

DEPARTMENT OF EDUCATION

**SYLLABUS FOR TWO YEAR BACHELOR OF EDUCATION
(B.ED.) PROGRAMME
(CHOICE BASED CREDIT SYSTEM)**



(With Effect from the Academic Session 2021-22)

**DEPARTMENT OF EDUCATION
RAJIV GANDHI UNIVERSITY
RONO HILLS: DOIMUKH**

Programme Objectives:

After completion of the programme student teacher will be able to:

1. Understand the theories in Education and cultivate practices as per the Indian values, views of thinkers and Western Philosophical System.
2. Familiarize with the concept of human growth and development and apply necessary methods in learning and modify personality in desired manner.
3. Develop English language proficiency through developing listening, speaking, reading and writing.
4. Understand the historical development of teacher education and trends in teacher education.
5. Comprehend Application of ICT in education.
6. Acquaint with various approaches, methods, and techniques of teaching Mathematics, Science, Social Sciences and Languages.
7. Develop teaching competencies in educational measurement and evaluation.
8. To create awareness on gender issues and promote gender equality in the domain of education.
9. Develop skills to carry out school activities with proper planning and administration.
10. Know the concept, services and techniques of Guidance and Counseling.
11. Develop eco-friendly attitude and strengthen environmental values.

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 = 18 Credits
IV	Semester: 6 Papers = <u>20 Credits</u>
	Total = 74 Credits

B.ED. I semester

PAPER CODE	PAPER TITLE	Credits	Teaching hours	IA	Theory/ Practical	MM
BED- 411	Theory and Practice in Education	4	64	25	75	100
BED- 412	Human Growth and Development	4	64	25	75	100
BED- 413	Curriculum Studies and Language Perspective	4	64	25	75	100
BED- 414	Teacher Education	4	64	25	75	100
BED- 415	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
BED- 421	Technology of Teaching and Learning	4	64	25	75	100
BED- 422	Educational Measurement and Evaluation	4	64	25	75	100
BED- 423 BED- 427 BED- 428	Pedagogy of School Subject I*	4	64	25	75	100
BED- 424, BED- 425, BED- 426, BED- 429	Pedagogy of School Subject II*	4	64	25	75	100
BED- 430	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
BED- 431	Practice Teaching and School Internship	18	202	75	225	300

B.ED. IV Semester

PAPER CODE	PAPER TITLE	Credits	Teaching hours	IA	Theory/ Practical	MM
BED- 441	Gender Studies & Education	4	64	25	75	100
BED- 442	Educational Administration	4	64	25	75	100
BED- 443	Guidance and Counseling	4	64	25	75	100
BED- 444	Environmental education	4	64	25	75	100
BED- 445	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- 423: Pedagogy of Science
B.ED-427: Pedagogy of English
B.ED- 428: Pedagogy of Hindi

Pedagogy of school subjects –II

BED- 424: Pedagogy of Mathematics
BED- 425: Pedagogy of Geography
B.ED- 426: Pedagogy of History
B.ED- 429: 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.

Programme Outcomes:

After completion of the B.Ed programme, the student teachers are expected to;

1. Follow the values related to Indian and Western Philosophical System.
2. Apply appropriate methods and techniques in learning and develop pleasing personality.
3. Develop English language proficiency through listening, speaking, reading and writing.
4. Explain various trends in teacher education.
5. Use ICT in teaching-learning process.
6. Apply suitable teaching methods and techniques in pedagogical studies.
7. Construct and develop tools such as academic achievement test, attitude scale and rating scale in connection with educational measurement and evaluation.
8. Follow gender disparity and provide awareness on gender issues in communities.
9. Apply the skill for planning and administration at the secondary level.
10. Focus on Guidance and Counseling Services.
11. Cultivate positive attitude towards environment sustainability.

Course wise Objectives and Expected Learning Outcomes

B.ED. TWO YEAR COURSE RAJIV GANDHI UNIVERSITY RONO HILLS, DOIMUKH

FIRST SEMESTER PAPER: BED- 411 THEORY AND PRACTICE IN EDUCATION

Learning Objectives:

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

Expected Learning Outcomes:

1. Define and analyze the concept, nature, scope and functions of Philosophy and Education.
2. Analyse the relationship between Education and Philosophy.
3. Interpret the significance of Philosophy for Educational Practices.
4. Discuss the importance of Purusartha in their day today life.
5. Elaborate the contributions of Indian Thinkers on Education.
6. Analyse and discuss the contribution of Western Philosophies on Education.
7. Define and analyse Education in social prescriptive.
8. Describe the role of Education in bringing peace across the globe.

FIRST SEMESTER PAPER: BED- 412 CHILDHOOD AND GROWING UP

Learning Objectives:

1. To know the concept of human growth and development.
2. To acquaint the student teachers with the concept of learning and its theories.
3. To understand the concept of socialization during childhood and Adolescence period.
4. To analyze the issues and concerns of Adolescence period.

Expected Learning Outcomes: The student teachers are expected to:

1. Explain the concept of Growth & Development.
2. Differentiate the concept of human growth and development.
3. Analyse various learning theories and apply appropriate learning theory during learning process.
4. Analyse the concept of socialization in the context of school and peer group.
5. Reflect on certain issues of concerns related to Adolescence period.

FIRST SEMESTER

PAPER: BED- 413

CURRICULUM STUDIES AND LANGUAGE PERSPECTIVE

Learning Objectives

1. Know the concept, determinants, principles and bases of curriculum construction.
2. Understand curriculum design with regard to sources, types and transaction
3. Comprehend language with regard to function, diversity, social interaction, learning difficulties and intervention.
4. Develop English Language Proficiency by cultivating listening, speaking, reading, and writing skills, reference and study skills.

Expected Learning Outcomes:

1. Explain the concept and nature of curriculum and state the principles of curriculum construction.
2. Identify determinants of curriculum and distinguish among philosophical, psychological and sociological bases.
3. Follow steps for curriculum development.
4. Elucidate sources and types of curriculum design.
5. Transact curriculum in the light of objectives, content and NCFSE – 2005.
6. Apply practical knowledge of subject experts in curriculum framework committee about the steps and designs involved in the process of curriculum development
7. Correlate language diversity with social interaction and brain
8. Develop skills with regard to listening, speaking, reading and writing.
9. Enhance study skills, reference skills and presentation skills.

FIRST SEMESTER

PAPER: BED - 414

TEACHER EDUCATION

Learning Objectives:

1. To understand the development of teacher education in India.
2. To know the teacher education programmes at different levels in India.
3. To familiarize themselves with the teaching behaviour and teaching skills.
4. To familiarize themselves with the trends in Teacher Education.

Expected Learning Outcomes:

1. Understand the development of teacher education in India.
2. Know the teacher education programmes at different levels in India.
3. Differentiate between teaching behaviour and teaching skills.
4. Explain the importance of Teaching Profession

SECOND SEMESTER
PAPER: BED- 421
TECHNOLOGY OF TEACHING AND LEARNING

Learning objectives

1. To know concept, characteristics, scope, objectives, types and uses of Educational Technology.
2. To understand teaching learning process with regard to concept, objectives, levels, variables, phases, operations and models.
3. To familiarize effective communication process, programmed learning and teaching behavior.
4. To comprehend various applications of Information and Communication Technology in education

Expected Learning outcomes:

1. Explain concept, characteristics, scope, objectives, types and uses of Educational Technology.
1. Elucidate concept and objectives of teaching.
2. Classify levels and variables of teaching.
3. Categorize phases and operations of teaching.
4. Differentiate between Glaser's Basic Information Processing Model and Concept Attainment Model.
5. Explain the meaning and nature of communication.
6. Analyze the communication process and the barriers of communication.
7. Explore the uses of ICT in Education and role of National Mission in Education through ICT.
8. Discuss the role of SWAYAM, SWAYAM PRABHA, MOOCs, INFLIBNET, NDL and Learning Management System (LMS).

SECOND SEMESTER
PAPER: BED- 422
EDUCATIONAL MEASUREMENT AND EVALUATION

Learning Objectives:

1. To know the basic knowledge of assessment approaches.
2. To create ideas related to trends in evaluation.
3. To understand the tools and techniques of measurement and evaluation.
4. To develop teaching competencies in assessment and evaluation.

