

SYLLABUS
Department of Education
FACULTY OF EDUCATION
MOHAN LAL SUKHADIA UNIVERSITY, UDAIPUR

SCHEME OF EXAMINATION AND COURSE OF STUDIES



BACHELOR OF EDUCATION (B.Ed.)

TWO- YEARS PROGRAMME
YEAR 2017-18, 2018-19,

Department of Education
FACULTY OF EDUCATION
MOHAN LAL SUKHADIA UNIVERSITY, UDAIPUR

INDEX (FIRST YEAR)

S.No.	PARTICULARS	PAGE NO.
1	INTRODUCTION	4
2	PROVISIONS FOR ADMISSION TO B.ED. COURSE	5
3	OBJECTIVES OF THE COURSE	5-6
4	MODES OF LEARNING ENGAGEMENT	7
5	COMPONENTS OF THE B.Ed. PROGRAMME	8-9
6	INTERNSHIP	10
7	THE CURRICULAR DETAILS FOR TWO YEARS	11
8	MLSU PAPER CODE (THE CURRICULAR DETAILS FOR TWO YEARS)	12-14
8	EVALUATION	14-17
9	WORKING OUT THE RESULT FOR AWARDING DIVISION	17
10	PROPOSED SCHEME OF DISTRIBUTION OF TIME FOR THEORY & PRACTICE TEACHING	18
11	DISTRIBUTION OF PERIODS FOR THEORY PROGRAMME	19
12	Course 1 - CHILDHOOD & GROWING UP	22-24
13	Course 2 -CONTEMPORARY INDIA AND EDUCATION (INCLUDING GENDER, SCHOOL AND SOCIETY)	25-27
14	Course 3 -LEARNING AND TEACHING	28-31
15	Course 4 -LANGUAGE ACROSS THE CURRICULUM (INCLUDING READING AND REFLECTING ON TEXTS)	32-33
16	Course 5 & 6 -PEDAGOGY OF A SCHOOL SUBJECT (FIRST SUBJECT & SECOND SUBJECT)-PART I	34
17	PEDAGOGY OF HINDI.	35-36
18	PEDAGOGY OF ENGLISH.	37-39
19	PEDAGOGY OF SANSKRIT.	40-42
20	PEDAGOGY OF URDU.	43-46
21	PEDAGOGY OF RAJASTHANI.	47-48
22	PEDAGOGY OF MATHEMATICS.	49-52
23	PEDAGOGY OF GENERAL SCIENCE.	53-55
24	PEDAGOGY OF PHYSICS.	56-58
25	PEDAGOGY OF CHEMISTRY.	59-61
26	PEDAGOGY OF BIOLOGY.	62-64
27	PEDAGOGY OF HOME SCIENCE.	65-66
28	PEDAGOGY OF COMPUTER SCIENCE	67-69
29	PEDAGOGY OF SOCIAL SCIENCE.	70-71
30	PEDAGOGY OF SOCIOLOGY	72-74
31	PEDAGOGY OF PSYCHOLOGY	75-77
32	PEDAGOGY OF HISTORY.	78-79
33	PEDAGOGY OF POLITICAL SCIENCE.	80-82
34	PEDAGOGY OF ECONOMICS.	83-85
35	PEDAGOGY OF GEOGRAPHY.	86-87
36	PEDAGOGY OF ART.	88-90
37	PEDAGOGY OF MUSIC.	91-92
38	PEDAGOGY OF BUSINESS STUDIES	93-94
39	PEDAGOGY OF FINANCIAL ACCOUNTING	95-97
40	Course 7 -DRAMA AND ART IN EDUCATION (Internal Assessment)	98-102
41	Course 8 -CRITICAL UNDERSTANDING OF ICT (Internal Assessment)	103-105
42	Course 9 - OPEN AIR SESSION / SUPW CAMP (Internal Assessment)	106
43	Course 10 -SCHOOL INTERNSHIP (PHASE – 1, 4 WEEKS) (Internal Assessment)	107-108
44	Course: 11 EXTERNAL ASSESSMENT	109

INDEX (SECOND YEAR)

