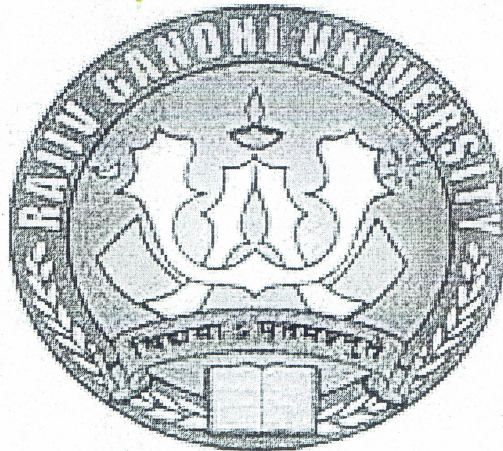


DEPARTMENT OF EDUCATION

SYLLABUS FOR TWO YEARS BACHELOR OF
EDUCATION

(B.Ed. PROGRAMME)

(CHOICE BASED CREDIT SYSTEM)

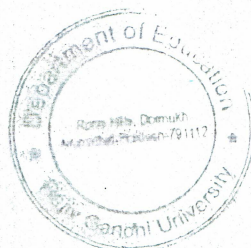


(With Effect From the Academic Session 2017-2018)

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	Credits	Teaching 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	Credits	Teaching 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	Credits	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	Credits	Teaching 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**

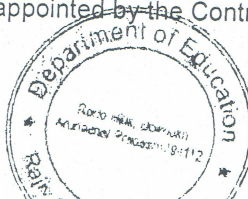
B.Ed: 421: Pedagogy of Science
 B.Ed:425: Pedagogy of English
 B.Ed: 426: Pedagogy of Hindi

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.



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 Rono Hills, Doimukh

First Semester
Paper: B.Ed.401
Theory and Practice in Education

Objectives:

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

1. Understand the rich philosophical and educational heritage of India.
2. Understand the concept of education in emerging Indian society.
3. Understand the significant educational thoughts of some of the leading Western and Indian thinkers.
4. understand the role of education in the context of National Development and modernization
5. Understand the role of education in the process of the society.

Unit- I: Indian Traditions values and Education

- Concept, nature and functions of philosophy
- Meaning, Nature, Aims and Scope of Education
- Relationship of Education and Philosophy
- Significance of Philosophy for educational practices

Unit- II: Indian Thinkers on Education

- M. K. Gandhi and Basic Education
- R. N. Tagore and Vishwa-Bharati
- Swami Vivekananda and Man making Education.

Unit- III: Western philosophical system and their impact on education

- Idealism, Naturalism, Pragmatism with respect to theory and practice of education.

Unit-IV Educational Issues and Development

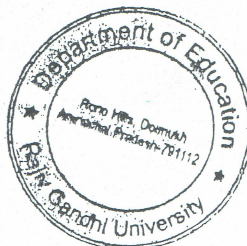
- Principles of Socialism, Democracy, Secularism and their implications for Education
- Education and Development
- Equalization of Educational Opportunities
- Education and Culture.

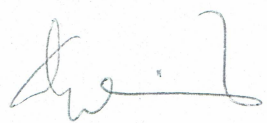
Unit-V: Education and Social Change

- Meaning and factors of social change, education as an instrument of social change
- Modernization and Education
- National and Emotional Integration & Education
- International Understanding for Peace & Education

Practicum/ Assignment (Any one):

1. Critical Analysis of any significant thought (thinker) in Education and preparing a report thereof.
2. Survey of an Educational Institution/Programme and preparing a report.




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Doimukh, Assam (A.P.)

3. Preparation of Report on any innovative idea on Education/ Teaching / Teacher/ Student etc.
4. Preparation of a report on problems and prospects of Peace Education.

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

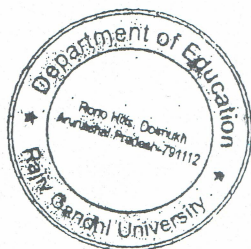
- | | |
|---------------------------|------------|
| (i) Internal Assessment | : 25 marks |
| (ii) External Examination | : 75 marks |
| (iii) Duration | : 03 hours |
| (iv) Pass Marks | : 45% |