5. To get knowledge related to analysis feedback and reporting.

Expected Learning Outcomes:

1. Describe the nature and scope of measurement and evaluation in education.
2. Explain the characteristics of a good tool.
3. Describe the different types of tools and techniques of measurement.
4. Explain the concept of teacher competencies and its assessment.
5. Use different types of measures of central tendency, measures of variability and correlation in solving the problems.

**SECOND SEMESTER
PAPER: BED - 423
PEDAGOGY OF SCIENCE**

Learning Objectives:

1. To develop broad understanding of principles and knowledge used in Science Education.
2. To develop the power of observation and experimental skills.
3. To acquaint themselves with the various methods of teaching science and evaluation techniques in science.
4. To familiarize themselves with Lesson Plan and its relevance in teaching of Science.

Expected Learning Outcomes:

1. Describe the principles and knowledge used in Science Education.
2. Apply power of observation and experimental skills.
3. Apply themselves with the various methods of teaching science and evaluation techniques in science.
4. Prepare themselves with Lesson Plan and its relevance in teaching of Science.
- 5.

**SECOND SEMESTER
PAPER: BED-424
PEDAGOGY OF MATHEMATICS**

Learning Objectives:

1. To develop broad understanding of knowledge and principles used in Mathematics Education.
2. To inculcate mathematical reasoning and articulate logically.
3. To acquaint themselves with the various methods of teaching mathematics and evaluation techniques in mathematics.
4. To familiarize themselves with Lesson Plan and its relevance in teaching of mathematics.

Expected Learning Outcomes:

1. Justify the importance of Mathematics in school curriculum.

2. Explain the different methods and techniques of teaching mathematics.
3. Describe the role and functions of a mathematics teacher.
4. Describe the importance and types of teaching aids in mathematics teaching.
5. Make lesson plan on the basis of traditional and 5-E model.

**SECOND SEMESTER
PAPER: BED - 425
PEDAGOGY OF GEOGRAPHY**

Learning Objectives:

1. To familiarize with the geographic content, objectives and its relevance.
2. To acquaint themselves with various functions of geographic education.
3. To understand the curriculum and process of curriculum development.
4. To acquaint themselves with the approaches and Strategies of teaching geography.
5. To familiarize with the evaluation types and its techniques.
6. To develop competencies of a geography teacher.

Expected Learning Outcomes:

1. State the concept of geography as a coordinating discipline.
2. Explain the approached of Curriculum planning and construction in Geography.
3. Process of text book preparation and content analysis.
4. Perform teaching by applying suitable pedagogical approaches, strategies by using appropriate resources.
5. Prepare lesson planning and its steps.
6. Explain different teaching-learning resources for teaching Geography.
7. Explore the solutions of the teaching-learning problems by applying Action Research.
- 8.

**SECOND SEMESTER
PAPER: BED-426
PEDAGOGY OF HISTORY**

Learning Objectives:

1. To develop the ability to relate knowledge of history to problems of everyday life.
2. To know the historical concepts among the students.
3. To create the ability to interpret historical facts.
4. To develop knowledge & understanding various methods and techniques of teaching of history among the trainees.

Expected Learning Outcomes:

1. Define and analyze the concept, nature and values of teaching history.
2. Explain the concept of Curriculum and its theories.
3. Specify the objectives of teaching History at Elementary and Secondary Stages.
4. Apply various methods and techniques of teaching of history in the class.

5. Plan, prepare and deliver the lesson plan in history teaching.

SECOND SEMESTER
PAPER: BED 427
PEDAGOGY OF ENGLISH

Learning Objectives:

1. To acquire knowledge related to history, status, objectives, principles and problems of English language teaching in India.
2. To understand methods, approaches and techniques of English language teaching at secondary level.
3. To develop listening, speaking, reading and writing skills along with phonology and teaching methodology.
4. To know principles of curriculum, features of language text books, A-V Aids, Language Lab, principles of evaluation, preparation of test and action research in English.

Expected Learning Outcomes:

1. Recall the history and status of English Language Teaching.
2. Formulate objectives and identify problems of English Language Teaching in India.
3. Differentiate among methods, approaches and techniques of English Language Teaching at secondary level.
4. Apply listening, speaking, reading and writing activities in their daily life by following phonetics and teaching methodology.
5. List out principles of curriculum and features of language text books.
6. Illustrate the concept by using appropriate A-V Aids.
7. Prepare achievement and diagnostic test in English Language
8. Conduct action research for improving teaching learning process in English

SECOND SEMESTER
(द्वितीय-सत्र)
PAPER: BED - 428
PEDAGOGY OF HINDI
(हिन्दी-शिक्षण)

शिक्षण उद्देश्य:

१. हिन्दी भाषा के स्वरूप एवं विकास की जानकारी प्रदान करना
२. हिन्दी भाषा की योग्यताओं का विकास करना
३. छात्राध्यापकों को हिन्दी शिक्षण की विधियों एवं उपागमों से परिचित कराना
४. शिक्षण-सहायक सामग्रियों एवं पाठ योजना निर्माण कौशल का विकास करना
५. पाठ्यचर्या एवं अध्यापन की जानकारी प्रदान करना
६. मूल्यांकन कौशल का विकास करना

अधिगम के प्रतिफल : कोर्स के पूर्ण होने पर छात्रो/छात्र/ छात्राओं में :

1. सक्षम अध्यापक के गुण विकसित होंगे I
2. भाषायी कौशल के प्रयोग में पारंगत होंगे I
3. मुल्यांकन करने में सक्षम होंगे I

SECOND SEMESTER
PAPER: BED-429
PEDAGOGY OF CIVICS

Learning Objectives:

1. To develop broad understanding of principles and knowledge used in Civics Education.
2. To know various approaches and methods of teaching Civics.
3. To enhance their capacities for effective lesson planning in Civics.
4. To acquaint themselves with the approaches and tools for evaluation in Civics.

Expected Learning Outcomes

1. Define and elaborate the concept, Principles and knowledge used in Civics Education.
2. Differentiate between the General Objectives and Specific Objectives of teaching Civics.
3. Use appropriately various methods and techniques of teaching of Civics in the class.
4. Apply different evaluation tools for assessing student's performance in Civics.

FOURTH SEMESTER
PAPER: BED- 441
GENDER STUDIES AND EDUCATION

Learning Objectives:

1. To acquaint the students with conceptual framework of sex, gender and gender role.
2. To make the students understand the process of gendering in families.
3. To describe the students about the gender issues in Education
4. To create awareness among students regarding various laws and government initiatives related to promoting gender equality.

Expected Learning Outcomes:

1. Explain the conceptual framework of sex, gender and Gender role.
2. Reflect the process of gendering in families.
3. Describe gender issues in Education
4. Distinguish between patriarchal and matrilineal families.
5. Explain the theories of Gender and Education.
6. Incorporate Gender in textbook, teaching method
7. Analyze the various laws and government initiatives related to promoting gender equality.

FORTH SEMESTER
PAPER: BED- 442
EDUCATIONAL ADMINISTRATION

Learning Objectives:

1. To make student teachers understand concepts of educational administration.
2. To develop skills among student teachers related to school organizations and institutional planning.
3. To provide insightful ideas among student teachers in connection with school inspections and supervising.
4. To cultivate skills among student teachers related to management and assessment.

Expected Learning Outcomes:

1. Define and analyse concepts, nature and scope of educational administration.
2. Develop skills related to school organizations and institutional planning.
3. Analyse and interpret the various steps of school inspections and supervisions.
4. Apply practical ideas relating to the preparation of time table for their own institutions, role & responsibilities of the headmaster/ teachers & SMC, style of leadership.

FOURTH SEMESTER
PAPER: BED- 443
GUIDANCE AND COUNSELING

Learning objectives:

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

Expected Learning Outcomes:

1. Explain the importance and utility of guidance and counseling.
2. Describe about the different services in the guidance programme.
3. Apply techniques of guidance and counseling.
4. Differentiate between guidance and counseling.
5. Explain types of counseling.
6. Distinguish between testing and non-testing technique.
7. Familiarize role of career master, counselor, headmaster, teachers, and parents.

