

**CURRICULUM STRUCTURE FOR
TWO-YEAR B.Ed. PROGRAMME
IN WEST BENGAL
FOLLOWING
NCTE REGULATIONS, 2014**

**Prepared by the Curriculum Committee
Constituted by the**

**Higher Education Department
Government of West Bengal
BikashBhavan, Salt Lake, Kolkata – 700091**

**REGULATIONS FOR 2 YEAR B.Ed. PROGRAMME IN WEST BENGAL
FOLLOWING NCTE REGULATIONS, 2014**

In exercise of the powers conferred by the Government of West Bengal (Memo No.329-Edn(CS)/EE/10M-16/15 dated 6th April, 2015), the Curriculum Committee hereby makes the following Regulations:

These regulations shall be called the Regulations (for the B.Ed. Programme), with effect from 2015. They shall apply to every candidate applying for admission, registration, conduct and conferment of the B.Ed. degree within the jurisdiction of this State i.e. West Bengal.

Admissions, registrations, and conferment of B.Ed. Degree shall be guided by these regulations.

1. Course Structure:

The duration of this program is two academic years consisting of four semesters. The academic year shall commence from July 1st of every year. Each semester is roughly of 6 months duration including regular classes, assignments, practice teaching, and examinations. The program structure is as follows:

B.ED ACADEMIC CALENDAR

| Semester | Duration (Tentative) | Activities |
|------------|--|--|
| I | 1st July to 31st December (1st Year) | |
| | ❖ 1 st July to 30 th November | Theory Class, Engagement with Field and EPC 1 |
| | ❖ 1 st December to 15 th December | Examination: Theory, Engagement with Field and EPC 1 Practical |
| | ❖ 16 th December to 31 st December | Evaluation and Publication of Result (Semester Break for the Students) |
| II | 1st January to 30th June (1st Year) | |
| | ❖ 1 st January to 15 th April | Theory Class, Engagement with Field and EPC 2 |
| | ❖ 16 th April to 15 th May | Teaching Internship (No External Evaluation) |
| | ❖ 16 th May to 31 st May | Sharing the Experience with the Teacher Educators and engage with other Co-curricular activities |
| | ❖ 1 st June to 15 th June | Examination: Theory, Engagement with Field and EPC 2 Practical |
| | ❖ 16 th June to 30 th June | Evaluation and Publication of Result (Semester Break for the Students) |
| III | 1st July to 31st December (2nd Year) | |
| | ❖ 1 st July to 30 th July | Theory Class, Orientation in College for Pedagogy files of School subjects and Internship Teaching Skills. |
| | ❖ 1 st August to 30 th November | Four months school Internship |
| | ❖ 1 st December to 15 th December | Evaluation of School Internship |
| | ❖ 16 th December to 31 st December | Evaluation and Publication of Result (Semester Break for the Students) |
| IV | 1st January to 30th June (2nd Year) | |
| | ❖ 1 st January to 31 st May | Theory Class including Optional course, EPC 3 and EPC 4, Engagement with Field |
| | ❖ 1 st June to 15 th June | Examination: Theory, Engagement with Field and EPC 3 & 4 Practical |
| | ❖ 16 th June to 30 th June | Evaluation and Publication of Result (Semester Break for the Students) |

2. Admission criteria for B.Ed. Programme:

Any candidate who has obtained **50% marks** in Bachelor Degree /Master's Degree in Science/Social Science /Humanities or Bachelor's in Engineering or Technology with specialization in Science and Mathematics with **55% marks** are eligible for admission in B.Ed Programme. For admission, the Institution follows the prevalent rules as prescribed by The NCTE Regulations, 2014 (published in The Gazette of India: Extraordinary, Part –III, Sec-4, dated 01.12.2014). Mode of

admission is based on the total score obtained from his/her Secondary, H.S, Graduation and Post-Graduation.

Relaxation of the percentage of marks for reserved category candidate will be as per State Govt. rules. Intake capacity is as per NCTE, State Govt. & other statutory bodies.

3. Registration:

As per University guidelines.

UNIFORM CURRICULUM STRUCTURE AND EXAMINATION PATTERN FOR 2 YEAR B.Ed. PROGRAMME IN WEST BENGAL FOLLOWING NCTE REGULATIONS, 2014

| COURSE & CODE | COURSE NAME | MARKS | | Marks(Credit) | Class Teaching Hour |
|--|--|------------|----------------------------|------------------|---------------------|
| | | Theory | Engagements with the Field | | |
| SEMESTER-I | | | | | |
| Course-I (1.1.1) | Childhood and Growing Up (1 st &2 nd half) | 50+50 | 25 | 100+25 (4+1) | 64+32 |
| Course-II (1.1.2) | Contemporary India and Education (1 st &2 nd half) | 50+50 | 25 | 100+25 (4+1) | 64+32 |
| Course-IV (1.1.4) | Language across the Curriculum | 50 | 50 | 50+50 (2+2) | 32+64 |
| Course-V (1.1.5) | Understanding Discipline and Subjects | 50 | 50 | 50+50 (2+2) | 32+64 |
| CourseEPC-1 (1.1EPC1) | Reading and Reflecting on Texts | 25 | 25 | 25+25 (1+1) | 16+32 |
| TOTAL | | 325 | 175 | 500(13+7) | 208+224 |
| Full Marks: 500 (Credit : 20) | | | | | |
| SEMESTER-II | | | | | |
| Course-III (1.2.3) | Learning and Teaching (1 st & 2 nd half) | 50+50 | 25 | 100+25 (4+1) | 64+32 |
| Course-VII-(A) (1.2.7A) | Pedagogy of a School Subject Part-I | 50 | 50 | 50+50 (2+2) | 32+64 |
| Course-VIII-(A) (1.2.8A) | Knowledge and Curriculum- Part-I | 50 | 25 | 50+25 (2+1) | 32+32 |
| Course-IX (1.2.9) | Assessment for Learning (1 st & 2 nd half) | 50+50 | 50 | 100+50 (4+2) | 64+64 |
| CourseEPC-2 (1.2EPC2) | Drama and Arts in Education | 25 | 25 | 25+25 (1+1) | 16+32 |
| TOTAL | | 325 | 175 | 500(13+7) | 208+224 |
| Full Marks: 500 (Credit : 20) | | | | | |
| SEMESTER-III | | | | | |
| Course-VII-(B) (1.3.7B) | Pedagogy of a School Subject- Part-II | 50 | 100 | 50+100 (2+4) | 32+128 |
| | School Internship | | 350 | 350 (14) | 448 |
| TOTAL | | 50 | 450 | 500(2+18) | 32+576 |
| Full Marks: 500 (Credit : 20) | | | | | |
| SEMESTER-IV | | | | | |
| Course-VI (1.4.6) | Gender, School and Society | 50 | 25 | 50+25 (2+1) | 32+32 |
| Course-VIII(B)(1.4.8B) | Knowledge and Curriculum- Part-II | 50 | 25 | 50+25 (2+1) | 32+32 |
| Course-X (1.4.10) | Creating an Inclusive School | 50 | 25 | 50+25 (2+1) | 32+32 |
| Course-XI (1.4.11) Optional | Vocational/Work Education | 50 | 25 | 50+25 (2+1) | 32+32 |
| Course-XI (1.4.11) Optional | Health and Physical Education | 50 | 25 | 50+25 (2+1) | 32+32 |
| Course-XI (1.4.11) Optional | Peace Education | 50 | 25 | 50+25 (2+1) | 32+32 |
| Course-XI (1.4.11) Optional | Guidance and Counselling | 50 | 25 | 50+25 (2+1) | 32+32 |
| Course-XI (1.4.11) Optional | Environmental and Population Education | 50 | 25 | 50+25 (2+1) | 32+32 |
| Course-XI (1.4.11) Optional | Yoga Education | 50 | 25 | 50+25 (2+1) | 32+32 |
| CourseEPC-3 (1.4EPC3) | Critical Understanding of ICT | 50 | 50 | 50+50 (2+2) | 32+64 |
| CourseEPC-4(1.4EPC4) | Yoga Education: Self Understanding and Development | 50 | 50 | 50+50 (2+2) | 32+64 |
| TOTAL | | 300 | 200 | 500(12+8) | 192+256 |
| Full Marks: 500 (Credit : 20) | | | | | |
| Total Marks: 2000 (Credit : 80) | | | | | |

Note:

a) *Optional Courses can be from among the following-Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling, and Environmental and Population Education, Yoga Education.

b) Course codes are abbreviated in the following manner:

1st Digit –Course

2nd Digit – Semester

3rd Digit/ Digits – Course No.

Example: 1.4.11 – 1(B.Ed).4 (4th Semester). 11(Course No. XI).

- Semester means effective teaching work of 16 weeks excluding admission and semester end examination period.
- One credit of teaching activities means one hour effective teaching of theory course in each week for 16 weeks: Total 16 hours teaching per credit.
- One credit for Practicum / Field work / Internship means two hour effective work in each week for 16 weeks. Total 32 hours of practicum per credit.

SEMESTER -WISE DETAILS CURRICULUM AND ASSESSMENT PATTERN:

1st Year

Semester- I: Full Marks 500 (Credit - 20)

| Course Code | Course Name | Marks | Credit | Class Teaching Hours | Internship | Internal Assessment Weightage (in %) | External Assessment Weightage (in %) |
|--|--|-------|--------|----------------------|------------|--------------------------------------|--------------------------------------|
| 1.1.1 | Childhood and Growing Up | 50+50 | 4 | 64 | - | 30 | 70 |
| 1.1.2 | Contemporary India and Education | 50+50 | 4 | 64 | - | 30 | 70 |
| 1.1.4 | Language across the Curriculum | 50 | 2 | 32 | - | 30 | 70 |
| 1.1.5 | Understanding Disciplines and Subjects | 50 | 2 | 32 | - | 30 | 70 |
| 1.1. EPC1 | Reading and Reflecting on Text | 25 | 1 | 16 | - | 60 | 40 |
| Practicum/Hands on Experience/ Students Activity /Seminar/Workshop etc. | | | | | | | |
| Engagement with the Field (Credit-7) (Marks = 175) (224 Hours) | | | | | | | |
| Childhood and Growing Up (Credit-1= 25 Marks) | | | | | | | |
| Contemporary India and Education (Credit-1=25 marks) | | | | | | | |
| Language across the Curriculum (Credit-2=50 marks) | | | | | | | |
| Understanding Disciplines and Subjects (Credit-2=50 Marks) | | | | | | | |
| Reading and Reflecting on Text (Credit1 =25 Marks) | | | | | | | |
| NOTE: All practical activities will have both Internal as well as ExternalAssessment (Internal-60%, External-40%) | | | | | | | |

Semester- II :Full Marks: 500 (Credit - 20)

| Course Code | Course Name | Marks | Credit | Class Teaching Hours | Internship | Internal Assessment Weightage (in %) | External Assessment Weightage (in %) |
|---|---------------------------------|-------|--------|----------------------|------------|--------------------------------------|--------------------------------------|
| 1.2.3 | Learning and Teaching | 50+50 | 4 | 64 | - | 30 | 70 |
| 1.2. 7a | Pedagogy of a School Subject- I | 50 | 2 | 32 | - | 30 | 70 |
| 1.2. 8a | Knowledge and Curriculum- I | 50 | 2 | 32 | - | 30 | 70 |
| 1.2.9 | Assessment for Learning | 50+50 | 4 | 64 | - | 30 | 70 |
| 1.2. EPC2 | Drama and Art in Education | 25 | 1 | 16 | - | 60 | 40 |
| Practicum/Hands on Experience/ Students Activity /Seminar/Workshop etc. | | | | | | | |
| Engagement with Field (Credit-7) (Marks = 175) (224Hours) | | | | | | | |
| Learning and Teaching (Credit -1 = Marks 25) | | | | | | | |
| Pedagogy of a School Subject- I (Credit-2 =Marks 50) | | | | | | | |
| Knowledge and Curriculum- I (Credit-1 =Marks 25) | | | | | | | |
| Assessment for Learning (Credit-2 =Marks 50) | | | | | | | |
| Drama and Art in Education (Credit-1= Marks 25) | | | | | | | |
| NOTE: All practical activities will have both Internal as well as External Assessment (Internal-60%, External-40%) | | | | | | | |

2nd Year

Semester- III: Full Marks: 500 (Credit: 20)

| Course Code | Course Name | Marks | Credit | Class Teaching Hours | | Internship | Internal Assessment Weightage (in %) | External Assessment Weightage (in %) |
|-------------|----------------------------------|-------|--------|----------------------|-----|------------|--------------------------------------|--------------------------------------|
| 1.3.7b | Pedagogy of a School Subject –II | 50 | 2 | 32 | | | 30 | 70 |
| | School Internship | 350 | 14 | - | 448 | | 50 | 50 |

Practicum/Hands on Experience/ Students Activity /Seminar/Workshop etc.
Engagement with the Field (Credits-4) (Marks = 100) (128 Hours)
 Pedagogy of a school Subject (Credit-1 = Marks 25)
 Community-based Activities (Credit-3 = Marks 75)

NOTE: All practical activities will have both Internal as well as External Assessment (Internal-60%, External-40%)

Semester- IV: Full Marks: 500 (Credit: 20)

| Course Code | Course Name | Marks | Credit | Class Teaching Hours | | Internship | Internal Assessment Weightage (in %) | External Assessment Weightage (in %) |
|-------------|-------------------------------|-------|--------|----------------------|--|------------|--------------------------------------|--------------------------------------|
| 1.4.6 | Gender School and Society | 50 | 2 | 32 | | - | 30 | 70 |
| 1.4.8b | Knowledge and Curriculum –II | 50 | 2 | 32 | | - | 30 | 70 |
| 1.4.10 | Creating an Inclusive School | 50 | 2 | 32 | | - | 30 | 70 |
| 1.4.11 | Optional Course* | 50 | 2 | 32 | | - | 30 | 70 |
| 1.4. EPC3 | Critical Understanding of ICT | 50 | 2 | 32 | | - | 30 | 70 |
| 1.4. EPC4 | Understanding the Self | 50 | 2 | 32 | | - | 30 | 70 |

Practicum/Hands on Experience/ Students Activity /Seminar/Workshop etc.
Engagement with Field (Credit8) (Marks = 200) (256 Hours)
 Gender School and Society (Credit 1= Marks 25)
 Knowledge and Curriculum –II (Credit 1 = Marks 25)
 Creating an Inclusive School (Credit 1= Marks 25)
 Optional Course* (Credit 1 = Marks 25)
 Critical Understanding of ICT (Credit 2 = Marks 50)
 Understanding the Self (Credit 2= Marks 50)

NOTE: All practical activities will have both Internal as well as External Assessment (Internal-60%, External-40%)

***The Optional Courses are :**
 1. Vocational/Work Education
 2. Health and Physical Education
 3. Peace Education
 4. Guidance and Counselling
 5. Environmental and Population Education
 6. Yoga Education

4. Examination policy:

a. Pattern of questions for theoretical examination:

(For 50 marks)

2 marks X 5 Objective type questions (Out of 7) = 10 marks

5 marks X 6 Short type/Short note questions (Out of 8) = 30 marks

10 marks X 1 Essay type question (Out of 3) = 10 marks

(For 25 Marks)

2 marks X 5 Objective type questions (Out of 7) = 10 marks

5 marks X 3 Short type/Short note questions (Out of 5) = 15 marks

- b. The Semester examination will be conducted in the combination of Semester I/III along with Semester II/IV (Supplementary) in December and Semester II/IV along with Semester I/III (Supplementary) in June of the year.

