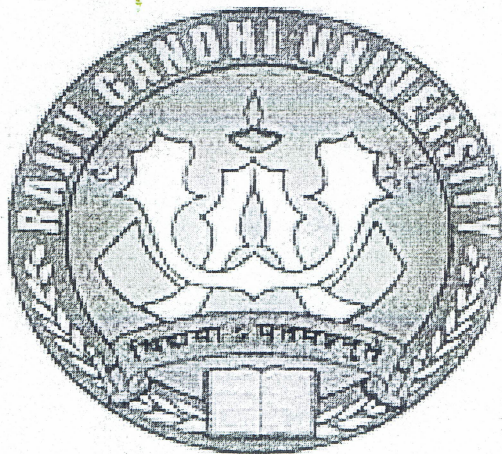


DEPARTMENT OF EDUCATION

SYLLABUS FOR TWO YEARS BACHELOR OF EDUCATION

(B.Ed. PROGRAMME)

(CHOICE BASED CREDIT SYSTEM)

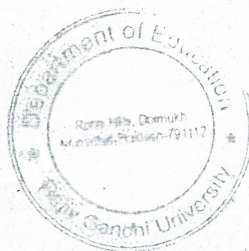


(With Effect From the Academic Session 2017-2018)

RAJIV GANDHI UNIVERSITY

RONO HILLS : DOIMUKH

ARUNACHAL PRADESH



RAJIV GANDHI UNIVERSITY
RONO HILLS, DOIMUKH
TWO YEAR B.Ed. COURSE STRUCTURE
(Effective from 2017-2018 Academic Sessions)

Credit Weightage per Paper and Semester

*4 Credits= 64 Hours in Each Paper (includes lectures, seminars, workshops, assignments, practical etc.)

** 1 credit= 16 periods/16 hours per month

***4 hours per week

**** Total credits per semester:

- I Semester: 5 Papers = 18 Credits
 II Semester: 5 Papers = 18 Credits
 III Semester: 5 Papers = 12 Credits
 IV Semester: 6 Papers = 20 Credits
Total = 68 Credits

B.Ed. I semester

PAPER CODE	PAPER TITLE	Credit s	Teachin g hours	IA	Theory/ Practical	MM
B.Ed.- 401	Theory and Practice in Education	4	64	25	75	100
B.Ed.- 402	Human Growth and Development	4	64	25	75	100
B.Ed.- 403	Curriculum Studies and Language Perspective	4	64	25	75	100
B.Ed.- 404	Teacher Education	4	64	25	75	100
B.Ed.- 431	Field Experience & Practical	2	32	15	35	50
Total B.Ed. I Semester		18	288	115	335	450

B.Ed. II semester

PAPER CODE	PAPER TITLE	Credit s	Teachin g hours	IA	Theory/ Practical	MM
B.Ed.- 405	Technology of Teaching and Learning	4	64	25	75	100
B.Ed.	Pedagogy of School Subject I* (B.Ed.421, B.Ed.425, B.Ed.426)	4	64	25	75	100
B.Ed.	Pedagogy of School Subject II* (B.Ed.422, B.Ed.423, B.Ed.424, B.Ed.427)	4	64	25	75	100
B.Ed.- 407	Educational Measurement and Evaluation	4	64	25	75	100
B.Ed.- 432	Field Experience & Practical	2	32	10	40	50
Total B.Ed. II Semester		18	288	115	335	450

B.Ed. III semester

PAPER CODE	PAPER TITLE	Credit s	Contact Hours	IA	Theory/ Practical	MM
B.Ed.- 531	Practice Teaching and School Internship	12	202	75	225	300

B.Ed. IV Semester

PAPER CODE	PAPER TITLE	Credit s	Teachin g hours	IA	Theory/ Practical	MM
B.Ed.- 502	Gender Studies & Education	4	64	25	75	100
B.Ed.- 503	Educational Administration	4	64	25	75	100
B.Ed.- 504	Guidance and Counseling	4	64	25	75	100
B.Ed.- 505	Environmental education	4	64	25	75	100
B.Ed.- 532	Practicum & Field Experience	4	64	25	75	100
Total B.Ed. IV Semester		20	320	125	375	500

***Pedagogy of school subjects -I**

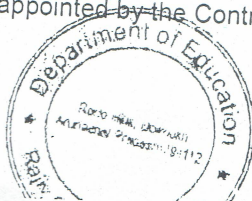
- B.Ed: 421: Pedagogy of Science
 B.Ed: 425: Pedagogy of English
 B.Ed: 426: Pedagogy of Hindi

Pedagogy of school subjects -II

- B.Ed: 422: Pedagogy of Mathematics
 B.Ed: 423: Pedagogy of Geography
 B.Ed: 424: Pedagogy of History
 B.Ed: 427: Pedagogy of Civics

*The student-teacher will select two teaching specializations one from Pedagogy of School Subject-I and any one from Pedagogy of School Subject-II. The compulsory theory paper, field works are having separate paper codes.

