



**CBCS CURRICULUM OF
BACHELOR OF EDUCATION**

SUBJECT CODE : BED

AS PER N.C.T.E & NPE 2020

NILAMBER PITAMBER UNIVERSITY

MEDININAGAR, PALAMAU

STRUCTURE OF THE TWO YEAR B.ED. PROGRAM SEMESTER WISE DISTRIBUTION OF THE COURSE

SEMESTER I						
SL. No.	SUBJECT CODE	PAPER TITLE	CREDITS	Internal	External	Total
1	PAPER : T-101	Childhood and Growing Up	6	20	80	100
2	PAPER : T-102	Contemporary India and Education	6	20	80	100
3	PAPER : T-103	Language across the Curriculum	3	10	40	50
4	PAPER : T-104	Understanding Disciplines and Subjects	3	10	40	50
5	PAPER : P-105	Reading and Reflecting on Text (EPC - 1)	3	10	40	50
Total			21			350
ENGAGEMENT WITH THE FIELD : TASKS AND ASSIGNMENT						

SEMESTER II						
Sl. No.	SUBJECT CODE	PAPER TITLE	CREDITS	Internal	External	Total
6	PAPER :T - 201	Learning and Teaching	6	20	80	100
7	PAPER :T - 202	Gender, School and Society	3	10	40	50
8	PAPER :T - 203	Pedagogy of School Subject - I	3	10	40	50
9	PAPER :P - 204	Drama and Art in Education (EPC - 2)	3	10	40	50
10	PAPER :P - 205	School Internship (4 Weeks)	6	50	-	50
Total			21			300
ENGAGEMENT WITH THE FIELD : TASKS AND ASSIGNMENT						

SEMESTER III						
Sl. No.	SUBJECT CODE	PAPER TITLE	CREDITS	Internal	External	Total
11	PAPER :T - 301	Assesment for Learning	6	20	80	100
12	PAPER :T - 302	Knowledge and Curriculum	6	20	80	100
13	PAPER :T - 303 *	Optional Course (any one as per choice)	3	10	40	50
14	PAPER :P - 304	Critical Understanding of ICT (EPC - 3)	3	10	40	50
Total			18			300
ENGAGEMENT WITH THE FIELD : TASKS AND ASSIGNMENT						

SEMESTER IV						
Sl. No.	SUBJECT CODE	PAPER TITLE	CREDITS	Internal	External	Total
15	PAPER :T - 401	Creating an Inclusive School	3	10	40	50
16	PAPER :T - 402	Pedagogy of School subject - II	3	10	40	50
17	PAPER : P - 403	Understanding the self (EPC - 4)	3	10	40	50
18	PAPER :P - 404	Exposure of School subject - I & II	6	-	50 + 50	100
19	PAPER :P - 405	School Internship (16 weeks)	6	100	-	100
Total			21			350
ENGAGEMENT WITH THE FIELD : TASKS AND ASSIGNMENT						

NOTE : EACH STUDENT-TEACHER WILL TAKE ONE OPTIONAL PAPER IN 3rd SEMESTER FROM THE FOLLOWING - VOCATIONAL / WORK EDUCATION

Code	Optional Paper Title
T - 303a	* GUIDANCE AND COUNSELING IN SCHOOL
T - 303b	* VALUE EDUCATION AND MORAL ETHICS
T - 303c	* ENVIRONMENT OF EDUCATION

Paper Code	Detail
T	Theory Paper
P	Practical Paper



NILAMBER PITAMBER UNIVERSITY

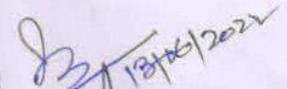
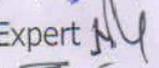
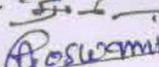
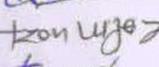
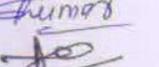
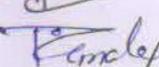
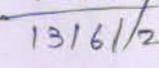
MEDININAGAR, PALAMAU - 822101

MEETING : BOARD OF STUDIES (B.Ed. Course)

A meeting of board studies B.Ed. course constituted as per notification vide memo no. **NPU/R/308/22** was held today on **13/06/2022** under the chairmanship of Prof. (Dr) Jitendra Shukla, Dean faculty of Education, NPU at ELITE PUBLIC B.ED. COLLEGE, Chianki, Daltonganj.

Following members were present in the meeting:-

1. Dean faculty of Education, NPU
2. Dr. Mahesh Pd. Tripathi (RRPG College Amethi, UP.)
3. Dr. Jagdamba Singh, Principal (EPBC, Daltonganj)
4. Dr. Abha Goswami
5. Mr. Ranvijay Singh
6. Mr. Surender Kushwaha
7. Mr. Ajay Kumar
8. Dr. Chandradeep Pandey

Chairman 
External Expert 
Convenor 
Member 
Member 
Member 
Member 
13/6/22

Resolutions:

The member of the Board of Studies Bachelor of Education (B.Ed.) were discussed the syllabus of UG as CBCS after detail discussion the syllabus was approved for submission in the University for further needful.

To,

Date.

The Registrar,

Nilamber – Pitamber University,

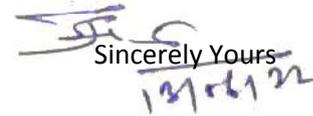
Medininagar, Palamu.

Sub. : New Syllabus for B.Ed (Four Semester) Two years Programme w.e.f Session 2022-24

Sir,

With due respect this is to bring to your kind notice that as per the resolution of meeting of Board of Studies, Faculty of Education (B.Ed.) held on June 13, 2022 in the premises of **Elite Public B.Ed. College, Chianki, Medininagar, Palamu**. Please find attached herewith the recently framed/ prepared syllabus for B.Ed (Semester wise) two years programme.

Regards


Sincerely Yours
13/06/22

Dr. Jagdamba Singh

Convenor, Board of Studies, NPU

Email- kunwarjdsingh@gmail.com

NOTE FOR PAPER SETTER**Time : 3 hours.****Maximum Marks : 80**

Types of Questions.

- | | |
|----------------------------------|----------------------------|
| 1. Objective Type question | 10 Questions x 1 Mark = 10 |
| 2. Short Answer Type (150 Words) | 6 Question x 5 Marks = 30 |
| 3. Long Answer Type(300 words) | 4 Question x 10 Marks= 40 |
| | Total = 80 |

Time : 1and ½ hours.**Maximum Marks : 40**

Types of Questions.