- c. Spot evaluation procedures are to be followed for examining the theory course in respective semester and the result for each semester is to be published before commencement of following semester.
- d. A candidate shall have to clear his B.Ed course of studies within the Six (6) consecutive chances (i.e within three year from his/her date of admission).
- e. A candidate shall have to secure 40% marks separately in each course of each Semester to be declared as successful in B.Ed. Examination.
- f. A Candidate shall have to secure the requisite pass marks (50%) in the theory paper / practicum/ viva (in each module) separately.
- g. A candidate who fails to secure 50% marks in one or two courses in a semester shall be declared as back candidate in that semester.
- h. A candidate who fails to secure 50% marks in more than two courses in a semester shall be declared as failed in that semester.
- i. A candidate if failed in a particular semester shall have to appear the whole semester. In case the candidate passes in practicum and viva-voce in any Semester examination then his /her practicum/ viva-voce marks may be carried forward.
- j. A candidate who has duly filled in his examination form and paid the fees, but remain absent in any course(s) of any of the semester examinations will be deemed to have failed in that/those course(s).
- k. If any candidate does not enrol himself for appearing at any Semester examination he/she shall be deemed to have lost one chance.
- l. A back paper candidate shall have to clear his/her back course(s) within two more consecutive chances such that his/her total number of appearance in all the semester never be more than six(as stated in 4 b).
- m. In any stage it is found that the candidate cannot complete all the semesters within stipulated six chances, immediately the candidate will be declared as Disqualified (DSQ) candidate and the candidate shall have to leave or discontinue the course.
- n. After appearing at any Semester examination, a candidate may opt for cancellation of his/her enrolment at the said examination for which he has to write to the Controller of Examinations through the Head of the Institution to which he is attached within 15 (fifteen) days of completion of theory examination as well as before the publication of the result.
- o. Each candidate appearing in the B.Ed. examination shall submit the examination form duly filled in together with prescribed fees within stipulated time period before each semester.
- p. A candidate should get enrolled /registered for the first semester examination. If enrolment/registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed OR belated joining OR on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.
- q. The proposed curriculum of B. Ed. programme as per NCTE Regulations, 2014 shall replace the existing content and structure of B. Ed. programme.
- r. Notwithstanding anything covered in the above regulations, Hon'ble Vice Chancellor shall have the authority to exercise his/her decretory power from time to time.

5. School Internship:

- No external evaluation during the Internship of one month(2nd semester)
- In 3rd Semester 150 marks to be awarded by University appointed External Examiner.
- Internal Evaluation 150 marks (Method teacher-100, Principal/ Head of the Institution -50)
- Files/report submitted-50.Both external and internal examiners shall sign the files and evaluation will be made by them with equal weightage.

Six point grading system for evaluation is adopted, which is as follows:

| Performance | % | Letter Grade | Grade Points |
|------------------|-----------------|--------------|--------------|
| Excellent | 90-100 | A | 5 |
| Very Good | 80-89.99 | B | 4 |
| Good | 70-79.99 | C | 3 |
| Average | 60-69.99 | D | 2 |
| Fair | 50-59.99 | E | 1 |
| Failed | Below 50 | F | 0 |

6. Duration of Examination:

In written examination for B.Ed., all 50 marks paper will be of two hours and all 25 marks paper will be of one hour duration.

7. Medium of instructions & writing in examination:

In all the examinations, question papers shall be framed bilingually (except Language method) and answers should be written in English or Bengali (except Language).

8. Eligibility for appearing semester exams:

As per University & NCTE guidelines.

Condonation: Student must have 80% of attendance in Theory and 90% attendance in practicum in each course for appearing the examination. Students who have 79% to 65% of attendance shall apply for Condonation in the prescribed form with the prescribed fee. Students who have 64% to 50% of attendance shall apply for Condonation in prescribed form with the prescribed fee along with the Medical Certificate/ any other certificate with reasonable ground. Students who have below 50% of attendance are not eligible to appear for the examination.

- In addition to the above clause, for B.Ed., to be eligible for filling up forms of 4th semester examination candidate should complete 16 weeks of internship programme.
- Submission of all the components of internal assessment (assignments, projects etc.) is the essential precondition for appearing semester end examinations under normal circumstances.

9. Promotion to the next semester:

The student will automatically be promoted to the next and subsequent semester immediately after completion of one semester course irrespective of the performance at the examination concerned provided he/ she has appeared in the preceding semester examinations or filled up the form for that particular semester examination.

10. Rules for Review:

Candidates seeking review may apply to the Institution in a prescribed form along with requisite fees within 7 working days from the date of issue of mark-sheet subject to the following conditions:

- a. Application for review shall be restricted to theoretical papers only, and no application for re-examination in any practical / oral / internal assessment / dissertation / project / seminar/field work, etc. , shall be entertained.

- b. A candidate will have the option of getting his answer scripts reviewed in not more than one full paper or not more than two half papers of a semester if he secures at least 40% of the total marks in remaining papers/half papers of that semester.
- c. In case marks awarded in a paper on review exceeds the original marks obtained by more than 15% of the total marks in the paper or falls more than 15% of the original marks in the paper, the script will be referred to a third examiner and the candidate will be awarded based on the average of the best two of the marks awarded by the two examiners.

11. Rules and procedure for providing the Photocopy(ies) of assessed answer book/s:

- a. The facility of showing Photo copy/ies of assessed answer-book/s to the examinee is extended with a view to bring transparency in the examination system and ensure its credibility.
- b. This facility shall be applicable for theory papers only.
- c. The prescribed application form for showing Photocopy/ies of answer books shall have to be filled and signed by the applicant examinee only.
- d. Collection & submission of application form along with requisite fees should be within seven working days from the declaration of results

12. Supplementary Examination:

12.1. If a candidate is unsuccessful at the examination on account of failure to secure pass marks or unfit for appearing the examination for unforeseen situation, there will be a provision of supplementary examination. If the candidate obtains pass marks in the subject(s) at the supplementary examination he shall be declared to have passed the examination as a whole. For seeking supplementary examination candidate should apply to the Controller of Examinations, in a prescribed form along with requisite fees.

12.2. If a candidate is unsuccessful at the 1st semester examination he/she can apply for supplementary examination held during 3rd semester examination provided he has obtained at least 40% marks in the aggregate of other theoretical papers (Passed) excluding the marks of failed subjects. If the candidate is unsuccessful at the 2nd semester examination then he/she can apply for appearing in the 4th semester examination. If he/she passed in it he shall be declared to have passed the examination as a whole without losing his year but he shall lose his/her rank of merit.

12.3. If a candidate is again unsuccessful in 1st semester supplementary examination then he/she can apply for appearing next semester examination and if he/she passes in it he/she shall be declared to pass the examination as a whole and his/her rank of merit shall be lost.

12.4. If a candidate is again unsuccessful in the first supplementary examination he/she will apply for appearing supplementary examination which will be held along with: 1st sem. Examination in next session for 1st semester Course/papers and 2nd semester Examination in next session for 2nd sem. Course/papers.

12.5. The candidate shall be required to clear all back papers within three academic years from the year of the admission into the programme. If however, those who fail to clear within the above period,

they shall be required to appear all the papers in subsequent years as per the rules and regulation prevalent during that period but their internal assessment marks shall be carried over.

12.6. If a candidate is unsuccessful in any practical papers in first semester examination he/she can apply for supplementary examination held along with next semester end examination. His/Her previous semester end examination marks (Theory) shall be carried over.

❖ **Rules for the Tabulation of Results (One mark deficiency rule):**

If a candidate fails in any course (Theory/ practicum/ viva voice) by 1 mark only then he/she shall be awarded that deficient mark to pass the examination and that shall not be shown in the mark-sheet but shall be shown in the Tabulation Rolls by adding (+) 1 mark to the Course/ Practicum / Viva-voce score.

The candidates who have failed in one or more subjects for deficiency of one mark only or missed to obtain 60% (1st class) or 55% in aggregate(in all the semesters)by one mark only, be given one mark and allowed to pass in the subject/s or be placed in the aforesaid status. One mark should be added by plus sign in the subject/s or in the aggregate in the tabulation sheet but in the mark-sheet only totalized marks should be shown. The same shall be applicable for SC/ST candidates only, who have missed to obtain 50% marks in aggregate by one mark only.

13. Issuance of Degree:

After declaration of final result of the B.Ed. program each successful candidate shall receive a Degree/Certificate in prescribed format with the seal and signature of the Vice-Chancellor of the University.

14. Revision of regulation and Curriculum:

The competent authority may from time to time revise, amend and change the regulations and the curriculum, if found necessary.

15. Discipline:

- All students shall be required to conduct themselves in a manner befitting the students of a national institution of high reputation, within and outside the precincts of the institution.
- Unsocial activities like **ragging** in any form shall not be permitted within or outside the precincts of the institution and the students found indulging in them shall be dealt with severely and dismissed from the institution.

COURSE DETAILS:

SEMESTER-I

| Course-I (1.1.1) | Childhood and Growing Up | Theory | Engagement With the Field | Credit | 4+1 |
|----------------------------|--|--------|---------------------------|-------------|-------|
| | | 50+50 | 25 | Class Hours | 64+32 |
| 1st Half | Development and its Characteristics | | | | |
| Objectives | The student teachers will be able to :- 1. Explain the concept of growth and development and stages of development with special reference to the stage of adolescence. 2. Know about the developmental characteristics 3. Be aware of influence of heredity, environment including socio cultural factors on developmental process 4. Develop the skills of applying the principles of development in improving the teaching learning process. | | | | |

| COURSE CONTENT /SYLLABUS | | |
|---------------------------------|---|--------|
| Unit I | Growth and developmental pattern of learners: <ul style="list-style-type: none"> • Concept of growth and development • General characteristics of Growth and Development • Stages and sequence of Growth and Development • Social factors that affect growth and development-poverty, lack of opportunities, deprivation, disrupted family, poor neighborhood, poor housing | 7 hrs. |
| Unit II | Stages of development: <ul style="list-style-type: none"> • Different stages of development- infancy, childhood, adolescence, Adulthood. • Adolescence- Physical development, Emotional development, Cognitive development. • Needs and problems of adolescents, their guidance and counseling | 7 hrs. |
| Unit III | Different types of Development: <ul style="list-style-type: none"> • Cognitive development- Piaget's theory and its educational implications. • Psycho-sexual development – Freud's Theory. • Psycho social development – Erikson's theory of psychosocial development. • Moral and pro social development- Kohlberg's theory • Development of self-concept and personal identity • Communication and speech development- paralinguistic and linguistic stages of development. | 7 hrs. |
| Unit IV | Individual differences: <ul style="list-style-type: none"> • Role of heredity, environment including physical and socio cultural factors, • Nutrition, • Child rearing practices and Family. | 5 hrs. |
| Unit V | Development of personality: <ul style="list-style-type: none"> • Concept of Personality,types and traits of personality, • Trait theories (Eysenck and Cattell's 16 factor, Five factor) • Measurement of personality (Self-report and projective techniques). | 6 hrs. |
| Suggested Readings | <ol style="list-style-type: none"> 1. Berk, L. E. (2005). Development through life span. 6th ed. Pearson. 2. Berk ,L. E (2006) Child development. Pearson and Allyn. 3. Ray, Sushil. (2012). Shiksha manovidya. Kolkata : Soma Book Agency. 4. Ghosh, Arun: Shiksha-shrai Monobigyan. 5. Sengupta, Pramodbandhu & Sharma, Prasanta: Shiksha manobigyan. 6. Rogoff, B., <i>et. al.</i> (1995). Development through participation in socio-cultural activity. <i>New Directions for Child and Adolescence Development</i>. Vol. 67; 45-65. 7. Saraswati, T. S. (1999). Adult child continuity in India: Is adolescence a myth or an emerging reality? <i>In</i> T. S. Saraswati, (Ed). <i>Culture, socialization and human development: Theory, research and applications in India</i>. New Delhi: Sage. 8. Chakraborty,U (2014) Bises Chahida Sampanna Shisu O Antarbhuktimulak Shiksha,Aaheli Publishers. 9. Sharma, N. (2003). Understanding adolescence. NBT. India. 10. Sternberg, R. J. (2013). Intelligence, competence, and expertise. <i>In</i> A. J. Elliot & C. S. Dweck, (Eds). <i>Handbook of competence and motivation</i>. Guilford Publications. 11. Chakraborty Pranab Kumar (2006). Siksha Monobijnaner Ruprekha. K. Chakraborty Publications. Kolkata. 12. Chakraborty Sonali (2009). Sikshar Monosttawik Vitti. B. B. Kundu Publications. Kolkata. 13. ChakrabortyP.K.,SarkarBijan(2014),<i>ShikhonOMonobidya</i>,AaheliPubli | |

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| | <p>sher</p> <p>14. Ghosh Sanat Kumar (2010). Nirdeshanamulak Monavidya. Classics Books.</p> <p>15. Mondal Bhimchandra (2015). Adhunik Siksha Monavidyar Ruprekha. Rita Book Agency</p> | |
| 2nd Half | Aspects of Development | |
| Objectives | <p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Know about various aspects related to development. 2. Acquainted with theories, types and factors of motivation, attention and interest. 3. Understand the nature of intelligence and know various theories related to it. 4. Develop skills for identifying and nurturing creativity. | |
| COURSE CONTENT /SYLLABUS | | |
| Unit I | <p>Various aspects related to development:</p> <ul style="list-style-type: none"> • Instincts and Emotions • Emotional Intelligence • Attitude and attachment | 6 hrs. |
| Unit II | <p>Motivation:</p> <ul style="list-style-type: none"> • Extrinsic and Intrinsic Motivation • Theories of Motivation- Maslow, Weiner and McClelland. • Factors affecting Motivation –Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom implications. | 7 hrs. |
| Unit III | <p>Attention and Interest:</p> <ul style="list-style-type: none"> • Concept of attention, determinants of attention and their class room application • Attention span and its fluctuation, distraction Interest and its relation with attention | 6 hrs. |
| Unit IV | <p>Intelligence:</p> <ul style="list-style-type: none"> • Concept and nature, its distribution across population • Factor theories of intelligence (Guilford, Thurston and Gardner's theory of Multiple Intelligence,) • Measurement of intelligence (Verbal and non-verbal tests of intelligence) • Intelligence quotient and education | 7 hrs. |
| Unit V | <p>Creativity:</p> <ul style="list-style-type: none"> • Concept of creativity • The components of creativity • Its identification and nurturance. | 6 hrs. |
| Engagement with Field / Practicum | <p>Any one of the following :-</p> <ol style="list-style-type: none"> i. Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain. ii. List down different maladjusted behaviours of adolescents which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour. iii. Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers. iv. Development of Question Box activities (can be carried out by student trainees during practice teaching). <ul style="list-style-type: none"> (a)To provide authentic information on physical, physiological and psychological changes and development during adolescence and interpersonal relationship issues pertaining to adolescents. (b)To list down the instances of peer pressure which may have harmful consequences for the students and the ways adopted by | 32 hrs |

