

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

STRUCTURE OF THE TWO YEAR B.ED. PROGRAM

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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						

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

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

SEMESTER II

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ENGAGEMENT WITH THE FIELD : TASKS AND ASSIGNMENT

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

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

Foundations of Education

Teacher in developing Indian society

S. Gupta (2nd Edition)

Prof. Ramesh Ghanta & B. N. Dasli

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.

SEMESTER III

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Total			18			300

ENGAGEMENT WITH THE FIELD : TASKS AND ASSIGNMENT

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 incognit 5 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 co efficient 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 interelat ; 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.

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
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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 SCHCOL
T - 303b	• VALUE EDUCATION AND MORAL ETHICS
T - 303c	• ENVIRONMENT OF EDUCATION

Paper Code	Detail
T	Theory Paper
P	Practical Paper

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 exceptionality
 - 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

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

REFERENCE

Special Education

UNESCO, (2009)

M.H.R.D. (2009)

M.S. Ansari (2008)

Policy guidelines on Inclusion in education

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

Total 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 in the 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