

## INTRODUCTION :

The beautiful hilly state of Arunachal Pradesh is one of the youngest of the Indian Union. It is situated in the North Eastern most corner of India sharing international boundaries with three countries namely Bhutan, China and Myanmar.

The name of the state, aptly and literally, means the land of rising sun. The sun plays a vital role in the lives of people all over the world. The central truth is that there is an intimate connection between the mind of man and the moving of spirit of the universe. The rhythmically running rivers, the vast mountain ranges and the lush fields of crops – all these sustain not only the blood –stream of our life but also conserve the culture of the nation. They illustrate that the more Indian culture changes, the more it remains the same; and if our young men are to live more abundantly, they should enter more fully into the experience and ideals of the race; they should be inspired in their minds and hearts by the great ideas enshrined in our culture.

The present District of Lower Dibang Valley was carved out of the then undivided Dibang Valley District in the year 1999, taking the Hunli block as a demarcating/ buffer zone. The areas lying north of it come under Dibang Valley retaining its previous name. The areas including Hunli lying south acquired the name of Lower Dibang Valley the new District. Roing became the new District HQ located on the foothill plains. Roing which had been a camp-District HQ during erstwhile undivided district inherited many important government office buildings and infrastructures to its advantage. Its location in the central point too proved to be a boon for the purpose of Educational centre, effective administrative management and development.

Geographically, it can be identified to be located on the longitude of *15 E to 95 W and latitude in between 33 N to 37 S*. It is bounded by the following Districts and States.

1. On the east :- Lohit District, Arunachal Pradesh.
2. On the west :- East Siang and Upper Siang Districts, Arunachal Pradesh.
3. On the north :- Dibang Valley District.
4. On the south :- Tinsukia District of Assam.

The district has a total area of *3900 sq KM* having 3(three) administrative as well as academic blocks at Roing, Hunli and Dambuk.

Kasturba Gandhi Institute of Higher Education, Roing, a premier private institution to cater to the need of Teacher's training from the session 2014-2015, is an imperative need of the large number of untrained graduates of the region in order to make them qualified to seek employment as well as to avail opportunity in securing post graduate degree in education and research facilities with the passage of time. Further it's a vision to achieve and make available basic necessities of high standard - moral, cultural and educational values within the reach of every individual.

Sri Komini Meto, Secretary, AMMS cum founder is the person behind the establishing of the B.Ed College, keeping in view the large number of teachers remaining untrained to meet the increasing challenges of the educational requirement of the region. The college will promote innovative works and researches by organizing work experience classes, seminars, development of indigenous teaching learning



materials to bring attitudinal changes in Teacher-Trainees in particular and upgrading of Teacher Education in general. The spreading and upgrading of the Teacher education is pertinent for the individual as well as the state.

Apart from this basic need of the untrained graduates and certificate holders, it is also a long felt necessity of sponsoring a Teacher's training in this region to produce human resources, who could be safely entrusted with the responsibility of teaching Students in the tribal areas. Such training in an atmosphere conducive to the healthy growth of character of the students in the light of the cultural, religious and linguistic heritage of the community will produce a human resource to discharge their national obligation with the imbued quality of heart, for a better and richer India.

The most encouraging fact is that to promote professional education in the region the Directorate of Higher and Technical Education, Govt of Arunachal Pradesh, has accorded the Abralow Memorial Multipurpose Society (AMMS) permission to impart training in Teacher education at Roing and extended their help and full support. The governing body members thank and highly appreciate the decision of the Govt of Arunachal Pradesh to recognize this college vide letter **No.ED/HE-36 (Aca)/2010/13446 dated Itanagar the 29<sup>th</sup> September 2010.**

It is immensely gratifying to note that this college has been duly recognized by the Eastern Regional Committee (A Statutory Body of the Govt. of India), Bhubaneswar under clause 7 (11) NCTE regulations, 2009 for conducting B.Ed course of Secondary level of one year, with intake of 100 (One Hundred) trainees vide letter no. **ERC/7-158.6.17/NCTE/B.Ed/2013/20025 date 07/08/2013.**

As a matter of fact, the lack of such an institution was a scourge of the teaching and student community of the area. This college stands as an instrument of academic excellence as perceived in accordance with the principles of the policy planners.

This college shall enjoy a unique position by being the first affiliated Teachers' training institute in this region, recognized by the Rajiv Gandhi University (Central University), Rono Hills, Arunachal Pradesh vide letter **NO-AC-1302/KGIH-B.Ed/C/2013 Dated 7<sup>th</sup> May 2014.**

A dream visualized by the guardians of the society became a reality of today for which we offer heartfelt gratitude to all the well wishers.

## **GOVERNING COUNCIL OF KASTURBA GANDHI INSTITUTE OF HIGHER EDUCATION (KGIHE)**

### **Advisory Board :**

1. Dr. Tejum Padu, Joint Director Higher and Technical Education, Govt. of Arunachal Pradesh, Itanagar.
2. Sri Vijay Swami, Executive Director RIWATCH, Khinjili, Roing.
3. Dr. Mite Lingi, Senior Medical Officer, Roing.
4. Sri Satyanarayan Mundayoor, Education Activist & Teacher Trainers.
5. Dr. Anil Mili, Assistant Director, Rajiv Gandhi University, Rono Hills, Doimukh, Arunachal Pradesh.



**Academic Council :**

1. Prof. K. C. Kapoor, Vice Chancellor (Acting), Director, College Development Council, Rajiv Gandhi University, Rono Hills, Doimukh, Arunachal Pradesh.
2. Dr. Vanita Patwardhan, Honorary Professor, Jnana Prabodhini's Institute of Psychology (JPIP), 510, Sadashiv Peth, Pune 411030.
3. Dr. V. N. Sharma, State Liaison Officer (NSS), Directorate of Higher and Technical Education, Govt. of Arunachal Pradesh, Itanagar.
4. Dr. K. K. Panda, HOD, Dept of English, Sadiya College.

**Governing Body:**

1. Secretary : Sri Komini Meto, Managing Director, KGIHE
2. Coordinator : Dr Puspallata Behera, Principal, KGIHE
3. Treasurer : Smti Silee Miso
4. Hon. Members
  1. Representative and Nominee from DH&TE, Govt of (AP)
  2. Representative and Nominee from RGU, Doimukh
  3. Sri Rakesh Tacho, Circle Officer, Govt of (AP).
  4. Sri Napi Meto (District Project Officer, NACO)
  5. Sri Hindu Meme, BRC, Hunli
  6. Sri BR Das, Senior Teacher, Govt of (AP)

**LIST OF SCHOOLS ADOPTED FOR PRACTICE TEACHING**

1. Govt Higher Secondary School, Roing
2. VKV, Higher Secondary School, Roing
3. Govt Secondary School, Mayu
4. Govt Secondary School, Koronu
5. Govt Middle School, Roing
6. Govt Middle School Cheta - II
7. Govt Middle School, Hunli
8. Kasturba Gandhi Balika Vidyalaya, Hunli



## ADMISSION

### General rules of eligibility for admission into B.Ed Course

Candidates with at least 50% marks either in the Bachelor's degree and/or in the Masters degree or any other qualification equivalent there to, are eligible for admission to the programme.

The reservation for SC/ST/OBC and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable. There shall be relaxation of 5% marks in favour of SC/ST/OBC and other categories of candidates.

### Admissions forms & prospectus

Admissions forms will be issued from June along with the prospectus at the cost of Rs. 500/- each. Properly filled up forms should be submitted to the college office on or before 9<sup>th</sup> July each year.

Admission forms which are incomplete or not submitted within the stipulated time will be rejected without any intimation to the candidate concerned.

### Other University Student

In case of the candidates passing from other than Rajiv Gandhi University, original migration certificate or cash deposit challan against migration certificate must be produced on the day of admission. Failing which admission will be treated as cancelled.

### Procedure for admission

Number of seats as limited by NCTE and University is 100. In-service teachers or teachers deputed from/ working in different secondary schools of Arunachal Pradesh, will be given preference. However, they will have to produce a **No Objection Certificate/One Year Leave Certificate** from the competent authority. Pre-service teachers or fresh candidates will be selected strictly on the basis of merit.

### Reservations

60 % of seats in the total course will be reserved for ST candidates, 9% for OBC, 3% for SC, 5% for wards of ex-serviceman, 3% for differently abled and 20% for open category candidates. However, if there are no OBC, SC, wards of ex-serviceman and differently abled applicants etc, the seat will go to ST category and if ST candidates are not available then seats will be treated as open.

One seat will be reserved as sports quota out of open quota. The outstanding sportsman /sports women will be given 10% weightage for representing the country at the international level, 5% for represent the state at the national level and 3% for inter university at national level and shall be added as weightage 2 marks obtain at qualifying exam. However, the candidates applying under the sports quota will have to satisfy the meaning percentage of marks prescribed to be eligible for admission before adding the weightage. The seat, if eligible candidates is found will be made out of the seat reserved for open category. If no candidates is found for the sports quota, seat will remains as part of the open category.

For NSS volunteer a weightage of 5 marks will be given for (i) 240 hours of social service and 2 special camps / 1 NIC (National Integration Camp)/ RDC Delhi



(Republic Day Camp) and weightage of 3 marks for (ii) 120 hours of social service / 1 special camp.

For NCC cadet, a weightage of 5 and 3 marks will be given for 'C' and 'B' certificate holders respectively.

Provision of concession is kept for wards of Kasmiri migrants and leprosy affected people.

### **Selection Criteria**

Candidates will be selected purely on merit basis. Weightage on performance in different examinations as follows: -

- A Percentage of marks in graduation (10 +2+ 3) with additional weightage as under.
1. 2% marks for honours in any subject,
  2. 2% marks will be given to those who hold master degree at the time of submission of application
  3. 2% for graduates of Rajiv Gandhi University.
- B Special points for
- |          |   |    |
|----------|---|----|
| M. Phil  | - | 5  |
| Ph.D     | - | 10 |
| Net/Slat | - | 10 |

No Correspondence will be made regarding selection list of selected candidate will be displayed in the college Notice Board. Selected candidate will have to take admission on due date as per academic calendar.