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| | <p>them to face or cope with these unfavourable situations. (Smoking, injecting drug etc.)</p> <p>v. Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same.</p> <p>vi. Observe some successful individuals and list down the behavioural characteristics which impress you.</p> <p>vii. Take interview of five low achievers and five high achievers and find out their ways of learning.</p> <p>viii. List down few (classroom) learning situations involving insightful learning.</p> | |
| Mode of Transaction | Lecture, Discussion, Case Study, Experiments, Problem solving, Audio-Video, Film Show. | |
| Suggested Readings | <ol style="list-style-type: none"> Bhatia, H. R. (1973). Elements of Educational Psychology, 5th edition, Orient Longman. Bigge, M. L. (1982). Learning Theories for Teachers, (4th edition). New York, Harper and Row Publishers, P.P. 89-90. Chauhan S. S. (2004). Advanced educational psychology. New Delhi :Vikas Publishing House. Mangal, S. K. (2008). Advanced educational psychology. New Delhi : Prentice Hall of India. Snowman, J. and Biehler, R. (2002). Psychology applied to teaching. New York : Houghton Mifflin. Woolfolk A. R. (1995). Educational psychology. 6th ed. Boston: Allyn & Bacon. Ghosh Sanat Kumar (2014). Sikshar Monostatwik Vitti. Classics Books. Skinner, E. C. (1984). Educational Psychology-4th Edition. New Delhi: Prentice Hall of India Pvt. Ltd. | |

| Course-II (1.1.2) | Contemporary India and Education | Theory | Engagement With the Field | Credit | 4+1 |
|---------------------------------|--|--------|---------------------------|-------------|--------|
| | | 50+50 | 25 | Class Hours | 64+32 |
| 1st Half | Education in Post-Independent India | | | | |
| Objectives | <p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> Comprehend the various constitutional provisions Develop the knowledge about the recommendations of various commissions and National Policies of Education. Examine the problems and solutions of elementary and secondary education and find out probable solution. Acquire the skill to eradicate inequality, discrimination and marginalization in education. Develop an idea about National Values. | | | | |
| COURSE CONTENT /SYLLABUS | | | | | |
| Unit I | Educational provision in the Constitution of India: <ul style="list-style-type: none"> Fundamental Rights Directive Principles of State Policy Fundamental Duties Centre-State Relationship Language Issues | | | | 7 hrs. |
| Unit II | Recommendations of various commissions after independence: <ul style="list-style-type: none"> Indian University Commission(1948-49) Secondary Education Commission(1952-53) Indian Education Commission(1964-66) National Policy of Education(1986,1992) | | | | 8 hrs. |
| Unit III | Equalization and universalization of Elementary and Secondary Education: <ul style="list-style-type: none"> Concept Problems | | | | 5 hrs. |

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| | <ul style="list-style-type: none"> • Probable solutions • Views of Swami Vivekananda | |
| Unit IV | Inequality, Discrimination and Marginalization in education: <ul style="list-style-type: none"> • Concept • Causes • Probable solutions | 6 hrs. |
| Unit V | Issues of Contemporary relevance and National Values: <ul style="list-style-type: none"> • Concept • Characteristics • Relevance in education • Relation with international understanding. • Views of Swami Vivekanada in case of the followings: <ul style="list-style-type: none"> a) Mass Education b) Women Education c) Technical and Vocational Education d) Culture and Education | 6 hrs. |
| Suggested Readings | <ol style="list-style-type: none"> 1. Banerjee, J.P. (2010) History of Education in India, Kolkata. 2. Chaube, S.P. (2008) History and Problems of Indian Education, Agarwal Publications, Agra 3. Chaudhry, N.K. (2012) Indian Constitution and Education, SHIPRA Publications, New Delhi 4. Chakraborty, A. & Islam, N. (2014) Sikshar Itihas O Sampratik Ghatanaprabaha, Classique Books, Kolkata 5. Ghosh, R. (2014) Yuge Yuge Bharater Siksha, Soma Book Agency, Kolkata 6. Sharma, R.N. (2010) History of Education in India, Atlantic, New Delhi 7. Thakur, D.K. & Haque S.H. (2010) Adhunik Bharater Sikshar Dhara, Rita Book Agency, Kolkata 8. Mukhopadhyay, D., Sarkar, B. and Halder, T. (2014) Bharoter chalaman Ghatanabali, Aaheli Publishers, Kolkata. 9. Halder, K. & Nath, I. (2014) Bharotyer shikshar Samprotik Bisoy, K. Chakraborti Publications, Kolkata. 10. Tarafdar, M. (2012) Swadhin Bharater Siksha Bikasher Dhara, K. Chakraborty Publications, Kolkata | |
| 2nd Half | Policy Framework for Education in India | |
| Objectives | The student Teachers will be able to :- <ol style="list-style-type: none"> 1. Realize the policy framework for Education in India 2. Know the contemporary issues in education 2. Develop the knowledge about various policies on education 3. Examine the role and functions of different monitoring agencies of education 4. Understand community participation and development in education 5. Acquire skill to develop educational planning and management. | |
| COURSE CONTENT /SYLLABUS | | |
| Unit I | Contemporary issues of education: <ul style="list-style-type: none"> • Unemployment • Poverty • Population explosion • Student unrest | 7 hrs. |
| Unit II | Policies on education: <ul style="list-style-type: none"> • SSA • RTE (2009) • NCF (2005) • NKC (2009) • RMSA • NCF-TE (2009) | 7 hrs. |
| Unit III | Monitoring agencies: <ul style="list-style-type: none"> • UGC • NAAC | 6 hrs. |

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| | <ul style="list-style-type: none"> • NCTE • NUEPA • NCERT • IASE • CTE • SCERT • DIET | |
| Unit IV | Community participation and development: <ul style="list-style-type: none"> • Women education • Dalit education • Tribal education • Adult and Continuing Education • Distance and Open Education • Government initiatives towards educational policies | 6 hrs. |
| Unit V | Educational Planning and Management: <ul style="list-style-type: none"> • Educational Planning • Institutional Planning • Leadership • Administrative structure of Secondary Education • Quality Management • Supervision | 6 hrs. |
| Engagement with Field / Practicum | Any one of the following :- <ol style="list-style-type: none"> i. Study the impact of Right to Education Act on schools ii. Critical Analysis of Different Committees and Commissions on Education iii. Study of Educational Process in Private Schools iv. Planning and Implementation of Activities – <ul style="list-style-type: none"> • Eco-Club, • instructional material to inculcate values, • field visit to vocational institutes to make reports, • awareness development about population explosion in rural / slum areas, • creating awareness among SC/ST students about various schemes and scholarships available to them, • survey of schools to see the implementation of various incentives of government to equalize educational opportunities • Preparing a presentation on rich cultural heritage of India | 32 hrs |
| Mode of Transaction | Lectures, discussions, assignments, films on educational thinkers | |
| Suggested Readings | <ol style="list-style-type: none"> 1. Aggrawal, J.C. (2010). Educational administration and management. New Delhi : Vikas Pub. House. 2. Ahuja, R. (2013) Social problems in India. New Delhi : Rawat Publications. 3. Chakraborty, D.K. (2010). Sikshay byabsthapana o parikalpana. Kolkata : K. Chakraborty Publications. 4. Dash, B.N. (2013). School organization, administration and management. New Delhi : Neelkamal Publications. 5. Mohanty, J. (2012). Educational administration, management and school organization. New Delhi : Deep & Deep Publications. 6. Pal, D. <i>et al.</i> (2014) Siksha byabsthapana. Kolkata : Rita Book Agency. 7. Sing, R.P. (2007). Educational finance and the planning challenge. New Delhi : Kanishka Publishers. 8. Mondal & Kar (2012). Sikshay Byabasthapona o Prjukti vidya, Rita Book. 9. Bhatia, K. & Bhatia, B. (1983). <i>The philosophical and Sociological foundation of Education</i>. New Delhi: Doaba House. 10. Siddiqui, M. H. (2009). <i>Philosophical and Sociological foundation of Education</i>. APH Publishing Corporation, APM Publication Corporation, New Delhi. | |

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| Course-IV (1.1.4) | Language across the Curriculum | Theory | Engagement With the Field | Credit | 2+2 |
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| | | 50 | 50 | Class Hours | 32+64 |
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| Objectives | <p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Recognize nature, function and role of language across the curriculum 2. Acquaint with obstacles in language usage while using the language and ways to overcome them. 3. Understand importance and use of first and second language, multilingualism and impact of culture. 4. Acquire knowledge about the communication process and verbal and nonverbal communication skills. 5. Familiarize the students with of barriers to (Listening, Speaking, Reading, Writing) LSRW skills and activities for developing these skills | | | | |
| COURSE CONTENT /SYLLABUS | | | | | |
| Unit I | <p>Theoretical Background of Language Usage:</p> <ul style="list-style-type: none"> • Language – Meaning and Concept • Functions of Language • Role of Language across curriculum • A brief historical background of language development. • Theories of language development – Bloomfield, Chomsky, Saussure • Theoretical understanding of Multilingualism. | | | | 7 hrs. |
| Unit II | <p>Understanding the Language Background:</p> <ul style="list-style-type: none"> • Understanding home language and school language. • Power dynamics of ‘standard’ language vs. ‘home language’. • Dialects. | | | | 7 hrs. |
| Unit III | <p>Different Strategies for Language Development:</p> <ul style="list-style-type: none"> • Nature of classroom discourse. • Develop strategies for using language in the classroom – oral and written • Discussion as a tool for learning. | | | | 6 hrs. |
| Unit IV | <p>Language Interaction in the classroom:</p> <ul style="list-style-type: none"> • Nature of questioning in the classroom. • Types of questions – Teachers’ role. • Multicultural classroom – Teachers’ role. | | | | 6 hrs. |
| Unit V | <p>Nature of Reading Comprehension in the Content Areas:</p> <ul style="list-style-type: none"> • Reading proficiency in the content areas – Social Sciences, Sciences, Mathematics. • Schema Theory. • Different Texts – Expository, Narrative, Transactional. Reflexive. | | | | 6 hrs. |
| Engagement with Field / Practicum | <p>Any two of the following :-</p> <ol style="list-style-type: none"> i. School Visit to Find out Communication Problem/Apprehension in Students ii. Designing Games and Exercises for Developing Listening, Speaking, Reading and Writing Skills iii. Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech iv. Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming v. Assignments on Developing Listening Skills – Listening to speech, directions. | | | | 64 hrs. |
| Mode of Transaction | <p>Lecture, discussion, exercises, assignments, language games In pedagogy of school subjects, illustrations on content based methodology may be provided</p> | | | | |
| Suggested | <p>1. Bennett, W.A. (1969). Aspects of language and language teaching.</p> | | | | |

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| Readings | London : Cambridge University Press 2. Braden, K. (2006). Task based language education: From theory to practice. London: Cambridge University Press. 3. Britton, James. (1973). Language and learning. London: Penguin Books. 4. Byrnes, Heidi (2006). Advanced language learning: The contribution of Halliday and Vygotsky. Continuum International Publishing Group. 5. Pearson, J. .C. et al. (2011). <i>Human Communication</i> . (4th ed.). New York: McGraw Hill Companies Inc. 6. Floyd, K. (2009). <i>Interpersonal Communication</i> . New York: McGraw Hill Companies Inc. 7. Fromkin, V, Rodman, R & Hymes, N. (2011). <i>Introduction to Language</i> . (9 th ed.). Canada: Cengage Learning. 8. Akmajian, A. et al. (2010). <i>Linguistics: Introduction to Language and Communication</i> . (6 th ed.). Cambridge: MIT Press. 9. Fasold, R. & Connor-Linton, J. (2013). <i>An Introduction to Language and Linguistics</i> . (6 th ed.). Cambridge: Cambridge University Press. | | | | |
| Course-V (1.1.5) | Understanding Discipline and Subjects | Theory | Engagement With the Field | Credit | 2+2 |
| | | 50 | 50 | Class Hours | 32+64 |
| Objectives | The student teachers will be able to :- <ul style="list-style-type: none"> • Know the basis of knowledge and branches of emerging knowledge. • Be aware of the emergence of various disciplines • Develop among the teacher trainees an understanding of science as a discipline. • Understand nature of Mathematics as a discipline. • Develop among the teacher trainees an understanding of language as a discipline. • Develop among the teacher trainees an understanding of social science as a discipline. | | | | |
| COURSE CONTENT /SYLLABUS | | | | | |
| Unit I | Discipline and Subject: <ul style="list-style-type: none"> • Education as Inter-disciplinary Field of Study • Nature and Characteristics of a Discipline • Emergence of Various Disciplines from Education • Merger of Various Disciplines into Education • Interrelation and Interdependence amongst Various School Subjects | | | | 6 hrs. |
| Unit II | Science as a Subject and Discipline: <ul style="list-style-type: none"> • Nature and history of science • Scientific method; a critical view • Knowledge, understanding and science • The socio cultural perspective and the ethical consideration • Science as a discipline, place of scientific knowledge in the schema of school curriculum • Study of emergence of school science in relation to the social political and intellectual and historical context. • Curriculum syllabus and textbooks ; the paradigm shifts in the discipline , the changing notion of scientific knowledge and the need to redefine school science | | | | 6 hrs. |
| Unit III | Language as a Subject and Discipline: <ul style="list-style-type: none"> • Centrality of language in education • Role of language in children’s intellectual development and learning • Language in the school curriculum; aims issues and debates • Policy issues and language at school • Language as a Medium of Communication • Phases of Language Development | | | | 6 hrs. |
| Unit IV | Mathematics as a Subject and Discipline: | | | | |

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| | <ul style="list-style-type: none"> • Nature and History of Mathematics • Place of Mathematics in School Curriculum • Mathematics in Day-to-day life • Relationship of Mathematics with Other Subjects | 7 hrs. |
| Unit V | Social Science as a Subject and Discipline: <ul style="list-style-type: none"> • Nature and Philosophy of Social Science • Social Science as an Area of Study • Need of Studying Social Science through Interdisciplinary Perspectives • Place and Relevance of Social Science in School Curriculum | 7 hrs. |
| Engagement with Field / Practicum | Any two of the following :- <ol style="list-style-type: none"> Policy analysis National curriculum frame works Identification of core, hidden, null and latent curriculum in textbooks. Review of the books for constructing an activity curriculum. | 64 hrs. |
| Mode of Transaction | Group discussion, lecture-cum –discussion, pair and share , group work, panel discussion, symposium, assignments, field visits and sharing of experiences In pedagogy of school subjects, illustrations on content based methodology may be provided | |
| Suggested Readings | <ol style="list-style-type: none"> 1. National Curriculum Frame Work. 2005. New Delhi: NCERT. 2. National Curriculum Frame Work Teacher Education. 2009. New Delhi : NCTE. 3. Purkait, B. R. (2010). Milestones of ancient, mediaeval education in India. Kolkata: New Central Book Agency. 4. Purkait, B. R. (2010). Milestones in modern Indian education. Kolkata: New Central Book Agency. 5. Mukhopadhyay, Nrisingha Prasad. Ancient Indian education 6. Mukherjee, R. K. Ancient Indian education. 7. Chakravarti, U. (1998). Rewriting history: The life and times of Pandita Ramabai. Zubaan. 8. Ghosh, S. C. (2007). History of education in India. Rawat Pub. 9. Sidhu, K. B. (1974). <i>The Teaching of Mathematics</i>. New Delhi: Sterling Pub. (p). Ltd. 10. Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpat rai publishing comp. 11. Binning A.C. & Binning A.H. : Teaching Social Studies in Secondary Schools, New York, McGraw Hill & Co. | |

| Course EPC –1 (1.1EPC1) | Reading and Reflecting on Texts | Theory | Engagement With the Field | Credit | 1+1 |
|------------------------------------|---|---------------|--------------------------------------|------------------------|--------------|
| | | 25 | 25 | Class Hours | 16+32 |
| Objectives | The student teachers will be able to :- <ul style="list-style-type: none"> • Know the meaning, process, importance and characteristics of reading. • Appreciate and apply different levels, types, techniques and methods of reading. • Acquaint with the skills of reading different types of texts. • Develop different types of reading skills through various activities and met cognition • Learn the skills of reading comprehension and to enhance vocabulary. • Acquaint with the problems of reading across curriculum | | | | |
| COURSE CONTENT /SYLLABUS | | | | | |
| Unit I | Introduction to Reading: <ul style="list-style-type: none"> • Reading – Meaning and Process • Importance of Reading across Curriculum • Characteristics of Reading | 3 hrs. | | | |
| Unit II | Reading Skills: | 3 hrs. | | | |