- | | |
|---------------------------------|----------------------------|
| 1. Objective Type question | 10 Questions x 1 Mark = 10 |
| 2. Short Answer Type (150 Word) | 2Question x 5 Marks = 10 |
| 3. Long Answer Type (300 Words) | 2 Question x 10 Marks = 20 |
| | Total = 40 |

Table : 1

Grand Total	University Examination	Pass Marks	Sessional Marks	Pass Marks	Aggregate
100	80	35	20	10	45
50	40	18	10	5	23

Table : 2 (Optional Paper)

Grand Total	University Examination	Pass Marks	Sessional Marks	Pass Marks	Aggregate
50	40	18	10	5	23

(Dr. Jagdamba Singh)
Convenor, Board of Studies
(B.Ed. & M.Ed.) NPU
Email ID : kunwarjdsingh@gmail.com

Full Marks - (100 Marks)

External Marks – 80

Internal Marks – 20

Unit I: Growth and Development

- Meaning, Nature and principles of Growth and development.
- Stages of Growth and development With respect to physical, motor, social emotional, and Cognitive development with reference to
 - (i) Infancy (ii) Early Childhood (iii) Childhood
- Adolescence - with special reference to the
 - (i) Needs and problems of the adolescent,
 - (ii) Aspects of Growth and development during adolescence (physical, emotional, social and mental).

Unit II: Heredity and Environment

- Meaning, importance and role of heredity and environment.
- Educational implications.

Unit III: Individual Differences

- Meaning, nature, areas, causes.
- Influence of individual differences on learning
- Educational implications

Unit IV: Intelligence and Creativity

Intelligence:

- Nature of intelligence, emotional intelligence
- Theories of intelligence
- Three dimensional model of J. P. Guilford
- Distribution of intelligence
 - (i) Gifted (ii) Backward - slow Learner (iii) Mentally challenged

Creativity:

- Meaning and characteristics
- Process of creativity
- Role of the teachers in enhancing creativity

Unit V: Personality

- Definition, nature, factors, types, theories
- Assessment of Personality
- Mental Hygiene: Meaning, causes of maladjustment, educational programs to promote mental hygiene and defence mechanism

Assignments :

- Compare the learning abilities of gifted students as low achievers.
- Administration of one standardized intelligence test
- Administration of one personality test

References:

- | | |
|--------------------|--------------------------------------|
| 1. Agarwal J.C. | Essentials of Educational Psychology |
| 2. Bhatia H.R. | A textbook of Educational Psychology |
| 3. Boring E.G. et. | A Textbook of Educational Psychology |
| 4. Tripathi, M.P. | Advanced Educational Psychology |

Full Marks - (100 Marks)

External Marks – 80

Internal Marks – 20

Unit I Concept of education aim, scope, nature and function of education in Ancient Era and Islamic Era

Unit II Indian constitutional basis of Education:

- Concept of diversity: At the level of Individual, of Religions, Castes, Tribes etc.
- Equity, Inequality, Discrimination and Marginalization in the way of Universalisation of education.
- Critical understanding of the constitutional values related to the aims of education in context of
 - Preamble
 - Fundamental Rights and Duties of citizens
 - Directive principle of state policy

Unit III Background of policy of Education in British India: Brief history of policies between 1947 - 64, 1964 - 86, 1986 and NEP 2020

Unit IV Policy frameworks for public education in India:
Contemporary Issues and policies

- Right to Education: Sarva Shiksha Abhiyan and the thrust towards enrolling and retaining hitherto marginalized children, Role and agency of teachers in the context of universal and inclusive education.
- Earlier policies for Universal Elementary Education; Naye Taleem to integrate life, Work and Education in context of community Participation and Development, The response of diverse social groups of India to the spread of modern education in the colonial and Post - Independence periods.
- Education for marginalized group; Women, Dalits and Tribal people, Nationalist critique of colonial education and experiments.
- Liberalization and Globalization of Indian Economy, Pedagogic and curricular shift of 1990s and 2000s Mid Day Meal Programme and the role of Legislative action to ensure nutrition and public space where children eat together.
- Current concerns: Plebianisation, Privatization Satisfaction of education.

Unit V Educational Agencies

NCTE, NIEPA, NAAC, UGC

- National Knowledge commission

Assignment :

A study of a school in historical perspective

Study of MDM program being run at least in two school

A comparative study of any two NPE

References:

- | | |
|----------------------|---|
| 1. Ghosh, S.C (2007) | History of Education in India |
| 2. Venkateshwaran S | Principal of Education |
| 3. Chakraborty J.C | Modern Education :(It's Aims & Principles). |

Full Marks - (50 Marks)

External Marks – 40

Internal Marks – 10

Unit I - Language Policies

- Three language formula
- Constitutional provisions
- Colonial debates on school language policies

Unit II - Strategies for developing language competencies

(Listening, Speaking and writing)

- Listening - Pronunciation, Expression, Phonetic, Stress and Intonation
- Speaking Conversation and Dialogues, Controlled and guided oral work, Free oral reproduction, Rhythm and jingles, Word and Sentence stress, Drill
- Reading: Mechanics of reading, Method of teaching reading, (Alphabetical method, word method, Sentences method), Kinds of reading (Loud and silent reading) Types of reading (intensive & extensive reading)
- Writing: Mechanics of writing, Good handwriting, Teaching of spellings

Unit III - Aspects of language teaching

- Techniques: Discussion, Notation, Questioning
- Methods: Storytelling, Dramatization, Simulation, Recitation, Song/ Action, Appreciation, Comprehension, Summarizing.

Assignment :

- Discussion on role and importance of home language and school language
- Discussion of related topics and issues sharing inter pretentions and point of view

References:

- | | |
|----------------------------|--|
| 1. Padma Satakopachari | : On Education for Teacher Educators |
| 2. Raghunath Safaya | : Hindi Teaching |
| 3. Ramshakal Pandey | : Hindi Teaching |
| 4. B.P. Johri, P.P. Pathak | : Development of Educational System in India |
| 5. Grellet, F | : Developing reading skills: A practical guide |
| 6. Piaget, J (1997) | : Development of Reading |

Full Marks - (50 Marks)

External Marks – 40

Internal Marks – 10

Unit- I Philosophical aspects of Education

- Western Thinkers
 - John Dewey
 - Rousseau
- Indian Thinkers
 - Swami Vivekanand
 - Ravindra Nath Tagore

Unit - II

- Concept and Scope of Curriculum
- Importance, Need and Utility of Curriculum
- Approaches and methods of Organizing different pedagogical subjects
- Principles of designing curriculum in pedagogical subjects at different stages in school.
- Current discourses on school curriculum (eg. Purely discipline oriented, learner oriented).
Suggestions/Guidelines for selection of materials for curriculum (eg. Work related subjects like horticulture or hospitality, need to be creatively developed etc.).

Assignment

- How curriculum is evaluated and revised
- M.K. Gandhi – Basic education

Reference:

1. Great Educators : Rant Babu Gupta
2. Curriculum Development : S. Aniswamy
3. On Education for Teacher Educators : Padma
Satakopachari
4. Ideas and Great Western Educators : Chaula and Chaula
5. Education in the Emerging Indian society : Yadav HS. & Yadav
S.
6. A New approach to Teacher & Education in the Emerging Indian Society : B.N.Dash

Full Marks – 50

External – 40 Marks

Internal – 10 Marks

- The role of language and the pedagogy of reading and writing
- The aims of the reading interactively – individually and in small group
- Different types of readings skills and strategies : Narrative texts, Field Notes, Ethnographies
- Expository texts: Learn to make prediction, check their prediction, answer questions and summarize them, Responding to a text with one's own opinions or writing within the context of others' ideas.