FOURTH SEMESTER
PAPER: BED- 444
ENVIRONMENTAL EDUCATION

Learning Objectives:

1. To make aware of the environment and its growing problems.
2. To familiarize themselves with the concept and importance of Environmental Education
3. To inculcate the skills of organizing learning experiences and evaluation devices for environmental education.

4. To develop a sense of appreciation, protection and proper utilization of environmental resources.
5. To develop an 'Eco-friendly Attitude' and environmental values.

Expected Learning Outcomes:

1. Explain about the environment and its growing problems.
2. Describe the concept and importance of Environmental Education.
3. Apply 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.

FIRST SEMESTER
PAPER: BED- 411
THEORY AND PRACTICE IN EDUCATION

Learning Objectives:

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

Course Content:

Unit- I: Indian Traditions, Values and Education

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

Unit- II: Western Philosophical System and Their Impact on Education

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

Unit- III: Indian Thinkers on Education

- M. K. Gandhi and Basic Education
- R. N. Tagore and Vishwa-Bharati
- John Dewey
- Froebel

Unit-IV: Education and Social Change

- Equalization of Educational Opportunities
- Education and Culture
- Role of Education in Social Change
- Modernization and Education
- National and Emotional Integration & Education
- International Understanding for Peace & Education

Expected Learning Outcomes:

1. Define and analyse the concept, nature, scope and functions of Philosophy and Education.
2. Analyse the relationship between education and Philosophy.
3. Interpret the significance of Philosophy for educational Practices.
4. Discuss the importance of Purusartha in their day today life.
5. Elaborate the contributions of Indian Thinkers on education.
6. Analyse and discuss the contribution of Western philosophies on education.
7. Define and analyse education in social perspective.
8. Describe the role of education in bringing peace across the globe.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

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

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 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 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 04 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/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.

2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

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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**FIRST SEMESTER
PAPER: BED- 412
CHILDHOOD AND GROWING UP**

Learning Objectives:

1. To know the concept of human growth and development.
2. To acquaint the student teachers with the concept of learning and its theories.
3. To understand intelligence, personality and mental health of the students.
4. To analyze the issues and concerns of Adolescence period.

Course Content:

Unit- I: Learner as a developing Individual

- Concept and nature of growth and development
- Principles of growth and development
- Stages of human development: Prenatal, infancy, childhood, adolescence and their characteristics
- Factors of growth and development: Heredity and environment

Unit- II: Development and Learning

- Dimensions of Individual development: Physical, cognitive, language, affective, social and moral
- Theoretical perspectives of development: Piaget, Kohlberg, Erikson, and Vygotsky
- Concept, nature and types of learning
- Factors affecting learning
- Learning theories: Trial and Error, Operant conditioning and Classical conditioning

Unit- III: Intelligence and Personality

- Meaning, nature and types of Intelligence
- Emotional Intelligence, Artificial Intelligence and its application
- Meaning and Determinants of Personality
- Personality theories: type theory, traits theory and Psycho-analytical theory

Unit- IV: Mental Health and Adjustment

- Meaning and Characteristics of a mentally healthy person
- Factors affecting mental health
- Adolescence issue: Substance Abuse, Bullying, Juvenile delinquency, effects of technology on child development
- Adjustment and Adjustment mechanisms
- Role of teachers and parents in dealing with the issues and concerns

Expected Learning Outcomes: The student teachers are expected to:

1. Explain the concept of Growth & Development.
2. Differentiate the concept of human growth and development.
3. Analyse various learning theories and apply appropriate learning theory during learning process.
4. Analyse the concept of intelligence, personality and mental health
5. Reflect on certain issues of concerns related to Adolescence period.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. To study the behaviour of children.
2. Administration of psychological test.
3. To study the problems relating to issues and concerns of Adolescence.
4. To study the developmental characteristics of children.

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 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 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 04 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/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

References:

1. Chauhan, S. S. (1988). Advanced Educational Psychology. N. Delhi: Vikas Publication House.
2. Crow, L. D. & Crow A. (1973). Educational Psychology, N. Delhi: Enrein Publication Home.
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FIRST SEMESTER
PAPER: BED- 413
CURRICULUM STUDIES AND LANGUAGE PERSPECTIVE

Learning Objectives:

1. To know the concept, determinants, principles and bases of curriculum construction.
2. To understand curriculum design with regard to sources, types and transaction.
3. To comprehend language with regard to function, diversity, social interaction, learning difficulties and intervention.
4. To develop English Language Proficiency by cultivating listening, speaking, reading, and writing skills, reference and study skills.

Course Content:

Unit - I: Introduction to Curriculum

- Concept and Nature of Curriculum
- Principles of Curriculum Construction
- Determinants of Curriculum
- Bases: Philosophical, Psychological and Sociological

Unit- II: Curriculum Design

- Steps of Curriculum Development
- Sources of Curriculum Design
- Types of Curriculum Design: Subject - Centred, Learner – Centred & Activity - Centered
- Curriculum Transaction with reference to Objectives, Content and Evaluation
- NCFSE – 2005 on Curriculum

Unit- III: Language Acquisition and Learning

- Concept and Functions of Language
- Role of Language across the curriculum
- Language Diversity and Social Interaction
- Language learning : Constructivist approach and technology enabled learning
- Language based learning difficulties and interventions

Unit- IV: Language Proficiency: LSRW Skills

- Listening skill- Process, types and Strategies
- Speaking Skill- Process and activities
- Reading skill- Process, types, methods and Strategies
- Writing skill- Process, types and Strategies
- Sound of English Language , stress and intonation
- Study skills, reference skills and presentation skills

Expected Learning Outcomes:

1. Explain the concept and nature of curriculum and state the principles of curriculum construction.
2. Identify determinants of curriculum and distinguish among philosophical, psychological and sociological bases.
3. Follow steps for curriculum development.
4. Elucidate sources and types of curriculum design.
5. Transact curriculum in the light of objectives, content and NCFSE – 2005.
6. Apply practical knowledge of subject experts in curriculum framework committee about the steps and designs involved in the process of curriculum development.
7. Correlate language diversity with social interaction and brain.
8. Develop skills with regard to listening, speaking, reading and writing.
9. Enhance study skills, reference skills and presentation skills.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Making content analysis on given topic
2. Practices for language proficiency

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 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 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 04 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/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

References:

1. Agnihotri, R. K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Siegruhn & P. Piuddemann (Eds.). *Multilingual Education for South Africa* (pp 3-7), Heinemann Education Books.
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FIRST SEMESTER
PAPER: BED- 414
TEACHER EDUCATION

Learning Objectives:

1. To understand the development of teacher education in India.
2. To know the teacher education programmes at different levels in India.
3. To familiarize the students with the teaching behaviour and teaching skills.
4. To familiarize the students with the trends in Teacher Education.

Course Content:

Unit-I: Historical Development of Teacher Education in India

- Meaning, Importance and Aims of Teacher Education Programmes
- Structure of Teacher Education at different Levels, 4 year integrated Teacher Education Programme
- Recommendations of Teacher Education w.r.t Secondary Education Commission (1952-53), Indian Education Commission (1964-66) and NPE-1986.

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 related to Student-Teaching Practice and Internship Programme and their Solutions.

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 Teaching Profession

- Students Teaching Programmes-Concept, Importance and Organizational Pattern.
- Micro-Teaching and Simulated Teaching.
- Teaching profession & Professional Ethics
- Teachers' role and responsibility in 21st century

Expected Learning Outcomes:

1. Understand the development of teacher education in India.
2. Know the teacher education programmes at different levels in India.
3. Differentiate between teaching behaviour and teaching skills.
4. Explain the importance of Teaching Profession.

Mode of Transaction: Lecture and Lecture cum discussion

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

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 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 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 04 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/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

References:

1. Alexander, W. M. (1960). *Are You a Good Teacher*, N.Y. Holt, Rinehart and Winston.
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**FIRST SEMESTER
PAPER: BED- 415**

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	Collecting relevant data related to functioning of RTE & implementation of RTE intervention in the school and Submit a report on it.	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.