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| | <ul style="list-style-type: none"> Levels of Reading- literal, interpretative, critical and creative Types of Reading – intensive and extensive reading, Oral & Silent Reading Reading Techniques – Skimming and Scanning. Methodology of Reading | |
| Unit III | <p>Reading the Text:</p> <ul style="list-style-type: none"> Types of Texts – Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes Importance of Different Texts in Curriculum | 4 hrs. |
| Unit IV | <p>Developing Reading Skills:</p> <ul style="list-style-type: none"> Developing Critical Reading Skills Developing Reflective Skills Activities for Developing Reading Skills Developing Metacognition for Reading | 3 hrs. |
| Unit V | <p>Reading Comprehension:</p> <ul style="list-style-type: none"> Developing Reading Comprehension Developing Vocabulary for Reading Problems of Reading | 3 hrs. |
| Engagement with Field / Practicum | <p>Any one of the following :-</p> <ol style="list-style-type: none"> Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text Divide the group and provide one text and suggest students to make different interpretations Design vocabulary games to enhance your vocabulary Read the text and provide a five words summary to each paragraph Reading and comprehension exercises Skim through the text and give suitable title to the text Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title. | 32 hrs. |
| Mode of Transaction | Lecture, Discussion, Exercises, Games, round table study circle, Reflective questioning, Creative literary activities, journaling, writing diary etc | |
| Suggested Readings | <ol style="list-style-type: none"> Bright, J. A., and McGregor, G. P. (1970). <i>Teaching English as a Second Language</i>. ELBS: Longman. Doff, A. (1988). <i>Teach English: Training Course for Teachers</i>. Cambridge: Cambridge University Press. Hill, L. A., and Dobbyn, M. A. (1979). <i>Training Course, Trainer's Book</i>. London: Cassell. Hubbard, P., and Hywel, J. et al. (1983). <i>A Training Course for TEFL</i>. Oxford University Press.. Mukalel, J. C. (1998). <i>Approaches to English Language Teaching</i>. New Delhi: Discovery Publishing house. Mukalel, J. C. (1998). <i>Creative Approaches to Classroom Teaching</i>. New Delhi: Discovery Publishing house. Mukalel, J. C., and Ahmed, S. B. (1984). <i>Teaching English in India</i>. New Delhi: Arya Book Depot. Nagaraj, G. (1996). <i>English Language Teaching Approaches, Methods and Techniques</i>. Calcutta: Orient Longman. Richard, J., and Theodore, S., and Rodgers, T. S. (1968). <i>Approaches and Methods in Language</i>. Cambridge University Press. Venkateswaran, S. (1995). <i>Principles of Teaching English</i>. New Delhi: Vikas Publishing House. Willis, J. (1981). <i>Teaching English through English ELBS</i>. England: Longman Ltd. | |

SEMESTER-II

| Course-III (1.2.3) | Learning and Teaching | Theory | Engagement With the Field | Credit | 4+1 |
|---------------------------------|---|--------|------------------------------|----------------|--------|
| | | 50+50 | 25 | Class Hours | 64+32 |
| 1 st Half | Learning | | | | |
| Objectives | <p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Comprehend the range of cognitive capacities among learners. 2. Reflect on their own implicit understanding of the nature and kinds of learning. 3. Gain an understanding of different theoretical perspectives on learning 4. Demonstrate his/her understanding of different skills at different phases of instruction | | | | |
| COURSE CONTENT /SYLLABUS | | | | | |
| Unit I | <p>Understanding Learning:</p> <ul style="list-style-type: none"> • Nature of learning: learning as a process and learning as an outcome • Types of learning: factual, associations, conceptual, procedural, generalizations, Principles and rules. • Remembering and Forgetting – Factors of remembering - encoding, storage and retrieval. Information processing approach; Causes of forgetting; Strategies for effective memorization. | | | | 7 hrs. |
| Unit II | <p>Factors Influencing Learning:</p> <ul style="list-style-type: none"> • Concept, nature and types of motivation – intrinsic, extrinsic and achievement. • Role of teacher in addressing various factors influencing learning—a few strategies – cooperative learning, peer tutoring, collaborative learning. | | | | 6 hrs. |
| Unit III | <p>Learning Paradigms:</p> <ul style="list-style-type: none"> • Behavioristic Learning– Concept of connectionism (Thorndike) and conditioning (Pavlov & Skinner) and their educational implications. • Cognitive Learning – Concept of Gestalt and its educational implications; Discovery learning (Bruner), Cognitive Constructivist Learning (Piaget) • Social Cognitive Learning – Concept (Bandura), nature and implications. Teacher as role model. • Social Constructivist Learning – Concept of Vygotsky, nature and implications. • Humanistic Viewpoint of Learning - Carl Rogers (Self Concept Theory) | | | | 7 hrs. |
| Unit IV | <p>Transfer of learning:</p> <ul style="list-style-type: none"> • Concept, Importance, Nature and Types of Transfer of Learning • Theories of Transfer of Learning • Methods of enhancing Transfer of Learning | | | | 6 hrs. |
| Unit V | <p>Organization of Learning Experiences: Issues and Concerns:</p> <ul style="list-style-type: none"> • Role of school – Guidance, Mental health, Co-curricular activities. • Strategies for organizing learning for diverse learners- Brainstorming, Within class grouping, Remedial teaching, Enrichment programme | | | | 6 hrs. |
| Suggested Readings | <ol style="list-style-type: none"> 1. Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers. 2. Mangal,S.K. (2006). Advanced educational psychology. New Delhi: Prentice hall of India. 3. Mohanty. (1992). Educational technology. New Delhi: Deep and Deep Publications. 4. Roy, Sushil. Siksha manobidya. Kolkata :Soma Book Agency. 5. Vygotsky, L. (1997). Interaction between learning and development. | | | | |

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| | <p><i>In</i>M. Gauvain & M. Cole, (Eds). <i>Readings on the development of children</i>. New York: W. H. Freeman & Co.</p> <p>6. Chatterjee, Kaushik. (2012). <i>Siksha prajuktibidya</i>. Kolkata : Rita publication.</p> <p>7. MaityN.C.,GangulyAmlan(2014),<i>NibirShikkhonerMonostattya</i>,AaheliPublisher</p> <p>8. Kumar, K. (2004). <i>What is worth teaching?</i> 3rd ed. Orient Black Swan.</p> <p>9. Holt, J. (19964). <i>How children fail?</i> Rev. ed. Penguin.</p> <p>10. Hall, C & Hall, E. (2003). <i>Human relations in education</i>. Routledge.</p> | |
| 2nd Half | Teaching for Learning | |
| Objectives | <p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Understand the process of teaching 2. Understand and efficiently used different models of teaching. 3. Engage in teaching with proper approach. 4. Develop skills required for teaching | |
| COURSE CONTENT /SYLLABUS | | |
| Unit I | <p>Understanding Teaching:</p> <ul style="list-style-type: none"> • Teaching: Concepts, definition, nature and characteristics factors affecting teaching. • Relation between Teaching, Instruction and Training. • Maxims of teaching. Role of teacher in effective teaching. | 6 hrs. |
| Unit II | <p>Models of Teaching:</p> <ul style="list-style-type: none"> • Concept Attainment Model (CAM) • Advance Organizer Model (AOM) • Inquiry Training Model (ITM) | 6 hrs. |
| Unit III | <p>Task of Teaching:</p> <ul style="list-style-type: none"> • Task of teaching: meaning, definition and variables in teaching task. • Phases of teaching task: pre - active, inter-active and post-active. • Essentials of effective teaching | 6 hrs. |
| Unit IV | <p>Levels & Approaches of Teaching:</p> <ul style="list-style-type: none"> • Levels of Teaching: memory, understanding and reflective levels of teaching • Approaches to Instruction: Constructivist approach to teaching, Cooperative and Group Discussion, Games, Debate, Quiz and Seminar. • Programmed Instruction (PI) & Computer Assisted Instruction (CAI) | 7 hrs. |
| Unit V | <p>Skills of Teaching :</p> <ul style="list-style-type: none"> • Skills of Teaching: Concepts, definition. • Micro-teaching: Meaning and Procedure • Developing Teaching skills: Introducing the lesson, Questioning, Use of teaching aids, Reinforcement and Illustration. • Modification of Teacher Behavior-Flanders Interaction Analysis of Category System (FIACS). | 7 hrs. |
| Engagement with Field / Practicum | <p>Any one of the following :-</p> <ul style="list-style-type: none"> • Simulated Teaching Practical (5 lessons) • Presentation of Innovative Teaching | 32 hrs. |
| Mode of Transaction | Lecture, discussion, project work, field trip, assignment, seminar etc. | |
| Suggested Readings | <ol style="list-style-type: none"> 1. Aggarwal, J. C. (2001). <i>Principles, methods and techniques of teaching</i>. Delhi: Vikas Pub House. 2. Bower, G. M. (1986). <i>The Psychology of learning and motivation</i>. Academic Press. 3. Chauhan, S. S. (2000). <i>Advanced educational psychology</i>. New Delhi. : Vikas Publishing House. | |

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| | <p>4. Pal, Debasish <i>et al.</i> (2012). <i>Sikhaner manostatwa</i>. Kolkata : Rita Book Agency.</p> <p>5. DeCecco, J.P. & Crawford, W. (1977). <i>Psychology of learning and instruction</i>. New Delhi: Prentice hall of India</p> <p>6. Sen, Molay Kumar. <i>Siksha prajuktibigyan</i>. Kolkata : Soma Book Agency.</p> <p>7. Mete, Jayanta, Deb, Ruma & Ghosh, Birajlakshi: <i>Bikash oshikhaner manostatwa</i>. Kolkata : Rita Book Agency.</p> <p>8. Joyce, M. & Others. (1992). <i>Models of teaching</i>. New York: Holt Rinehart and Winston.</p> <p>9. Sarkar, B (2014) <i>Shikharthi O Shikhan</i>. Aaheli Publishers, Kolkata.</p> <p>10. Nayak, A. K. (2002) <i>Classroom teaching</i> A.P.H</p> <p>11. Ohles, J.F. (1970). <i>Introduction to Teaching</i>. New York: Random House, INC.</p> <p>12. Siddiqui, Mujibul Hasan (2005) <i>Techniques of classroom teaching</i> A.P.H</p> |
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| Course-VII-(A) (1.2.7A) | Pedagogy of a School Subject Part-I | Theory | Engagement With the Field | Credit | 2+2 |
|--------------------------------------|--|--------|------------------------------|----------------|--------|
| | | 50 | 50 | Class Hours | 32+64 |
| Pedagogy of Language Teaching | Bengali, English, Sanskrit, Hindi, Urdu & Arabic | | | | |
| Objectives | <p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Merit effective and constructive acquaintance with the basic foundations of Language teaching in India and West Bengal 2. Acquire practical expertise in pedagogical analysis and develop behavioural competencies in teaching skills 3. Apply principles abstracted from the study of various methods and approaches as regards purpose and procedure of planning lesson 4. Work out and practice strategies for teaching language skills and communication skills 5. Credit working acquaintance with concepts of language learning assessment 6. Turn in to resourceful user of different kinds of Language Test 7. Become efficient in construction of Test and Test Items 8. Explore and experience various resources for target language learning 9. Try out various means of organizing various resources for target Language Learning. | | | | |
| COURSE CONTENT /SYLLABUS | | | | | |
| Unit I | <p>Foundations of Language Teaching:</p> <ul style="list-style-type: none"> • Historical background and present status of language teaching in India. • Origin of different languages (At least two including 1st Language) • Significance of Mother tongue/ Target Language • Concept of 1st Language, 2nd Language and 3rd Language in West Bengal • Relation between language and dialect. • Language position and importance in Secondary School Curriculum in West Bengal. • Analysis of the objectives of teaching language at secondary level in West Bengal. • Aims and objectives of Language Teaching. | | | | 6 hrs. |
| Unit II | <p>Strategies of Language Teaching: (As per language concerned):</p> <ul style="list-style-type: none"> • Theories of Language Teaching • Concept and importance of pedagogical analysis of language. • Language Teaching Skills • Learning Design: definition, characteristics, importance • Behavioural/Instructional objectives of Language Teaching • Teaching strategies for Language • Relevance of Teaching Model for Language Teaching | | | | 7 hrs. |

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| <p align="center">Unit III</p> | <p>Brief overview of Methods & Approaches of Language Teaching (As per language concerned):</p> <ul style="list-style-type: none"> • Methods and Approaches of Language Teaching: <ul style="list-style-type: none"> ○ Concept, Characteristics, Procedure, Importance and Limitations. • Approaches to Language Teaching: <ul style="list-style-type: none"> Teaching different content areas- objectives, importance and procedure: <ul style="list-style-type: none"> ○ Prose, ○ Poetry, ○ Drama ○ Grammar, ○ Composition • Spelling mistake – causes and method of correction | <p align="center">7 hrs.</p> |
| <p align="center">Unit IV</p> | <p>Assessment of Language Teaching:</p> <ul style="list-style-type: none"> • Assessment (elementary concepts of Evaluation and Measurement). • Achievement Test • Properties (elements) and Areas (aspects) of a language Test. • Principles for constructing a Language Test. • Characteristics of a good Test – usability, reliability, validity. • Construction of a language question paper including general instruction with nature of options, overall coverage and marking scheme. | <p align="center">6 hrs.</p> |
| <p align="center">Unit V</p> | <p>Learning Resources in Language Teaching:</p> <ul style="list-style-type: none"> • Meaning, type, functions, preparation and utilization of learning resources in language: Text Books, Models, Charts, Pictures, Reference Books, Computer Assisted Learning. • Language Laboratory – Component, planning, developing required activities and organizing for use. • Designing Learning activities: School Magazine, School Debating Society, Dramatization • Designing Language Games in grammatical context of language. • Creative writing: composition, short story, poem (on given clues or independently). | <p align="center">6 hrs.</p> |
| <p align="center">Engagement with Field / Practicum</p> | <p>Any two of the following :-</p> <ul style="list-style-type: none"> • Speech and Speech Mechanism • Word Formation • Syntax • Phonetic Transcription • Identifying General and Specific Objectives with Learning Outcome • Task analysis and Content Analysis • Developing Instructional (Teaching Learning) Material • Planning Instructions | <p align="center">64 hrs.</p> |
| <p align="center">Mode of Transaction</p> | <p>Lecture, discussion, project work, field trip, assignment, seminar etc.</p> | |
| <p align="center">Suggested Readings</p> | <ol style="list-style-type: none"> 1. Bright, J. A & McGragor, G. P. (1978). Teaching English as a second language. London : ELBS & Longman. 2. Brumfit, C J & Johnson, K. (1978). The Communicative approach to language teaching. Oxford : OUP, 3. Carrol, J B. (1953). The Study of Language. Massachusets : Harvard University Press. 4. Heaton, J B. (1982). Language testing. London : Modern English Publications Ltd. 5. Heaton, J. B. (1991). Writing English language tests. Hongkong: ELBS. 6. Hornby, A. S. Oxford advanced learner's dictionary of current English, Oxford :OUP. | |