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. Agarwal, J.C. (2012). Education in developing societies, New Delhi: Starling pub.
2. Bhatia, K. K. (2005). Education in Emerging Indian Society. Ludhiana: Kalyani Publishers.
3. Bhatia, K. K. and Narang, C.L. (2008). Philosophical and Sociological Bases of Education. Ludhiana: Tandon Publications.
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6. Brubacher, John S. (1969). *Modern Philosophies of Education*. New Delhi: Tata McGraw Hill.
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9. Chaube, S. P. & Chaube, A. (2006). Philosophical and sociological Foundations of Education, Agra: Vinod Pustak Mandir.
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First Semester
Paper: B.Ed. 402
Human Growth and Development

Objectives:

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

1. Understand the concept of human growth and development
2. Understand the learning difficulties among children and preventive measures
3. Understand individual differences with regard to intelligence and personality of learners
4. Get knowledge related to mental health and adjustment of learners
5. Understand the teaching learning process in the light of education psychology

Unit- I: Growth and development

- Concept and nature of growth and development
- Principles of growth and development
- Dimensions of development; Influence of heredity and environment
- Childhood: physical, cognitive, emotional, social and moral development
- Adolescence: Physical, cognitive, emotional social and moral development

Unit- II: Learning

- Concept nature and types of learning
- Factors affecting learning
- Transfer of learning : Meaning and types
- Motivation and learning
- Learning theories: Classical and Operant Conditioning, Constructivist theory

Unit- III: Intelligence

- Meaning, nature and types of intelligence
- Intelligence theory: Guilford's structure of Intellect
- Emotional Intelligence

Unit- IV: Personality

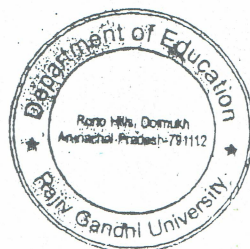
- Meaning and nature of personality
- Determinants of personality
- Personality theories: type theory, trait theory and Freud's psycho-analytic theory
- Assessment of personality: Projective and Non-projective techniques

Unit- V: Mental Health and Adjustment

- Concept and principles of mental health
- Characteristics of mentally healthy person
- Adjustment mechanism
- Mental disorders

Practicum/ Assignment (Any one):

1. To study the behaviour of children.
2. Administration of psychological test.



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Porro Hills, Doimukh (A)

3. To study the problems relating to motivation of children for learning
4. To study the developmental characteristics of children.

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

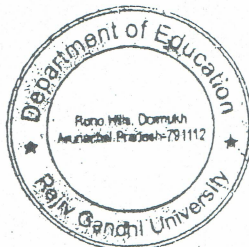
(i) Internal Assessment	: 25 marks
(ii) External Examination	: 75 marks
(iii) Duration	: 03 hours
(iv) Pass Marks	: 45%

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.

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REFERENCE:

1. Chauhan, S. S. (1988). Advanced Educational Psychology. N. Delhi: Vikas Publication House.
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Raipur, Domukh (A)

First Semester
Paper: B.Ed. 403

CURRICULUM STUDIES AND LANGUAGE PERSPECTIVE

Objectives:

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

1. Understand curriculum related aspects.
2. Familiarize themselves with curriculum approaches.
3. Develop skills related to curriculum transaction.
4. Get knowledge and enhance skills related to language proficiency and language acquisition
5. Develop communicative competence through various skills.

Unit -I: Introduction to Curriculum

- Concept and importance of curriculum
- Bases: Philosophical, psychological and sociological
- Determinants of Curriculum
- NCFSE-2005 on curriculum
- Principles of curriculum construction

Unit- II: Curriculum Designs

- Concept and sources of curriculum Design
- Types of curriculum designs: Subject centered, Learner centered & Activity centered
- Curriculum sources: instructional materials, text books & hand books

Unit- III: Curriculum Transaction

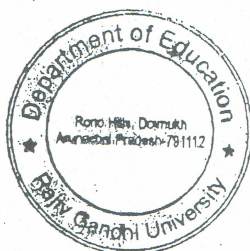
- Objectives
- Content Analysis
- Teaching strategies
- Criteria of content-selection and its organization

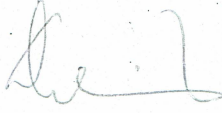
Unit -IV: Language Acquisition and Learning

- Language diversity and social interaction
- Class room practices: ICT and Constructivist approach
- Language based learning difficulties and interventions
- Language proficiency
 - (a) Reading - Process, types and strategies for reading efficiency
 - (b) Writing - Process, types and strategies for effective writing
 - (c) Communicative Competence - Verbal and Non-verbal

Unit -V: Skill Development through Language

- Sounds of English language, Stress and Intonation
- Presentation skills: importance, preparations and practice
- Interpersonal and social skill
- Supplementary skills: reference skills and study skills
- Interpretative skill and its importance




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Gandhiji University
Ramo Hills, Doimukh (A)

- First Semester
Paper: B.Ed. - 404
TEACHER EDUCATION

Objectives:

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

1. Understand the development of teacher education in India.
2. Know the teacher education programmes at different levels in India.
3. Familiarize themselves with the teaching behaviour and teaching skills.
4. Familiarize themselves with the trends in Teacher Education.