S.No.	PARTICULARS	PAGE NO.
1	Course 12 & 13 -PEDAGOGY OF A SCHOOL SUBJECT <small>(FIRST SUBJECT & SECOND SUBJECT)-PART II</small>	111
2	PEDAGOGY OF HINDI.	112-113
3	PEDAGOGY OF ENGLISH.	114-115
4	PEDAGOGY OF SANSKRIT.	116-117
5	PEDAGOGY OF URDU.	118-119
6	PEDAGOGY OF RAJASTHANI.	120-121
7	PEDAGOGY OF MATHEMATICS.	122-124
8	PEDAGOGY OF GENERAL SCIENCE.	125-126
9	PEDAGOGY OF PHYSICS.	127-128
10	PEDAGOGY OF CHEMISTRY.	129-130
11	PEDAGOGY OF BIOLOGY.	131-132
12	PEDAGOGY OF HOME SCIENCE.	133-134
13	PEDAGOGY OF COMPUTER SCIENCE	135-136
14	PEDAGOGY OF SOCIAL SCIENCE.	137-138
15	PEDAGOGY OF SOCIOLOGY	139-140
16	PEDAGOGY OF PSYCHOLOGY	141-142
17	PEDAGOGY OF HISTORY.	143-144
18	PEDAGOGY OF POLITICAL SCIENCE.	145-146
19	PEDAGOGY OF ECONOMICS.	147-148
20	PEDAGOGY OF GEOGRAPHY.	149-150
21	PEDAGOGY OF ART.	151-152
22	PEDAGOGY OF MUSIC.	153
23	PEDAGOGY OF BUSINESS STUDIES	154-155
24	PEDAGOGY OF FINANCIAL ACCOUNTING	156-157
25	Course 14 - KNOWLEDGE AND CURRICULUM	158-160
26	Course 15 - ASSESSMENT FOR LEARNING	161-164
27	Course 16 - EDUCATIONAL MANAGEMENT AND CREATING AN INCLUSIVE SCHOOL	165-166
28	Course 17 - UNDERSTANDING THE SELF (INTERNAL ASSESSMENT)	167-169
29	Course 18 - OPTIONAL COURSE	170-171
	1. VOCATIONAL/WORK EDUCATION	172-173
	2. HEALTH AND PHYSICAL EDUCATION	174-175
	3. PEACE EDUCATION	176-177
	4. GUIDANCE AND COUNSELING	178
	5. INNOVATIONS AND ACTION RESEARCH	
30	Course 19 - SCHOOL INTERNSHIP (Phase- II, 16 WEEKS)(INTERNAL ASSESSMENT)	179-181
31	Course 20 - EXTERNAL ASSESSMENT ONE FINAL LESSON OF PEDAGOGY OF A SCHOOL SUBJECT	182

Department of Education
FACULTY OF EDUCATION
MOHAN LAL SUKHADIA UNIVERSITY, UDAIPUR

Scheme of Examination and Course Of Studies

BACHELOR OF EDUCATION (B.Ed.)

(B.Ed. Programme Is a Full Time, Two Academic Session Programme; Each Session will Be of 200 Days Duration)

1. INTRODUCTION

Destiny of a nation is shaped in its classrooms and teacher is the architect who shapes the destiny. Enlightened, emancipated and empowered teachers lead communities and nations towards better and higher quality of life. Teachers are expected to create soul cohesion, national integration and a learning society. They disseminate knowledge and generate new knowledge. It is therefore, essential for nation to have a sound and effective programme of teacher preparation. The teacher education programme needs to be upgraded and updated periodically.

A perusal of the reports of various commissions and committees indicate the preference for longer duration of B.Ed. programme. It was also endorsed by the Hon'ble Supreme Court of India in its judgement on 15 June 1993. "The Teachers Training Institutes are meant to teach children of impressionable age and we cannot let loose on the innocent and unwary children the teachers who have not received proper and adequate training. True, they will be required to pass the examination but that may not be enough. Training for a certain minimum period in a properly organised training institute is essential before a teacher may be duly launched." The NCTE (2009) recommended a two year B.Ed. programme. Earlier too in 1998 NCTE had recommended two year B.Ed. programme in its earlier curriculum framework. The NCERT had prepared two year B.Ed. curriculum and launched it in the Regional Institutes of Education in 1999.

Now, finally the NCTE has recommended that the B.Ed. course should be of two years duration and has prepared a Curriculum Framework for Two year B.Ed. Programme. Mohanlal Sukhadiya University also decided to introduce Two Year B.Ed. programme and has prepared a detailed course of study and Scheme of Examination for two years B.Ed. course on the basis of guideline given in the curriculum framework. The two year B.Ed. course will come in to force from the session commencing in 2015.

The two-year B.Ed. course aims at a complete development of the student-teacher; particularly in knowledge and skills, in individual care of the learner and also in methods and evaluation designed to facilitate learning. This course is divided into two parts. It aims at developing understanding of and competence to render disciplinary knowledge into forms relevant to stage specific understanding of teaching-learning situation apprehended through intensive study of conceptual explanations, observation and analysis of live classroom situations as well as hand-on experiences and longer duration of field experience. Interactive processes, i.e. group reflection, critical thinking and meaning-making have been encouraged. The maturity of student-teachers has been kept in mind while visualizing modes of learning engagements; instead of continuous teacher monitoring, greater autonomy to learners has been given in accordance with andragogic principles of learning. The syllabus retains the essence of student-teachers being active participants in the learning process and prepares the student-teachers for facing the emerging challenges resulting out of globalization and its consequences.

