

4.2.6 Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

1. Relevant educational documents are obtained on a regular basis
2. Documents are made available from other libraries on loan
3. Documents are obtained as and when teachers recommend
4. Documents are obtained as gifts to College

Sl.No.	Eduactional Policies / Documents	Bibliographic Details	Source of procurement			
			Purchased	Gift	On loan	Any other
1	NEP2020	-	-	-	-	yes
2	University Syllabus	Syllabus	-	-	-	yes


Principal
 Mata Manjharo Ajab Dayal Singh
 Teachers Training College
 Dulour, Jagdishpur (Shojpur)

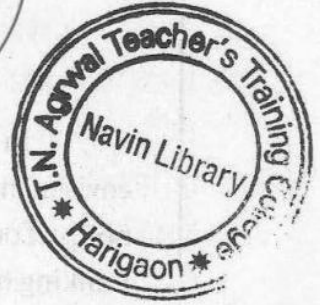
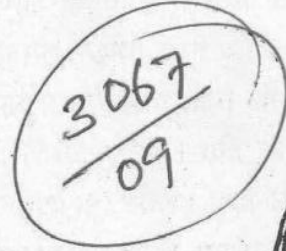


VEER KUNWAR SINGH UNIVERSITY ARA, BIHAR

**दो वर्षीय
बैचेलर ऑफ एजुकेशन कार्यक्रम
Two year
Bachelor of Education(B.Ed.) Programme**

**पाठ्यचर्या की रूपरेखा एवं पाठ्यक्रम
Curriculum Framework and Syllabus**

**VEER KUNWAR SINGH UNIVERSITY
ARA, BIHAR**



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Curriculum Framework and Syllabus**

Developed by

**B.Ed. Syllabus Development Committee
Veer Kunwar Singh University, Ara, Bihar**

An Overview of the yearly distribution of Courses

Year-1

Code	Course Title	Marks			
		Credit	Internal	External	Total
C-1	Childhood and Growing up	4	20	80	100
C-2	Contemporary India and Education	4	20	80	100
C-3	Learning and Teaching	4	20	80	100
C-4	Language across the Curriculum	2	10	40	50
C-5	Understanding Disciplines and Subject	2	10	40	50
C-6	Gender, School and Society	2	10	40	50
C-7a	Pedagogy of a School Subject Part-I	2	10	40	50
EPC-1	Reading and Reflection on Texts	2	10	40	50
EPC-2	Drama and Art in Education	2	10	40	50
EPC-3	Critical Understanding of ICT	2	10	40	50
Engagement with the field: Tasks and Assignments for Course 1-6 & 7a		-	-	-	-
Total		26	130	520	650

- One credit is equal to 16 hours for theory and for practicum 32 hours.
- Internship in schools will be four weeks in the first year.

Year-2

Code	Course Title	Marks			
		Credit	Internal	External	Total
C-7b	Pedagogy of a School Subject Part-II	2	10	40	50
C-8	Knowledge and Curriculum	4	20	80	100
C-9	Assessment for Learning	4	20	80	100
C-10	Creating an Inclusive School	2	10	40	50
C-11	Optional Courses (the following four options)	2	10	40	50
	(a) Basic Education				
	(b) Health, Yoga and Physical Education				
	(c) Guidance and Counselling				
	(d) Environmental Education				
EPC-4	Understanding the Self	2	10	40	50
School Internship		10	200*	50*	250
Engagement with the Field : Tasks and Assignments for Courses 7B & 8-10					
Total		26	280	370	650

- Internship in schools will be 16 weeks in the second year.
- The examination of core courses, pedagogy of school subjects and optional courses (C-1, C-2, C-3, C-4, C-5, C-6, C-7a, C-7b, C-8, C-9, C-10 and C-11) will be conducted by the University, while EPC-1, EPC-2, EPC-3 & EPC-4 will be evaluated internally.

Marking Scheme for Practicum of Core, EPCs, and Optional Courses

Courses with internal marks 20	Break up	Marks
	Internal Test	10
	Assignments, Projects, Classroom participation and Regularity*	10
Total		20

Courses with internal marks 10	Break up	Marks
	Internal Test	05
	Assignments, Projects, Classroom participation and Regularity*	05
Total		10

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Core Courses

S. No.	Code	Course Name	Page No.
1.	C-1	Childhood and Growing Up	
2.	C-2	Contemporary India and Education	
3.	C-3	Learning and Teaching	
4.	C-4	Language across the Curriculum	
5.	C-6	Gender, School and Society	
6.	C-8	Knowledge and Curriculum	
7.	C-9	Assessment for Learning	
8.	C-10	Creating an Inclusive School	

Enhancing Professional Capacities (EPC)