Possibilities of Practical work:

- Read and respond to a variety of texts in their own ways (creative or critical)
- Learn to think together depending on the text and purpose of reading

Important: (Students will prepare project reports and files)

Reference:

1. Agnihotri, R. K : Multilingualism as a classroom recourse
2. Anderson, R. C (1984) : Role of the reader's schema in contprelienswo Learning & memory
3. Delpit, L. D. (2012) : The silenced dialogue: Power and pedagogy " in educating other people's children.

N.B. - Visit to e. Book Library (electronic library) & website

Full Marks - (100 Marks)

External Marks – 80

Internal Marks – 20

Unit I: Learning Process

- Definition, meaning, characteristics, factors affecting learning curve.
- Theories of learning
- Classical conditioning
- Operant conditioning
- Trial and error
- Insight learning
- Transfer of learning: definition meaning, types, theories educational Implications.

Unit II: Memory

- Concept, factors, aids to develop memory
- Technique to motivate children in the classroom.

Unit III: Motivation

- Concept, types and Maslow's theory
- Techniques to motivate children in classroom

Unit IV: learning a special children

- Concept and meaning of special children
- Identification of children with (i) Dyslexia (ii) Autism (iii) Attention Deficient disorder
- Mainstreaming of special children with normal children

Unit IV: Mental Development and Cognitive Development

- Meaning and characteristics of mental development
- Meaning of cognitive development, Piaget's Theory of cognitive development, Bruner's theory of cognitive development

N. B. Psychological Tests (Any Three)

- Attitude towards Teaching Profession (ATTP Scale) by Dr. A. K. Tewar
- Determine an Individual's Personality, i.e. to know about one self "WHO ARE YOU"
- Division of attention on 2 simultaneous tasks – one Muscular and one mental
- Case study of the Exceptional child
- Memory Test: Whole & part method, Verbal Learning

References:

1. Safaya R.N.& Bhatia B.D. Educational Psychology and Guidance, Counselling
2. Shankar Uday Advanced Educational Psychology
3. Soreson H Educational Psychology

Full Marks - (50 Marks)

External Marks – 40

Internal Marks – 10

Unit I :

- Meaning of Gender, Gender bias and its indicators
- Role of women, Measures for the uplift of women and removing gender bias with reference to Indian constitution.

Unit II :

- Sociological basis of Education
- Relation between society and Education with special reference to aims of Education,
- Method of teaching Curriculum
- Gendered roles of agencies in education: Family, Community, School, Mass Media, Caste, Religion, Culture and popular culture, Law and State in challenging gender inequalities or reinforcing gender parity.

Unit III :

- The role of teachers in formulating of positive' notions of sexuality among young people
- Its Impact and Issues - Perceptions of safety at school, Home and beyond, Identification of sexual abuse/ violence and its verbalization, Combating the dominant societal outlook of objectification of female body.

Assignment

- Debates and discussions on violation of right of girls and women in our society
- Organise poster competition on gender equality and empowerment

References

Education in Emerging India

S. Gupta (2nd Edition)

Foundations of Education

Prof. Ramesh Ghanta & B. N. Dasli

Teacher in developing Indian society

Dr. Ramshakal Pandey

Full Marks – 50

External – 40

Internal – 10

- Aims and Objectives of teaching art and drama in schools
- Place of Art in school education - child art, its characteristic.
- The Art Teacher: Role, Areas of activities viz. Environment, Participation in life to the place of Art.
- Methods of Teaching Art/ Drama
- Activities related to Drama / Art
 - Organization of School exhibition
 - Art exhibition with different articles and waste materials –
 - One act play Role play and cultural show

Assignment

- Hands on experience of working in different media and materials (Drawing, Painting, Clay, Modeling Collage making etc.)
- Preparation and presentation techniques for effective class room

REFERENCE

1. Armstrong M (1989) The Practice of art and the growth of understanding
2. Prasad D (1998) Art as the basis of education.

N.B :- Students will be required to prepare at least three projects covering the components the paper. The project reports as well as the knowledge of shall be assessed jointly by-1 External and 1 Internal examiner.

Full Marks – 100

External – 80

Internal – 20

UNIT I - Significance of Evaluation in Teaching Learning Process.

- Definition and meaning of evaluation, differences among measurement, assessment and evaluation.
- Scales of measurement: nominal scale, ordinal scale, interval scale and ratio scale
- Approaches of evaluation: Formative and summative, criterion Refer: fp Norm Referenced Evaluation, Internal and External Evaluation.
- Instructional Objectives and their specification in behavior terms.
- Bloom's and Anderson's taxonomy of educational objectives in cognitive, affective and psychomotor domain.

Unit-II: Techniques and Tools of Evaluation

- Meaning of testing and interpretation of test results
- Techniques of Evaluation Self - Reporting, Observation, Peer Rating and Sociogram
- Tools of testing - Rating Scales, Inventories, Anecdotal Record, Interview Schedules and Cumulative Record Cards.

Unit-III: Learner Evaluation Process.

- Construction of Teacher Made Achievement Test - Design, Blue Print, the Question Paper and Marking Scheme, Steps in Standardizing and Achievement Test.
- Different types of questions

Unit-IV: Statistics; Interpretation and Significance

- Concept and types of statistics
- Utility of statistics in teaching - learning process

Unit-V: Tabulation of data its graphical representation

- Classification and tabulation of un - grouped and grouped data
- Graphical representation of data: Histogram, Frequency polygon, Cumulative frequency curve, Pie chart and Ogive.
- Applications of various graphical representations of data.

Unit - VI: Measures of central Tendency

- Mean, Median and Mode: Correlation coefficient their nature and characteristics
- Methods of calculation and their application to test scores

UnitVII: Measures of Dispersion

- Range, Quartiles Deviation, Mean Deviation and Standard Deviation and Significance
- Methods of calculation and their application to test graphical.

Unit - VIII: Measures of Relative Position

- Percentiles and Quartiles - nature and significance
- Methods of calculation - statistical and graphical

Assignment

- Group Work And Group Discussion
- Constructing a test or an examination paper in one subject

References :

1. Axon A, & Axon E.N. : Statistics for Psychology
2. Asthana B. : Measurement and Evaluation in Psychology and Education

Full Marks – 100

External – 80

Internal – 20

Unit - I: Curriculum, Aims and objectives

- What is curriculum, syllabus / Text book
- Aims and objective of curriculum.
- Principles and procedures of curriculum construction.
- Relationship between curriculum and syllabus.

Unit - II: designing of curriculum

- Role of state and school in designing curriculum with reference to its activities, rules, discipline and time table.

