

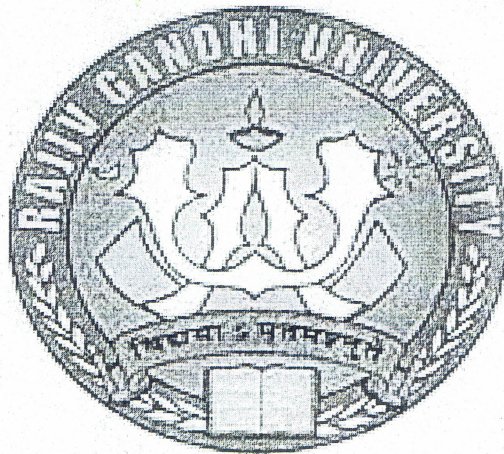
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DEPARTMENT OF EDUCATION

SYLLABUS FOR TWO YEARS BACHELOR OF
EDUCATION

(B.Ed. PROGRAMME)

(CHOICE BASED CREDIT SYSTEM)

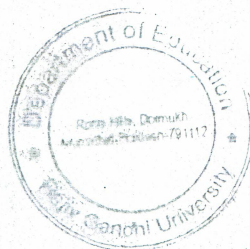


(With Effect From the Academic Session 2017-2018)

RAJIV GANDHI UNIVERSITY

RONO HILLS : DOIMUKH

ARUNACHAL PRADESH



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

Credit Weightage per Paper and Semester

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

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

***4 hours per week

**** Total credits per semester:

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

B.Ed. I semester

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

B.Ed. II semester

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

B.Ed. III semester

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

B.Ed. IV Semester

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

***Pedagogy of school subjects -I**

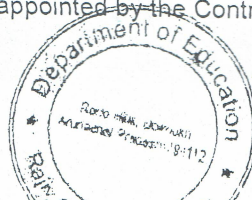
B.Ed: 421: Pedagogy of Science
 B.Ed:425: Pedagogy of English
 B.Ed: 426: Pedagogy of Hindi

Pedagogy of school subjects --II

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

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

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



Deputy Registrar
 Rajiv Gandhi University
 Rono Hills, Doimukh

Second Semester
Paper: B.Ed. - 405
TECHNOLOGY OF TEACHING AND LEARNING

Objectives:

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

1. Get familiarized with the various aspects of educational technology.
2. Generate the understanding relating to teaching-learning process.
3. Get familiarized about the effectiveness of educational technology in teaching learning process.
4. Understand the role of agencies and communication in the process of teaching-learning.

UNIT-I: Introduction to Educational Technology

- Concept, nature and Scope of Educational Technology
- Uses of educational technology in formal and non-formal education
- Hardware, software and systems approach
- E-learning and Education

UNIT -II: Teaching learning process

- Concept of teaching learning process
- Levels of teaching learning
- Phases and operations of teaching learning
- New approaches of teaching: CAI, PI, PSI and Bloom's mastery learning strategy(BMLS)

UNIT- III: Teaching Behaviour

- Concept of teaching behaviour
- Teaching Skills and microteaching
- SSST
- Interaction analysis techniques: FIACS

UNIT-IV: Communication

- Nature and purpose of communication
- Process, types & barriers of communication
- Modes and Principles of Communication

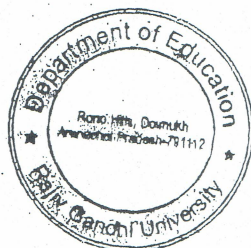
Unit-V: Knowledge Resources and Technology

- Purpose and functions of INSAT, EDUSAT,
- Objectives and functions of National Knowledge Network (NKN), Infilibnet, Smart Class
- National mission in education through ICT
- Role of NCERT and CIET in ICT

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

Mode of Transaction: Lecture, Lecture cum Discussion



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Rajiv Gandhi University
Doimukh (A.S.)

