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5) One candidate can submit only one application. If more than one

5) One candidate submit only one application. If more than one application is submitted, it will lead to rejection of all the applications submitted by the candidate.

6) Applicant should fill the details / inputs in the On-line Application at the appropriate places very carefully and click on the SUBMIT button at the end of the Registration of On-line Application Form. Before Pressing the SUBMIT button, the applicants are advised to verify carefully every field / inputs mentioned in the application form. Name of the Applicant, father's name etc should be spelled correctly in the application as it appears in the Matriculation mark sheet / certificate. Any change / alteration found / detected later, may lead to his / her disqualification.

7) The applicants should note that the particulars mentioned in the On-line application will be considered as final and no change / alteration / modification will be allowed / entertained after submission of the On-line application under any circumstances.

8) After successful registration, a provisional Unique Registration Number will be generated by the system and displayed on the screen. The registration number along with password shall be sent to the Applicant on the registered Email ID and SMS on the entered Mobile Number given in the application form. Applicant has to retain this number and password for future references.

9) **Mode of Payment:-**The Application fee is already prescribed under the Payment of Fee link. The applicants have to approach the designated branch of Jammu & Kashmir Bank Ltd. and deposit the entrance fee through Payment Challan generated during online filling of JUE application form. **The applicants are requested to positively collect hardcopy of JUE-2016 Brochure from the J&K Bank Ltd. at the time of payment of requisite fee.** The applicant can check his/her status of payment at the website <http://juet.in> after 3 - 4 working days after the payment of the fee.

10) The Applicants after successful completion of registration of the On-line Application are advised to keep a print out of his/her Application, copy of fee challan, receipt issued by the bank for any future reference.

11) The applicant has to furnish a declaration to the effect that the inputs furnished by him/her are true, complete and correct to the best of his / her knowledge and they are required to be supported by the original documents / testimonials as and when required/demanded. His/her

application is submitted, it will lead to rejection of all the applications submitted by the candidate.

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11) The applicant has to furnish a declaration to the effect that the inputs furnished by him/her are true, complete and correct to the best of his /

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candidature /admission will be summarily rejected/ terminated if any false/incorrect information is found / detected at any stage. Therefore, it is mandatory for the applicant to tick the Check Box about this Declaration at the end of the Application Form, before saving and uploading the application.

**\* Designated Branches of J&K Bank for receipt of JUET-2016 examination fee and collection of JUET-2016 Information-Brochure:**

- 1) New Campus, University of Jammu, Jammu
- 2) Gandhi Nagar, Jammu
- 3) Shastri Nagar, Jammu
- 4) Nai Basti, Jammu
- 5) Channi Himmat, Jammu
- 6) Gujjar Charitable Trust, Channi Rama, Jammu
- 7) Talab Tillo, Jammu
- 8) Shalamar, Jammu
- 9) Roop Nagar, Jammu
- 10) Sarwal, Jammu
- 11) Main Branch, Kathua
- 12) Main Branch, Udhampur
- 13) Main Branch, Bhaderwah
- 14) Main Branch, Kishtwar
- 15) Main Branch, Rajouri
- 16) Main Branch, Poonch
- 17) University of Kashmir, Hazratbal, Srinagar
- 18) Main Branch, Leh
- 19) Main Branch, Kargil

her knowledge and they are required to be supported by the original documents / testimonials as and when required/demanded. His/her candidature /admission will be summarily rejected/ terminated if any false/incorrect information is found / detected at any stage. Therefore, it is mandatory for the applicant to tick the Check Box about this Declaration at the end of the Application Form, before saving and uploading the application.

**\* Designated Branches of J&K Bank for receipt of JUET-2017 examination fee and collection of JUET-2017 Information-Brochure:**

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- 8) Shalamar, Jammu
- 9) Roop Nagar, Jammu
- 10) Sarwal, Jammu
- 11) Main Branch, Kathua
- 12) Main Branch, Udhampur
- 13) Main Branch, Bhaderwah
- 14) Main Branch, Kishtwar
- 15) Main Branch, Rajouri
- 16) Main Branch, Poonch
- 17) University of Kashmir, Hazratbal, Srinagar
- 18) Main Branch, Leh
- 19) Main Branch, Kargil
- 20) Ansal Plaza, South Delhi
- 21) Main Branch Sector 17, Chandigarh

**4. Achievement Category:**

Eligibility for admission under the categories of Sports, N.C.C, National Service Scheme/Bharat Scouts and Guides and Cultural and Literary Activities shall be based on outstanding performance displayed during the 3 year tenure of B.A./ B.Sc./ B.Com/ B.B.A/ B.C.A of 10+2+3 pattern, (Honours or General) or during two year prior to seeking admission in the Under Graduate Courses or a programme recognized as equivalent there of subject to the conditions laid down in the relevant statutes. Candidates need not enclose any certificate/document pertaining to achievement categories at the time of applying for Jammu University Entrance Test (JUET).

**4. Achievement Category:**

Eligibility for admission under the categories of Sports/ Cultural & Literary activities/ NCC/ NSS / Bharat Scouts & Guides shall be based on outstanding performance displayed during:

- a) In case of admission to PG Courses (except M.Ed./M.P.Ed./M.Lib.Sc.), on the basis of three year tenure of B.A/B.Sc/B.Com/B.B.A/B.C.A of 10+2 +3 pattern, (Honours or General) of the qualifying degree when he/she has remained a regular student on the rolls of a College/Institution at the undergraduate level;
- b) In case of admission to M.Ed./M.P.Ed./M.Lib.I.Sc Course, on the basis of B.Ed./B.P.Ed/B.Lib.I.Sc which is qualifying Degree;





c) In case of admission to the undergraduate courses of B.A LLB (5 yrs)/BCA/BBA(HM) Course, performance shall be determined on the basis of last two years of qualifying degree i.e. class 11<sup>th</sup> and 12<sup>th</sup> or a program recognized as equivalent thereto subject to the conditions laid down in the relevant statutes.

Note:

1. The candidates need to enclose the following certificates /documents alongwith the achievement category certificates in order for consideration of the claim under achievement category.

- Date of Birth Certificate,
- Copy of the state subject, if applicable
- copies of marks sheets of qualifying examinations.

These documents are to be submitted in the office of Dean Student Welfare(DSW) within date/s notified by the university. The candidates must not deposit achievement category certificates in the concerned department at the time of submission of application forms.

2. The candidates not to enclose any certificate /document pertaining to Achievement categories at the time of applying for Jammu University Entrance Test (JUET).

#### 5. Display of Lists

After the declaration of the result of Jammu University Entrance Test the candidates who qualify JUET shall apply online for admission through our website <http://juet.in>. The detailed procedure for the same has been given in the website.

All transfer cases from one programme of study to another, shall be allowed by the Admission Committee of the department concerned within the specified date. Under no circumstances, the seats lying vacant in the Departments on the last prescribed date for completion of admission will be filled up by the Head of the Department/ Admission Committee unless the candidate falls immediately next in merit to the last admitted candidate. If some seats still remain vacant, these will be referred to the Appellate Committee for consideration.

NOTE:

1. NO SEPARATE INTIMATION REGARDING SELECTION TO A PROGRAMME OF STUDY SHALL BE SENT TO THE APPLICANT. THE CANDIDATES ARE DIRECTED TO REMAIN IN TOUCH WITH THE website <http://juet.in>. FOR DAY TO DAY INFORMATION.

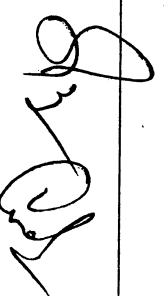
#### 5. Display of Lists

After the declaration of the result of Jammu University Entrance Test (JUET), candidates shall apply to the concerned Department with all the relevant documents including Entrance Test Score Card. A separate notification shall be issued subsequently in this regard and list of students selected for admission shall be finalized and notified by the Admission Committee of the Department concerned by the date specified for the purpose.

All transfer cases from one programme of study to another, shall be allowed by the Admission Committee of the department concerned within the specified date. Under no circumstances, the seats lying vacant in the Departments on the last prescribed date for completion of admission will be filled up by the Head of the Department/ Admission Committee unless the candidate falls immediately next in merit to the last admitted candidate. If some seats still remain vacant, these will be referred to the Appellate Committee for consideration.

NOTE:

1. NO SEPARATE INTIMATION REGARDING SELECTION TO A PROGRAMME OF STUDY SHALL BE SENT TO THE APPLICANT. THE CANDIDATES ARE DIRECTED TO REMAIN IN TOUCH WITH THE DEPARTMENT CONCERNED AND WATCH THE NOTICE BOARD OF THE CONCERNED DEPARTMENT FOR DAY TO DAY INFORMATION.



<p>2. FOR ADMISSION TO OFFSITE CAMPUSES/AFFILIATED COLLEGES FOR THE COURSES RUNNING IN SUCH OFFSITE CAMPUSES/AFFILIATED COLLEGES, CANDIDATES SHALL APPLY TO THE CONCERNED PG DEPARTMENT OF THE UNIVERSITY. THE CONCERNED UNIVERSITY DEPARTMENT SHALL ACT AS NODAL DEPARTMENT FOR ADMISSION OFFSITE CAMPUSES/AFFILIATED COLLEGES.</p> <p>3. NO DOCUMENT SHALL BE ENTERTAINED BY THE DEPARTMENT AFTER THE PRESCRIBED LAST DATE AS NOTIFIED BY THE UNIVERSITY.</p>	<p>2. b. THE CONCERNED UNIVERSITY DEPARTMENT SHALL ACT AS NODAL DEPARTMENT FOR FINALIZATION OF ADMISSION TO OFFSITE CAMPUSES/AFFILIATED COLLEGES.</p> <p>3. NO DOCUMENT SHALL BE ENTERTAINED BY THE DEPARTMENT AFTER THE PRESCRIBED LAST DATE AS NOTIFIED BY THE UNIVERSITY.</p>
<p>6. <b>Warning</b></p> <p>a) Mere appearance in Jammu University Entrance Test (JUET) doesn't ensure admission to a programme of study in the University. Each candidate shall ensure that he/she fulfill the Eligibility Criteria and that the particulars furnished in the Admission Form are complete and correct in all respects. In case, it is detected at any stage that a candidate does not fulfill the eligibility criteria and/or has furnished incorrect information or suppressed any material information, his/her candidature will be cancelled and if already admitted, shall be liable to forfeit the benefits accrued therefrom, besides rustication from the University.</p> <p>b) In case the applicant for admission is found to have indulged in ragging in the past or if it comes to notice later that he/she has indulged in ragging, admission may be refused or he/she shall be expelled from the educational institution. However, if any incident of ragging comes to the notice of the authority, the concerned student shall be given opportunity of hearing and if his/her explanation is not found satisfactory, the authority would expel him / her from the Institution.</p>	<p>6. <b>Warning</b></p> <p>a. Mere appearance in Jammu University Entrance Test (JUET) doesn't ensure admission to a programme of study in the University. Each candidate shall ensure that he/she fulfill the Eligibility Criteria and that the particulars furnished in the Admission Form are complete and correct in all respects. In case, it is detected at any stage that a candidate does not fulfill the eligibility criteria and/or has furnished incorrect information or suppressed any material information, his/her candidature will be cancelled and if already admitted, shall be liable to forfeit the benefits accrued there from, besides rustication from the University.</p> <p>b. In case the applicant for admission is found to have indulged in ragging in the past or if it comes to notice later that he/she has indulged in ragging, admission may be refused or he/she shall be expelled from the educational institution. However, if any incident of ragging comes to the notice of the authority, the concerned student shall be given opportunity of hearing and if his/her explanation is not found satisfactory, the authority would expel him / her from the Institution.</p>
<p>7. <b>Appeal</b></p> <p>In case a candidate, who has deposited his/her Admission form in time (after the declaration of the result of JUET), has any grievance and feels that the governing admission have not been adhered to, he/she may make an appeal to the Appellate Committee through Head of the University Department concerned on the Form prescribed for the purpose and remit the requisite fee latest by the prescribed date, or any other date notified for the purpose. Such an appeal shall be considered by the Appellate Committee. It shall be obligatory for the appellant to appear in person before the Appellate Committee, if called upon to do so. The decision of the Appellate Committee shall be final and binding on such Applicant.</p>	<p>7. <b>Appeal</b></p> <p>In case a candidate, who has filled his/her Admission form in time (after the declaration of the result of JUET), has any grievance and feels that the Statutes governing admission have not been adhered to, he/she may make an appeal to the Appellate Committee through Head of the University Department concerned on the Form prescribed for the purpose and remit the requisite fee latest by the prescribed date, or any other date notified for the purpose. Such an appeal shall be considered by the Appellate Committee. It shall be obligatory for the appellant to appear in person before the Appellate</p>

Appeal form shall be available from the Assistant Registrar (Forms & Stationery) on payment of requisite fee.

**8. First Preference**

A Programme of study in the University where eligibility for admission is on the basis of having passed in final examination of B.A/ B.Sc/ B.Com/ B.B.A/ B.C.A etc of the University of Jammu or any other recognized University within the Province of Jammu or any other University whose Degree is recognized as equivalent to the Degree of University of Jammu with not less than 60% of marks in the qualifying examination; would mean a Degree Programme of Three Years duration after 12 years of School Education under 10+2+3 pattern whoever in case of Under Graduate Courses the candidate must have passed 10+2 pattern from any recognized school within the Jammu Province.

**9. Second Preference**

Notwithstanding anything contained in instruction 8 above, a candidate who has passed Graduation course from any University other than the Universities falling in Jammu Province with less than 60% marks or M.A./M.Sc./M.Com etc examination from the University after having passed B.A./B.Sc./B.Com. examination under the old pattern of 10+2+2 or 10+1+3 shall also be eligible for admission under second preference category to :

a) a programme where the minimum eligibility condition is passed in final examination of Three Year Degree (General) Course after 12 years of schooling;

b) a Masters Degree Programme in an allied subject, if otherwise permissible under Statutes/Regulations of the University. However, admission of a candidate who has already pursued two Master Degree Programmes or Ph.D/M.Phil Programme is not eligible to seek admission on whole time basis. However in case of Under Graduate courses if, the candidate have passed 10+2 examination from any recognized school not falling in the Jammu Province the candidate shall be considered under second preference.

The seats in the first preference, in case the candidate is having 60% or more marks in the respective qualifying examination, shall not exceed 10% of total number of seats.

**10. Reserved Category Affidavit**

After the declaration of the result of JUET, a candidate seeking admission under a reserved category must submit an affidavit as per specimen given in

Committee, if called upon to do so. The decision of the Appellate Committee shall be final and binding on such Applicant. Appeal form shall be available from the Assistant Registrar (Forms & Stationery) on payment of requisite fee.

**8. First Preference**

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b) a Masters Degree Programme in an allied subject, if otherwise permissible under Statutes/Regulations of the University. However, admission of a candidate who has already pursued two Master Degree Programmes or Ph.D/M.Phil Programme is not eligible to seek admission on whole time basis. However in case of Under Graduate courses, if the candidate has passed 10+2 examination from any recognized school not falling in the Jammu Province the candidate shall be considered under second preference.

The seats in the first preference, in case the candidate is having 60% or more marks in the respective qualifying examination, shall not exceed 10% of total number of seats.

**10. Reserved Category Affidavit**

After the declaration of the result of JUET, a candidate seeking admission under a reserved category must submit an affidavit as per specimen given

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<p>Annexure-VI duly attested by a magistrate/ Oath Commissioner/Notary to the effect that the category certificate enclosed by him/her is genuine and in the event of this having been proved otherwise, his /her admission shall be cancelled besides any other action that may be taken against him/her under law for his/her Civil or Criminal Liability.</p> <p><b>11. Special Affidavit*</b> After the declaration of the result of JUET, a candidate seeking admission after any period, from the year of his/her having passed B.A/ B.Sc/ B.Com /B.B.A (Final) examination or 10+2 examination as the case may be shall submit an affidavit duly attested by a Magistrate/ Oath Commissioner/Notary as per specimen given in Annexure-V to the effect that he/she has not been admitted to or has not pursued any other programme of study during the intervening period.</p> <p><b>NOTE:</b></p> <ol style="list-style-type: none"> <li>Admission in any of the University Department is no assurance for getting admission in the Hostel as the seats in the Hostels are limited which shall be filled as per the Statutes governing the admission to the Hostels.</li> <li>Candidates graduated with one sitting are ineligible for admission in any academic course of the University of Jammu.</li> </ol> <p><b>*For candidates applying for admission after a lapse of one year or more following graduation.</b></p>	<p>in Annexure-VI duly attested by a magistrate/ Oath Commissioner/Notary to the effect that the category certificate enclosed by him/her is genuine and in the event of this having been proved otherwise, his /her admission shall be cancelled besides any other action that may be taken against him/her under law for his/her Civil or Criminal Liability.</p> <p><b>11. Special Affidavit*</b> After the declaration of the result of JUET, a candidate seeking admission after any period, from the year of his/her having passed B.A/ B.Sc/ B.Com /B.B.A /B.C.A (Final) examination or 10+2 examination as the case may be shall submit an affidavit duly attested by a Magistrate/ Oath Commissioner/Notary as per specimen given in Annexure-V to the effect that he/she has not been admitted to or has not pursued any other programme of study during the intervening period.</p> <p><b>NOTE:</b></p> <ol style="list-style-type: none"> <li>Admission in any of the University Department is no assurance for getting admission in the Hostel as the seats in the Hostels are limited which shall be filled as per the Statutes governing the admission to the Hostels.</li> <li>Candidates graduated with one sitting are ineligible for admission in any academic course of the University of Jammu.</li> </ol> <p><b>❖ For candidates applying for admission after a lapse of one year or more following graduation.</b></p>
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**STATUTES GOVERNING ADMISSION TO MASTER DEGREE (OTHER THAN M.PHIL & PH.D. COURSES), BACHELOR DEGREE (LL.B (3 YEARS), B.LIB.I.SC. & B.P.ED), DIPLOMA PROGRAMMES OF STUDY IN THE TEACHING DEPARTMENTS OF THE UNIVERSITY OF JAMMU, JAMMU/ OFFSITE CAMPUSES/ AFFILIATED COLLEGES.**

The University has adopted the Choice Based Credit System (CBCS) from the Academic Session 2014-15 in its Main Campus at University of Jammu. The details of CBCS shall be available to the admitted students in the respective Departments.

**1. Eligibility:**

A candidate to be eligible for admission to the Master Degree (other than M.Phil and Ph.D), Bachelor Degree (LL.B (3 Years), B.Lib.I.Sc. & B.P.Ed) and Diploma programmes in the University, must have passed/appeared in the final year of the qualifying Bachelor's degree examination of 10+2+3 pattern (Honours or General) in Arts, Science, Commerce, or Business Administration or an examination qualifying for a professional degree of not less than 3 years duration or any other examination recognised as equivalent thereof, from a recognised university/institution with at least 40% of the aggregate marks or as specified (36% for the Scheduled Caste/Tribe candidates).

Candidates who have passed degree course of two years duration under 10+2+2 or 10+1+3 pattern and thereafter have passed bridge course of one year duration comprising Part-III of B.A./B.Sc./B.Com. three years (General) course of the University of Jammu or any other recognised University shall also be eligible subject to the aggregate qualifying marks as indicated above. A candidate who has passed M.A/M.Sc./M.Com. Examination from the University after having passed B.A./B.Sc./B.Com. Examination under the old pattern of 10+2+2 or 10+1+3 shall also be eligible for admission under second preference category to:

- (a) a course where the minimum eligibility condition is pass in Three Year Degree (General) Course after 12 years of schooling.
- (b) a Master Degree Course in an allied subject, if otherwise permissible under Statutes/Regulations of the University.

Candidates who are not permanent residents of the territorial jurisdiction of the University of Jammu, but has passed B.A/ B.Sc/ B.Com/ BBA/ BCA (General of Honours examination) with not less than 60% marks from a University other than the University of Jammu shall also be considered for admission subject to the condition that the number of seats under this category shall not exceed 10% of the total number of seats available in the programme of study.

**STATUTES GOVERNING ADMISSION TO MASTER DEGREE, BACHELOR DEGREE (LL.B (3 YEARS), B.LIB.I.SC. & B.P.ED), DIPLOMA PROGRAMMES OF STUDY IN THE TEACHING DEPARTMENTS OF THE UNIVERSITY OF JAMMU, JAMMU/ OFFSITE CAMPUSES/ AFFILIATED COLLEGES.**

The University has adopted the Choice Based Credit System (CBCS) from the Academic Session 2014-15 in its Main Campus at University of Jammu. The details of CBCS shall be available to the admitted students in the respective Departments.

**1. Eligibility:**

A candidate to be eligible for admission to the Master Degree, Bachelor Degree (LL.B (3 Years), B.Lib.I.Sc. & B.P.Ed) and Diploma programmes in the University, must have passed/appeared in the final year of the qualifying Bachelor's degree examination of 10+2+3 pattern (Honours or General) in Arts, Science, Commerce or Business Administration or an examination qualifying for a professional degree of not less than 3 years duration or any other examination recognised as equivalent thereof, from a recognised university/institution with at least 40% of the aggregate marks or as specified (36% for the Scheduled Caste/Tribe candidates).

Candidates who have passed degree course of two years duration under 10+2+2 or 10+1+3 pattern and thereafter have passed bridge course of one year duration comprising Part-III of B.A./B.Sc./B.Com. three years (General) course of the University of Jammu or any other recognised University shall also be eligible subject to the aggregate qualifying marks as indicated above. A candidate who has passed M.A/M.Sc./M.Com. Examination from the University after having passed B.A./B.Sc./B.Com. Examination under the old pattern of 10+2+2 or 10+1+3 shall also be eligible for admission under second preference category to:

- (a) a course where the minimum eligibility condition is pass in Three Year Degree (General) Course after 12 years of schooling.
- (b) a Master Degree Course in an allied subject, if otherwise permissible under Statutes/Regulations of the University.

Candidates who are not permanent residents of the territorial jurisdiction of the University of Jammu, but have passed B.A/ B.Sc/ B.Com/ BBA/ BCA (General of Honours examination) with not less than 60% marks from a University other than the University of Jammu shall also be considered for admission subject to the condition that the number of seats under this category shall not exceed 10% of the total number of seats available in the programme of study.

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Notwithstanding anything contained in Statute 1, a candidate appearing in the final year of the qualifying examinations immediately preceding the Academic Session & expecting to fulfill the Statutory requirement of at least 40% of the aggregate marks in the Bachelor's Degree (36% in the case of candidates belonging to SC/ST) can also appear in the written objective type Jammu University Entrance Test (JUET).

**2. Submission of Application Form:**

Applications for admission to various programmes of study (except M.Phil. and Ph.D.) in the Teaching Departments of the University/ Offsite Campuses/Affiliated Colleges shall be submitted on line as per the dates specified in admission notification.

Admission to the following programmes shall be made through a separate Entrance Test to be notified by each concerned Department separately after approval from the Dean Academic Affairs.

- i) MBA
- ii) MBA (H&T)
- iii) MBA (IB)
- iv) M.Sc Biotechnology (Except NRI/Self Sponsored seats)
- v) M.Tech (Computer Science)

**3. General:**

After the declaration of the result of Jammu University Entrance Test (JUET), the admission to a programme of study in a teaching Department of the University/offsite Campuses/ Affiliated Colleges shall be made by the Admission Committee of the concerned PG Department of the University with the approval of the Dean of concerned Faculty and the Dean Academic Affairs. The Admission Committees shall consist of members as given in Annexure I (A)

NOTE: For admission to offsite Campuses / Affiliated Colleges candidate shall apply to the concerned PG Department of the University thus the concerned University Department shall act as Nodal Department for admission to offsite Campuses/ Affiliated Colleges.

**4. Seats: Number and Distribution**

The number of seats in a programme of study in the Teaching Departments of the University shall be determined before the commencement of the academic session by the Dean of the Faculty and Head of the Department concerned in consultation with members of the teaching staff of the Department and with the approval of the Dean Academic Affairs and wherever necessary, of the Vice-Chancellor/Syndicate/University Council. The number of seats so determined shall be communicated by the Head of the Department concerned to the Dean

Notwithstanding anything contained in Statute 1, a candidate appearing in the final year of the qualifying examinations immediately preceding the Academic Session & expecting to fulfill the Statutory requirement of at least 40% of the aggregate marks in the Bachelor's Degree (36% in the case of candidates belonging to SC/ST) can also appear in the written objective type Jammu University Entrance Test (JUET).

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- I. MBA
- II. MBA (H&T)
- III. MBA (IB)
- IV. M.Sc Biotechnology (Except NRI/Self Sponsored seats)
- V. M.Tech (Computer Science)

**3. General:**

After the declaration of the result of Jammu University Entrance Test (JUET), the applicants who qualify JUET 2017 shall have to apply online through our website <http://juet.in>. The detailed procedure for the same has been given in the website. Final Admission to a programme of study in a teaching Department of the University/offsite Campuses/ Affiliated Colleges shall be finalized by the Admission Committee of the concerned PG Department of the University with the approval of the Dean of concerned Faculty and the Dean Academic Affairs. The Admission Committees shall consist of members as given in Annexure I (A)

NOTE: For admission to offsite Campuses / Affiliated Colleges the final admission shall then be by the Nodal Departments.

**4. Seats: Number and Distribution**

The number of seats in a programme of study in the Teaching Departments of the University shall be determined before the commencement of the academic session by the Dean of the Faculty and Head of the Department concerned in consultation with members of the teaching staff of the Department and with the approval of the Dean Academic Affairs and wherever necessary, of the Vice-Chancellor/Syndicate/University Council. The number of seats so determined shall

Academic Affairs before commencement of admission process.

**5. Open Merit Seats:**

Sixty-Seven percent (67%) of total number of seats available in a course of study as determined according to Statute 4, shall be filled up on the basis of open merit in accordance with the criteria given in Statute 13.

**6. Reserved Category Seats:\***

(A) After selection of candidates is made on the basis of open merit, the remaining thirty-three percent (33%) seats, notwithstanding anything contrary contained in any law, S.R.O. or regulation in force in the State, seats under Achievement Categories shall be filled up in accordance with the criteria given at Statute 12.

**(B) Break-up of the Reserved Categories:-**

Category (i) Scheduled Caste

8%

Category (ii)\*

- a) Sportsmen 4%
- b) Persons who have excelled In Cultural & Literary Activities 2%

Category (iii)\* a) Persons who have participated with distinction in NCC activities 2%

- b) Persons who have participated with distinction in National Service Scheme/Bharat Scouts & Guides Activity 2%

Category (iv) Defence Service Personnel including Ex-Servicemen and their children who are permanent residents of the State and have had a satisfactory service record. 2%

Category (v) Candidates belonging to the Areas adjoining the Actual Line of Control. 2%

Category (vi) Candidates belonging to Scheduled Tribes (Gujjar, Bakerwals, Gaddies, Baltis) 5%

Category (vii) Candidates belonging to ST (Resident of the Districts of Leh & Kargil) 2%

Category (viii) Candidates belonging to Backward area other than that of districts Leh & Kargil 2%

Category (ix) Candidates belonging to Weak and Under-privileged Classes as notified in S.R.O. by the State from time to time. 2%

be communicated by the Head of the Department concerned to the Dean Academic Affairs before commencement of admission process.