Therefore it becomes essential for any nation to give necessary professional inputs to its teachers. Mohanlal Sukhadia University pursues the following curriculum for its pre-service teacher training programme. The curriculum also aims at developing language proficiency of the pupil teacher by providing him opportunities through different activities and course content.

2. PROVISIONS FOR ADMISSION TO B.ED. COURSE

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and / or in the entrance examination or any other selection process as per policy of the State Government/ and the University.

Duration

The B.Ed. Programme shall be of duration of Two Academic Years, which can be completed in a Maximum of Three Years from the date of the admission to the programme.

Working Days

1. There shall be at least Two Hundred (200) Working Days each year exclusive of the period of examination and admission.
2. Institution shall work for a minimum of thirty six hours a week, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
3. The minimum attendance of student-teachers shall have to be 75% for all course work and practicum, and 90% for school internship.

Eligibility

Candidates with at least 50% Marks either in Bachelor Degree and /or in Master Degree in Science/ Social Sciences/ Humanities/Commerce, Bachelor in Engineering of Technology with specialization in Science and Mathematics with 55% Marks or any other Qualification equivalent thereto, are eligible for admission to the programme. Relaxation in case of reservation categories will be as per state government guidelines.

3. OBJECTIVES OF THE COURSE

The objectives of theory course prescribed for the B.Ed. course are as follows:

1. To develop competence to teach subjects of their specialization on the basis of an adequate theory of learning and a sound knowledge of the subjects.
2. To develop interest, attitude and knowledge which will enable them (i) to foster the all-round growth and development of children under their care and (ii) to provide guidance to individual pupils?
3. To develop an understanding of the aims and objectives of education in the Indian background and to promote an awareness of the role of the school and the teacher in realizing these aims and ideals.
4. To develop an understanding of the close relationship between societies and the school, between life and school work.
5. To become self-regulated learners; develop professional commitment and work as responsible professionals.
6. To make them comfortable with content and pedagogical effective use and utilization of ICT.
7. To enable them to critically analyse the various evaluation tools to serve CCE.
8. To reflect on teacher practices and interface with societal resources
9. To build up professional consciousness.

The objectives of practical work prescribed for the B.Ed. course are as follows:

To develop the ability and self-confidence of pupil teachers to-

1. Be conscious of a sense of values and need for their inculcation in children through all available means including ones own personal life.
2. Possess a high sense of professional responsibility.
3. Develop resourcefulness so as to make the best use of the situation available.

4. Appreciate and respect each child's individuality and treat him as an independent and integrated personality.
5. Arouse their curiosity and interest and secure their active participation in the education process.
6. Develop capacity for thinking and working independently and guide them to that end.
7. Organize and manage the class for teaching learning.
8. Appreciate the dynamic nature of the classroom situation and teaching techniques.
9. Define objectives of particular lessons and plan for achievement.
10. Organize the prescribed subject matter in relation to the needs, interest and abilities of the pupils.
11. Use appropriate teaching methods and techniques.
12. Prepare and use appropriate teaching aids, use of the black board and other apparatus and materials properly.
13. Convey ideas in clear and concise language and in a logical manner for effective learning.
14. Undertake action research.
15. Give proper opportunity to the gifted pupils and take proper care of the pupils with special need.
16. Correlate knowledge of the subjects being taught with other subjects and with real life situations as and when possible.
17. Prepare and use assignment.
18. Evaluate pupil's progress.
19. Plan and organize co-curricular activities and participate in them.
20. Co-operate with the school teachers and administrators and learn to maintain school records and registers.

Learning Outcomes

After the completion of the course the student teacher is expected to attain the following learning outcomes:

1. Competence to teach effectively two school subjects at the secondary/senior secondary level.
2. Ability to translate broad objectives of secondary/senior secondary education in terms of specific programmes and activities in relation to the curriculum.
3. Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to foster growth and development.
4. Ability to use (a) individualized instruction and (b) dynamic methods in large classes.
5. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
6. Use of Equipment for diagnosing pupil's difficulties and deficiencies in achievement and dealing with them through remedial work.
7. Readiness to spot talented and gifted children and capacity to meet their needs.
8. Ability to cater to the need of children with special needs.
9. Ability to organize various school programmes, activities for pupils.
10. Ability to provide guidance in educational, personal and vocational matters.
11. Ability to assess the all round development of pupils and to maintain a cumulative record.
12. Development of certain practical skills such as:
 - (a) Black board work
 - (b) Preparing improvised apparatus
 - (c) Preparing teaching aids
13. Developing professional competence.
14. Readiness to participate in activities of professional organizations.