S. No.	Code	Course Name	Page No.
9.	EPC-1	Reading and Reflection on Texts	
10.	EPC-2	Drama and Art in Education	
11.	EPC-3	Critical Understanding of ICT	
12.	EPC-4	Understanding the Self	

Courses related to Subject and Pedagogy

S. No.	Code	Course Name	Page No.
13.	C-5	Understanding Disciplines and Subject	
14.	C-7a	Pedagogy of a School Subject Part-I	
15.	C-7b	Pedagogy of a School Subject Part-II	

Optional Courses

S. No.	Code	Course Name	Page No.
16.	C-11(a)	Basic Education	
17.	C-11(b)	Health, Yoga and Physical Education	
18.	C-11(c)	Guidance and Counselling	
19.	C-11(d)	Environmental Education	
20.	School Internship		

CORE COURSES (CC)

Course Code	Course Title		Marks		
			Practicum	Theory	Total
C-1	Childhood and Growing Up	1 st Year	20	80	100
C-2	Contemporary India and Education	1 st Year	20	80	100
C-3	Learning and Teaching	1 st Year	20	80	100
C-4	Language across the Curriculum	1 st Year	10	40	50
C-6	Gender, School and Society	1 st Year	10	40	50
C-8	Knowledge and Curriculum	2 nd Year	20	80	100
C-9	Assessment for Learning	2 nd Year	20	80	100
C-10	Creating an Inclusive School	2 nd Year	10	40	50



School Internship Programme

School Internship Program (Second Year)		Four month Tentatively October-January
Tasks	Details	Marks
1	School Diary	10
2	Classroom Observation	20
3	School Observation (Other activities, Interaction with school management or Meeting with SMCs, etc.	10
4	Teacher-Student Dialogue (बतकही)	10
5	Professional Ethics	10
6	Project Work or Action Research	40
7	Teaching Practice	Assessment by Mentor 100
	Learning Plan Transaction in Classroom	Internal Assessment 50
Grand Total		250

Faculty of Education
V.K.S. University, Ara
M.Ed. Syllabus

Ordinance

1. Preamble

- 1.1 The Master of Education programme, generally known as M.Ed. is a professional programme meant for preparing teacher educators and educational professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school Principals & researchers.
- 1.2 The Master of Education Programme shall be under the faculty of Education.

2. Duration of Course

- 2.1 The M.Ed. programme shall be of two academic years (having four semesters of six months each).
- 2.2 A University examination shall be held after completing every semester on the dates notified by the University.

2.3 Working Days

- 2.3.1 There shall be at least 16 – 18 weeks teaching/semester.
- 2.3.2 The institution concerned shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student-teachers shall be necessary to ensure their availability for interaction, dialogue and consultation, and mentoring students.
- 2.3.3 The minimum attendance of student shall have to be 80% for all course work and 90% for field attachment.

2.4 Curriculum

The M.Ed. programme is designed to provide opportunities for students to extend as well as deep in their knowledge and understanding of education specialize in select areas, and also cultivate/ develop research capacities, leading to specialization in elementary/secondary education. The curriculum of the 2 year M.Ed. programme shall comprise of the following components:

- 2.4.1 Field immersion/attachment/internship: There shall be core courses (which shall have about 60% of credits) and specialized courses in elementary education or secondary education and dissertation with about 40% of credits.
- 2.4.2 Year 1 – 16 – 18 weeks × 2 semesters + 3 weeks in summer
Year 2 – 16 – 18 weeks × 2 semesters + 3 weeks in inter-semester breaks
Total – 16 – 18 weeks × 4 semesters – 64 – 72 weeks; + 6 weeks for field immersion during inter-semester breaks – 70 – 78 weeks.

2.4.3 Apart from the 6 weeks in the various inter-semester breaks, 7 weeks should be allocated to the field immersion. Each year should have a total of at least 200 working days exclusive of admissions and examination period.