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| | <p>7. Howatt, A. P. R. (1984). A History of English language teaching Oxford : OUP.</p> <p>8. Johnson, J: The Communicative Approach to Language Teaching, OUP, Oxford, 1979.</p> <p>9. Johnson, K. (1982). Communicative syllabus design and methodology. Oxford : Pergamon Press.</p> <p>10. Ur, P. (1996). Grammar practice activities – A Practical guide for teachers. Cambridge : CUP.</p> <p>11. Ur, P & Wright, A: Five-minute Activities- A Resource Book for Language Teachers. Cambridge : CUP.</p> <p>12. Verma, S. K. (1994). Teaching English as a Second Language in India. In R K Agnihotri & A L Khanna (Eds). <i>Second Language acquisition</i>. New Delhi,</p> <p>13. Weir, C. (1993). Understanding and Developing Language Test. New Delhi : Prentice Hall International Ltd.</p> <p>14. Widdowson, H. (1978). Teaching language as Communication. Oxford : OUP.</p> <p>15. Raha Sujata, Basu Baisaly (2014), <i>Bangla Sikhon Porikrama</i>, Aaheli Publisher</p> <p>16. Das, G, Choudhury, N (2014) Nabarupe Sanskrit Shikshan Padhati, Aaheli Publishers, Kolkata</p> <p>17. Das Gita, Chowdhury Nivedita (2014), <i>Nabarupe Sanskrit Shikkhan Poddhoti</i>, Aaheli Publisher</p> <p>18. Sharma, R A (1983): Technology of Teaching, International Publishing House, Meerut.</p> <p>19. Sardar Sudhakar (2014), <i>Thoughts & Practice in Teaching English</i>, Aaheli Publisher</p> | | | | |
| Course-VII-(A) (1.2.7A) | Pedagogy of a School Subject Part-I | Theory 50 | Engagement With the Field 50 | Credit Class Hours | 2+2 32+64 |
| Pedagogy of Social Science Teaching | History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology | | | | |
| Objectives | <p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Appreciate the significance of teaching Social Science. 2. Be acquainted with the approaches & Methods of Teaching Social Science. 3. Be used to the application of knowledge and skills in Social Science. 4. Be acquainted with various practical aspects of Social Science. | | | | |
| COURSE CONTENT /SYLLABUS | | | | | |
| Unit I | Foundation of Social Science Teaching: <ul style="list-style-type: none"> • Aims and objectives of Social Science Teaching. • Social Science Curriculum, Values of Social Science Teaching. • Inter relationship of various branches of Social Science • Innovations in Social Science teaching • Inculcation of National Integrity through social science teaching. | | | | 6 hrs. |
| Unit II | Strategies of Social Science Teaching: <ul style="list-style-type: none"> • Features, Limitations and comparison of different methods • Lecture Method, • Interactive Method • Demonstration- observation method, • Regional Method • Heuristic Method, • Project Method • CAI | | | | 7 hrs. |
| Unit III | Learning Resource in Social Science Teaching: <ul style="list-style-type: none"> • Meaning, type and importance of Learning Resources. • Quality of good social science text book. | | | | 6 hrs. |

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| | <ul style="list-style-type: none"> • Teaching aids in Social Science. • Improvisation of Teaching Aids. • Planning and organization of Social Science Laboratory | |
| Unit IV | Social Science Teacher: <ul style="list-style-type: none"> • Qualifications and qualities of social science Teachers. • Professional growth of Social Science Teacher. | 6 hrs. |
| Unit V | Evaluation in Social Science Education: <ul style="list-style-type: none"> • Evaluation devices, evaluation programme in social studies • Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test. | 7 hrs. |
| Engagement with Field / Practicum | Any two of the following :- <ul style="list-style-type: none"> ➤ Visit to <ul style="list-style-type: none"> • Historical Places • Ecological Places • Commercial Places • Political Places ➤ Organization of Programmes <ul style="list-style-type: none"> • Environment Awareness • Social Awareness • Election Awareness • Blood donation • Exhibition • Demonstration of Lab-based activities wherever applicable | 64 hrs. |
| Mode of Transaction | Lecture, discussion, project work, field trip, assignment, seminar, Demonstration etc. | |
| Suggested Reading | <ol style="list-style-type: none"> 1. Arora, G. L (1988), Curriculum and Quality in Education, NCERT, New Delhi. 2. Binning and Binning. (1952). Teaching Social Studies in Secondary Schools. New York : McGraw Hills. 3. David Lambert and David Balderstone (2000). Learning to Teach Geography in Secondary School: A Companion to School Experience. Falmer, London : Routledge. 4. Kent, Ashley. (2001). Reflective Practice in Geography Teaching. Paul Chapman Educational Publishing, Ltd. 5. Pathak, Avijit. (2002). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. New Delhi : Rainbow Publishers. 6. Singer, Alan J. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates, Mahwah, New Jersey. 7. Halder Tarini (2014), <i>Itihas-Niti, Poddhoti OKausal</i>, Aaheli Publisher 8. Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi. 9. Bhattacharya, S. & Darji, D.R. (1996) Teaching of Social Studies in Indian Schools, Acharya Book Depot, Baroda. 10. Mete Jayanta, Dasgupta Jayarati (2014), <i>Adhunik Bhugol Shikkhan Poddhoti</i>, Aaheli Publisher | |

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| Course-VII-(A) (1.2.7A) | Pedagogy of a School Subject Part-I | Theory | Engagement With the Field | Credit | 2+2 |
| | | 50 | 50 | Class Hours | 32+64 |
| Pedagogy of Science | Physical Science, Life Science, Computer Science & Application | | | | |

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| Teaching | | |
| Objectives | The student teachers will be able to :- <ol style="list-style-type: none"> 1. Appreciate the significance of teaching Science. 2. Be acquainted with the Approaches & Methods of Teaching Science. 3. Be used to the application of scientific knowledge and skills. 4. Be acquainted with various practical aspects of science. | |
| COURSE CONTENT /SYLLABUS | | |
| Unit I | Foundation of science Teaching: <ul style="list-style-type: none"> • Aims and objectives of science Teaching. • Science Curriculum, Values of Science Teaching. • Inter relationship of various branches of science. • Scientific aptitude and attitude • Innovations in science teaching | 7 hrs. |
| Unit II | Strategies of Science Teaching: <ul style="list-style-type: none"> • Features, Limitations and comparison of different methods • Lecture Method, • Demonstration method, • Heuristic Method, • Laboratory Method, • Project Method • CAI • Problem Solving Method. | 8 hrs. |
| Unit III | Planning of Science Laboratory: <ul style="list-style-type: none"> • Importance of Science Laboratory • Organization / Planning a Science Laboratory. • Equipment of Science Laboratory. | 5 hrs. |
| Unit IV | Learning Resource in science Teaching: <ul style="list-style-type: none"> • Meaning, type and importance of Learning Resources. • Quality of good Science text book. • Teaching aids in Science. • Improvisation of Teaching Aids. | 6 hrs. |
| Unit V | The Science Teacher: <ul style="list-style-type: none"> • Qualifications and qualities of Science Teachers. • Professional growth of Science Teacher. | 6hrs. |
| Engagement with Field / Practicum | Any two of the following :- <ul style="list-style-type: none"> • Preparation of lesson/unit plan by following different methods of teaching. • Preparation of materials & programmes to inculcate scientific attitude. • Script writing for Radio/TV/Video on science topics. • Demonstration of Science Experiments. | 64 hrs. |
| Mode of Transaction | Lecture, discussion, demonstration, project work, field trip, presentation by students, seminar etc. | |
| Suggested Readings | <ol style="list-style-type: none"> 1. Gupta, S. K. (1991). Teaching of Physical Science in secondary schools. New Delhi: Sterling Publications 2. Nag, S. (2015). Teaching of Life Science.Kolkata :Rita Publications. 3. Sharma, R. C (1999). Modern Science Teaching. New Delhi: DhanpatRaiPublcation Co. 4. Vaidea, N. (1996). Science Teaching for 21st Century. New Delhi. Deep & Deep Publication. 5. De,K.K (2010) Bhoutabignye sikshak o Siksharti,Soma Publishers , Kolkata 6. Pal, S. Nagchowdhury, D. P., Ganguly, A. Haowladar, M. (2014) JibanBiggyanShikhshaner tattwa O Proyog, Aaheli Publishers, Kolkata | |

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| | <p>7. Pandey, P. (2014). Teaching of Computer Studies. Belur, Kolkata : RKMSM</p> <p>8. Amin, J. A. (2011). Training science teachers through activities; towards constructivism. USA: Lap –lambert publishing house.</p> <p>9. Harlen, W. and Elstgeest, J. (1992). UNESCO Sourcebook for Science in the Primary School: A Workshop Approach to Teacher Education. UNESCO.</p> <p>10. JanaP.K.,BhatS.C.(2014),<i>VautobigyanShikkhan</i>,AaheliPublisher</p> |
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| Course-VII-(A) (1.2.7-A) | Pedagogy of a School Subject Part-I | Theory | Engagement With the Field | Credit | 2+2 |
|---|--|--------|------------------------------|----------------|--------|
| | | 50 | 50 | Class Hours | 32+64 |
| Pedagogy of Mathematics Teaching | Mathematics | | | | |
| Objectives | <p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Understand the nature of mathematics and mathematics education 2. Know the Objectives of teaching mathematics and the principles of the preparation of relevant curriculum and text books. 3. Understand Teaching methodologies in mathematics education. 4. Apply Mathematics education in cross-cultural perspectives. 5. Understand the Assessment and evaluation in the teaching learning of mathematics. | | | | |
| COURSE CONTENT /SYLLABUS | | | | | |
| Unit I | <p>Nature and Theoretical aspects of Mathematics Education:</p> <ul style="list-style-type: none"> • The nature of mathematics • Correlation of mathematics with other disciplines • Scope of mathematics education • Values of teaching mathematics • History of Mathematics in India • Teaching-learning of Mathematics from the view point of Skinner, Piaget, Bruner, Vygotsky&Dienes | | | | 7 hrs. |
| Unit II | <p>Aims and objectives of teaching Mathematics and preparation of relevant curriculum and text books:</p> <ul style="list-style-type: none"> • Aims and objectives of teaching mathematics at upper primary stage, secondary stage and higher secondary stage. • Principles of curriculum construction • Principles of text book preparation | | | | 7 hrs. |
| Unit III | <p>Mathematics Teacher and Teaching learning process in Mathematics:</p> <ul style="list-style-type: none"> • Teaching methods in mathematics- e.g. Inductive & Deductive Method, Method of analysis and synthesis, Project method, Mathematical induction, Heuristic method, Problem Solving Method. • Learning Resources in relation to Teaching of mathematics with special reference to calculator and computer. • Pedagogical analysis and learning designing. • Qualities and professional growth of Mathematics teacher. | | | | 7 hrs. |

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| <p>Unit IV</p> | <p>Mathematics education in a cross-cultural perspective:</p> <ul style="list-style-type: none"> • Anxiety associated with learning of Mathematics • Maths laboratory • Maths club • Connecting mathematics to the environment • Management of learning of slow and gifted learners | <p>5 hrs.</p> |
| <p>Unit V</p> | <p>Assessment and Evaluation:</p> <ul style="list-style-type: none"> • Assessment and evaluation-meaning, scope & Types • Different types of test items • Techniques of Evaluation in Mathematics • Basic principles of construction of test items • Continuous and Comprehensive Evaluation (CCE) | <p>6hrs.</p> |
| <p>Engagement with Field / Practicum</p> | <p>Any two of the following :</p> <ul style="list-style-type: none"> • Write an essay on nature of Mathematics and contribution of Indian Mathematicians. • Preparation of various teaching aids. • Preparation of programmed learning material for selected Units in Mathematics. • Evaluation of Mathematics text book. • Construction of various types of test items. • Construction of achievement and diagnostic tests. • Identify the slow learners, low achievers and high achievers in Mathematics from the classroom during practice teaching. (Case study) • Conducting of Action Research for selected problems. • Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts. • Use of Computer in Teaching of Mathematics. • Use of Mathematics activities for recreation. • Development and use of Mathematics laboratory. • Prepare mathematical activities in the context of socio-cultural aspects. | <p>64 hrs.</p> |
| <p>Mode of Transaction</p> | <p>Lecture, lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation</p> | |
| <p>Suggested Readings</p> | <ol style="list-style-type: none"> 1. Teaching of Modern Mathematics – S.M. Agarwal 2. Anice, J. (2008). <i>Methods of Teaching Mathematics</i>. New Delhi: Neelkamal Publications. 3. Butler, C. H., Wren F. L. and Banks, J. H. (1971). <i>The teaching of Secondary Mathematics</i>. New York : McGraw Hill. 4. Coney, T. J., Davis, G. J., and Hen Derson, K. B. (1975). <i>Dynamics of Teaching Secondary School Mathematics</i>. Boston: Houghton - Mifflin co. 5. Ediger, M., and Rao, B. (2000). <i>Teaching Mathematics successfully</i>. New Delhi: Discovery Publishing House. 6. Kidd, P. K., Myers, S. S., Cilley David, M. (1970). <i>The Laboratory Approach to Mathematics</i>. Chicago: Science Research Associates Inc. 7. Kinney, L. B., and Purdy, C. R. (1965). <i>Teaching of Mathematics in Secondary School</i>. New York; Holt, Rinchart and Winston. 8. Koehler, M. J. & Mishra, P. (2008). Introducing technological pedagogical content knowledge. In AACTE Committee on Innovation and Technology (Eds)., <i>Handbook of technological pedagogical content knowledge (TPACK) for educators</i> . New York: Routledge. 9. PramanikSurapati(2014),<i>AdhunikGanitShikhanOShikkhon</i>,AaheliPubli sher 10. Kolb, J. R., and Bassler, O. C. (1979). <i>Learning to teach secondary School Mathematics</i>. London: In text Educational Pub. 11. Kothari, R. G., and Mistry, H. S. (2012). <i>Diagnosis of Learning</i> | |