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Category (ix) Candidates belonging to Weak and Under-privileged Classes as notified in S.R.O. by the State from time to time. 2%

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<p>This will not be applicable in case of admission to M.Ed/M.P.Ed/ M.Lib.I.Sc / B.Com (Honour) / BBA (HM) and B.A. LL.B (5 Year) Course (For details refer to Statute 10 (A) (I) )</p> <p><b>SUPERNUMERARY SEATS:</b>  Category (x) Candidates with disabilities (Orthopedically Handicapped and Blind candidates). 3%</p> <p>Category (xi) **Single Girl Child (one seat in each programme) (For details refer page 108)</p> <p>Category (xii) Kashmiri Migrant (one seat in each programme) (For details refer page 108)</p> <p>Category (xiii) Ward of Permanente Employees of the University of Jammu (one seat in each programme) (For details refer page 108)</p> <p><b>NOTE:</b>  (i) Candidate suffering a degree of disability of 40% and above and visually impaired candidates are eligible for admission under category (x). Certificate of an Orthopaedic Handicapped or visually impaired shall be considered only if it is issued by the Head of the Department of Orthopedics or that of Ophthalmology of a Government Medical College/District Hospital. The Vice-Chancellor, if he so desires, may seek advice in the matter, of a Committee to be appointed by him on the Dean Academic Affairs.</p> <p>(ii) Visually impaired and physically challenged candidates as defined in the Statutes shall be exempted from payment of all the fee including charges for supervision and amanuensis.</p>	<p>notified in S.R.O. by the State from time to time.  This will not be applicable in case of admission to M.Ed/M.P.Ed/ M.Lib.I.Sc / B.Com (Honour) / BBA (HM) and B.A. LL.B (5 Year) Course (For details refer to Statute 10 (A) (I) )</p> <p><b>SUPERNUMERARY SEATS:</b>  Category (x) Candidates with disabilities (Orthopedically Handicapped and Blind candidates). 3%</p> <p>Category (xi) **Single Girl Child (one seat in each programme) (For details refer page 108)</p> <p>Category (xii) Kashmiri Migrant (one seat in each programme) (For details refer page 108)</p> <p>Category (xiii) Ward of Permanente Employees of the University of Jammu (one seat in each programme) (For details refer page 108)</p> <p><b>NOTE:</b>  (i) Candidate suffering a degree of disability of 40% and above and visually impaired candidates are eligible for admission under category (x). Certificate of an Orthopaedic Handicapped or visually impaired shall be considered only if it is issued by the Head of the Department of Orthopedics or that of Ophthalmology of a Government Medical College/District Hospital. The Vice-Chancellor, if he so desires, may seek advice in the matter, of a Committee to be appointed by him on the recommendations of the Dean Academic Affairs.</p> <p>(ii) Visually impaired and Orthopaedic Handicapped candidates as defined in the Statutes shall be exempted from payment of all the fee including charges for supervision and amanuensis.</p>
<p>(iii) **Copy of Ration Card on account of proof for having single girl child and an affidavit duly sworn in before the First Class Magistrate.</p> <p>(iv) Students admitted under SC/ST, OBC, PWD category should submit their scholarship form online with due notice to the Head of the Department concerned for the academic year as notified by the concerned Govt. Department.</p> <p><b>Explanation:</b>  i) * In case only one seat is available under category (ii) or category (iii) the same shall be filled on the basis of comparative merit of all the candidates under category (ii) (a) and (b), or category (iii) (a)</p>	<p>(iii) **Copy of Ration Card on account of proof for having single girl child and an affidavit duly sworn in before the First Class Magistrate.</p> <p>(iv) Students admitted under SC/ST, OBC, PWD category should submit their scholarship form online with due notice to the Head of the Department concerned for the academic year as notified by the concerned Govt. Department.</p> <p><b>Explanation:</b>  i) * In case only one seat is available under category (ii) or category (iii) the same shall be filled on the basis of comparative merit of all the candidates under category (ii) (a) and (b), or category (iii) (a)</p>



<p>and (b) put together, as the case may be.</p> <p>ii) For determining the number of seats under any reserved category mentioned at Statute 6 (A), fraction of less than one-half shall be ignored and fraction of one half and more shall be treated as one. The benefit of fraction shall be given to each category separately even if it means an overall marginal increase in seats in any course of study.</p> <p>iii) In case any of the seats remains vacant in a reserved category for want of eligible candidates, the same will be offered to the candidates of non-reserved i.e. open merit group.</p>	<p>under category (ii) (a) and (b), or category (iii) (a) and (b) put together, as the case may be.</p> <p>ii) For determining the number of seats under any reserved category mentioned at Statute 6 (A), fraction of less than one-half shall be ignored and fraction of one half and more shall be treated as one. The benefit of fraction shall be given to each category separately even if it means an overall marginal increase in seats in any course of study.</p> <p>iii) In case any of the seats remains vacant in a reserved category for want of eligible candidates, the same will be offered to the candidates of non-reserved i.e. open merit group.</p>
<p>(C) Unless covered under Statute Explanation (i), only such candidates shall be eligible for consideration under reserved categories (i) to (xi) specified at Statute 6 (B) as have not already availed of this concession for admission to any programme of study in a teaching department of the University in any preceding session.</p> <p>(D) Selection of candidates against reserved seats specified at Statute 6 (B) shall be made on the basis of comparative merit in the respective category which will be determined in accordance with the criteria prescribed for categories (i), (iv), (v), (vi), (vii), (viii) &amp; (ix) and for categories (ii) and (iii) as at Statute 12.</p> <p>(E) To be a beneficiary of reservation, the candidate must be a permanent resident of J&amp;K State, except when applying under categories (ii) i.e. Sports/Cultural &amp; Literary activities and (iii) i.e. N.C.C./National Service Scheme/ Bharat Scouts &amp; Guides activities, for which he must have passed the qualifying examination from the University of Jammu or from any recognized University within the Jammu Province.</p>	<p>(C) Unless covered under Statute Explanation (i), only such candidates shall be eligible for consideration under reserved categories (i) to (xi) specified at Statute 6 (B) as have not already availed of this concession for admission to any programme of study in a teaching department of the University in any preceding session.</p> <p>(D) Selection of candidates against reserved seats specified at Statute 6 (B) shall be made on the basis of comparative merit in the respective category which will be determined in accordance with the criteria prescribed for categories (i), (iv), (v), (vi), (vii), (viii) &amp; (ix) and for categories (ii) and (iii) as at Statute 12.</p> <p>(E) To be a beneficiary of reservation, the candidate must be a permanent resident of J&amp;K State, except when applying under categories (ii) i.e. Sports/Cultural &amp; Literary activities and (iii) i.e. N.C.C./National Service Scheme/ Bharat Scouts &amp; Guides activities, for which he must have passed the qualifying examination from the University of Jammu or from any recognized University within the Jammu Province.</p>
<p>(F) Reservation and fee in case of Private Affiliated Colleges and Self Financing Courses shall be governed by their respective regulations issued by the University/State Govt. in this regard.</p>	<p>(F) Reservation and fee in case of Private Affiliated Colleges and Self Financing Courses shall be governed by their respective regulations issued by the University/State Govt. in this regard.</p>
<p><b>7. Left Over Seats:</b></p> <p>Under no circumstances, the seats lying vacant in the Departments on the last prescribed date for completion of admission as notified will be filed up by the Head of the Department/Admission Committee unless the candidate falls immediately next in merit to the last admitted candidate. If some seats still remain vacant, these will be referred to the Appellate Committee for consideration.</p>	<p><b>7. Left Over Seats:</b></p> <p>Under no circumstances, the seats lying vacant in the Departments on the last prescribed date for completion of admission as notified will be filed up by the Head of the Department/Admission Committee unless the candidate falls immediately next in merit to the last admitted candidate. If some seats still remain vacant, these will be referred to the Appellate Committee for consideration.</p>
<p><b>8. Appellate Committee:</b></p> <p>In case a candidate has any specific grievance regarding deviation from Statutes</p>	<p><b>8. Appellate Committee:</b></p> <p>In case a candidate has any specific grievance regarding deviation from Statutes</p>

governing admission, he may appeal to the Appellate Committee through Head of the concerned Department, on the prescribed form along with the requisite fee\* by the date notified for the purpose. Such an appeal along with the observation of the Head of the Department, shall be considered by the Appellate Committee whose decision in the matter shall be final and binding. It shall be obligatory for the appellant to appear in person before the Committee it called upon to do so. The Appellate Committee shall consist of members as given in Annexure I (B). \* See Annexure III

9. (A) Should there be any need to augment the resources of the university for maintaining, developing and improving the standards of instruction in any programme of study or for starting a new programme of study in a teaching department of the University, the Vice Chancellor on the recommendation of the admission committee of the department concerned and the Dean Academic Affairs, may sanction self-supporting seats for such programme of study additionally to meet societal obligations. The number of such seats may not ordinarily exceed 15% of the seats determined for the programmes as per Statute 4. These seats shall be supernumerary and thus, shall not count towards determining the quantum of reservation specified at Statute 6 for the various categories. The admission committee shall make admission on the basis of merit determined as per Statute, subject to fulfillment of eligibility conditions for such supernumerary seats. Permanent residents of territorial jurisdiction of the University/those having passed the qualifying examination from the University of Jammu, shall have priority in admission over the rest against these seats. The admission shall be granted after remittance of amount of fee\*\* prescribed from time to time along with other fees/charges for the course by the candidates to the University. The payment made against the self-supporting seat is not refundable. \*\* See Annexure IV

(B) In addition to the Self Financing seats, the Department of Environmental Sciences has eight (8) seats in M.Sc. course exclusively meant for the candidates who are sponsored by Govt. Departments/ Autonomous Bodies/Industry/recognised NGOs\*\*\*. Such candidates besides fulfilling all the conditions of eligibility prescribed for the course, must have at least one year of permanent service in the sponsoring organisation, except in case of NGO's wherein they must have rendered at least one year of continuous voluntary service after having passed the qualifying degree examination. Admission shall be granted in order of merit, on the production of relevant documents/certificates from the sponsor after remittance of sponsorship amount\*\*\*\* prescribed from time to time along with other fees/charges for the programme by the candidates to the university. The vacant sponsored seats, if any, may be converted to Self Financing seats subject to the fulfillment of conditions mentioned in Statute.

governing admission, he may appeal to the Appellate Committee through Head of the concerned Department, on the prescribed form along with the requisite fee\* by the date notified for the purpose. Such an appeal along with the observation of the Head of the Department, shall be considered by the Appellate Committee whose decision in the matter shall be final and binding. It shall be obligatory for the appellant to appear in person before the Committee it called upon to do so. The Appellate Committee shall consist of members as given in Annexure I (B). \* See Annexure III

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\*\*\* This is in line with UGC Norms  
\*\*\*\* See Annexure IV

(C) Subject to fulfillment of the eligibility criteria and other conditions prescribed for a programme of study by the candidates, seven (7) and four (4) seats respectively in B.Lib.Sc. and M.Lib.Sc. programme, will be filled up by nominees/deputies of the State Govt. and the University of Jammu who are permanent employees of these organizations. Similarly, in LL.B. (3 Year Professional) and Diploma in Business Management, two (2) seats each, will be filled up by permanent employees of the University.

#### Explanation

Permanent employees of the University to be deputed for the programmes (referred at (C) above), shall be nominated by the Vice-Chancellor for which he may seek advice of a Committee comprising Registrar and senior faculty members of the University.

#### 10. ASSESSMENT IN ACHIEVEMENT CATEGORIES:

(A) Credit for achievement in Sports/Cultural and Literary, and N.C.C./National Service Scheme/ Bharat Scouts & Guides activities, i.e. reserved categories (ii) and (iii) at Statute 6 shall be given to a candidate seeking admission under these reserved categories as per Statute 12 below, subject to the following conditions

(i) Credit shall accrue only for those events/activities which the candidate has participated during the three (3) year tenure of the qualifying degree when he has remained a regular student on the rolls of a College/Institution at the under-graduate level; in case of admission to M.Ed./M.P.Ed/M.Lib.I.Sc Course, on the basis of B.Ed./B.P.Ed/B.Lib.I.Sc which is qualifying Degree; **and in case of admission to BA, LLB (5 yrs)/BCA/BBA(HM) Course, on the basis of last two years of qualifying degree i.e. class 11<sup>th</sup> and 12<sup>th</sup>.** Extra time spent for the qualifying degree and achievement during that period in the above activities will not fetch any credit and thus, shall not count in determining comparative merit of the candidates.

(ii) Credit for being active in the field of Sports to a candidate shall be given only for those games/sports\* which the University recognises/participates at various levels.  
\* See Annexure IX

\*\*\* This is in line with UGC Norms  
\*\*\*\* See Annexure IV

(C) Subject to fulfillment of the eligibility criteria and other conditions prescribed for a programme of study by the candidates, seven (7) and four (4) seats respectively in B.Lib.Sc. and M.Lib.Sc. programme, will be filled up by nominees/deputies of the State Govt. and the University of Jammu who are permanent employees of these organizations. Similarly, in LL.B. (3 Year Professional) and Diploma in Business Management, two (2) seats each, will be filled up by permanent employees of the University.

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(i) Credit shall accrue only for those events/activities which the candidate has participated during the three (3) years tenure of the qualifying degree when he has remained a regular student on the rolls of a College/Institution at the under-graduate level; in case of admission to M.Ed./M.P.Ed/M.Lib.I.Sc Course, on the basis of B.Ed./B.P.Ed/B.Lib.I.Sc which is qualifying Degree; **and in case of admission to BA, LLB (5 years)/BCA/BBA(HM) Course, on the basis of last two years of qualifying degree/ Diploma i.e. class 11<sup>th</sup> and 12<sup>th</sup>.** Extra time spent for the qualifying degree and achievement during that period in the above activities will not fetch any credit and thus, shall not count in determining comparative merit of the candidates.

(ii) Credit for being active in the field of Sports to a candidate shall be given only for those games/sports\* which the University recognizes/participates at various levels.  
\* See Annexure IX / Annexure XII.

<p>(iii) A candidate applying for consideration under the reserved categories mentioned above must accumulate an achievement score of at least 12 points/marks for three yrs of qualifying degree, (8) points/marks in case of 2 yrs of qualifying degree and (4) points/marks in case of 1 year of qualifying degree in the respective fields.</p>	<p>(iii) A candidate applying for consideration under the reserved categories mentioned above must accumulate an achievement score of at least 12 points/marks for three years of qualifying degree, 8 points/marks in case of 2 years of qualifying degree and 4 points/marks in case of 1 year of qualifying degree in the respective fields.</p>
<p>(iv) Only such candidates shall be considered for admission under the reserved category (ii) i.e. Sports/Cultural &amp; Literary activities, <b>who have not attained the age of 25 years on September 1 of the year</b> in which the admission is being sought as per requirement of the Association of Indian Universities (AIU), New Delhi. However, in case of BA, LLB (5 years)/BCA/BBA(HM) Course, the maximum age limit for consideration in Achievement Categories would be same as specified in statutes for General Category candidates.</p>	<p>(iv) Only such candidates shall be considered for admission under the reserved category (ii) i.e. Sports/Cultural &amp; Literary activities, <b>who have not attained the age of 25 years on September 1 of the year</b> in which the admission is being sought as per requirement of the Association of Indian Universities (AIU), New Delhi. However, in case of BA, LLB (5 years)/BCA/BBA(HM) Course, the maximum age limit for consideration in Achievement Categories would be same as specified in statutes for General Category candidates.</p>
<p>(v) The College, where a candidate applying under reserved categories Sports/Cultural and N.C.C./National Services Scheme/ Bharat Scouts and Guides has been a regular student during the 3 year tenure of the qualifying degree, should maintain a record of participation and performance by the candidates in these activities to be signed by Teacher incharge of the activity and the Principal concerned. One counterfoil of the record is retained in the College and the other being sent to Sports/Cultural and N.C.C./N.S.S. wing of the university every quarter of the year so that claims of the candidates, if need be, could be verified.</p>	<p>(v) The Department/School where a candidate is applying under achievement categories Sports/Cultural and N.C.C./National Services Scheme/ Bharat Scouts and Guides has been a regular student during the 3/2/1 year tenure of the qualifying degree/diploma, should maintain a record of participation and performance by the candidates in these activities to be signed by Teacher incharge of the activity and the Principal concerned. One counterfoil of the record is retained in the College and the other being sent to Sports/Cultural and N.C.C./N.S.S. wing of the university every quarter of the year so that claims of the candidates, if need be, could be verified.</p>
<p>(vi) a) Under the cultural/literary activities category, the first preference shall be given to the candidate who has passed his/her qualifying degree from a University of Jammu and has been awarded at least a certificate of merit in a competition organized by University of Jammu such as Display your Talent; the second preference shall be given to the state subject candidate who has passed qualifying degree from the university other than University of Jammu and has participated/awarded prizes in Zonal/National Competition organized by AIU and the third preference shall be given to the non-state subject candidate who has qualified from a University other than the University of Jammu and has participated / awarded prizes in Zonal / National Competitions organized by AIU. In case of candidates having passed 10+2, the first preference shall be given to the candidate who has passed his/her qualifying diploma from the schools falling under province of Jammu; the second preference shall be given to the state subject candidate who has passed qualifying diploma from the schools outside the province of Jammu and the third preference shall be given to the non-state subject candidate who has qualified from a school outside the province of Jammu.</p>	<p>(vi) a. Under the cultural/literary activities category, the first preference shall be given to the candidate who has passed his/her qualifying degree from the University of Jammu and has been awarded at least a certificate of merit in a competition organized by University of Jammu such as Display your Talent; the second preference shall be given to the state subject candidate who has passed qualifying degree from the university other than University of Jammu and has participated/awarded prizes in Zonal/National Competition organized by AIU and the third preference shall be given to the non-state subject candidate who has qualified from a University other than the University of Jammu and has participated / awarded prizes in Zonal / National Competitions organized by AIU. In case of candidates having passed 10+2, the first preference shall be given to the candidate who has passed his/her qualifying diploma from the schools falling under province of Jammu; the second preference shall be given to the state subject candidate who has passed qualifying diploma from the schools outside the province of Jammu and the third preference shall be given to the non-state subject candidate who has qualified from a school outside the province of Jammu.</p>

b) Under the sports category, the first preference shall be given to the candidate who has passed his/her qualifying degree from University of Jammu and has represented the University of Jammu in an Inter-University North Zone competition recognized by A.I.U./B.C.C.I, PROVIDED that if for unavoidable reason(s) the University cancels the participation of its duly selected team for such a competition, the player selected shall be deemed to have represented the University. The second preference shall be given to the state subject candidate who has passed qualifying degree from the university other than University of Jammu and has represented the concerned University in an Inter-University North Zone competition recognized by A.I.U./B.C.C.I, and the third preference shall be given to the non-state subject candidate who has qualified from a University other than the University of Jammu and has represented the University in an Inter-University North Zone competition recognized by A.I.U./B.C.C.I,

c) Under NSS/Bharat Scouts and Guides/NCC first preference shall be given to the candidates who have done their qualifying degree from University of Jammu and have participated in the activities organized by University of Jammu. The second preference shall be given to the state subject holders who has passed qualifying degree from the university other than University of Jammu, subject to participation in RD/Pre RD/National Integration Camp. And the third preference shall be given to non state subject candidate who has passed qualifying degree from the University other than the University of Jammu, subject to the participation in RD/Pre RD/National Integration Camp.

(vii) The candidate seeking admission under achievement category shall have to furnish an affidavit (Annexure XI) at the time of admission to the effect that he/she shall continue to take part in respective achievement category for

b. Under the sports category, the first preference shall be given to the candidate who has passed his/her qualifying degree from University of Jammu and has represented the University of Jammu in an Inter-University North Zone competition recognized by A.I.U./B.C.C.I, PROVIDED that if for unavoidable reason(s) the University cancels the participation of its duly selected team for such a competition, the player selected shall be deemed to have represented the University. The second preference shall be given to the state subject candidate who has passed qualifying degree from the university other than University of Jammu and has represented the concerned University in an Inter-University North Zone competition recognized by A.I.U./B.C.C.I, and the third preference shall be given to the non-state subject candidate who has qualified from a University other than the University of Jammu and has represented the University in an Inter-University North Zone competition recognized by A.I.U./B.C.C.I. In case of candidates having passed 10+2, the first preference shall be given to the candidate who has passed his/her qualifying diploma from the schools falling under province of Jammu; the second preference shall be given to the state subject candidate who has passed qualifying diploma from the schools outside the province of Jammu and the third preference shall be given to the non-state subject candidate who has qualified from a school outside the province of Jammu.

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(viii) The candidate seeking admission under achievement category shall have to furnish an affidavit (Annexure XI) at the time of admission to the effect that he/she shall continue to take part in respective achievement category for which

which the candidate has taken the benefit of admission till he or she is otherwise eligible for participation. Failing which, his/her admission shall be liable to be cancelled. For this purpose, he/she has to secure a certificate from the concerned office for seeking subsequent year/years.

(B) The marks/points for achievement in Sports/Cultural and Literary, and N.C.C./National Services Scheme/ Bharat Scouts and Guides fields shall be calculated by a Committee to be constituted by the Vice-Chancellor in consultation with the Dean Academic Affairs, whose decision in the matter shall be final and binding on the candidates.

Separate marks/points for achievement in each event/activity mentioned in the Schedule given hereinafter, shall be awarded on the basis of relevant certificate(s) submitted by a candidate applying under the reserved categories (ii) (sub-categories (a) Sports, (b) Cultural and Literary activities) and (iii) (sub-categories (a) N.C.C., (b) National Services Scheme/ Bharat Scouts and Guides). Achievement in an event/activity participated in more than once, shall also be awarded separately. All these achievements, however, **MUST pertain only to the three (3) year tenure of the qualifying degree spent as a regular student.** Also, each relevant certificate shall be evaluated **ONLY** for the event/activity for which it has been issued. (See Statute 12)

#### 11. ELIGIBILITY FOR SPECIFIC PROGRAMMES:

Notwithstanding anything in the preceding clauses, eligibility conditions prescribed for various programmes of study shall be as under:

##### A) MASTER DEGREE PROGRAMME IN SCIENCES, LIFE SCIENCES & MATHEMATICAL SCIENCES.

For admission to Master's degree programme of study in Botany, Chemistry, Geography, Mathematics, Physics and Zoology, a candidate to be eligible, must have passed/appeared in the final year of Bachelor Degree Examination securing requisite percentage of aggregate marks (specified at Statute 1) with a subject which is being opted for admission to a programme. However, the specific conditions for admission to various other programmes are as under:

the candidate has taken the benefit of admission till he or she is otherwise eligible for participation; failing which, his/her admission shall be liable to be cancelled. For this purpose, he/she has to secure a certificate from the concerned office for seeking admission in the subsequent year/years.

(B) The marks/points for achievement in Sports/Cultural and Literary, and N.C.C./National Services Scheme/ Bharat Scouts and Guides fields shall be calculated by a Committee to be constituted by the Vice-Chancellor in consultation with the Dean Academic Affairs, whose decision in the matter shall be final and binding on the candidates.

Separate marks/points for achievement in each event/activity mentioned in the Schedule given hereinafter, shall be awarded on the basis of relevant certificate(s) submitted by a candidate applying under the reserved categories (ii) (sub-categories (a) Sports, (b) Cultural and Literary activities) and (iii) (sub-categories (a) N.C.C., (b) National Services Scheme(NSS)/ Bharat Scouts and Guides). Achievement in an event/ activity participated in more than once, shall also be awarded separately. All these achievements, however, **MUST pertain only to the 3/2/1 year tenure of the qualifying degree/diploma spent as a regular student.** Also, each relevant certificate shall be evaluated **ONLY** for the event/activity for which it has been issued. (See Statute 12)

#### 11. ELIGIBILITY FOR SPECIFIC PROGRAMMES:

Notwithstanding anything in the preceding clauses, eligibility conditions prescribed for various programmes of study shall be as under:

##### A) MASTER DEGREE PROGRAMME IN SCIENCES, LIFE SCIENCES & MATHEMATICAL SCIENCES.

For admission to Master's degree programme of study, a candidate to be eligible, must have passed/appeared in the final year of Bachelor-Degree Examination securing requisite percentage of aggregate marks (specified at Statute 1). However, the specific conditions for admission to various programmes are as under:

i) **Chemistry:** A candidate seeking admission to the programme must have passed/ appeared in final year of bachelor degree examination in science with chemistry as one of the core subjects in all the three years.

ii) **Geography:** A candidate seeking admission to the programme must have passed/ appeared in final year of bachelor degree examination in science with Geography as one of the core subjects in all the three years.

**Home Science:** A candidate seeking admission to the programme must have passed/ appeared in final year of bachelor degree examination securing requisite percentage of aggregate marks (specified at Statute 1) with Home Science as a subject. First preference shall be given to the candidates who have passed / appeared in the B.Sc Home Science. Second preference shall be given to the candidate who have passed / appeared in the qualifying examination with home science as an elective subject.

**Clothing & Textiles:** A candidate seeking admission to the programme must have passed B.Sc Home Science with minimum 50% marks. Candidate with Home Science as one of the subject in B.A and minimum 50% marks are also eligible.

i) **Electronics:** A candidate seeking admission to the programme must have passed/ appeared in final year of bachelor degree examination in Science with Electronics or Physics as one of the elective subjects.

ii) **Applied Geology:** A candidate seeking admission to the programme must have passed/ appeared in the final year of B.Sc examination with Geology as one of the elective subjects.

iii) **Geology (Hydrology and Soil Dynamics):** A candidate seeking admission to the programme must have passed/appeared Bachelor's Degree in the discipline of Science of three year duration with Geology as one of the elective subject or B.E. degree in Civil Engineering with atleast 50% of the aggregate marks (40% for Scheduled Caste/Tribe candidates).

However, if the seats remain vacant, aggregate marks would be reduced to 45% with the permission of the Vice-Chancellor. Out of total seats two seat are reserved for candidates having BE Degree in Civil Engineering. In case, if the seats in BE in Civil Engineering remains unfilled, then the vacant seats be filled from the candidates with Geology as one of the elective subjects.

iii) **Home Science:** A candidate seeking admission to the programme must have passed/ appeared in final year of bachelor degree examination securing requisite percentage of aggregate marks (specified at Statute 1) with Home Science as a subject. First preference shall be given to the candidates who have passed / appeared in the B.Sc Home Science. Second preference shall be given to the candidate who have passed / appeared in the qualifying examination with home science as an elective subject.

iv) **Physics:** A candidate seeking admission to the programme must have passed/ appeared in final year of bachelor degree examination in science with Physics as one of the core subjects in all the three years.

v) **Electronics:** A candidate seeking admission to the programme must have passed/ appeared in final year of bachelor degree examination in Science with Electronics or Physics as one of the core subjects in all the three years of the B.Sc Degree examination. In case the seats are left vacant in Open Category then the candidates with B.E / B.Tech in Electronics and Communication Engineering from the recognised Universities / Institutes shall be considered for admission under second preference.

vi) **Applied Geology:** A candidate seeking admission to the programme must have passed/ appeared in the final year of B.Sc examination with Geology as one of the elective subjects in all the three years.

vii) **Geology (Hydrology and Soil Dynamics):** A candidate seeking admission to the programme must have passed/appeared Bachelor's Degree in the discipline of Science of three year duration with Geology as one of the elective subject or B.E. degree in Civil Engineering with atleast 50% of the aggregate marks (40% for Scheduled Caste/Tribe candidates).

However, if the seats remain vacant, aggregate marks would be reduced to 45% with the permission of the Vice-Chancellor. Out of total seats two seat are reserved for candidates having BE Degree in Civil Engineering. In case, if the seats in BE in Civil Engineering remains unfilled, then the vacant seats be filled from the candidates with Geology as one of the elective subjects.



<p>iv) <b>Statistics:</b> A candidate seeking admission to the programme must have passed/appeared in final year of Bachelor Degree Examination with Statistics subject at the under graduate level. The candidates without Statistics subject but with Mathematics subject are also eligible for admission, under second preference.</p> <p>v) <b>Food Science &amp; Technology:</b> A candidate seeking admission to the programme must have passed / appeared in the final year of bachelor degree examination with Food Science &amp; Quality Control as an elective subject / B.Sc. Home Science as full stream/B.Sc. Medical stream.</p> <p>vi) <b>Information Technology:</b> A candidate seeking admission to the programme must have passed/appeared in the final year of bachelor degree examination in Science, Forestry, Agriculture, Pharmacy, Medicine, Veterinary Science, Physiotherapy, Engineering/Technology.</p> <p>vii) <b>Computer Science and IT (MCA):</b> A candidate seeking admission to MCA programme must have passed/appeared in the final year of bachelor degree examination in any stream/discipline with atleast 50% of the aggregate marks (45% for the candidates belonging to SC/ST).</p> <p>viii) <b>Environmental Sciences:</b> A candidate seeking admission to the programme must have passed/appeared in the final year of Bachelor Degree examination in Science, Forestry, Agriculture, Pharmacy, Medicine, Veterinary Science, Engineering / Technology and must have Biology / Environmental Sciences as one of the elective subject at 10+2 level.</p>	<p>viii) <b>Mathematics:</b> A candidate seeking admission to the programme must have passed/appeared in final year of Bachelor Degree Examination with Mathematics as one of the core subjects in all the three years.</p> <p>ix) <b>Statistics:</b> A candidate seeking admission to the programme must have passed/appeared in final year of Bachelor Degree Examination with Statistics as one of the core subject in all the three years.</p> <p>x) <b>Information Technology:</b> A candidate seeking admission to the programme must have passed/appeared in the final year of bachelor degree examination in Science, Forestry, Agriculture, Pharmacy, Medicine, Veterinary Science, Physiotherapy, Engineering/Technology.</p> <p>xi) <b>Computer Science and IT (MCA):</b> A candidate seeking admission to MCA programme must have passed/appeared in the final year of bachelor degree examination in any stream/discipline with atleast 50% of the aggregate marks (45% for the candidates belonging to SC/ST).</p> <p>xii) <b>Environmental Sciences:</b> A candidate seeking admission to the programme must have passed/appeared in the final year of Bachelor Degree examination in Science, Forestry, Agriculture, Pharmacy, Medicine, Veterinary Science, Engineering / Technology and must have Biology / Environmental Sciences as one of the elective subject at 10+2 level.</p> <p>xiii) <b>Botany:</b> A candidate seeking admission to the programme must have passed/appeared in final year of Bachelor Degree Examination with Botany as one of the core subjects in all the three years.</p> <p>xiv) <b>Zoology:</b> A candidate seeking admission to the programme must have passed/appeared in final year of Bachelor Degree Examination with Zoology as one of the core subjects in all the three years.</p>
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**ix) Sericulture:** A Candidate seeking admission to the programme must have passed/appeared in the final year of bachelors degree examination with Sericulture as one of the elective subject. However, If seats remain vacant, candidates with Botany or Zoology, as one of the subject, shall also be considered.

**SELF-FINANCING PROGRAMMES\*:**

**x) Biotechnology (Self Sponsored Seats):** A candidate seeking admission to the programme must have Bachelor's Degree under 10+2+3 pattern of education in Physical, Biological, Agricultural, Veterinary and Fishery Sciences, Pharmacy, Engineering / Technology, 4 years B.Sc (Physician Assistant Course) OR Medicine (MBBS) OR B.D.S with at least 55% marks.

Admission to this programme is made through Combined Entrance Examination Biotechnology (CEEb) conducted by Jawaharlal Nehru University, New Delhi, against all the sanctioned (10) seats including (1) reserved for SC and (1) for ST candidates. The admission to 3 (NRI/Industry) seats is made on the basis of Jammu University Entrance Test (JUET) and submission of a sponsorship letter from NRI/Industry.

**xi) Microbiology:** A candidate seeking admission to the programme must have Bachelor's Degree (B.Sc.) under 10+2+3 pattern of education in Medical Stream/ Microbiology/ Biotechnology/ Agriculture/ Veterinary Science/ Botany/ Chemistry/ Biochemistry/ B.Pharm/ MBBS / Physiotherapy or B.D.S with 55% marks. Admission to this programme is made on the basis of Jammu University Entrance Test (JUET).

**xii) Biochemistry:** A candidate seeking admission to the programme must have Bachelor's Degree (B.Sc) under 10+2+3 pattern of education in Medical Stream/ Microbiology/ Biotechnology/ Agriculture/ Veterinary Science/ Botany/ Chemistry/ Biochemistry/ B.Pharm/ MBBS/ Physiotherapy or BDS with 55% marks. Admission to this programme is made on the basis of Jammu University Entrance Test (JUET).