Evaluation Scheme:

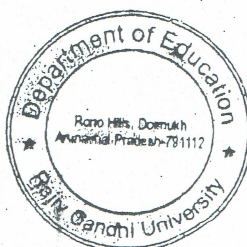
(i) Internal Assessment	: 25 marks
(ii) External Examination	: 75 marks
(iii) Duration	: 03 hours
(iv) Pass Marks	: 45%

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

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

REFERENCES

1. Chauhan, S. S. (1978). *A Text book of programmed instruction*, New Delhi: Sterling.
2. Chauhan, S. S. (1978). *Innovations in teaching learning process*, New Delhi: Vikas Publishers.
3. Decoo (1980) *Educational technology* (Ed), N. Delhi: Holt, Ri Chart.
4. Kochar, S. K. (1986) *Methods and techniques of teaching*, N. Delhi. Sterling..
5. Malla, R. M. & Ravisankar, S. *Curriculum Development and Educational Technology*, N. Delhi.
6. Mangal, S. K. & Mangal, U. (2010). *Essentials of Educational Technology*, New Delhi: PHI Pvt. Ltd.
7. Mohanty, J. *Educational Broadcasting, Radio and TV in Education*, N. Delhi. Sterling Pub. 1986.
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9. Packiam, S. (1986). *Curricular innovations and educational technology*, New Delhi: Doba House.
10. Pandey, K. P. *A first course in instructional technology*, New Delhi: Amitash Prakashan.
11. Pandey, K.P. *Dynamics of teaching behaviour*, N. Delhi: Amitash Prakashan.
12. Sampath, S. P. & Santhanam, S. (1987). *Introduction to education technology*, N. Delhi: Sterling Publications.
13. Sharma, R.A. (1988). *Educational Technology*, Agra Vinod Pustak mandir.
14. Smith, B.O. et al. *Foundations of Curriculum Improvement*, Yonders, N.V. World Book Co.
15. Taba, H. (1962). *Curriculum Development. Theory and Practice*. USA: Hareourt, Brace World Inc.
16. Taylor, J. Galen & Alexander, W. M. *Planning curriculum for schools*.



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Second Semester
Paper: B.Ed. - 421
Pedagogy of Science

Objectives:

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

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

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: SAPA, 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.

UNIT-IV: Instruction Resources in Science

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

UNIT-V: Action Research

- Backwardness in Science : Diagnosis and Remedial measures
- Enrichment programmes for the gifted
- Action Research: Definition, Characteristics and steps with examples
- Classroom Management and Discipline in Science class

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.



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

Evaluation Scheme:

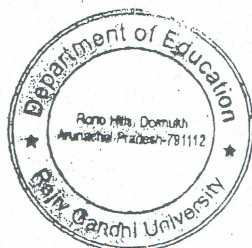
(i) Internal Assessment	: 25 marks
(ii) External Examination	: 75 marks
(iii) Duration	: 03 hours
(iv) Pass Marks	: 45%

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

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

REFERENCE

1. Bhatnagar, A. B. & Bhatnagar, S. S. (2011) Teaching of Science. Meerut: R. Lal Book Depot
2. Callahan, J. E. & Clark L. (1990). *Teaching in the middle and secondary schools - Planning for Competency*. N. York: MacMillan Publication Company.
3. Das, R. C. (1985). *Science Teaching in Schools*, Sterling Pub. N. Delhi.
4. Kothari Commission Report (1966). MHRD, GOI
5. Kulshreshtha, S. P. (2012). Teaching of Science, Meerut: R. Lal Book Depot
6. Layton, David(ed.).(1989). *Innovations in Science and Technology Education*, Sterling Pub.-Pvt. Ltd. N: Delhi.
7. Maheshwari, V. K. & Maheshwari, S. (2010) Teaching of Science. Meerut: R. Lal Book Depot
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9. Mangal, S.K. (1991). *Audio-Visual Education*. Arya Book Depot, N. Delhi-5.
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14. Sharma, H.L. (1989). *School Science Education in India*, Common Wealth Pub. N. Delhi-2,
15. Sharma, R.C. Modern Science Teaching, Dhampat Rai & Sons. Nai Sarak, Delhi.5
16. Sood, J.K. (2006). *Teaching Life Sciences - A Book of Methods*, Kodli Punjab, Chandigarh-2.
17. Vaidya, N. (1989). *The Impact Science Teaching*, Oxford and IBN Pub. Co. N. Delhi.