### **Documents to be produced at the time of Admission**

1. Two photocopies with attestation of all Certificates and Mark sheet of all Examination passed. (Matriculation onwards)
2. Registration card ( for students passed from Rajiv Gandhi University- 3 Xerox copy)
3. Migration certificate in original ( for students from other University)
4. Caste Certificate. (2 Xerox Copy)
5. Three copies of recent passport size photograph.
6. No Objection certificate. ( for in service teachers)
7. A proof that the students was in service. ( for in service teachers)
8. Character certificate original.

### **Admission fees**

Admission fees covering

- i) University Fees (enrolment, registration, eligibility etc.)
- ii) Tuition Fees for the entire session of 12 months and
- iii) College and other fees, shall be paid in two installments at the time of admission to the first semester and second semester respectively.

Admission fees (in installment) will be deposited to the bank Account of the college – State Bank India, Roing. No cash will be accepted by the college office.



## Fees Structure

At the time of admission to the B.Ed course selected students are required to pay the charges of Rs. 70,000.00 (Rupees seventy thousand only)

A student has to deposit the admission fee in two phases i.e Rs.50, 000/- (Fifty thousand only at the time of admission in the month July 2014 and Rs 20,000/- at the time of re admission for the second semester in the month of January 2015 in form of Bank Draft to be drawn in favour of "The Secretary, Kasturba Gandhi Institute of Higher Education, Kebali, Roing" payable at State Bank Of India "Roing, Arunachal Pradesh".

**N.B: Fees once paid will not be refunded under any circumstances. It is not also adjustable against any other fees of the college.**

## Examination Fee

A student has to deposit the examination fee amount Rs 1000/- (One thousand only) separately on the day / date of filling examination form for each and semester examination as per the rule in force as time to time.

## Registration Fees (Annual)

There will be separate notification regarding the registration process and its requirements for the students those have completed their graduation/qualifying degrees from any other universities apart from the affiliating university i.e.Rajiv Gandhi University.

## Other general fees/charges (As an when applicable)

1. Late Admission /Re-admission fee (per semester)	Rs 1000.00
2. Late fee for examination	Rs 250.00
3. Examination fee for back paper (per semester )	Rs 250.00
4. Issue of College Leaving Certificate and Conduct Certificate	Rs 1000.00
5. Duplicate Identity card fee - Double of the usual fees in force by the RGU	
6. Duplicate Migration Certificate fee	-do-
7. Duplicate Registration Card fee	-do-

## Academic calendar

All types of programmes, both scholastic and Non Scholastic, will be conducted strictly as per college calendar throughout the academic session. A copy of the college calendar will be provided to every student in order that he/she can be aware of each and every activity conducted by the college for the students and be prepared all the time, for the same.

## Anti- Ragging cell

Ragging in the college in any form is totally band.

## Identity Card.

An Identity card will be issued to every student which he/she will have to produce as and when necessary.



## Attendance

A student must attend 75% of the theory classes as well as of the co-curricular programmes to become eligible for appearing in the semester Examinations.

Student who fail to attend their classes over a certain period of time, only on reasonable and acceptable ground (such as serious disease, accidents or treatments or death of near and dear ones etc.) must apply to the principal for consideration or exemption of the absences for the period immediately.

## Act of indiscipline and misconduct

Any act of misconduct committed by the trainee inside or outside of the college campus will be an act of violation of discipline of the college. It will include-

1. Disruption of teaching study, examination or administrative works, scholastic and non scholastic programmes or residential life of the member of the college
2. Use of abusive words, intimidating language or incitement of violence.
3. Disrespectful behavior to peer students, ladies, teachers or any other member of the college.
4. Damaging or defacing college property or property of any member of the college inside or outside the college campus.
5. Committing forgery, tampering with or misuse of the college documents, records, identity card etc
6. Smoking and using or possessing of alcoholic or dangerous drugs inside the campus.
7. Possessing or using of any weapon inside the college.
8. Any other act, which may be considered by the management, Principal or the Disciplinary committee to be an act of violation of discipline.

Disciplinary action will be initiated against those students who violate the norms. It is expected that the students will maintain proper decorum within the college campus.

## University Examinations

Candidates appearing the final examination of the RGU at the end of 1<sup>st</sup> and 2<sup>nd</sup> semester respectively will apply in the prescribed forms through the principal of the college. Such applications will be accompanied by a certificate stating that the candidate (i) **had attended a minimum no. of scholastic and non-scholastic activities prescribed by the course.** (ii) **Had completed all the sessional works** and (iii) **has cleared all dues including the exam fees.**

1. Each student must obtain 40% marks in at least two sessional tests in each theory paper to qualify for appearing in the semester examination.
2. Those securing 60% and above will placed in First Class.
3. Those securing 45% and above but less than 60% will be placed in Second Class.
4. In case of improvement the division will be awarded on the basis of the total marks secured following the improvement in the existing rules of improvement.
5. In order to move from the first to second semester, a candidate must pass in at least two theory courses and all the practical courses of the first semester with 45% marks in aggregate in the qualifying courses/papers including practical course. A candidate who is unable to clear (i) internal assessment (ii) minimum



two courses/papers and (iii) practical course with aggregate requirements of marks (I.e. 45%) in the first semester shall be out of the programme and would required seeking fresh admission as per admission criteria in force from time to time.

### Exam Centre

Centre for B.Ed Examination of Rajiv Gandhi University will be Kasturba Gandhi Institute of Higher Education, Roing.

### Evaluation

Evaluation will be carried on three parts in each subject of the B.Ed Programme.

#### Part – A. Semester End Examination (80%)

Each paper is of 100 marks. Weightage for written examination is 80%. There will be five questions on equal values within internal choice. The duration of each paper in the semester examination will be three hours (in general papers, special papers as well as in the teaching specialization or method papers).

#### Part – B. Internal Assessment (20%)

Internal assessment in each subject will be done in a continuous and comprehensive way throughout the session by means of the following procedures

- I. Co-Curricular Activities
- II. Sessional tests
- III. Practical assignments
- IV. Seminars
- V. Teaching practical (Microteaching and Practical Teaching)

Out of 20 marks in internal assessment, 15 will be given on the basis of sessional test by taking the average of two bests, from three sessional tests conducted in each semester. 5 marks will be given on the basis of assignments, practicum etc.

Students will also submit the required number of assignment in due time, in order to obtain the internal assessment marks. The system of cumulative assignment of each student facilities his/her progress in studies during the entire B.Ed programme.

#### Part – C. Teaching Practical's (100 Marks)

A student will prepare 20 lesson plans in each of the two methods subjects and will take classes along with their respective plans, in the school allotted to him/her. Final practice teaching for 100 marks will be evaluated by a board of examiners appointed by the university. At least one teaching class taken by each candidate will be observing by them. Viva -Voice shall also be held after the observation.

Following grade will be awarded for the practice teaching:

Gr O	(Outstanding)	- 75% and above
Gr A	(Very good)	- 65% - 74.99%
Gr B	(Good)	- 55% - 64.99%
Gr C	(Average)	- 45% - 54.99%
Gr D	(Fail)	- Below 45%



**Note: - A student who fails to appear in the final practice teaching will not be allowed to sit in the semester end examination.**



## HOLIDAYS

### B.Ed. 2014-2015

July 2014 29 <sup>th</sup> Id-UI-Fitar 15 <sup>th</sup> Independence Day 29 <sup>th</sup> Ganesh Chaturthi	January 2015 1 <sup>st</sup> new year 14 <sup>th</sup> Makar Sankranti 26 <sup>th</sup> Republic Day
September 1 <sup>st</sup> Solung	February 1 <sup>st</sup> Reh 20 <sup>th</sup> Statehood Day 17 <sup>th</sup> Mahashiv Ratri
October 2 <sup>nd</sup> Gandhi Jayanthi 3 <sup>rd</sup> Dushehara 23 <sup>rd</sup> Diwali	March 6 <sup>th</sup> Holi 27 <sup>th</sup> Ram Navami
November 4 <sup>th</sup> Moharram	April 3 <sup>rd</sup> Good Friday
December 25 <sup>th</sup> -X'Mas Day	May 3 <sup>rd</sup> Bhudha Purnima
	June 17 <sup>th</sup> Idul Fitr

### ACADEMIC CALENDAR, 2014-2015

#### FIRST SEMESTER

June 2014	- Issue of Prospectus and Application Forms
July, 2014	
9 <sup>th</sup> (Wed)	- Last date of submission of application forms
16 <sup>th</sup> (Wed)	- Notification of the list of selected candidates
17 <sup>st</sup> (Thurs) & 24 <sup>rd</sup> (Thurs)	- Admission
25 <sup>th</sup> (Fri) & 28 <sup>th</sup> (Mon)	- Admission of waiting list
30 <sup>th</sup> (Wed)	- Commencement of classes
AUGUST, 2014	
8 <sup>th</sup> (Fri)	- Admission to clear resultant vacancies
25 <sup>th</sup> (Mon) to 27 <sup>th</sup> (Wed)	- First sessional test.
SEPTEMBER, 2014	
8 <sup>th</sup> (Mon)	- Beginning of Practice teaching.
OCTOBER, 2014	
8 <sup>th</sup> (Wed)	- End of practice Teaching.
20 <sup>th</sup> (Mon) to 22 <sup>nd</sup> (Wed)	- Second sessional Test



NOVEMBER, 2014

- 17<sup>th</sup> (Mon) to 19<sup>th</sup> (Wed) - Third Sessional Test.
- 20<sup>th</sup> (Thu) - Filling up of Examination Forms.
- 21<sup>st</sup> (Fri) & 22<sup>nd</sup> (Sat) - Final Practice Teaching.

DECEMBER, 2014

- " First Semester, B.Ed will held as per University Notifications.
- " 22<sup>nd</sup> Dec, 2014 to 16<sup>th</sup> Jan, 2015 - Winter Break.

**SECOND SEMESTER**

JANUARY, 2015

- 19<sup>th</sup> (Mon) & 20<sup>th</sup> (Tue) - Admission to Second Semester.
- 22<sup>nd</sup> (Thu) - Reopening of Classes

FEBRUARY, 2015

- 9<sup>th</sup> (Mon) - Academic Visit/Outing
- 16<sup>th</sup> (Mon) to 18<sup>th</sup> (Wed) - First Sessional Test

March, 2015

- 11<sup>th</sup> (Wed) to 13<sup>th</sup> (Fri) - Second Sessional Test.