**xiii) Human Genetics:** A candidate seeking admission to the programme must have passed/ appeared in the final year of bachelor degree examination in Biological Sciences, Pharmacy, Agriculture, Veterinary Sciences, Fishery Sciences, Medicine (M.B.B.S.), Physiotherapy or B.D.S. with minimum 55% marks.

**xv) Sericulture:** A Candidate seeking admission to the programme must have passed/appeared in the final year of Bachelors degree examination with Sericulture as one of the elective subjects. However, If seats remain vacant, candidates with Botany or Zoology, as one of the subjects, shall also be considered.

**SELF-FINANCING PROGRAMMES\*:**

**xvi) Biotechnology (Self Sponsored Seats):** A candidate seeking admission to the programme must have Bachelor's Degree under 10+2+3 pattern of education in Physical, Biological, Agricultural, Veterinary and Fishery Sciences, Pharmacy, Engineering / Technology, 4 years B.Sc (Physician Assistant Course) OR Medicine (MBBS) OR B.D.S with at least 55% marks.

Admission to this programme is made through Combined Entrance Examination Biotechnology (CEEb) conducted by Jawaharlal Nehru University, New Delhi, against all the sanctioned (13) seats including (1) reserved for SC and (1) for ST candidates. The admission to 3 additional (NRI/Industry) seats is made on the basis of Jammu University Entrance Test (JUET) and submission of a sponsorship letter from NRI/Industry.

**xvii) Microbiology:** A candidate seeking admission to the programme must have Bachelor's Degree (B.Sc.) under 10+2+3 pattern of education in Medical Stream/ Microbiology/ Biotechnology/ Agriculture/ Veterinary Science/ Botany/ Chemistry/ Biochemistry/ B.Pharm/ MBBS / Physiotherapy or B.D.S with 55% marks. Admission to this programme is made on the basis of Jammu University Entrance Test (JUET).

**xviii) Biochemistry:** A candidate seeking admission to the programme must have Bachelor's Degree (B.Sc) under 10+2+3 pattern of education in Medical Stream/ Microbiology/ Biotechnology/ Agriculture/ Veterinary Science/ Botany/ Chemistry/ Biochemistry/ B.Pharm/ MBBS/ Physiotherapy or BDS with 55% marks. Admission to this programme is made on the basis of Jammu University Entrance Test (JUET).

**xix) Human Genetics:** A candidate seeking admission to the programme must have passed/ appeared in the final year of Bachelor degree examination in Biological Sciences, Pharmacy, Agriculture, Veterinary Sciences, Fishery Sciences, Medicine (M.B.B.S.), Physiotherapy or B.D.S. with minimum 55% marks.

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<p><b>xiv) Remote Sensing and GIS:</b> A candidate seeking admission to the programme must have Bachelor Degree in Science/ B.C.A/ Engineering/ Agriculture Forestry and Bachelors Degree in Arts with Geography as one of the subjects from any recognized Indian University.</p> <p><b>The Programme Economics (with specialization in Public Policy) has been discontinued by the Department of Economics</b></p> <p><b>B) MASTER DEGREE PROGRAMME IN ARTS, SOCIAL SCIENCES, EDUCATION, LAW &amp; MUSIC:</b> The eligibility conditions for admission to various programmes of study are prescribed as under :</p> <p>i) <b>Dogri:</b> A candidate seeking admission to the programme must have passed/appeared in the final year of Bachelor Degree Examination in any stream.</p>	<p><b>xx) Remote Sensing and GIS:</b> A candidate seeking admission to the programme must have Bachelor Degree in Science/ B.C.A/ Engineering/ Agriculture Forestry and Bachelors Degree in Arts with Geography as one of the subjects from any recognized Indian University with not less than 50% marks.</p> <p><b>* THERE IS NO RESERVATION IN SELF FINANCING PROGRAMMES.</b></p> <p><b>B) MASTER DEGREE PROGRAMME IN ARTS, SOCIAL SCIENCES, EDUCATION &amp; LAW:</b> The eligibility conditions for admission to various programmes of study are prescribed as under:</p> <p>i) <b>Dogri:</b> A candidate seeking admission to the programme must have passed/appeared in the final year of Bachelor Degree Examination in any stream but the preference will be given to candidates as per following criteria:</p> <ol style="list-style-type: none"> <li>Studies Dogri at UG Level</li> <li>Honours in Dogri</li> <li>Studied any Language at UG Level</li> <li>Any other streams.</li> </ol>
<p>ii) <b>English:</b> For admission to the programme, the first preference will be given to the candidates who have passed/appeared in BA (Hons) in English, the second preference will be given to the candidates who have passed / appeared the qualifying examination with English Literature as the main, elective, or additional subject irrespective of whether the examination passed is in Arts, Science or Commerce stream. A candidate who has passed/appeared in the qualifying examination without English Literature subject shall also be considered subject to the availability of seats left vacant, if any, provided he/she has secured a minimum of 60% in the qualifying examination.</p>	<p>ii) <b>English:</b> For admission to the programme, the first preference will be given to the candidates who have passed/appeared in BA (Hons) in English, the second preference will be given to the candidates who have passed / appeared the qualifying examination with English Literature as the main, elective, or additional subject irrespective of whether the examination passed is in Arts, Science or Commerce stream. A candidate who has passed/appeared in the qualifying examination without English Literature subject shall also be considered subject to the availability of seats left vacant, if any, provided he/she has secured a minimum of 60% in the qualifying examination.</p>
<p>iii) <b>Hindi:</b> A candidate seeking admission to the programme must have passed/ appeared in final year of bachelor degree examination with Hindi as an elective/additional subject or honours in Hindi language.</p>	<p>iii) <b>Hindi:</b> A candidate seeking admission to the programme must have passed/ appeared in final year of bachelor degree examination with Hindi as an elective/additional subject or honours in Hindi language.</p>
<p>iv) <b>Sanskrit:</b> A candidate seeking admission to the programme must have passed/ appeared in final year of bachelor degree examination with Sanskrit as an elective/additional subject. A candidate with honours examination in Sanskrit or Master's Degree in Hindi or Shastri or Acharaya from Rashtriya Sanskrit Sansthan, Deemed University New Delhi or Bachelor's Degree in any discipline/ subject with 60% or more marks, is</p>	<p>iv) <b>Sanskrit:</b> A candidate seeking admission to the programme must have passed/ appeared in final year of bachelor degree examination with Sanskrit as an elective/additional subject. A candidate with honours examination in Sanskrit or Master's Degree in Hindi or Shastri or Acharaya from Rashtriya Sanskrit Sansthan, Deemed University New Delhi or Bachelor's Degree in any discipline/ subject with 60% or more marks, is</p>

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<p>v) <b>Urdu:</b> A candidate seeking admission to the programme must have passed/ appeared in final year of bachelor degree examination with Urdu, Persian or Arabic as elective/additional subject or with honours examination in any of the above said languages.</p>	<p>v) <b>Urdu:</b> A candidate seeking admission to the programme must have passed/ appeared in final year of bachelor degree examination with Urdu, Persian or Arabic as elective/additional subject or with honours examination in any of the above said languages.</p>
<p>vi) <b>Buddhist Studies:</b> A candidate seeking admission to the programme must have passed/appeared in the final year/semester (as case may be) with 45% of aggregate marks (40% in case of SC/ST candidates) of Bachelor Degree Examination in Arts. Students qualifying other equivalent Degrees will also be eligible as follows:</p>	<p>vi) <b>Buddhist Studies:</b> A candidate seeking admission to the programme must have passed/appeared in the final year/semester (as case may be) with 45% of aggregate marks (40% in case of SC/ST candidates) of Bachelor Degree Examination in Arts. Students qualifying other equivalent Degrees will also be eligible as follows:</p>
<p>(i) Shastri Degree Examination in the Pali, Sanskrit, Prakrit, Thai, Burmese, Chinese or Tibetan of Sampurnanand Sanskrit University, Sarnath; Central University of Tibetan Studies, Sarnath; Kameshwar Singh Sanskrit University, Darbhanga; Rashtriya Sanskrit Sansthan, New Delhi.</p>	<p>(i) Shastri Degree Examination in the Pali, Sanskrit, Prakrit, Thai, Burmese, Chinese or Tibetan of Sampurnanand Sanskrit University, Sarnath; Central University of Tibetan Studies, Sarnath; Kameshwar Singh Sanskrit University, Darbhanga; Rashtriya Sanskrit Sansthan, New Delhi.</p>
<p>(ii) Bachelor Degree Examination from other than Arts Stream with 60% marks. <b>In addition to the existing seats, admission will also be open to 10 foreign students, fulfilling the eligibility condition and other legal requirements.</b></p>	<p>(ii) Bachelor Degree Examination from other than Arts Stream with 60% marks.</p>
<p>In addition to the existing seats, admission will also be open to 10 foreign students, fulfilling the eligibility condition and other legal requirements.</p>	<p>In addition to the existing seats, admission will also be open to 10 foreign students, fulfilling the eligibility condition and other legal requirements.</p>
<p>vii) <b>Punjabi:</b> A candidate seeking admission to the programme must have passed/appeared in the final year of bachelor degree examination with Punjabi as an elective/additional subject or with Honours (Gyani) in Punjabi.</p>	<p>vii) <b>Punjabi:</b> A candidate seeking admission to the programme must have passed/appeared in the final year of Bachelor degree examination with Punjabi as an elective/additional subject or with Honours (Gyani) in Punjabi.</p>
<p>viii) <b>Kashmiri:</b> A candidate to be eligible for admission to the Masters Degree in Kashmiri must have passed/appeared in the qualifying Bachelor Degree examination of 10+2+3 pattern (Honours or General) in any stream from a statutory University/Institution with atleast 40% of the aggregate marks or as specified (36% for the SC/ST candidates). In addition to this a candidate must have studied Persian, Urdu, English Literature, Hindi, Dogri, Arabic, or Punjabi as one of the optional/elective subject provided that the candidate has passed matriculation with a language having Persian (Urdu) script.</p>	<p>viii) <b>Kashmiri:</b> A candidate to be eligible for admission to the Masters Degree in Kashmiri must have passed/appeared in the qualifying Bachelor Degree examination of 10+2+3 pattern (Honours or General) in any stream from a statutory University/Institution with atleast 40% of the aggregate marks or as specified (36% for the SC/ST candidates). In addition to this a candidate must have studied Persian, Urdu, English Literature, Hindi, Dogri, Arabic, or Punjabi as one of the optional/elective subjects provided that the candidate has passed matriculation with a language having Persian (Urdu) script.</p>
<p>ix) <b>History:</b> A candidate seeking admission to the programme must have</p>	<p>ix) <b>History:</b> A candidate seeking admission to the programme must have</p>

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<p>passed/appeared in the final year of bachelor degree examination. Preference will be given as:</p> <ul style="list-style-type: none"> <li>i) History Honours</li> <li>ii) History as one of the subjects at Under Graduate level/ elective or additional.</li> <li>iii) Allied / Social Sciences as one of the subject at Under Graduate level not less than 55% marks in the subject.</li> <li>iv) All B.Sc / B.Com/ B.C.A / B.B.A not less than 60% of aggregate marks.</li> </ul>	<p>passed/appeared in the final year of bachelor degree examination. Preference will be given as:</p> <ul style="list-style-type: none"> <li>i) History Honours</li> <li>ii) History as one of the subjects at Under Graduate level/ elective or additional.</li> <li>iii) Allied / Social Sciences as one of the subject at Under Graduate level not less than 55% marks in the subject.</li> <li>iv) Other than above, nobody is eligible for admission to M.A History.</li> </ul>
<p><b>x) Political Science:</b> A candidate seeking admission to the programme must have passed/appeared in the final year of bachelor degree examination with Political Science as a subject. Total 70% seats shall be open for the students who have completed graduation with Political Science as a subject. However, 15% seats shall be open to the students who have completed graduation without Political Science. The remaining 15% seats shall be open to those students who have completed graduation from Science, Commerce or any other stream.</p>	<p><b>Political Science:</b> A candidate seeking admission to the programme must have passed/appeared in the final year of bachelor degree examination with Political Science as a subject. Total 80% seats shall be open for the students who have completed graduation with Political Science as a subject. However, 15% seats shall be open to the students who have completed graduation without Political Science. The remaining 5% seats shall be open to those students who have completed graduation with Non-Social Science, Science subjects (Natural Science, Engineering, Commerce, Medicine, and other).</p>
<p><b>xi) Economics:</b> A candidate seeking admission to the programme must have passed/appeared in the final year of bachelor degree examination with Economics as an elective/additional subject. A candidate having passed/appeared in the final year of B.Com/BBA is also eligible.</p>	<p><b>Economics:</b> A candidate seeking admission to the programme must have passed/appeared in the final year of bachelor degree examination with Economics as an elective/additional subject. A candidate having passed/appeared in the final year of B.Com/BBA is also eligible subject to a maximum of 10% of the total seats.</p>
<p><b>xii) Sociology:</b> A candidate to be eligible for admission to M.A Sociology Degree Course must have passed/appeared the qualifying examination in Sociology. A candidate who has passed the qualifying examination not with Sociology shall also be eligible for admission to M.A Sociology provided that;</p> <p>a) A candidate who has passed/appeared the qualifying examination not with Sociology but with any of the following subjects: namely Anthropology, Economics, Political Science, History, Psychology, Education, Social Work and Philosophy securing atleast 55% of the aggregate marks provided that a number of such candidate/s admitted to the course shall not exceed 30% of the total number of open merit seats.</p> <p>b) A candidate who has passed/appeared B.Com/ BBA/ B.Sc/ B.Sc Agriculture/ B.Sc Home Science/ LL.B (Professional) examination securing 60% of the aggregate marks shall also be eligible provided that a number of such candidate/s admitted to the course shall not exceed 20% of the total number of open merit seats.</p>	<p><b>Sociology:</b> A candidate to be eligible for admission to M.A Sociology must have passed/appeared in the qualifying examination in Sociology. A candidate who has passed the qualifying examination not with Sociology shall also be eligible for admission to M.A Sociology provided that;</p> <p>a) A candidate who has passed/appeared the qualifying examination not with Sociology but with any of the following subjects: namely Anthropology, Economics, Political Science, History, Psychology, Education, Social Work and Philosophy securing atleast 55% of the aggregate marks provided that a number of such candidate/s admitted to the course shall not exceed 30% of the total number of open merit seats.</p> <p>b) A candidate who has passed/appeared B.Com/ BBA/ B.Sc/ B.Sc Agriculture/ B.Sc Home Science/ LL.B (Professional) examination securing 60% of the aggregate marks shall also be eligible provided that a number of such candidate/s admitted to the course shall not exceed 20% of the total number of open merit seats.</p>

<p><b>xiii) Psychology:</b> A candidate seeking admission to the programme must have passed/appeared in the final year of Bachelor Degree examination with Psychology as one of the elective subject or with Honours in Psychology.</p>	<p><b>xiii) Psychology:</b> A candidate seeking admission to the programme must have passed/appeared in the final year of Bachelor Degree examination with Honours in Psychology or with Psychology as one of the elective/ core subjects.</p>
<p><b>xiv) Education:</b> A candidate seeking admission to M.Ed programme must have passed B.Ed with 50% marks OR appeared in the final B.Ed examination. However, those seeking admission to M.A. programme must have passed/appeared in the final year of bachelor degree examination with Education as an elective/additional subject.</p>	<p><b>xiv) Education (M.Ed / M.A Education):</b> A candidate seeking admission to M.Ed programme must have passed B.Ed with 50% marks OR appeared in the final B.Ed examination. However, those seeking admission to M.A. Education programme must have passed/appeared in the final year of bachelor degree examination with Education as an elective/additional subject.</p>
<p><b>xv) Rural Development:</b> A candidate seeking admission to the programme must have passed/appeared in the final year of bachelor degree examination with any of the following subject ie. Sociology, Economics, Political Science, History, Social Work, Psychology, Philosophy, Home Science, Education, Commerce, Management. However, 30% seats shall be open for students from other subjects/streams.</p>	<p><b>xv) Rural Development:</b> A candidate seeking admission to the programme must have passed/appeared in the final year of bachelor degree examination with any of the following subject ie. Sociology, Economics, Political Science, History, Social Work, Psychology, Philosophy, Home Science, Education, Commerce, Management. However, 20% seats shall be open for students from other subjects/streams.</p>
<p><b>xvi) B.P.Ed (Bachelor of Physical Education):</b> A candidate who has passed the following examination shall be eligible for the B.P.Ed programme:</p>	<p><b>xvi) B.P.Ed (Bachelor of Physical Education):</b> A candidate who has passed the following examination shall be eligible for the B.P.Ed programme:</p>
<p>a) Bachelor's degree in any discipline with 50% marks and having at least participation in the Inter-College/Inter-Zonal / District/ School competition in sports and games as recognized by the AIU/IOASGFI/Govt. of India. <b>OR</b> b) Bachelor's degree in Physical Education with 45% marks <b>OR</b> c) Bachelor's degree in any discipline with 45% marks and studied physical education as compulsory/ elective subject. <b>OR</b> d) Bachelor's degree with 45% marks and having participated in National/Inter University / State competitions or secured 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> position in Inter College / Inter-Zonal/ District/ School competition in sports and games as recognized by the AIU/IOASGFI/Govt. of India. <b>OR</b> e) Bachelor's Degree with participation in International competitions or secured 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> position in National/Inter-University competition in sports and games as recognized by respective federations/ AIU/IOASGFI/Govt. of India. <b>OR</b> f) Graduation with 45% marks and at least three years of teaching experience (for deputed in service candidates i.e., trained physical education teachers /</p>	<p>1) Bachelor's degree in any discipline with 50% marks and having at least participation in the Inter-College/Inter-Zonal/ District/ School competition in sports and games as recognized by the AIU/IOASGFI/Govt. of India. OR 2) Bachelor's degree in Physical Education with 45% marks OR 3) Bachelor's degree in any discipline with 45% marks and studied physical education as compulsory/ elective subject. OR 4) Bachelor's degree with 45% marks and having participated in National/Inter University / State competitions or secured 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> position in Inter College / Inter-Zonal/ District/ School competition in sports and games as recognized by the AIU/IOASGFI/Govt. of India. OR 5) Bachelor's Degree with participation in International competitions or secured 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> position in National/Inter-University competition in sports and games as recognized by respective federations/ AIU/ IOASGFI/Govt. of India. OR 6) Graduation Degree with 45% and at least three years of teaching experience</p>



<p>coaches).</p> <p>g) The candidate must have participated in the inter collegiate / Inter University / National Level Competition in any game / sport recognized by AIU and University of Jammu OR any other University / Institution / Association / Federation equivalent thereof. The participation in at least Inter Collegiate competition is a mandatory requirement during the qualifying examination.</p>	<p>(for deputed in service candidates i.e., trained physical education teachers / coaches).</p>
<p>The Physically Handicapped candidate is not eligible for admission to the programme. The candidates qualifying the written test prescribed by the University shall have to further appear in the Canadian Test to be conducted by the Department of the Physical Education, University of Jammu.</p> <p>The number of candidates to be invited for appearing in the Canadian Test shall not exceed three (3) times the number of seats available in the Department. The selection for admission shall be made on the basis of merit obtained in the Entrance Test out of those qualifying the Canadian Test.</p> <p>The relaxation in the percentage of marks in the qualifying examination and in the reservation of seats for SC/ST/OBC and other categories shall be as per the rules of the Central Government / State Government whichever is applicable.</p> <p><b>NOTE: Highest achievement in one approved game/sport shall be considered as Sports achievement</b></p>	<p><b>The Physically Handicapped candidate is not eligible for admission to the programme.</b> The candidates qualifying the written exam test prescribed by the University shall have to further appear in the Canadian Test to be conducted by the Department of the Physical Education, University of Jammu. The number of candidates to be invited for appearing in the Canadian Test shall not exceed three (3) times the number of seats available in the Directorate. The selection for admission shall be made on the basis of merit obtained in the Entrance Test out of those qualifying the Canadian Test.</p> <p>The relaxation in the percentage of marks in the qualifying examination and in the reservation of seats for SC/ST/OBC and other categories shall be as per the rules of the Central Government / State Government whichever is applicable.</p>
<p>xvii) <b>M.P.Ed (Master of Physical Education):</b> A candidate who has passed the following examination shall be eligible for the M.P.Ed programme:</p> <p>(a) Bachelor's of Physical Education (B.P.Ed.) or equivalent with atleast 50% marks. OR</p> <p>(b) Bachelor's of Science(B.Sc.) in Health and Physical Education with atleast 50% marks.</p> <p>(c) The candidate must have participated in the Inter collegiate / Inter University / National Level Competition in any game / sport recognized by AIU and University of Jammu OR any other University / Institution / Association / Federation equivalent thereof. The participation in at least Inter Collegiate competition is a mandatory requirement during the qualifying examination.</p>	<p>xvii) <b>M.P.Ed (Master of Physical Education):</b> A candidate who has passed the following examination shall be eligible for the M.P.Ed programme:</p> <ol style="list-style-type: none"> <li>1) Bachelor's in Physical Education (B.P.Ed.) or equivalent with atleast 50% marks. OR</li> <li>2) Bachelor's of Science(B.Sc.) in Health and Physical Education with atleast 50% marks. OR</li> <li>3) Bachelor's in Physical Education (B.P.Ed.) or equivalent with atleast 50% marks and atleast three years of teaching experience (for deputed in service candidates)</li> </ol>
<p>The Physically Handicapped candidate is not eligible for admission to the programme. The candidates qualifying the written test prescribed by the University shall have to further appear in the Canadian Test to be conducted by the Department of the Physical Education, University of Jammu.</p>	<p><b>The Physically Handicapped candidate is not eligible for admission to the programme.</b> The candidates qualifying the written exam test prescribed by the University shall have to further appear in the Canadian Test to be conducted by the Directorate of the Physical Education, University of Jammu.</p>

The number of candidates to be invited for appearing in the Canadian Test shall not exceed three (3) times the number of seats available in the Department. The selection for admission shall be made on the basis of merit obtained in the Entrance Test out of those qualifying the Canadian Test.

The relaxation in the ~~percentage~~ of marks in the qualifying examination and in the reservation of seats for SC/ST/OBC and other categories shall be as pr the rules of the Central Government / State Government whichever is applicable.

**NOTE: Highest achievement in one approved game/sport shall be considered as Sports achievement.**

**xviii) LAW (LL.B - 3 YEARS):** A candidate seeking admission to the programme must have passed/appeared in the final year of bachelor degree examination in any stream with 45% of aggregate marks (40% in case of SC/ST candidates).

**xix) B.Lib.I.Sc (Bachelor Degree in Library and Information Science):** A candidate seeking admission to the programme must have passed/appeared in the final year of bachelor degree examination in any stream.

**xx) M.Lib.I.Sc (Master Degree in Library and Information Science):** A candidate seeking admission to M.Lib.I.Sc Course must have passed/appeared in B.Lib.I.Sc. Examination with 50% of aggregate marks (45% in case of SC/ST Candidate).

**xxi) Music:** A candidate seeking admission to the programme must have passed/appeared in final year of bachelor degree in the stream of Music. The candidate with Music as an elective/additional subject at Under Graduate Level or Honours in Music is also eligible. (Only Female candidates are eligible for the

**(C) MASTER DEGREE PROGRAMME IN COMMERCE (M.Com):**

- (i) A candidate seeking admission to the programme must have passed/appeared in the final year of qualifying B.Com (Gen.) & B.Com (Hons.) under 10+2+3 pattern of University of Jammu
- (ii) 10% of the total number of seats will be available to the following students:

- a) who are permanent resident of the territorial jurisdiction of the University of Jammu and have passed/appeared in B.A/ B.Sc/ B.B.A/ BCA/ any other

The number of candidates to be invited for appearing in the Canadian Test shall not exceed three (3) times the number of seats available in the Directorate. The selection for admission shall be made on the basis of merit obtained in the Entrance Test out of those qualifying the Canadian Test.

The relaxation in the percentage of marks in the qualifying examination and in the reservation of seats for SC/ST/OBC and other categories shall be as pr the rules of the Central Government / State Government whichever is applicable.

**xviii) LAW (LL.B - 3 YEARS):** A candidate seeking admission to the programme must have passed/appeared in the final year of bachelor degree examination in any stream with 45% of aggregate marks (40% in case of SC/ST candidates).

**xix) B.Lib.I.Sc (Bachelor Degree in Library and Information Science):** A candidate seeking admission to the programme must have passed/appeared in the final year of Bachelor degree examination in any stream.

**xx) M.Lib.I.Sc (Master Degree in Library and Information Science):** A candidate seeking admission to M.Lib.I.Sc Course must have passed/appeared in B.Lib.I.Sc. Examination with 50% of aggregate marks (45% in case of SC/ST Candidate).

**(A) MASTER DEGREE PROGRAMME IN COMMERCE (M.Com):**

- 1) A candidate seeking admission to the programme must have passed/appeared in the final year of qualifying B.Com (Hons.) & B.Com (Gen.) under 10+2+3 pattern of University of Jammu.

- 2) 10% of the total number of seats will be available to the following students:

- a. who are permanent residence of the territorial jurisdiction of the University of Jammu and have passed/appeared in B.A/ B.Sc/

<p>recognized Bachelor's Degree other than (i) with not less than 60% marks from the University of Jammu.</p> <p>b) who are not permanent resident of the territorial jurisdiction of the University of Jammu but has passed B.A/ B.Sc/ B.B.A/ BCA/ B.Com/ any other recognized Bachelor's Degree with not less than 60% marks from other than University of Jammu.</p> <p>Combine merit list will be prepared for (a) &amp; (b) categories for admission to the programme.</p>	<p>B.B.A/ BCA/ any other recognized Bachelor's Degree other than (i) with not less than 60% marks from the University of Jammu.</p> <p>b. who are not permanent residence of the territorial jurisdiction of the University of Jammu but have passed B.A/ B.Sc/ B.B.A/ BCA/ B.Com/ any other recognized Bachelor's Degree with not less than 60% marks from other than University of Jammu.</p> <p>Combine merit list will be prepared for (a) &amp; (b) categories for admission to the programme.</p>
<p>(iii) <b>DIPLOMA PROGRAMMES:</b> The eligibility conditions for admission to various Diploma Programmes of study are prescribed as under:</p> <p>i) <b>Post-graduate Diploma in Business Management (PGDBM):</b> A candidate seeking admission to the programme must have passed/appeared in the final year of bachelor degree examination in any stream.</p> <p>ii) <b>Post-graduate Diploma in Human Rights &amp; Duties Education:</b> A candidate shall be eligible to seek admission to the programme if he/she has passed/appeared:</p> <p>1. Bachelor's Degree examination under 10+2+3 in any discipline of the University of Jammu or an examination of any other University recognized as equivalent thereto with atleast 45% marks in the aggregate for open merit seats and 40% marks for SC/ST category.</p> <p>2. Provided that, Army/CPO/Police Officers having Bachelor's Degree of old 10+2+2 or 10+1+3 pattern shall be eligible for admission without having passed bridge course of one year duration.</p> <p>* The total number of seats for the Post-Graduate Diploma Course shall be 15; out of which 08 seats shall be open and one seat each reserved for SC and ST Categories, remaining 5 seats shall be exclusively reserved for persons belonging to the Army/Police/Para Military Forces/ media/ NGO's dealing with Human Rights and shall be non-convertible in nature.</p>	<p>(iii) <b>DIPLOMA PROGRAMMES:</b> The eligibility conditions for admission to various Diploma Programmes of study are prescribed as under:</p> <p>i) <b>Post-graduate Diploma in Business Management (PGDBM):</b> A candidate seeking admission to the programme must have passed/appeared in the final year of bachelor degree examination in any stream.</p> <p>ii) <b>Post-graduate Diploma in Human Rights &amp; Duties Education:</b> A candidate shall be eligible to seek admission to the programme if he/she has passed/appeared:</p> <p>a. Bachelor's Degree examination under 10+2+3 in any discipline of the University of Jammu or an examination of any other University recognized as equivalent thereto with atleast 45% marks in the aggregate for open merit seats and 40% marks for SC/ST category.</p> <p>b. Provided that, Army/CPO/Police Officers having Bachelor's Degree of old 10+2+2 or 10+1+3 pattern shall be eligible for admission without having passed bridge course of one year duration.</p> <p>* The total number of seats for the Post-Graduate Diploma Course shall be 15; out of which 08 seats shall be open and one seat each reserved for SC and ST Categories, remaining 5 seats shall be exclusively reserved for persons belonging to the Army/Police/Para Military Forces/ media/ NGO's dealing with Human Rights and shall be non-convertible in nature.</p>
<p>(iii) <b>Post-graduate Diploma in Computer Applications (PGDCA):</b> A candidate seeking admission to the programme must have passed/appeared in the final year of bachelor degree examination in any stream.</p>	<p>iii) <b>Post-graduate Diploma in Computer Applications (PGDCA):</b> A candidate seeking admission to the programme must have passed/appeared in the final year of bachelor degree examination in any stream.</p>
<p>iv) <b>Post-graduate Diploma in Marketing &amp; Sales Management</b></p>	<p>iv) <b>Post-graduate Diploma in Marketing &amp; Sales Management</b></p>

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**(PGDMSM):** A candidate seeking admission to the programme must have passed/appeared in the final year of Bachelor's Degree examination in any stream from University of Jammu or any other recognized University.

v) **Post-graduate Diploma in Bioinformatics:** A candidate seeking admission to the programme must have Post Graduation in Biotechnology/ Botany/ Zoology/ Biochemistry/ Microbiology/ Life Science/ Human Genetics/ Chemistry/ Computer Science.

vi) **Post-Graduate Diploma in Accounting & Finance (Self Financing):** A candidate seeking admission to the programme must have Bachelor's Degree in any discipline with 55% marks in aggregate. examination in any stream. CA / CS / ICWA are also eligible to apply.

vii) **Post-Graduate Diploma in Banking and Risk Management (Self Financing):** A candidate seeking admission to the programme must have Bachelor's Degree in any discipline with 55% marks in aggregate. examination in any stream. CA / CS / ICWA are also eligible to apply.