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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.

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

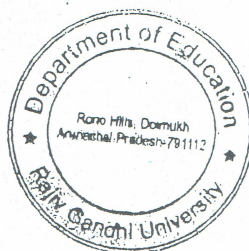
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(ii) External Examination	: 75 marks
(iii) Duration	: 03 hours
(iv) Pass Marks	: 45%

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REFERENCE:

1. Aiyanger, N.K. *The teaching of mathematics in the New Education.*
2. Breslich, E.R. *Problems in Teaching Secondary School Mathematics.*
3. Cajori, F.A. *History of Mathematics.*
4. Davis, R. Davia, *The Teaching of Mathematics.*
5. Dharam Vir and V.N. Agarwal, *The teaching of mathematics in India.*
6. Hooper, Alfred, *Makers of Mathematics.*
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9. NCERT, *Education and development*, Education Commission report. 1964-66.
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12. Schulte, *All the teaching of mathematics in secondary schools.*



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- Second Semester
Paper: B.Ed. - 423
Pedagogy of Geography

Objectives:

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

1. Familiarize with the geographic content and its relevance.
2. Acquaint themselves with various functions of geographic education.
3. Acquaint themselves with the approaches of teaching geography.
4. Familiarize with the evaluation techniques and other geographical skills
5. Develop competencies of a geography teacher.

UNIT- I: Conceptual Framework of Geographic Education

- Nature and Scope of Geography
- 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

- Curriculum planning and construction in Geography for secondary school stage
- Text book preparation and qualities of good Geography text book
- Bloom taxonomy of Cognitive, Affective and Psychomotor objectives in relation to Geographic education
- Content Analysis
- Writing instructional objectives in behavioral term

UNIT-III: Methods and Approaches in Geography

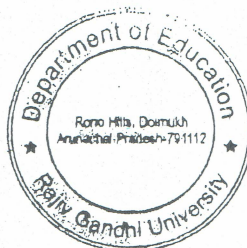
- Approaches of teaching geography: Systematic Approach to Instruction (SAI), Personalized system of instruction(PSI) and constructivist approach
- Method of teaching and Learning Geography: Thematic cum Illustration method, inductive-deductive method, lectures-cum-demonstration method, project method, observation method

UNIT-IV: Teaching Aids and Lesson Planning

- Concept of teaching aids, significance of teaching aids in teaching of Geography
- Map, atlas, models, specimens, instruments etc.
- Nurturing Teaching skills through microteaching
- Concept of lesson plan: Need and Importance
- Preparation of model lesson plan in Geography

UNIT-V: Evaluation 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



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Registrar (Academic)
Rajiv Gandhi University
Doimukh, Arunachal Pradesh (A.P.)

- Action Research in Geography: meaning and steps

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

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

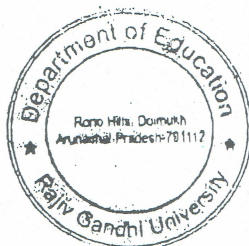
(i) Internal Assessment	: 25 marks
(ii) External Examination	: 75 marks
(iii) Duration	: 03 hours
(iv) Pass Marks	: 45%

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REFERENCES

1. Charley, R.J. and P. Haggett (Eds) (1967), *Frontier in Geographical Teaching*, Methuen Educational Ltd
2. Chorley, R.J. and Kennedy, B.A.(1971) *Physical Geography : A system approach*, UK
3. Graves, N.J. (1979) *Curriculum Planning in Geography*, London, UK
4. Graves, N.J. (1980) *Geographical Education in Secondary schools*, Geographical Association, Sheffield, UK.
5. Hall, D (1976). *Geography and Geography teacher*, Allen, and Unwin, London, UK
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7. NCERT, 1981, *Teaching of Geography and National Integration*, N. Delhi. New Delhi.
8. UNESCO Source Book for Geography Teaching.
9. Verma, O.P., E.G. Vedanayagan, 1987, *Geography Teaching*. Sterling Pub. Pvt. Ltd.
10. Walford, R(ed) 1973, *New Directins in geography teaching*, London.



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20

Registrar (Academic)
Rajiv Gandhi University
Raon Hills, Doimukh (A...)