**the final teaching practice examination will be conducted by constituting the board of examiners having two external and two internal members appointed by the Controller of Examinations.



Deputy Registrar
 Rajiv Gandhi University
 Rono Hills, Doimukh

Fourth Semester
Paper: B.Ed. – 502
GENDER STUDIES AND EDUCATION

Objectives

1. To enable the students to introspect on the gendered experiences across the spectrum of daily life and understand power relations through gender lens
2. To provide conceptual understanding of gender disparities and gender inequality in society
3. To capacitate the students to explore the possibilities to alter the genderscape.

Unit I: Introduction

- Sex and Gender: Meaning and Difference between Sex and Gender
- Scope of Gender Studies
- Gender Roles & Socialization
- Patriarchy and Gender Relations

Unit II: Gender and Family

- Family Constructs Gender
- Division of household Labour and Gender Hierarchy
- Childhood Gender segregation
- Gender Dynamics in Patriarchal and Matrilineal Families

Unit III: Gender and Education

- Gender Disparity in Education
- Gender Bias and Gender Stereotyping in Curriculum
- Role of Teacher in Promoting Gender Equality through Education
- Education as Social Institution- Education Constructs Gender

Unit IV: Gender Media and Economy

- Gender & Media: Media as a social Institution
- Gender & Economy
- Gender Issues in Informal Sector
- Gender Stereotyping and Gender Discrimination at the Work Place

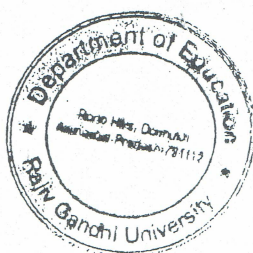
Unit - V : Women in Development and Gender Perspectives

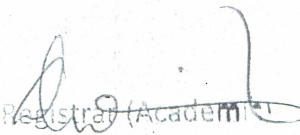
- Gender mainstreaming: meaning, importance and steps for integrating policy making process
- Gender analytical frameworks, Moser and Harvered Framework
- Gender-sensitive indicators.
- Women's empowerment: meaning and types of empowerment

Practicum:

Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

1. Survey on the role of women in different tribes
2. Case study on problems of girls education in schools
3. Organization of gender awareness programme for school students/teachers
4. Collection of news and reporting related to gender discrimination from the printed resources.
5. Critically analyze 73rd and 74th Amendment Act and point out its relevance




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Rajiv Gandhi University
Doimukh, Arunachal Pradesh

Evaluation Scheme:

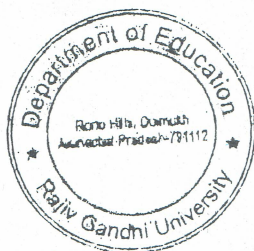
Maximum Marks	:	75
Internal Assessment	:	25
Time	:	03 Hours.
Pass Marks	:	45%

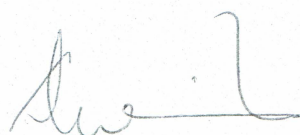
There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. There shall be 06 questions, one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 27 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 9 marks. Section C will consist of 28 marks. There shall be 05 questions, one from each unit, and candidate has to attempt 02 questions each carrying 14 marks. The duration of theory paper shall be three hours.

Out of 25 marks of internal assessment 20 marks will be given on the basis of 3 sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

References:

1. 73rd and 74th Amendment. Planning Commission, GOI publication
2. Chaudhuri, Maitrayee (1996) "Citizens, Workers and Emblems of Culture: An Analysis of the First Plan Document on Women" in Patricia Uberoi (ed), *Social Reforms, Sexuality and the State*. New Delhi: Sage. Pp. 211-235
3. DeFrancisco, VP Palczewski, C.H (2007): *Communicating Gender Diversity- A critical Approach*, Sage Publications, New Delhi.
4. Dube, Leela. (2001): *Anthropological Explorations in Gender-Intersecting fields*. New Delhi: Sage Publications.
5. Jackson, S & Scott, S (2002) *Gender: A Sociological Reader*. New York: Routledge (part 1 ch-1.2.3.4, part 3 Ch 18, 19 & Part 4)
6. Joan, Z. et al (2008): *Kaleidoscope of Gender*. Sage: California. (Ch 7)
7. Kasturi, Leela "Report of the Sub-Committee, Women's Role in Planned Economy, National Planning Committee (1947) in Maitrayee Chaudhuri ed. *Feminism in India* (Zed, 2005) pp. 136-155.
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10. McDowell, L. & Pringle, R. (1992) *Defining Women: Social Institutions and Gender Divisions*. Cambridge: Blackwell Publishers Inc.
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12. Nongbri, Tiplut (2003) *Development, Ethnicity and Gender: Select Essays on Tribes in India*. Delhi and Jaipur: Rawat Publications.
13. Wharton, Amy. (2005) *the Sociology of Gender: an Introduction to Theory and Research*. Oxford: Wiley-Blackwell Publishers. (Ch 1 & 2)