2.5 Scheme of Study

Scheme of Study for Two-Year M.Ed. Programme [Semester Wise Distribution of the Courses]					
SEMESTER – I (July to December)					
COURSE NO.	COURSE NAME	CREDIT	Theory	Practicum	FULL MARKS
C.C. 1	Psychology of Learning & Development	4	80 marks	20 marks	100 marks
C.C. 2	Historical Political Economy Perspectives of Education	4	80 marks	20 marks	100 marks
C.C. 3	Relevance of Teachers Education in Changing Times	4	80 marks	20 marks	100 marks
C.C. 4	Fundamentals of Educational Research	4	80 marks	20 marks	100 marks
*EPC 1	A. Communication and expository writing	1		50 marks	50 marks
	B. Personality Development	1			
Total		18			450 marks
*EPC will be done during inter semester break.					
SEMESTER – II (January to June)					
COURSE NO.	COURSE NAME	CREDIT	Theory	Practicum	FULL MARKS
C.C. 5	Sociological & Philosophical Perspectives of Education	4	80 marks	20 marks	100 marks
C.C. 6	Teacher Education-Issues and Challenges	4	80 marks	20 marks	100 marks
C.C. 7	Curriculum Studies	4	80 marks	20 marks	100 marks
C.C. 8	Innovative Teaching - Learning	4	80 marks	20 marks	100 marks
*C.C. 9	Dissertation (½)	2	40 marks	10 marks	50 marks
EPC 2	Internship in a Teacher Education Institution	4	32 hrs.	50 marks	50 marks
Total		22			500 marks
*Dissertation will be done during inter semester break.					
SEMESTER-III (July to December)					
COURSE NO.	COURSE NAME	CREDIT	Theory	Practicum	FULL MARKS
S.C. 1	Elementary (VIII) Secondary (IX-XII) Education for differently abled	4	80 marks	20 marks	100 marks
S.C. 2	Curriculum Pedagogy and Assessment (Elementary Secondary)	4	80 marks	20 marks	100 marks
S.C. 10	Advanced Research Methodology	4	80 marks	20 marks	100 marks
C.C. 11	Creativity & Value Education	4	80 marks	20 marks	100 marks
ECP 3	Internship	4		80 marks	50 marks

*C.C. 12	A. Dissertation (½) B. Environment & Education	2 2	80 marks	20 marks	100 marks
	Total	24			550marks
*Dissertation will be done during inter semester break.					
SEMESTER-IV(January to June)					
COURSE NO.	COURSE NAME	CREDIT	Theory	Practicum	FULL MARKS
S.C.3	Policy, Economics and Planning (Elementary/Secondary)	4	80 marks	20 marks	100 marks
S.C. 4	Educational Management and Administration (Elementary/Secondary)	4	80 marks	20 marks	100 marks
S.C. 5	Educational Technology & ICT	4	80 marks	20 marks	100 marks
C.C.13	Dissertation	4	32 hrs.	100 marks	100 marks
EPC 4	Seminar/Group Activities, Laboratory work, Field work/Workshop (16 weeks)	4		100 marks	100 marks
	Total	20			500 marks
Grand Total -					2000marks

C.C. = Core Course

S.C. = Special Course

EPC = Enhancing Professional Capacity

There shall be a Departmental Internal Assessment Committee which will meet periodically to carryout and monitor Internal Assessment programme.

Note:

- i) A student will choose elementary school stage (a) or secondary school stage
- ii) The practical-cum-field work including three main experience based activities i.e. school based, teacher education based and research work leading to dissertation is to be conducted and evaluated during all the four semester in a comprehensive and continuous manner, a detailed outline of the same will be available by mid-July 2017 before the commencement of academic session

3. Registration

Any such student who is not already registered with respective University shall have to get himself/herself registered with that University on payment of the requisite fee as mentioned in the Regulation. The students who are not registered under their respective/concerned University, shall not be allowed to continue their studies, nor to appear at the examination.

4. Examination

- 4.1 Master of Education (M.Ed.) Programme would follow Semester System with continuous and comprehensive assessment as an integral part.
- 4.2 To be permitted to appear in the semester-end university examination for the Degree of the Master of Education (M.Ed.) a candidate must have:
 - (i) Completed the courses of study prescribed for the M.Ed. Programme.



सत्यमेव जयते

National Education Policy 2020

**Ministry of Human
Resource Development**

Government of India

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National Education Policy 2020

Introduction

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world.

Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.

The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education.

The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background.

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. The National



सत्यमेव जयते

राष्ट्रीय शिक्षा नीति 2020

मानव संसाधन विकास मंत्रालय

भारत सरकार

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परिचय

शिक्षा पूर्ण मानव क्षमता को प्राप्त करने, एक न्यायसंगत और न्यायपूर्ण समाज के विकास और राष्ट्रीय विकास को बढ़ावा देने के लिए मूलभूत आवश्यकता है। गुणवत्तापूर्ण शिक्षा तक सार्वभौमिक पहुँच प्रदान करना वैश्विक मंच पर सामाजिक न्याय और समानता, वैज्ञानिक उन्नति, राष्ट्रीय एकीकरण और सांस्कृतिक संरक्षण के संदर्भ में भारत की सतत प्रगति और आर्थिक विकास की कुंजी है। सार्वभौमिक उच्चतर स्तरीय शिक्षा वह उचित माध्यम है, जिससे देश की समृद्ध प्रतिभा और संसाधनों का सर्वोत्तम विकास और संवर्द्धन व्यक्ति, समाज, राष्ट्र और विश्व की भलाई के लिए किया जा सकता है। अगले दशक में भारत दुनिया का सबसे युवा जनसंख्या वाला देश होगा और इन युवाओं को उच्चतर गुणवत्तापूर्ण शैक्षिक अवसर उपलब्ध कराने पर ही भारत का भविष्य निर्भर करेगा।