Unit - III: Epistemological bases of education

- Epistemological bases :Differences between
- Knowledge and school a
- Teaching and training
- Knowledge and information
- Reason and belief
- Child centre education - activity, discovery, dialogue with reference! Philosophy of Gandhi and Tagore, Dewey and Plato.

Unit - IV: Concept of: Nationalism, Universalism, secularism and their interelate ; with education with reference to Tagore and Krishna murti.

Unit – V: Philosophical Basis of Education Indian and Western thinkers.

Indian thinkers : Gandhi, Tagore, Vivekanand, Aurbindo

Western Thinkers: Rousseau, Frobel, Petalozzi, John Dewey

Unit - VI : Social bases of education

- Social bases of education in the context of society, culture and modernity.
- Historical changes introduced by Industrialization, Democracy, Ideas of Individual Autonomy
- Education in relation to modern values:-
 - Equality and inequality
 - Individual opportunity and social justice and dignity with reference to Ambedkar

Assignment

- Survey of any one educational institution and submission of detailed report
- Assignment extension work in community related to literacy health and hygiene

Reference

Deng Z (2013) School subjects and academic discipline
Curriculum Development S. Arulswamy

F.M-50

Internal Marks-10

External marks-40

NOTE:- CHOICE ANY ONE

Objective – After studying this course, the student will be able to:

- Plan and organize guidance programmes in schools.
- Conduct counselling session in school situation.
- Use appropriate tools & Technique for guidance & counselling sessions.

Unit – 1

Guidance : concept, need, objectives, scope and status of guidance in Indian context.
Principles and basic assumptions of guidance, various theories of guidance, modern trends and problems of Guidance in Indian context.

Unit – 2

Types of guidance: education, vocational and personal.
Needs of guidance for special children: ongoing efforts in this field.

Unit – 3

Counselling: meaning conceptual similarities and differences between guidance and counselling, relevance of counselling in present context, organization of guidance and counselling services in schools.

Techniques of counselling: directive, non directive and eclectic counselling: objectives, steps characteristics and educational implications.

Unit – 4

Evaluation techniques used in guidance: standardized and non- standardized test, interview, observation, case study, autobiographical description,, their merits and demerits.
Formation of cumulative records – step and importance.

Practical Work-

1. Preparing the cumulative record of any two students by collecting data through case study method.
2. Conducting an counselling session based on the problem of two students by using appropriate counselling technique and preparation of report thereon.

Reference Books-

- Bhatia K.K : Principles of Guidance and counselling Kalyani Publication.
- Pandey, K.P. : Educational and Vocational guidance in India . Vishvavidyalaya Prakashan.
- Rao , S.N. : Counseling and Guidance, Tata Mcgraw hill , New Delhi.

F.M-50

Internal Marks-10

External marks-40

NOTE:- CHOICE ANY ONE

Objective – After completing this course, the student will be able to:

1. Understand the value aspects of educational programmes and activities.
2. Appreciate the importance of value education at school level.
3. Develop an attitude favourable for imbibing moral ethics/ codes of conduct necessary for teaching

Unit – 1

Meaning and scope of value education

Meaning of values: axiological basis of human values and their relevance for education.

Classification of values in terms of individual and social need and their hierarchy.

Unit – 2

Pedagogy of values

Organizing instructional programmes in schools with focus on values specially human values.

Strategies – direct and indirect for promotion of values in an school system.

Unit – 3

Ethics of restraint, Ethics of virtue and Ethics of altruism: context of education.

Making moral and character education effective.

Moral ethics: concepts and connotation: why moral ethics is necessary for teaching profession?

Professional ethics and the teacher: Moral obligations in teaching profession especially in the global era.

Practical Work-

1. Development case profiles of effective schools environment.
2. Case base study of exemplary practices in moral ethics.

Reference Books-

- Goyal R.P : Value Education and Human Rights, Published by Mahaveer & Sons, New Delhi.
- Golwalker, Shobha : Guidance and counselling Publication Rakhi Prakashan, Agara.

F.M - 50

Internal Marks -10

External marks -40

NOTE:- CHOICE ANY ONE

Objectives – After studying this course, the student will be able to:

1. Know the meaning of Environment, its different dimensions, pollution and the role of teacher in its prevention.
2. Understand the importance of Environment in traditional Indian society.
3. Understand the aim of Environmental education, its importance, factors affecting it and the expectations of teacher training institutes related to Environmental education effective.
4. Identify the role of teachers in solving the problems related to Environmental education.

Unit – 1

Environmental Education: meaning, objective, need and importance Factors influencing environmental education, expectation from environmental education and teacher training institute.

Various resources of environmental education and methods of its use.

Unit – 2

Environment meaning different dimensions and components. Environmental Pollution: meaning and kinds , Environmental degradation, role of the teacher in prevention of environmental pollution, environment of the Indian society.

Strategies for making the environmental education effective –lecture, discussion, project, simulation & simulation games, problem solving, enquiry & field work and their uses and limitations.

Unit – 3

Role of Indian values in environmental education, responsibilities of teachers in development of environmental awareness.

Environmental education based on environmental management and community: meaning of environmental management, effects and evaluation.

Practical work-

1. Collection of Statements and ideas related to Environment and its Conservation from Indian literature.
2. Construction of Project based on Environmental Education / Pollution Control.

Reference Books-

Pandey G.N. : Environment management Vikas Publishing House Pvt., 1997.

Raj, Shalini : Teaching of Environmental Education I.V.Y Publication , New Delhi.

Full Marks – 50

External – 40

Internal -10

Unit - I:

- Concept of ICT or ICT in Education: Definition, Its Nature, Aims and Objectives and Importance of ICT.
- Educational Technology and ICT.

Unit - II: Teaching Learning materials:

- Audio materials, visual and audio visual materials.
- Project and non Project materials.
- Computer, E - mail, Internet. .

Unit - III: Emerging communication; communication satellite, Teleconferencing, Interactive

- Broadcasting, Language Lab mobile service. , ,

Unit-IV:

- Computer in Teaching learning
- Computer in Evaluation
- Computer in Educational Administration

N.B - Practical:

1. Each student will prepare at least one Power Point Presentation and computerized assignment Students will prepare project reports and files
2. Describe the essentials features of M.J. Words
3. Creating Blog and Web Page

Reference:

1. Mohanty J. : Educational Technology & Communication Media
2. Mohanty J. :Educational Technology
3. Kulkarni SS. : Introduction to Educational Technology
4. M.P. Tripathi : Educational Technology & ICT

N.B :- Students will be required to prepare at least three projects covering the components the paper.

The project reports as well as the knowledge of shall be assessed jointly by-1 External and 1 Internal examiner.

Full Marks – 50

External – 40

Internal – 10

Unit- I Meaning, Nature and scope of Inclusive education

- Meaning and scope of Inclusive Education / Special education
- Inclusive education in different perspectives.
 - Historical perspective
 - Meaning of normality
 - Meaning of exceptionalism
 - Quantitative Concept
 - Qualitative Concept
 - Statistical Concept
 - Medical Concept
- Aims/ Objectives of creating an inclusive school,
- Definition of “disability” and “Inclusive” within the education framework (NPE 1966, UNESCO 1989, RTE Act 2009)
- Need and importance of Inclusive education.