4. MODES OF LEARNING ENGAGEMENT

Overall Intention of Modes of Learning Engagement

1. The Curriculum is so designed that the student-teachers internalise the nature of education and pedagogic process through enriched experiences.

2. The kinds of learning engagement suggested will contribute to reduction of the gap between theory and practice by dovetailing both appropriately.
3. The Curriculum emphasises the use of varied modes of learning engagement in accordance with the requirements.
4. Interactive processes wherein group reflection, critical thinking and meaning making will be encouraged.
5. In this respect, critical theory, critical pedagogy and critical thinking become very crucial theoretical inputs and are embedded implicitly in various courses.
6. While visualising modes of learning engagement, the nature of student teachers who are adults has been kept in mind. Instead of continuous teacher monitoring greater autonomy to learners has been recommended which is more relevant and in accordance with the andragogic principles of learning.
7. Multiple learning engagements visualised being more active/interactive, the course work is clearly not meant to be burdensome and ‘memorybased’, but challenging and engaging.

Some Specific Modes of Learning Engagement Envisaged

1. Overarching lectures-cum-discussion
2. Use of narratives based on research and documentation
3. Project reviews
4. Case studies
5. Use of video-clips and transcripts of classroom teaching
6. Success stories/ innovations
7. Observation in schools and other field sites
8. Recording of observations and experiences
9. Interviews with school personnel
10. Panel of group discussion on issues
11. Individual projects
12. Journal writing
13. Using library and ICT resources.

These are suggestive modes of learning engagement. Teacher educators will have to create, design and evolve different modes of learning engagement based on the course and suited to the needs of student teachers.

Enhancement of Learning through School-based Experiences

Most courses require school experience for various purposes. Some significant aspects of these experiences are outlined:

1. School visits and observations spread over the years, including
 - a) Observation visits
 - b) School attachment
 - c) Longer duration attachment, along with mentoring
2. School as a site for practical learning linked with theory
3. Single school visit for carrying out tasks related to more than one course
4. Exposure to variety of schools in order to understand larger systemic issues
5. School-based experience to learn not only classroom pedagogy, but also learning to function as a teacher in the school environment.

5. COMPONENTS OF THE B.Ed. PROGRAMME

The programme shall comprise three broad curricular areas – Perspectives in Education, Curriculum and Pedagogic Studies and Engagement with the Field. The courses under each of these areas are as follows:

I. Perspectives in Education

Perspectives in Education include courses in the study of childhood, child development and adolescence, contemporary India and education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The following are the five courses to be transacted in the two year period, under the curricular area of Perspectives in Education:

Course 1 Childhood and Growing Up

Course 2 Contemporary India and Education (Including Gender, School and Society)

Course 3 Learning and Teaching

Course 13 Knowledge and Curriculum

Course 15 Educational Management and Creating an Inclusive School

The course on 'Childhood and Growing up' shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on 'Teaching and Learning' will focus on aspects of social and emotional development; self and identity, and cognition and learning. 'Knowledge and Curriculum' shall address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy and learning. The course on 'Creating an Inclusive School' shall develop an understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school.

II. Curriculum and Pedagogic Studies

Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in two subject areas, at secondary level of school. The courses under the curricular area of 'Curriculum and Pedagogic Studies' for the two year period include:

- Course 4 Language across the Curriculum (Including Reading and Reflecting on Texts)**
- Course 5 Pedagogy of a School Subject (Including Understanding Disciplines and Subjects First)–Part I**
- Course 6 Pedagogy of a School Subject (Including Understanding Disciplines and Subjects Second)–Part I**
- Course 11 Pedagogy of a School Subject (First) - Part II**
- Course 12 Pedagogy of a School Subject (Second) - Part II**
- Course 14 Assessment for Learning**
- Course 17 Optional Course**
 - I. Vocational/Work Education**
 - II. Health and Physical Education**
 - III. Peace Education**
 - IV. Guidance and Counseling**
 - V. Innovations and Action research**

These courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects, that link with curricular area III given below, shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes that communicates meaningfully with children.

Optional courses will be offered in areas such as Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling,

To opt for the pedagogy of a school subject, the student teacher shall have to offer any two teaching subjects out of the following papers, which he/she has studied at Graduation /P.G. level for at least two years:

The pedagogy of a school subject:

- 1- Pedagogy of Hindi.
- 2- Pedagogy of English.
- 3- Pedagogy of Sanskrit.
- 4- Pedagogy of Urdu.
- 5- Pedagogy of Rajasthani.
- 6- Pedagogy of Mathematics.
- 7- Pedagogy of General Science.
- 8- Pedagogy of Physics.
- 9- Pedagogy of Chemistry.
- 10- Pedagogy of Biology.
- 11- Pedagogy of Home Science.
- 12- Pedagogy of Computer Science
- 13- Pedagogy of Social Science.
- 14- Pedagogy of Sociology
- 15- Pedagogy of Psychology
- 16- Pedagogy of History.
- 17- Pedagogy of Political Science.
- 18- Pedagogy of Economics.
- 19- Pedagogy of Geography.
- 20- Pedagogy of Art.
- 21- Pedagogy of Music.
- 22- Pedagogy of Business Studies
- 23- Pedagogy of Financial Accounting