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| | <i>Difficulties on Fractions and Decimals: A study on the students of upper primary schools.</i> Germany: Lambert Academic Publishers. |
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| Course-VIII-(A) (1.2.8A) | Knowledge and Curriculum- Part-I | Theory | Engagement With the Field | Credit | 2+1 |
|---------------------------------|---|--------|---------------------------|-------------|--------|
| | | 50 | 25 | Class Hours | 32+32 |
| Objectives | The student teachers will be able to :- 1. Introduce themselves to perspectives in education focusing on epistemological, philosophical and sociological bases of education. 2. Distinguish between knowledge and skill, teaching and training, knowledge and information and reason and belief. 3. Understand education in relation to constitutional goal, social issues and modern values. 4. Understand the concept, scope and objectives of education. 5. ofRealize the concepts of curriculum and syllabi. 6. Design curriculum in the context school experiences, evaluation, power, ideology, process and practice & its transactional modes. | | | | |
| COURSE CONTENT /SYLLABUS | | | | | |
| Unit I | Epistemological bases of Education: <ul style="list-style-type: none"> • Meaning of epistemology with reference to the process of knowledge building and generation. • Distinction and relationship between: Knowledge and skill. Teaching and training. Knowledge and information. Reason and belief. | | | | 6 hrs. |
| Unit II | Philosophical Foundation of Education: <ul style="list-style-type: none"> • Significance of Philosophy in Education. • Brief account of the tenets of the following philosophers of education –Swami Vivekananda, Gandhi, Tagore, Aurobindo, Dewey, Dr.Sarvapalli Radhakrishnan and Sir Asutosh Mookherjee. • Relevance of the philosophy of the aforesaid philosophers in Indian education with regard to activity, discovery and dialogue. | | | | 7 hrs. |
| Unit III | Sociological bases of education: <ul style="list-style-type: none"> • Constitutional goal for Indian Education. • Social issues in education –globalization, multiculturalism, secularism, education for sustainable development. • Nationalism, universalism and secularism – their interrelationship with education. • Illiteracy, poverty, socially disadvantaged groups gender inequality. | | | | 7 hrs. |
| Unit IV | Concepts and scope of education: <ul style="list-style-type: none"> • Four pillars of education. • Aims of education: Personal, Social, Economic and National Development. • Education for generation, conservation and transmission of knowledge. • Agencies of education: home, school, community and media. • Types of education: formal, non-formal, informal and role of their agencies. | | | | 6 hrs. |
| Unit V | Dynamics of Curriculum Development: <ul style="list-style-type: none"> • Determinants of curriculum development • Theories of curriculum development • Stage Specific Curriculum-Pre-primary, Primary, Secondary, | | | | 6hrs. |

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| | Higher Secondary <ul style="list-style-type: none"> Curriculum reforms in India ; National Curriculum Frameworks | |
| Engagement with Field / Practicum | Any one of the following :- <ul style="list-style-type: none"> Policy analysis National Curriculum Frame works. Identification of core, hidden, null and latent curriculum in textbooks. Designing an activity based curriculum. Analysis of School Curriculum at different stages | 32 hrs. |
| Mode of Transaction | Group discussion, lecture-cum –discussion, pair and share , group work, panel discussion, symposium, assignments, school visits and sharing of experiences | |
| Suggested Reading | <ol style="list-style-type: none"> Bruner, J.S. (1960/1977). The Process of education. Cambridge: Harward University Press. Edgerton, Susan Huddleston. (1997). <i>Translating the curriculum: Multiculturalism into the Cultural Studies</i>. London :Routledge. Etta, R. Hollins (1996): <i>Transforming curriculum for a culturally Diverse Society</i>. New Jersey: Lawrence, Erlbaum Associates Publishers. MHRD, GOI, <i>National policy on education</i>. NCERT.(2005). National curriculum framework. Noddings, Nel. (2007). <i>Critical lessons: what our schools should teach</i>. Cambridge : Cambridge University Press. Bhatt, H. (2010). The diary of school teacher. An Azim Premji University Pub. Batra, P. (2005). Voice and agency of teachers: Missing link in National Curriculum 2005. <i>Economic and Political Weekly</i>. 43 (47) - 47(56). Chakraborty Pranab Kumar (2012). Pathakram Niti o Nirman. Classic Books Publishers. Kolkata. Tarafdar, M (2013) Sikshashrayi Samajbigyan, K.Chakraborty Publications, Kolkata. Aggrawal, J. C., & Gupta, S. (2005). <i>Curriculum Development</i>. New Delhi: Shipra Publisher. Erickson, H.L.(2007) concept based curriculum and instruction for the thinking classroom California; Corwin press. | |

| Course-IX (1.2.9) | Assessment for Learning | Theory | Engagement With the Field | Credit | 4+2 |
|---------------------------------|---|--------|---------------------------|-------------|--------|
| | | 50+50 | 50 | Class Hours | 64+64 |
| 1st Half | Assessment of the Learning Process | | | | |
| Objectives | The student teachers will be able to :- <ul style="list-style-type: none"> Get basic knowledge of assessment for learning. Know the process of evaluation and it uses. Write educational objectives. Know different techniques of evaluation, tools of evaluation and their uses. Know different characteristics of instruments of evaluation. Know different types of teacher made tests and will construct them. Compute simple statistics to assess the learning. | | | | |
| COURSE CONTENT /SYLLABUS | | | | | |
| Unit I | Concept of Evaluation and Assessment: <ul style="list-style-type: none"> Meaning of Test, Measurement, Assessment and Evaluation | | | | 6 hrs. |

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| | <ul style="list-style-type: none"> • Distinguish among Measurement, Assessment and Evaluation • Nature and purpose of Evaluation | |
| Unit II | Approaches and Techniques of Evaluation and Criteria of Assessment Procedure: <ul style="list-style-type: none"> • Approaches-Formative and Summative; NRT and CRT • Techniques- observational, self-reporting, psychological and Educational tests • Validity- Meaning, Types and Measurement • Reliability - Meaning, Types and Measurement • Norm and Usability | 7 hrs. |
| Unit III | Psychological Test: <ul style="list-style-type: none"> • Meaning and concept • Preliminary idea about – Intelligence test, Aptitude test, Interest Inventory, Attitude test, Creativity and Personality • Achievement test- meaning, characteristics, steps for construction and uses • Diagnostic and prognostic test | 7 hrs. |
| Unit IV | Evaluation: <ul style="list-style-type: none"> • Types of Tests; Written Test, Oral Test, NRT, CRT, Summative Test, Formative Test, Diagnostic Test. • Scoring and Grading, Analysis of Score and Its Interpretation <ul style="list-style-type: none"> a) Tabulation of data. b) Graphical (Histogram, frequency Polygon) c) Central Tendency (Mean, Median Mode) d) Deviation – Standard. | 7 hrs. |
| UNIT V | Problem – Learner: <ul style="list-style-type: none"> • Problem – Learner; Concept and Types, • Identification of Problem – Learner; Observation, Case Study, Socio-Metric & Testing (Educational and Psychological) Techniques/. • Remedial Measures – Guidance & Counseling, Life-Skill Training. | 5 hrs. |
| Suggested Reading | 1. Statistics in Psychology and Education – S. K. Mangal 2. Ebel, R.L. and Fresbie, D.A. (2009). <i>Essentials of Educational Measurement</i> . New Delhi: PHI Learning PVT. LTD. 3. Garrett, H.E. (2008). <i>Statistics in Psychology and Education</i> . Delhi: Surjeet Publication. 4. Gupta, S. K. (1994). <i>Applied Statistics for Education</i> . Mittal Publications. 5. Mehta, S. J., and Shah, I. K. (1982). <i>Educational Evaluation</i> . Ahmedabad: Anand Prakashan (Gujarati). 6. Chakraborty Pranab Kumar (2010). <i>Vidyalaya Sikshay Mulyayan</i> . B. B. Kundu and Grandsons. Kolkata. 7. BhatS.C.,JanaP.K.(2014), <i>ShikkherParimapOMullyanerGuruttoAaheliPubli sher</i> | |
| 2ndHalf | Assessment of the Learning System | |
| Objectives | The student teachers will be able to :- <ol style="list-style-type: none"> 1. Understand different aspects of the complexities of the learning system. 2. Know various school records designed for specific purposes. 3. Understand the relationship between school and the community. 4. Acquire knowledge about physical, infrastructural and human resources available in the schools. 5. Understand the curricular process in the school. 6. Evaluate the school effectiveness and other functional aspects of the schools. 7. Explore the students support services available and achievements of the schools. | |
| COURSE CONTENT /SYLLABUS | | |

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| Unit I | Infrastructural facilities: <ul style="list-style-type: none"> • Rooms (types and numbers), • Classroom furniture, • Sanitation facility, • Drinking water, • Playground etc. • Library | 6 hrs. |
| Unit II | Human Resource: <ul style="list-style-type: none"> • Teaching staff (Full Time + Part Time + Para teacher) • Non –Teaching staff • Students:- Boys / Girls / SC / ST /OBC / Minority / Special Needs Children. • Teacher-student Ratio. | 6 hrs. |
| Unit III | Management & Record Maintenance: <ul style="list-style-type: none"> • Managing Committee • Committees for Academic Purposes • Different Committees • Fee Structure, • Number of units/ School hour/ time table / periods • Students participation – student Self – Government. • Records: <ul style="list-style-type: none"> ❖ Accounts related ❖ Staff related ❖ Student related ❖ Curriculum related | 7 hrs. |
| Unit IV | Special Service Provided: <ul style="list-style-type: none"> • Mid-Day Meal • Book bank for poor students • Tutorial for weaker students • Remedial teaching • Parent Teacher Association • Staff Welfare Service • Health Programme • Conducting Talent Search Examination • Providing Scholarship | 7 hrs. |
| Unit V | School Community relationship: <ul style="list-style-type: none"> • Community involvement in decision making. • Community Contribution to school • Meeting with community members • School response to parents. | 6hrs. |
| Engagement with Field / Practicum | Any two of the following :- <ul style="list-style-type: none"> • Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives • Framing measurable and non-measurable learning outcomes • Determining the objectivity given an answer key • Determining the objectivity of a tool • Finding out the content validity of the given question paper • Designing Rating scale, Questionnaire, Interview Schedule in a given a topic • Framing Different types of questions • Preparation of Blue Print and a question paper • Prepare graphs and use statistics for analysis of test result | 64hrs. |
| Suggested Readings: | <ol style="list-style-type: none"> 1. School Planning and Management – T.K.D. Nair 2. School Organization & Management – J. Prasad 3. Educational Management – J.C. Agarwal 4. School Management – S.K. Kochar 5. Sengupta, Madhumala, Nag, Subir and others. (2014). Educational Management. Kolkata: Rita Book Agency. | |

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| | 6. Evaluation Framework for Govt., Govt. aided and Govt. sponsored Secondary Schools in India (2015) Ramakrishna Mission Sikshanamandira, Belur Math, Howrah. |
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| CourseEPC-2 (1.2EPC2) | Drama and Arts in Education | Theory | Engagement With the Field | Credit | 1+1 |
|---------------------------------|--|--------|------------------------------|----------------|--------|
| | | 25 | 25 | Class Hours | 16+32 |
| Objectives | The student teachers will be able to :- <ul style="list-style-type: none"> • Understand the use of ‘Drama’ as Pedagogy. • Use ‘Role play’ technique in the teaching learning process. • Understand the importance of dramatic way of presentation. • Integrate singing method in teaching learning process. • Understand various ‘Dance forms’ and their integration in educational practices. • Use art of drawing and painting in teaching learning process. • Develop creativity through different creative art forms. • Understand the efficacy of different art forms in education. | | | | |
| COURSE CONTENT /SYLLABUS | | | | | |
| Unit I | Drama and its Fundamentals : <ul style="list-style-type: none"> • Drama as a tool of learning • Different Forms of Drama • Role play and Simulation • Use of Drama for Educational and social change (Street play, Dramatization of a lesson) • Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation | | | | 3 hrs. |
| Unit II | Music (<i>Gayan and Vadan</i>): <ul style="list-style-type: none"> • <i>Sur, Taal and Laya (Sargam)</i> • Vocal - Folk songs, Poems, Prayers • Singing along with “<i>Karaoke</i>” • Composition of Songs, Poems, Prayers • Integration of <i>Gayan and Vadan</i> in Educational practices | | | | 3 hrs. |
| Unit III | The Art of Dance: <ul style="list-style-type: none"> • Various Dance Forms - Bharat Natyam, Kathakali, Folk dance: Garba, Bhavai, Bhangada, Bihu and various other dances. • Integration of Dance in educational practices (Action songs, <i>Nritya Natika</i>) | | | | 3 hrs. |
| Unit IV | Drawing and Painting: <ul style="list-style-type: none"> • Colours, Strokes and Sketching- understanding of various means and perspectives • Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting • Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms | | | | 3 hrs. |
| Unit V | Creative Art: <ul style="list-style-type: none"> • Creative writing -Story writing, Poetry writing • Model making - Clay modeling, Origami, Puppet making • Decorative Art - Rangoli, Ikebana, Wall painting (Mural) • Designing - Computer graphics, CD Cover, Book cover, Collage work • The use of different art forms in Education | | | | 4 hrs. |

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| Engagement with Field / Practicum | <p>Any one of the following :-</p> <ul style="list-style-type: none"> • Develop a script of any lesson in any subject of your choice to perform a Play / Drama. • Develop a script for the street play focusing on “Girl’s education and Women empowerment”. • Prepare a script of <i>Bhavai</i> based on some Socio-political issues. • Prepare a pictorial monograph on “Various folk dance of Gujarat”. • Prepare a pictorial monograph on “Various Dance forms in India”. • Prepare a calendar chart on “Various Musical Instruments in India”. • Develop an Audio CD based on newly composed Poems of Gujarati / Hindi language. • Prepare some useful, productive and decorative models out of the waste materials. • Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning. • Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it. • Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it. • Develop a creative design based on your choice for CD Cover or Book cover. • Develop a design or picture based on collage work. | 32 hrs. |
| Mode of Transaction | Lecture, Lecture cum discussion, Workshop schedule, Slide / Film show, Project work, Demonstration, Visit , Group work and its Presentation | |
| Suggested Reading | <ol style="list-style-type: none"> 1. Theory of Drama by A.Nicoll 2. Natya Kala by Dhirubhai Thakar 3. Natya lekhan by Dhananjay Thakar 4. Natak desh videsman by Hasmukh Baradi 5. Gujarati theatre no Itihas by Baradi Hasmukh 6. Acting is Believing by Charls Mc.Gaw 7. Art of Speech by Kethlin Rich 8. Natya Sahitya na swaropo by Nanda kumar pathak 9. Bhavai by Sudahaben Desai 10. Bhavai by Krishnakant Kadkiya 11. Natya Manjari saurabh by G.K.Bhatt 12. Kramik Pustak Malika by Pt. Bhatkhande 13. Abhinav Geet Manjari by Ratanjankar 14. NCERT, (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre | |

SEMESTER-III

| Course-VII-(B) (1.3.7B) | Pedagogy of a School Subject Part-II | Theory | Engagement With the Field | Credit | 2+ (1+3) |
|--------------------------------------|--|--------|------------------------------|----------------|----------------|
| | | 50 | 25+75* | Class Hours | 32+ (32+96) |
| Pedagogy of Language Teaching | English, Bengali, Sanskrit, Hindi, Urdu & Arabic | | | | |
| Objectives | <p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Design appropriate teaching – learning strategy/approach suited to particular content. 2. Be at home with the principles of constructing content analysis of school curriculum. 3. Use ICT and various teaching aids in teaching of Languages. | | | | |