भारत द्वारा 2015 में अपनाए गए सतत विकास एजेंडा 2030 के लक्ष्य 4 (एसडीजी 4) में परिलक्षित वैश्विक शिक्षा विकास एजेंडा के अनुसार विश्व में 2030 तक "सभी के लिए समावेशी और समान गुणवत्तायुक्त शिक्षा सुनिश्चित करने और जीवन-पर्यंत शिक्षा के अवसरों को बढ़ावा दिए जाने" का लक्ष्य है। इस तरह के उदात्त लक्ष्य के लिए संपूर्ण शिक्षा प्रणाली को समर्थन और अधिगम को बढ़ावा देने के लिए पुनर्गठित करने की आवश्यकता होगी, ताकि सतत विकास के लिए 2030 एजेंडा के सभी महत्वपूर्ण टारगेट और लक्ष्य (एसडीजी) प्राप्त किए जा सकें।

ज्ञान के परिदृश्य में पूरा विश्व तेजी से परिवर्तन के दौर से गुजर रहा है। बिग डेटा, मशीन लर्निंग और आर्टिफिसियल इंटेलिजेंस जैसे क्षेत्रों में हो रहे बहुत से वैज्ञानिक और तकनीकी विकास के चलते एक ओर विश्व भर में अकुशल कामगारों की जगह मशीनें काम करने लगेंगी और दूसरी ओर डेटा साइंस, कंप्यूटर साइंस और गणित के क्षेत्रों में ऐसे कुशल कामगारों की जरूरत और मांग बढ़ेगी जो विज्ञान, समाज विज्ञान और मानविकी के विविध विषयों में योग्यता रखते हों। जलवायु परिवर्तन, बढ़ते प्रदूषण और घटते प्राकृतिक संसाधनों की वजह से हमें ऊर्जा, भोजन, पानी, स्वच्छता आदि की आवश्यकताओं को पूरा करने के नए रास्ते खोजने होंगे और इस कारण भी जीव विज्ञान, रसायन विज्ञान, भौतिक विज्ञान, कृषि, जलवायु विज्ञान, और समाज विज्ञान के क्षेत्रों में नए कुशल कामगारों की जरूरत होगी। महामारी और महामारी के बढ़ते उद्भव संक्रामक रोग प्रबंधन और टीकों के विकास में सहयोगी अनुसंधान और परिणामी सामाजिक मुद्दे बहु-विषयक अधिगम की आवश्यकता को बढ़ाते हैं। मानविकी और कला की मांग बढ़ेगी, क्योंकि भारत एक विकसित देश बनने के साथ-साथ दुनिया की तीन सबसे बड़ी अर्थव्यवस्थाओं में से एक बनने की ओर अग्रसर है।

रोज़गार और वैश्विक पारिस्थितिकी में तीव्र गति से आ रहे परिवर्तनों की वजह से यह जरूरी हो गया है कि बच्चे, जो कुछ सिखाया जा रहा है, उसे तो सीखें ही और साथ ही वे सतत सीखते रहने की कला भी सीखें। इसलिए शिक्षा में विषयवस्तु को बढ़ाने की जगह जोर इस बात पर अधिक होने की जरूरत है कि बच्चे समस्या-समाधान और तार्किक एवं रचनात्मक रूप से सोचना सीखें, विविध विषयों के बीच अंतर्संबंधों को

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MINISTRY OF LAW AND JUSTICE



सूचना का अधिकार अधिनियम, 2005

(2005 का अधिनियम संख्यांक 22)

[1 फरवरी, 2011 को यथाविद्यमान]

Right to Information Act, 2005

(Act No. 22 of 2005)

[As modified up to 1st February, 2011]

2011

महाप्रबंधक, भारत सरकार मुद्रणालय, मिन्टो रोड, नई दिल्ली-110 002 द्वारा मुद्रित तथा
प्रकाशन-निर्यंत्रक, भारत सरकार, सिविल लाईन्स, दिल्ली-110 054 द्वारा प्रकाशित।

मूल्य : (देश में) : ₹ 23.00; (विदेश में) £ 0.33 या \$ 0.47

PREFACE

This edition of the Right to Information Act, 2005 is being published in diglot form. The English text and the authoritative Hindi text of the Act have been modified up to the 1st day of February, 2011.

NEW DELHI;
The 1st February, 2011

V.K. BHASIN,
Secretary to the Government of India.

THE RIGHT TO INFORMATION ACT, 2005

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