III. Engagement with the Field –(*the Self, the Child, Community and School*)

This curricular area would have three components –

1. Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus

2. School Internship

3. Courses on Enhancing Professional Capacities (EPC- Internal assessment)

- | | |
|------------|-------------------------------|
| Course 7: | Drama and Art in Education |
| Course 8: | Critical Understanding of ICT |
| Course 9: | Open Air Session / SUPW Camp |
| Course 16: | Understanding the Self |

6. INTERNSHIP

Apart from teaching practice experience in school, the student- teacher should function as a regular teacher in a school (i.e. taking attendance, organizing and participating in all the school activities, like assembly, games, Balsabha, cultural and literacy programmes, examination papers, maintenance of school record etc.)

The trainee-teacher should prepare a report about the school experience with specific reference to their chosen areas of specialization.

Internship may also be utilized for completing the application based assignment of the theory papers.

Having gained some experience with the child, the community and schools in Year 1, the second year would offer intensive engagement with the school in the form of School Internship. During the first year,

to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres, etc.

During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organisation and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching-learning.

School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. They should be provided opportunities to teach in government/private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 16 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

For each student-teacher, internship should be conducted in one school for the entire 16 weeks.

7. THE CURRICULAR DETAILS FOR TWO YEARS

ANNUAL DISTRIBUTION OF THE COURSES

I-Year

Course No.	Paper Code	Nomenclature	Scheme
Course 1	9101	Childhood and Growing Up	100 marks (80+20)
Course 2	9102	Contemporary India and Education (Including Gender, School and Society)	100 marks (80+20)
Course 3	9103	Learning and Teaching	100 marks (80+20)
Course 4	9104	Language across the Curriculum (Including Reading and Reflecting on Texts)	100 marks (80+20)
Course 5	9105-9127	Pedagogy of a School Subject (Including Understanding Disciplines and Subjects First) –Part I	100 Marks (80+20)
Course 6	9105-9127	Pedagogy of a School Subject (Including Understanding Disciplines and Subjects Second) –Part I	100 Marks (80+20)
Course 7	9128	Drama and Art in Education <i>Internal assessment</i>	50 marks
Course 8	9129	Critical Understanding of ICT <i>Internal assessment</i>	100 marks
Course 9	9130	Open Air Session / SUPW Camp <i>Internal assessment</i>	50 marks

Course 10	9131	School Internship (Phase-I, 4 Weeks) <i>Internal assessment</i> Engagement with the Field: Tasks and Assignments for Courses 5 & 6	200 marks
Course 11	9132	<i>External Assessment</i> One Lesson Of Pedagogy of a School Subject	100 marks
		Total	1100 marks

II-Year

Course No.	Paper Code	Nomenclature	Scheme
Course 12	9201-9223	Pedagogy of a School Subject (First) – Part II	50 marks (40+10)
Course 13	9201-9223	Pedagogy of a School Subject (Second) – Part II	50 marks (40+10)
Course 14	9224	Knowledge and Curriculum	100 marks (80+20)
Course 15	9225	Assessment for Learning	100 marks (80+20)
Course 16	9226	Educational Management and Creating an Inclusive School	100 marks (80+20)
Course 17	9227	Understanding the Self <i>Internal assessment</i>	50 marks
Course 18	9228	Optional Course* (Any one) I. Vocational/Work Education II. Health and Physical Education III. Peace Education IV. Guidance and Counseling V. Innovations and Action research	50 marks (40+10)
Course 19	9229	School Internship (Phase-II, 16 Weeks) <i>Internal assessment</i> Engagement with the Field: Tasks and Assignments for Courses 12 & 13	250 marks
Course 20	9230	<i>External Assessment</i> Viva-Voce for School Internship Subject	150 marks
		Total	900 Marks

8. MLSU PAPER CODE (THE CURRICULAR DETAILS FOR TWO YEARS)

I-Year

Course No.	Paper Code	Nomenclature	Scheme
Course 1	9101	Childhood and Growing Up	100 marks (80+20)
Course 2	9102	Contemporary India and Education (Including Gender, School and Society)	100 marks (80+20)
Course 3	9103	Learning and Teaching	100 marks (80+20)
Course 4	9104	Language across the Curriculum (Including Reading and Reflecting on Texts)	100 marks (80+20)
Course 5	9105-9127	Pedagogy of a School Subject (Including Understanding Disciplines and Subjects First) –Part I	100 Marks (80+20)
Course 6	9105-9127	Pedagogy of a School Subject (Including Understanding Disciplines and Subjects Second) –Part I	100 Marks (80+20)
Course 5 & 6	9105	1- Pedagogy of Hindi	
	9106	2- Pedagogy of English	
	9107	3- Pedagogy of Sanskrit	

