

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 I	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 I	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 I	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 I	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।
2. भाषायी कौशल के प्रयोग में पारंगत होंगे।
3. मुल्यांकन करने में सक्षम होंगे।

**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.
4. Bhattacharya, S. (2006). Sociological Foundation of Education: Atlantic Publishers. New Delhi
5. Biswal, U.N. (2005). *Philosophy of Education*. New Delhi: Dominant Publishers and Distributors.
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23. Taneja, V. R. (2000). Educational Thought and Practice. New Delhi: Sterling.

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

Learning Objectives:

5. To know the concept of human growth and development.
6. To acquaint the student teachers with the concept of learning and its theories.

7. To understand the concept of socialization during childhood and Adolescence period.
8. 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

Unit- III: Understanding Childhood and Context of Development

- Understanding the family
- Parental socialization during childhood and adolescence period
- School as an agent of socialization
- Peers as an agent of socialization
- Effects of technology on child development
- Ecological model of Bronfenbrenner

Unit- IV: Adolescence: Issues and Concerns

- Problems of adjustment
- Understanding of emotional disturbance and risk behaviour
- Identity Crisis -Parent child conflict
- Substance Abuse
- Bullying
- Juvenile delinquency
- Health awareness – Physical, mental, emotional
- Role of teachers and parents in dealing with the issues and concerns

Expected Learning Outcomes: The student teachers are expected to:

6. Explain the concept of Growth & Development.
7. Differentiate the concept of human growth and development.
8. Analyse various learning theories and apply appropriate learning theory during learning process.
9. Analyse the concept of socialization in the context of school and peer group.

10. 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.

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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:

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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, SWAYAMPRAKASHA, 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.

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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.

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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.