(iv) **UNDER GRADUATE PROGRAMMES:**  
The eligibility conditions for admission to various Under Graduate Programme of study are prescribed as under:

i) **B.Com (Honours):** B.Com. (Honours) Course examination shall be open to a candidate who has passed/appeared in the Higher School Part-II examination (10+2 Pattern) of the Jammu and Kashmir State Board of School Education or an examination recognised as equivalent thereto, with atleast 50% marks along with papers in the subject of Commerce(45% in case of SC/ST). However, in case of candidates who have not qualified higher Secondary part II examination in Commerce stream are also eligible against 25% of the total seats provided they have 60% of marks in their qualifying examinations(55% in case of SC/ST).

ii) **B.A. English (Honours):** B. A. English (Honours) Course Examination shall be open to a candidate who has passed/appeared in Higher Secondary Part-II Examination (10+2 Pattern) of The Jammu & Kashmir State Board of

iv) **Post-graduate Diploma in Marketing & Sales Management (PGDMSM):**  
A candidate seeking admission to the programme must have passed/appeared in the final year of Bachelor's Degree examination in any stream from University of Jammu or any other recognized University.

v) **Post-graduate Diploma in Bioinformatics:** A candidate seeking admission to the programme must have Post Graduation in Biotechnology/ Botany/ Zoology/ Biochemistry/ Microbiology/ Life Science/ Human Genetics/ Chemistry/ Computer Science.

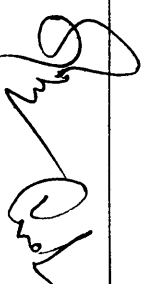
vi) **Post-Graduate Diploma in Accounting & Finance (Self Financing):** A candidate seeking admission to the programme must have Bachelor's Degree in any discipline. CA / CS / ICWA are also eligible to apply.

vii) **Post-Graduate Diploma in Banking and Risk Management (Self Financing):** A candidate seeking admission to the programme must have Bachelor's Degree in any discipline. CA / CS / ICWA are also eligible to apply.

viii) **Post Graduate Diploma in Composite Culture Management (PGD-CCM):** A candidate seeking admission to the programme must have passed / appeared in the Final Year of Bachelor's Degree Examination in any stream.

(iv) **UNDER GRADUATE PROGRAMMES:**  
The eligibility conditions for admission to various Under Graduate Programmes of study are prescribed as under:

i) **B.Com (Honours):** B.Com. (Honours) Course examination shall be open to a candidate who has passed/appeared in the Higher Secondary School Part-II examination (10+2 Pattern) of the Jammu and Kashmir State Board of School Education or an examination recognised as equivalent thereto, with atleast 50% marks along with papers in the subject of Commerce(45% in case of SC/ST). However, in case of candidates who have not qualified higher Secondary part II examination in Commerce stream are also eligible against 10% of the total seats provided they have 60% of marks in their qualifying examinations (55% in case of SC/ST).



School Education or an examination recognized as equivalent thereto, with at least 50% marks (45% in case of SC/ST).

**III) B.A. LL.B. (5 Years):** B.A. LL.B. 5 years course shall be open to a candidate who has passed/appeared in the Higher Secondary Part-II Examination (10+2 pattern) or equivalent examination in any discipline of J&K Board of School Education or an examination recognised as equivalent thereto, with not less than 45% marks (40% in case of SC/ST).

The age of the candidate should be not more than 21 years in case of general category and 22 years in case of SC/ST and other backward categories as on 01/07/2016.

**IV) BBA (Hotel Management):** A candidate who has secured 50% (40% for SC/ST candidates) in Higher School Part-II Examination (10+2 pattern) of the Jammu and Kashmir Board of School Education or an examination recognized as equivalent thereof or possesses higher qualification. 67% of the total seats shall be filled in the open category and 33% of seats will be filled in the reserved categories as per the norms and Statutes governing the BBA (HM) programme of the University.

**NOTE: ONLY FEMALE CANDIDATES ARE ALLOWED FOR ADMISSION IN COURSES RUNNING IN WOMEN COLLEGES.**

**B.A. LL.B. (5 Years):** B.A. LL.B. 5 years course shall be open to a candidate who has passed/appeared in the Higher Secondary Part-II Examination (10+2 pattern) or equivalent examination in any discipline of J&K Board of School Education or an examination recognised as equivalent thereto, with not less than 45% marks (40% in case of SC/ST).

The age of the candidate should be not more than 21 years in case of general category and 22 years in case of SC/ST and other backward categories at the time of JUET Notification.

**BBA (Hotel Management):** A candidate who has secured 50% (40% for SC/ST candidates) in Higher Secondary School Part-II Examination (10+2 pattern) of the Jammu and Kashmir Board of School Education or an examination recognized as equivalent thereof or possesses higher qualification. 67% of the total seats shall be filled in the open category and 33% of seats will be filled in the reserved categories as per the norms and Statutes governing the BBA (HM) programme of the University of Jammu.

**SCHEDULE FOR CALCULATION OF MARKS/POINTS FOR ACHIEVEMENTS MADE BY A CANDIDATE DURING 3-YEAR TENURE OF THE QUALIFYING DEGREE PROGRAMME AS A REGULAR STUDENT, IN SPORTS/CULTURAL AND LITERARY/ N.C.C./ N.S.S./ BHARAT SCOUTS AND GUIDES ACTIVITIES.**

**SCHEDULE FOR CALCULATION OF MARKS/POINTS FOR ACHIEVEMENTS MADE BY A CANDIDATE DURING 3-YEAR TENURE OF THE QUALIFYING DEGREE PROGRAMME AS A REGULAR STUDENT, IN SPORTS/CULTURAL AND LITERARY/ N.C.C./ N.S.S./ BHARAT SCOUTS AND GUIDES ACTIVITIES.**

SPORTS		SPORTS	
S. No	Event/Activity participated in Maximum Marks/ Points per Event/ Activity	S. No	Event/Activity participated in Maximum Marks/ Points per Event/ Activity
1.	Represented the country in any Sport/game competition recognized by the Indian Olympic Association and organized by concerned International Federation. 8	1.	Represented the country in any Sport/game competition recognized by the Indian- Olympic Association and organized by concerned International Federation 10
2.	Performance /participation at individual/team level in any sport/game in a Senior National Competition recognized by concerned All India Sports Federation/Association/ Board of Cricket Control of India (B.C.C.I), securing : 7 First Position 7.0 Second Position 6.5 Third Position 6.0 Participation only without securing any position 5.0	2.	Performance/ participation at individual/team level in any sport/game in a Senior National Competition recognized by concerned All India Sports Federation/ Association/Board of Cricket Control of India B.C.C.I securing: 9 First Position 9 Second Position 8 Third Position 7 Participation only without securing any position 6
3.	Performance /participation at individual/team level in/any sport/game in an All India Competition/Federation Cup Competition recognized by concerned All India Sports Federation/Association/ Association of Indian Universities (AIU)/BCCI, securing : 6 First Position 6.0 Second Position 5.5 Third Position 5.0 Participation only without securing any position 4.0	3.	Performance / participation at individual / team level in / any sport/game in an All India Competition / Federation Cup Competition recognized by concerned All India Sports Federation / Association/Association of Indian Universities (AIU)/ BCCI 8 First Position 8 Second Position 7 Third Position 6 Participation only without securing any position 5
4.	Performance/participation at individual/team level at any sport/game in Inter-zonal competition recognised by AIU/BCCI, securing : 6 First Position 6.0 Second Position 5.5 Third Position 5.0 Participation only without securing any position 4.0	4.	Performance / participation at individual / team level in / any sport/game in Inter- Zone Competition recognized by AIU/BCCI Securing: 7 First Position 7 Second Position 6.5 Third Position 6 Participation only without securing any position 5
5.	Performance/participation at individual/team level in any sport/ game in Inter-State North Zone competition recognized by concerned All India Sports Federation/Association/BCCI, securing: 6 First Position 6.0	5.	Performance / participation at individual / team level in / any sport/game in Inter State North Zone Competition recognized by concerned All India Sports Federation/ Association/BCCI Securing: 7

Second Position Third Position Participation only without securing any position	5.5 5.0 4.0	First Position Second Position Third Position Participation only without securing any position	7 6.5 6 5
6. Performance/participation at individual/team level in any sport/ game in Inter-University North Zone competition recognized by AIU/ BCCI securing: 6 First Position Second Position Third Position Participation only without securing any position	6.0 5.5 5.0 4.0	6. Performance / participation at individual / team level in / any sport/game in Inter University North Zone Competition recognized by AIU/BCCI Securing: 7 First Position Second Position Third Position Participation only without securing any position	7 6.5 6 5
7. Having attended an All India Coaching Camp organised by concerned All India Sports Federation/Association/AIU/BCCI for selection to represent the country in any sport/game, or having been member of a Combined Universities team/ contingent constituted/recognized by AIU for any sport/game. 6		7. Having attended an All India Coaching Camp organized by concerned All India Sports Federation/ Association / AIU/ BCCI for selection to represent the country in any sport/game, or having been member of a Combined Universities team/ contingent constituted/recognized by AIU for any Sport/game. 6	6
8. Performance/participation at individual/team level in any sport/game in Junior National competition recognized by concerned All India Sports Federation/Association/ BCCI/ Athletic Federation of India, securing: 3 First Position Second Position Third Position Participation only without securing any position	3.0 2.5 2.0 1.5	8. Performance/participation at individual/team level in any sport/game in Junior National competition recognized by concerned All India Sports Federation/ Association / BCCI/Athletic Federation of India, securing: 6 First Position Second Position Third Position Participation only without securing any position	6 5.5 5 4
9. Performance/participation at individual/team level in any sport/game in Inter-College competition organized by Jammu University, securing: 2 First Position Second Position Third Position Participation only without securing any position	2.0 1.5 1.0 0.5	9. Performance/participation at individual/team level in any sport/game in Inter-College Competition organized by Jammu University, Securing: 4 First Position Second Position Third Position Participation only without securing any position	4 3.5 3 2
<b>NOTE:</b> Outstanding Sports persons having played in any Senior National event in any of the games shown in Annexure-IX shall also be considered for admission under Sports category.		<b>NOTE:</b> Outstanding Sports persons having played in any Senior National event in any of the games shown in Annexure-IX shall also be considered for admission under Sports Category.	

# CULTURAL & LITERARY ACTIVITIES:

# CULTURAL & LITERARY ACTIVITIES:

S. No	Event/Activity participated in	Maximum Marks/ Points per Event/ Activity	S. No	Event/Activity participated in	Maximum Marks/ Points per Event/ Activity
1.	Having attended Youth Cultural Exchange Programme at International Level or having participated & performed in any International Youth Festival organized through Association of Indian Universities (AIU)/State/Central Govt. Agencies.	12	1.	Having attended Youth Cultural Exchange Programme at International Level or having participated & performed in any International Youth Festival organized through Association of Indian Universities (AIU)/ State/ Central Govt. Agencies/Educational boards.	12
2.	Having participated and performed as a member of the State/Jammu University contingent in any solo/group item in National competition, organised by the Association of Indian Universities (AIU)/ State/Central Govt. agency, securing: 10	10.0	2.	Having participated and performed as a member of the State/Jammu University contingent in any solo/group item in National competition, organised by the Association of Indian Universities (AIU) / State/Central Govt. agency / Educational boards., securing:	10
	First Position	10.0		First Position	10.0
	Second Position	9.0		Second Position	9.0
	Third Position	8.0		Third Position	8.0
	Fourth Position	7.0		Fourth Position	7.0
	Participation only without securing any position	6.0		Participation only without securing any position	6.0
3.	Having participated and performed as a member of the Jammu University contingent in any solo/group item in an Inter-University Zonal Competition, securing: 9	9.0	3.	Having participated and performed as a member of the Jammu University contingent in any solo/group item in an Inter-University Zonal Competition organized by AIU, securing:	9
	First Position	9.0		First Position	9.0
	Second Position	8.0		Second Position	8.0
	Third Position	7.0		Third Position	7.0
	Participation only without securing any position	4.0		Participation only without securing any position	4.0
4.	Having participated and performed as a member of the contingent of an affiliated College/ University/ Teaching Department in any solo/group item in a competition namely "Display Your Talent" or any other competition organized by the Department of Students Welfare, University of Jammu securing : 8	8.0*	4.	Having participated and performed as a member of the contingent of an affiliated College/ University/ Teaching Department in any solo/group item in a competition namely "Display Your Talent" or any other competition organized by the Department of Students Welfare, University of Jammu securing :	8
	First Position	8.0*		First Position	8.0*
	Second Position	7.0*		Second Position	7.0*
	Third Position	6.0*		Third Position	6.0*
	Certificate of Merit/Consolation Prize	4.0*		Certificate of Merit/ Consolation Prize	4.0*
	<b>*Student Accompanists will get only 50% points</b>			<b>*Student Accompanists will get only 50% points</b>	
5.	Such of the candidates who distinguish themselves individually in a team event		35		

**EXPLANATION :** Cultural and Literary activities shall include:

**FINE ARTS:** Painting, Sketching, Poster-making, Cartooning, Collage, Clay modeling, Rangoli, Flower arrangement, Installation & Photography.

**MUSIC:** Light Vocal (Solo), Semi-Classical Vocal (Solo), Classical Vocal (Solo), Western Vocal (Solo), Western Group Song, Indian group song, Classical instrumental(Solo) (Percussion and Non-Percussion). **DANCES:** Classical Dance (Solo), Creative Dance (Solo) and Folk/Group Dance presentation. **LITERARY:** Short Story and Essay Writing, Debate, Elocution, Poetry recitation, Quiz competitions and Youth Parliament. Participation in the aforesaid activities will fetch credits only if these are organized and/or authenticated by the concerned Wing/Authority of the University of Jammu i.e. Office of the Dean Students Welfare. Certification to that effect by any other Organization, Body, Society, Club, University Teaching Department, College, Institution, NGO etc shall not be entertained. Concerned Govt. Departments/Agencies organizing competitions in such activities and awarding participants therein, shall have to provide the list of prize winners/participants to the Office of the Dean Students Welfare of the University within a month from the date of completion of such a competition, failing which no credit shall accrue to a candidate seeking admission under Cultural and Literary Activities, though participated therein.

**EXPLANATION:** Cultural and Literary activities shall include:  
**FINE ARTS:** Painting, Sketching, Poster-making, Cartooning, Collage, Clay modeling, Rangoli, Flower arrangement, Installation & Photography. **MUSIC:** Light Vocal (Solo), Semi-Classical Vocal (Solo), Classical Vocal (Solo), Western Vocal (Solo), Western Group Song, Indian group song, Classical instrumental (Solo) (Percussion and Non-Percussion). **DANCES:** Classical Dance (Solo), Creative Dance (Solo) and Folk/Group Dance **THEATRICALS:** Mime, Skit, Monoacting, Declamation, Mimicry and One Act Play presentation. **LITERARY:** Short Story and Essay Writing, Debate, Elocution, Poetry recitation, Quiz competitions and Youth Parliament. Participation in the aforesaid activities will fetch credits only if these are organized and/or authenticated by the concerned Wing/Authority of the University of Jammu i.e. Office of the Dean Students Welfare. Certification to that effect by any other Organization, Body, Society, Club, University Teaching Department, College, Institution, NGO etc shall not be entertained. Concerned Govt. Departments/Agencies organizing competitions in such activities and awarding participants therein, shall have to provide the list of prize winners/participants to the Office of the Dean Students Welfare of the University within a month from the date of completion of such a competition, failing which no credit shall accrue to a candidate seeking admission under Cultural and Literary Activities, though participated therein.

# **NATIONAL CADET CORPS (NCC)**

# **NATIONAL CADET CORPS (NCC)**

S. No Event/Activity participated in	Maximum Marks/ Points per Event/ Activity	S. No Event/Activity participated in	Maximum Marks/ Points per Event/ Activity
1, Having attended NCC Youth Exchange Programme in foreign countries.	9	1, Having attended NCC Youth Exchange Programme in foreign countries.	9
1. Having attended Republic Day (RD) camp at Delhi and adjudged / Secured position in an individual/ team competition as under	7	2. Having attended Republic Day (RD) camp at Delhi and adjudged/secured position in an individual/ team competition as under	7
Best Cadet	7.0	Best Cadet	7.0
First Position	6.5	First Position	6.5
Second Position	6.0	Second Position	6.0
Third Position	5.5	Third Position	5.5
Participation only without securing any position	5.0	Participation only without securing any position	5.0
Participation in Local Republic Day and Independence Day Parade	3.0	Participation in Local Republic Day and Independence Day Parade	3.0
<b>NOTE:</b> Cadets attend minimum 10 to 15 days preparatory parades for participation in local Republic Day and Independence Day parades held at all District Levels. The certificates must be issued / authenticated by Divisional Commissioner / DC of the concerned districts.		<b>NOTE:</b> Cadets attend minimum 10 to 15 days preparatory parades for participation in local Republic Day and Independence Day parades held at all District Levels. The certificates must be issued /authenticated by Divisional Commissioner / Deputy Commissioner of the concerned districts. The certificate must have date, number and stamp of the issuing authority, failing which it shall be treated as invalid.	
<b>Thal Sainik (TSC) / Vayu Sainik (YSC) / Nau Sainik (NSC) Camps :</b>		<b>THAL SAINIK (TSC) / VAYU SAINIK (YSC) / NAU SAINIK (NSC) CAMPS :</b>	
1. TSC / YSC / NSC : These are all India Camps held every year, and are for a duration of 12 days. In these camps cadets represent their Directorate in Inter-Directorate Competitions. The Following All India Inter-Directorate Competitions are held during these camps:-		1. TSC / YSC / NSC: These are all India Camps held every year, and are for a duration of 12 days. In these camps cadets represent their Directorate in Inter-Directorate Competitions. The Following All India Inter-Directorate Competitions are held during these camps:	
a) Shooting		a) Shooting	
b) Map Reading		b) Map Reading	
c) Communication		c) Communication	
d) Health & Hygiene		d) Health & Hygiene	
e) Obstacle Course		e) Obstacle Course	
f) Line Area		f) Line Area	
<b>NOTE:</b> To select and prepare cadets for the above competitions, three camps of 12 days duration each are held at the Group and Directorate level. Hence, a cadet who finally represents the Directorate at Delhi has to attend four camps of 12 days duration each.		<b>NOTE:</b> To select and prepare cadets for the above competitions, three camps of	

The process of selection and nomination is a kin to Republic Day (RD) Camp. Hence TSC/YSC/NSC should be treated at par with RD Camp and points

NOTE: To select and prepare cadets for the above competitions, three camps of

awarded	should	be	equivalent	to	RD	Camp.
7						
3.	Having been awarded Defence Secretary's / Director General's (DG) medal/ commendation card					6
4.	Having received/been awarded any of the following :					5
1.	Commendation/appreciation letter from Deputy D.G.N.C.C, J&K.					5.0
2.	Medal of Duke of Edinburgh Award					5.0
3.	Governor's/Chief Minister's Medal.					5.0
4.	Best cadet cash Award on overall performance from Deputy DGNCC, J&K.	5.0				
5.	Participation in Slithering/Parasailing/Para diving	3.0				
These are individual events that are not included in the list. A cadet has to undergo 7 to 10 days training prior to undertaking this adventure activity.						
5.	Having passed "C" certificate examination of NCC in	5				
A - grade		5.0				
B - grade		4.5				
C - grade		4.0				
6.	Having attended any of the following All India NCC Camps of not less than 10 days duration and adjudged / secured position therein in an individual/team competition as under	5				
Best cadet		5.0				
First Position		4.5				
Second Position		4.0				
Third Position		3.5				
Participation only without securing any position						
EXPLANATION: The Camps are :						
i)	Army Attachment Training Camp;					
ii)	National Integration Camp;					
iii)	Advanced Mountaineering Camp;					
iv)	Trekking Expedition Camp;					
v)	Basic and Advanced Leadership courses Camp;					
vi)	Snow Skiing and Water Sports courses Camp.					
vii)	Rock Climbing Camp.					
7.	Having successfully undergone NCC para-training course at Agra / courses conducted at IMA/Women Training Camp at Gwalior.	4				
1 Basic Mountaineering Course.						
This is a 15-day camp held at various mountaineering institutes.						



<p>2 Pre-TSC-I, II and Pre-RDC, I to III</p> <p>These camps are of 12 days duration each. They should be treated at par with Annual Training Camp (ATC) which is also of 12 days duration:</p>	<p>4.0</p>
<p>8. Having passed "B" certificate examination of NCC in :</p> <p>A - grade 3.0</p> <p>B - grade 2.5</p> <p>C - grade 1.0</p>	<p>iii) Advanced Mountaineering Camp;</p> <p>iv) Trekking Expedition Camp;</p> <p>v) Basic and Advanced Leadership courses Camp;</p> <p>vi) Snow Skiing and Water Sports courses Camp;</p> <p>vii) Rock Climbing Camp (six days);</p> <p>viii) NCC National Games</p> <p>ix) Camel Safari</p> <p>x) Yachting Regatta</p> <p>xi) Ship Attachment</p> <p>xii) Sea Training Camp</p>
<p>9. Having secured position in an Inter-Collegiate Competition Organised by the University through NCC: 2</p> <p>First Position 2.0</p> <p>Second Position 1.5</p> <p>Third Position 1.0</p>	<p>7. Having successfully undergone NCC para-training course at Agra / courses conducted at IMA/Women Training Camp at Gwalior. 4</p> <p>(i) Basic Mountaineering Course. 4.0</p> <p>This is a 15-day camp held at various mountaineering institutes.</p> <p>(ii) Pre-TSC-I, II and Pre-RDC, I to III 4.0</p> <p>These camps are of 10 days duration each.</p>
<p>10. Having attended NCC Annual Training Camp (ATC) of not less than 10 days duration 2</p> <p>11. Having donated blood in a camp organised by NCC, subject to a maximum of three donations per year to be assessed @ 2 marks/point per donation. (Certificate of the donation must be issued by designated Red Cross Authority/Chief Medical Officer of the District/Blood Bank Officer of Medical College and duly authenticated by the camp incharge.</p>	<p>8. Having passed "B" certificate examination of NCC in: 3</p> <p>A - grade 3.0</p> <p>B - grade 2.5</p> <p>C - grade 1.0</p> <p>NOTE: The certificate must be signed by Group Commander-Brigadier (at backside Unit Commanding Officer)</p>
<p><b>NOTE :</b></p> <p>1. No provisional certificates shall be entertained for 'B' and 'C' certificate examination.</p> <p>2. A candidate has to earn minimum score of eight credits to be eligible for consideration of Admission under NCC category.</p> <p>3. No certificate shall be entertained unless issued by the concerned authorities / agency with proper seal and signature.</p> <p>4. The highest marks of an event in the same category shall be awarded.</p> <p>5. RD/ ID Certificates issued only by Divisional Commissioner/ Deputy Commissioner shall be considered.</p> <p>6. For admission under the category of NCC participation during the 3 year tenure of B.A./ B.Sc/ B.Com./ B.B.A./ B.C.A.(General course 10+2+3) shall be considered. 2</p>	<p>9. Having secured position in an Inter-Collegiate Competition Organised by the University through NCC: 2</p> <p>First Position 2.0</p> <p>Second Position 1.5</p> <p>Third Position 1.0</p> <p>10. Having attended NCC Annual Training Camp ATC/CATC of not less than 10 days duration. 2</p> <p>11. Having donated blood in a camp organised by NCC, subject to a maximum of three donations per year to be assessed @ 2 marks/point per donation. (Certificate of the donation must be issued by designated Red Cross Authority/ Chief Medical Officer of the District/Blood Bank Officer of Medical College and duly authenticated by the camp incharge. 2</p>

	<p><b>NOTE :</b></p> <p>a. No provisional certificates shall be entertained for 'B' and 'C' certificate examination.</p> <p>b. A candidate applying for consideration under the reserved categories mentioned above must accumulate an achievement score of at least 12 points/ marks for three years of qualifying degree, (8) points/marks in case of 2 years of qualifying degree and (4) points/marks in case of 1 year of qualifying degree in the respective fields</p> <p>c. No certificate shall be entertained unless issued by the concerned authorities / agency with proper seal and signature.</p> <p>d. The highest marks of an event in the same category shall be awarded.</p> <p>e. RD/ ID Certificates issued only by Divisional Commissioner/ Deputy Commissioner with seal/stamp and signature shall be considered.</p> <p>f. For admission under the category of NCC participation during the 3 year tenure of B.A./ B.Sc/ B.Com./ B.B.A./ B.C.A.(General course 10+2+3) shall be considered.</p>
<p><b>NATIONAL SERVICE SCHEME (NSS)</b></p>	<p><b>NATIONAL SERVICE SCHEME (NSS)</b></p>
<p><b>S. No Event/Activity participated in Maximum Marks/ Points per Event/ Activity</b></p> <p>1. Having participated in international NSS Youth Exchange Programme 9</p> <p>2. Having been awarded for NSS activities with any of the following : a) Governor's Medal 8.0 b) Education Secretary's Commendation card/Medal 6.0 c) Certificate of rendering 120 hours of social service 5.0 Continuously for 2 years (Vice-Chancellor's Commendation Certificate)</p> <p><b>EXPLANATION :</b> To obtain 120 hours social service certificate as mentioned above, report concerning 120 hours social service rendered in addition to the regular, special and NSS camping activities along with 'NSS Work Diary' certified and verified by concerned NSS Programme Officer, Principal/Chairman, along with documentary evidence, shall be submitted to the NSS Coordinator. The Chairman, NSS Advisory Committee/Vice-Chancellor shall issue such a certificate on the basis of the report of NSS, Programme Coordinator. All documents as per directions &amp; norms should be submitted in the month of April.</p>	<p><b>NO CHANGE</b></p>

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3. Having participated in Republic Day Camp, New Delhi as follows: 7

- a) Having attended & been adjudged as Best NSS Volunteer/ Commander in the RD. Camp 7.0
- b) Having only attended the Camp 6.0
- c) Having attended Pre-Republic Day camp organised by Govt. of India 5.0
- d) Having attended Two day selection workshop for Pre RD. Camp organised by the University 3.0

4. Having participated in all India Camp such as National Integration Camp/All India Youth Camp/Youth Festival organised by University/Regional Centre, NSS in collaboration / sponsored by Govt. of India, Ministry of Youth Affairs and Sports. 6

- Best Volunteer (overall)

6.0

- Participation

5.0

5. Having participated in Inter College NSS Camp organised by University/College for duration of not less than 7 (seven) days & sponsored by University/State Govt. 5

5

5.0

Best Volunteer (overall)

4.0

Participation

6. Having participated in NSS Camp of not less than 10 Days duration organised by the College. (Subject to the submission of list of the participants with their full description in the office of NSS, Programme Coordinator.) No credit will be given in case of such colleges where the records of the Special Camps have not been submitted in the NSS Office within one month of the organisation of such camps. A maximum of three Annual Camps (10 days duration) at U.G. level shall be considered for admission under NSS achievement category. 4

7. Having secured in any recognised individual inter-collegiate/collaboration with Govt. of India / State Govt. / any Govt. Dept. 3

First Position

3.0

Second Position

2.5

Third Position

2.0

8. Having participated in a Two/Three Days Training Workshop on Youth Leadership or on any relevant Social issue organised in the Office of the Programme Coordinator, NSS in collaboration with State Govt. / GOI / NGO's OR Having participated in a Two/Three Day Training Workshop Course on

Youth Leadership or on any relevant Social Issue organised by the college NSS units. Provided that permission for such workshop has been obtained 15 days prior to the commencement from the Programme Coordinator, NSS University of Jammu on the recommendations of the Programme Officer of the concerned college. The list of the participants has to be submitted in the office of the Programme Coordinator, NSS University of Jammu within 10 days of the completion of workshop. **3**

9. Having participated as a member of the NSS unit of College in camps/courses of not less than seven (7) days duration organised by Govt./Semi Govt. agencies/NGO's/ Social Organisation in coordination/collaboration with NSS, Programme Coordinator/Regional Centre. Provided that permission for such participation has been obtained 15 days prior to the commencement of the camp/course from the Programme Coordinator, NSS on the recommendation of the Programme Officer of the concerned unit and the Principal of the concerned college. **3**

10. Having donated blood through NSS unit of the colleges subject to a maximum of 3 donations per year, to be assessed @ 2 marks/points per donation, on the production of a certificate to be issued by District Chief Medical Officer/Blood Bank Officer of a Medical College/Red Cross Authority and duly authenticated by Incharge NSS Unit P.O./ Principal. **2**

**NOTE :**

1. The certificate issued with effect from 2007-08 session should bear the VEC (Volunteer Enrolment Code) number issued by the office of NSS Programme Coordinator. No certificate without VEC number will be eligible for the admission purpose.
2. A candidate has to earn minimum score of eight credits to be eligible for consideration of Admission under NSS category.
3. The highest marks of an event in same category shall be awarded.
4. Each certificate issued by the NSS units should be authenticated by the office of NSS Programme Coordinator. No certificate without proper authentication shall be considered for admission under NSS category.
5. The Programme Officer/s, NSS of the college & concerned has to submit a list of participants of an event duly forwarded by the Principal along with the certificates to be authenticated by the Programme Coordinator, NSS, University of Jammu.
6. No inter college activity can be organised at the college level without the prior permission of the office of the Programme Coordinator, NSS, University of Jammu.

For admission under the category of NSS participation during the 3 year tenure of B.A./B.Sc./ B.Com./B.B.A./B.C.A. (General course 10+2+3) shall be considered.