Registrar (Academic)
Rajiv Gandhi University
Doimukh, Arunachal Pradesh

Forth Semester
Paper: B.Ed- 503
EDUCATIONAL ADMINISTRATION

Objectives:

After completion of this course the student teacher will be able to:

1. Make student teachers understand concepts of educational administration.
2. Develop skills among student teachers related to school organizations and institutional planning.
3. Provide insightful ideas among student teachers in connection with school inspections and supervising.
4. Cultivate skills among student teachers related to management and assessment.

UNIT- I: Conceptual Framework of Educational Administration

- Concept , nature, principles and scope of Educational Administration
- Administrative structure in Indian Education
- Educational administration at different levels

UNIT- II: SCHOOL ORGANISATION

- Concept and nature of school organization
- Elements and functions of school organization
- Intuitional planning: Nature, scope and procedure
- Organization of co curricular activities
- DISE; structure and functions

UNIT- III: SCHOOL INSPECTION AND SUPERVISION

- Inspection : Concept, nature and scope
- Procedures for inspection
- Supervision: concept, nature and scope
- Principles and procedure of supervision
- Problems of Inspection and Supervision

UNIT- IV: MATERIAL AND HUMAN RESOURCE

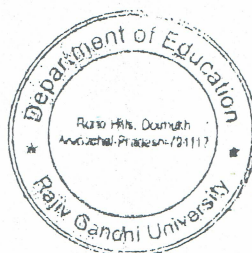
- Physical Infrastructure: School plant, building, furniture and equipment
- Time table: importance, principles and types
- Human resources: Headmaster: qualities and administrative responsibilities, Headmaster/Principal his staff relations, Teachers qualities and functions,
- Role of SMC.
- Home-school relations

UNIT- V: ASSESSMENT OF EDUCATIONAL ADMINISTRATION

- Concept of assessment of educational administration
- Tools and techniques for assessment of pupil's progress
- Leadership Style
- School discipline

Practicum/Assignment (Any one):

1. To study administration structure of any state of NER
2. To prepare educational ladder of any state
3. To categorize teachers in terms of training, sex and level of education in a state for previous year



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Public Registrar (Academic)
Rajiv Gandhi University
Doimukh (A)

4. To draw the brief history of educational administration of a state
5. Preparing a profile of a secondary/middle school
6. To identify problems of educational administration
7. To write assignment on any topic as given by the teacher

Mode of Transaction: Lecture and Lecture cum discussion

Evaluation Scheme:

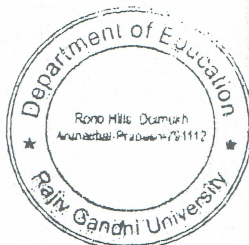
(i) Internal Assessment	: 25 marks
(ii) External Examination	: 75 marks
(iii) Duration	: 03 hours
(iv) Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. There shall be 06 questions, one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 27 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 9 marks. Section C will consist of 28 marks. There shall be 05 questions, one from each unit, and candidate has to attempt 02 questions each carrying 14 marks. The duration of theory paper shall be three hours.

Out of 25 marks of internal assessment 20 marks will be given on the basis of 3 sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

REFERENCES:

1. Allen, Louis. *A professional Management*. Tata McGraw Hills.
2. Bhat, K.S. (1985). *Administration of Education*. Seema Pub.
3. Bhatnagar, R. P. (1986). *Educational Administration, Planning and Supervision*, Anupama Pub
4. Kappor, M.M. (1988). *Development and Maintenance of Educational Services*, Vikas Pub
5. Khan, M. S. (1980). *Educational Administration*. Ashish Publication
6. Mathur, M.V.(1983). *Towards improved Educational Planning and Administration Dialogue*.
7. Mathur, S. S. (1990). *Educational Administration and Management*. The Indian Pub.
8. Mukherji, S.N. *Educational Administration and Organisation*. Baroda: Acharya Book Depot.
9. Safaya, R.N.(1975). *Educational Administration*, Dhanpat Rai Pub.
10. Sukhia, S. P. (1986). *Educational Administration*, Vinod Pustak mandir
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Registrar (Academic)
Rajiv Gandhi University
Rono Hills, Domukh (A.P.)