Unit: II Learning Disabilities and Educational Adaptation

- Historical background and definitions of learning disabilities
- Characteristics of learning disabled children:-
 - Cognitive
 - Educational
 - Physical
 - Behavioral
 - Communication
- Types of learning disabilities
- Teaching of learning disabilities
- Treatment of learning disabilities :-
 - Behavior guidance method
 - Cognitive behavior modification
- Adaptation teaching methods: -
 - Improving basic skills
 - Improving classroom behavior
 - Improving social behavior

Unit – III Instruction and Assessment Procedure

- Components of Effective Instruction
- Individualized education programs
- Special teaching method
- Special teaching method
- Special Instructional adaptation
- Special procedure in Special education
- Techniques of assessments in special education
- Behavior assessment in special education

Assignment

- Visit a nearby special inclusive and regular school
- Inclusion a new concept reflect and discuss

REFERENCE

Special Education

M.S. Ansari (2008)

UNESCO, (2009)

Policy guidelines on inclusion in education

M.H.R.D. (2009)

The right of children to free and compulsory education act, 2009

PEDAGOGY OF HINDI

PAPER CODE : T - 203/T - 402 PEDAGOGY OF A SCHOOL SUBJECT

Full Marks – 50

External – 40 Marks

Internal – 10 Marks

इकाई –I हिन्दी शिक्षण : सैद्धान्तिक पक्ष

1. भाषा की प्रकृति, महत्व एवं अधिगम प्रक्रिया ।
2. हिन्दी शिक्षण के उद्देश्य ।
3. विद्यालयी स्तर पर भाषा ।
4. हिन्द भाशा एवं साहित्य शिक्षण की विधियाँ ।

इकाई –II भाषिक योग्यताओं का विकास

1. श्रवण, दृश्य एवं मौखिक अभिव्यक्ति कौशल का विकास ।
2. पठन योग्यता का विकास, पठन शिक्षण की विधियाँ – सस्वर पठन, मौन पठन, समकालिन पठन, सूक्ष्म पठन एवं विस्तृत पठन ।
3. लिखित अभिव्यक्ति क्षमता का विकास ।

इकाई –III : साहित्यिक विधायें एवं व्याकरण शिक्षण

1. कविता शिक्षण ।
2. गद्य तथा पद्य की विभिन्न विधाओं का शिक्षण – उपन्यास, नाटक , निबन्ध, कहानी ।
3. व्याकरण शिक्षण ।

इकाई –IV :मूल्यांकन, क्रियात्मक शोध तथा समुन्नयन कार्य

1. हिन्दी पाठ्य – पुस्तक समीक्षा ।
2. भाषा सम्प्राप्ति मूल्यांकन ।
3. निदानात्मक एवं उपचारात्मक कार्य ।
4. क्रियात्मक शोध ।
5. समुन्नयन कार्य ।

प्रायोगिक कार्य

1. हिन्दी भाषा से संबंधित किसी एक समस्या पर प्रोजेक्ट कार्य ।
2. कहानी का नाट्य रूपान्तरण, अनुवाद ।
3. निष्पत्ति परीक्षण की संरचना , प्रशासन एवं मूल्यांकन ।
4. प्रश्न – पत्र पारूप एवं प्रश्न –पत्र निर्माण ।

सन्दर्भ ग्रन्थ

डा. कर्ण सिंह
रामषकल पाण्डेय
रमन लाल बिहारी

हिन्दी शिक्षण
हिन्दी शिक्षण
हिन्दी शिक्षण

Full Marks – 50

External – 40 Marks

Internal – 10 Marks

A. Language

- Origin and Development of Urdu language in India.
- Position of Urdu language in the post Independent India.
- Various formats (Asnaf) of Urdu Language and Literature.
- Aims of teaching language (Psychological and Linguistic approach of language teaching).
- Aims and objectives of teaching Urdu language.
- Importance of Mother – tongue in school subject.

B. Methodology

- Pronunciation in Urdu, Skill in questioning, example and explanation.
- Technique of Urdu Teaching.
- Teaching Urdu Prose, Poetry, Ghazal, Grammar, Essay and Letter Writing.
- Examination and Evaluation.
- Importance of Homework in Urdu.
- Lesson Planning (Meaning, Importance and Structure) planning of prose, poetry, grammar and essay.

C. Material

- Urdu Text – book (Evaluation of exciting curriculum).
- Teaching and reading material.
 - (Silent, loud, simultaneous, extensive and intensive reading).
- Audio – Visual Aids in Urdu Teaching.
- Personality of Urdu Teachers.
- Co-curricular activities (Practical activities) in Urdu.
- Urdu Library.

Assignment

- स्वनिर्मित शिक्षण सहायक सामग्री का निर्माण
- पाठ योजना के प्रारूप का निर्माण

Reference

Ryburn

Akhtar Ansari

Moinuddin

Suggestion for the Teaching of Mother Tongue in India

Ghazal aur Darse Ghazal

Urdu Zaban Ki Tadrīs

Full Marks – 50

External – 40 Marks

Internal – 10 Marks

UNIT – I: The Nature and scope of physical science

- Nature and scope of Science.
- Structure of science, substantive structure, empirical knowledge, theoretical knowledge (Facts, concepts, hypothesis, theory, principles, law syntactic structure of science, scientific enquiry, process of science, attitude of inquiry).

UNIT – II: Aims Values & Objectives of Teaching Physical Science

- Aims and objectives of teaching physical science.
- Importance of physical science in school curriculum.

UNIT – III: Science Curriculum

- Definition of curriculum.
- Principles of curriculum organization.
- Qualities of a good science text- book state & CBSE.
- Critical review of Physical science text –book

UNIT – IV: Strategies of Teaching Physical Science

- Science teaching: Concepts and meaning of approaches methods and techniques.
- Approaches: Inductive, deductive and heuristic.
- Methods: Lecture, demonstration, lectured cum demonstration, scientific problem solving, and team teaching.
- Modern techniques of science teaching: Brain Storming, quiz, seminars, discussion, scenario building.

UNIT – V: Instruction Planning

- Importance and use of teaching aids:
- Maintenance of register in the lab.
- Lab work and safety procedures.
- Collection, improvisation and preservation of apparatus.

UNIT – VI: Evaluation

- Concept, Type and importance of Evaluation.
- Tools of Evaluation.
- Construction of Unit test.
- Construction of a Questions bank.

PAPER CODE : T - 203/T - 402 PEDAGOGY OF A SCHOOL SUBJECT

Full Marks – 50

External – 40 Marks

Internal – 10 Marks

UNIT – I: Nature of Mathematics

- Understanding the nature of Mathematics, specially the role of Axioms, hypothesis, postulates and operations.
- Contribution of any two mathematicians (Aryabhata, Ramanuja, Euclid, Pythagoras).
- Importance of Mathematics in life.
- Maths across the curriculum – its relation with other disciplines.