APRIL, 2015

- 15<sup>th</sup> (Wed) to 17<sup>th</sup> (Fri) - Third Sessional Test.
- 18<sup>th</sup> (Sat) & 20<sup>th</sup> (Mon) - Filling up of Examination Forms
- 21 (Tue) - Last Date of Submission of Teaching Aids and SUPW (Craft)

MAY, 2015

- "Second semester, B.Ed will held as per University Notifications.
- " 01 July, 2015 (Monday) to 03 July, 2015 (Fri) – Summer Vacations.



## COURSE STRUCTURE FOR B.Ed. PROGRAMME

### First semester

Paper Code	Title	Written Exam	Session Work	Total Marks
B.Ed 401	Teacher and Society	80	20	100
B.Ed 402	Education Psychology	80	20	100
B.Ed 403	Educational Technology &			
	Curriculum Evaluation	80	20	100
	<b>Teaching Specialization (any two out of any group of the following)</b>			
	<b>Science Group</b>			
B.Ed 421	Teaching of Science	80	20	100
B.Ed 422	Teaching of Mathematics	80	20	100
	<b>Humanities Group</b>			
B.Ed 423	Teaching of Geography	80	20	100
B.Ed 424	Teaching of History	80	20	100
B.Ed 425	Teaching of English	80	20	100
B.Ed 426	Teaching of Hindi	80	20	100

The science graduates can opt the papers: B.Ed 421 and B.Ed 422. The Arts graduates can opt any two out of the four options of B.Ed .Humanities Group. In case of any graduate other than science but with mathematics background may be allowed to take paper B.Ed 422, Teaching of Mathematics and one paper from B.Ed Humanities Group.Two languages i.e. B.Ed 425- Teaching of English & B.Ed 426 – Teaching of Hindi cannot be opted together.

### Teaching Practice & Viva- Voice

A minimum of 20 lessons in each of the two following specialization shall be given by student. The practice teaching shall be evaluated by a Board of Examiners appointed by the University. The Board of Examiners Shall observe at least one teaching class taken by each candidate and shall also hold viva-voce after the class observation.

### Second Semester

Paper Code	Title	Written Exam	Session Work	Total Marks
B.Ed 404	Educational & Vocational Guidance	80	20	100
B.Ed 405	Problems of Education in India with special reference to NE Region	80	20	100
B.Ed 406	Practicum	80	20	100



Paper Code	Title	Written Exam	Session Work	Total Marks
B.Ed	<b>Special Course (Opt – I)</b> (Any one from Group-A)	80	20	100
B.Ed	<b>Special Course (Opt – II)</b> (Any one from Group-B)	80	20	100

### Group-A (Opt – I)

B.Ed 431	Adult and Non – formal Education	80	20	100
B.Ed 432	Education for Exceptional Children	80	20	100
B.Ed 433	Human Rights Values & Peace Education	80	20	100
B.Ed 434	Environmental Education	80	20	100

### Group-B (Opt – II)

B.Ed 434	Educational and Rural Development	80	20	100
B.Ed 434	Educational Administration	80	20	100
B.Ed 434	Population Education	80	20	100
B.Ed 434	Pre-School Education	80	20	100

Written examination of courses carrying 80 marks will be of three hours duration.

#### Evaluation Scheme

Each paper is of 100 marks. The weightage for written and Internal Assessment is 80% and 20% respectively in each paper. There shall be five questions of equal value with internal choice. The duration of theory paper shall be 3 hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of three Sessional tests by taking the average of 2 best test; and 5 marks will be given on the basis of Practicum/ assignment decided by the concerned teacher.

## B.Ed. Syllabus

### First Semester B.Ed. 401 : Teacher and Society

#### Objectives

1. To develop in students an understanding of the rich philosophical, social and educational heritage of India.
2. To acquaint the students with the traditional and contemporary values of the Indian society.
3. To make the students familiar with the significant educational through of some of the leading thinkers-Western and Indian.
4. To help students realize the professional role of teachers towards national development and social transformations.



## Course outline

### Unit-I Indian Traditions and values

#### a) Philosophy and Education

- Meaning, Nature Educational Philosophy; Relationship of Education and Philosophy
- Aims of Educational Philosophy
- Significance of philosophy for educational practices
- Meaning, Nature and Scope of Education

#### b) Indian Philosophical tradition

- PURUSARTHA- Dharma, Arth, Karma, Moksa Doctrine of "NISHKAMA KARMA".

#### c) Major philosophical systems and their impact on education

- Idealism with reference to Plato
- Naturalism with reference to Rabindra Nath Tagore
- Pragmatism: with respect to theory and Practice of Education Dewey, Instrumentation and Experimentation.
- Humanism & its Implication on Education

### Unit-II Thoughts in Education

#### a) Indian Thoughts in Education

- Indian- MK Gandhi and Basic education
- R.N Tagore and Viswa Bharati
- Swami Vivekananda and Man Making Education

#### b) Western Thoughts in Education – Rousseau, John Dewey, JF Herbert

### Unit-III Constitutional Provision of Education

- Principal of Equality, Justice, Socialism, Democracy, Freedom, Secularism and their implications to education.
- Human Right education- education for all. Concept of human right and values
- Meaning, Nature, Objective & Methods of human rights Education, Education as fundamental right, Right to education Act 2009.

### Unit-IV Education and Social Change

- Social change – meaning and factors, education as an instrument of social change, Modernization.
- National and Emotional integration and International Understanding.

### Unit-V Teaching as a Profession

- Status of teaching as a profession
- Professional ethics of a teacher.
- Professional hazards in teaching, recruitment and career promotion
- Profile of a good teacher
- Emergence of a NCTE and its role for Quality Teachers Education.

### Practicum : Any one Out of the following

- Critical analysis of my significant thought (thinker) in education and preparing a report thereof.
- Survey of an Educational institution/ Programme and preparing a report
- Designing a curriculum for any particular level or class with an analysis of the present one and preparing a report
- Survey of the social attitude toward teachers and preparing a report
- Preparation of self appraisal/Peer group appraisal format and report
- Preparation of report on any innovative idea on education/ Teaching/Teacher/Student etc.



- (vii) Preparation of a report on ways and means of infusing work experience in to the training programme
- (viii) Preparation of a report on problems and prospects of Teacher in Arunachal Pradesh/ North East.

### Reference:

1. Cenknor, W. (1966) : The Hindu personality in Education, New Delhi
2. Freira, Pualo : Pedagogy of the Oppressed
3. Iitch, Evan : De Schooling Society
4. Jalil, A : An Introduction to ethics, New Book stall, Guwahati (1963)
5. Jlia, SN.(1973) : Education for Socialism, Secularism and democracy, N. Delhi
6. Kabir, Humayun : Indian Philosophy of Education
7. NCTE (1998) : Gandhi on Education, NCTE, New Delhi
8. NCTE : Policy Perspective in Teacher education, NCTE, New Delhi
9. NCTE : report of UNESCO-NCTE conference on professional status of Teachers
10. Reiner, M. School is dead
11. Russel, B. on Education
12. Agarwal, J.C. : Education in developing societies, Starting pub. New Delhi, 2012 Teneja, Vidya Ratan, Educational thought and Practices.

### Evaluation Scheme

- (i) Session Work : 20 Marks
- (ii) Written Examination : 80 Marks
- (iii) Duration : 3 Hours

The examination paper will have 5 questions with internal choice. Each question carries equal marks.

## B.Ed. 402 : Educational Psychology

### Objectives

1. To help Teacher trainees to understand the human nature
2. To make them aware of psychological problems of children and their preventive measures
3. To acquaint them with the important concept of educational psychology
4. To help them understand the teaching learning process

### Course outline

#### Unit-I Introduction to Educational Psychology:

- Meaning of & scope psychology and education
- Nature, Methods and scope of educational psychology
- Relevance of educational psychology for the teacher and understanding the learner.

#### Unit-II Growth and developmental Process

- Concept of growth and development
- Factor of growth and development, heredity and environment
- Stage and dimensions of development (infancy, childhood, adolescent, adulthood)
- Dimensions of Physical, Mental, Social and Emotional development with special reference to childhood and adolescences

#### Unit-III Learning process & role of teachers

- Meaning and laws of learning
- Theories of learning - (i) Trial & error, (ii) Classical conditioning, (iii) Operative conditioning, (iv) Insightful learning
- Transfer of learning – meaning and types
- Meaning and Impotence of Motivation
- Importance of motivation in learning Maslow's Humanistic theory of Motivation and role of the teacher in motivating the students.



### Unit-IV Personality Development

- Meaning, nature, determinants of personality.
- Theories of personality; Type and trait
- Mental health & adjustment
- Concept & principles of mental health
- Adjustment mechanism.
- Concept and Characteristics of mentally healthy person.

### Unit-V Individual Differences

- Intelligence; Nature, Guiford's Model and measurement of intelligence
- Creativity: nature and measurement of creativity
- Individual differences nature, factor and role of teachers in individual difference
- Concepts and factors of individual differences.
- Areas of individual differences; Intelligence, Aptitude, Creativity and personality.

### Practicum

1. To study the behavior of children
2. Administration of psychology test
3. To study the problems relating to motivation of children for learning
4. To study the developmental characteristics of children

### References

1. Home, 1973. Chauhan, S.S. Advanced Educational Psychology, N. Delhi, Vikas Publication Houses, 1988
2. Crow, LD and Crow A. Educational Psychology, N. Delhi Enrein, Publication
3. Dash, M. Educational Psychology, N. Delhi, Deep and Deep Publication, 1987
4. De Cecco, J.P Psychology of learning and instructional, N. Delhi, Prentice Hall, 1970
5. Garrett, H.E General Psychology, N. Delhi Eruas Publication House, 1961
6. Hilgard, E.R, atkinson, RC and Atkinson RL. Introduction of Psychology, N. Delhi, Oxford and IBE Publication, 1975
7. Hurlock, E.B Developmental Psychology, New York Me. Grow Hill, 1979.
8. Kundu, C.L. and tutto, D.N Educational Psychology, N. Delhi, Sterling, 1984
9. Kuppaswamy, B. Advance Educational Psychology, N. Delhi, Sterling, 1984.
10. Trow, Psychology in learning and teaching and teaching, N. Delhi. Eurassia Publication, 1975.
11. Mangal, S.K. Essentials of educational Psychology, New Delhi; PHI Pvt. Ltd. 2010
12. Mangal, S.K, Advance educational Psychology, New delhi: PHI Pvt. Ltd. 2010

### Evaluation Scheme

- (i) Session Work : 20 Marks
- (ii) Written Examination : 80 Marks
- (iii) Duration : 3 Hours

The Examination paper will have 5 questions with internal choice. Each question carries equal Marks.