Fourth Semester
Paper: B.Ed- 504
Guidance and Counseling

Objectives:

After completion of this course the student teacher will be able to:

1. know the importance and utility of guidance and counseling
2. Familiarize themselves with different services in the guidance programme.
3. Know the techniques of guidance and counseling.
4. Conduct career talks for senior secondary school students.

UNIT - I: Introduction to guidance

- Meaning. Nature and Need of Guidance
- Principles of guidance
- Types of Guidance: Educational, vocational and personal guidance and group guidance

UNIT-II: Educational Counseling

- Meaning, nature and Need of Counseling.
- Functions of counseling
- Types of counseling: Directive, Non-directive and Eclectic counseling
- Necessary qualities of a good counselor

UNIT III: Testing and Non-Testing Techniques in Guidance and counseling

- Importance of Testing in guidance and Counseling
- Testing Techniques: Test of intelligence, interest, aptitude, personality
- Non-testing technique: observation, interview and questionnaire

UNIT-IV: Organization of guidance and counseling services in schools

- Guidance Services: Orientation services, pupil information services, Educational Services, Occupational Information Services, Placement Service and Follow-up Service
- Guidance programmes: Career Talks, career conferences, career tour, career corners
- Role of career master/counselor, Headmaster/principal, Teacher and parents

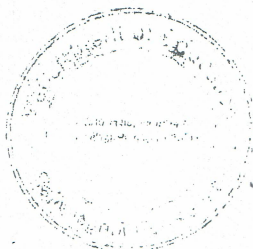
UNIT- V: Special guidance and evaluation of guidance programme

- Guidance of under –achiever and first generation learners
- Guidance of the gifted and creative students.
- Evaluation of guidance programme in a school

Practicum/ Assignment (Any one):

1. Organization of career talks
2. Organization career corner
3. Identification of problems of guidance programme in any school of Arunachal Pradesh
4. Testing the vocational aptitude of secondary school students.

Mode of Transaction: Lecture, Lecture cum Discussion



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Registrar (Academic)
Pt. B. S. P. Singh Government College
Doimukh, Arunachal Pradesh

Evaluation Scheme:

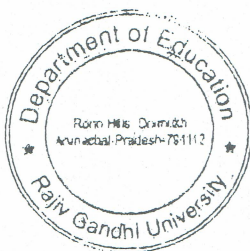
(i) Internal Assessment	: 25 marks
(ii) External Examination	: 75 marks
(iii) Duration	: 03 hours
(iv) Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. There shall be 06 questions, one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 27 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 9 marks. Section C will consist of 28 marks. There shall be 05 questions, one from each unit, and candidate has to attempt 02 questions each carrying 14 marks. The duration of theory paper shall be three hours.

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REFERENCES

1. Anastasi, Annee, *Psychological testing*, London, McMillan Co. 1982.
2. Bernard, H.W. and Fullmer, D.W. *Principles of guidance. A basic text* (Indian Edn). N. Delhi, Allied Pub.
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4. Downing, Lester, N. *Guidance and counselling Services*. New York. McGraw Hill. 1964.
5. Fusterm J.N. *Psychological counselling in India* McMillan, Bombay.
6. Hoose, William, N. Van. (ed). *Counselling and guidance in 20th century*, Boston, Noughton Mifflin Co. 1979.
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10. Miller, Frank, W. *Guidance principles and services*, Ohio-Charles E. Merrill Books 1961.
11. Pandey, K.P. *Educational and Vocational Guidance in India*, Vishwavidyalaya Prakashan, Varanasi.
12. Pasricha, Pren. *Guidance and counselling in India education*, NCERT, New Delhi. 1976.
13. Traxler, R.E. and Norla, R.D. *Techniques of guidance*, New York, Harper and Road.
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Deputy Registrar (Academic)
Rajiv Gandhi University
Doimukh (A.I.)

Fourth Semester
Paper: B.Ed.-505
Environmental Education

Objectives:

After completion of this course the student teacher will be able to:

1. Become aware of the environment and its growing problems.
2. familiarize themselves with the concept and importance of Environmental Education
3. Inculcate the skills of organizing learning experiences and evaluation devices for environmental education.
4. Develop a sense of appreciation, protection and proper utilization of environmental resources.
5. Develop an 'Eco-friendly Attitude' and environmental values.

