

مولانا آزاد نیشنل اردو یونیورسٹی  
MAULANA AZAD NATIONAL URDU UNIVERSITY  
(A Central University established by an Act of Parliament in 1998)



(Accredited 'A' Grade by NAAC)

DEPARTMENT OF EDUCATION AND TRAINING

**AGENDA FOR MEETING OF BOARD OF STUDIES SCHEDULED TO BE HELD ON  
18<sup>th</sup> SEPTEMBER AT 10.00 A.M IN THE COMMITTEE ROOM OF THE SCHOOL OF  
EDUCATION AND TRAINING BUILDING, MANUU CAMPUS, HYDERABAD**

The following is the agenda placed before the Board of Studies for confirmation, discussion consideration and approval.

**Item No.1**

- i) Confirmation of the minutes of the BoS meeting held on 07.05.2019.

The matter is placed before the BoS as Annexure –I

**Item No.2**

Approval for reshuffled structure of B.Ed programme .

The matter is placed before the BoS as Annexure –II

**Item No.3**

Approval of revised syllabus of Science Education in the Ph.D. Programme. The revised syllabus is placed before the Bos for approval.

The matter is placed before the BoS as Annexure –III

**Item No.4**

Implementation of 4 year Integrated Teacher Education Programme.

The matter is placed before the BoS for discussion.

**Item No.5**

Any other item with the permission of the chair

**Chairperson  
Board of Studies  
Department of Education and Training**

مولانا آزاد نیشنل اردو یونیورسٹی

मौलाना आज़ाद नेशनल उर्दू यूनिवर्सिटी

MAULANA AZAD NATIONAL URDU UNIVERSITY

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DEPARTMENT OF EDUCATION & TRAINING

Minutes of the Board of Studies held on 07.05.2018 at 10.00 a.m in the Committee Room, School of Education and Training, MANUU, Gachibowli, Hyderabad-32.

The following members attended the meeting.

Sl.No	Name and Designation	Members
1.	Prof. H. Khatija Begum, Professor & Head, Dept. of Edn & Trg	Chairperson
2.	Prof. Fatima Begum, Professor and Dean, School of Edn & Trg	Member
3.	Prof. A. Rama Krishna, Dean, Faculty of Education, Osmania University	External Member
4.	Prof. Saneem Fatima, Joint Dean, Academic Affairs	Special Invitee
5.	Prof. Siddiqui Mohd Mahmood, Professor	Member
6.	Dr. M. Vanaja, Associate Professor	Member
7.	Dr. Shaheen Altaf Shaikh, Associate Professor	Member
8.	Dr. Mohd. Muzaffar Hussain Khan, Assistant Professor	Member
9.	Dr. Viqueerunnisa, Assistant Professor	Member
10.	Dr. Shakeera Parveen, Assistant Professor	Member
11.	Dr. Shamshad Begum, Assistant Professor	Member
12.	Dr. Md. Aihar Hussain, Assistant Professor	Member
13.	Dr. Farhat Ali, Assistant Professor	Member
14.	Dr. Najma Begum, Assistant Professor	Member
15.	Dr. Taiyaba Nazli, Assistant Professor	Member
16.	Dr. Akhtar Parveen, Assistant Professor	Member
17.	Mr. Rafi Mohmad, Assistant Professor	Member
18.	Dr. Sumi V.S, Assistant Professor	Member
19.	Mr. Bhanu Pratap Pritam, Assistant Professor	Member
20.	Dr. Md. Afroz Alam, Assistant Professor	Member
21.	Dr. Abdul Jabbar, Assistant Professor	Member
22.	Dr. Ashwani, Assistant Professor, DDE	Special Invitee

The following members are not attended the meeting.

Sl.No	Name and Designation	Members
1.	Dr. Sarwar Ali, Professor, Faculty of Education, JMI	External Member
2.	PD. Sayeed Aman Ubedm Assistant Professor, Dept. of Edn & Trg	Member
3.	Dr. Najmus Saher, Associate Professor, DDE	Special Invitee
4.	Dr. B.L. Meena, Assistant Professor, DDE	Special Invitee

Prof. H. Khatija Begum, HoD and Chairperson BoS, Department of Education and Training welcomed all the members of the BoS and initiated the agenda items for discussion.

**Item No.1 :- Confirmation of the minutes.**

a) Confirmation of the minutes of the BoS meeting held on 02.05.2018.

The minutes of the BoS meetings held on 02.05.2018 are placed before the committee and confirmed.

b) Confirmation of the minutes of the DRC meetings

The minutes of the DRC meetings held on 24.05.2018, 24.09.2018, 17.12.2018 and 23.04.2019 are placed before the committee and confirmed.

**Item No.2:-**

Approval of revised syllabi of Teacher Education(core course) and Science Education(elective course) in the Ph.D. Programme.