### B.Ed. 403 : Educational Technology and Curriculum Evaluation

#### Objectives

1. To familiarize the students with aspects of educational technology
2. To generate the understanding relating to teaching learning process
3. To familiarize the students about the effectiveness of educational technology in teaching learning process
4. To familiarize the students with the process of curriculum transaction and its evaluation



## Course Content

### Unit-I

#### (a) Educational Technology

- Concept and need
- Nature and scope of educational Technology
- Uses of educational technology in formal and non-formal Education

#### (b) Teaching Learning Process

- Concept of teaching learning process
- Levels of teaching learning process
- Phases of teaching learning process
- Bloom's taxonomy of cognitive objectives
- Writing of the objectives in behavioral terms

### Unit-II Teaching behavior & communication

#### (a) Teaching behavior

- Concept
- Teaching Skills
- SSST, Classroom Management
- Flanders's Interaction analysis category techniques: FIACS

#### (b) Communication

- Nature and purpose
- Process of communication
- Modes and principles of curriculum
- Mass and multimedia approach

### Unit-III Nature of curriculum

- Concept and importance of curriculum
- Bases of curriculum
- Process of curriculum development
- Principles of curriculum construction
- Curriculum at national, state and local levels

### Unit-IV Curriculum Transaction

- Objectives
- Content analysis
- Teaching strategies
- Criteria of content selection and its organization
- Types of curriculum Design: Subjects-centered, Learner-centered and Experience-cum-Activity centered

### Unit-V Nature of curriculum evaluation

- Concept of curriculum evaluation
- Aims and importance of curriculum evaluation
- Types of curriculum evaluation
- Principles of curriculum
- Tools and techniques of curriculum evaluation

### Practicum : (any one)

1. Writing of instructional objectives in behavioral form by selecting any topic from the subject in view of Bloom's taxonomy
2. Classroom analysis by following FIACS
3. Analysis and evaluation of textbooks





## References:

1. Chauhan, SS. A textbook of programmed instruction, N. Delhi, Sterling, 1978
2. Chauhan, SS. Innovations in teaching learning process, N. Delhi. Vikash Pub. 1978
3. Decoo. (ed) Educational Technology, N. Delhi, Holt, Ri Chart. 1980
4. Kochar, SK. Methods and techniques of teaching, N. Delhi, sterling 1986
5. Mohanty, J. educational Broadcasting, Radio and TV in education, N. Delhi, Sterling Pub. 1986
6. Pandey, KP. A first course in instructional technology, Amitash Prakashan, Delhi – 24
7. Pandey, KP. Dynamics of teaching behaviour, Amitash Prakashan, Delhi – 24
8. Sharma, RA. Educational Technology, Agra Vinod Pustak Mandir. 1988
9. Taba, H Curriculum Development. Theory and practice. Hareourt, Borce World Inc. USA. 1962
10. Taylor, J. Galen and Alexander, William M. Planning curriculum for schools.

## Evaluation Scheme

- |                          |            |
|--------------------------|------------|
| (i) Session Work         | : 40 Marks |
| (ii) Written Examination | : 10 Marks |
| (iii) Duration           | : 3 Hours  |

The examination paper will have 5 questions with internal choice. Each question carries equal marks

## B.Ed. 421 : Teaching Specialization : Science

### Objectives

1. To develop a basic knowledge of the nature of the scientific enterprise
2. To develop the power of observational and experimental skills
3. To acquaint with the various methods of teaching science and evaluation techniques in science
4. To familiarize the principles of science and their application to new situation for the service of man.

### Course Outline

#### Unit-I Importance of science in the school curriculum

- Nature and structure of Science
- Meaning and importance of science
- Training in scientific method and development of science attitude
- Aims and objectives of teaching, Science according to Kothari Commission and Ishwarbhai Patel Committee. Blooms approach to the taxonomy of educational.
- Blooms' taxonomy of educational objectives
- Major instructional objectives in behavioral terms
- Objectives and major instructional objectives of teaching science

#### Unit-II Science Curriculum and Pedagogical analysis

- Meaning, Styles of Curriculum development, principles of curriculum organization
- Science curriculum improvement projects
  - (i) Science – A Process Approach (SAPA)
  - (ii) Biological Science Curriculum Study (BSCS), CHEM Study and UNESCO-UNICEF Assisted Science Education Programme
- Meaning and procedure of Pedagogical & Content Analysis with examples
- Gagnisian, Piagetion and Brunarian principles of learning science.

#### Unit-III Transaction of Science Curriculum

- Meaning and method of Teaching
- Difference among Method, Approach and Techniques of teaching
- Microteaching: concept, technique and lesson plan
- Lecture-cum Demonstration Method, Laboratory Method, Heurister Method, Project Method.



#### Unit-IV Instruction of Science Curriculum

- Types of teaching aids and their importance
- Preparing improvised teaching aids
- Organization of science exhibition, science fair, science club and science aquarium.
- Dale's Cone of experience w.r.t science teaching.

#### Unit-V Instruction Resources in Science

- Lesson Planning meaning, importance and preparation
- Evaluation concept types of evaluation: placement, formative, diagnostic, summative and CCE
- Type test : objective, subjective, NRT, CRT and Achievement
- Action research : Meaning, Characteristics and Steps
- Guidelines for developing a balanced Question Paper in science

#### Practicum

1. Preparation of list of science equipments for laboratory according to the syllabus of a class
2. To find learning difficulties students in learning science
3. Preparing of teaching aids

#### References

1. Callahan Joseph E and Clark Leonard, teaching in the middle and secondary schools planning for competency , Mc millan Pub. Co. N. York, 1980
2. Das , RC. Science Teaching in school, Sterling Pub. N.Delhi, 1985.
3. Education Commissioner Report, 1966.
4. Layton, David (ed.) Innovation in science and technology Education, Sterling Pub. Pvt. Ltd.
5. Mangal, SK, Audio-visual Education, Arya book Depot, N. Delhi-5, 1991.
6. Mangal,SK. Teaching of physical and life science, Arya book Depot, N. Delhi-5, 1991.
7. Maslow, Abraham, Science and self Actualization the means ready, N. York, 1971.
8. Mary E. the growth of biological thought, Diversity, Evolution and inheritance, Cambridge Harvard univ. Press. 1992
9. New Education Policy, 1986
10. New Trends in integrated science teaching Evaluation of integrated science Education. Vol. 1 V, UNESCO press, 1977.
11. Science and Mathematics Education in India, Report of Unesco Planning mission of experts, NCERT, 1964
12. Sharma, RC. Modern Science Teaching, Dhampat Rai 7 sons, Nai sarak, Delhi-5
13. Sood, JK. Teaching life Science-A book of methods, Kodli Pub, Chandigarh-2,1987
14. Vaidya, N. the impact Science Teaching, Oxford and IBN Pub. Co. N. Delhi 1989.

#### Evaluation Scheme:

- (i) Session Work : 20 Marks
- (ii) Written Examination : 80 Marks
- (iii) Duration : 3 Hours

The Examination paper will have 5 questions with internal choice. Each question carries equal Marks.

#### B.ED. 422 – Teaching Specialization : Mathematics

#### Objectives

1. To acquired Knowledge and understanding of terms, symbols, concepts and principles in Mathematics
2. To develop skills and methods required to teach mathematics at secondary school stage
3. To inculcate mathematical reasoning and to articulate logically



## Course Outline

### Unit-I Importance and Objectives of Mathematics

- Nature, Scope and Significance of Mathematics in school curriculum
- Aims, Objectives and values of Teaching Mathematics at Elementary and Secondary Stage
- Bloom's Taxonomy of educational objectives (Cognitive domain)
- Writing objectives in behavioral terms

### Unit-II Transaction of Mathematics Curriculum

- Analytical Synthetic method (S), Heuristic method, inductive – deductive method (S) and project method
- Technique-oral and written work, drill work
- Needs and ways for arousing and maintaining interest in teaching of mathematics
- Activities for catering Individual differences in Mathematics
- Microteaching: Concept, Teaching and Lesson Plan.

### Unit-III Curriculum and Teaching Aids in Teaching of Mathematics

- Curriculum development : Concept and Principles
- Styles of Curriculum : Lerner centered, teacher centered and experience centered
- Criteria of good text-book in mathematics
- Mathematics teachers' role and functions
- Teaching Aids : Meaning, Importance and Types, mathematics club
- Mathematics Club : meaning and organization
- Dale's Cone of Experience and its importance's

### Unit-IV Lesson Planning and Evaluation

- Meaning and procedure of pedagogical & content Analysis with examples
- Lesson Planning: Concept, Importance, steps and preparation.
- Evaluation : Meaning, types and principles, characteristics of objectives type test items
- Teacher made Test: Characteristics of Subjective, Short Answer and Objective type.

### Unit-V Action Research and Interventions

- Backwardness in Mathematics Diagnosis and remedial measures
- Enrichment programme for the gifted
- Action Research : definition, characteristics and steps with reference to teaching and learning mathematics at secondary stage
- Classroom Management and Discipline in Mathematics

### Practicum : (Select any One)

1. To study the learning difficulties of mathematics for a particular class
2. To prepare a evaluation scheme (Table of specification) and objective type test on a unit/topic
3. To analyze the textbook of a class in terms of syllabus, objectives and learning experiences
4. To make a case study of a pupil facing difficulties in learning mathematics and suggest remedial measures

### References

1. Aiyanger,NK. The Teaching of Mathematics in the New Education
2. Brestich,ER. Problems in Teaching Secondary School Mathematics
3. Cajori, FA. History of Mathematics
4. Davis, R Davia. The Teaching of Mathematics
5. Dharam Vir and Agarwal VN. The Teaching of Mathematics in India



6. Hooper, Alfred, Makers of Mathematics
7. Kapur, JN. Some aspects of school mathematics. Arya book Depot. N.Delhi, 1990
8. Kapur, JN. Suggested experiments in school mathematics. Arya book Depot. N.Delhi.5(vol I to IV) 1990
9. NCERT, Education and Development, Education Commission Report. 1964-66
10. New Education Policy, 1986
11. School Mathematics Study Group Project(SMSG) 1958
12. Science and Mathematics Education in India- A report of UNESCO Planning Mission, NCERT, N.Delhi,1969
13. Siddhu, KS The Teaching of Mathematics, Sterling pub. N.Delhi, 1989
14. Schulte, All the teaching of Mathematics in secondary school
15. Young, JWA. Teaching of Mathematics

### Evaluation Scheme

- |                          |            |
|--------------------------|------------|
| (i) Session Work         | : 20 Marks |
| (ii) Written Examination | : 80 Marks |
| (iii) Duration           | : 3 Hours  |

The Examination paper will have 5 questions with internal choice.  
Each question carries equal Marks.