SECOND SEMESTER
PAPER: BED- 421
TECHNOLOGY OF TEACHING AND LEARNING

Learning objectives:

1. To know the concept, characteristics, scope, objectives, types and uses of Educational Technology.
2. To understand the teaching learning process with regard to concept, objectives, levels, variables, phases, operations and models.
3. To familiarize the effective communication process, programmed learning and teaching behavior.
4. To comprehend the various applications of Information and Communication Technology in education.

Course Content:

Unit-I: Introduction to Educational Technology

- Concept, and Characteristics of Educational Technology
- Objectives and Scope of Educational Technology
- Technology in Education, Technology of Education and Systems Approach
- Uses of Technology in Formal and Non-formal Education

Unit –II: Teaching Learning Process

- Concept and Objectives of Teaching Learning Process
- Levels and Variables of Teaching
- Phases and Operations of Teaching
- Teaching Models: Glaser’s Basic Information Processing Model and Concept Attainment Model
-

Unit- III: Communication, Programmed Learning and Teaching Behaviour

- Communication: Meaning, Nature, Process, Types and Barriers of Communication
- Programmed Learning : Meaning, Mandatory Principles, Frames and Types of Programmed Learning (Linear & Branching)
- Teaching Behavior: Concept & Nature, SSST & FIACS
-

Unit-IV: E- Learning

- Concept and uses of ICT in Education
- National Mission in Education through ICT, NKN, Smart class
- SWAYAM, SWAYAMPRAKASH, MOOCs, INFLIBNET, NDL
- Learning Management Systems: Concept and Assessment Tools

Expected Learning outcomes:

1. Explain concept, characteristics, scope, objectives, types and uses of Educational Technology.
2. Elucidate concept and objectives of teaching.
3. Classify levels and variables of teaching.
4. Categorize phases and operations of teaching.

5. Differentiate between Glaser's Basic Information Processing Model and Concept Attainment Model.
6. Explain the meaning and nature of communication.
7. Analyze the communication process and the barriers of communication.
8. Explore the uses of ICT in Education and role of National Mission in Education through ICT.
9. Discuss the role of SWAYAM, SWAYAM PRABHA, MOOCs, INFLIBNET, NDL and Learning Management System (LMS).

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (any one):

- Prepare a report on school visit having smart class room.
- Preparation of instructional materials by selecting a unit from school curriculum content.
- Classroom analysis by following FIACS

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 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 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 04 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/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

References:

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41. Taylor, J. Galen & Alexander, W. M. *Planning curriculum for schools*.

SECOND SEMESTER
PAPER: B.ED- 422
EDUCATIONAL MEASUREMENT AND EVALUATION

Learning Objectives:

1. To know the basic knowledge of assessment approaches.
2. To create ideas related to trends in evaluation.
3. To understand the tools and techniques of measurement and evaluation.
4. To develop teaching competencies in assessment and evaluation.
5. To get knowledge related to analysis feedback and reporting.

Course Content:

Unit-I: Introduction to Educational Measurement and Evaluation

- Meaning , nature and scope of Educational Measurement and Evaluation
- Levels of Measurement- nominal, ordinal, interval and ratio
- Difference between Measurement and Evaluation
- Types of Evaluation : Placement, Formative, Diagnostic and Summative

Unit-II: Tools and Techniques

- Difference between tools and techniques of evaluation
- Characteristics of an effective tool: reliability, validity, objectivity and usability
- Achievement test
- Attitude Scales
- Observation, interview, questionnaire

Unit-III: Competencies in Assessment

- Concept and areas of Teacher competencies
- Programme for evaluation of Teacher competencies
- Parameters for evaluation
- Analysis and reporting
- Feedback, reinforcement and follow up action

Unit-IV: Elementary Statistics

- Importance of Statistics in Education
- Measures of central tendency: Mean, Median and Mode
- Measures of variability: Range, Quartile deviation and Standard Deviation
- Correlation: Meaning and computation by Rank method

Expected Learning Outcomes:

1. Describe the nature and scope of measurement and evaluation in education.
2. Explain the characteristics of a good tool.
3. Describe the different types of tools and techniques of measurement.
4. Explain the concept of teacher competencies and its assessment.
5. Use different types of measures of central tendency, measures of variability and correlation in solving the problems.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Construction and standardization of an achievement test.
2. Construction of Attitude Scale
3. Preparation of a questionnaire.
4. Administration of a self-made test and interpretation of scores.

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 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 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 04 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/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

References:

1. Anastasi, A. (1976). *Psychological testing (4th Ed)*, New York: McMillan Publishing Co.
2. Block, J. H. & Anderson, L.W. (1975). *Mastery learning in classroom Instruction*, New York: McMillan.
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**SECOND SEMESTER
PAPER: BED- 423
PEDAGOGY OF SCIENCE**

Learning Objectives:

1. To develop broad understanding of principles and knowledge used in Science Education.
2. To develop the power of observation and experimental skills.
3. To acquaint the students with the various methods of teaching science and evaluation techniques in science.
4. To familiarize the students with Lesson Plan and its relevance in teaching of Science.

Course Content:

Unit-I: Science in School Curriculum

- Objectives of Teaching Science according to Kothari Commission, Ishwarbhai Patel Committee, NPE 1986 & NCF (2005) at different stages of school.
- Meaning, nature and importance of science in school curriculum.
- Blooms' taxonomy of educational objectives
- Writing Objectives in behavioral terms

Unit-II: Science Curriculum and Pedagogical analysis

- Meaning and principles of curriculum organization
- Science curriculum Improvement projects: BSCS and CHEM Study
- Meaning and Procedure of Pedagogical & Content Analysis with examples.
- Principles of learning science

Unit-III: Transaction of Science Curriculum

- Approaches of Teaching Science : constructivist approach and PSI
- Teaching methods: Lecture-cum-Demonstration, Laboratory, Heuristic, Project, Problem Solving and Experimental Method.
- Backwardness in Science : Diagnosis and Remedial measures
- Enrichment programmes for the gifted
- Classroom Management and Discipline in Science class
- Action Research: Definition, Characteristics and steps with examples

Unit-IV: Instructional Resources in Science

- Importance and types of teaching aids, improvised teaching aids and their importance
- Use of online applications in Science Teaching
- Dale's Cone of Experience w.r.t. Science Teaching
- Organization of Science Fair, Science Club, Aquarium
- Lesson planning : Meaning, importance and preparation

Expected Learning Outcomes:

1. Describe the principles and knowledge used in Science Education.
2. Apply the power of observation and experimental skills.

3. Apply the various methods of teaching science and evaluation techniques in science.
4. Prepare the Lesson Plan and its relevance in teaching of Science.

Mode of Transaction: Lecture, Lecture cum Discussion, Lecture cum Demonstration

Practicum/Assignment (Any one):

1. Preparation of list of science laboratory equipment according to the syllabus of a class.
2. Pedagogical analysis of any two topics from prescribed Science Text-Book.
3. To find learning difficulties of students in science.
4. Preparation of Teaching aids.

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 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 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 04 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/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

References:

1. Bhatnagar, A. B. & Bhatnagar, S. S. (2011) Teaching of Science. Meerut: R. Lal Book Depot
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SECOND SEMESTER
PAPER: BED- 424
PEDAGOGY OF MATHEMATICS

Learning Objectives:

1. To develop broad understanding of knowledge and principles used in Mathematics Education.
2. To inculcate mathematical reasoning and articulate logically.
3. To acquaint the students with the various methods of teaching Mathematics and evaluation techniques in Mathematics.
4. To familiarize the students with Lesson Plan and its relevance in teaching of Mathematics.

Course Content:

Unit-I: Mathematics in School Curriculum

- Objectives of Teaching Mathematics according to Kothari Commission, NPE (1986) & NCF (2005) at secondary level
- Meaning, Nature and Importance of Mathematics in School Curriculum
- Bloom's taxonomy of educational objectives
- Writing Objectives in behavioral terms
- Contributions of Aryabhata, Bhashkaracharya, N. Ramanujan, Euclid and Pythagoras

Unit-II: Mathematics Curriculum and Its Transaction

- Meaning and principles of curriculum organization
- Styles of Curriculum: Learner-centered, Teacher-Centered and Experience-Centered
- Introduction to Methods and Techniques of Teaching of Mathematics
- Methods: Analytic-Synthetic, Heuristic, Inductive-Deductive and Project
- Techniques: Oral, Written work, Home-work and Drill work
- Needs and ways for arousing and maintaining interest in teaching of mathematics.