UNIT-I: Environment, Ecology and Environmental Education

- Concept and types of Environments
- Environmental Education: Meaning, Nature and scope
- Man Environment Relationship: Environmental Determinism, Possibilism and Neo-determinism
- Ecosystem, Biosphere, Abiotic and Biotic components: Concept and Importance
- Human system- human beings as a part of environment and its effect on environmental resources

UNIT-II: Environment Problems and Related Issues

- Environmental pollutions: air, water, thermal, soil, Nuclear and Industrial
- Green House Effect and Ozone layer Depletion
- Deforestation, Soil erosion and Land Slide
- Environmental hazards: Causes and Effects at Global and Local level
- Policies and programmes; Environmental Laws, Conservation and Protection of Environment

Unit-III: Curriculum for Environmental Education

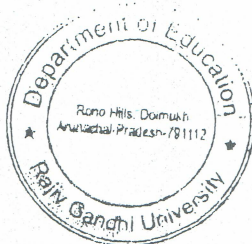
- Preparation of Environmental Education curriculum
- Preparation of instructional materials w.r.t Environmental Education
- Implications of Technology on Environmental Education
- Traditional indigenous knowledge and its implication for environment

Unit –IV: Transaction and Evaluation of Environmental Education

- Approaches for environmental education: Separate subjects, topical units, integration and inter disciplinary approaches
- Methods- workshop, problem solving, field survey , excursion, project , exhibition
- Role of media, film radio, TV in Environmental Education
- Evaluation in Environmental education; meaning, tools and environmental skills.

Unit V: Awareness and Research in Environmental Education

- Meaning, types and needs of research in Environmental Education
- Areas of research in Environmental Education
- Environmental Awareness Programmes in India, -UNDP and Environment



[Signature]
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Rajiv Gandhi University
Rono Hills, Dornah

Practicum/Assignment (Any one):

1. Preparation of an activity based curriculum on Environmental Education for primary classes.
2. Development of Nursery and reporting
3. Identification and reporting of the most immediate environmental problems faced by the locality.
4. Celebrating the environmental days
5. Conducting action research in Environmental Education
6. Organization of seminar/debate/workshops
7. Examine the issues and consensus related to global and local environmental crisis.
8. Exploration of strategies for sensitizing the individuals towards environmental conservation

Mode of Transaction: Lecture and Lecture cum discussion

Evaluation Scheme:

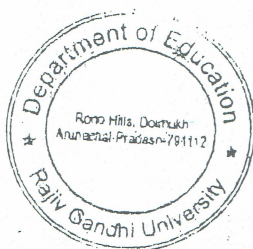
(i) Internal Assessment	: 25 marks
(ii) External Examination	: 75 marks
(iii) Duration	: 03 hours
(iv) Pass Marks	: 45%

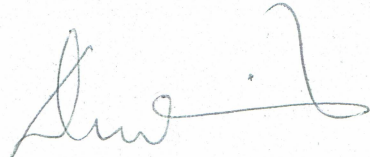
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REFERENCE:

1. Bakish, Trilochan S & Navehm Z.(ed) (1980). Environmental education, Methods application, New York.
2. Bandhu, Desh and Ramanath, N.L.(eds). 1982. Education for Environmental Planning and Conservation, Natraj Publisher, Dehradun.
3. Bell, Daniel. 1974. The Coming of Past Industrial Society, Arnold Heinman Pub. N. Delhi.
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6. Carson, R. 1962. The Silent Spring, Fewcett Pub. Greenwich.
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Deputy Registrar (Academic)
Rajiv Gandhi University
Rono Hills, Doimukh (A.P.)

Fourth Semester
Paper: B.Ed.-532
Practicum and Field Experience

Fourth Semester

Total Marks: 100

Sl. No.	Activities	Marks
01.	Field trip(visit of institutes of national importance) and reporting	25
02.	Working with community(awareness/outreach programme)	25
03.	Preparation of teaching Aids /Instructional materials	25
04.	Viva voce (internal)	25

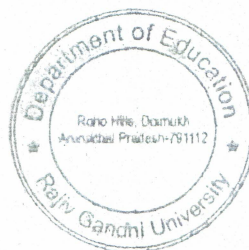
Note: Field experience activities along with the reports will be evaluated by department/teacher training college inviting external experts.

Scheme of Evaluation:

1. External (viva voce) : 75 Marks
2. Internal : 25 Marks

Board of Examiners:

The board of examiners will consist of at least two internal members from the department/teacher training college) and two external examiners appointed by the Controller of Examinations with atleast one member from the Department of Education, Rajiv Gandhi University.



Deputy Registrar (Academic)
Rajiv Gandhi University
Rano Hills, Doimukh (A.P.)