**BHARAT SCOUTS & GUIDES:** The admission under the Bharat Scouts & Guides may be offered to such students, who fulfill the eligibility conditions to be determined on the basis of the list of activities given below:

**BHARAT SCOUTS & GUIDES:** The admission under the Bharat Scouts & Guides may be offered to such students, who fulfill the eligibility conditions to be determined on the basis of the list of activities given below:

**S. No** **Event/Activity participated in** **Maximum Marks/ Points per Event/ Activity**

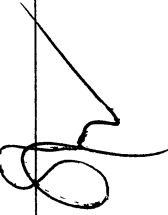
1. Participated in International Events organised by National HQRS of Bharat Scouts & Guides. 9
2. President Awardee (Scouts & Guides / Rovers & Rangers) 8
3. Vice-President Awardee (Rovers & Rangers) 7
4. Prime Minister Shield Competition Awardee (Scouts & Guides) 6
5. Governor's Rajya Puraskar & Certificate of Honour (Scouts & Guides). 6
6. Participation in Jamboree / National Camps organised by National HQRS of Bharat Scouts & Guides (Scouts & Guides / Rovers & Rangers). 5
7. Participation in State Level Special Camps organised by J&K Bharat Scouts & Guides (Scouts & Guides / Rovers & Rangers). 4
8. Having completed Parvesh, Parveen and Nipun stages of Rovers & Rangers of J&K Bharat Scouts & Guides. (Rovers & Rangers). 3
9. Having donated blood through Bharat Scouts & Guides to a maximum of 3 donations per year to be assessed @ 2 marks / points per donation on the production of a certificate to be issued by District Chief Medical Officer / Blood Bank Officer of a Medical College / Red Cross Authority and duly authenticated by State Chief Commissioner J&K Bharat Scouts & Guides. 2

**SCHEDULE FOR CALCULATION OF MARKS/POINTS FOR ACHIEVEMENTS MADE BY A CANDIDATE DURING 2-YEAR TENURE OF THE QUALIFYING DEGREE/DIPLOMA PROGRAMME AS A REGULAR STUDENT, IN SPORTS ACTIVITIES**

1. National School Games under the auspices of School Games Federation of India:

1st position = 7  
 2nd position = 6  
 3rd position = 5  
 Participation only = 4  
 without securing any position

	<p>2. Vijay Hazare U – 17 Tournament under Board of Central for Cricket 7</p> <p>1st position = 7 2nd position = 6 3rd position = 5 Participation only = 4 without securing any position</p> <p>3. Vijay Merchant Tournament U-17/U-15/U-14 7</p> <p>1st position = 7 2nd position = 6 3rd position = 5 Participation only = 4 without securing any position</p> <p>4. U-19 C.K.K. Naidu Trophy or U – 19 Coach Bihar 7</p> <p>1st position = 7 2nd position = 6 3rd position = 5 Participation only = 4 without securing any position</p> <p>5. Women Sports Competition under Sports Authority of India or Federation Cup or All India Open Tournament Under respective Federation. 7</p> <p>1st position = 7 2nd position = 6 3rd position = 5 Participation only = 4 without securing any position</p> <p>6. All India Rural Sports competition under Sports authority of India 6</p> <p>1st position = 6 2nd position = 5.5 3rd position = 5 Participation only = 4 without securing any position</p> <p>7. Mini National Championship under respective Federation. 5</p> <p>1st position = 5</p>
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2nd position = 4  
 3rd position = 3  
 Participation = 2  
 only without  
 securing any  
 position

8. National Sub Junior Championship under respective Federation

6

1st position = 6  
 2nd position = 5.5  
 3rd position = 5  
 Participation only = 4  
 without securing  
 any position

SCHEDULE FOR CALCULATION OF MARKS/POINTS FOR ACHIEVEMENTS  
 MADE BY A CANDIDATE DURING 2-YEAR TENURE OF THE QUALIFYING  
 DEGREE/DIPLOMA PROGRAMME ( 10+2) AS A REGULAR STUDENT, IN NCC  
 CATEGORY

1. Having attended NCC Youth Exchange Programme in foreign countries 9

2. Having attended Republic Day (RD) camp at Delhi and adjudged/secured position in an individual/ team competition as under 8

Best Cadet 8.0  
 First Position 7.0  
 Second Position 6.0  
 Third Position 5.5  
 Participation only 5.0  
 without securing  
 any position  
 Participation in  
 Local Republic Day and Independence  
 Day Parade 3.0

NOTE: Cadets attend minimum 10 to 15 days preparatory parades for participation in local Republic Day and Independence Day parades held at all District Levels. The certificates must be issued /authenticated by Divisional Commissioner / Deputy Commissioner of the concerned districts. The certificate must have date, number and stamp of the issuing authority, failing which it shall be treated as invalid.

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3. Having been awarded Defence Secretary's/ Director General's (DG) medal/ commendation card	7
4. Having attended any of the following All India NCC Camps and adjudged / secured position therein in an individual/team competition as under:	5
Best cadet	5.0
First Position	4.5
Second Position	4.0
Third Position	3.5
Participation only without securing any position	3.0
EXPLANATION: The Camps are :	
a. Army Attachment Training Camp;	
b. National Integration Camp;	
c. Advanced Mountaineering Camp;	
d. Trekking Expedition Camp;	
e. Basic and Advanced Leadership courses Camp;	
f. Snow Skiing and Water Sports courses Camp;	
g. Rock Climbing Camp	
h. NCC National Games	
i. Camel Safari	
j. Yachting Regatta	
k. Ship Attachment	
l. Sea Training Camp	
5. Having passed "A" certificate examination of NCC	5
6. Having attended NCC Annual Training Camp ATC / CATC of not less than 10 days duration	4
7. Having donated blood in a camp organised by NCC, subject to a maximum of three donations per year to be assessed @ 2 marks/point per donation. (Certificate of the donation must be issued by designated Red Cross Authority/ Chief Medical Officer of the District/Blood Bank Officer of Medical College and duly authenticated by the camp incharge	2
NOTE :	
i. No provisional certificates shall be entertained for 'A' certificate examination.	
ii. No certificate shall be entertained unless issued by the concerned authorities / agency with proper seal and signature.	
iii. The highest marks of an event in the same category shall be awarded.	
iv. RD/ ID Certificates issued only by Divisional Commissioner/ Deputy Commissioner with seal/stamp and signature shall be considered.	



v. For admission under the category of NCC participation during the 2 year tenure of 11th and 12th shall be considered.

**SCHEDULE FOR CALCULATION OF MARKS/POINTS FOR ACHIEVEMENTS MADE BY A CANDIDATE DURING 2-YEAR TENURE OF THE QUALIFYING DEGREE/DIPLOMA PROGRAMME ( 10+2) AS A REGULAR STUDENT, IN NSS CATEGORY**

1. Having participated in international NSS Youth Exchange Programme 9
2. Having been awarded for NSS activities with any of the following: 8
  - a) Governor's Medal 8.0
  - b) Education Secretary's Commendation card/Medal 7.0
3. Having participated in all India Camp such as National Integration Camp/All India Youth Camp/Youth Festival organised by Regional Centre, NSS/Director, School Education in collaboration / sponsored by Govt. of India, Ministry of Youth Affairs and Sports. 6
  - Best Volunteer (overall) 6.0
  - Participation 5.0
4. Having participated in Inter school NSS Camp organised by NSS Unit of the School for duration of not less than 10 (Ten) days & sponsored by State Govt. authorities 5
  - Best Volunteer (overall) 5.0
  - Participation 4.0
5. Having participated 10 days NSS School special Camp organised by NSS Unit of the School 4
6. Having participated in Civil Defence Training Camp of not less than 07 Days duration organised by the School in collaboration with the authorities. 3
7. Having participated in a Two/Three Days Training Workshop on Youth Leadership or on any relevant Social issue organised by the State Govt. / GOI / NGO's or the School NSS units. 3
8. Having donated blood through NSS unit of the School subject to a maximum of 3 donations per year, to be assessed @ 2 marks/points per donation, on the production of a certificate to be issued by District Chief Medical Officer/Blood Bank Officer of a Medical College/Red Cross Authority and duly authenticated by Incharge NSS Unit./ Principal. 2

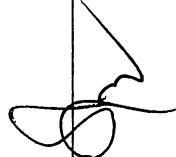
**SCHEDULE FOR CALCULATION OF MARKS/POINTS FOR ACHIEVEMENTS MADE BY A CANDIDATE DURING 2-YEAR TENURE OF THE QUALIFYING DEGREE/DIPLOMA PROGRAMME ( 10+2) AS A REGULAR STUDENT, IN BHARAT SCOUTS & GUIDES CATEGORY**

1. Participated in International Events organised by National HQRS of Bharat Scouts & Guides. 9
2. President Awardee (Scouts & Guides ) 8
3. Vice-President Awardee (Scouts & Guides) 7
4. Prime Minister Shield Competition Awardee (Scouts & Guides)/Governor's Rajya Puraskar & Certificate of Honour (Scouts & Guides). 5
5. Participation in Jamboree / National Camps organised by National HQRS of Bharat Scouts & Guides (Scouts & Guides). 5
6. Participation in State Level Special Camps organised by J&K Bharat Scouts & Guides (Scouts & Guides). 4
7. Having donated blood through Bharat Scouts & Guides to a maximum of 3 donations per year to be assessed @ 2 marks / points per donation on the production of a certificate to be issued by District Chief Medical Officer / Blood Bank Officer of a Medical College / Red Cross Authority and duly authenticated by State Chief Commissioner J&K Bharat Scouts & Guides. 2

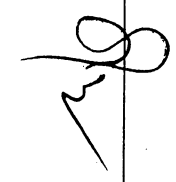

Note: A candidate applying for consideration under the reserved categories mentioned above must accumulate an achievement score of at least 12 points/ marks for three years of qualifying degree, (8) points/marks in case of 2 years of qualifying degree and (4) points/marks in case of 1 year of qualifying degree in the respective fields

**SCHEDULE FOR CALCULATION OF MARKS/POINTS FOR ACHIEVEMENTS MADE BY A CANDIDATE DURING 2-YEAR TENURE OF THE QUALIFYING DEGREE/DIPLOMA PROGRAMME AS A REGULAR STUDENT, IN CULTURAL AND LITERARY ACTIVITIES**

1. Having attended Youth Cultural Exchange Programme in Foreign Countries 12
2. Having participated and performed as a member of the State/School contingent in any solo/group item in National competition, organised by State/Central Govt. agency, securing: 10  
First Position 10.0  
Second Position 9.0



	<p>Third Position 8.0 Fourth Position 7.0 Participation only 6.0 without securing any position</p> <p>3. Having participated and performed as a member of the State/School contingent in any solo/group item in Zonal competition, organised by State/Central Govt. securing: First Position 9.0 Second Position 8.0 Third Position 7.0 Participation only 4.0 without securing any position</p> <p>4. Having participated and performed as a member of State/School contingent in any solo/group item, organised by State/Central Govt. agency item in a competition organized by the Director School Education, J&amp;K State/CBSE/ or any Government organization securing : First Position 8.0* Second Position 7.0* Third Position 6.0* Certificate of Merit/Consolation Prize 4.0* *Student Accompanists will get only 50% points</p> <p>5. Having participated and performed as a member of the contingent of an affiliated college / university team in any solo / group item in a competition organised by the J&amp;K Academy of Art, Culture and Languages, securing : First Position 7.0 Second Position 6.0 Third Position 5.0</p> <p>6. Having secured recognition as approved Music/Drama Artist of Akashwari (Primary Service)/ Doordarshan Kendra as certified/ countersigned by the Director Radio Kashmir Jammu/ Doordarshan Kendra, Jammu. 4</p>
<p><b>13. MERIT DETERMINATION:</b> Admission to PG/Diploma/UG Programmes of the University of Jammu/ Offsite Campuses/ Affiliated Colleges shall be made on the basis of merit of the eligible candidates. Inter-se-merit of a candidate seeking admission of a programme of study in a teaching department, shall be determined by the concerned admission committee and where necessary, in consultation with the committee constituted to assess</p>	<p><b>13. MERIT DETERMINATION:</b></p> <p><b>NO CHANGE</b></p>

achievement in reserved categories of Sports/ Cultural & Literary, and N.C.C./N.S.S./Bharat Scouts & Guides activities.

**(A) Academic Merit as Selection Criterion:** The criteria to determine merit shall be as follows:

The marks secured by a candidate in the qualifying degree examination shall be calculated in the manner and out of the base specified hereunder against each course of study. Admission shall be made in descending order of merit thus calculated.

Course of study where seeking admission	Marks secured by a candidate	Reduced/raised to the base of.
i) For M.A/M.Sc (First Semester)	Marks obtained at the B.A/B.Sc. Part I, II and III Examinations (General, 10 + 2 + 3 pattern) put together, or in an examination recognized equivalent thereto; Marks obtained in the concerned subject in Part-I, II and III of the said examination together	1650 marks 450 marks Total 2100 marks
ii) For M.Com/ B.Lib/ Law (First Semester)	Marks obtained at U.G level of Part-I, and III examinations (General, 10 + 2 + 3 pattern) put Together, or in an examination recognized Equivalent thereto.	1800 marks
iii) For M.Lib.I.Sc (First Semester)	Aggregate marks obtained at the B.Lib.I.Sc. examination	800 marks
iv) For M.Ed (First Semester)	Marks obtained at the B.Ed. examination:  Theory Practicals/Practice of teaching	Out of maximum prescribed, with weightage of: 80% 20% 3000 marks
v) For M.Sc. Home Science (First Semester)	Aggregate marks obtained in the B.Sc. Home Science examination/ B. A (with elective Home Science subject).	3000 marks
vi) PG Diploma Programme	Marks obtained in the qualifying examination	Not applicable
vii) UG	Marks obtained in the 10+2	Not applicable

Programme	Examinations	
<b>EXPLANATION:</b>		
<p>a) Merit of a candidate who has passed B.A./B.Sc./B.Com./B.B.A./B.C.A/Honours course examination (General, 10+2+3 pattern) from any other University shall also be calculated in the manner prescribed above.</p> <p>b) Merit of a candidate who has passed the B.A./B.Sc./B.Com./B.B.A./B.C.A/Honours course examination (Honours, 10+2+3 pattern) shall also be determined by reducing/raising the marks secured by a candidate to the base of 2100 marks as under:</p> <ol style="list-style-type: none"> <li>1. Total marks allotted in all the papers at the Honours examination to be reduced/raised to the level of 1650 marks, &amp;</li> <li>2. Marks in the concerned subject (i.e. to which admission is sought) to be reduced/raised to the level of 450 marks.</li> </ol> <p>c) Merit of a candidate seeking admission on the basis of having passed in an additional subject after having passed the qualifying degree examination, shall also be determined in the manner prescribed above i.e. aggregate marks secured in the qualifying degree examination and those in the additional subject, reduced/raised to the base of 1650 and 450 marks, respectively.</p> <p>d) Merit of a candidate having passed the qualifying degree examination not with the subject to which admission is being sought at the post-graduate level, but with an allied subject, shall be determined on the basis of aggregate marks secured in the qualifying examination.</p> <p>e) The tie between candidates seeking admission shall be resolved by reference to the aggregate marks in first Degree i.e. B.A./B.Sc./B.Com./B.A./BCA etc examination &amp; if, the tie still persists, to their marks in the Part- III of the Qualifying Examination &amp; if the tie still persists, then to their higher marks in Part II of the said Examination. Higher marks in the said examination shall determine priority in Admission.</p> <p>f) Merit of the candidate who has passed class 12<sup>th</sup> under 10+2 pattern from any recognized course.</p>		
<p><b>(B) Selection Criteria For Achievement Categories.</b></p> <p>Merit of the candidates applying under reserved categories of Sports/Cultural &amp; Literary, and NCC/NSS/ Bharat Scouts and Guides activities as specified at Statute 6 shall be determined on the basis of (i) marks/points awarded to such a candidate for these activities, plus (ii) one-fourth (1/4) of the composite merit (75% of the qualifying examination + 25% of JUET Score), The composite score thus calculated, shall form the basis of admission, PROVIDED that the candidate</p>		

seeking admission unless covered under Statute 13 has not been admitted to any programme of study in the University in an earlier session under the aforesaid reserved categories. PROVIDED also, that where candidates have obtained equal composite score, the tie shall be resolved by reference to their achievement merit in the respective activity determined as per Statute. Higher achievement merit shall determine priority in admission.

#### 14. ORDER OF ADMISSION:

Subject to fulfillment of eligibility criteria and other conditions prescribed for a course of study, admission in a teaching department of the University shall first be given to a candidate who;

(A)

- (i) has passed/appeared in the qualifying examination from the University of Jammu;
- (ii) is a permanent resident of the territorial jurisdiction of the University but has passed/appeared in the qualifying examination or an equivalent examination from a University other than the University of Jammu;
- (iii) is an employee of the Central or a State Government or a Public Undertaking or any other organisation recognised for the purpose by the Syndicate, posted within the territorial jurisdiction of the University or son/daughter/spouse of such an employee;
- (iv) is not permanent resident of the territorial jurisdiction of the University of Jammu, but has passed/appeared in B.A./ B.Sc./ B.Com./ B.B.A/ B.C.A.(General or Honours examination, 10+2+3 pattern) with not less than 60% marks from a University other than the University of Jammu, subject to the condition that the number of seats under this category shall not exceed 10% of the total number of seats available in a programme of study.

- (B) After making admission of students falling under Statute 14(A) if seats in any course of study remain vacant these shall be open to such other candidates as have passed/appeared in the qualifying examination from any recognised University/ Board of School Education provided they have applied in time and are otherwise eligible.

#### NOTE:

- i. In view of rampant reports of fake certificates and fake Universities, the University reserves the right of screening applicants seeking admission who have obtained their qualifying degrees from Universities other than the University of Jammu/ Board of School Education, and evaluating their competence before considering them for admission in a manner as would

#### 14. ORDER OF ADMISSION:

NO CHANGE

be notified by the Office of the Dean Academic Affairs from time to time.

- ii. In pursuance of the decision taken by the Standing Committee of the Academic Council at its meeting held on 5th September 2005 vide Notification No.F.Acd/V/128/05/6368-6517 dated 05/10/2005 and Academic Council at its meeting held on 11/09/2013 vide Notification No.F.Acd/11/13/9362-9521 dated 22/10/2013, any course run by Study Centres/franchises of any University in the Country except IGNOU and Maulana Azad national Urdu University (MANNU), is not recognised.

- iii. No course will be run, for the session, in the University of Jammu/ Offsite Campuses if the number of students admitted is less than 5 (five). For non Government affiliated Colleges/ Institutions, no course will be allowed to run for the session, if the number of students are less than 20 or less than 50% of the sanctioned intake of the College/ Course (whichever is lower).

15. Unless otherwise provided for in these Statutes, a person after having passed/appeared in the B.A/B.Sc./B.Com./B.B.A / B.C.A. (General Examination, 10+2+3 pattern) or an examination recognised equivalent thereto, seeks admission for the first time to a Post-Graduate programme or a Diploma Course in a department of study of the University shall be given preference over a person who has already undergone any Post-Graduate Course or LL.B. (Professional) programme in any University.

**NOTE:** This Statute shall also be applicable to other P.G. Departments where the admission is done through a separate Entrance test.

**EXPLANATION:**

- (i) Such of the candidates who have pursued LL.B. (Professional) or a Post-Graduate programme for not more than first two semesters or one academic year in a teaching department of this or any other University, or have not passed any Post-Graduate examination as a private candidate, shall be treated at par with students seeking admission to a Post-Graduate programme/LL.B. (Professional) in the University for the first time PROVIDED that admission under such a parity shall be considered only once i.e. in the session immediately following the first admission.

- (ii) Persons having pursued one year Diploma Programme in a teaching department of any University or have obtained B.Lib.I.Sc. or B.Ed. degree shall be treated at par with the students who are seeking admission to LL.B. (Professional)/a Post-Graduate Programme in the University for the first time.

**15. No Change**

<p>16. Notwithstanding anything contained in these Statutes, a student who having fallen short of attendance for reasons beyond his/her control becomes ineligible to appear in the University examination shall be considered for fresh admission in the next consecutive year in the same programme of study in which he/she fell short of lectures in the preceding year along-with those who apply for admission to a programme of study in the University for the first time. This concession shall be available to a candidate only once PROVIDED that he/she figures in the merit list and also, that conduct of such a candidate during his/her previous stay in the department has been to the entire satisfaction of the Head of the Department concerned ;</p>	<p>16. No Change</p>
<p>17. (i) The University may, subject to fulfillment of eligibility conditions, consider the admission of one candidate in each programme belonging to Kashmiri migrant families, in the order of merit, not exceeding one in a particular programme, provided that such a candidate produces documentary evidence of belonging to a family registered as Kashmiri migrant subject to production of the said Certificate from the Relief Commissioner. Such admission may be authorised by the Dean Academic Affairs against a seat which shall be supernumerary in a programme of study in the department.</p> <p>(ii) The University may, subject to fulfillment of eligibility conditions consider the admission of one candidate in each programme belonging to the wards of permanent employees of the University of Jammu (Teaching/ Non-Teaching), in order of merit, not exceeding one in a particular programme. Such admission may be authorised by the Dean Academic Affairs against a seat which shall be supernumerary in a programme of study in the Department.</p> <p>(iii) The University may, subject to fulfillment of eligibility conditions consider the admission of single girl child in each programme, in order of merit, not exceeding one in a particular programme, provided that such a candidate produces documentary evidence and an affidavit duly sworn in before the First Class Magistrate for being single girl child. Such admission may be authorized by the Dean Academic Affairs against a seat which shall be supernumerary in a programme of study in the Department.</p>	<p>17. No Change</p>
<p>18. <u>Any person in employment or self employment or engaged in a business or profession, is not eligible for admission to any whole time programme i.e. a programme</u> conducted during the day time, in the University teaching departments. Such a person may, however, be</p>	<p>18. No Change</p>



considered for admission, PROVIDED that :

(i) if in employment, he/she will produce a certificate from his/her employer that the employer has no objection to his/her pursuing a whole time programme in the University, and that the employee is on authorised leave for the purpose of study in the University;

(ii) if self employed or engaged in a business or a profession, he/she will give a written undertaking to devote his/her whole time for studies as a student during the period he/she remains on rolls of the University teaching department and he/she shall not engage in any business or profession or a vocation during this period or engage in any activity which is likely to interfere with his/her studies in the University. Such cases will be examined by the Admission Committee which will make appropriate recommendations to the Dean Academic Affairs

**EXPLANATION:**

*All programmes shall be treated as whole time programmes of study, except if provided otherwise.*

**CANCELLATION OF ADMISSION:**

19. Each candidate who is granted admission shall not take up any employment or engage in any business or profession so long as he/she is on the rolls of the University. Any student who takes up an employment or engages in business or profession in violation of the Statutes, his/her name shall be struck off from the rolls of the teaching department of the University.

20. The Admission Committee concerned, with the approval of the Dean Academic Affairs, shall have the authority to refuse or cancel admission of a candidate/student who:

- (i) either fails to produce the requisite certificate in original within the time prescribed or provides information in his/her application form which is found incorrect or produces a certificate which is not genuine.
- (ii) in the opinion of the Admission Committee, has taken up employment or a vocation which is likely to interfere with his/her studies in the University.
- (iii) fails to pay the fees and deposits including Hostel fees and deposits, within the time prescribed by the Warden of the Hostel concerned.

21. The Head of the Department shall be competent to cancel admission of a student enrolled for a programme of study in the department if the student remains absent without permission of the Head of the Department concerned for a period of 15 days continuously and/or does not attend less than 50% of the total lectures delivered in the Semester concerned,

**CANCELLATION OF ADMISSION:**

19.

No Change

20.

No Change

21.

No Change

PROVIDED that before cancellation of admission, the concerned Head of the Department will provide an opportunity to such a candidate to explain within 07 days why action be not taken against him/her.

**NOTIFICATION AND FEE:**

22. Names of the candidates selected for admission shall be notified from time to time on the Notice Board of the Concerned Department. The candidates shall be required to watch such notifications and comply with the instructions given in all respects failing which their selection shall be cancelled and no complaint will be entertained in this regard.

23. Admission fee and other charges payable by each student selected for admission to a programme of study shall be such as may be prescribed from time to time\*. \* See Annexures III & IV

Provided that if a student having been admitted to a programme in a teaching department and having deposited the required fees is selected subsequently, in the same session, in any other department of the University, shall be allowed transfer of fee deposited by him/her, by the Admission Committee.

**Refund of Fee:** If a student having been admitted to a programme discontinues, deduction of fee deposited shall be as under:

**NOTIFICATION AND FEE:**

22. Names of the candidates selected for admission shall be declared online on our website <http://juet.in> from time to time. The candidates shall be required to keep in touch to the said website for day to day notifications and comply with the instructions given in all respects failing which their selection shall be cancelled and no complaint will be entertained in this regard.

23. Admission fee and other charges payable by each student selected for admission to a programme of study shall be such as may be prescribed from time to time\*. \* See Annexures III & IV

Provided that if a student having been admitted to a programme in a teaching department and having deposited the required fees is selected subsequently, in the same session, in any other department of the University, shall be allowed transfer of fee deposited by him/her, by the Admission Committee.

**Refund of Fee:** If a student having been admitted to a programme discontinues, deduction of fee deposited shall be as under:



S.No	Open/Reserved Categories		Self-Financing Seats	
	Refund	Amount	Refund	Amount
i)	Within the period of admission.	Rs.500/-	Within the period of admission.	5% of total amount of fee deposited.
ii)	After the last date of admission but before the meeting of Appellate Committee.	Rs.1000/-	After the last date of admission but before the meeting of Appellate Committee.	7% of total amount of fee deposited.
iii)	Within five days after the Appellate Committee meeting.	Rs.3000/-	Within five days after the Appellate Committee meeting.	10% of total amount of fee deposited.
Thereafter no refund claim shall be entertained.				

#### CONTINUED ENROLMENT:

24. A regular student who after having passed all the prescribed courses of I and II or III and IV or V and VI Semester examinations of Master Degree discontinues his/her study for good and sufficient reasons to the satisfaction of the Head of the Department concerned, may be considered for admission to III or V Semester of the course, as the case may be. PROVIDED that not more than one year has elapsed after his/her having passed the II or IV or VI Semester examination in the concerned programme of study. Such a break shall be allowed only once during a programme of study. PROVIDED further that such a student will have to opt courses which are prescribed for the session to which admission is being sought unless it leads to repetition of any course(s) of the Programme of study.

25. If as a result of re-evaluation, a candidate passes in the B.A./B.Sc./B.Com./BBA/BCA Part-III/Semester VI examination / class 12<sup>th</sup> under 10+2 examination, he/she shall be considered for admission in a Teaching Department only if seats are available and the merit of such a candidate is higher than that of the candidate who is at the top of the waiting list of the concerned teaching department.

Provided further that no admission shall be made in the teaching department of the University after 07 days after the meeting of the Appellate Committee. The attendance of a candidate who is granted admission under the statute shall be counted from the date of his/her admission.

S.No	Open/Reserved Categories		Self-Financing Seats	
	Refund	Amount	Refund	Amount
i)	Within the period of admission.	Rs.550/-	Within the period of admission.	5% of total amount of fee deposited.
ii)	After the last date of admission but before the meeting of Appellate Committee.	Rs.1100/-	After the last date of admission but before the meeting of Appellate Committee.	7% of total amount of fee deposited.
iii)	Within five days after the Appellate Committee meeting.	Rs.3300/-	Within five days after the Appellate Committee meeting.	10% of total amount of fee deposited.
Thereafter no refund claim shall be entertained.				

24.  
No Change

25.  
No Change

<p><b>PERIOD OF STAY:</b></p> <p>26. No student can remain on rolls in the teaching departments of the University exceeding the period indicated against each, if he/she has pursued more than one programme of study:</p> <table border="0"> <tr> <td>i) Master's Degree Programme and Diploma Programme:</td> <td>4 year</td> </tr> <tr> <td>ii) Master Degree &amp; LL.B:</td> <td>6 year</td> </tr> <tr> <td>iii) LL.B. (Professional) and MCA:</td> <td>7 year</td> </tr> <tr> <td>iv) LL.B (Professional) &amp; Diploma Programme:</td> <td>5 Year</td> </tr> <tr> <td>v) B.A. LL.B (5 year) &amp; Diploma Programme:</td> <td>7 year</td> </tr> <tr> <td>vi) B.A. LL.B (5 year) &amp; Master Degree:</td> <td>8 year</td> </tr> <tr> <td>vii) B.A. LL.B (5 year) &amp; MCA:</td> <td>9 year</td> </tr> </table>	i) Master's Degree Programme and Diploma Programme:	4 year	ii) Master Degree & LL.B:	6 year	iii) LL.B. (Professional) and MCA:	7 year	iv) LL.B (Professional) & Diploma Programme:	5 Year	v) B.A. LL.B (5 year) & Diploma Programme:	7 year	vi) B.A. LL.B (5 year) & Master Degree:	8 year	vii) B.A. LL.B (5 year) & MCA:	9 year	<p>26. No Change</p>
i) Master's Degree Programme and Diploma Programme:	4 year														
ii) Master Degree & LL.B:	6 year														
iii) LL.B. (Professional) and MCA:	7 year														
iv) LL.B (Professional) & Diploma Programme:	5 Year														
v) B.A. LL.B (5 year) & Diploma Programme:	7 year														
vi) B.A. LL.B (5 year) & Master Degree:	8 year														
vii) B.A. LL.B (5 year) & MCA:	9 year														
<p><b>EXPLANATION:</b></p> <p>(i) Stay in the University would mean stay in all teaching departments of the University put together,</p> <p>(ii) 4/5/6/7/8/9 years would include the period required for completion of the programme in which admission is sought.</p> <p>(iii) Admission of a candidate who has already pursued two Master Degree Programmes OR Ph.D / M.Phil Programme is / are not eligible to seek admission to another PG/Diploma Programme.</p> <p><b>INTERPRETATION OF STATUTES</b></p> <p>27. There shall be a Committee consisting of the following members to interpret these Statutes whose decision shall be final and binding:-</p> <ol style="list-style-type: none"> <li>Dean Academic Affairs (Chairman/Chairperson)</li> <li>Deans of Faculties of Arts, Social Sciences, Education, Business Studies, Mathematical Sciences, Law, Science and Life Sciences.</li> <li>Registrar</li> <li>Asstt./Dy. Registrar, Academic Affairs (Secretary), Majority of the members shall form the quorum.</li> </ol> <p><b>STUDENT AID FUND</b></p> <p>28. The University has also adopted a scheme called Student-Aid Fund under which Financial Assistance is extended to poor and needy students belonging to low income group families as per regulations.</p> <p><b>PERMISSION FOR PRACTICALS TO PRIVATE CANDIDATES:</b></p> <p>29. A Science Department may accord permission to members of the Laboratory Staff of the University, and such Teachers who hold at least 5 years of teaching experience in a school recognized by the J&amp;K government, to perform the</p>	<p>27. No Change</p> <p>28. No Change</p> <p>29. No Change</p>														

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required number of practicals to earn eligibility for appearing in the Master's Degree Examination as a Private Candidate. Required teaching experience certificate issued/ endorsed by the Director, School Education, Jammu will have to be enclosed with the application form.