Unit-III: Instructional Resources in Mathematics

- Criteria of good text-book in mathematics
- Mathematics Teacher: Role and functions
- Teaching Aids: Meaning, Importance and Types
- Mathematics Club: Meaning and Organization
- Dale's Cone of Experience w.r.t. Mathematics Teaching

Unit-IV: Lesson Planning and Interventions for Mathematics Teaching

- Lesson Planning: Concept, Importance, Steps and Preparation of a lesson plan
- Learning difficulties in Mathematics

- Interventions for Mathematics Teaching- Backward Learners (Diagnosis and Remedial measures) and Gifted Learners (Enrichment programmes)
- Action Research: Definition, Characteristics, and steps with examples

Expected Learning Outcomes:

1. Justify the importance of Mathematics in school curriculum.
2. Explain the different methods and techniques of teaching Mathematics.
3. Describe the role and functions of a Mathematics teacher.
4. Describe the importance and types of teaching aids in Mathematics teaching.

Make a lesson plan and its relevance in teaching of Mathematics.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/Assignment (Any one):

1. To study the learning difficulties of students in mathematics for a particular class.
2. To prepare an Evaluation scheme (Table of specifications) and objective type test on a unit/topic.
3. To do pedagogical analysis of two topics from prescribed text-book.
4. To make a case study of a pupil facing difficulties in learning mathematics and suggest remedial measures.

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 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 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 04 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/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

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**SECOND SEMESTER
PAPER: BED- 425
PEDAGOGY OF GEOGRAPHY**

Learning Objectives:

- 1 To familiarize with the geographic content, objectives and its relevance.
2. To acquaint themselves with various functions of geographic education.
3. To understand the curriculum and process of curriculum development.
4. To acquaint themselves with the approaches and Strategies of teaching Geography.
5. To familiarize with the evaluation process, its types and techniques.
6. To develop competencies of a Geography teacher.

Course Content:

Unit- I: Conceptual Framework of Geographic Education

- Nature and Scope of Geography
- Geography as a discipline of synthesis
- Maps: concept, types, elements and importance
- General objectives of imparting geographic education at elementary and secondary school stages
- Importance of Geography in school curriculum

Unit- II: Curriculum of Geography

- Taxonomy of educational objectives
- Writing instructional objectives in behavioral terms
- Process of curriculum development in Geography
- Organization of Curriculum: Spiral sequencing, Regional approach, Thematic arrangement
- Text book preparation and analysis of good Geography text book

Unit-III: Pedagogical Approaches, Strategies and Resources in teaching of Geography

- Approaches to teaching: Inductive-deductive, inter-disciplinary and constructivist approaches
- Strategies: Observation, Project, Regional, Comparative, Problem-solving, Laboratory/ scientific experimental and Narrative
- Resources for teaching and learning: Maps and diagrams, GIS, Satellite images, Aerial photograph, photograph and slides, establishment and maintenance of Geography Room, Computers in Geography teaching.

Unit-IV: Lesson Planning and Evaluation in Geography

- Concept of lesson Plan: Need and Importance
- Preparation of lesson plan in Geography

- Evaluation: Concept, type and tools for assessing student's performance in Geography
- Construction of test items – short answer, objective type question, essay type and their uses.
- Assessment Analysis: Development of Learners' Portfolio, Progression of conceptual learning, remedial strategies, Reflections after execution of lessons and holistic appraisal of the teaching- learning process.
- Action Research in Geography: meaning and steps

Expected Learning Outcomes:

1. State the concept of Geography as a coordinating discipline.
2. Explain the approaches of Curriculum planning and construction in Geography.
3. Process of text book preparation and content analysis.
4. Perform teaching by applying suitable pedagogical approaches, strategies by using appropriate resources.
5. Prepare lesson planning and its steps.
6. Explain different teaching-learning resources for teaching Geography.
7. Explore the solutions of the teaching-learning problems by applying Action Research.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/Assignment (Any one):

1. To focus on content analysis related to Geography text book
2. To prepare an achievement test in Geography
3. To prepare lesson plans in Geography

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 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 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 04 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/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

References:

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SECOND SEMESTER
PAPER: BED- 426
PEDAGOGY OF HISTORY

Learning Objectives:

1. To develop the ability to relate knowledge of History with the problems of everyday life.
2. To know the historical concepts and their relevance in present context.
3. To create the ability to interpret historical facts.
4. To develop knowledge & understanding of various methods and techniques of teaching of History among the teacher- trainees.

Course Content:

Unit-I: History: Nature and Values

- Concept and Nature of History; Values of Teaching History
- Objectives of Teaching History at Elementary and Secondary Stages
- Role of History Teaching for promoting National and International understanding
- Learning difficulties in teaching History

Unit-II: Curriculum and Theories in History

- Concept and Principles of History Curriculum
- Theories of selecting different materials; The Culture-Epoch Theory & Psychological Theory
- Methods for organizing the subject matter of History; Chronological, Periodical, Topical and Regressive.

Unit- III: Methods, Teaching Aids and Action Research

- Methods: Storytelling, Biographical, Textbook, Lecture, Source and Narrative cum discussion
- Teaching Aid: Meaning, Importance and Types
- Dale's Cone of experience and its implications
- Action research: Meaning, Characteristics and steps of action research with reference to teaching and learning History at secondary school stage.

Unit -IV: Lesson Planning and Skills of Teaching

- Writing instructional objectives in behavioral terms
- Meaning, Significance and Preparation of Lesson Plan
- Basic Teaching skills

- Micro - Teaching and its steps
- Qualities of a good History teacher

Expected Learning Outcomes:

1. Define and analyze the concept, nature and values of teaching history.
2. Explain the concept of Curriculum and its theories.
3. Specify the objectives of teaching History at Elementary and Secondary Stages.
4. Apply various methods and techniques of teaching of History in the class.
5. Plan, prepare and deliver the lesson plan in history teaching.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/Assignment (Any one):

4. To study the problems relating to national integration.
5. To prepare a report about historical place having educational significance.
6. To prepare a chronological chart for ancient/medieval/modern history of India.

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 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 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 04 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/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

References:

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SECOND SEMESTER
PAPER: BED- 427
PEDAGOGY OF ENGLISH

Learning Objectives:

1. To acquire knowledge related to history, status, objectives, principles and problems of English language teaching in India.
2. To understand methods, approaches and techniques of English language teaching at secondary level.
3. To develop listening, speaking, reading and writing skills along with phonology and teaching methodology.
4. To know principles of curriculum, features of language text books, A-V Aids, Language Lab, principles of evaluation, preparation of test and action research in English.