UNIT – II:

- Aims and objectives of Mathematics.
- Methods/ techniques of teaching Maths : Inductive, deductive, analytic, synthetic, problem- solving lecture cum demonstration drill, assignments, graded presentation.

UNIT – III:

- Special programmed and motivational scheme for gifted children.
- Diagnosis causes and remedies of backwardness in mathematics.

UNIT – IV: Mathematics Teacher

- Qualities and Qualifications.
- Professional growth.
- Difficulties faced by the teachers and suggestive measures to overcome them.

UNIT – V: Curriculum and Text- book of Mathematics

- Critical study of syllabus of deferent stages in accordance with the theoretical principles of curriculum construction.
- Organization of content on the basis of topical and concentric approaches.
- Characteristics of a good text-book of Mathematics.
- Evaluation of text-book (std. V to XII).

UNIT – VI:

- Mathematics room and its equipments, Maths laboratory.
- Co-curricular activities: Games, Quiz, Puzzles, Visits, Talks.
- Organization and importance of Maths club.

UNIT – VII: Instructional Material

- Type, importance, uses with special reference and following visual aids:
- Projected aids – Slides, Transparencies.
- Non- projected – Charts, models, boards, calculators.
- Audio – Visual- TV, Video.

UNIT – VIII:

- Making a lesson plan and construction of an achievement test in mathematics.
- Designing of some experimental projects in Maths.

UNIT – IX:

- Popularizing mathematics.

ASSIGNMENTS:-

1. What do you mean by Axioms and Postulates of mathematics?
Enlist the axioms and postulates with suitable examples.
2. Give a brief classification of tools and techniques of evaluation in mathematics .Explain them with examples appropriately.

REFERENCE

1. Durel Teaching of Arithmetic
2. Butler, C.H. and Wren, F.L. Teaching of Secondary Maths.

Full Marks – 50

External – 40 Marks

Internal – 10 Marks

UNIT – I: Meaning and Scope of Home Science

- Meaning, Nature of Home Science and its place in the secondary school.
- Aims and Objectives of teaching Home Science at Senior Secondary level.
- Importance and scope of Home Science.

UNIT – II: Methods and Approaches of teaching Home Science

- Discussion method.
- Lecture and question and answer method.
- Project method.
- Problem – solving method.
- Demonstration method.
- Laboratory method.
- Dramatization and field trips.

UNIT – III: Teaching Learning Process in Home Science

- Teaching of Child Development.
- Teaching of Food, Health and nutrition.
- Teaching of Textile and Clothing
- Teaching of Home Management.

UNIT – IV: Audio Visual Aids in Teaching Home Science

UNIT – V: Home Science Teaching

- Qualities of good Home Science Teacher.
- Role of Home Science Teacher.

UNIT – VI: Curriculum Contentions

- Concept, Principles, Basis and Measures.
- Curriculum for Secondary School Stage.
- Unit Planning – Meaning, Importance, Steps, Advantages.

UNIT – VII: Lesson Planning

- Concept of Planning of Home Science teaching.
- Various steps of Lesson Planning.

UNIT – VIII: Evaluation in Home Science Teaching

- Concept of measurement and evaluation.
- Criteria of good evaluation.
- Preparation of blue print in evaluation.

Assignment

- Preparation of Unit Plan in Concern Subject
- Project Work on Relevant Subject

REFERENCE

Chandra Arvinda

Fundamental of Teaching Home Science

Das, R.R. & Ray Binita

Teaching of Home Science

Devdas R. P.

Teaching of home Science

PEDAGOGY OF GEOGRAPHY

PAPER CODE : T - 203/T - 402 PEDAGOGY OF A SCHOOL SUBJECT

Full Marks – 50

External – 40 Marks

Internal – 10 Marks

UNIT – I: Nature and Scope of Geography

- Unique position of Geography among social sciences.
- Geography as a bridge between arts and science.

UNIT – II: Aims and Objectives of Geography as a means to

- Understand the life of Man and his environment.
- Develop a balance understanding of the people of the world.
- Create awareness of relationship between resources and over population.

UNIT – III: Concept of Geography

- Geography in the description of the earth.
- Study of landscape – Physical and cultural.
- Science of distribution on earth.
- Study of the earth as the home of man and the interaction between man and his environment.

UNIT – IV:

- Planning the Geography Curriculum, Its importance, Basic principles and techniques of curriculum construction for different levels.

UNIT – V: Correlation of Geography with other subjects.

UNIT – VI:

- Local Geography: It's meaning significance and usefulness.

UNIT – VII: Method of teaching Geography

1. Storytelling, Text book, Observation and direct, Libratory, Regional and Comparative, Project, Discussion method.

UNIT – VIII: Geography Teacher.

UNIT – IX: Teaching Aids

Kinds Importance, Chalk Board, Globes, Maps, Atlas, Charts, Models, Pictures, Projected Aids.

UNIT – X: Methodology: Instruments and Sample Survey, Instruments: Types and used.

UNIT – XI: Geography Room: Laboratory, Geography Museum, Excursion-their importance and Equipment.

UNIT – XII: Environment Pollution: A Geographical problem.

UNIT – XIII: The importance of Audio- Visual in Geography.

UNIT – XIV: Examination, Evaluation and Measurements in teaching Geography.

Assignment

- Survey of any one Historical Place and Submission of Detailed Report
- Preparation of Blue Print in Concern Subject

PEDAGOGY OF HISTORY

PAPER CODE : T - 203/T - 402 PEDAGOGY OF A SCHOOL SUBJECT

Full Marks – 50

External – 40 Marks

Internal – 10 Marks

UNIT –I: Concept of History

- Concept of History, Aims and objectives of teaching History, Place and importance of teaching the subject at secondary and higher secondary level of Education.

UNIT –II: Methods

- Method of teaching – Story telling , Dramatization and Role play, Lecture, Discussion, Sources, Question and Answer, Project, Self Study , Assignments, Supervised study.

UNIT –III: Co- relation with other subjects

- Co- relation with other school subjects, Geography, Literature, Philosophy, Science, Economics, Political Science(Civics)
- Scientific approach to teaching the subject:
 - Concept based teaching
 - Generalization based teaching
 - Maxims of teaching – known to unknown, simple to complex, concrete to abstract.

UNIT –IV: Co- curricular Activities

- Importance and organization of co-curricular activities, clubs, visits, celebration of days of National importance and festivals.
- Knowing History through excursion, Museum.
- History room needs, equipments, maintenance.

UNIT –V: Qualities of Teacher

- Qualities and qualifications of a good History teacher, Challenges faced by the History teacher in the present day context.

UNIT –VI: Instructional Materials and teaching aids – Types and Importance

- Visual, CB, charts, pictures, graph maps, globes, models, flannel board.
- Auditory – Radio, gramophone, phonograph records.
- Audio Visual – TV, Motion pictures, films.
- Miscellaneous: Booklets, Newspaper, Magazine, computer assisted instructions.