The members of BoS suggested to incorporate the number of sub titles under each unit.Prof. A. Rama Krishna external member added suggestions in the content and references of science Education syllabus being an expert in science Education.

The members of BoS resolved to consider and approve the contents of the syllabi of Teacher Education and Science Education in the Ph.D. Programme.

**Item No.3.**

Applications from Ph.D Research Scholars have been received with a request to incorporate minor modification in the Title of their Research Topic.

S.No	Name of the Research Scholar	Enrolment No	Research Supervisor	Existing Topic	Proposed Minor modification in the title
1.	Mr. Ameen Ansari	1460101003 A161026	Prof. H. Khatija Begum, Professor and Head, Dept. of Edn & Trg	A Study of OER based Content Creation, Use and Sharing Initiatives by Indian Central Universities	Open Educational Resources based Content Creation, Use and Sharing initiatives in Central Universities
2.	Mr. Afoz Zaheer	1560101002 A161126	Dr. M. Vanaja, Associate Professor, Dept. of Edn & Trg Co-Supervisor	A Study of OERs as Digital Knowledge repository and Perception of learning	Teachers Perception on OERs and its Role in Resource Development at Higher Education
3.	Mr. Abdul Basit Ansari	A161125	Prof. Fatima Begum, Professor and Dean, School of Edn & Trg	Concept Mapping Strategy: Its Effectiveness in the Attainment of the Concept of Geography in IX Class Urdu Medium Students of Telangana State	Concept Mapping Strategy: It's Effectiveness in the Attainment of the Concepts of Geography at Secondary Level

The members of BoS resolved to consider and approved the minor change in the title of the Ph.D. research topics.

The meeting ended with thanks to the chair.

  
07/05/19

**Chairperson**  
**Board of Studies**  
**Dept. of Education and Training**

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## Proposed Semester wise Equalisation of Credits of B.Ed. Programme

I		Course	Semester I					
Paper Codes	Subject Name	Marks	Theory Credits	Teaching Hours	Practicum Credits	Working Hours	Internal Assessment	External Assessment
B9ED101CCT	Philosophical Foundations of Education	100	3	48	1	32	30	70
B9ED102CCT	Psychology of Learner and Learning	100	3	48	1	32	30	70
B9ED103CCT	Communicative English	50	1	16	1	32	15	35
B9ED101DST, B9ED102DST, B9ED103DST	MOT-I- Part I (Any one) Maths, Bio. Sc, Soc. St	100	3	48	1	32	30	70
B9ED114DST, B9ED111DST, B9ED112DST, B9ED113DST	MOT-II- Part I (Any one) Phy.Sc, Urdu, Hindi, Eng.	100	3	48	1	32	30	70
B9ED150CCP	Peer Teaching	50	0	0	2	2 weeks	50	0
Total Marks		500	13	208	7	160 + 2 Weeks	185	315
Semester II								
Paper Codes	Subject Name	Marks	Theory Credits	Teaching Hours	Practicum Credits	Working Hours	Internal Assessment	External Assessment
B9ED201CCT	Sociological Foundations of Education	100	3	48	1	32	30	70
B9ED203CCT	ICT Based Teaching and Learning	50	1	16	1	32	15	35
B9ED202CCT	Learning and Teaching	100	3	48	1	32	30	70
B9ED201DST, B9ED202DST, B9ED203DST	MOT-I- Part I (Any one) Maths, Bio. Sc, Soc. St	100	3	48	1	32	30	70
B9ED214DST, B9ED211DST, B9ED212DST, B9ED213DST	MOT-II- Part I (Any one) Phy.Sc, Urdu, Hindi, Eng.	100	3	48	1	32	30	70
B9ED250CCP	SITP-I	50	0	0	2	2 weeks	50	0
Total Marks		500	13	208	7	128+6 Weeks	185	315
Semester III								
Paper Codes	Subject Name	Marks	Theory Credits	Teaching Hours	Practicum Credits	Working Hours	Internal Assessment	External Assessment
B9ED301CCT	Assessment for Learning	100	3	48	1	32	30	70
B9ED302CCT	School Management	50	1	16	1	32	15	35
B9ED303CCT	ICT Competencies	50	0	0	2	64	0	50
B9ED302EPP	Art in Education	50	0	16	2	64	50	0
B9ED301EPP	Reading and Reflecting on Texts	50	0	0	2	64	50	0
B9ED350CCP	SITP-II	200	0	0	8	8 weeks	200	0
Total Marks		500	4	80	16	224 + 8 weeks	345	155
Semester IV								
Paper Codes	Subject Name	Marks	Theory Credits	Teaching Hours	Practicum Credits	Working Hours	Internal Assessment	External Assessment
B9ED401CCT	Contemporary issues in Education	100	3	48	1	32	30	70
B9ED402CCT	Environmental Education	50	1	16	1	32	15	35
B9ED403CCT	Inclusive Education	50	1	16	1	32	15	35
B9ED404CCT	Health and Physical Education	50	1	16	1	32	15	35
B9ED401EPP	Understanding the Self	50	0	0	2	64	50	0
B9ED450CCP	SITP-III	200	0	0	8	8 week	200	0
Total Marks		500	6	96	14	256+8 week	325	175
GRAND TOTAL		2000	32	592	44	768 + 20 Weeks	1040	960