### B.ED. 423 : Teaching Specialization : Geography

#### Objectives

1. To make pupils aware of the geography content
2. To acquaint the pupil teachers with various functions of geographic education
3. To acquaint the pupil teachers with the approaches of teaching
4. To familiarize with the evaluative techniques and geographical skills

#### Course Outline

##### Unit-I Conceptual Framework of Geography Education

- Nature and scope of Geography
- Objectives of geographic education at the secondary school stage
- Concept of Map, Types of map and elements of map
- Functions of modern Geography
- Correlation Analysis of Geography curriculum at secondary stage.

##### Unit-II Curriculum of Geography & Content Analysis

- Curriculum planning and construction in geography for secondary school stage
- Meaning of textbook preparation and quality of good geography textbook
- Content Analysis of Geography curriculum at secondary stage.

##### Unit-III Methods and approaches in Geography

- Thematic cum illustration method, discussion method, observation method, project method, Excursion and Field-work
- Modern approaches of teaching geography's, Systematic Approach to instruction (SAI)

##### Unit-IV Teaching Aids and lesson Planning

- Concept of teaching aids, significance of teaching aids in teaching of geography, map, atlas, models, specimens, instruments
- Lesson planning in Geography
- Dales Cone of experience
- Microteaching: Skill based approach to teaching Geography
- Lesson Planning in Geography



### Unit-V Evaluation

- Concept, types and tools for assessing the performance in geography
- Concept of norms reference & criterion reference Testing
- Action research, definition, characteristics and steps of action research with reference to teaching and learning of geography at secondary stage

### Practicum : (any one)

1. Preparation of teaching aids
2. Construction of achievements test
3. Recording and interpretation of weather data
4. Preparation of thematic maps

### References

1. Graves, NJ (1980) Geographical Education in Secondary Schools, geographical Association Sheffield UK
2. Graves, NJ(1979) Curriculum Planning in Geography, London, UK
3. Hall, D (1976) Geography and geography teacher, Allen and Unwin, London, UK
4. Chorley, RJ and Kennedy, BA (1971) Physical Geography: A system approach, UK
5. UNESCO, source book for geography teaching
6. Walford, R (cd) 1973, New direction in geography teaaching, London
7. Long and robertson, 1968, teaching of geography, London, heinemann educational books
8. NCERT, 1981, teaching of geography and national Integration, N. Delhi

### Evaluation Scheme

- |                          |   |          |
|--------------------------|---|----------|
| (i) Session Work         | : | 20 Marks |
| (ii) Written Examination | : | 80 Marks |
| (iii) Duration           | : | 3 Hours  |

The Examination paper will have 5 questions with internal choice. Each question carries equal Marks.

## B. Ed. 424 : Teaching Specialization : History

### Objectives

1. To develop the trainees ability to relate knowledge of history to problems of everyday life.
2. To enable the trainees to develop through teaching the historical concepts among the students.
3. To develop the ability tp interpret historical facts.

### Course Outline

#### Unit-I Nature and Scope of History

- Concept and Nature of History, Values of Teaching History
- Determining Aims and Objectives of Teaching history
- Aims and objectives of Teaching History.
- Role of History Teaching for promoting International understanding

#### Unit-II Curriculum and Theories in History

- Concept and Principles of selecting History Curriculum.
- Theories of Selecting different materials; the cultural-epoch theory, Biographical approach, Psychological Theory.
- Methods for organizing the subject matter of Chronological, Periodical, Unit and the topical, concentric, spiral and regressive plan.

#### Unit-III Methods and teaching Aids

- Story telling method, discussion method, textbook, lecture method, Inductive and deductive method, source method, problem method and biographical method, narration cum-discussion method.



- Teaching Aid: Meaning, Importance and Types
- Dale's cone of experience and its implications.

#### **Unit-IV Content Analysis and Lesson Planning**

- The analysis of the course content prescribed at the secondary school stage
- Meaning of lesson plan, significant of lesson plan, Preparation of lesson plan
- Micro-Teaching and simulated Teaching in History

#### **Unit-V Evaluation and Research**

- Evaluation in History, Concept principles and types of evaluation (placement, formative, diagnostic and summative)
- Construction of achievement test in history for secondary school learners.
- New trends in evaluation: CCE and grading system.

#### **Practicum**

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

#### **References**

1. Agarwal, JC. Teaching of History
2. Shaيدا, BD & Sahib Singh. Teaching of History, Dhanpat Rai and Sons, Jhallandar
3. Chaudhury KP, effective teaching of history in India, NCERT, New Delhi, 1975
4. Dash BN. Teaching of History, Books and Books Pub. Cuttack, 1984
5. Ghale, VD. Suggestion for the teaching of history, Oxford University Press, Bombay, 1953
6. Ghosh, KD. Creation Teaching of History. Oxford University Press. London, 1951
7. Kochar, SK. Teaching of history, sterling Pub. N.Delhi
8. NCERT, Teaching History in secondary Schools, N.Delhi, NCERT, 1970
9. NCERT, Handbook for History Teacher
10. P.Carpenter, History Teaching: The Era Approach, Cambridge University Press

#### **Evaluation Scheme**

- (i) Session Work : 20 Marks
- (ii) Written Examination : 80 Marks
- (iii) Duration : 3 Hours

The Examination paper will have 5 question with internal choice. Each question carries equal Marks.

### **B.Ed. 425 : Teaching Specialization : English**

#### **Objectives**

1. To develop and understanding of the importance of English language in India
2. To develop skills and necessary for teaching English as second language at secondary stage
3. To familiarize the trainees with the modern methods and technique of teaching English.
4. To enable the trainees to handle some modern gadgets and use teaching aid in the teaching of English.

#### **Course Outline**

##### **Unit-I Introduction of Teaching English**

- Concept of languages, its features and role of English language in India
- Position of English Language in India, its Place in School curriculum



- Aims and objectives of teaching English language at secondary stage
- 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 : Grammar Translation Method, Direct Method, Dr. West's New Method, Aural-Oral Method, Bilingual, Total Physical Response (TPR) and Suggestopedia
- Approaches: Communicative, Structural, Situational, Oral, Lexical, Multiple Intelligences (MI) and Whole Language
- Technique : language games, dramatization, readings, substitution tables, drills etc.

#### **Unit-III Teaching English Language Skills and lesson Planning**

- Characteristics of functional communicative approach from traditional method/approach viz. direct method and structural approach in regard to development of skills in listening, speaking, reading and writing.
- Phonetics: Sounds in English, Stress, Intonation, Rhyme and Rhythm
- Development of Supplementary Skills, References skills and Communicative skills in English
- Lessons Planning : Meaning, Significance of lesson plan, steps of lesson plan, Preparation of lesson plans on any topic, Poetry, Grammar, Supplementary Reader.

#### **Unit-IV Curriculum, Text book and Teaching Aids**

- Principles, Planning and Organization of curriculum for English language at secondary school stage
- Features of English language text book and uses of an English Reader in teaching English at secondary school level
- Audio-Visual Aids: Graphic, Three dimensional, projected and activity aids - Uses of different teaching aids

#### **Unit-V Evaluation**

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

#### **Practicum**

1. To prepare language charts
2. To prepare language teaching, kits
3. To prepare an achievement test and diagnostic test

#### **References**

1. Anand, DS, Aims and methods of teaching English in India. Sahitya sangam.
2. Bhandari, Et al. Teaching of English, N. Delhi, longmans.
3. Gokak, P.K English in India-its Present and future, Bombay, Asia Pub. 1965
4. Hornby, AS. A guide to patterns and usage in English
5. Hornby, AS the teaching of structural words and sentence patterns, Vol I & II
6. Jain, NK. Essential of English Teaching Agra, Vinod pustak Mandir, 1985
7. Jha, A. and Bharghava. New direction in English language Teaching, Jaipur pointer Pub. 1988
8. Mehta, RL. Teaching of English in India, Bombay, Orient Longmans
9. Pandey, KP. Teaching of English in India, Vishwavidyalaya Prakashan, Varanasi
10. Rathrah, TC. The English teachers Handbook, N. Delhi, Sterling Publication. 1988
11. Rivers, WN. Teaching Foreign Language Skills



12. UNESCO. The Teaching of Modern Language
13. Verghese, C. Paul, Teaching English as a Second Language.

### Evaluation Scheme

- |                          |   |          |
|--------------------------|---|----------|
| (i) Session Work         | : | 20 Marks |
| (ii) Written Examination | : | 80 Marks |
| (iii) Duration           | : | 3 Hours  |

The Examination paper will have 5 questions with internal choice. Each question carries equal Marks.

## B.Ed. 426 : Teaching Specialization : Hindi

### Objectives

1. To develop understanding of the importance of Hindi as the mother tongue and as the national language
2. To develop skills required for effective teaching of Hindi at the Secondary/ Higher Secondary stage
3. To develop an awareness of the need for familiarizing the trainees with and keeping up to date with modern method and techniques of language teaching Hindi.

### Course outline

#### Unit-I Introduction of teaching Hindi

- Needs and importance of learning of Hindi
- Status of Hindi in School Curriculum
- General objectives of teaching of Hindi

#### Unit-II Curriculum and Content Analysis:

- Principles, Planning and organization of curriculum of Hindi language for secondary school stage
- Characteristics of Hindi textbook for secondary school students
- Content analysis of Hindi text book
- Qualities of an effective Hindi language Learner.

#### Unit-III Methods of Teaching Aids

- Translation Method
- Direct Method
- Structural Approach
- Situational Approach
- Project Method
- Visual and audio-Visual teaching aids
- Preparation of teaching aids

#### Unit-IV Lesson Planning

- Meaning, significance and steps of lesson plan for teaching of Hindi language
- Development of lesson plans taking the topic from Hindi grammar, composition prose and poetry

#### Unit-V Evaluation and Research

- Meaning and Principles of Education
- Tools and Technique of evaluating the achievement of learners in Hindi subject
- Action Research-Meaning, Importance and steps of action research in the context of teaching and learning of Hindi subject at secondary school stage.