UNIT –VII: Examination and Evaluation of History

- Planning of History Lesson.
- Unit Planning.

Assignment

- Construction, Administration and Evaluation of an achievement test
- Preparation of a question paper at secondary level

REFERENCES

Tyagi, Guru Sharan Das	History Teaching
Kocher, S.K.	History Teaching
Sharma, R. A.	History Teaching

Full Marks – 50

External – 40 Marks

Internal – 10 Marks

UNIT – I: Economics and its Aims

- Nature, scope, importance of Economics, Aims and objectives of teaching at secondary and higher secondary level.
- Co-relation of Economics with Mathematics, History, Geography, Science and Language.

**UNIT – II: Approaches to teaching Economics Methods
(Importance, procedure, advantage and limitations)**

- Lecture cum discussion method
- Project method
- Problem – solving method
- Symposium
- Self – learning
- Dramatization

UNIT – III: Pedagogical Analysis (in relation to core elements given in NPE 1986)

- Unit Analysis
- Instructional objectives and procedure
- Planning in Economics.

UNIT – IV: Economics Curriculum and its Objectives

- Meaning of Curriculum.
- Importance of Economics Curriculum at the School: Secondary and Higher Secondary Stage.
- Principles and Organization of Curriculum.
- Innovations in Curriculum.

UNIT – V: Economics Teacher

- Qualities and qualification.
- Role and responsibility.
- Professional Growth.
- Diagnostic testing and remedial teaching.

UNIT – VI: Facilities and Equipments

- Instructional material and teaching aids.
 - i Visual: Chalkboard, chart, pictures, graphs, maps, globes, objects, models, specimens and flannel board.
 - ii Auditory: Radio, recorders.
 - iii Audio – Visual: Television, Motion Picture, Films.
 - iv Miscellaneous: Booklets, Newspapers, and Magazines.
- Computer assisted instructions.

UNIT – VII: Examination and Evaluation in Economics.

- Formative and Summative Evaluation

Assignment

- Preparation of Unit Plan in concern Subject
- Construction of Question Paper in Secondary Level

REFERENCES

Sharma K.	Teaching of Economics
Tyagi Gursharan Das	Teaching of Economics
Rai Ji Kamesh	Teaching of Economics

Full Marks – 50

External – 40 Marks

Internal – 10 Marks

UNIT – I: Concept of Commerce

- Meaning need and scope of Commerce.
- Importance of the subject
- Aims and objectives of teaching at Secondary and Higher Secondary level.
- Co- relation with other subjects like Business, Math, Economics, Geography, Book -keeping, Science, Language.

UNIT – II: Planning

- Lesson planning, unit planning, annual planning with objectives, procedures and evaluation.

UNIT – III: Method of Teaching

- Expository based: Lecture, debate, discussion, storytelling.
- Discovery based: Experimental, inquiry, problem- solving.
- Activity based: Simulation/gaming, survey, case study, project.
- Individualized Instructive based: Computer assisted instruction modular, mastery learning, Dalton Plan.

UNIT – IV: Text – book in Commerce

- Characteristics, importance of text- books
- Criteria for their selection.

UNIT – V: Commerce Teacher

- Qualification and training, qualities.
- Role and responsibilities.
- Professional growth.

UNIT – VI: Co – curricular Activities

- Objectives, Importance, Principles of organization.

Practical Visits / Assignment:

Stock exchange, Bank, Insurance Company, Department Store, Mall, Account/Commerce Club and its Activities

REFERENCE

1. Rao Seema Teaching of Commerce
2. Gupta Rainu Teaching of Commerce

PEDAGOGY OF CIVICS

PAPER CODE : T - 203/T - 402 PEDAGOGY OF A SCHOOL SUBJECT

Full Marks – 50

External – 40 Marks

Internal – 10 Marks

UNIT-I Civics and its Aims

- Concept Nature Scope Importance of Civics, Aims of objective of Teaching at Secondary and higher Secondary level
- Co-relation of Civics with other subjects

UNIT-II Approaches to teaching Civics method

- Unit method, source method, Discussion method, Problem Method, Project Method, Socialization, Method

UNIT-III Civics Curriculum and its objectives

- Meaning of Curriculum
- Principle of Curriculum Organization
- Text book and reference book in civics

UNIT-IV Civics Teacher

- Qualities and Qualification of a book Teacher
- Role and Responsibilities

UNIT-V Planning

- Lesson Planning, Unit Planning with objective procedure and Evolution

UNIT-VI Facilities and Equipments

- Teaching aids
- Visual – Chalk board, Pictures, map, Glob, Model
- Auditory –Radio, tape Recorder
- Audio Visuals-TV , motion Picture, Films
- Miscellaneous-Book let ,New Paper, magazine, museum, Club

UNIT-VII Evaluation- Meaning Formative & Summative Evaluation

UNIT-VIII Preparation of question paper in Secondary level

- Blue print
- Clinical and Diagnostics Test

Assignment Work-

- Preparation of question paper in secondary level
- Diagnostics test in exceptional child

REFERENCES

J. S. Walia	Teaching of Social Studies
Mittal H. C.	Teaching of Social Studies
Agrawal N. N.	Teaching of Political Science

Full Marks – 50

External – 40 Marks

Internal – 10 Marks

UNIT – I: Place of English in India and its Aims

- Place of English in India colonial and post colonial perspective.
- English as a library language, a link language, a language for communication in a globalized economy, a window to the world, a world language to foster international brotherhood.
- Aims and objectives of teaching English as a second language at higher / lower level.
- The theories and principles of language learning based on the piaget, Vygotsky, Bruner and Chomsky.

UNIT - II: A Method and Approach of teaching English

- Grammar cum translation method vs. direct method.
- Dr. West's new method & bilingual method.
- Structural approach vs. functional communicative approach.
- Situational language teaching.
- Skills of introducing, Questioning, Probing, Explaining, Illustrating.

UNIT – III:

- Teaching of Prose, Poetry, Grammar, and Composition.
- Difference between Prose and Poetry.
- Important components of lesson Plan.
- Lesson plan of Prose, Poetry, Grammar and Composition.
- Different Literary and Poetic devices: Rhyme, Rhythm, Smile, Metaphor, Alliteration, Pun Repetition...etc.
- Essential qualification and qualities of an English Teacher.

UNIT – IV: Audio – Visual Aids in the Teaching of English

- Need and importance of Audio – Visual Aids.
- Types of Audio – Visual Aids and its appropriate uses.
- Language laboratory.

UNIT – V: Teaching of Grammar

- Nature of Grammar.
- Types : Functional and Formal
- Methods: Inductive and Deductive.
- Important aspects of English Grammar: Prefixes Suffixes (Inflectional and Derivational Stress, Intonation, Juncture.

UNIT – VI:

- Teaching of Vocabulary.
- Selection and Gradation of English Vocabulary for Teaching.
- Vocabulary Games.