Course Content:

Unit-I: Introduction to English Language Teaching

- Concept ,features and functions of the Language
- History of English Language Teaching in Indian Education System
- Status of English Language at present scenario
- Objectives and Principles of English Language Teaching at Secondary level
- Problems of teaching English in India

Unit II: Methods, Approaches and Techniques of Teaching English

- Concept of Method, Approach and Technique
- Methods: G T Method, Direct Method , Bilingual Method & Audio Lingual Method
- Approaches: Communicative and S-O-S (Structural Oral and Situational) Approaches
- Technique: language games, dramatization, readings, substitution tables and drill

Unit-III: Teaching English language skills and Lesson Planning

- Listening, Speaking, Reading and Writing (L S R W) skills- Process, Types and Strategies
- Phonetics: Sounds in English, Stress and Intonation
- Teaching of Prose, Poetry and Grammar
- Micro Teaching Technique in English Language Teaching
- Macro Teaching: Lesson plan preparations for Prose, Poetry and Grammar

Unit-IV: Curriculum and Evaluation

- Concept and Principles of Curriculum construction
- Features of English language text book and its uses at secondary level
- Audio-Visual Aids: concept, characteristics, types and uses
- Language Lab and its features
- Evaluation: Concept, Types, and Principles,
- Preparation of achievement test and diagnostic test in English
- Definition, characteristics and procedure of Action Research with reference to English

Expected Learning Outcomes:

1. Recall the history and status of English Language Teaching.
2. Formulate objectives and identify problems of English Language Teaching in India.
3. Differentiate among methods, approaches and techniques of English Language Teaching at secondary level.
4. Apply listening, speaking, reading and writing activities in their daily life by following phonetics and teaching methodology.
5. List out principles of curriculum and features of language text books.
6. Illustrate the concept by using appropriate A-V Aids.
7. Prepare achievement and diagnostic test in English Language
conduct action research for improving teaching learning process in English

Mode of Transaction: Lecture, Lecture cum Demonstration and Activity method

Practical work/ Assignment (Any one):

1. Preparation of language charts and games
2. Preparation of Micro (5) and macro teaching (5+15) lesson plans
3. Preparation of achievement test and diagnostic test

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 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 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 04 questions, one from each

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2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

References:

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SECOND SEMESTER
(द्वितीय-सत्र)
PAPER: BED- 428
PEDAGOGY OF HINDI
(हिन्दी-शिक्षण)

शिक्षण उद्देश्य:

1. हिन्दी भाषा के स्वरूप एवं विकास की जानकारी प्रदान करना
2. हिन्दी भाषा की योग्यताओं का विकास करना
3. छात्राध्यापकों को हिन्दी शिक्षण की विधियों एवं उपागमों से परिचित कराना
4. शिक्षण-सहायक सामग्रियों एवं पाठ योजना निर्माण कौशल का विकास करना
5. पाठ्यचर्या एवं अध्यापन की जानकारी प्रदान करना
6. मूल्यांकन कौशल का विकास करना

इकाई-१. भाषा का स्वरूप एवं भाषा की भूमिका

- भाषा: परिभाषा, प्रकृति एवं विशेषताएँ
- राजभाषा एवं राष्ट्रभाषा के रूप में हिन्दी
- हिन्दी शिक्षण का महत्व एवं उद्देश्य
- हिन्दी शिक्षक के गुण एवं अपेक्षाएँ

इकाई-२. भाषायी कौशल

- श्रवण कौशल: ध्वनि विभेदन, श्रवण आधारित खेल
- वाचन कौशल: वाचन कौशल की सार्थकता, वाचन कौशल की क्रियाएँ
- पठन कौशल: गहन, व्यापक, सस्वर वाचन, मौन वाचन
- लेखन-कौशल: शब्द, वाक्य, सुपाठ्यता, शुद्ध लेखन एवं अच्छे लेखन की विशेषताएँ

इकाई-३. पाठ योजना एवं शिक्षण विधियाँ

- पाठ योजना: अर्थ, महत्व एवं प्रारूप
- अनुदेशनात्मक उद्देश्य लेखन
- शिक्षण कौशल एवं सूक्ष्म शिक्षण
- शिक्षण की विधियाँ: कहानी कथन, समवाय, आगमन-निगमन एवं व्याख्या विधि
- गद्य शिक्षण
- पद्य शिक्षण
- व्याकरण शिक्षण

इकाई-४. पाठ्यक्रम निर्माण एवं मूल्यांकन

- पाठ्यक्रम : अर्थ, उद्देश्य एवं निर्माण

- हिन्दी की पाठ्य-पुस्तकों का प्रारूप एवं महत्व
- हिन्दी शिक्षण में पाठ्य-सहगामी क्रियाएँ एवं उनकी उपयोगिता
- मूल्यांकन: अर्थ, महत्व एवं आवश्यकता
- उपलब्धि परीक्षण का निर्माण
- गृह कार्य: अर्थ, परिभाषा एवं उपयोग

अधिगम के प्रतिफल : कोर्स के पूर्ण होने पर छात्रो/छात्र/ छात्राओं में :

1. सक्षम अध्यापक के गुण विकसित होंगे I
2. भाषायी कौशल के प्रयोग में पारंगत होंगे I
3. मुल्यांकन करने में सक्षम होंगे I

Mode of Transaction: Lecture and Lecture cum discussion

प्रयोगात्मक कार्य/ प्रदत्त कार्य (कोई एक):

- कहानी लेखन
- साक्षात्कार
- भाषायी विविधता एवं हिंदी : अरुणाचल के सन्दर्भ में
- नाटक संचालन
- हस्तलेखन कौशल प्रतियोगिता

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 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 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 04 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/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

सहायक-ग्रंथ:

- १.हिन्दी शिक्षण: रामशकल पांडेय, विनोद पुस्तक मंदिर,आगरा
- २.हिन्दी शिक्षण कला: रामखेलावन चौधरी, हिन्दी साहित्य भंडार,लखनऊ
- ३.भाषा अधिगम: मनोरमा गुप्ता, केंद्रीय हिन्दी संस्थान,आगरा
- ४.भाषा और संवेदना:रामस्वरूप चतुर्वेदी, भारतीय ज्ञानपीठ,वाराणसी
- ५.अच्छी हिन्दी: रामचन्द्र वर्मा, लोकभारती प्रकाशन,इलाहाबाद
- ६.हिन्दी शिक्षण: शिखा चतुर्वेदी, आर. लाल बुक डिपो,मेरठ
- ७.हिन्दी साहित्य का संक्षिप्त इतिहास: विश्वनाथ त्रिपाठी, राजकमल प्रकाशन,दिल्ली
८. आधुनिक हिन्दी व्याकरण और रचना: वासुदेवनन्दन प्रसाद सिंह,भारती भवन,पटना
९. हिन्दी व्याकरण के नवीन क्षितिज: रवीन्द्र कुमार पाठक, भारतीय ज्ञानपीठ,दिल्ली
- १०.हिन्दी शिक्षण: जयनारायण कौशिक, हरियाणा ग्रंथ अकादमी,चंडीगढ़
११. अजेय, सचिदानंद हीरानंद वात्स्यायन (२०१०), वत्सल निधि प्रकाशन माला : संविती , सस्ता साहित्य मंडल प्रकाशन , नई देहली

SECOND SEMESTER
PAPER: BED- 429
PEDAGOGY OF CIVICS

Learning Objectives:

1. To develop broad understanding of principles and knowledge used in teaching Civics.
2. To know various approaches and methods of teaching Civics.
3. To enhance the students capacities for effective lesson planning in teaching Civics.
4. To acquaint the students with the approaches and tools for evaluation in teaching Civics.

Course Content:

Unit -I: Civics as a School Subject

- Importance of Civics as a school subject
- Civics as a component of Social Studies
- General aims of teaching Civics; Writing Objectives of teaching Civics in behavioral terms.

Unit- II: Curriculum & Methods of Teaching Civics

- Meaning of curriculum
- Existing content of Civics textbook at secondary level and its critical analysis.
- Methods: Lecture method, source method, socialized recitation method, project methods, their application, advantages and limitations.

Unit- III: Teaching Aids and Lesson planning

- Meaning and importance of Teaching Aids
- Types of teaching aids in Civics
- Need and principles of lesson plan, steps of lesson planning; Writing a lesson plan.

Unit- IV: Evaluation in Civics

- Evaluation and tools for assessing student's performance in Civics
- Preparation of well balanced question paper with blue print
- Question Bank-concept and importance
- Action Research in Civics: meaning, aim and step

Expected Learning Outcomes

1. Define and elaborate the concept, Principles and knowledge used in teaching Civics.

2. Differentiate between the General Objectives and Specific Objectives of teaching Civics.
3. Use appropriately various methods and techniques of teaching of Civics in the class.
4. Apply different evaluation tools for assessing student's performance in Civics.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/Assignment (Any one):

1. Preparation of teaching aids
2. Preparation of Blue print
3. Prepare a list of Constitutional Provisions of Education
4. Prepare a list of duties mentioned in constitution

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 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 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 04 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/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

References:

1. Bining and Bining (1952). *Teaching of social studies in secondary school*, New York: McGraw Hill Book Co.
2. Bourne, H. E. (1972). *Teaching of History and civics*, Bombay: Longmans.
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SECOND SEMESTER
PAPER: BED-430

FIELD EXPERIENCE AND PRACTICAL

Second Semester

Total Marks: 50

Sl. No.	Activities	Marks
01	Seminar presentation	10
02	SUPW/ Work Experience	10
03	(a) Construction of achievement test (b) Computer literacy and hands-on experience	15
04	Internal	15

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

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.