This permission may be granted to one candidate each year on the basis of merit. This facility will not encroach upon the number of seats meant for open merit category. If any seat falls vacant after the last date of admission, that may also be used for granting similar permission to the other beneficiaries in the above category and the Scientific Staff of the Indian Institute of Integrative Medicine, Jammu (Erstwhile Regional Research Laboratory, Jammu) in accordance with the Statute provided that such a permission shall not be granted after one week of the close of admission.

**NOTE:**

All admitted students have to submit an online undertaking at the start of the session every year to the effect that he/she shall not indulge in any ragging activity and shall abide all University rule and regulations at [www.antiragging.in](http://www.antiragging.in)

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# ANNEXURE—I

## (A) ADMISSION COMMITTEE

- Dean of the Faculty concerned
- Head of the Department concerned
- Two or more teachers nominated by the Dean Academic Affairs on the recommendation of the concerned Head of the Department. Three members shall form quorum of the committee.

## (B) APPELLATE COMMITTEE

- Vice-Chancellor (Chairman)
- Dean Academic Affairs
- Dean of the Faculty concerned
- Convener/Head of the Department concerned

## (C) INTERPRETATION COMMITTEE

- Dean Academic Affairs (Chairman)
- Deans of Faculties of Arts, Social Sciences, Education, Business Studies, Mathematical Sciences, Law, Sciences, Life Sciences.
- Registrar
- Asstt. Registrar Academic Affairs (Secretary). Majority of members shall form the quorum in all matters relating to the interpretation of the statutes. Decision of the committee shall be final and binding.

## (D) COMMITTEE FOR ASSESSMENT IN ACHIEVEMENT CATEGORIES :

The committee shall comprise of the following :-

- One nominee of Dean Academic Affairs who shall act as Chairman of the Committee.
- Two Heads of Departments/ University Professors.
- Evaluators from each reserved category to be nominated by the DAA in consultation with NSS Coordinator/Dean Students Welfare/Director Sports/NCC. The Committee shall have the power to co-opt any other member/s to assist it.

# ANNEXURE—II

## SCHEDULE OF JAMMU UNIVERSITY ENTRANCE TEST (JUET-2017)

SNo	Particulars	Date
1	Date of Notification for Jammu University Entrance Test (JUET)	30/04/2017
2	Commencement of online submission of JUET-2017 application form on the website: <a href="http://www.juet.in">www.juet.in</a> and acceptance of fee at the designated Branches* of the J&K Banks <b>Note: The applicants are requested to positively collect hardcopy of JUET-2017 Brochure from the Bank at the time of payment of requisite fee.</b>	15/05/2017
3	Last date for online submission of JUET application form on the website: <a href="http://www.juet.in">www.juet.in</a>	29/05/2017
4	Last date of online submission of JUET application form (With late fee of Rs. 110/-)	02/06/2017
5	Last date for acceptance of fee at the designated counters* of the J&K Banks	03/06/2017
6	Downloading of JUET Admit Card/s on the University Website <a href="http://www.juet.in">www.juet.in</a>	08/06/2017 to 19/06/2017
7	Date of Jammu University Entrance Test (JUET-2017)	20/06/2017
8	Publication of Answer Key for JUET-2017	21/06/2017
9	Last date for entertaining any complaint pertaining to question paper / Answer Key of JUET-2017 (online on the website <a href="http://www.juet.in">www.juet.in</a> with supporting documents / proof.)	24/06/2017
1	Date of declaration of JUET-2017 result	29/06/2017
* Designated Branches of J&K Bank for receipt of JUET-2017 examination fee and collection of JUET-2017 Information-Brochure:		
20)	New Campus, University of Jammu, Jammu;	31) Main Branch, Udhampur;
21)	Gandhi Nagar, Jammu;	32) Main Branch, Bhaderwah;
22)	Shastri Nagar, Jammu;	33) Main Branch, Kishwar;
23)	Nai Basti, Jammu;	34) Main Branch, Rajouri;
24)	Channi Himmat, Jammu;	35) Main Branch, Poonch;
25)	Gujjar Charitable Trust, Channi Rama, Jammu;	36) University of Kashmir, Hazratbal, Srinagar;
26)	Talab Tillo, Jammu;	37) Main Branch, Leh;
27)	Shalimar, Jammu;	38) Main Branch, Kargil;
28)	Roop Nagar, Jammu;	39) Main Branch, Sector 17 Chandigarh
29)	Sarwal, Jammu;	40) Ansal Plaza, South Delhi
30)	Main Branch, Kathua;	

# ANNEXURE-III

# ANNEXURE-IV

## AMOUNT OF FEE TO BE REALIZED FROM THE STUDENT ADMITTED AGAINST SELF FINANCING SEATS

## A. ADMISSION FEE AND OTHER CHARGES

### IN INDIAN RUPEES

S.No		
1.	Admission fee	360 (To be deposited in the University Chest)
2.	University Sports fee	360 (To be deposited in the University Chest)
3.	University Development fund	530 (To be deposited in the University Chest)
4.	Magazine/University News Bulletin fee	110 (To be deposited in the University Chest)
5.	Corpus fund	1030 per student admitted in the Non-Govt. Colleges of the University, to be deposited by the respective College(s) every year along with the RR and Rs. 180/- per student admitted in the Govt. Colleges / University Deptt./ Campuses, to be deposited in the University Chest.
6.	Library fee	180 (To be deposited in the University Chest)
7.	Science fee	700 (To be deposited in the University Chest)
8.	Stationery fee	220 (Rs. 80/- to be retained by the Deptt & Rs. 140/- to be remitted in the Univ. Chest)
9.	Games fee	410 (Rs. 290/- to be deposited with the Deptt. of Physical Education & Rs. 120/- to be retained by the Deptt.)
10.	Cultural/Literary fee	130 (To be remitted to the Dean, Students Welfare)
11.	Social Activities fund	120 (to be retained by the Deptt.)
12.	Student Assistance/Aid fund	340 (to be remitted to the Dean Academic Affairs.)
13.	Reading Room fee	130 (to be retained by the Deptt.)
14.	Excursion fee :	(Actual expenditure to be realised by the Department at the time of conducting the excursion)
15.	Identity Card	50 (to be retained by the Deptt.)
16.	Miscellaneous	50 (To be remitted to the Deptt.)
17.	Medical Assistance	100 (To be remitted to the Univ. Health Centre)
18.	NSS Fee	110 (To be remitted to the NSS Programme Coordinator)
19.	Library development fund	360 (To be remitted to the Dhanvantri Library)
20.	IQAC Fee	180 Per student (50.50)
21.	Practical Training fee (to be charged from the students joining LLB Course	180 (to be retained by the Deptt. of Law, and utilized for the purpose and in the manner as prescribed by the regulations in this regard)
22.	Student Insurance Fee	100 (To be deposited in the Univ. Chest)
23.	Smart Card Fee	110 (To be deposited in the Dhanvantri Library)
24.	Supervising Practice Fee for admission to MA Education	700 (To be remitted to the Deptt. of Education)
25.	Examination Development Fund	240 (75% to be remitted to the Controller of Examination & 25% to be deposited in the University Chest)

### S.No Name of the Programme

### Amount (In Rupees)

1.	MCA: Computer Science & IT	3.63 lac
2.	M.Sc (IT) - Kishtwar Campus of Univ. of Jammu	1.21 lac
3.	M.Sc: Physics, Electronics	2.42 lac
4.	M.Sc.: Botany, Zoology, Chemistry	2.42 lac
5.	M.Sc.: Environmental Science	2.42 lac
6.	M.Sc.: Sericulture	1.815 lac
7.	LL.B: 3 years	1.21 lac
8.	M.Sc/M.A.: Home Science (Human Development)	0.72 lac
9.	M.Sc.: Food Science & Technology	0.60 lac
10.	M.Sc./M.A.: Statistics	1.08 lac
11.	M.Sc/M.A.: Geography	0.968 lac
12.	M.Sc/M.A.: Mathematics	1.21 lac
13.	M.Sc.: Applied Geology	1.21 lac
14.	M.Com: Commerce	Rs. 78650/-
15.	M.A.: Sociology	0.60 lac
16.	M.A.: Economics	0.968 lac
17.	M.A.: Education	Rs. 90750/-
18.	M.A.: Psychology	1.21 lac
19.	M.A.: Hindi, Urdu	0.60 lac
20.	M.A.: English	1.21 lac
21.	M.A.: Punjabi, Sanskrit	Rs. 18150/-
22.	M.A.: Dogri	0.363 lac
23.	M.A.: Buddhist Studies	0.24 lac
24.	M.A.: Kashmiri	0.60 lac
25.	M.A.: Political Science	0.72 lac
26.	M.A.: History	0.60 lac
27.	M.A.: Music	0.60 lac
28.	M.Lib/ B.Lib:	0.363 lac
29.	M.Ed:	Rs. 90750/-
30.	M.P.Ed: Physical Education	0.363 lac
31.	B.P.Ed: Physical Education	Rs. 30250/-
32.	PGDBM: Management	Rs. 30250/-
33.	M.A.: Rural Development	0.24 lac
34.	B.A.L.L.B (5 years):	1.815 lac
35.	PGCCM: (ICCCR & HRM)	0.20 lac

### Sponsored Seats:

1.	M.Sc: Biotechnology (NRI Sponsored)	3.025 lac
2.	M.Sc: Environmental Sciences	Rs. 90750/- per annum

26.	Digitalization and Networking Fund	a). Rs. 310/- to be realized from each student at the time of seeking admission in any of the professional courses being run by the Non-Govt. Colleges affiliated with the University b). Rs. 180/- to be realized from each student of all the Govt. Colleges at the time of admission every year.
27.	Examination Maintenance Fund	120 (As service charges) to be retained by the Controller of Examinations
28.	Service Charges	5% of the total fee (less Rs. 1030/- realized as Corpus Fund deposited by Students admitted in Non-Govt. College for various Courses of the Univ. to be deposited by the Non-Govt. College/s every year)
29.	Industrial / Training Fee for M.Sc Electronics Programme	Rs. 6600/-
30.	Red Cross Fee	20/- per student (to be remitted to Dean Students Welfare)
* Foreign students fee shall be charged from the candidate at the time of admission, in addition to the normal fee and this fee be utilized on the lines of the Self Financing seat fee fund.		
<b>B. DEPOSITS (REFUNDABLE)</b>		
31.	Laboratory deposit	650 (To be retained in the Deptt.)
32.	Library deposit	650 (to be retained in the Deptt.)
The candidates admitted to the Department of Home Science shall also be charged Rs. 410/- per student for each of the two semesters (i.e. I and III semester) as Teaching practice fee annually.		
<b>C. LATE FEE &amp; APPEAL CHARGES ETC.</b>		
1.	Cost of Appeal Form	60/-
2.	Fee for Filing Appeal	360/-
3.	Late fee to receive application form upto a maximum of 3 days after the last date prescribed for the purpose.	110 (Draft Addressed to Dean Academic Affairs, Univ. of Jammu, 'Head Service Charges')
4.	Continued Enrollment fee	180 per semester
<b>NOTE :</b>		
1. Handling charges @ RS. 500/- shall be charged from each student of the private affiliated LAW COLLEGES for admission to LL.B (3 years) and B.A LL.B (5 years courses, which shall be deposited in the Local Fund of the Department of Law and The Law School respectively. 2. Blind and Physically handicapped candidates as defined in the statutes shall be exempted from payment of all the fees including charges for supervision and amanuensis. 3. Admission fee and other charges in case of affiliated Colleges and Self Financing courses shall be governed by their respective regulations issued by the University / State Govt. in this regard. 4. In respect of admission to the OFFSITE CAMPUSES / AFFILIATED COLLEGES, The Nodal Departments for the admission shall charge the university fee and remaining fee (if any) shall be charged directly by the respective institutes/colleges.		

Self Financing Programmes	
1. M.Sc: Microbiology, Biochemistry	1.815 lac
2. M.Sc: Human Genetics	2.42 lac
3. M.Sc.: Remote Sensing & GIS	1.21 lac per year

**NOTE:**

- 1) The above amount of fee is subject to change as may be notified from time to time by the University.
- 2) The payment made against Self Financing seats shall not be refundable.
- 3) The above mentioned fee excludes the Regular Annual fees & the same shall be charged when admission is granted.



# ANNEXURE—V

## AFFIDAVIT\*

(For candidates with GAP)

(A) I, ..... Son/Daughter of ..... Resident of ..... hereby solemnly declare that I have passed/appeared in the final year of my qualifying examination, in the year ..... from the University of ..... I further declare that I have neither been admitted to any course/programme of study of this University/any other University nor have passed any post graduate examination as a private candidate, after passing my graduation examination in the previous year, except as provided in explanation (i) of Statute 15 of the Statutes governing admissions to the University of Jammu. The above statement made by me is true to the best of my knowledge and belief and in the event of this having been proved otherwise, my admission shall stand automatically cancelled besides any other action that may be taken against me under law for my civil or criminal liability.

(B) I further hereby solemnly declare that I was not involved in any criminal / antisocial activities prior to submission of this application form.

DEPONENT

\*For candidates applying for admission after a lapse of time following graduation.

# ANNEXURE—VI

## AFFIDAVIT

(For Candidates Seeking Admission under Reserved Category)

(A) I, ..... Son/Daughter Resident of ..... hereby solemnly declare that I am seeking admission to the course/programme of study of ..... in the Department of ..... University of Jammu on the basis of ..... Reserved Category. I further declare that Reserved Category Certificate submitted by me is genuine and in the event of this having been proved otherwise, my admission shall stand automatically cancelled, besides any other action may be taken against me under law for my civil or criminal liability.

(B) I further hereby solemnly declare that I was not involve in any criminal/ antisocial activities prior to the submission of application form.

DEPONENT

# ANNEXURE—VII (a)

VII (a). FORM OF CERTIFICATE TO BE PRODUCED BY A CANDIDATE BELONGING TO SCHEDULED CASTE IN SUPPORT OF HIS/HER CLAIM

This is to certify that ..... of ..... District/Division ..... of ..... Village/Town ..... Son/Daughter of ..... Mr./Ms./Mrs. .... belongs to the ..... Caste which is recognised as Scheduled Caste under the constitution (Jammu & Kashmir) Scheduled Caste Order, 1956.

SIGNATURE..  
DESIGNATION

(Competent authority for issuance of Certificate is Revenue Officer not below the rank of Tehsildar)

Date.....

# ANNEXURE—VII (b)

VII. (b) FORM OF CERTIFICATE TO BE PRODUCED BY A CANDIDATE BELONGING TO SCHEDULED TRIBES IN SUPPORT OF HIS/HER CLAIM

This is to certify that ..... of ..... District/Division ..... of ..... Village/Town ..... Son/Daughter of ..... of ..... State ..... belongs to the ..... Tribes which is specified as a Scheduled Tribes under the constitution (Jammu & Kashmir) Scheduled Tribes Order, 1989 as amended from time to time.

SIGNATURE..  
DESIGNATION

(Competent authority for issuance of Certificate is Revenue Officer not below the rank of Tehsildar)

Date.....

**ANNEXURE—VII (c)**  
**VII. (c). CERTIFICATE OF BEING A MEMBER OF THE SOCIALLY AND EDUCATIONALLY BACKWARD CLASS**

This is to certify that Mr./Ms./Mrs. .... of Village/Town..... Son/Daughter of ..... of the State..... belongs to the District/Division..... is a member of the Socially and Educationally Backward Class, falling under the category :

- i) Resident of Backward Areas;
- ii) Resident of area adjoining Line of Actual Control;
- iii) Weak and Under privileged class (Social Caste)

This is also certified that the said Mr./Ms./Mrs. .... (on behalf of applicant) submitted his application for grant of this certificate to this Office on..... and the certificate has been delivered to him under my hand and seal today on the .....

SIGNATURE.....  
 DESIGNATION.....

Name in Block Letters  
 Authorised Officer (with seal)

\*(Competent authority for issuance of Certificate is Revenue Officer not below the rank of Tehsildar)

\* No certificate other than the competent authority shall be entertained/ considered

**ANNEXURE—VII (d)**  
**VII. (d). CERTIFICATE TO BEING CHILD OF DEFENCE PERSONNEL**

This is to certify that Mr./Ms./Mrs. .... of Village/Town..... Son/Daughter of ..... of the State..... serving or has served as member of Army/Navy/Air Force.

\* (Competent authority for issuance of Certificate is authorised Officer of Zila Sainik Board/Commanding Officer of the Unit where serving or served)

\* No certificate other than the competent authority shall be entertained/ considered.

**ANNEXURE—VII (e)**  
**VII (e). CERTIFICATE TO BEING AN EX-SERVICEMAN**

This is to certify that Mr./Ms./Mrs. .... of Village/Town..... Son/Daughter of ..... of the State..... is an ex-serviceman of the ..... Force and has been honourably discharged from the service of the said Force on.....

Signature of the Authorised Officer (with seal)

\*(Competent authority for issuance of Certificate is authorised Officer of Zila Sainik Board/Commanding Officer of the Unit where serving or served)

\* No certificate other than the competent authority shall be entertained/ considered

**ANNEXURE—VIII**

**AFFIDAVIT**  
(For All Candidates)

I, ..... Son/Daughter of ..... Resident of ..... have solemnly declare that -

- a) I have passed/appeared in the final year of my last qualifying examination from.....
  - b) I have gone through the contents of the Brochure-cum-Application Form, published by the University of Jammu and read the Statutes thoroughly. I shall abide by the instructions mentioned therein.
  - c) I have personally filled in the Admission Form.
  - d) I shall attend the Department concerned as per the schedule to be notified separately by the University of Jammu.
  - e) If I fail to attend the Department concerned as per the notified date, I shall automatically lose the right of admission to the course / courses for which I have applied.
  - f) I have not been debarred/disqualified by the University of Jammu or any other University.
  - g) I have applied for admission in open category/reserved category/payment seat category (mention whichever are applicable)
  1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_
- I declare that the certificates submitted by me are genuine and the above statements made by me are true to the best of my knowledge and belief. In the event of this being proved otherwise, my admission shall stand automatically cancelled; besides, I shall be responsible for any other action that may be taken against me under law.
- h) I shall not indulge in Ragging: In case of any violation, I shall be liable to any action under law, including cancellation of my admission.

WITNESSES :

- 1.
- 2.

DEPONENT

**LIST OF GAMES/SPORTS WHICH THE UNIVERSITY RECOGNIZES/ PARTICIPATES IN AT VARIOUS LEVELS**

**ANNEXURE-IX**

S. No	Games(Men Section )	S. No	Games (Women Section )
1	Wrestling	1	Wrestling *
2	Cross Country	2	Cross Country
3	Aquatics	3	Aquatics
4	Judo	4	Judo
5	Kho-Kho	5	Kho-Kho
6	Football	6	Football
7	Kabaddi	7	Kabaddi
8	Table-Tennis	8	Table-Tennis
9	Handball	9	Handball
10	Cricket	10	Cricket
11	Boxing	11	Boxing
12	Volleyball	12	Volleyball
13	Basketball	13	Basketball
14	Hockey	14	Hockey
15	Tennis	15	Tennis
16	Yoga	16	Yoga
17	Chess	17	Chess
18	Badminton	18	Badminton
19	Athletics	19	Athletics
20	Cycling Track	20	Cycling Track
21	Cycling Road	21	Cycling Road
22	Power Lifting & Wt Lifting	22	Power Lifting & Wt Lifting
23	Rowing	23	Rowing
24	Squash Rackets	24	Squash Rackets
25	Ball Badminton	25	Ball Badminton
26	Softball	26	Softball
27	Pistol Shooting & 177, Air Rifle Peep Sight. (Clay Pigeon Shooting Trap, Double trap and Skeet).	27	Pistol Shooting & 177, Air Rifle Peep Sight. (Clay Pigeon Shooting Trap, Double trap and Skeet).
28	Canoeing and kayaking	28	Canoeing and kayaking
29	Archery	29	Archery
30	American Football	30	Yachting
31	Yachting	31	Fencing
32	Fencing	32	Baseball
33	Baseball	33	Netball
34	Netball	34	Taekwondo
35	Taekwondo	35	Circle Kabaddi
36	Circle Kabaddi	36	Hockey 5s
37	Hockey 5s	37	Greco Roman style wrestling
38	Best Physique	38	Gatka
39	Greco Roman style wrestling	39	Gymnastics and Malkhand
40	Gawker		

## AFFIDAVIT

(Duly sworn in before the First Class Magistrate)

(For Candidate Seeking Admission under Single Girl Child Category)

I ..... Daughter of ..... Resident of ..... hereby solemnly declare that I am seeking admission in the course/programme of study namely ..... in the Department of ..... University of Jammu on the basis of being Single Girl Child of my parents.

I further declare that the Certificate submitted by me is genuine and in the event of this having been proved otherwise, my admission shall stand automatically cancelled, besides any other action may be taken against me under law for my civil or criminal liability.

DEPONENT

41	Gymnastics and Maikhamb	ARTISTIC	ARTISTIC
a	Floor Exercise	a	Floor Exercise
b	Horizontal Bar	b	Uneven Bar
c	Parallel Bar	c	Beam Balance
d	Roman Rings	d	Vaulting Horse
e	Vaulting Horse	RHYTHMIC	
f	Pomelled Horse	a	Ball
		b	Club
		c	Hoop
42	E-Sports	d	Ribbon
43	Korfball	e	Rope
44	Rollball	40	E-Sports
45	Sepak Takraw	41	Korfball
46	Soft Tennis	42	Rollball
47	Tug of War	43	Sepak Takraw
48	Wushu	44	Soft Tennis
		45	Tug of War
		46	Wushu

## ANNEXURE—XI

## AFFIDAVIT

(For Candidates Seeking Admission under Achievement Category)

(A) I ..... Son/Daughter of ..... hereby solemnly declare that I am seeking admission to the course/programme of study namely ..... in the Department of ..... University of Jammu on the basis of my achievements in the field of ..... (Sports / Cultural and Literary Activities/ NCC/ NSS/ Bharat Scouts and Guides). I further declare that the Certificate submitted by me in favour of my achievement category is/are genuine and in the event of this having been proved otherwise, my admission shall stand automatically cancelled, besides any other action may be taken against me under law for my civil or criminal liability.

(B) I further hereby solemnly declare that I shall continue to take part in respective achievement category ie. .... for which I am taking the benefit of admission, otherwise eligible for participation, failing which, my admission shall liable to be cancelled.

DEPONENT

LIST OF GAMES/ SPORTS (FOR 12<sup>TH</sup> QUALIFYING DEGREE/DIPLOMA)

S. No	Game/ Sports	S. No	Game/ Sports
1	Athletics	25	Billiards and Snooker
2	Badminton	26	Chess
3	Basketball	27	Golf
4	Cricket	28	Kabaddi
5	Football	29	Karate
6	Hockey	30	Kayaking and Canoeing
7	Swimming	31	Polo
8	Table Tennis	32	Power Lifting
9	Volley ball	33	Taekwondo
10	Tennis	34	Yachting
11	Weight Lifting	35	Kho Kho
12	Wrestling (International Style)	36	Body Building
13	Boxing	37	Ball Badminton
14	Cycling	38	Bridge
15	Gymnastic	39	Tenni- Koit
16	Judo	40	Carrom
17	Shooting	41	Softball
18	Archery	42	Wushu
19	Equestrian Sports	43	Sport Climbing
20	Handball	44	Thong-Ta
21	Rowing	45	Baseball
22	Roller/ Ice Skating	46	Women Cricket
23	Skiing	47	Women Football
24	Squash	All other games falling within the purview of the Indian Olympic Association or by the Govt. of India	

ITEM No: 10

**To consider the amendments proposed in the existing 'Rules for the Use of Dhanvantri Library, 2006'.**

**NOTE:**

The item is being submitted with the request that the existing Rules for the Use of Dhanvantri Library, 2006 need to be amended in view of a large number of private members, who prepare for different competitive exams, making request for the use of Reading Space in Dhanvantri Library.

The existing Rules for the Use of Dhanvantri Library, 2006 have outlived their utility especially in view of enormous increase in the enrolment of regular students and scholars in different teaching Departments of the University besides a large number of private members making request for the use of Reading Space in Dhanvantri Library thereby putting undue strain on different Sections of the Library, like, Browsing Section, Text Book Section, Periodicals Section, International Resource Centre, Jammu and Kashmir Section, etc., leading either to the closure of such areas or squeezing them into small space to accommodate large number of private members.

Therefore, the proposed amendments in the existing Rules for the Use of Dhanvantri Library, 2006 (**Annexure**) are being submitted to the Academic Council of the University of Jammu for their kind consideration for providing better services to the users of Dhanvantri Library.

## Proposed Rules for the Use of Dhanvantri Library by Private Members, 2017

Rules for the use of Dhanvantri Library Facilities, 2006:†		Rules for the Use of Dhanvantri Library Facilities by Private Members, 2017	
S.No.	Existing	S.No.	Proposed
i.	<p>The following persons shall be entitled to get the books issued after filling the prescribed application form:</p> <ol style="list-style-type: none"> <li>1. Any member of any of the authorities or bodies of the University;</li> <li>2. Faculty members;</li> <li>3. Research scholars and students on rolls of the University;</li> <li>4. Retired teachers of the University, prominent government officials and eminent scholars;</li> <li>5. Administrative staff of the University including officers and the subordinate staff.</li> </ol>	<ol style="list-style-type: none"> <li>1. These Rules shall be called the Rules for the Use of Dhanvantri Library Facilities by Private Members, 2017.</li> <li>2. These Rules shall come into force from the date which is notified by the University of Jammu for the said purpose.</li> <li>3. <b>Applicability:</b> These Rules shall apply to the 'Private Members' defined as such in these Rules for the use of Reading Hall facilities of Dhanvantri Library, University of Jammu.</li> <li>4. <b>Definitions:</b> <p><b>A. Private Member:</b> For the purposes of these Rules, any of the following users shall be called a 'Private Member':</p> <ol style="list-style-type: none"> <li>i. Any member of the authorities or bodies of the University of Jammu;</li> <li>ii. Former Post Graduate students of the University of Jammu;</li> <li>iii. Retired teachers of the University of Jammu;</li> <li>iv. Retired officers of the University of Jammu;</li> <li>v. Prominent government officials and eminent scholars;</li> <li>vi. Former students of Jammu region who have obtained their degrees from Institutions/Universities other than the University of Jammu.</li> </ol> </li> </ol>	
iii.	<p>The facility of using the reading shall be extended to former Jammu University and affiliated college students and to the former students of Jammu region who obtained their degrees from Institutions/ Universities other than Jammu University. The facility is also to be extended to the employees/wards of the employees employed in Jammu region. The migrant students of Kashmir University are also entitled for this facility. The persons of this category has to pay Rs. 100/- per month in addition to Rs. 200/- as Annual registration fee. The facility to</p>		

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this category of users is restricted to 80 users at a given time.

**B. Act of indiscipline:** For the purposes of the conduct of private members of Dhanvantri Library, the word "indiscipline" shall mean and include:

- i. disregard of the provisions of the Kashmir and Jammu Universities Act, 1969 and the Statutes, Regulations and Rules made thereunder from time to time;
- ii. disrespect or disobedience of the orders of any competent authority of the University;
- iii. disorderly conduct in or outside Dhanvantri Library;
- iv. participation or complicity in activities which have the effect of subjecting the University, its officers or teachers to ridicule or contempt;
- v. act of violence;
- vi. use of abusive, threatening or offensive language, either verbally or in writing;
- vii. possession of lethal weapons;
- viii. gambling or drinking liquor or any other anti-social activity;
- ix. causing damage or loss of the property in Dhanvantri Library and of the University;
- x. instigation of student/students or outsiders to engage in any of the foregoing activities; and
- xi. any other activity which is unbecoming of a Private Member of Library in the opinion of the authority responsible to maintain the discipline under the above stated Regulations, or an activity which has the tendency to disrupt the orderly functioning of the Library/University.

5.

**Registration of Private Member:** For the purposes of registration of the user of reading hall facilities of Dhanvantri Library as 'Private Member' a person shall be required to submit a duly filled 'Membership Form' given in Annexure-A attached to these Regulations which shall be signed and recommended by two Professors of the University of Jammu who shall stand as guarantee for the good conduct of the applicant during the period of validity of his/her membership of Dhanvantri Library.