UNIT – VII: Spoken English

- Phonology: Definition organs of speech, vowels, consonants, diphthongs.
- Stress and intonation.
- Practical work: use of pronouncing dictionary, pronunciation drill, reading phonetic description.

UNIT – VIII: Evaluation in English

- Concept of Evaluation.
- Essentials of a good test.
- Tools of evaluation: Oral, Written, Types of questions, Blue Print
- Importance of test and examination

Assignment

- Preparation of a Question Paper of Secondary Level
- Preparation of Blue Print in Concern Subject

Reference:

Ahiya N.P.

Bhatia K. K.

Bhatia KT

Teaching of English

New Techniques of Teaching English as a Foreign Language

The Teaching of English in India

Full Marks – 50

External – 40 Marks

Internal – 10 Marks

UNIT – I: Aim and Objectives of Teaching Learning

- Importance of Sanskrit as language and status.
- The position of Sanskrit in India.
- The place of Sanskrit in the School curriculum.

UNIT – II: Methods of Teaching Techniques

- Prose: Discussion, narration, questioning.
Methods: Storytelling, Dramatization, Simulation.
- Poetry methods: Recitation, Song /Action, Dramatization, discussion, appreciation.
- Grammar Methods: Inductive, Deductive, Play way, Interactive.
- Composition: Guided, free, creative, correction of composition.

UNIT – III: Strategies of developing language competencies

- Listening: Pronunciation, expressive, phonetics, stress on intonation.
- Speaking: Loud, silent, chorus, expressive, speed.
- Writing: handwriting skill, poetic and non-poetic.
- Extra: Curricular activities of Sanskrit.

UNIT – IV: Teacher and Text-book

- Teacher : Qualities, role and responsibilities, Professional growth, diagnostic testing and remedial teaching
- Text-book : Characteristics of a text-book critical analysis of a text-book

UNIT – V: Materials of Instruction or language teaching

- Language Practice: Assignment, games, club, language club.
- Use of technology: Multimedia centre, OHP, video, tape- recorder, and Computer assisted instruction.
- Use of media: TV, Newspaper, Advertisements.
- Use of Library: Koshas Dictionaries.
- Language lab.

Assignment

- स्वनिर्मित शिक्षण सहायक सामग्री का निर्माण
- पाठ योजना के प्रारूप का निर्माण

REFERENCE

Dr. Santosh Mittal
Raghunath Safaya

संस्कृत शिक्षण
संस्कृत शिक्षण

Full Marks – 50

External – 40

Internal –10

Unit 1: Understanding of Self

- Reflections and critical analysis of one's own self and identity
- Identifying factors in the development of self and in shaping identity
- Building an understanding about philosophical and cultural perspectives of Self
- Developing an understanding of one's own philosophical and cultural perspectives as a teacher

Unit 2: Development of Professional Self and Ethics

- Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity
- Exploring, reflecting and sharing one's own aspirations, dreams, concerns and struggles in becoming a teacher
- Reflections on experiences, efforts, aspirations, dreams etc. of peers
- Understanding the role of teacher as facilitator and partner in well-being among learners

Unit 3: Role of Teacher in Developing Understanding of Self among Learners

- Reflecting on one's own childhood and adolescent years of growing-up
- Facilitating development of awareness about identity among learners
- Developing skills of effective listening, accepting, positive regard etc. as a facilitator

Practicum:-

- Development self awareness as a teacher (Individual / group activities)
- Group Activities involving community participation
- Reflection on critical movements in lives of the peers (Small group activities)

Reference:-

1. Venkateshmurthy, C.G., and Rao, A.V.G. (2005). Life Skills Education Training Packages. R.I.E., Mysore
2. Pant, D. and Gulati, S. (2010). Ways to Peace – A Resource Book for Teachers. NCERT, New Delhi

School internship would be a part of the broad curricular area of Engagement with the Field and shall be designed to lead to development of a broad repertoire of perspectives professional capacities, teacher sensibilities and skills. The curriculum of B Ed. shall provide for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessments for learning), Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 4 weeks in the second semester of the course.

Students are to be actively engaged in teaching for 16 weeks to the 4TH semester of the course. They shall be engaged at two levels, namely upper primary (classes VI - VIII) and secondary (IX - X) or senior secondary, with at least 16 weeks in secondary/senior secondary classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Internship in schools will be for a minimum duration of 20 weeks for a two-year program (4 weeks the in 2nd semester and 16 weeks in the 4th semester as noted above). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations of practice lessons.

Modality of Teaching Practice and internship

1. Candidates are required to complete 6 micro lessons & at least two simulation classes in each pedagogy subject before going for practice teaching. In addition to this, they are expected to observe the demonstration lessons undertaken by the members of the staff of the college.

Every candidate shall have to undergo practice teaching and internship of 5 full months (20 weeks) in a cooperating school as "Teaching Practice and Internship". During this period the candidate shall be attached to a school and he/she shall have to undertake such duties as are assigned to him/her by the Principal of the school in both curricular and co-curricular activities. In practice teaching the candidate will teach ten lessons in each method. During internship the candidates shall take 80 periods in the school taking equal number of lessons (40 + 40) from each of his/her methods opted, under the supervision of the respective teacher/educator/head of the school or any of the subject teachers in the school who are referred to as "Supervising teachers". During the teaching practice and internship period the lecturers concerned of the College of Education will go round the schools and observe the lessons of each student along with the supervising teachers and assess their lessons jointly. At the end of the teaching practice and internship program, all the students teachers show the teaching aids prepared in both the method subjects and also submit at least 5 teaching aids (Practice teaching) and 15 (internship) = 20 each to the teacher / educator of the college concerned. A certificate of satisfactory work shall be issued to the candidate by the Principal of the cooperative school after completion of teaching practice and

NOTE FOR PAPER SETTER**Time : 3 hours.****Maximum Marks : 80**

Types of Questions.

- | | |
|----------------------------------|----------------------------|
| 4. Objective Type question | 10 Questions x 1 Mark = 10 |
| 5. Short Answer Type (150 Words) | 6 Question x 5 Marks = 30 |
| 6. Long Answer Type(300 words) | 4 Question x 10 Marks= 40 |
| | Total = 80 |

Time : 1and ½ hours.**Maximum Marks : 40**

Types of Questions.

- | | |
|---------------------------------|----------------------------|
| 4. Objective Type question | 10 Questions x 1 Mark = 10 |
| 5. Short Answer Type (150 Word) | 2Question x 5 Marks = 10 |
| 6. Long Answer Type (300 Words) | 2 Question x 10 Marks = 20 |
| | Total = 40 |

Table : 1

Grand Total	University Examination	Pass Marks	Sessional Marks	Pass Marks	Aggregate
100	80	35	20	10	45
50	40	18	10	5	23

Table : 2 (Optional Paper)

Grand Total	University Examination	Pass Marks	Sessional Marks	Pass Marks	Aggregate
50	40	18	10	5	23

(Dr. Jagdamba Singh)
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