(Signature)

17-09-2019

Semester	Practicum	Activities	Duration	Marks
I	Peer Teaching	Micro Teaching(2x5x5)	2 week	50
II	SIPT I	10 Lessons(2x5x5) =50,	2 week	50
III	SIPT II	20 Period Plans (2x10x5)=100, SAT(2X25)=50, Observations(2x5x2)=20, Co-Curricular Activities=20, Portfolio =10	8 week	200
IV	SIPT III	10 Period Plans(2x5x5)=50; Action Research=25,                      Final Lesson(2x25)=50,                      Internship Dairy=25 Community Study=50,	8 week	200
		<b>25% Marks of Total Course for TP&amp;I</b>	<b>20 weeks</b>	<b>500</b>

Arjun

17-09-2019

## Ph.D. Elective Course: Science Education

### Unit-1: Introduction to Science Education

- 1.1 History and Development of Science Education
- 1.2 Teaching and Learning Science in 21<sup>st</sup> Century
- 1.3 Paradigms in Science Teacher Education
- 1.4 Science Curriculum, Validity of Science Curriculum, Criteria of Validity of Science Curriculum: NCF-2005
- 1.5 Science Education Policy in Post-independent India: Secondary Education Commission (1952-53), Education Commission (1964-66), NPE (1986), NCF (2005). Science Education and SDG-2015-30. Role of Science Education in Sustainable Development *with special reference to 21<sup>st</sup> Century.*

### Unit 2: Pedagogical shift, Approaches and Strategies of Learning Science

- 2.1 Development of concepts in Science- Real-life as the basis of conceptions; personal vs. verified knowledge of science. Conceptions, Alternate concepts, and misconceptions in science, naïve concepts.
- 2.2 Teaching concepts and generalizations: inductive approaches, using advance organizers, problem solving approach, investigatory approach, project method, cooperative learning method.
- 2.3 Role of prior knowledge in constructing new knowledge (Ausubel), Piaget's theories of learning (schema- disequilibrium). Vygotsky's theories of role of language and context in learning. Van Glasersfeld's theory. Development of constructivist practices in science teaching, 5E learning model, 7E model, conceptual change model of teaching, challenges in using Constructivism in the classroom.
- 2.4 Approaches in teaching Science: Cooperative and Collaborative learning approach, problem solving approach, concept mapping, experiential learning, cognitive conflict, inquiry approach, analogy strategy
- 2.5 Planning for Preparation for Teaching-Learning of Science: Anderson and Krathwohl's revised Bloom's taxonomy: knowledge domains and cognitive processes, action words. Types of knowledge- factual, conceptual, procedural and metacognitive knowledge. Planning of different types of lessons in Science: Problem based – Task based – STS oriented – Content and Skill based experiential learning lessons.

### Unit-3: Professional Development and ICT in Science Education

- 3.1 Science Education Journals relating to School Education: School Science Review, Journal of Physics education, Journal of Research in Science Teaching, NCERT Journals, etc. Use of Open educational resources and free open source in teaching science curriculum
- 3.3 ICT- Classroom applications, Online surfing, Internet browsing, Web resources, online journals, Virtual Laboratories, Wikipedia, Patenting and Copy right rule.
- 3.4 ICT integrated approaches to teaching; e-learning; on-line learning of science; Task based learning; designing of group tasks; seminar presentations: Planning, organizing and presentation skills.

*Vanshika*  
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- 3.5 Digital resources in science teaching (MOOCs, Multimedia, Virtual Classrooms). The Roles of Teachers in ICT-enhanced Teaching and Learning in Primary and secondary Schools, ICT as information tools, tutorial tools and construction tools.
- 3.5 ICT for better teaching and learning at secondary science curriculum (iEARN, International Education and Resource Network, A Flat Classroom Project Intel® Teach Programme). Techno pedagogical and content knowledge of science curriculum (Concept Mapping, V-diagram, STS Model).