B.ED. III SEMESTER

PAPER: BEd-431: PRACTICE TEACHING AND SCHOOL INTERNSHIP

The paper B.ED-431 possesses 18 credits and 300 marks with 225 external marks and 75 internal marks. This paper is divided into three sections as given below:

Paper Code	Title of the Paper	External	Internal	Total
BED-431 Section-A	Pre-Internship and practice Teaching (4 weeks)	75	25	100
I.	a) Internal Assessment on Micro Lessons b) Improvised Teaching Aids		25	100
II	External Assessment (Observation of lesson plan during practice teaching by External Examiners) a) Preparations of Lesson plans b) Using teaching aids c) Presentation of lesson in the class room	20 10 20		
III	Viva voce (during final practice teaching by external experts)	25		
BED-431: Section - B	School Internship I. School Associateship (16 weeks) II. External Assessment (Viva voce) (a) Daily and monthly reports of B.Ed. trainees and feedback formats from School Heads (b) Teaching aids (4 at least) and working models (2 at least) (c) Observation and reporting of school internship programme/viva voce	 25 30 20	25	100
BED 431: Section-C	Practical and Field Experience I. Internal Assessment II. External Assessment (Viva voce)		25	

	a. Case study			
	b. School Profile			100
	c. Organization of environmental/health/girls education/mental health/adult literacy and reporting	20		
		20		
		20		
	d. Art and Aesthetic Education/Yoga Education.	15		
	Total	225	75	300

BED- 431: PRACTICE TEACHING AND SCHOOL INTERNSHIP

The paper B.ED-431 Possess 18 credits and 300 marks with 225 external marks and 75 Internal marks This paper is divided into three sections as given below:

PAPER: BED- 431 SECTION-A PRE INTERNSHIP AND PRACTICAL TEACHING (4 WEEKS)

1. Micro-teaching practice (with record) - 10 days
2. Macro-teaching Practice in school (with record) - 20 days

Note: Each trainee needs to deliver 20 lesson plans in each opted pedagogy subject (from pedagogy of school subjects). Therefore, each trainee needs to deliver 40 lesson plans during the period of practice teaching. Pre-internship and practice teaching can be carried out during July – August of the session.

Scheme of Evaluation:

Practice teaching will be evaluated for 75 marks. There are 25 marks for internal assessment based on preparation of lesson plans and teaching aids which will be evaluated by concerned teachers. The board of examiners shall observe one teaching lesson delivered by the student teacher in any one of the two pedagogy papers. After delivery of the lesson plan, the viva voce exam will be conducted by the same examiner.

1. Internal Assessment
 - (a) Micro lessons (5) (Prepare and deliver 5 micro lessons $5 \times 4 = 20$ marks
 - (b) Improvised teaching aids (minimum 2 teaching aids)- $2 \times 2.5 = 5$ marks25 marks
2. Observation of lesson plans during practice teaching by external examiner s
 - (a) Preparation of lesson plan = 20 marks
 - (b) Using teaching aids = 10 marks
 - (c) Presentation of lesson in the class room = 20 marks50 marks
3. Viva voce during final practice teaching by external examiner= 25 marks

Board of Examiners

The board of examiners will consist of two external examiners at least one from Department of Education, RGU appointed by Controller of Examination and two internal examiners from Department/TEIs.

Teaching practice: Each B.Ed. Trainee needs to deliver 20 lesson plans in each opted Pedagogy subjects. Therefore, in total 40 lesson plans need to be delivered during the period of Teaching Practice.

Note:

1. Activities/Skills to be practiced during Micro Teaching
 1. Explanation skills
 2. Illustration skills
 3. Question skills
 4. Reinforcement skills
 5. Stimulus variety skills
 6. Black board usage skills

Every student teacher has to practice each skill mentioned above.

2. Maintenance of micro and macro lesson plan records during final teaching practice.

PAPER: BED- 431
SECTION-B
SCHOOL INTERNSHIP

The B.Ed. trainee will remain engage with school internship from September to December of the Academic session.

School Internship:

- 1. School Associateship:**
- 1. School Observation: 1 week
 - 2. Participation in School Programme: 15 weeks
 - a) Two periods need to be taken everyday concerning to Teaching Subjects
 - b) Observation of period
 - c) Participation in curricular and co-curricular activities
 - d) Participation in school management like setting question papers, conducting examination evaluating the answer scripts and preparation of time table attending assembly, maintaining student's portfolios etc.

Total : 16 weeks

Scheme of Evaluation

I. Internal Assessment : 25 marks

The TEI Principal and faculty will decided to assigning 25 marks by looking tin the following terms:

<ul style="list-style-type: none">- School Associateship, Experience Presentation- Achievement test preparation- Record / Reports	On the basis of their observation and taking the feedback from Principal/headmasters of their allotted schools
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II. External Assessment

: 75 marks

1. Daily and monthly reports of the B.Ed. Trainees and Feedback formats from the School Heads : 20+5=25 marks
2. Teaching Aids (4 at least) and working models (2 at least) $(4 \times 5) + (2 \times 5) = 30$ marks
3. Observation and reporting of school internship Programme/ viva voce: 20 marks

75 marks

- (a) Examination Board will be constituted by the Controller of Examinations, Rajiv Gandhi University
 - : Principal of TEI/HoD of Education, RGU
 - : One faculty of TEI/Dept of Education
 - : One mentor (Subject Teachers of the School)
 - : One expert from the Dept. of Education, Rajiv Gandhi University
(For the Dept. of Education, the external expert may be from other university/institution or cognate Department of RGU).
- (b) The member of constituted board under the chairmanship of the Principal TEI/HoD, Education RGU will conduct the Viva-Voce examination Activities and their weightage

Note:

1. All records will be preserved by the TEI/HoD, Education, RGU.
2. Marks of the Pupil-teachers will be sent to the Controller of Examinations, RGU.

PAPER: BED- 431
SECTION-C
PRACTICAL AND FIELD EXPERIENCE

The student teacher has to conduct the following activities during internship programme

- | | |
|---|-------------------|
| 1. Case study in connection with student's behavioral problems/
learning difficulties | - 20 marks |
| 2. Preparation of a School profile: Infrastructure, Equipment,
facilities; man power etc. | -20 marks |
| 3. Organization of environmental awareness /Health awareness/
girls education/mental health/adult literacy programmes and
Reporting | - 20 marks |
| 4. Art and Aesthetic Education/Yoga Education. | -15 marks |
| 5. Internal | <u>- 25 marks</u> |
| Total | 100 marks |

Note: 1.The student teachers are to be oriented on Art and Aesthetic Education by inviting the experts from Department of Art & Music/ Physical Education before joining the internship programme. Accordingly each student teacher has to conduct some art & aesthetic activities/ yoga classes in their respective schools and prepare a report on the same.

2. Field Experience activities along with the reports will be evaluated by department/teacher training colleges by 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 /TEIs and two external members (at least one from Department of Education, RGU) appointed by the Controller of Examinations.

FOURTH SEMESTER
PAPER: BED- 441
GENDER STUDIES AND EDUCATION

Learning Objectives:

1. To acquaint the students with conceptual framework of sex, gender and gender role.
2. To make the students understand the process of gendering in families.
3. To describe the students about the gender issues in Education.
4. To create awareness among students regarding various laws and government initiatives related to promoting gender equality.