	9108	4- Pedagogy of Urdu	
	9109	5- Pedagogy of Rajasthani	
	9110	6- Pedagogy of Mathematics	
	9111	7- Pedagogy of General Science	
	9112	8- Pedagogy of Physics	
	9113	9- Pedagogy of Chemistry	
	9114	10- Pedagogy of Biology	
	9115	11- Pedagogy of Home Science	
	9116	12- Pedagogy of Computer Science	
	9117	13- Pedagogy of Social Science	
	9118	14- Pedagogy of Sociology	
	9119	15- Pedagogy of Psychology	
	9120	16- Pedagogy of History	
	9121	17- Pedagogy of Political Science	
	9122	18- Pedagogy of Economics	
	9123	19- Pedagogy of Geography	
	9124	20- Pedagogy of Art	
	9125	21- Pedagogy of Music	
	9126	22- Pedagogy of Business Studies	
	9127	23- Pedagogy of Financial Accounting	
Course 7	9128	Drama and Art in Education <i>Internal assessment</i>	50 marks
Course 8	9129	Critical Understanding of ICT <i>Internal, External assessment</i>	100 marks (50 Internal & 50 External)
Course 9	9130	Open Air Session / SUPW Camp <i>Internal assessment</i>	50 marks
Course 10	9131	School Internship (Phase-I, 4 Weeks) <i>Internal assessment</i> (Pre-Practice Teaching, Practice Teaching) Engagement with the Field: Tasks and Assignments for Courses 5 & 6	200 marks
Course 11	9132	<i>External Assessment</i> One Lesson Of Pedagogy of a School Subject	100 marks
		Total	1100 marks

II-Year

Course No.	Paper Code	Nomenclature	Scheme
Course 12	9201-9223	Pedagogy of a School Subject (First) – Part II	50 marks (40+10)

Course 13	9201-9223	Pedagogy of a School Subject (Second) – Part II	50 marks (40+10)
Course 12 &13	9201	1- Pedagogy of Hindi	
	9202	2- Pedagogy of English	
	9203	3- Pedagogy of Sanskrit	
	9204	4- Pedagogy of Urdu	
	9205	5- Pedagogy of Rajasthani	
	9206	6- Pedagogy of Mathematics	
	9207	7- Pedagogy of General Science	
	9208	8- Pedagogy of Physics	
	9209	9- Pedagogy of Chemistry	
	9210	10- Pedagogy of Biology	
	9211	11- Pedagogy of Home Science	
	9212	12- Pedagogy of Computer Science	
	9213	13- Pedagogy of Social Science	
	9214	14- Pedagogy of Sociology	
	9215	15- Pedagogy of Psychology	
	9216	16- Pedagogy of History	
	9217	17- Pedagogy of Political Science	
	9218	18- Pedagogy of Economics	
	9219	19- Pedagogy of Geography	
	9220	20- Pedagogy of Art	
	9221	21- Pedagogy of Music	
	9222	22- Pedagogy of Business Studies	
	9223	23- Pedagogy of Financial Accounting	
Course 14	9224	Knowledge and Curriculum	100 marks (80+20)
Course 15	9225	Assessment for Learning	100 marks (80+20)
Course 16	9226	Educational Management and Creating an Inclusive School	100 marks (80+20)
Course 17	9227	Understanding the Self <i>Internal assessment</i>	50 marks
Course 18	9228	Optional Course* (Any one) I. Vocational/Work Education II. Health and Physical Education III. Peace Education IV. Guidance and Counseling V. Innovations and Action research	50 marks (40+10)

Course 19	9229	School Internship (Phase-II, 16 Weeks) <i>Internal assessment</i> Engagement with the Field: Tasks and Assignments for Courses 11 & 12	250 marks
Course 20	9230	<i>External Assessment</i> Viva-Voce for School Internship	150 marks
Total			900 marks

9. EVALUATION

EVALUATION OF THEORY PAPERS

Some theory papers will carry a weightage of 100 marks, out of which 80 marks will be for external University Examination and 20 marks will be for internal sessional work. Out of 20 marks - 10 marks will be for sessional and 10 marks will be for mid-term test. In some of the papers carrying a weightage of 50 marks, 40 marks will be for external University Examination and 10 marks will be for internal sessional work. Out of 10 marks - 5 marks will be for sessional and 5 marks will be for mid-term test.