**B.Ed. Syllabus**

**Second Semester**

**B.Ed. 404 : Educational and vocational Guidance**

**Objectives**

1. To familiarize the students teachers with different services in the guidance programme
2. To acquaint them with the techniques of guidance and counseling
3. To enable them to know the importance and utility of guidance and counseling

**Course Content**

**Unit-I Introduction of Guidance**

- Meaning, Nature and need of Guidance
- Principles of guidance
- Types of Guidance : Educational, Vocational and Methods of Guidance, Personal Guidance and group guidance
- Present status of guidance in India

**Unit-II Educational Counseling**

- Meaning, Nature and scope of Counseling
- Types of counseling-directive, non-directive and elective counseling
- Necessary qualities (personal and professional) of a good counselor.

**Unit-III Testing and Non-techniques in Guidance and Counseling**

- Importance and Educational Implication of Testing in guidance and Counseling
- Testing techniques. Test of intelligence interest, aptitude, creativity related to attitude rating scale and pay tests and personality
- Non Testing techniques. Observation, Interview and questionnaire.

**Unit-IV Organization of guidance and counseling services in schools and colleges**

- Guidance services: Orientation services, pupil information services, educational services, occupational information services and placement services and follow up services.
- Guidance programme
- Career Talks, career conferences, career from career corners
- Role of career master, counselor, Headmaster, Principal, teacher and parents.

**Unit-V Special guidance and evaluation of guidance programme**

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

**Practicum**

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

**References**

1. Anastasi, Anec, Psychological testing, London, McMilan Co. 1982
2. Bernard, HW and Fullmar, DW. Principles of Guidance, A basic text (Indian Edn.) A. Delhi, Allied Pub.



3. Crow Lester, D. and Crow, A . An introduction to guidance principles and practices, New York, American Books Co.
4. Downing, Lester. N. Guidance and counseling Services, New York, Mc graw Hill. 19643
5. Kochar, SK. Educational Vocational guidance in secondary schools, Sterling Pub. Pvt Ltd. New Delhi 1987
6. Khorshed, AW Guidance movement in india, Guidance service, No 4, NCERT, N. Delhi
7. Miller, Frank. W. Guidance principles and services, Ohio-Charles E. Meril Books 1961
8. Pandey, KP. Educational and Vocational Guidance in India, Vishwavidyalaya Prakashan, Varanasi
9. Pasricha, Pren. Guidance and Counselling in Indian education, NCERT, New Delhi. 1976
10. Swamy, RV (ed). Guidance and Counseling in colleges and universities, Bangalore Univ. and Directorate of Employment and Training, Bangalore 1971
11. Traxler, RE. and Norla, RD. Technique of guidance, New York, Harper and Road.

### Evaluation Scheme

- (i) Session Work : 20 Marks
- (ii) Written Examination : 80 Marks
- (iii) Duration : 3 Hours

The examination paper will have 5 questions with internal choice. Each question carries equal marks.

### **B.Ed. 405 : Problems of education in India with Special Reference to North East Region**

#### Objectives

1. Students will be able to know the historical development of education in India and Arunachal Pradesh
2. They will be able to know the educational structure and administration
3. Students will be familiar with the various problems and prospects of education with special reference to north east India

#### Course Content

##### **Unit-I Historical development of education in India**

- Educational development in India since independence
- Missionary contribution toward education in north east India
- Major education commission, University Education Commission 1949, Secondary Education commission 1952-53, Education Commission 1966, NPE 1986
- Problems of Primary, Secondary and Higher Education in India.

##### **Unit-II Biographic and cultural background of north east : a review, problems arising from them**

- Universalisation of primary education, wastage and stagnation
- Educational provisions for under privileged (SC/ST, women, disabled/ minority groups)
- Women education
- Indigenous Educational Institutions

##### **Unit-III Educational development in Arunachal Pradesh**

- Cause and remedies of educational backwardness: low
- Primary, Secondary and Higher Education
- Problems relating to adults and non formal and population of education
- Population Education: Problems & Prospects

##### **Unit-IV Educational Administration and Supervision**

- Supervision in education. Role of Govt. Local Bodies, District councils/ Zila Parishads



- Problems and Remedies of Educational Administration at Different level
- Problems in Educational Supervision

#### Unit-V Teacher Education

- Problems involved in the training system, backlog of untrained teachers. Death of qualified teachers, problems of in – service teachers.
- Problems related to practice teaching
- Problems of Teacher Training in DIET, SCERT and Private Teachers Training Institutions
- Problems in implementation of NCTE norms in Teacher Education.

#### Practicum

1. To study the problems of adult education centre in AP
2. To study the culture of a tribal community
3. To conduct educational survey of a village
4. To study the development of school education in a district
5. Identification of problems of elementary/secondary school teachers.

#### References

1. Agarwal, JC and Agarwal, SP. Vocational education in India: why what and how, Delhi DOABA house 1987
2. Biswas, A an agarwal, SP. Development of education in india, Delhi concept Publication Co.
3. Choube, SP. Problems of Indian education: Agra vinod Pustak Mandir, 1987
4. Devi, Renu. Progress of education in Assam, Gauhati, Omsons Pub. 1987
5. Govt. of India, National Policy on Education
6. Rai, BC. Comparative education, Lucknow, Prakash Kendra
7. Shukla, PD. Toward new pattern of education in India, N. Delhi, Sterling Pub, 1984
8. Tiwari, RP. Problems of education in North Eastern region, Ludhiana, Prakash brothers.

#### Evaluation Scheme

- (i) Session Work : 20 Marks  
(ii) Written Examination : 80 Marks  
(iii) Duration : 3 Hours

The examination paper will have 5 questions with internal choice. Each question carries equal marks.

#### B.Ed. 406 : Practicum

The practicum will consist of 06units: the weightage assigned for each unit is shown against each unit.

#### Unit-I (a) Statistics and Computer (10 marks)

- Meaning of statistics
- Classification and tabulation of data
- Graphical representation of data
- Measures of central tendency and variability
- Correlation (rank difference method)

#### Unit-I (b) Computer literacy (10 marks)

- Basics of Computer
- Learning of MS word
- Learning MS Power Point Presentation
- Use of Internet and E-mail

#### Unit-II Administration of Psychological Tests (15 Marks)

- Administration of one psychological test/ equipment and its interpretation (learning, perception, personality and intelligence)

#### Unit-III Development of teaching learning materials (15 Marks)

- At least 5 teaching aids and models



- Unit-IV Work Experience** (15 Marks)  
- Preparation of 3 Items
- Unit-V Seminar paper and Presentation** (15 marks)
- Unit-VI viva-voce Examination** (15 Marks)  
- The Practicum will be evaluated by Board of Examiners. The proper record books will be made by the student and work experience items will be displayed on the day of its examination.

**B.Ed. 431 (Option-I, Group A) : Adult and non-formal Education**

**Objectives**

1. To develop an understanding of the role of adult and non formal education for overall development.
2. To develop necessary skills of organizing adult education and non formal programmes

**Course Content**

**Unit- I Introduction to Adult Education**

- Adult education: need and importance
- Meaning and scope of Adult Education
- Educational Programmers for Adults
- Role of Education in the economic development of individual and of nation, social mobility and social change.

**Unit-II Adult Education and its forms**

- Formal non-formal, Informal, Further education, continuing education: Meaning and Definition
- Extension, life – long education, Distance education, Open learning: purposes and Distinguishing features.
- Non-former education-concept, objectives, and strategies for development of non-formal education in India

**Unit-III Historical Development**

- Historical Development of Adult Education in India
- Efforts made by Government- NAEP, National literacy mission (NLM)
- Jana shiksha nilayam (JSN), Nw Educational Policy on Adult education, Sakshar Bharat Mission and Other Programmes declared by the Government Youth Club and Mahila Mandals

**Unit-IV Adult Learning**

- Adult learning's 'psychology in teaching
- Functional literacy, Self-learning Materials
- Characteristics of Adults Learners
- Problems related to curriculum and its Transaction

**Unit-V Mass Media and Local Resources in Adult Education**

- Use of mass media and local resources in adult and non formal education
- Instructional Material
- Use of mass media (TV, Radio, Newspaper, Magazine) Locally available resources.
- Evaluation of Adult learners and Adult Education Programme.

**Practicum**

1. Development of learning material for adults
2. Organizing teaching learning activities for a adult education centre in a village
3. To study the effectiveness of any two adult education centers



## References

1. Aravinda Chandra and Anupama Shah, Non-formal Education for all, N. Delhi, Sterling Pub, 1987.
2. Datta, SC. Adult Education in Third World: Delhi Critrion Pub. 1986
3. Govt. of India, New Education Policy, 1986
4. Kundu CL. Adult Education: Principles, Practices and Prospects N. Delhi, 1988
5. Mahanty, SB. Non Formal Education Allahabad, Chng, Pub. 1985
6. National Literacy Mission
7. Nimbalkar, MR Adult Education and its evaluation system, Delhi Mittal Pub. 1987.
8. Singh RP, Non-formal Education: an Alternative approach, N. Delhi Sterling Pub. 1988.

## Evaluation Scheme:

- (i) Session Work : 20 Marks
- (ii) Written Examination : 80 Marks
- (iii) Duration : 3 Hours

The Examination paper will have 5 questions with internal choice. Each question carries equal Marks.