Course Content

Unit-I: Gender and Key Concepts

- Concept and Needs for Gender Studies
- Basic Concepts: Sex and Gender and its differences, Gender Stereotypes, Gender Roles, Patriarchy, Gender Equality, Feminism
- Gender Construction: Family, School, Society and Media

Unit- II: Gender and Family

- Family Constructs Gender
- Gendered Division of Household Labour; Causes and Consequences
- Gender Segregation; Concept and Nature, Childhood Gender Segregation, Practice, Causes and Consequences
- Gender Dynamics in Patriarchal and Matrilineal Families

Unit-III: Gender and Education

- Theories of Gender & Education: Psychoanalytic, Social Learning and Cognitive Development theories
- Education as Social Institution: Education Constructs Gender
- Gender in Curriculum: Textbook, Teaching method
- Teacher as an Agent of Change

Unit- IV: Laws and Government Initiatives in Promoting Gender Equality

- Domestic Violence: Meaning, types, causes, consequences, The Protection of Women from Domestic Violence Act, 2005
- Sexual Harassment: Meaning, The Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) act, 2013
- Marriage (Victim Compensation Scheme)
- Child Abuse: Meaning, types, risk factors, consequences, the Protection of Children from Sexual Offences (POCSO) Act, 2012
- Educational Policies and Programmes promoting gender equality: National Education Policy (NEP) 2020, Kasturba Gandhi Vidyalaya (KGBV) 2004, Beti Bachao Beti Padhao (BBBP) 2015, Samagra Shiksha Abhiyan (SSA) 2018.

Expected Learning Outcomes:

1. Explain the conceptual framework of sex, gender and gender role.
2. Reflect the process of gendering in families.
3. Describe gender issues in Education.
4. Distinguish between patriarchal and matrilineal families.
5. Explain the theories of Gender and Education.
6. Incorporate Gender in textbook, teaching method.
7. Analyze the various laws and government initiatives related to promoting gender equality.

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 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 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 04 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/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

References:

1. 73rd and 74th Amendment. Planning Commission, GOI Publication DeFrancisco, VP Palczewiski, C.H (2007): communicating Gender Diversity- A critical Approach, Sage Publications, New Delhi.
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FORTH SEMESTER
PAPER: BED- 442
EDUCATIONAL ADMINISTRATION

Learning Objectives:

1. To make student teachers understand the concept of Educational Administration.
2. To develop skills among student teachers related to school organizations and institutional planning.
3. To provide insightful ideas among student teachers in connection with school inspections and supervisions.
4. To cultivate skills among student teachers related to management and assessment.

Course Content:

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 Organization

- Concept and nature of school organization
- Elements and functions of school organization
- Intuitional planning: Nature, scope and procedure
- Organization of co curricular activities
- U-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,
- Time table: importance, principles and types
- Human Resources: Headmaster: qualities and administrative responsibilities, Headmaster/Principal - staff relations, Teachers qualities and functions,
- Role of SMC.
- Leadership Style
- School discipline

Expected Learning Outcomes:

1. Define and analyze concepts, nature and scope of Educational Administration.
2. Develop skills related to school organizations and institutional planning.
3. Analyze and interpret the various steps of school inspections and supervisions.

4. Apply practical ideas relating to the preparation of time table for their own institutions, role & responsibilities of the headmaster/ teachers & SMC, style of leadership.

Practicum/Assignment (Any one):

1. To study administration structure of any state of NER.
2. To prepare educational ladder of any state
3. To draw the brief history of educational administration of a state
4. Preparing a profile of a secondary/middle school.
5. To identify problems of educational administration
6. To write assignment on any topic 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 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 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 04 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/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

References:

1. Allen, Louis. *A professional Management*. Tata McGraw Hills.
2. Bhat, K.S. (1985). *Administration of Education*. Seema Pub.
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FOURTH SEMESTER
PAPER: BED- 443
GUIDANCE AND COUNSELING

Learning objectives:

1. To know the importance and utility of guidance and counseling
2. To familiarize the students with different services in the guidance programme.
3. To acquaint the students with the techniques of guidance and counseling.
4. To conduct career talks for senior secondary school students.

Course Content:

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
- Guidance of the gifted and creative students.
- Guiding educationally, culturally and socially disadvantaged groups of learners; under achiever and first generation learners.

Unit- II: Educational Counseling

- Meaning, nature and scope of counseling.
- Functions of counseling and basic principles 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 and educational Implications of testing in Guidance and Counseling
- Testing Techniques: Test of intelligence, interest, aptitude, personality and clinical
- Non-testing technique: observation, interview and questionnaire
- Evaluating the student through performance in class and co-curricular activities/ rating scale, autobiography, socio-gram.
- Evaluation of guidance programme in a school.

Unit- IV: Organization of Guidance and Counseling Services in schools

- Guidance Services: Orientation services, pupil information services,
- Educational Services, Occupational Information Services and 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.

Expected Learning Outcomes:

1. Explain the importance and utility of Guidance and Counseling
2. Describe about the different services in the Guidance programme.
3. Apply techniques of Guidance and Counseling.
4. Differentiate between Guidance and Counseling
5. Explain types of Counseling.

6. Distinguish between testing and non-testing technique.
7. Familiarize the role of career master, counselor, headmaster, teachers, and parents

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 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 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 04 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/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

References:

1. Crow Lester, D. and Crow, A. *An introduction to guidance principles and practices*, New York, American Books Co.
2. Fusterm J.N. *Psychological counselling in India* McMillan, Bombay.
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FOURTH SEMESTER
PAPER: BED- 444
ENVIRONMENTAL EDUCATION

Learning Objectives:

1. To make aware of the environment and its growing problems.
2. To familiarize the students with the concept and importance of Environmental Education.
3. To inculcate the skills of organizing learning experiences and evaluation devices for Environmental Education.
4. To develop a sense of appreciation, protection and proper utilization of environmental resources.
5. To develop an 'Eco-Friendly Attitude' and environmental values.

Course Content:

Unit- I: Environment, Ecology and Man & Environment Relationship

- Concept and types of Environment, Ecosystem, Biosphere
- Man Environment Relationship: Environmental Determinism, Possibilism and Neo-determinism
- Traditional indigenous knowledge and its implication for environment
- Human system- human beings as a part of environment and its effect on environmental resources.

Unit-II: Environment Problems and Related Issues

- Pollution-Types, causes, effect and controlling measures
- Air Pollution (Green House Effect, Ozone Layer Depletion, Global Warming)
- Water Pollution (Eutrophication)
- Soil Pollution (Soil Erosion, Deforestation, Land slide)
- Nuclear Pollution (Radioactive waste, Chernobyl Disaster)

Unit-III: Curriculum for Environmental Education

- Environmental Education: Meaning, Nature and scope
- Preparation of Environmental Education curriculum & instructional materials
- Approaches for Environmental Education: Separate subjects, topical units, integration and inter disciplinary approaches.
- Methods- workshop, , Field Survey , Project , Exhibition, Role Play, Observation
- Role of media, film, radio, TV in Environmental Education.

Unit- IV: Awareness and Research in Environmental Education

- Meaning, needs and areas of research in Environmental Education.
- Environmental Awareness Programmes in India - UNDP and Environment, Swachh Bharat Mission.
- Policies and Programmes: Environmental Laws, Conservation and Protection of Environment.
- Evaluation in Environmental Education: meaning, tools and environmental skills.

Expected Learning Outcomes:

1. Explain about the environment and its growing problems.
2. Describe the concept and importance of Environmental Education.
3. Apply 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.

Mode of Transaction: Lecture and Lecture cum discussion

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.

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 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 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 04 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/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

References:

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.
4. Bennet, Dean, B. Evaluating environmental education programmes, New York.
5. Bhatia, S.C. (ed) 1984. Papers in Environmental Education, IUACE, N. Delhi.
6. Carson, R. 1962. The Silent Spring, Fewcett Pub. Greenwich.
7. Chakraborty, S.C. 1982 (ed). Value orientation and environmental education, Vivekananda Nidhi, Calcutta.
8. Gross land, R.W. Moor, S.F.D. 1974. Environmental studies project. An evaluation Report, McMillan London.
9. NCERT. 1981. Environmental education at the school level - A lead paper, NCERT, N. Delhi.
10. Rajput, J.S. & Sexena, A.E. Environmental and primary education, Bhopal.
11. Rajput, Sorlu. Teaching skills for environmental approach primary education.
12. Sharma, R.A. (1998) Environmental Education, Surya Publication, Meerut.

**FOURTH SEMESTER
PAPER: BED- 445**

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.	Instructional materials / Preparation of Local Artifacts	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.