UNIT-I: Development of Teacher Education in India

- Historical development to Teacher Education in India and Recommendations of Secondary Education Commission (1952-53, Indian Education Commission (1964-66) and NPE-1986.
- Meaning, Importance and Aims of Teacher Education Programmes
- Structure of Teacher Education at different Levels.

UNIT-II: Pre-service Teacher Education Programmes

- Concepts and Importance of Pre-Service Teacher Education at Elementary and Secondary Levels.
- Curriculum of Pre-Service Teacher Education at different Levels.
- Role of NCTE, NCERT, SCERT and DIET in Teacher Education
- Problems of Pre-Service Teacher Education and their Remedies

UNIT- III: In-service Teacher Education Programmes

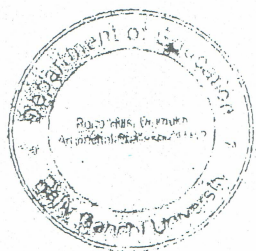
- In-Service Teacher Education- Concept, Importance and Objectives
- Types of Programmes and Organizational Agencies for In-Service Teacher Education Programmes
- Shortcomings and Suggestions for In-Service Teacher Education Programmes.
- Distance Education and In-Service Teacher Education.

UNIT-IV: Modification of Teaching Behavior and Student-Teaching Programme

- Students Teaching Programmes-Concept, Importance and Organizational Pattern.
- Micro-Teaching and Simulated Teaching.
- Problems related to Student-Teaching Practice and Internship Programme and their Solutions.

UNIT- V: Teaching Profession and Trends of Teacher Education

- Concept of profession
- Teaching as profession
- Teachers' role and responsibility in 21st century
- Professional Ethics
- Innovative practices in Teacher Education: Internship and 4 year integrated teacher,



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Bhabha University
Doimukh, Doimukh (A.S.)

Practicum /Assignment (Any one):

1. Analysis of Teaching Behavior of School Teachers in a Subject (10 periods) using Ned A. Flanders Techniques
2. Study of Pre-service or In-service Teacher Education Programme
3. Role of DIET/NCTE/SCERT/SIE in Teacher Education

Mode of Transaction: Lecture and Lecture cum discussion

Evaluation Scheme:

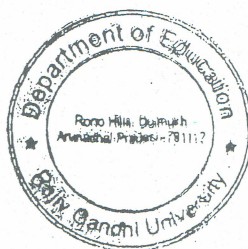
(i) Internal Assessment	: 25 marks
(ii) External Examination	: 75 marks
(iii) Duration	: 03 hours
(iv) Pass Marks	: 45%

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.

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REFERENCES

1. Alexander, W. M. (1960). *Are You a Good Teacher*, N.Y. Holt, Rinehart and Winston.
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10

Registrar (Academ
Gandhiji University
Poro Hills, Doimukh (A.

First Semester
Paper: B.Ed. - 431
Field Experience and Practical

First Semester

Total Marks: 50

Sl. No.	Activities	Marks
01	School experience and reporting (The student-teachers are required to visit 5-10 schools and prepare report on their functioning)	10
02	Conducting 03 psychological practical along with report	10
03	Survey on Educational Status in Arunachal Pradesh	10
04	Preparing profile of eminent educationists/social reformers/social activists/ poets/novelists/statesmen/historians	05
05	Internal	15

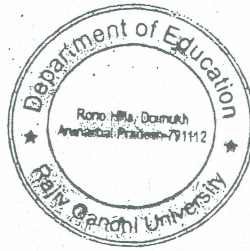
Note: Field experience activities along with the reports will be evaluated by department/teacher training college by inviting board of examiners.

Scheme of Evaluation:

1. External (viva voce) : 35 Marks
2. Internal : 15 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 at least one member from the Department of Education, Rajiv Gandhi University, on the Board .



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Rajiv Gandhi University
Doimukh, Arunachal Pradesh