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| | 4. Understand the historical development of Language Teaching. 5. Develop various skills related to language learning. 6. Prepare a blueprint before entering into a class. | |
| | COURSE CONTENT /SYLLABUS | |
| Unit I | Pedagogical Analysis: Concepts and Methods of Pedagogical Analysis; The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : Breaking of Unit into Sub-unit with no. of Periods; Previous knowledge; Instructional Objectives in behavioural terms; Sub-unit wise concepts Teaching- Learning Strategies Use of teaching aids Blueprint for criterion reference test Items. | 6 hrs. |
| Unit II | Teaching Skill (As per concerned subject): Micro Teaching and Micro Lesson Simulated Teaching Integrated Teaching/ Teaching in classroom situation. | 7 hrs. |
| Unit III | Learning Designing: Concept, Importance and Types Steps of Learning Design Qualities of Good Learning Design | 7 hrs. |
| Unit IV | Activities in Language : Fair and Exhibition, Field Trips / Excursion, Debate, Wall & Annual Magazine Sahitya Sabha Use of ICT Use of Dictionary, Encyclopaedia and Thesaurus | 6 hrs. |
| Unit V | Assessment of Teaching-Learning Material on Language: Text book review and analysis / e-book Review Teaching learning material on Language learning | 6 hrs. |
| Engagement with the field/ Practicum | Any one of the following :- <ul style="list-style-type: none"> • Identify the slow learners, low achievers and high achievers in Language from the classroom during practice teaching. (Case study) • Conducting of Action Research for selected problems. • Development and tryout of Teaching-learning strategy for teaching of particular Language concepts. • Development and use of Language laboratory. | 32 hrs. |
| | * Community-based Activities (vide details at the end of Semester-III syllabus) | 96 hrs. |
| Mode of Transaction | Lecture, lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation | |
| Suggested Reading: | 1. Bennett, W. A. (1969). Aspects of Language and Language Teaching. Cambridge: Cambridge University Press. 2. Braden K (2006). Task Based Language Education: From Theory to Practice. Cambridge: Cambridge University Press. | |

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| | <ol style="list-style-type: none"> 3. Britton James (1973). Language and Learning. London: Penguin Books. 4. Hill, L.A. and Dobbyn, M.A. Training Course, Trainer's Book, Cassell, London, 1979. 5. Richard J. and Theodore S. Rodgers T.S. Approaches and Methods in Language, Cambridge University Press, 1986. 6. Wilkins, D.A. Linguistics in Language Teaching, Edward Arnold, London, 196. Mukalel, J.C. Creative Approaches to Classroom Teaching, Discovery Publishing house, New Delhi, 1998 7. Ryburn W.N. : Suggestions for the teaching of Mother tongue in India, Oxford University Press, Mumbai. 8. Mukerjee, S.N. : Rashtra Bhasha Ki Shiksha, Acharya Book Depot, Baroda, 1965. |
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| Course-VII-(B) (1.3.7B) | Pedagogy of a School Subject Part-II | Theory | Engagement With the Field | Credit | 2+ (1+3) |
|--|--|--------|------------------------------|----------------|----------------|
| | | 50 | 25+75* | Class Hours | 32+ (32+96) |
| Pedagogy of Social Science Teaching | History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology | | | | |
| Objectives | <p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Be aware of teaching & learning of the subject concern. 2. Examine critically the major concept, ideas, principles & values relating the subject concern. 3. Engage the students into the methods of Teaching & learning the subject. 4. Provide the students authentic historical knowledge with the proposed content & make them to be component to do pedagogical analysis of the subject. | | | | |
| COURSE CONTENT /SYLLABUS | | | | | |
| Unit I | Pedagogical Analysis: Concepts and Methods of Pedagogical Analysis; The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : Breaking of Unit into Sub-unit with no. of Periods; Previous knowledge; Instructional Objectives in behavioural terms; Sub-unit wise concepts Teaching- Learning Strategies Use of teaching aids Blueprint for criterion reference test Items. | | | | 6 hrs. |
| Unit II | Teaching Skill (As per concerned subject): Micro Teaching and Micro Lesson Simulated Teaching; Integrated Teaching/ Teaching in classroom situation. | | | | 7 hrs. |
| Unit III | Learning Designing: Concept, Importance and Types; Steps of Learning Design. Qualities of Good Learning Design. | | | | 7 hrs. |
| Unit IV | Activities in Social Science: Fair and Exhibition, Field Trips / Excursion, Debate, | | | | 6 hrs. |

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| | Wall & Annual Magazine and Subject Club | |
| Unit V | Assessment of Social science learning: Concept of Assessment and Evaluation; Achievement Test Text book Review | 6 hrs. |
| Engagement with the field/ Practicum | Any one of the following :- Preparation of Learning Design Preparation of Achievement Test Development of skill of map Development of skill of time line Project Case Study | 32 hrs. |
| | * Community-based Activities (vide details at the end of Semester-III syllabus) | 96 hrs. |
| Mode of Transaction | Lecture, Discussion, Demonstration, Fieldtrip, Presentation by students In pedagogy of school subjects, illustrations on content based methodology may be provided | |
| Suggested Reading | <ol style="list-style-type: none"> 1. Alan J Singer (2003). Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach. L E Association. New Jersey. 2. Arora. GL. (1988) Curriculum and Quality in Education. NCERT. New Delhi. 3. Agrawal, J.C. Teaching of Social Studies, Vikas Publishing House, New Delhi. 4. Binning, A.C. : Teaching Social Studies in Secondary Schools, McGraw Hill and Co., New York. 5. Bhattacharya, S. & Darji, D.R. : Teaching of Social Studies in Indian Schools, Acharya Book Depot, Baroda, 1966. 6. Desai, D.B. : Samaj Vidya Shikhan, Balgovind Prakashan, Ahmedabad. 7. Greene, H.A., Jozgensen, A.N. Gerber, J.R. : Measurement and Evaluation in the Secondary School, Mongmans, Green and Co., New York, 1959. 8. Mathias, Paul : The Teacher's Handbooks for Social Studies, Blandford Press, London, 1973. 9. Mehlinger. Howard, D. (ed.) : UNESCO, Handbook for the Teaching of Social Studies, Gareem Helm, London, UNESCO, 1981. 10. The Association of Teachers of Social Studies : Handbook for Social Studies Teaching, Holt, Rinchart and Winston, INC, New York, 1967. 11. Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi. | |

| Course-VII-(B) (1.3.7B) | Pedagogy of a School Subject Part-II | Theory | Engagement With the Field | Credit | 2+ (1+3) |
|---|--|---------------|--|------------------------|------------------------|
| | | 50 | 25+75* | Class Hours | 32+ (32+96) |
| Pedagogy of Science Teaching | Life Science, Physical Science, Computer Science and Application | | | | |
| Objectives | The student teachers will be able to :- <ol style="list-style-type: none"> 1. Be aware of teaching & learning of the subject concerned. 2. Examine critically the major concept, ideas, principles & values relating to the subject concerned. 3. Engage the students into the methods of Teaching & learning the subject. 4. Make them competent to do the pedagogical analysis of the subjectconcerned . | | | | |
| COURSE CONTENT /SYLLABUS | | | | | |

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| Unit I | Pedagogical Analysis: Concepts and Methods of Pedagogical Analysis; The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : Breaking of Unit into Sub-unit with no. of Periods; Previous knowledge; Instructional Objectives in behavioural terms; Sub-unit wise concepts Teaching- Learning Strategies Use of teaching aids Blueprint for criterion reference test Items. | 6 hrs. |
| Unit II | Learning Designing: Concept and importance. Qualities of good Learning Design. Steps of Learning Design. | 7 hrs. |
| Unit III | Teaching skills: Micro-teaching Simulated Teaching. Teaching in class room situation Laboratory practical based demonstration skill. | 7 hrs. |
| Unit IV | Assessment of Science Learning: Concept of assessment and evaluation; Concepts of Achievement Test and Identification of Test Items under various criterion like knowledge, understanding and application and skill. Construction of achievement tests and their administration. Preparation of a continuous and comprehensive evaluation plan for a particular class (VI to XII). | 6 hrs. |
| Unit V | Practicum & Activities in Science: Importance of science activities Planning & Organization of field trip, project work, science quiz, excursion, science exhibition, science fair, science Exhibition, aquarium, bird watching etc. Formation and activities of Science club in school. | 6 hrs. |
| Engagement with the field/ Practicum | Any one of the following :- <ul style="list-style-type: none"> • Analysis of Science Textbook. • Survey of Science Laboratory in a school. • Evolving suitable technique(s) to evaluate laboratory work. • Visit to Community Science Centre, Nature Park and Science City | 32 hrs. |
| | * Community-based Activities (vide details at the end of Semester-III syllabus) | 96 hrs. |
| Mode of Transaction | Lecture, Discussion, Demonstration, Fieldtrip, Presentation by students In pedagogy of school subjects, illustrations on content based methodology may be provided | |
| Suggested Reading | 1. Nag, S.(2012) Teaching of Life Science,Rita Publication,Kolkata 2. Nagchowdhury, D. P., Pal, S., Ganguly, A., Haowladar, M. (2014) Jiban Biggyan Shikhshaner tattwa O Proyog, Aaheli Publishers, Kolkata. 3. Joyce, B. and Weil, M. (2009). Models of teaching. USA: Pearson higher education. 4. Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpat rai publishing comp. 5. Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: | |

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| | <p>Deep and Deep.</p> <p>6. NCERT. (2006). Position paper on 'Teaching of Science'. New Delhi: NCERT.</p> <p>7. Prasad, J. (1999). <i>Practical aspects in teaching of science</i>. New Delhi: Kanishka Publication</p> <p>8. Teaching of Biological Science – Jasim Ahmad</p> <p>9. Modern Teaching of Life Science – S.M. Zaidi</p> <p>10. Teaching of Life Science – Pramila Sharme</p> <p>11. Methods of Teaching Life Science – PHI Publication</p> <p>12. Innovative Science Teaching for Physical Science Teacher- Radhamohan</p> <p>13. Modern Science teaching – R.C. Sharma</p> <p>14. Teaching of Computer Studies – PranayPandey</p> |
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| Course-VII-(B) (1.3.7B) | Pedagogy of a School Subject Part-II | Theory | Engagement With the Field | Credit | 2+ (1+3) |
|---|---|--------|---------------------------------|----------------|----------------|
| | | 50 | 25+75* | Class Hours | 32+ (32+96) |
| Pedagogy of Mathematics Teaching | Mathematics Education | | | | |
| Objectives | <p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Know about Mathematics curriculum and text-book preparation 2. Know how does Practical activities associated with mathematical concepts 3. Understand about assessment and evaluation related to mathematics teaching-learning. 4. Apply the Concept of Pedagogical analysis of mathematics content of school level mathematics curriculum and learning designing 5. Understand about Simulated and integrated lesson | | | | |
| | COURSE CONTENT /SYLLABUS | | | | |
| Unit I | <p>Mathematics curriculum and Text-book preparation:</p> <p>Review of the existing curriculum of mathematics of West Bengal Board of Secondary Education in the perspective of the principles of curriculum construction and its comparison with that of the CBSE.</p> <p>Review of the existing text books of mathematics of West Bengal Board of Secondary Education in the perspective of the principles of text-book preparation and its comparison with that of the CBSE.</p> | | | 6 hrs. | |
| Unit II | <p>Practical activities associated with Mathematics concepts:</p> <p>Performance of the all the practical activities stated in the text books of West Bengal Board of Secondary Education and preparation of allied teaching-learning materials.</p> <p>Co-curricular activities (including Mathematics club and Mathematics laboratory) in relation to mathematics teaching.</p> | | | 7 hrs. | |
| Unit III | <p>Assessment and Evaluation related to teaching –learning of Mathematics:</p> <p>Construction of achievement tests and their administration</p> <p>Preparation of a Continuous and Comprehensive Evaluation plan for a particular class (VI to X).</p> | | | 7 hrs. | |
| Unit IV | <p>Pedagogical Analysis and learning designing of Mathematics content of school level:</p> <p>Concepts and Methods of Pedagogical Analysis;</p> <p>The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items :</p> <p>Breaking of Unit into Sub-unit with no. of Periods;</p> | | | | |

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| | <p>Previous knowledge; Instructional Objectives in behavioural terms; Sub-unit wise concepts Teaching- Learning Strategies Use of teaching aids Blueprint for criterion reference test Items.</p> | 6 hrs. |
| Unit V | <p>Simulated and Integrated Lesson: Simulated Micro Teaching and Integrated Teaching. Teaching in Classroom environment.</p> | 6 hrs. |
| Engagement with the field/ Practicum | <p>Any one of the following :-</p> <ul style="list-style-type: none"> • Identify the slow learners, low achievers and high achievers in Mathematics from the classroom during practice teaching. (Case study) • Conducting of Action Research for selected problems. • Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts. • Use of Computer in Teaching of Mathematics. • Use of Mathematics activities for recreation. • Development and use of Mathematics laboratory. • Prepare mathematical activities in the context of socio-cultural aspects. | 32 hrs. |
| | * Community-based Activities (vide details at the end of Semester-III syllabus) | 96 hrs. |
| Mode of Transaction | Lecture, Lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation | |
| Suggested Reading | <ol style="list-style-type: none"> 1. Arora, S.K.(2000).<i>How to teach mathematics</i>. New Delhi: Sterling Publications 2. Kumar,S. &Jaidka, M.L. (2005). <i>Teaching of mathematics</i> .New Delhi : Anmol Publications 3. Mangal,S.K.(2003). <i>Teaching of mathematics</i>. Ludhiana: Tandon Publications 4. Sidhu, K.S.(1998). <i>Teaching of mathematics</i>. New Delhi: Sterling Publications 5. Banerjee,S. <i>GanitsikKhanpaddhati</i>. Kolkata: Rita Publications 6. Ghosh,S. <i>GanitsikKhan</i> .Kolkata:Sova Publications 7. Pramanik, S.(2014). <i>Adhunikganitsikhsn o sikshan</i>. Kolkata: Aaheli Publishers. 8. Anice, J. (2008). <i>Methods of Teaching Mathematics</i>. New Delhi: Neelkamal Publications. 9. Butler, C. H., Wren F. L. and Banks, J. H. (1971). <i>The teaching of Secondary Mathematics</i>. New York : McGraw Hill. 10. Coney, T. J., Davis, G. J., and Hen Derson, K. B. (1975). <i>Dynamics of Teaching Secondary School Mathematics</i>. Boston: Houghton - Mifflin co. 11. Ediger, M., and Rao, B. (2000). <i>Teaching Mathematics successfully</i>. New Delhi: Discovery Publishing House. 12. Kidd, P. K., Myers, S. S., Cilley David, M. (1970). <i>The Laboratory Approach to Mathematics</i>. Chicago: Science Research Associates Inc. 13. Kinney, L. B., and Purdy, C. R. (1965). <i>Teaching of Mathematics in Secondary School</i>. New York; Holt, Rinchart and Winston. 14. Koehler, M. J. & Mishra, P. (2008). <i>Introducing technological pedagogical content knowledge</i>. In AACTE Committee on Innovation and Technology (Eds.), <i>Handbook of technological pedagogical content knowledge (TPACK) for educators</i>. New York: Rutledge. | |

| SEMESTER-III | School Internship | Theory | Engagement With the Field | Credit | 14 |
|---|-------------------|--------|---------------------------|-------------|-----|
| | | - | 350 | Class Hours | 448 |
| <p>At least 60 learning designs should be delivered (duly prepared and approved learning designs by the Teacher Educators)</p> <p>During this semester the student teachers are acquainted with the overall conduct of the school activities and record keeping. It may include morning assembly, class time table, attendance register, stock register, mid-day meal, conduct of periodical meetings, purchase and consumption and co-curricular activities.</p> <p>Student teachers will be able to recognize the needs of In-Service Programme.</p> <p>Internship, as such, orients and acquaints the student teachers with the overall working of the school to make him/her fit to conduct himself/ herself in all activities of the school.</p> | | | | | |
| School Internship (*Community –based activities shall consist of the following) | | | | | |
| <ul style="list-style-type: none"> • Organization of a rally or campaign on any social issue e.g. Polio, HIV, Electoral Rights, Gender sensitization etc. • Gardening. • Cleanliness of the campus and beautification • Cleaning of furniture • Assembly • Community Games • Cultural Programmes • SUPW • Scout & Guide /NSS • Celebration of National Festivals, Teachers Day etc. • First Aid • Aesthetic development activities- decoration of classroom etc. | | | | | |