Second Semester
Paper: B.Ed.-424
Pedagogy of History

Objectives:

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

1. Develop the ability to relate knowledge of history to problems of everyday life.
2. Develop through teaching the historical concepts among the students.
3. Develop the ability to interpret historical facts.
4. Develop knowledge & understanding about methods and techniques of teaching of history among the trainees.

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

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, Concentric, Topical and Regressive

UNIT- III: Methods and Teaching Aids

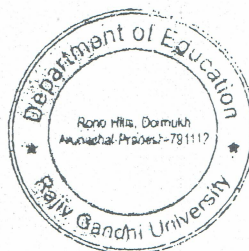
- Methods: Story telling, Biographical, Textbook, Lecture, Source, Narrative cum discussion and Comparison method
- Teaching Aid: Meaning, Importance and Types
- Dale's Cone of experience and its implications

UNIT-IV: Lesson Planning and Content Analysis

- Writing instructional objectives in behavioral terms
- Meaning, Significance and Preparation of Lesson Plan
- Basic Teaching skills
- Micro - Teaching and its steps
- Qualities of history teacher

UNIT- V: Evaluation and Action Research

- Learning difficulties in history
- Action research: Meaning, Characteristics and steps of action research with reference to teaching and learning history at secondary school stage



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Deputy Registrar (Academic) 21
Rajiv Gandhi University
Raoni Hills, Doimukh (A.)

Practicum/Assignment (Any one):

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

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

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

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

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REFERENCE:

1. Agarwal, J.C. Teaching of History.
2. B.D. Shaida & Sahab Singh. Teaching of History. Dhanpat Rai and Sons, Jalandar.
3. Carpenter, P.: History Teaching: The Era Approach. Cambridge University Press.
4. Choudhury, K.P. (1975). Effective teaching of history in India. NCERT, New Delhi.
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7. Gosh, K.D. (1951). Creative teaching of History. Oxford University Press, London,
8. Kochar, S.K. Teaching of History, Sterling Pub. New Delhi.
9. Mangal, S. K. & Mangal, U. (2008). Teaching of Social Studies, New Delhi: PHI Pvt. Ltd.
10. NCERT. (1970). Teaching History in Secondary schools, New Delhi, NCERT.
11. NCERT. Handbook for History Teacher.



Registrar (Academic)
Mahatma Gandhi University
Gills, Dornukh (A)

PEDAGOGY OF ENGLISH

Objectives:

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

1. Develop necessary skills of English language learning.
2. Develop in them the necessary skills of communication for practical purposes.
3. Acquire the habits of intonation and correct pronunciation.
4. Develop the taste for teaching English language at Secondary school level.

Unit-I: Introduction

- Concept of Language, its features and role of English Language in India
- Place of English Language in Indian education
- Objectives and Principles of English language teaching at Secondary level
- History of English language teaching and 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, S-O-S and Multiple Intelligence (MI) approaches
- Technique: language games, dramatization, readings, substitution tables, drill etc

Unit-III: Teaching English language skills and Lesson Planning

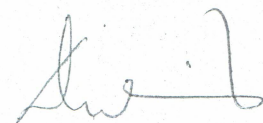
- Listening, Speaking, Reading and Writing (L S R W) skills- process, types and Strategies
- Phonetics: Sounds in English, Stress and Intonation
- Teaching of Prose, Poetry and Grammar
- Micro teaching: Concept, Technique and lesson plans for basic teaching skills(06)
- Macro teaching - Lesson planning: concept and procedure and lesson plan preparations for Prose, Poetry and Grammar

Unit-IV: Curriculum, Text Book and Teaching Aids

- 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 laboratory, Programmed Learning and role of ICT in language teaching

Unit-V: Evaluation

- Evaluation: Concept, Types, Principles, Tools and trends (Grading & CCE) in evaluation
- Test: Concept, Types and principles of test construction
- Preparation of achievement test and diagnostic test in English
- Definition, characteristics and procedure of action research with reference to English language teaching



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Gandhi University
Dornukh (A)