## B.Ed. 432 (Option-I, Group-A) : Education for Exceptional Children

### Objectives

1. To develop an understanding regarding the nature of exceptional children
2. To identify and familiarize with the educational programmes for exceptional children

### Course Content:

#### Unit-I Introduction to exceptional children

- Meaning, Concept and Objectives of Special Education
- ICIDH Classification of WHO and terminologies
- Historical Perspective in Special Education: Abroad and India
- Integrated and inclusive Education
- Educational Programmers for exceptional Children in India

#### Unit-II Mentally Exceptional Children

- Meaning, Identification and Characteristics of giftedness of gifted child and Mental Retardation
- Education of the gifted children and Mentally Retarded
- Role of teachers and parents in guiding the gifted child and Mentally Retarded

#### Unit-III Education of physically challenged children

- Meaning, Identification, Characteristics: Visual Impairment, Hearing Impairment, Multiple Disabilities, and Leprosy Cured
- Education of the Visual Impairment, Hearing Impairment, Multiple Disabilities, Aids and Appliances of physically challenged

#### Unit-III Neurologically Impaired Children

- Autism, Learning Disability, ADHD, Cerebral Palsy: Meaning, Identification and Characteristics
- Education of the Autism, Learning Disability, Cerebral Palsy

#### Unit-V Social Context and Provisions for Special education

- Socially and Economically Deprived and Delinquent children
- Education, Programmes and Facilities for Deprived and Delinquent
- Role of Teacher in special and integrated education
- Rehabilitation and National Institutes for different Disabilities
- Acts and Provisions for PWDs in India
- Barrier Free Environment



### Practicum

1. Identification of different types of exceptional children
2. Study of various programmes for exceptional children
3. Case study

### References

1. The fifty seventh year book of the NSSE PART II Education of the gifted (1958)
2. Education Policies Commission. Education of the gifted (Washington) National Education Association 1950.
3. Witty. PB(ed) the gifted child, Beston Health 1957
4. Gallagher, JJ. Teaching the gifted child. 1960
5. Martinson, RA. Curriculum Enrichment for the gifted in the primary grades.
6. Gurickshant, MM. and Johnson Co. (Ed) Education for exceptional children and you. 1975
7. Chintamani Kar. Exceptional Children: their Psychology and education. 1996.

### Evaluation Scheme:

- (i) Session Work : 20 Marks  
(ii) Written Examination : 80 Marks  
(iii) Duration : 3 Hours

The Examination paper will have 5 questions with internal choice. Each question carries equal Marks.

### **B.Ed. 433 (Option-I, Group A) : Human Rights Values and Peace Education**

### Objectives

The students- Teacher will able to :

1. Understand the concept of human rights education and peace education
2. Familiarize with the right of child
3. Understand the issues of gender equity and human rights education for girl child
4. Acquaint with the strategies approaches for inculcating HRE and peace education

### Course Content

#### **Unit-I Introduction of Human Rights Education**

- Origin and Historical development of Concept of Human Rights
- Charter UN & UDHR
- Human Rights in Indian Context
- Social Barriers to Human Rights

#### **Unit-II Covenants and Conventions**

- International covenants on economic, social and cultural rights
- Convention on the right of the child, Women and Parsons with Disabilities
- Right to Education Act-2009
- Equalization of Educational Opportunities, Constitutional Provisions and Human Rights

#### **Unit-III Gender equity and human rights education in Indian context.**

- Importance of Gender Equality and Human Rights in Indian context
- Policy perspectives of human rights education.
- Human Rights Protection acts and role of NHRC, SHRC's and UNESCO.
- Human Rights and core elements in National Curricular framework.
- Role of Teacher in Sensitization about Human Rights

#### **Unit-IV Peace Education**

- Concept of Peace and peace education
- Relationship between Peace and value education



- Strategies and approaches for human rights education and peace education
- Ideas of peace perceived by Indian thinkers.

#### **Unit-V Value Education**

- Value-bases of Human Rights
- Concepts, Importance & objectives of Value Education
- Approaches and Methods of value Education
- Strategies of Value Education- Rational Building mode, Value clarification Model, Social action Model, Value clarification model, Social Action model, Jurisprudential Inquiry, Living Values-An Educational Programmes (LVEP)

#### **References**

1. V.T, Thamilmaran : Human Rights in third perspective: Ham Anand Publications, N. Delhi, 1992
2. Norberto, Doblul, The Age of Rights, Polity Press, 1966 (Part I & II)
3. Kant, Immanuel : Perpetual Peace
4. Will, Kymlicka (ed) The Rights of Minority Cultures : Oxford University Press ( 1995)
5. Iyer, Raghavan : Moral and Polity Thoughts of Mahatma Gandhi, Oxford University Press, 1996

#### **Evaluation Scheme**

- (i) Session Work : 40 Marks
- (ii) Written Examination : 10 Marks
- (iii) Duration : 3 Hours

In all there will be three questions with internal choice. The candidate has to attempt all the questions.

#### **B.Ed. 434 (Option-I, Group A) : Environmental Education**

#### **Objectives**

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

#### **Course content**

#### **Unit I Introduction to environmental Education**

- Concept, importance and scope of environmental education
- Aims and objectives of environmental education
- Significance of environmental for sustainable development with special reference to North East region.

#### **Unit II Environmental Hazards**

- Causes and Effects of Environmental Hazards: Global and Local
- Environmental pollutions: physical, air, water, noise and chemical
- Green House and Ozone layer Depletion
- Extinction of flora and fauna, deforestation, soil erosion
- Need for conservation, preservation and protection of rich environmental heritage
- Legislation/Acts on Environmental Education

#### **Unit III Curriculum for Environmental Education**

- Curriculum for Environmental Education relating to cognitive and affective growth of children
- Ecosystem: Earth and Biosphere, Abiotic and biotic components



- Human system: human beings as a part of environment, human adaptation to environment and its effect on environmental Resources.
- Technological system: Industrial growth, scientific and technological inventions and their impact of environmental education.

#### **Unit-IV Methods and Approach of Environmental Education**

- Strategies and approaches for environmental education, separate subjects, topical units, integration and inter-disciplinary approaches
- Methods-discussion, seminar work shop, dialogue, problem solving field survey, excursion, project exhibition, role playing
- Role of Media, film, radio, TV etc

#### **Unit-V Teacher preparation for Environmental Education**

- Role of teacher and community in environmental education and Sustainable development
- Teacher preparation strategies for various levels of education, teachers for formal and non formal stream
- Teacher specialization and Environmental skills for its Conservation

#### **Practicum**

1. Preparation of an activity based curriculum on environmental education for prime classes
2. Development of kitchen garden and reporting
3. Development of nursery and reporting
4. Identification and reporting of the most immediate environment problems faced by locality
5. Celebrating the environmental days
6. Organization of seminar/ debate/ workshops

#### **References**

1. Bakish, Trilochan S & Navehm Zev (ed) 1980: Environmental Education, Methods, Application, New York.
2. Bennet, Dean, B. Evaluation environmental Education Programmes, New York
3. Collis, Margoret. Using the environment.
4. Fedorov, E. Man & Nature
5. Gerosmov, IP. Geography and ecology
6. Linke, RD. Environmental education in Australia
7. Rajput, Sorlu, Teaching skills for environmental approach in primary education
8. Rajput, JS & Saxena, AE. Environmental and primary education, Bhopal
9. Salt, Bernard. Environmental Science
10. Sc and Env't. Centre 1984-85. The state of India's Environment. The second c Report, CFSE, N Delhi.

#### **Evaluation Scheme**

- (i) Session Work : 40 Marks
- (ii) Written Examination : 10 Marks
- (iii) Duration : 3 Hours

In all there will be three questions with internal choice. The candidate has to attempt all the questions

#### **B.Ed. 451 (Option-II, Group B) : Education and Rural Development**

#### **Objectives**

1. To enable trainees to acquire familiarity with the problems of rural areas and an idea of the role of education in infecting them
2. To enable them to analyze and study some of the problems for suggesting solutions





## Course Content

### Unit-I Introduction Of Rural Development

- The rural world-population distribution-economic, political, and social structures, status of education and traditional practices

### Unit-II Problems in rural development

- Land distribution, under employment and unemployment
- State of agriculture and rural industries
- Health and sanitation-family welfare-illiteracy-traditional attitudes and rural-urban migration.

### Unit-III Role of education in development

- Education as investment in human resource
- Equalization of educational opportunities
- Educational structures and need based curriculum
- Infrastructural facilities in linking education with life and work.

### Unit-IV Educational schemes for rural Development

- Basic education-work experience-vocational education
- The integrated rural development scheme, Consumer Protection Act, MNEGRA
- Adult education and NAE programme
- Rural Development in India's five year plans and Cooperative movements.

### Unit-V Role of mass media in community development

- The use of films, radio and television
- Non formal agencies
- Newspapers, pamphlets, magazines.

## Practicum

1. A study of demographic features of a village
2. Organization of health and sanitation programme
3. Socio-economic survey and standard of living of a community
4. SUPW

## References

1. Bkish, Trilochan, S and Navehum Zev (ed) 180 Environmental education : Methods and application, New York
2. Bennet, Dean, B. Evaluation environmental education programmes, New York.
3. Collis Margaret. Using the environment
4. Gross land, RW. Moor, SFD 1974. Environmental studies project. An evaluation : report Mc Millan, London
5. Federov, E. Man and Nature
6. Gerasmov. JP. Geography and Ecology
7. Linke, RD. Environmental Education in Australia
8. Rajput, Sorlu. Teaching skills for environmental approach primary education
9. Salt, Bernard. Environmental Science

## Evaluation Scheme

- |                          |   |          |
|--------------------------|---|----------|
| (i) Session Work         | : | 20 Marks |
| (ii) Written Examination | : | 80 Marks |
| (iii) Duration           | : | 3 Hours  |

The examination paper will have 5 questions with internal choice. Each question carries equal marks



## **B.Ed. 452 (Option-II, Group B) : Educational Administration**

### **Objectives**

1. To develop the students and understanding of the concept of educational administration
2. To familiarize the students with the planning procedures and approaches of educational administration's
3. To provide an exposure and develop skill related to educational administration.