Memorandum

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		6.	The applicant shall have to attach along with his/her Membership Form, valid copies of the following documents:  i. his/her valid photo ID, ii. his/her educational qualification certificates, iii. his/her marks card, iv. An affidavit, given in Annexure-B attached to the Rules, to be sworn before and issued by First Class Magistrate affirming a solemn oath by the candidate to abide by the conditions of private membership of Dhanvantri Library.
		7.	When the office of Dhanvantri Library is satisfied about the validity and genuineness of the Membership Form submitted by the applicant and the requisite documents attached therewith after proper scrutiny thereof, the applicant may be granted private membership of Dhanvantri Library, subject to the availability of seats in the Library. Once registered as 'Private Member', the applicant may be issued a smart card after the payment of requisite fee prescribed for the same.
		8.	Subject to the availability of seats in the designated reading hall of Dhanvantri Library, the facility of Private Membership of the Library shall be granted to 200 users at a given time.
iv.	The facility of consultation of Library books/Journals provided their case is recommended by a Professor of Jammu University, is extended to all the members of the civil society and genuine persons who want to avail the facility.	9.	The facility of consultation of Library books/Journals shall be extended to the members of civil society and persons who genuinely want to avail this facility provided their case is recommended by a Professor of the University of Jammu.
vi.	Persons not falling in the categories as mentioned in the Statutes if wants to use the facilities existing in Dhanvantri Library can be permitted provided it is approved by the Vice Chancellor.	10.	If a person not falling in the categories as mentioned in these Regulations wants to use Reading Hall facility in Dhanvantri Library, he/she may be permitted to use the said facility provided the same is approved by the Vice Chancellor on the recommendation of University Librarian.
ii.	The facility of consultation of books in Library and use of private reading hall be extended to the students of Distance Education provided the student desirous of such facility applies to the Incharge Library and pay a fee of Rs. 100/- per annum.	11.	The facility of the use of Reading Hall shall also be extended to 100 students of the Directorate of Distance Education, University of Jammu provided the student desirous of such facility applies to the University Librarian and pays the requisite fee for the same.



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v.	<p>The reading hall facility of Dhanvantri Library is not extended to the students of degree colleges.</p> <p>Provided persons belonging to class (3) shall make Library security deposit of Rs. 500/- and persons belonging to class (4) will make a Library security of Rs. 550/- each.</p>	12.	<p>The reading hall facility of Dhanvantri Library shall not be extended to the students of Degree Colleges affiliated to the University of Jammu or to the students who are still on the rolls of Colleges, Institutions or Universities other than the University of Jammu.</p>
vii.	<p>The smart cards shall be issued to those who want to get the books issued from Dhanvantri Library provided they are bona fide students or research scholars of the University of Jammu. The fee of Rs. 50/- be charged for issuing the smart cards. Regular teachers and University employees are exempted from paying the fee of smart card. In case of the persons falling in category (4) of Statute (1) Rs. 100/- be charged for issuing the smart card. In case students/research scholars, teacher or University employees loses his/her smart card, he/she has to pay Rs. 100/- for a new card to be issued against his/her name.</p>	13.	<p><b>Fee:</b> The facility of using the Reading Hall shall be extended to the 'Private Members' of Dhanvantri Library, University of Jammu enumerated in clauses (i), (ii) and (vi) of Rule 4 (A) of these Rules who shall have to pay a fee of Rs. 540/-* per month in addition to Rs. 1050/-* as refundable Annual Registration Fee.</p>
	<p>The Library security mentioned above will be refunded on the receipt of a week's notice from the borrowers, provided all books have been returned and all Library dues paid.</p>	14.	<p>The 'Private Members' enumerated in clauses (iii), (iv) and (v) of Rule 4 (A) of these Rules shall have to deposit a refundable Library security of Rs. 1180/-* for the use of facilities provided by Dhanvantri Library, University of Jammu.</p>
		15.	<p>A student of the Directorate of Distance Education, University of Jammu desirous of using Reading Hall facility of Dhanvantri Library shall be required to deposit a non-refundable fee of Rs. 330/- per annum along with his/her application made to the University Librarian for the same.</p>
		16.	<p>All 'Private Members' of Dhanvantri Library of the University of Jammu shall be issued a smart card. A fee of Rs. 50/- shall be charged for the issue of smart card to 'Private Members' enumerated in clauses (i), (ii), (iii), (iv) and (vi) of Rule 4(A) of these Rules while 'Private Members' enumerated in clause (v) of Rule 4(A) of these Rules shall be charged Rs. 100/- for the issue of smart card. In case a 'Private Member' loses his/her smart card, he/she shall have to pay Rs. 100/- for a new card to be issued against his/her name.</p>
		17.	<p>The refundable Library security mentioned hereinabove shall be refunded on the receipt of a week's notice from the users/borrowers provided all Library dues have been paid and books returned.</p>

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		<p>18. <b>Duration of Membership:</b> The minimum period for which membership shall be given to a 'Private Member' shall be 3 months and maximum period of membership shall be one year.</p> <p>Provided that no further extension beyond one year shall be given to a 'Private Member' in order to facilitate other fresh users of Library to use this facility.</p> <p>Provided further that no fresh membership shall be given to a 'Private Member' after the refund of his/her Library security.</p> <p>Furthermore, if the 'Private Member' does not start using the Library facilities for a continuous period of three months from the date of his/her registration, his/her membership shall automatically stand cancelled.</p> <p>19. The entry of a 'Private Member' to the Dhanvantri Library building shall be allowed and regulated by smart card issued to him/her at the time of his/her registration. All the 'Private Members' of Dhanvantri Library shall be required to carry smart card on their person while on the premises of the Library.</p> <p>20. The 'Private Members' shall use only the assigned space provided to them in the specified Reading Hall of the Dhanvantri Library. They shall in no case encroach on any space designated in Dhanvantri Library for the use of regular students, scholars, teachers, etc., of the University of Jammu.</p> <p>21. <b>Cancellation of membership:</b> Any 'act of indiscipline' as defined in clauses (i) to (xi) of Rule 4(B) of these Rules or in Kashmir and Jammu Universities Act, 1969 or violation of the conditions contained in these Rules on the part of a 'Private Member' of Dhanvantri Library shall automatically result in the cancellation of his/her membership of the Library without any further notice to the concerned 'Private Member'.</p> <p>22. The cancellation of membership of a 'Private Member' shall lead to the immediate withdrawal of all benefits to him/her including the ban on his/her entry into the Library building. A 'Private Member' whose membership of the Library is once cancelled on the ground of 'indiscipline' or violation of the conditions contained in these Rules shall not be</p>
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		23.	entitled to the grant of private membership again.  <b>Repeal:</b> The existing Rules for the Use of Dhanvantri Library, 2006 as approved by the Vice Chancellor on the recommendations of Advisory Committee in its meeting held on 1 June 2006 and as amended from time to time shall stand repealed by The Rules for the Use of Dhanvantri Library Facilities by Private Members, 2017.
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†As approved by the Vice Chancellor on the recommendations of Advisory Committee in its meeting held on 1 June 2006 and as amended from time to time.

\*Vide University Notification No. F.Acd/I/17/17579-678. Dated 07.03.2017.

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ANNEXURE-A  
**DHANVANTRI LIBRARY**  
UNIVERSITY OF JAMMU, JAMMU-180006  
**MEMBERSHIP FORM**

Serial No.....

Membership No.....

Name.....

Father's Name.....

Permanent Address.....

.....

Present Address.....

.....

Mobile No. ....

E-mail ID: .....

Qualification .....University/Institution last attended.....

Present Activity/Engagement.....

Duration for which Library facility is required.....

Library usage fee vide receipt No.....

Recommendation of the two Jammu University Professors: (Who shall stand as guarantee for the good conduct of the private member.)

Recommended

1. Signature .....

Name .....

Designation .....

Seal .....

Mobile No.....

Recommended

1. Signature .....

Name .....

Designation .....

Seal .....

Mobile No.....

Date of Issue .....Valid upto.....

Section Incharge (Circulation)

Librarian

Renewed upto.....Vide Receipt No.....

Renewed upto.....Vide Receipt No.....

Renewed upto.....Vide Receipt No.....

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**Act of indiscipline:**

Any act of indiscipline on the part of a "private member" of Dhanvantri Library shall automatically result in cancellation of his/her membership of the Library.

For the purposes of the conduct of private members of Dhanvantri Library, the word "Indiscipline" means and Includes:- (a) disregard of the provisions of the Kashmir and Jammu Universities Act, 1969 and the Statutes, Regulations and Rules made thereunder from time to time; (b) disrespect or disobedience of the orders of any competent authority of the University; (c) disorderly conduct in or outside Dhanvantri Library; (d) participation or complicity in activities which have the effect of subjecting the University, its officers or teachers to ridicule or contempt; (e) act of violence; (f) use of abusive, threatening or offensive language, either verbally or in writing; (g) possession of lethal weapons; (h) gambling or drinking liquor or any other anti-social activity; (i) causing damage or loss of the property in Dhanvantri Library and of the University; (j) instigation of student/students or outsiders to engage in any of the foregoing activities; and (k) any other activity which is unbecoming of a Private Member of Library in the opinion of the authority responsible to maintain the discipline under the above stated Regulations, or an activity which has the tendency to disrupt the orderly functioning of the Library/University.

ANNEXURE-B

AFFIDAVIT\*

(For private members of Dhanvantri Library)

I..... Son/Daughter of .....

resident of .....

do hereby solemnly declare that:

i. I have passed ..... examination from .....

ii. I have personally filled in the Membership Form of Dhanvantri Library for enrolment as a private member of the Library;

iii. I have gone through the Rules, Regulations, Statutes and conditions applicable to a private member of the Library;

iv. I shall abide by the conditions of my membership of Dhanvantri Library contained in the Rules and notified by the University of Jammu from time to time;

v. if I fail to abide by the conditions of my membership of the Library or Rules, Regulations and Statutes applicable to a private member of Library, I shall automatically lose my right of being a private member of the Library;

vi. I shall use the facility of reading space only as provided to me by the Dhanvantri Library during the period of validity of my membership;

vii. I shall not indulge in any act of indiscipline during the period of my membership of Dhanvantri Library;

viii. I have not been debarred/disqualified by the University of Jammu or any other University for a conduct violative of law governing the University concerned;

ix. I shall not indulge in ragging and in case of any violation of this condition, I shall be liable for any action under law, including cancellation of my membership.

I declare that the documents submitted by me are genuine and the above statements made by me are true to the best of my knowledge and belief. In the event of this being proved otherwise, my membership of Library shall stand automatically cancelled, besides I shall also be responsible for any other action that may be taken against me under law.

Witnesses

Deponent

1.

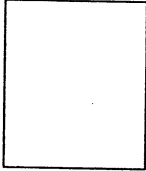
2.

\* To be issued by First Class Magistrate only.

Annexure-C

Private Members Card

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<b>DHANVANTRI LIBRARY</b> University of Jammu, Jammu <b>MEMBERSHIP CARD</b> Membership No. ....	
Name.....	
Father's name.....	
Address.....	
Date of issue.....	
Valid upto.....	
Signature of the Member	Librarian

(Backside of card)

<ol style="list-style-type: none"><li>1. The card is non-transferable</li><li>2. The card must be carried by the member when visiting the Library</li><li>3. The membership entitles the reading hall facility only</li><li>4. The Library retains the right to cancel the membership in case a member is found violating the Rules.</li></ol>
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11 *Annexure*

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**ITEM No: 11**

**To consider the introduction of Rs.2000/- (Rs. Two Thousand only) as 'Bar Council of India(BCI) Inspection Fee' to be charged from each student once at the time of seeking admission to the 1<sup>st</sup> Semester of the LL.B (3 Years) Programme in the Department of Law and retention of such amount in the Department of Law for payment of Inspection Fee to the BCI.**

**NOTE:**

The item is being placed with the objective to ensure recognition by BCI of LL.B Course so as to enable students to practice legal profession in India.

The recognition by the Bar Council of India is mandatory for running the Law Course. The Bar Council of India has increased the inspection amount to Rs.3,00,000/- per course per year to get the mandatory approval for running the Law Course. However, such a huge amount cannot be given every year from the Consolidated Local Fund of the Department of Law. Therefore, it is necessary that 'BCI Inspection Fee' of Rs.2000/- be charged from each student once at the time of seeking admission to 1<sup>st</sup> Semester of LL.B (3 Years) Programme at the Department of Law and such amount be retained in the Department for payment of Inspection Fee to the Bar Council of India to get the mandatory approval to run the Law Course.

Hence, the matter is submitted for kind consideration and approval of the Academic Council.



**ITEM No: 12**

**To grant one time exemption to the students who have been admitted in the B.Ed. programme in the various Private B.Ed. Colleges affiliated with the University of Jammu after having passed Graduation with three subjects.**

**NOTE:**

The item is being placed with the objective to give one time exemption to the students who admitted in the B.Ed. programme in various Private B.Ed. Colleges affiliated with the University of Jammu after having passed Graduation with three subjects.

The Principals of various Private B.Ed. Colleges have made representation addressed to the Dean Academic Affairs/Registrar/ Director, College Development Council stated that various students admitted in the B.Ed. course after having passed graduation with two/three subjects and requested to consider the eligibility of the students in B.Ed. programme who passed graduation with three subjects.

The matter was deliberated by the duly constituted Committee on 13.02.2017 and the recommendations of the committee later discussed by the Director, College Development Council with the Vice-Chancellor on the points given below.

1. As per the record available in the file 14 Principals of Private B.Ed. Colleges affiliated to the University of Jammu have submitted an application to the Dean Academic Affairs regarding consideration of case pertaining to non-eligibility of students for B.Ed. Course with three subjects.
2. The marks certificates attached in the file of the students reveal that they have done graduation from:
  - a) Jai Narain Vyas University, Jodhpur.
  - b) Mahatma Gandhi Kashi Vidyapith, Varanasi
  - c) Purvanchal University, Jaunpur
  - d) Maharshi Dayanand Saraswati University, Ajmer
  - e) University of Rajasthan
  - f) Magadh University, Bodh-Gaya
  - g) Guru Nanak Dev University, Amritsar
  - h) Punjab University Chandigarh.
3. From the perusal of marks certificates of the candidates/students, it seems that in B.A. Part-I; there are five/six subjects and in Part-II & III, there are three subjects. Some of the students have also done post-graduation.
4. That the Academic Section shall be asked to provide information whether all these universities are recognized or not.
5. That the Registration Section and/or Examinations Professional Section should have withheld their eligibility and Roll No. slips and have not allowed the students/candidates to appear in the examination.



# UNIVERSITY OF JAMMU

## NOTIFICATION

(15/April/Gen/14)

Pursuant to Resolution passed by the Standing Committee of the Academic Council at its meeting held on 13<sup>th</sup> March, 2015, it is notified for the information of all concerned that in all those programmes of study in the Faculties of Arts, Science, Life Sciences, Social Science, Business Studies, Education, Mathematical Sciences and Music & Fine Arts wherever Bachelor degree is the eligibility, the candidate must have passed Bachelor degree examination with atleast four subjects provided:-

1. That the degree obtained by such candidate is recognized by UGC;
2. That the degree is granted by a University established by an Act of Parliament or an Act of State Legislature; and
3. That if the said University is not a University of Jammu and Kashmir State, it has been allowed to offer its distance education programme within Jammu and Kashmir by the State Government.

sd/-

DEAN ACADEMIC AFFAIRS

No. F.Acd/III/15/ 286-385

Dated: 13-04-15

Copy for information & necessary action to the -

1. Special Secretary to Vice-Chancellor
2. Sr. P.A. to Dean Academic Affairs/ Dean Research Studies/Registrar/ Controller of Examinations
3. P.S. to Secretary, Higher Education Department, J&K Government, Civil Secretariat, Jammu
4. Director, CDC/DDE
5. Principals of all the affiliated colleges of the University of Jammu
6. Registrar, University of Kashmir, Srinagar
7. CA to Controller of Examinations
8. Asst. Registrar (Conf/Exams U/G/Admission/Inf./Regn./Publication)
9. SO (Confidential)
10. Incharge. University Website

ASST. REGISTRAR (ACAD)

**ITEM No: 13**

**To consider the cases of admission of candidates to Ph.D Programme without the issuance of proper notification from the concerned Departments.**

**NOTE:**

**This item is placed before the Academic Council as there was deviation from the existing Statutes for making admission to Ph.D Programme. The admission of the candidates to Ph.D Programme under the exempted category was done by some of the Departments without the issuance of proper notification thereby violating the UGC-MSP Regulations as well as Statutes of the Ph.D Programme. In order to regularize their admission (in the year 2015, 2016) and to avoid any financial loss to the students, the case is put up before the Academic Council duly recommended by the Campus Deans.**

As per Regulation 3 relating to the Procedure of Admission to the M.Phil/Ph.D Programme, ***“Every applicant seeking admission to the Ph.D Programme [except those with M.Phil from the University of Jammu, JRF (qualified) or those who have qualified NET/SET/SLET/(GATE with 80 percentile score), Teacher fellowship holders and M.Phils with entrance test from the other Universities (Regular mode)] shall have to undergo an entrance test. However, such exempted candidates as mentioned above will have to apply for the enrolment as per the notification of the Department and shall have to complete other requirements for pursuing the said course. Enrolment of such candidates may take place twice in a year, once before the entrance test and once before the ensuing of the second semester”.***

The Department of Dogri forwarded the admission cases of the candidates admitted to the Ph.D Programme without issuance of any notification by the Department under the ‘exempted category’ candidates for placing the same in the Board of Research Studies in Arts. However, the Board of Research Studies in Arts desired to place the matter before the Campus Deans. In this regard, the meeting of the Campus Deans was held on 09.02.2017 and the Campus Deans ***expressed their displeasure over the admission of the exempted category candidates by the Department without any prior notification.*** However, the members after threadbare discussion, **resolved that** as per the recommendations of the Departmental Research Committee, the candidates who have applied for admission to the Ph.D programme without notification of the Department be admitted as a ***one time exemption case*** to avoid financial and other losses to the candidates.

The office of Dean Research Studies reported that similar cases have been received from the Department of **Statistics, Hindi & Zoology** also, in which the admission of the candidates was made by the respective Departments without issuance of any notification. These candidates have applied for admission to Ph.D after the submission of the M.Phil dissertation and their applications have been accepted by the Department and their cases have been forwarded to the office of the Dean Research Studies.

It was **further resolved** that the M.Phil candidates who have been admitted to the Ph.D Programme after submission of their M.Phil Dissertations before July, 2016 be approved as per Statute 5(b) in vogue at that time, which provides as under:-

***The Board of Research Studies concerned may, on the recommendations of the Departmental Research Committee concerned, authorize continuance of a scholar, from the date of submission of M.Phil Dissertation, if a candidate applies for the same after submitting his/her M.Phil dissertation, subject to the fulfillment of the eligibility conditions.***

However, the admission of one NET-JRF candidate in the **Dogri** Department be also approved as a one time exception, in order to avoid any financial hardship to the candidate.

It was **further resolved that in future**, the notification for admission of the exempted category candidates to the Ph.D Programme shall also be issued by the office of Dean Research Studies twice a year.

The matter, hence, is submitted to the Academic Council for consideration.

**ITEM No: 14**

**To regularize the admission and registration of INSPIRE candidates to the Ph.D Programme, on the recommendations of the Committee constituted by the Hon'ble Vice-Chancellor for the same.**

**NOTE:**

This item is placed before the Academic Council to consider the recommendations of the Committee constituted to regularize the procedure of admission and registration of INSPIRE Fellowship holders to the Ph.D Programme because the INSPIRE Fellows were admitted to Ph.D Programme as per the Statutes in vogue at that time wherein they were exempted to appear in the Entrance Test alongwith other categories. This addition to the exempted category was made at the University level. However, the UGC-MSP Regulations, 2009 do not include INSPIRE fellows. Therefore, the matter is reported to the Academic Council.

In the Year 2015, seven candidates who were awardees of INSPIRE Fellowship by the DST were admitted to the Ph.D Programme in the respective science departments under the 'Entrance Exempted Category' as per the Statutes in vogue at that time. However, in the UGC issued (MSP) guidelines, the name of the INSPIRE Fellowship does not exist alongwith the NET/SET/GATE/JRF exempted categories for whom separate guidelines for admission can be formed. As per the UGC-MSP guidelines, every applicant seeking admission to the Ph.D Programme [except those with M.Phil from the University of Jammu, JRF (qualified) or those who have qualified NET/SET/SLET/(GATE with 80 percentile score), Teacher fellowship holder and M.Phil with entrance test from other Universities (Regular mode)] shall have to undergo an entrance test. As the admission of these candidates has already been made and they were about to be registered for Ph.D, the Vice-Chancellor to resolve the issue of the admission of the INSPIRE candidates, constituted a Committee and the committee while considering the cases of the INSPIRE candidates for their registration to Ph.D Programme observed as under:-

1. The candidates were admitted to the Ph.D Programme under the exempted category (INSPIRE Fellow) as per the University Statutes in operation at that time as approved by the University Council. (Annexure – I)
2. On the basis of enrolment in the Ph.D Programme, the Department of Science & Technology, Government of India has released the INSPIRE Fellowships in favour of these candidates. The candidates since then have been drawing their fellowship and working on the assigned research topic.
3. Further some of the INSPIRE candidates have already been registered for Ph.D Degree and those yet to be registered have qualified the Course Work Examination and the Entrance Test.

Therefore, it was **resolved** that the candidates yet to be registered for the Ph.D Degree be registered giving the back date effect of registration. For those candidates, who are already registered will have to appear in the Entrance Test as and when it is conducted by the Department concerned.

Further, with the above, the candidates shall deem to have fulfilled the criterion of admission on the basis of Entrance Test laid down by UGC (Minimum Standards and Procedures for Award of M.Phil/Ph.D Degree) Regulations, 2009.

The matter, hence, is submitted to the Academic Council for consideration.

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## UNIVERSITY OF JAMMU

REGULATIONS RELATING TO THE PROCEDURE OF  
ADMISSION TO M.Phil/Ph.D PROGRAMME ISSUED VIDE  
NOTIFICATION NO. 3 DATED 04.01.2013.

1. There shall be a combined entrance test for admission to M.Phil/Ph.D Course. The notification inviting applications to appear in the Combined Entrance Test shall be issued by the office of the Dean Research Studies once in a year i.e. in the first week of July. Students desirous of being enrolled as M.Phil or Ph.D candidates will indicate their preference for either of the two courses in the application form. All the candidates eligible under Statutes governing M.Phil/Doctor of Philosophy in various faculties shall apply to appear in the entrance test for admission to Ph.D/ M.Phil course in the Departments against notification. The candidates who have appeared in M.A./M.Sc 4th semester/final examination may also be considered for appearing in combined entrance test of M.Phil/Ph.D and their case will be considered only if their result is declared at the time of determining the merit. The entrance test will not be required for the exempted candidates including the M.Phil (regular mode), JRF (National Testing Authority), NET/SET/INSPIRE and other exempted teachers, statutory officers and non-vacational officers.
2. The vacancies for Ph.D shall be determined keeping in view the number of applications pending with the department of the candidates who are M.Phil from University of Jammu (regular mode), JRF (National Testing Authority), NET/SET/INSPIRE and other exempted teachers, statutory officers and non-vacational officers and M.Phil from other Universities. This will be preferential sequence to be followed in determining number of vacant seats and other facilities etc. The pending applications of exempted candidates would be considered and adjusted against the available vacancies as per preferential order. After adjusting the exempted candidates, the number of vacancies and specializations in each Department for

(24)

Ph.D will be communicated by the Head of the Department concerned to the office of Dean Research Studies for the purposes of Combined Entrance Test on or before 15th June every year.

3. Every applicant seeking admission to Ph.D Programme (except those with M.Phil from University of Jammu, JRF (qualified) or those who have qualified NET/SET/SLET, INSPIRE, College Teachers, the Statutory Officers and non-vacational officers of the University having minimum experience of five years and M.Phil from other Universities (Regular mode)/College Librarians and PTI's who would like to pursue Ph.D. and are/were appointed as per the UGC norms and having requisite qualifications) shall have to undergo entrance test. However, such exempted candidates as mentioned above will have to apply for the enrolment as per the notification of the Department and shall have to complete other requirements for pursuing the said course. Enrolment of such candidates may take place twice in year, once before the entrance test and once before the ensuing of second semester.

4. The admission for Ph.D Programme for the exempted category of students will be finalized and communicated to the office of DRS on or before June 1st every year.

5. (a) Each Department through DRC shall devise its independent syllabi for Combined Entrance Test which shall be made available to all the desirous eligible candidates on the day of submitting applications.

(b) The paper shall have the following components:-

i) Research Aptitude Component - 50 marks

ii) Academic Component - 50 marks

(as per Post-Graduate Syllabi of the University of Jammu)

Research Aptitude questions shall be of descriptive nature and there shall be eight questions in this section. Every candidate shall attempt five questions out of the given eight questions. Each question shall carry 10 marks and the candidate shall answer every question in about 300 words. The section shall cover all the areas/specialization in a particular discipline. In the academic component there shall be 50 multiple choice objective type questions (with four alternative responses) covering the syllabi at the Post-graduate courses of the University of Jammu. Each question



**ITEM No: 15**

To confirm the action taken by the Vice-Chancellor in having condoned a deficiency upto 1% marks in the aggregate number of Marks required for 1<sup>st</sup> or 2<sup>nd</sup> Division for placing the candidate in the 1<sup>st</sup> to 2<sup>nd</sup> Division as the case may be, in relaxation to the Statute 3 of the Admission to the M.Phil Programme in all the courses run by the University of Jammu with retrospective effect from the Academic Session 2007-08 onwards; and

Increasing the number of seats in M.Phil Programme of the Department of Dogri from 10 to 16 i.e. 6 seats beyond the prescribed limit, for the Session 2008-09.

**NOTE:**

The item is placed before the Academic Council as the admission of one candidate to the Ph.D Programme in Dogri was made in relaxation of the Statute 3 of the Statutes governing the M.Phil Course i.e. 'the minimum requirement for admission to the M.Phil Course shall be a Master's Degree Examination in the subject concerned or an allied subject in the second division, from a Statutory University' and now the belated reporting of the matter in the bodies.

It is submitted that in the Year 2009, the Vice-Chancellor in anticipation of the approval of the Competent Bodies authorized condoning a deficiency upto 1% marks in the aggregate number of marks required for 1<sup>st</sup> or 2<sup>nd</sup> division for placing a candidate in the 1<sup>st</sup> or 2<sup>nd</sup> division as the case may be in all the courses run by the University with retrospective effect from the Academic Session 2007-08 onwards and notification to this effect was issued vide No. F.Acd./II/09/1013-1117 dated 11.02.2009 (given at Annexure-'A').

Subsequently, the said notification was kept in abeyance vide No. Acd./II/176/09/2962-3027 dated 29.03.2010 (as given in Annexure-'B'). Further, the then Vice-Chancellor on the recommendations of the Departmental M.Phil Committee, sanctioned the increase in the number of seats in M.Phil Course in the Department of Dogri from the existing 10 to 16 for the Session 2008-09 as a **special case**, which was beyond the intake capacity of the Department of Dogri. Keeping in view the above, the following is submitted for the confirmation of the action taken earlier by the University

- i. The action taken by the Vice-Chancellor in having condoned a deficiency upto 1% marks in the aggregate number of marks for 1<sup>st</sup> or 2<sup>nd</sup> Division in all courses run by the University with retrospective effect from the Academic Session 2007-08 onwards i.e. up to 28.03.2010 is submitted for confirmation.
- ii. Further, the notification No. Acd./II/176/09/2962-3027 dated 29.03.2010 (Annexure-'B') wherein the said relaxation was kept in abeyance is also submitted for confirmation.
- iii. The action taken by the Vice-Chancellor in having increased the number of seats of M.Phil from 10 to 16 in the Department of Dogri for the Session 2008-09 is submitted for confirmation.

Hence, keeping in view, the above explanation, the matter under reference is submitted before the Academic Council for confirmation of the action taken by the University as given in note (i to iii) above.

The matter, hence, is submitted to the Academic Council for consideration.



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UNIVERSITY OF JAMMU

**NOTIFICATION**

(09/February/ Gen-A/03)

It is hereby notified for the information of all concerned that the Vice-Chancellor in anticipation of approval of the competent bodies, is pleased to condone a deficiency upto 1% marks in the aggregate number of marks required for 1<sup>st</sup> or 2<sup>nd</sup> division for placing a candidate in the first or second division as the case may be, in all the courses run by the University with retrospective effect from the academic session 2007-08 onwards.

No. F.Acd./II/09/ 1013-1117

Dated: 11-02-2009.

Sd/-

(PROF. G.S. SAMBYAL)  
REGISTRAR

Copy for information and necessary action to:

1. Special Secretary to Vice-Chancellor, University of Jammu.
2. P.S. to Dean Academic Affairs.
3. P.S. to Registrar/Controller Examinations
4. P.A to Director, CFQA.
5. All Heads of Teaching Departments of the University.
6. Principals of all affiliated Colleges.
7. All officers of the University.
8. Incharge, University Website.

Section Officer (Academic)

*[Handwritten signature]*

*[Handwritten signature]*

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## UNIVERSITY OF JAMMU

### NOTIFICATION

(09/March/ Gen./11)

It is notified for the information of all concerned that the earlier Notification (09/February/Gen-A/03) issued vide no. F.Acd/II/09/1013-1117 dated 11.02.009 is hereby kept in abeyance.

Sd/-  
REGISTRAR

F.Acd/II/176/09/ 2962-3027

Dated: 29/03/2010

Copy for information & necessary action to:-

1. Special Secretary to Vice-Chancellor;
2. PS to Dean Academic Affairs;
3. PA to Registrar/Controller of Examinations;
4. PA to Additional Controller of Examinations;
5. All Heads of Teaching Departments of the University of Jammu;
6. Principal, Govt. College of Engineering & Technology, Jammu. This is in reference to his letter No. GCET/09/1526 dated 19.09.200;
7. All officer of the University of Jammu;
8. Incharge, University Website;

*Sumita Sharma*

(Sumita Sharma)

Assistant Registrar (Academic)

-425-

ITEM No: 16

**To consider the matter w.r.t. the equivalence of the Moalim-e-Urdu Degree awarded by the Jamia Urdu Aligarh with the B.Ed Degree awarded by the State Universities of Jammu and Kashmir.**

**NOTE:**

The item is being placed with the objective to apprise that the Higher Education Department, Government of Jammu and Kashmir has issued an order that the 'Moalim-e-Urdu' degree awarded by the Jamia Urdu Aligarh is equivalent to the Bachelor of Education (B.Ed.) Degree awarded by the State Universities of Jammu and Kashmir. However, the said University is not recognized by the University Grants Commission.