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

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

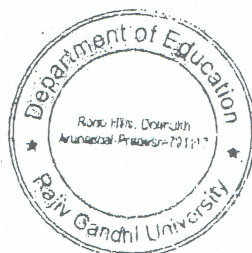
(i) Internal Assessment	: 25 marks
(ii) External Examination	: 75 marks
(iii) Duration	: 03 hours
(iv) Pass Marks	: 45%


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

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

Reference:

1. Allen B, Harold. (1965): *Teaching English as a second language*, New York: McGraw Hill Book Company.
2. Bond, L.G. et al (1980): *Reading Difficulties – Their Diagnosis and Correction*, New York: Appleton-Century Crafts.
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13. Johnson, K. (1983): *Communicative Syllabus Design and Methodology*, London: Pergamon Press.
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Registrar (Academic)
Rajiv Gandhi University
Doimukh (A)

Second Semester
(द्वितीय सत्र)
Paper: B.Ed. - 426
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

इकाई-1. हिन्दी शिक्षण: सामान्य परिचय

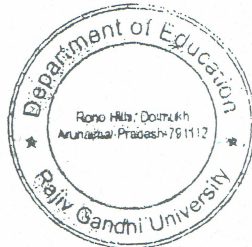
- भाषा: परिभाषा, प्रकृति एवं विशेषताएँ
- राजभाषा एवं राष्ट्रभाषा के रूप में हिन्दी
- हिन्दी शिक्षण का महत्व एवं उद्देश्य
- हिन्दी शिक्षक के गुण एवं अपेक्षाएँ

इकाई-2. भाषिक योग्यताओं का विकास

- 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, पैराग्राफ, सुपाठ्यता, शब्द दूरी, विराम चिह्न आदि, एवं अच्छे लेखन की विशेषताएँ

इकाई-3. पाठ योजना

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



(Handwritten Signature)

Registrar (Academic)
Rajiv Gandhi University
Dornak, Raipur

इकाई-४. हिन्दी शिक्षण की व्यवस्था एवं सामग्री

- पाठ्यचर्या: अर्थ, उद्देश्य एवं निर्माण
- हिन्दी की पाठ्य-पुस्तकों का प्रारूप एवं महत्व
- हिन्दी शिक्षण में पाठ्य-सहगामी क्रियाएँ एवं उनकी उपयोगिता
- हिन्दी शिक्षण में दृश्य-श्रव्य सामग्री का प्रयोग एवं महत्त्व

इकाई-५. मूल्यांकन एवं गृह-कार्य

- मूल्यांकन: अर्थ, महत्व एवं आवश्यकता
- मूल्यांकन के प्रकार: विकासात्मक, योगात्मक, निदानात्मक एवं स्थापनात्मक
- उपलब्धि परीक्षण का निर्माण
- गृह कार्य: अर्थ, परिभाषा एवं उपयोग

प्रयोगात्मक कार्य/ प्रदत्त कार्य (कोई एक):

- निबन्ध लेखन
- साक्षात्कार
- हिन्दी दिवस समारोह का आयोजन
- राजभाषा और त्रिभाषा सूत्र पर संवाद
- हस्तलेखन कौशल प्रतियोगिता

Mode of Transaction: Lecture and Lecture cum discussion

Evaluation Scheme:

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

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

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[Signature]
Registrar (Academic)
Gandhi University
Doimukh (A.S.)

Second Semester
Paper: B.Ed.-427

Pedagogy of Civics

Objectives:

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

1. Develop broad understanding of principles and knowledge used in Civics Education.
2. Know various approaches and methods of teaching Civics.
3. Enhance their capacities for effective lesson planning in Civics.
4. Acquaint themselves with the approaches and tools for evaluation in Civics.

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 of Civics

- Meaning of curriculum
- Existing content of Civics textbook at secondary level and its critical analysis.

Unit -III: Methods of teaching Civics

- Meaning of teaching method and teaching technique
- Methods: Lecture method, source method, socialized recitation method, project methods, their application, advantages and limitations.