### **Course Content**

#### **Unit-I Meaning of Educational Administration**

- Meaning, Concept, nature and scope of Educational Administration
- Functions of Educational Administration according to Tylor, Fayol
- Relation between administration and organization and types of organization
- Characteristics of Educational Administration
- Educational Administrative Set up at Center, State and Local Bodies
- Educational Ladder: Meaning and Recommendations of SEC, EC and NPE(1986)
- Education for Leadership: concepts and aims of education for leadership (intellectual, moral and philosophical outlooks)

#### **Unit-II Educational Planning**

- The concept of educational planning
- Approaches of educational planning: manpower approach, social demand approach, rate of return approach
- Organizational Climate
- Planning of School Plant
- Institutional planning

#### **Unit-II Financing of Education**

- Sources, objectives and methods of Financing education
- Educational expenditure
- Process of preparing Educational Budget
- Cost of education
- Grant-in-aid system

#### **Unit-V Organization of Curricular and CO-curricular Activities**

- Organization of internal functions of the school
- Time-Table; importance, types and principles
- Co-curricular Activities: meaning, significance and principles of their organization
- School attendance: Causes of poor attendance and Methods of improvement
- Maintenance of School Records and their uses, evaluating Pupil progress
- Punishment and Reward: Importance of Corporal Punishment Act Cell in school

#### **Unit-III Supervision Techniques of Management**

- Meaning and Function of Supervision and inspection
- Techniques of Supervision
- Role of Headmaster, Teacher and Students
- School Discipline: concept, foundations of good discipline causes and remedies of indiscipline in schools –School and its partners: Home, School and Community relationship



### Practicum

1. To study administrative structure of any state of NER
2. To Prepare educational Ladder of any state
3. To categorize teachers in terms of training, sex and level of education in a state for previous year
4. To draw the brief history of educational administration of a state
5. Preparing a profile of a Secondary/Middle School
6. To identify problems of educational administration
7. To write assignment on any topic as given by the teacher

### References

1. Bhatnagar, RP. Educational Administration planning and supervision, Anupama Pub. 1986
2. Kapoor, MM. Development and maintenance of educational services, vikas Pub. 1988
3. Khan, M. Sharif. Educational Administration Ashish Pub. 1980
4. Mathur, SS. Educational Administration and .....the Indian Pub. 1990
5. Allen, Louis, A professional management tata Mc Graw Hills
6. Umans, Shelly. The management of education. Mc Graw Hills
7. Mathur, MV Toward improved Educational planning and administration Diologue 1983
8. Mukherjee, SN Educational administration and organization. Acharya Book Depot, Baroda
9. Mohanty, J. Educational Administration

### Evaluation Scheme

- (i) Session Work : 20 Marks  
(ii) Written Examination : 80 Marks  
(iii) Duration : 3 Hours

The examination paper will have 5 questions with internal choice. Each question carries equal marks

### B.Ed. 453 (Option-II , Group B) Population Educations

#### Objectives

1. To familiarize the trainees with the concept and importance of population education
2. To develop an awareness of the population problems in India
3. To develop skills of organizing learning experiences and evaluation devices in population education at school stage.

#### Course Content

##### Unit-I Introduction of Population education

- Population Education: Concept, Definition, objectives and scope of population education
- Concept of Quality of Life
- Factors affecting Population Growth: Fertility, Mortality and Migration
- Population dynamics (Distribution, Literacy, Composition and Density) in India with special reference to North east Region
- Scope and objectives of Population Education

##### Unit-II Population Education, Policies and Programmes

- Five Year Plans
- Effective agencies in the field of Population Education: National and International
- Population and Literacy campaigns in India
- Scope of Population Education in Schools

##### Unit-III Population education and health

- Concept of health and goal of health education,
- Health instructions, Nutrition and school health services,
- National health programmes, NRHM, Aanganbadi, ASHA



- Family Life Education: Nature and need of family life education
- Population in relation to Socio-Economic Development and Family Planning

#### **Unit-IV Population Education and Curriculum**

- Strategies of implementation of population education at school stage
- Approaches of teaching: child centered approach, inquiry approach, value clarification approach
- Integration of Population Education with other subjects

#### **Unit-V Evaluation of Population education and Teachers**

- Evaluation of population education programme : Methods, Approaches and principles
- Role of Teacher in creating awareness of the consequences of population problems
- Role of Teacher in modification of Students behavior
- Working with Community to build Awareness

#### **Practicum**

1. To make population survey of a village
2. To study the problems relating to population education
3. To study the government schemes relating to population awareness.

#### **References**

1. Council for social development, aspect of population policy in India, N. Delhi
2. Govt. Of India, Population Census reports N. Delhi
3. Govt. of India, 1966, Family Welfare Programme in India, Dept. of family Welfare. N. Delhi
4. Gowarikar, Vasant (ed) Science of population and development. Unmesh communication, N. Delhi
5. Kuppaswamy, B. Rao, KS & Kant A, Kri.....1976. some thoughts on population Education
6. NCERT. Education and National Development (report of the Education Commission 1964-66) N. Delhi
7. Pandey, MC. 1993. Population Awareness
8. Population education Unit, NCERT, Delhi Indian population situation.
9. Population education Unit, NCERT, Delhi nutrition and population education-A source book for teachers
10. Population education Unit, NCERT, Delhi, Plug Points for Population education in school curriculum
11. Population education unit NCERT, Delhi Teaching units on population education
12. Rao, VKRV. Employment and unemployment, Allied Pub. Bombay, 1968
13. Sankar, KR. (1989) Population Education for developing countries
14. Tiwari, RP (1986). Population Education.

#### **Evaluation Scheme**

- (i) Session Work : 20 Marks
- (ii) Written Examination : 80 Marks
- (iii) Duration : 3 Hours

The examination paper will have 5 questions with internal choice. Each question carries equal marks

#### **B.Ed. 454 (Option-II, Group B) : PRE-SCHOOL EDUCATION**

#### **Objectives**

1. To familiarize with the developmental characteristics of children at infancy stage
2. To identify the activities associated with their behavior
3. To acquaint with the methods used for developing their talent and creativity



## Course Content

### Unit-I Need Importance and objectives of pre-school education

- Need and Importance
- Aim and objectives of pre-school education
- ECCE and NPE, 1986
- Government initiative for development of pre-school

### Unit-II Aspects of child's growth and development

- Concept and importance of growth and development
- Physiological, physical, language, social, emotional, perceptual, intellectual and personality Development

### Unit-III Activities for the pre-school children

- Basic principles of pre-school activities
- Play and practical life activities
- Motor development activities
- Activities for language development
- Activities for mathematics and science concepts
- Aesthetic and creative activities

### Unit-IV Equipment and materials for a pre-school

- Characteristics of equipment
- Categories of Equipments and Materials
- Use of Indigenous materials in pre-school and Balwadis
- Children use of materials (international perspectives)

### Unit-V Programmes of pre-school

- Salient features of pre-school
- Curriculum models for the pre-school
- The child development model – Spodak
- The verbal/didactic model – Bareiter and Engelmann
- The verbal/cognitive model – Piaget
- The sensory/cognitive model – Montessori
- Major types of pre-school programmes

## Practicum

1. Study of various functions for early childhood education
2. Importance of health for the proper growth and development of the child
3. Study of activities of different agencies

## References:

1. Spodek, B. Early childhood education, Prentice Hall, Englewood Cliffs.
2. Hurlock, E.B. Child growth and development. Tata McGraw Hill Pub. Co. Ltd. N. Delhi. 1989
3. Agarwal, J.C. Methods and materials of Nursery education, Doaba House, Delhi
4. Mohanty J & Hohanty, B. Early childhood care and education Deep & Deep Pub. N. Delhi 1996
5. Pre school Teacher education, report of the 8<sup>th</sup> Annual Conference of Gandhian School of pre-primary education 1971.
6. Guide for Nursery school Teacher NCERT, N. Delhi. 16.
7. Source book of pre-school education in India, Indian Association of pre-primary education, Baroda, 1972

## Evaluation Scheme:

- |                          |            |
|--------------------------|------------|
| (i) Session Work         | : 40 Marks |
| (ii) Written Examination | : 10 Marks |
| (iii) Duration           | : 3 Hours  |

The examination paper will have 5 questions with internal choice. Each question carries equal marks.





**KASTURBA GANDHI INSTITUTE OF HIGHER EDUCATION**  
ROING, 792110, ARUNACHAL PRADESH

**ADMISSION FORM**  
B.Ed. (2014-15)

Paste recent  
Stamp size  
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**PARTICULARS OF THE APPLICANT:**

1. Full Name (Block letter) Shri/ Miss: .....
2. Father's Name: .....
3. Permanent Address: .....  
.....
4. Address for Communication: .....  
.....
5. Nationality: .....
6. Caste (SC/ST/OBC/Gen.): .....
7. Date of Birth: .....
8. School/ College last attended: .....
9. University Registration No. (if any) : .....

10. Details of the Examination Passed :

EXAM	YEAR/ SESSION	BOARD/ UNIVERSITY	SUBJECT	MARKS		
				OBTD.	MAX	%
Class X						
Class XII						
BA / B.Sc./ B. Com						
MA / Msc./ M.Com						
Any Other						

11. Method Subject Offered: .....
12. Are you employed? (If so, give details of employer, salary drawn and furnish a NOC from your employer)

.....  
IN CASE OF INCOMPLETE APPLICATION FORM OR NON-SUBMISSION OF RELEVANT CERTIFICATE/DOCUMENT IN SUPPORT OF ANY INFORMATION DESIRED IN THE APPLICATION FORM, THE APPLICATION FORM SHALL NOT BE CONSIDERED.

Place :.....

Date :.....

\_\_\_\_\_  
Full signature of the student

### DECLARATION

I \_\_\_\_\_an applicant for admission to B.Ed. do hereby solemnly affirm that all the particulars stated above have been filled in by me in my handwriting and all the information given in the application form and enclosed documents are true and correct to the best of my knowledge and belief. In case any information furnished by me is found wrong, my candidature for admission will be cancelled outright without giving me any opportunity and further that any disciplinary action be also taken against me.

Place :.....

Date :.....

\_\_\_\_\_  
Full signature of the student

### UNDERTAKING :

1. I shall pay the B.Ed. programme fee etc on due dates as announced by the authority.
2. I shall abide by all the rules and regulation of Kasturba Gandhi Institute of Higher Education, Roing failing which I shall undergo any disciplinary action taken by the college authority as and when required.

Place :.....

Date :.....

\_\_\_\_\_  
Full signature of the student

**LIST OF ENCLOSURES:**

List the documents enclosed with the application form in the same order as given in the information bulletin

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



### FOR OFFICE USE ONLY

S/N	LIST OF DOCUMENTS	RECEIVED	WANTED
1	Class XII Mark sheet (2 attested Xerox Copies)		
2	Graduation Mark sheet ( 2 Attested Xerox Copies)		
3	University Registration Card (3 Attested Xerox Copies)		
4	Migration Certificate Original (Students from other Board/University)		
5	Recent Pass Port Size Photograph-5 (Five) Copies		
6	Caste Certificate- 2 ( Two ) attested copies		
7	Character Certificate Original		
8	Transfer Certificate Original		
9	A proof that student in service (for in-service students)		

RECOMMENDATION :

Recommendation of admission\_\_\_\_\_

Rejection\_\_\_\_\_

\_\_\_\_\_  
Signature of the Secretary

\_\_\_\_\_  
Principal's Sign.

Sign. Of Admission Committee Members

Name 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_