The Higher Education Department, Government of Jammu and Kashmir, Civil Secretariat, Jammu has ordered that ***Moalim-e-Urdu Degree awarded by Jamia Urdu Aligarh is equivalent to the Bachelor of Education (B.Ed.) Degree awarded by the State Universities of Jammu and Kashmir.*** The copy of the said order is annexed.

It is submitted that the University of Jammu recognizes the degrees of only those Universities which are recognized by the University Grants Commission. The University does not consider the degrees obtained through the study centers/franchises of any University in the Country except the IGNOU. However, the degrees obtained by the candidates through the study centers of the Maulana Azad National Urdu University (MANUU) are recognized provided and only if such study centers are functioning strictly under the control of the MANUU as per the rules and regulations of the University/UGC.

As per the list of the Universities maintained by the University Grants Commission, New Delhi, Jamia Urdu Aligarh does not exist in the list.

Hence the matter is submitted for consideration of the Academic Council as regards the State Government order and its academic merits/sanctity.

No. 1-H-4/17/1927 dt 14/03/17

Government of Jammu and Kashmir  
Higher Education Department  
Civil Secretariat, Jammu.

**Subject:- Equivalence of qualification of Moalim-e-Urdu.**

Reference:- Letter No.(Clarification/Moalim/Acad/KU/16 dated 31-11-2016.

Government order No: 140 /HE of 2017  
Dated :- 08 - 03 - 2017

In view of similarities in curriculum, content and scheme, it is hereby ordered that "Moalim-e-Urdu" Degree awarded by Jamia Urdu Aligarh is equivalent to "Bachelor of Education (B.Ed)" Degree awarded by State Universities of Jammu and Kashmir.

**By order of the Government of Jammu and Kashmir.**

**Sd/-**

(Dr. Asgar Hassan Samoon) IAS  
Commissioner/Secretary to Government  
Higher Education Department

No:-HE/Clarification/Moalim-e-Urdu/2017

Dated 08 -03-2017

Copy to the:-

1. Principal Secretary to Hon'ble Chief Minister, J&K
2. Principal Secretary to Government, Finance Department
3. Principal Secretary to Government, School Education Department.
4. Commissioner/Secretary to Government, General Administration Department.
5. Registrar, University of Kashmir/Jammu/ Jamia Urdu Aligarh.
6. Secretary, J&K, Service Selection Board.
7. SA to (HEM) for Education for information of the Hon'ble Minister.
8. SA to (MoSE) for information of the Hon'ble Minister of State for Education.
9. PS to Commissioner/Secretary to Government, Higher Education Department.
10. Government order file.
11. Stock file.

Assd. Reg. (Acad.)

Registrar

(Irfan Manzoor) KAS  
Under Secretary to Government  
Higher Education Department

As desired, an item in this regard be prepared for the Ac. 13  
-427-  
14/3/17

**ITEM No: 17**

**To confirm the action taken by the Vice-Chancellor in having authorized modifications in Statutes 39 and 41 of the Statutes with regard to the Internal Assessment of the student and their promotion to the next Semester for the Three Year B.A./B.SC./B.Sc.Home Science/B.Com. (GENERAL)/BBA/BCA/B.Com. Honours/B.A. English Honours Programmes under the Choice Based Credit System w.e.f. the Academic Session 2016-17 onwards.**

**NOTE:**

This item is being placed with the objective to amend the Statutes with regard to the Internal Assessment of the students and their promotion to the next Semester for the Three Year B.A./B.SC./B.Sc.Home Science/B.Com. (GENERAL)/BBA/BCA/B.Com. Honours/B.A. English Honours Programmes under the Choice Based Credit System.

The Principal, G.G.M.Sc. College, Jammu forwarded a case of the students of the B.Sc. Semester-I under the Choice Based Credit System who had not secured the pass marks in the Internal Assessment test in the subject of Physics theory paper and as per the Statutes they were ineligible for promotion from Semester-I to II. The matter was deliberated by the Committee already constituted for the Statutes of the Choice Based Credit System at the Under Graduate Level on 31.03.2017 and after detailed deliberations on the issue, it was resolved that the following amendments be incorporated in the Statutes governing the Choice Based Credit System at the Under Graduate Level from the academic session 2016-17 onwards :

EXISTING	IT WOULD READ AFTER AMENDMENT
<p><b>39.</b> The evaluation of each course shall contain two parts :Internal or In Semester Assessment (IA) and External or End-Semester Assessment (EA).The internal grade awarded to the students in each course in a semester shall be published on the notice board at least one week before the commencement of end semester examination. The responsibility of evaluating the internal assessment is vested on the teacher(s) who teaches the course. There will be University Examinations at the end of each semester for both theory and Practical. Semester End Examinations for all theory papers shall be got set/prepared by the Controller of Examinations as per existing norms and evaluation of all theory papers courses shall be done by eligible faculty members of a cluster of colleges to be formed by all the colleges of a district, under the supervision and coordination of the Controller of Examination. When there is a single college in a district it has the liberty either to join the nearest cluster or form a new cluster with a similarly placed college of an adjacent district. Principal of the college where an evaluation centre shall be established shall prepare the</p>	<p><b>39.</b> The evaluation of each course shall contain two parts :Internal or In Semester Assessment (IA) and External or End-Semester Assessment (EA).The internal grade awarded to the students in each course in a semester shall be published on the notice board at least one week before the commencement of end semester examination. The responsibility of evaluating the internal assessment is vested on the teacher(s) who teaches the course. There will be University Examinations at the end of each semester for both theory and Practical. Semester End Examinations for all theory papers shall be got set/prepared by the Controller of Examinations as per existing norms and evaluation of all theory papers courses shall be done by eligible faculty members of a cluster of colleges to be formed by all the colleges of a district, under the supervision and coordination of the Controller of Examination. When there is a single college in a district it has the liberty either to join the nearest cluster or form a new cluster with a similarly placed college of an adjacent district. Principal of the college where an evaluation centre shall be established shall prepare the panel of Evaluators and Head Examiners. 5-10%</p>

panel of Evaluators and Head Examiners. 5-10% of the answer scripts evaluated by each evaluator may be got revised at random through the Head Examiners, in case of all courses.

20% of the marks allotted to each theory paper and 50% of the marks allotted to each practical paper including field work/ project work/ dissertation, wherever prescribed, shall be reserved for internal assessment. The evaluation of a candidate shall be awarded and record thereof maintained in accordance with the Regulations prescribed for the purpose under the CBCS as per the following:

THEORY	Syllabus to be covered in the examination	Time allotted	% Weightage (Marks)
Internal Assessment Test	Upto 50%(after 45 days)	1 hour	20
(Pattern: One long answer type question of 10 marks and Five short answer type questions of 2 marks each)			
External Semester End University Exam	Upto 100%(after 90 days)	3 hour	80
(Pattern: As proposed by the concerned BOS and approved by Academic Council or (*)			
<b>Total</b>			<b>100</b>
<b>PRACTICAL</b>			
Daily evaluation of practical records/ Viva voce/ attendance etc.			50( including 20% for attendance, 20% for Viva-voce and 60% for internal test and day to day performance)
Final Practical Performance + viva voce	100% Syllabus		50 (40(paper) +10(viva-voce))
(External Examination)			
<b>Total</b>			<b>100</b>

In case of failure/re-appear category the Internal Assessment earned by the candidate as a regular student shall be carried forward to the subsequent examination.

of the answer scripts evaluated by each evaluator may be got revised at random through the Head Examiners, in case of all courses.

20% of the marks allotted to each theory paper and 50% of the marks allotted to each practical paper including field work/ project work/ dissertation, wherever prescribed, shall be reserved for internal assessment. The evaluation of a candidate shall be awarded and record thereof maintained in accordance with the Regulations prescribed for the purpose under the CBCS as per the following:

THEORY	Syllabus to be covered in the examination	Time allotted	% Weightage (Marks)
Internal Assessment Test	Upto 50%(after 45 days)	1 hour	20
(Pattern: One long answer type question of 10 marks and Five short answer type questions of 2 marks each)			
External Semester End University Exam	Upto 100%( after 90 days)	3 hour	80
(Pattern: As proposed by the concerned BOS and approved by Academic Council or (*)			
<b>Total</b>			<b>100</b>
<b>PRACTICAL</b>			
Daily evaluation of practical records/ Viva voce/ attendance etc.			50( including 20% for attendance, 20% for Viva-voce and 60% for internal test and day to day performance)
Final Practical Performance + viva voce	100% Syllabus		50 (40(paper) +10(viva-voce))
(External Examination)			
<b>Total</b>			<b>100</b>

a) A candidate who fails in the Internal Assessment Theory/Practical shall be given one more chance within fifteen days from the declaration of the result of the same.

	b) In case of failure/re-appear category the Internal Assessment earned by the candidate as a regular student shall be carried forward to the subsequent examination.
<p><b>41. PROMOTION TO NEXT SEMESTER</b></p> <p>(i) A student will be eligible for promotion from Semester-I to II, Semester-III to IV if he/she has -</p> <p>(a) secured pass marks in Internal Assessment of all the subjects/papers of the Semester-I/III as the case may be.</p> <p>(b) has appeared in atleast one of the papers of Semester End examination of Semester-I/III as the case may be.</p> <p>(ii) A student will be eligible for promotion from Semester-II to III and Semester IV to V provided he/she has earned atleast 50% of the total credits for the subjects/papers of theory/practicals of Semester-I/III as the case may be and passed in Internal Assessment of all subjects/papers of Semester-II/IV as the case may be.</p> <p>(iii) A student will be eligible for promotion from Semester-V to VI provided he/she has passed in all subjects/papers of Semester-I and Semester-III.</p> <p>Provided that a student who does not fulfill the promotion criteria (i), (ii) &amp; (iii) above shall be declared fail in the semester concerned. However, he/she shall have the option to retain the marks in the papers in which he/she has secured Pass marks.</p> <p>(iv) A student who has to reappear in a subject/paper prescribed for Semester-I to IV shall appear in the subsequent Semester end examination to be held as per the dates prescribed by the University.</p> <p>(v) A student who has to reappear in a subject(s)/paper(s) prescribed for Semester-V &amp; VI shall appear in the supplementary examination.</p>	<p><b>41. PROMOTION TO NEXT SEMESTER</b></p> <p>(i) A student will be eligible for promotion from Semester-I to II, Semester-III to IV if he/she has -</p> <p>(a) secured pass marks in Internal Assessment <b>atleast 75%</b> of the subjects/papers of the Semester-I/III as the case may be.</p> <p>(b) has appeared in atleast one of the papers of Semester End examination of Semester-I/III as the case may be.</p> <p>(ii) A student will be eligible for promotion from Semester-II to III and Semester IV to V provided he/she has earned atleast 50% of the total credits for the subjects/papers of theory/practicals of Semester-I/III as the case may be and passed in Internal Assessment <b>atleast 75%</b> of the subjects/papers of Semester-II/IV as the case may be.</p> <p>(iii) A student will be eligible for promotion from Semester-V to VI provided he/she has passed in all subjects/papers of Semester-I and Semester-III.</p> <p>Provided that a student who does not fulfill the promotion criteria (i), (ii) &amp; (iii) above shall be declared fail in the semester concerned. However, he/she shall have the option to retain the marks in the papers in which he/she has secured Pass marks.</p> <p>(iv) A student who has to reappear in a subject/paper prescribed for Semester-I to IV shall appear in the subsequent Semester end examination to be held as per the dates prescribed by the University.</p> <p>(v) A student who has to reappear in a subject(s)/paper(s) prescribed for Semester-V &amp; VI shall appear in the supplementary examination.</p>

In view of the above, the Vice-Chancellor, in anticipation of the approval of the Competent Bodies, has been pleased to authorize the modification in Statute 39 and 41 of the Statutes governing the Three Year B.A./B.SC./B.SC HOME SCIENCE/B.COM. (GENERAL)/ BBA/BCA/B.COM. HONOURS/B.A. ENGLISH HONOURS PROGRAMMES under the Choice Based Credit System CBCS) with regard to the Internal Assessment of the students and their promotion to the next Semester vide notification No. F.Acd./I/17/100-199 dated 07.04.2017 (**Annexure-I**).

Hence, the action taken by the Vice-Chancellor is reported for confirmation.

# UNIVERSITY OF JAMMU

## NOTIFICATION

(17/Apr/GEN/10)

It is hereby notified for the information of all concerned that the Vice-Chancellor, in anticipation of the approval of the competent bodies, is pleased to authorize the following modifications in the Statutes 39 and 41 of the Statutes for Three Year B.A./B.Sc./B.Sc.Home Science/B.Com.(GENERAL)/BBA/BCA/B.Com.Honours/B.A. English Honours Programmes under Choice Based Credit System w.e.f. the Academic Session 2016-17 onwards:

EXISTING

IT WOULD READ AFTER AMENDMENT

39. The evaluation of each course shall contain two parts :Internal or In Semester Assessment (IA) and External or End-Semester Assessment (EA).The internal grade awarded to the students in each course in a semester shall be published on the notice board at least one week before the commencement of end semester examination. The responsibility of evaluating the internal assessment is vested on the teacher(s) who teaches the course. There will be University Examinations at the end of each semester for both theory and Practical. Semester End Examinations for all theory papers shall be got set/prepared by the Controller of Examinations as per existing norms and evaluation of all theory papers courses shall be done by eligible faculty members of a cluster of colleges to be formed by all the colleges of a district, under the supervision and coordination of the Controller of Examination. When there is a single college in a district it has the liberty either to join the nearest cluster or form a new cluster with a similarly placed college e of an adjacent district. Principal of the college where an evaluation centre shall be established shall prepare the panel of Evaluators and Head Examiners. 5-10% of the answer scripts evaluated by each evaluator may be got revised at random through the Head Examiners, in case of all courses.

20% of the marks allotted to each theory paper and 50% of the marks allotted to each practical paper including field work/ project work/ dissertation, wherever prescribed, shall be reserved for internal assessment. The evaluation of a candidate shall be awarded and record thereof maintained in accordance with the Regulations prescribed for the purpose under the CBCS as per the following:

THEORY	Syllabus to be covered in the examination	Time allotted	% Weightage (Marks)
Internal Assessment Test (Pattern:One long answer type question of 10 marks and Five short answer type questions of 2 marks each)	Upto 50%(after 45 days)	1 hour	20
External End Semester University Exam (Pattern: As proposed by the concerned BOS and approved by Academic Council or ("))	Upto 100%(after 90 days)	3 hour	80
Total			100

39. The evaluation of each course shall contain two parts :Internal or In Semester Assessment (IA) and External or End-Semester Assessment (EA).The internal grade awarded to the students in each course in a semester shall be published on the notice board at least one week before the commencement of end semester examination. The responsibility of evaluating the internal assessment is vested on the teacher(s) who teaches the course. There will be University Examinations at the end of each semester for both thebry and Practical. Semester End Examinations for all theory papers shall be got set/prepared by the Controller of Examinations as per existing norms and evaluation of all theory papers courses shall be done by eligible faculty members of a cluster of colleges to be formed by all the colleges of a district, under the supervision and coordination of the Controller of Examination. When there is a single college in a district it has the liberty either to join the nearest cluster or form a new cluster with a similarly placed college of an adjacent district. Principal of the college where an evaluation centre shall be established shall prepare the panel of Evaluators and Head Examiners. 5-10% of the answer scripts evaluated by each evaluator may be got revised at random through the Head Examiners, in case of all courses.

20% of the marks allotted to each theory paper and 50% of the marks allotted to each practical paper including field work/ project work/ dissertation, wherever prescribed, shall be reserved for internal assessment. The evaluation of a candidate shall be awarded and record thereof maintained in accordance with the Regulations prescribed for the purpose under the CBCS as per the following:

THEORY	Syllabus to be covered in the examination	Time allotted	% Weightage (Marks)
Internal Assessment Test (Pattern:One long answer type question of 10 marks and Five short answer type questions of 2 marks each)	Upto 50%(after 45 days)	1 hour	20
External End Semester University Exam (Pattern: As proposed by the concerned BOS and approved by Academic Council or ("))	Upto 100%( after 90 days)	3 hour	80
Total			100



PRACTICAL		
Daily evaluation of practical records/ Viva voce/ attendance etc.		50( including 20% for attendance, 20% for Viva-voce and 60% for internal test and day to day performance)
Final Practical Performance + viva voce (External Examination)	100% Syllabus	50 (40(paper) +10(viva-voce))
Total		100

In case of failure/re-appear category the Internal Assessment earned by the candidate as a regular student shall be carried forward to the subsequent examination.

#### 41. PROMOTION TO NEXT SEMESTER

- (i) A student will be eligible for promotion from Semester-I to II, Semester-III to IV if he/she has -  
 (a) secured pass marks in Internal Assessment of all the subjects/papers of the Semester-I/III as the case may be.  
 (b) has appeared in atleast one of the papers of Semester End examination of Semester I/III as the case may be.  
 (ii) A student will be eligible for promotion from Semester-II to III and Semester IV to V provided he/she has earned atleast 50% of the total credits for the subjects/papers of theory/practicals of Semester-I/III as the case may be and passed in Internal Assessment of all subjects/papers of Semester-II/IV as the case may be.  
 (iii) A student will be eligible for promotion from Semester-V to VI provided he/she has passed in all subjects/papers of Semester-I and Semester-III. Provided that a student who does not fulfill the promotion criteria (i), (ii) & (iii) above shall be declared fail in the semester concerned. However, he/she shall have the option to retain the marks in the papers in which he/she has secured Pass marks.  
 (iv) A student who has to reappear in a subject/paper prescribed for Semester-I to IV shall appear in the subsequent Semester end examination to be held as per the dates prescribed by the University.  
 (v) A student who has to reappear in a subject(s)/paper(s) prescribed for Semester-V & VI shall appear in the supplementary examination.

PRACTICAL		
Daily evaluation of practical records/ Viva voce/ attendance etc.		50( including 20% for attendance, 20% for Viva-voce and 60% for internal test and day to day performance)
Final Practical Performance + viva voce (External Examination)	100% Syllabus	50 (40(paper) +10(viva-voce))
Total		100

- a) A candidate who fails in the Internal Assessment Theory/ Practical shall be given one more chance within fifteen days from the declaration of the result of the same.  
 b) In case of failure/re-appear category the Internal Assessment earned by the candidate as a regular student shall be carried forward to the subsequent examination.

#### 41. PROMOTION TO NEXT SEMESTER

- (i) A student will be eligible for promotion from Semester-I to II, Semester-III to IV if he/she has -  
 (a) secured pass marks in Internal Assessment atleast 75% of the subjects/papers of the Semester-I/III as the case may be.  
 (b) has appeared in atleast one of the papers of Semester End examination of Semester I/III as the case may be.  
 (ii) A student will be eligible for promotion from Semester-II to III and Semester IV to V provided he/she has earned atleast 50% of the total credits for the subjects/papers of theory/practicals of Semester-I/III as the case may be and passed in Internal Assessment atleast 75% of the subjects/papers of Semester-II/IV as the case may be.  
 (iii) A student will be eligible for promotion from Semester-V to VI provided he/she has passed in all subjects/papers of Semester-I and Semester-III. Provided that a student who does not fulfill the promotion criteria (i), (ii) & (iii) above shall be declared fail in the semester concerned. However, he/she shall have the option to retain the marks in the papers in which he/she has secured Pass marks.  
 (iv) A student who has to reappear in a subject/paper prescribed for Semester-I to IV shall appear in the subsequent Semester end examination to be held as per the dates prescribed by the University.  
 (v) A student who has to reappear in a subject(s)/paper(s) prescribed for Semester-V & VI shall appear in the supplementary examination.

Sd/-

DEAN ACADEMIC AFFAIRS

No. F. Acd/1/17/100-199  
 Dated: 07-04-2017

Copy to:-

1. Special Secretary to the Vice-Chancellor for kind information of the Worthy Vice-Chancellor pls.
2. Sr. P.A. to the Dean Academic Affairs
3. Sr. P.A. to the Registrar/Controller of Examinations/Director, CDC
4. Principals of all-affiliated Degree Colleges
5. Joint Registrar (Exams./Eval.)
6. Asstt. Registrar (Exam./UG/Eval.Prof/Eval.Non-Prof./Certificate/PRD)
7. I/c University Website office for n.a.

Assistant Registrar (Acad.)

**ITEM No: 18**

**To confirm the action taken by the Vice-Chancellor in having authorized modification in Statute 26 of the Statutes governing the THREE YEAR B.A./B.SC./B.COM.(GENERAL)/BBA/BCA/HONOURS COURSE (SEMESTER SYSTEM) w.r.t. Semester End Examination and Promotion of the student to the next Semester.**

**NOTE:**

This item is being placed with the objective to modify Statute 26 of the Statutes governing the THREE YEAR B.A./B.SC./B.COM.(GENERAL)/BBA/BCA/HONOURS COURSE (SEMESTER SYSTEM) w.r.t. Semester End Examination and Promotion of the student to the next Semester.

The Principal, Govt. Degree College, Billawar forwarded a representation of the students of Semester-V of Govt. Degree College, Billawar with regard to grant of one time concession to seek admission in Semester-VI as they were given admission in Semester-V with minimum 75% pass subjects in the previous Semesters. The college had denied their enrolment in Semester-VI as their result of Semester-I & III bi-annual was not declared at that time. As per Statute, a student will be eligible for promotion from Semester-V to VI provided he/she has passed in all subjects/papers of Semester-I and Semester-III.

After examining Statute 26 of the Statutes governing the THREE YEAR B.A./B.SC./B.COM.(GENERAL)/BBA/BCA/HONOURS COURSE(SEMESTER SYSTEM) and in order to sort out the issue, the following amendments are proposed to be made in Statute 26 as desired, in anticipation of the approval of the Competent Bodies :

EXISTING	READ AS AFTER MODIFICATION
<p><b>26 SEMESTER END EXAMINATION AND PROMOTION OF THE STUDENT TO NEXT SEMESTER</b></p> <p>i) A student who has taken admission to the B.A./B.Sc./B.Com. (General)/BBA/BCA/Honours course will be eligible to appear in an examination if he/she has attended not less than 75% of the lectures delivered in theory/ practicals and has completed requirements of Internal Assessment;</p> <p>ii) A student will be eligible for promotion from Semester-I to II, Semester-III to IV if he/she has -</p> <p>a) secured pass marks in Internal Assessment of all the subjects/papers of the Semester-I/III as the case may be.</p> <p>b) has appeared in the Semester End examination of Semester-I/III as the case may be.</p> <p>iii) A student will be eligible for promotion from Semester-II to III and Semester</p>	<p><b>26 SEMESTER END EXAMINATION AND PROMOTION OF THE STUDENT TO NEXT SEMESTER</b></p> <p>i) A student who has taken admission to the B.A./B.Sc./B.Com. (General)/ BBA/BCA/Honours course will be eligible to appear in an examination if he/she has attended not less than 75% of the lectures delivered in theory/ practicals and has completed requirements of Internal Assessment;</p> <p>ii) A student will be eligible for promotion from Semester-I to II, Semester-III to IV and Semester-V to VI if he/she has -</p> <p>a) secured pass marks in Internal Assessment of all the subjects/papers of the Semester-I/III/V as the case may be.</p> <p>b) has appeared in the Semester End examination of Semester-I/III/V as the case may be.</p> <p>iii) A student will be eligible for promotion from Semester-II to III and Semester</p>

<p>IV to V provided he/she has passed atleast 75% of the subjects/papers of theory/practicals (separately) of Semester-I/III as the case may be and passed in Internal Assessment of all subjects/papers of Semester-II/IV as the case may be.</p> <p>iv) A student will be eligible for promotion from Semester-V to VI provided he/she has passed in all subjects/papers of Semester-I and Semester-III.</p> <p>Provided that a student who does not fulfill the promotion criteria (ii), (iii) &amp; (iv) above shall be declared fail in the semester concerned. However, he/she shall have the option to retain the marks in the papers in which he/she has secured Pass marks as per Statute 37.</p> <p>v) A student who has to reappear in a subject/paper prescribed for Semester-I to IV shall appear in the subsequent Semester examination to be held as per the dates prescribed by the University.</p> <p>vi) A student who has to reappear in a subject(s)/paper(s) prescribed for Semester-V &amp; VI shall appear in the supplementary examination.</p>	<p>IV to V provided he/she has passed atleast <b>50%</b> of the subjects/papers of theory/practicals (separately) of Semester-I/III as the case may be and passed in Internal Assessment of all subjects/papers of Semester-II/IV as the case may be.</p> <p><b>[(iv) deleted]</b></p> <p>Provided that a student who does not fulfill the promotion criteria (ii) &amp; (iii) above shall be declared fail in the semester concerned. However, he/she shall have the option to retain the marks in the papers in which he/she has secured Pass marks as per Statute 37.</p> <p>iv) A student who has to reappear in a subject/paper prescribed for Semester-I to IV shall appear in the subsequent Semester examination to be held as per the dates prescribed by the University.</p> <p>v) A student who has to reappear in a subject(s)/paper(s) prescribed for Semester-V &amp; VI shall appear in the supplementary examination.</p>
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In view of the above, the Vice-Chancellor, in anticipation of the approval of the Competent Bodies, has been pleased to authorize the modification in the Statute 26 of the Statutes governing the THREE YEAR B.A./B.SC./B.COM.(GENERAL)/BBA/BCA/ HONOURS COURSE (SEMESTER SYSTEM) vide notification No. F.Acd./I/17/14792-891 dated 04.01.2017 (**Annexure-I**).

Hence, the action taken by the Vice-Chancellor is reported for confirmation.

# UNIVERSITY OF JAMMU

## NOTIFICATION

(17/Jan/GEN/ 01 )

It is hereby notified for the information of all concerned that the Vice-Chancellor, in anticipation of the approval of the Competent Bodies, is pleased to authorize modification in Statutes 26 of the Statutes governing THREE YEAR B.A./B.Sc./B.COM.(GENERAL)/BBA/BCA/HONOURS COURSE (SEMESTER SYSTEM) which reads as under:

EXISTING	READ AS AFTER MODIFICATION
<p><b>26 SEMESTER END EXAMINATION AND PROMOTION OF THE STUDENT TO NEXT SEMESTER</b></p> <p>i) A student who has taken admission to the B.A./B.Sc./B.Com.(General)/BBA/BCA/Honours course will be eligible to appear in an examination if he/she has attended not less than 75% of the lectures delivered in theory/practicals and has completed requirements of Internal Assessment;</p> <p>ii) A student will be eligible for promotion from Semester-I to II, Semester-III to IV if he/she has -</p> <p>a) secured pass marks in Internal Assessment of all the subjects/ papers of the Semester-I/III as the case may be.</p> <p>b) has appeared in the Semester End examination of Semester-I/III as the case may be.</p> <p>iii) A student will be eligible for promotion from Semester-II to III and Semester IV to V provided he/she has passed atleast 75% of the subjects/papers of theory/practicals (separately) of Semester-I/III as the case may be and passed in Internal Assessment of all subjects/papers of Semester-II/IV as the case may be.</p> <p>iv) A student will be eligible for promotion from Semester-V to VI provided he/she has passed in all subjects/papers of Semester-I and Semester-III.</p> <p>Provided that a student who does not fulfill the promotion criteria (ii), (iii) &amp; (iv) above shall be declared fail in the semester concerned. However, he/she shall have the option to retain the marks in the papers in which he/she has secured Pass marks as per Statute 37.</p> <p>v) A student who has to reappear in a subject/paper prescribed for Semester-I to IV shall appear in the subsequent Semester examination to be held as per the dates prescribed by the University.</p> <p>vi) A student who has to reappear in a subject(s)/paper(s) prescribed for Semester-V &amp; VI shall appear in the supplementary examination.</p>	<p><b>26 SEMESTER END EXAMINATION AND PROMOTION OF THE STUDENT TO NEXT SEMESTER</b></p> <p>i) A student who has taken admission to the B.A./B.Sc./B.Com. (General)/ BBA/BCA/Honours course will be eligible to appear in an examination if he/she has attended not less than 75% of the lectures delivered in theory/practicals and has completed requirements of Internal Assessment;</p> <p>ii) A student will be eligible for promotion from Semester-I to II, Semester-III to IV <b>and Semester-V to VI</b> if he/she has -</p> <p>a) secured pass marks in Internal Assessment of all the subjects/papers of the <b>Semester-I/III/V</b> as the case may be.</p> <p>b) has appeared in atleast one of the papers in the Semester End examination of <b>Semester-I/III/V</b> as the case may be.</p> <p>iii) A student will be eligible for promotion from Semester-II to III and Semester IV to V provided he/she has passed atleast <b>50%</b> of the subjects/papers of theory/practicals (separately) of Semester-I/III as the case may be and passed in Internal Assessment of all subjects/papers of Semester-II/IV as the case may be.</p> <p><b>[(iv) deleted]</b></p> <p>Provided that a student who does not fulfill the promotion criteria (ii) &amp; (iii) above shall be declared fail in the semester concerned. However, he/she shall have the option to retain the marks in the papers in which he/she has secured Pass marks as per Statute 37.</p> <p>iv) A student who has to reappear in a subject/paper prescribed for Semester-I to IV shall appear in the subsequent Semester examination to be held as per the dates prescribed by the University.</p> <p>v) A student who has to reappear in a subject(s)/paper(s) prescribed for Semester-V &amp; VI shall appear in the supplementary examination.</p>

No. F. Acd/I/17/14792-891  
 Dated: 04/10/2017  
 Copy to:-

1. Special Secretary to the Vice-Chancellor for kind information of the Worthy Vice-Chancellor please.
2. Sr. P.A. to the Dean Academic Affairs
3. Sr. P.A. to the Registrar/Controller of Examinations
4. Sr. P.A. to the Director, CDC/DIQA

DEAN ACADEMIC AFFAIRS

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5. Principals of all affiliated colleges of the University
6. Joint Registrar (Exams)
7. Asstt. Registrar (Exam.U.G./Eval.NP)
8. I/c University Website for necessary action
9. All concerned