Unit- IV: 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- V: Evaluation in Civics

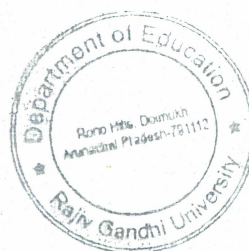
- Evaluation and tools for assessing student's performance in Civics
- Preparation of well balanced question paper with blue print
- Question Bank-concept and importance
- Action Research in Civics: meaning, aim and steps

Practicum/Assignment (Any one):

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

Mode of Transaction: Lecture, Lecture cum Discussion

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Rajiv Gandhi University
Hills, Doimukh (A.P.)



Evaluation Scheme:

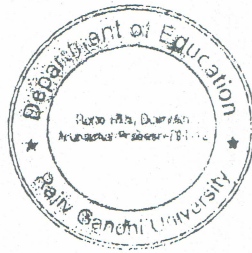
- | | |
|---------------------------|------------|
| (i) Internal Assessment | : 25 marks |
| (ii) External Examination | : 75 marks |
| (iii) Duration | : 03 hours |
| (iv) Pass Marks | : 45% |

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

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Reference:

1. 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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7. Michaelies (1956) *Social studies for children in a Democracy*, New York, Prentice Hall Inc.



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

EDUCATIONAL MEASUREMENT AND EVALUATION

Objectives:

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

1. Get basic knowledge of assessment approaches.
2. Get insightful ideas related to trends in evaluation.
3. Know the tools and techniques of measurement and evaluation.
4. Develop teaching competencies in assessment and evaluation.
5. Get knowledge related to analysis feedback and reporting.

Unit-I: Introduction to Educational Measurement and Evaluation

- Meaning , nature and scope of Educational Measurement and Evaluation
- Difference between Measurement and Evaluation
- Types of Evaluation: Placement, Formative, Diagnostic, Summative with special reference to CCE.

Unit-II: Characteristics of Effective Tool for Evaluation

- Reliability,
- Validity,
- Objectivity and
- Usability

Unit-III: Tests and Scales

- Tests : Achievement test, and Diagnostic Test
- Scales: Rating Scale, Attitude Scale.
- Observation, Interview, Questionnaire

Unit-IV: Competencies in Assessment

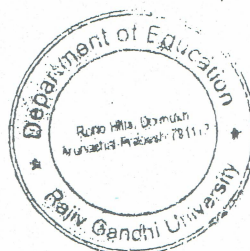
- Concept and areas of Teacher competencies
- Programme for Evaluation of Teacher competencies
- Parameters for Evaluation
- Analysis and Reporting
- Feedback, Reinforcement and Follow up action

Unit-V: Elementary Statistics

- Importance of Statistics in Education
- Measures of Central Tendency: Mean, Median and Mode
- Measures of Variability: Range, Average Deviation, Quartile Deviation and Standard Deviation
- Correlation: Meaning and computation by Rank Method

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 test and interpretation of scores.



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Doimukh, Arunachal Pradesh

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

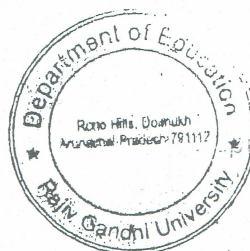
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| (i) Internal Assessment | : 25 marks |
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REFERENCES

1. Anastasi, A. (1976). *Psychological testing (4th Ed)*, New York: McMillan Publishing Co.
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5. Catel, R. B. *Personality: A Systematic theoretical and factual study*. New York: McGraw Hill.
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7. Ebel, R. L. (1972). *Essentials of Educational measurement*. Englewood Cliff, N.J.P.H.I.
8. Edwards, A. L. (1957). *Techniques of attitude scale construction*. New York: Application Century.
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[Handwritten Signature]

Registrar (Academic)
Rajiv Gandhi University
Doimukh, Arunachal Pradesh

Second Semester
Paper: B.Ed.-432
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

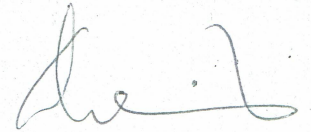
Note: Field experience activities along with the reports will be evaluated by department/teacher training college by inviting one external expert.

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 with at least one member from the Department of Education, Rajiv Gandhi University, Doimukh on the Board.



Deputy Registrar (Academic)
Rajiv Gandhi University
Doimukh, Doimukh (A)