#### **Unit-4: Assessment and Evaluation in Science Education**

- 4.1 Assessment and Evaluation in Science Education. Formative Assessment and Teaching learning. Use of ICT in assessment.
- 4.2 Tools and techniques of assessment in Science learning: Tools used for assessing factual and conceptual knowledge in Science; assessment of practical work: rubrics for assessing practical work (performance abilities and skills); assessment of practical/ lab records; assessment of attitude towards practical work; course work; assignments; group discussions.
- 4.3 Assessment of project work, investigatory projects; group discussions; seminar presentations and participation. Need for periodic assessment of the above and the strategies used for periodic assessment.
- 4.4 Using assessment feedback to improve teaching and learning in Science. Analysis of question papers in Science prepared by State / CBSE Boards; setting of question papers following the patterns in State/CBSE.
- 4.5 Use of observation, questioning, concept mapping, rating scales, worksheets, reflective journals/diary, peer and self-assessment in sciences. Use of rubrics, and portfolio assessment in Sciences, diagnosing learning difficulties and misconception in Sciences.

#### **Unit-5: Research in Science Education**

- 5.1 Meaning, Definition, Scope of Research in Science Education . Aims, Ethics and Characteristics of Research in Science Education. Qualitative and Quantitative Research Methods in Science Education. Basic, Applied and Action Research in Science Education
- 5.2 Research Trends in Science Education: Diversity in Research, Areas of Research, Transition from Behaviourist to Constructivist Model. Experimental and Correlation studies with examples.
- 5.3 Vision of Science Education Research – Policy Perspectives in India. Teacher autonomy as a researcher.
- 5.4 Supporting Agencies for Researching Teachers: Role of National and State agencies like NCERT, RIEs, SCERT, IASE in conducting in-service programmes, conferences, monitoring capacity building and evaluating functions of them. Human Resource Development Centres (HRDCs) and Universities in conducting orientation and refresher courses for in-service teachers.
- 5.5 Financing agencies for research in Science Education . Seminar, conferences, workshops, and paper presentations by NSTA, INSA, Indian Science Congress, NSTC, NCERT and others. Role of Organisations like CSIR, ICAR, ICMR, IISc, IISER, BARC etc in promoting Research in Science Education

*10/18/19*

*Varajal<sup>1</sup>  
18/9/19*

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## References:

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- 2) Campbell, T., Wang, S.K., Hsu, H.Y., Duffy, A.M. & Wolf, P.G. (2010). Learning with Web Tools, Simulations, and Other Technologies in Science Classrooms. *Journal of Science Education and Technology*, 19(5), 505-511. Retrieved Feb 7, 2019 from <https://www.learntechlib.org/p/76371/>.
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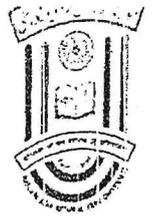
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COLLEGE OF TEACHER EDUCATION - DARBHANGA



Prof. Md. Faiz Ahmad  
Principal

Ref. No. MANUU/CTE/DBG/2019-20/164

Date. 09.07.2019

To  
The Dean,  
School of Education & Training,  
MANUU, Hyderabad.

Sub-: Ph.D. Elective Course: 'Science Education' and 'Teacher Education'

Madam,  
We found some observations related to subject cited above. Accordingly we have some suggestions as follows -:

Suggestions: Science Education  
In its place Sub unit 1.2

Philosophical foundation of Science: Logical Positivism, Historicism, Historical Realism. Ethical Issues of Science. Role of Science in Shaping society.

Sub Unit 1.5 may be As follow

Science Education Policy in Post-independent India: Secondary Education Commission (1952-53). Education Commission (1964-66), NPE (1986), NCF (2005), Science Education and SDG-2015-30. Role of Science Education in Sustainable Development with special reference to 21<sup>st</sup> Century.

Sub Unit 2.4 May As removed (As it is discussed theoretically and practically during B.Ed/ B.A in Education) unit 2.5 may be redistributed into two parts as follow:

~~2.4 Approaches in teaching Science: Cooperative and Collaborative learning approach, problem-solving approach, concept mapping, experiential learning, equine conflict, inquiry approach, analogy strategy (These contents are discussed in method paper during B.Ed. with details.~~

In its place Unit 2.5 may be distributed into two parts

2.4 Planning for Preparation for Teaching-Learning of Science: Anderson and Krathwohl's revised Bloom's taxonomy: knowledge domains and cognitive processes, action words. Types of knowledge- factual, conceptual, procedural and metacognitive knowledge.

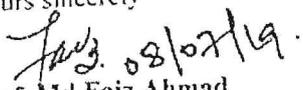
2.5 Planning of different types of lessons in Science: Problem based - Task based - STS oriented - Content and Skill based experiential learning lessons.

Suggestions: Teacher Education

The purpose syllabus may include one sub unit titled "Teacher Appraisal and Evaluation"

Thanking you.

Yours sincerely

  
Prof. Md. Faiz Ahmad  
Principal  
MANUU CTE, Darbhanga

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