The final external examination paper for **80 marks will be of three hour's duration** and the paper for **40 marks will be of two hour's duration**.

- Each question paper (80 MARKS) will have three sections- **Section A** will contain 10 very short answer type questions and the candidate will be required to attempt the entire ten questions. Each question will carry two marks. **Section-B** will contain 10 short answer type questions out of which a candidate is required to attempt any 5 questions (one question per unit to be attempted out of two questions per unit). Each question will carry 6 marks. **Section-C** will have 5 questions and a candidate will be required to attempt any three questions. There will be 10 marks for each question.
- Each question paper (40 MARKS) will have three sections- **Section A** will contain 4 very short answer type questions and the candidate will be required to attempt all four questions. Each question will carry 2 marks. **Section-B** will contain 3 short answer type questions out of which a candidate is required to attempt any 2 questions. Each question will carry 6 marks. **Section-C** will have 3 questions with a choice of attempting any 2 questions. Essay type questions will carry 10 marks each.
- Very short answer type questions would aim at testing of critical thinking, knowledge of concepts, facts, definitions, laws, principles, generalization etc. and also understanding of principles and concepts.
- Short answer type questions would aim at testing knowledge, definitions, laws, generalization etc. and also understanding of concepts.
- Essay type questions are to aim at testing the abilities of critical thinking and application of principles taught in theory.

Format of Eighty (80) marks question paper

Question Type	No. of Question per Unit	Total No. of Question	No. of Questions to be Attempted	Total Marks
Very short question type	2 per unit	10	10	10x2=20
short question type	2 per unit	10	5 (one question per unit to be attempted)	5x6=30
Long question type	1 per unit	5	3	3x10=30

Format of Forty (40) marks question paper

Question Type	No. of Question per Unit	Total No. of Question	No. of Questions to be Attempted	Total Marks
Very short question type	1/2 per unit	4	4	4x2=8
short question type	1 per unit	3	2	2x6=12
Long question type	1 per unit	3	2	2x10=20

EVALUATION FOR INTERNSHIP PROGRAMME

Evaluation for internship programme will consist of two parts – Internal Evaluation & External Evaluation, the details of which are as follows:

Practical Work in B.Ed. 1st Year

I- Pre-Practice Teaching

a) Practicing Teaching Skill (Minimum 05)	20
b) T.L.M. Workshop in Each Subject (5+5)	10
c) Simulated Teaching (5 Lesson in each subject) (5+5)	10
d) Blue Print & Test Preparation in Both Subject (5+5)	10

Total : 50

II. Practice Teaching

(A)Peer group lesson observation	10
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Ordinary + Criticism – 5 lesson in each round (5+5)

(B)Practice Teaching two round one in each subject
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In each subject 13 lesson + 1 test + 1criticism

Lessons- (50 + 50) = 100

Test - (10 + 10) = 20

Criticism- (10 + 10) = 20

Total = 150

III. External Practical Exam

Presentation in one subject	- 100 Marks
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Grand Total = 300 Marks

INTERNAL EVALUATION (Course-19)		
[II Year]		
1.	Teaching in Schools (Record of date and period wise teaching plan to be maintained for it.	100
2.	Individual Activities and File Record	80
3.	Group Activities and File Record	30
4.	Teaching Aid (4)	20
5.	Community Engagement and Report writing	20
	Total Marks	250
EXTERNAL EVALUATION		
[II Year]		
1.	Course -20 Viva-Voce for Internship Programme	150
	Total Marks	400

EXTERNAL EVALUATION
[I YEAR]

1. The weightage of final lesson will be 50 marks. Final lesson will be conducted at the end of first academic year i.e. after the completion of 1st phase of internship.
2. During the final practical examination each candidate will have to teach one Lesson in any one of the two teaching subjects. However, he shall have to prepare lesson plan in both the teaching subjects and should be prepared to deliver lesson in both the subjects if required.
3. The Board of examiners for external examination will consist of:
 - a) The Principle of the college concerned.
 - b) One senior member of the college.
 - c) Two external examiners appointed by the university.

Note: - The selection of the faculty member and two examiners be such that, as far as possible, Board of Examiners represent all the three faculties-Humanities, Languages and Science.

EXTERNAL EVALUATION
[II YEAR]

1. The weightage of external evaluation (Viva-voce for 2nd phase) of internship will be 150 marks.
2. During the Viva voce, student will present all the records of the work done during the internship (2nd phase) programme viz. teaching in school, individual and group activities.
3. Power point presentation (Including Videos of various activities) of the work done by the students during the second phase of internship is desirable at the time of viva-voce.
4. The Board of examiners for Viva-voce will consist of:
 - a) The Principle of the college concerned.
 - b) One senior member of the college (Preferably Internship Incharge)
 - c) One external examiner appointed by the university.

Evaluation of Open Air/SUPW Camp
(Internal Evaluation)

S. No.	Activity	Marks
1.	Participation in preparation of Camp	5
2.	Presentation of report of survey/ creative work	20
3.	Participation in Community Awareness Programme	15
4.	Participation in organizational process/community living/cultural and aesthetic activities	10
	Total Marks	50

10. WORKING OUT THE RESULT FOR AWARDING DIVISION

1. A candidate in order to be declared successful at the B.Ed. examination shall be required to pass separately in Theory and Practice of teaching.
2. For a pass in Theory a candidate shall be required to obtain at least-(a) 30% marks in each theory paper the (b) 36% marks in the aggregate of all the theory papers.
3. For a pass in Practice of Teaching a candidate shall be required to pass separately in the internal & external examinations and obtain at least 40 marks in each.
4. University theory examination will be conducted at the end of each academic year and the final division will be awarded on the basis of aggregate marks of the two academic years.
5. Practical examination (Final lesson) will be conducted at the end of the second academic session.
6. The successful candidates will be classified in three divisions and shall be assigned divisions separately in theory and practice of teaching as follows:

Division	Theory	Practice of teaching
I	60%	60%
II	48%	48%
III	36%	36%

11. PROPOSED SCHEME OF DISTRIBUTION OF TIME FOR THEORY & PRACTICE TEACHING

DAYS DISTRIBUTION

FIRST YEAR

THEORY	– 165 DAYS
PRACTICALS	– 35 DAYS

- | | |
|--|----------|
| 1. SCHOOL BASED OBSERVATION AND ENGAGEMENT WITH FIELD | - 6 DAYS |
| 2. SCHOOL INTERNSHIP (Phase-I, 4 Weeks)
(12- LESSON IN EACH SUB.) | -24 DAYS |
| 3. OPEN AIR SESSION/ SUPW CAMP | -5 DAYS |

SECOND YEAR

THEORY	– 104 DAYS
PRACTICALS	– 96 DAYS

- | | |
|---|----------|
| 1. SCHOOL OBSERVATION | - 6 DAYS |
| 2. SCHOOL INTERNSHIP (Phase-II, 16 Weeks) | -90 DAYS |

EXAMINATION SCHEDULE

FIRST YEAR	-	THEORY EXAM EXTERNAL ASSESSMENT (One Lesson of Pedagogy of a School Subject)
SECOND YEAR	-	THEORY EXAM EXTERNAL ASSESSMENT (Viva – Voce for Internship Programme)

TIME-SCHEDULE OF A WORKING DAY

Total Allocation per day	-	6 Hours
Prayer	-	15 Minutes
Lunch	-	30 Minutes
Periods 7X45 Minutes	-	315 Minutes
Total	-	360 Minutes (6) Hours

12. DISTRIBUTION OF PERIODS FOR THEORY PROGRAMME

FIRST YAER

(1) Per day – 7 period, Total days (165)

(2) Total periods- $165 \times 7 = 1155$ period

1. Foundation Courses (Having 100 Marks)	-	5 periods per week for each
Total Weeks	-	27
Total Periods	-	$4 \times 6 \times 27 = 648$ Periods
(Having 50 Marks)	-	3 periods per week for each
Total Weeks	-	27
Total Periods	-	$2 \times 3 \times 27 = 162$ Periods
2. Pedagogy Courses (Two Sub.)	-	4 Periods per week for each paper
Total Weeks	-	27
Total Periods	-	$2 \times 4 \times 27 = 216$
3. Library Periods 1 Periods per week	-	$1 \times 27 = 27$
4. Tutorials & Society /House meetings one Periods per week 2 Periods per week	-	$2 \times 27 = 54$
5. Cultural Activities 2 Periods per week	-	$1 \times 27 = 27$
6. Community, Yoga & Other Activities	-	21
Total Periods	=	1155

SECOND YEAR

(1) Per day – 7 period, Total days (104)

(2) Total periods- $104 \times 7 = 728$ period

1. Foundation Courses (Having 100 Marks)	-	6 periods per week for each paper
Total Weeks	-	17
Total Periods	-	$3 \times 6 \times 17 = 306$
2. Pedagogy Courses & Foundation Courses (Having 50 Marks)	-	4 Periods per week for each paper
Total Weeks	-	17
Total Periods	-	$4 \times 4 \times 17 = 272$
3. Library Periods 2 Periods per week	-	$2 \times 17 = 34$
4. Tutorials 2 Periods per week	-	$2 \times 17 = 34$
5. Cultural Activities 2 Periods per week	-	$2 \times 17 = 34$
6. Society /House meetings one Periods per week	-	$1 \times 17 = 17$
7. Community & Yoga	-	31
Total Periods	=	728