SEMESTER - IV

| Course-VI (1.4.6) | Gender, School and Society | Theory | Engagement With the Field | Credit | 2+1 |
|---------------------------------|--|--------|---------------------------|-------------|--------|
| | | 50 | 25 | Class Hours | 32+32 |
| Objectives | The student teachers will be able to :- <ol style="list-style-type: none"> 1. Develop gender sensitivity among the student teachers. 2. Understand the gender issues faced by the schools. 3. Understand the paradigm shift with reference to gender studies. 4. Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy). | | | | |
| COURSE CONTENT /SYLLABUS | | | | | |
| Unit I | Gender issues: key concepts: Definition of gender. Difference between gender and sex. Social construction of gender. Gender including transgender and third gender, sex, patriarchy. Gender bias, gender stereotyping, and empowerment Equity and equality in relation with caste, class, religion, ethnicity, disability and region. | | | | 6 hrs. |
| Unit II | Gender studies: paradigm shifts: Paradigm shift from women's studies Historical backdrop: some landmarks on social reform movements of the 19 th and 20 th centuries with focus on women's experiences of education (with special reference to Raja Rammohan Roy, Pandit Iswar Chandra Vidyasagar, Swami Vivekananda, Rabindranath Tagore and Begam | | | | 7 hrs. |

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| | <p>Rokeya).</p> <p>A. Commissions and committees on women education and empowerment</p> <p>B. Policy initiatives (including current laws) for the recognition of the concept of transgender and third gender.</p> | |
| Unit III | <p>Gender, Power and Education:</p> <p>Gender Identities and Socialization Practices in:</p> <p>Family</p> <p>Schools</p> <p>Other formal and informal organization.</p> <p>Schooling of Girls and Women Empowerment</p> | 7 hrs. |
| Unit IV | <p>Gender Issues in Curriculum:</p> <p>Curriculum and the gender question</p> <p>Construction of gender in curriculum framework since Independence: An analysis</p> <p>Gender and the hidden curriculum</p> <p>Gender in text and context (textbooks' inter- sectionality with other disciplines.</p> <p>Teacher as an agent of change</p> | 6 hrs. |
| Unit V | <p>Gender, Sexuality, Sexual Harassment and Abuse:</p> <p>Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)</p> <p>Sites of conflict: Social and emotional</p> <p>Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions</p> <p>Agencies perpetuating violence: Family, school, work place and media (print and electronic)</p> <p>Institutions redressing sexual harassment and abuse.</p> | 6 hrs. |
| Engagement with the Field / Practicum | <p>Any one of the following:</p> <ul style="list-style-type: none"> • Visit schools and study the sexual abuse and sexual harassment cases. • Textbook analysis for identifying gender issues, gender biases reflected in it. • To undertake study of sex ratio and analysis of it state-wise. • Develop an awareness programme for female infanticide and foeticide, child marriages, dowry. Sexual abuse, work place harassment in terms of drama, street play, poster, documentary, power point presentation. • Prepare presentation on laws related to rape, dowry, re-marriage, divorce, property inheritance, trafficking etc. • Debate on women reservation bill. • Group activities on domestic violence and other personal issues and its remedies. • Visits to institutions like WSRC, dowry prohibition cell, women help line, NGO working for women etc. | 32 hrs. |
| Mode of Transaction | Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show | |
| Suggested Readings | <ol style="list-style-type: none"> 1. Basu,R.&Chakraborty, B. (2011). <i>Prasanga: Manabividyā</i>. Kolkata : Urbi Prakashan. 2. Bandarage, A. (1997). <i>Women Population and Global Crisis: A Political Economic Analysis</i>. London : Zed Books. 3. Nanda,B.P.(2014) Sikhya Ekibhaban,Classiq Books,Kolkata. 4. Boserup, E. (1970). <i>Women's Role in Economic Development</i>. New York : St. Martins Press. 5. Brock-Utne, B. (1985). <i>Educating for peace: A Feminist Perspective</i>, New York. 6. Ruddick, S. (1989). <i>Maternal Thinking: Towards a Politics of Peace</i>, | |

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| | <p>London.</p> <p>7. Di Stefano, C. (1983). 'Masculinity as ideology in political theory: Hobbesian man considered ', <i>Women's Studies International Forum</i>, Vol. 6.</p> <p>8. Elshtain, J.B. (1981). <i>Public man, private woman: woman in social and political thought</i>, Princeton.</p> <p>9. Grant, R. & Newland, K. (Eds.). (1991). <i>Gender and International Relations</i>. London.</p> <p>10. Viswanathan, Nalini. (1997). <i>Women, Gender and Development Reader</i>, London: Zed Publication.</p> |
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| Course-VIII(B) (1.4.7B) | Knowledge and Curriculum- Part-II | Theory | Engagement With the Field | Credit | 2+1 |
|---------------------------------|--|--------|---------------------------|-------------|--------|
| | | 50 | 25 | Class Hours | 32+32 |
| Objectives | <p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Realize the concepts of curriculum and syllabi. 2. Discover the relationship between power, ideology and curriculum. 3. Design curriculum in the context of school experiences, evaluation, power, ideology, process and practice & its transactional modes. | | | | |
| COURSE CONTENT /SYLLABUS | | | | | |
| Unit I | <p>Concept of Curriculum: Meaning , Characteristics & Types of Curriculum Nature & Scope of Curriculum Necessity of curriculum. Principles of framing curriculum. Role of State in curriculum. Constitutional values and national culture in curriculum.</p> | | | | 6 hrs. |
| Unit II | <p>Relationship between curriculum and syllabi: Relationship between curriculum framework and syllabi. Process of translating syllabus into text books. Representation and non-representation of various social groups in curriculum framing.</p> | | | | 6 hrs. |
| Unit III | <p>Designing curriculum, school Experiences and Evaluation: Principles of selecting curriculum content. Principles of curriculum development, Highlights of NCFTE 2009-stage-specific and subject –specific objectives of curriculum. Methodology of curriculum transaction. Curriculum evaluation (formative, summative, Micro and Macro).</p> | | | | 7 hrs. |
| Unit IV | <p>Power, Ideology and Curriculum: Relationship between powers, structures of Society and knowledge. Meritocracy versus elitism in curriculum.</p> | | | | 7 hrs. |
| Unit V | <p>Curriculum as process and practice: Inculcation of values, disciplines, rules and</p> | | | | 6 hrs. |

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| | reproduction of norms in the society. Necessity and construction of Time-Table Hidden curriculum and children's resilience. Critical Analysis of text books, teachers' handbooks, children's literature. | |
| Engagement with the field/ Practicum | Any one of the following :- <ul style="list-style-type: none"> • Textbook analysis • Visit to DEO, DIET, Schools to find out the role of different personnel in curriculum development process. • Evaluation and preparation of a report of existing GSHSEB, IB and CBSC curriculum at different level. | 32 hrs. |
| Mode of Transaction | Group discussion, Lecture-cum –discussion, pair and share , group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences | |
| Suggested Reading | <ol style="list-style-type: none"> 1. Ornstein, Allen C. & Francis P. Hunkins. (2003). Curriculum, foundations, principles and issues. 2. Ornstein, Allen C., Edward F. Pojak & Stacey B. Ornstein. (2006). Contemporary issues in curriculum. Allyn & Bacon. 3. Slattery (1995). Curriculum development in postmodern Era. (Critical Education & Practice). 4. Wiles, Jon. (2004). Curriculum essentials- a resource for educators. Allyn & Bacon 5. Chakraborty, Pranab Kumar (2008) Pathkram Niti o Nirman, Classic Books Publishers, Kolkata. 6. Panday, M. (2007). Principles of Curriculum Development. New Delhi; Rajat publications 7. Rajput, J. S. (2004). Encyclopedia of Indian Education. New Delhi: NCERT. 8. Satyanarayan, P.V. (2004). Curriculum development and management. New Delhi: DPH. 9. Sharma, R. (2002). Modern methods of Curriculum Organisation. Jaipur: Book Enclave. 10. Sharma, S. R. (1999). Issues in Curriculum Administration. New Delhi: Pearl Publishing House. 11. Sockett, H. (1976). Designing the Curriculum. Britain: Pitman Press. 12. Srivastava, H. S. (2006). Curriculum and methods of teaching. New Delhi: Shipra Publishers. 13. Taba, H. (1962). Curriculum development theory & practice. New York: Harcourt, Brace & World Inc. 14. Yadav, Y.P. (2006). Fundamentals of Curriculum design. New Delhi; Shri Sai Printographers | |

| Course-X (1.4.10) | Creating an Inclusive School | Theory | Engagement With the Field | Credit | 2+1 |
|------------------------------|--|---------------|----------------------------------|--------------------|--------------|
| | | 50 | 25 | Class Hours | 32+32 |
| Objectives | The student teachers will be able to :- <ol style="list-style-type: none"> 1. Sensitise to the concept of inclusive education and social inclusion 2. Familiarize with the legal and policy perspectives behind inclusion in education 3. Understand the types, probable causes, preventive measures and characteristics of different types of disability. 4. Understand street children, platform children, and orphans, children born and brought up in correctional homes, child labour and other | | | | |

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| | <p>socioeconomically backward children. 5. Know how inclusion can be practiced in mainstream class.</p> | |
| | COURSE CONTENT /SYLLABUS | |
| Unit I | <p>Introduction to inclusive Education: Concept & history of special education, integrated education and inclusive Education & their relation Philosophical, Sociological, Economical & Humanitarian dimensions of inclusive education Advantages of inclusive education for the individual and society. Factors affecting inclusion.</p> | 6 hrs. |
| Unit II | <p>Legal and policy perspectives: Important international declarations / conventions / proclamations- BMF (1993-2012), recommendations of the Salamanca Statement and Framework of Action (1994), UNCRPD (2006). National initiatives for inclusive education – National Policy on Education (1968, 1986), Education in the National Policy on Disability (2006), RTE Act(2009). Special role of institutions for the education of children with disabilities- RCI, National Institute of Different Disabilities.</p> | 7 hrs. |
| Unit III | <p>Defining learners with special needs: Understanding differently abled learners – concepts, definitions, characteristics, classification, causes and preventive measures of V.I, H.I, SLD, LI Preparation for inclusive education – School’s readiness for addressing learner with diverse needs Case history taking, Assessment of children with diverse needs (MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN and related others) to know their profile and to develop individualized Education Programme (IEP / ITP) Identification and overcoming barriers for educational and social inclusion</p> | 7 hrs. |
| Unit IV | <p>Inclusion in operation: Class room management and organizations, curricular adaptations, learning designing and development of suitable TLM Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the class room, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc. Technological Advancement and its applications – ICT, Adaptive and Assistive devices, equipment , aids and appliances</p> | 6 hrs. |
| Unit V: | <p>Teacher preparation for inclusive school: Problems in inclusion in the real class room situations; ways for overcoming the problems in inclusions. Review of existing educational programmes offered in secondary school (General and Special School). Skills and competencies of teachers and teacher educators for secondary education in inclusive settings. Teacher preparation for inclusive education in the light of NCF, 2005. Characteristics of inclusive school.</p> | 6 hrs. |

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| <p style="text-align: center;">Engagement with the field/ Practicum</p> | <p>Any one of the following:</p> <ul style="list-style-type: none"> • Collection of data regarding children with special needs from Municipal records. • Visit to Inclusive Schools and to observe classroom transaction of any one of such school in Baroda and make a report of the same. • Identifying one/ two pupils with special needs in the primary schools and preparing a profile of these pupils. • Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability (Visit to Resource Room). • Preparation of learning design, instruction material for teaching students with disability in inclusive school. • Developing list of teaching activities of CWSN in the school. • Case Study of one main streamed (Inclusive) student w.r.to <ul style="list-style-type: none"> A) Role of a parent. B) Role of a teacher: Special School Teacher, General School Teacher C) Role of Counsellor. • Visits to different institutions dealing with different disabilities and their classroom observation. | 32 hrs. |
| <p style="text-align: center;">Mode of transaction</p> | Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show | |
| <p style="text-align: center;">Suggested Readings</p> | <ol style="list-style-type: none"> 1. Apple, M.W., &Beane, J.A. (2006). Democratic schools: Lessons in powerful education. Eklavya. 2. Basu, R.,& Chakraborty, B. (2011). Prasanga: manabividya. Kolkata : Urbi Prakashan. 3. Carini, P.F. (2001). Valuing the immeasurable. In <i>Starting strong: A different look at children, schools, and standards</i> (pp. 165-181). New York: Teachers College Press. 4. Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. <i>The Reading Teacher</i>. 5. GOI. (1966). <i>Report of the education commission: Education and national development</i>. New Delhi: Managers of Publications, Ministry of Education. 6. GOI. (1986). <i>National policy of Education</i>. New Delhi: Managers of Publications, Ministry of Education. 7. Kothari, R. G, and Mistry, H. S. (2011). <i>Problems of students and Teachers of the special schools- A study of Gujarat state</i>. Germany: VDM Publication. 8. Meadow, K. P. (1980). <i>Deafness and child development</i>. Berkley, C.A.: University of California Press 9. Mithu, A and Michael, B (2005) <i>Inclusive Education: From rhetoric to Reality</i>, New Delhi: Viva Books Pvt. Ltd. 10. Sinha,D.K (2014) Some aspects of Inclusive Education,Parichay Prakashan,Kolkata. Nanda,B.P.(2014) Sikhya Ekibhaban,Classiq Books,Kolkata. 11. Nanda,B.P.(2014) Sikhya Ekibhaban,Classiq Books,Kolkata. 12. Nanda,B.P.(2012) Challenged Children: Problems and Management.Ankush Prakashan,Kolkata. 13. Nanda,B.P.(2008) School without walls in 21st Century: From exclusion to inclusion practices in education. Mittal Publications, New Delhi. 14. Nanda,B.P. and Ghosh,S.(2010) Bishes Sikshar Itihas,Rabindra Bharati Prakashana,Kolkata. 15. Nanda,B.P. and Zaman,S.S.(2002) Batichrom dharmi Sishu. Mawola Brothers,Dhaca,Bangladesh | |

| Course-XI (1.4.11) Optional | Health and Physical Education | Theory | Engagement With the Field | Credit | 2+1 |
|-----------------------------------|--|--------|------------------------------|----------------|--------|
| | | 50 | 25 | Class Hours | 32+32 |
| Objectives | The student teachers will be able to :- <ul style="list-style-type: none"> • Build a scenario of Health Education in India. • Develop a Knowledge Base of the Most Common and Uncommon Diseases in India; their Diagnosis & Remediation. • Learn the Tech Related Health Risks & Learn How to Fix These. • Study the Health Education Vision & Mission of India. | | | | |
| COURSE CONTENT /SYLLABUS | | | | | |
| Unit I | Health Education Scenario in India: <ul style="list-style-type: none"> • Introduction to the concept of health, significance and importance • Identity of Educational Institutional Plants: Structure, Infra-Structure and Environment, • Emerging Health & Total Quality of the Educational Institutions, • Status of Health Education in India from Pre-Natal Education through Higher Education, • Health & Hygiene, Mess & Toilets, Disease & Dispensary, Work & Leisure, • Total Health Quality of Educational Governors, Administrators, Teachers, Students, Supporters, Libraries, Laboratories, Classrooms, Halls, Play Fields, Water Tanks, Swimming Pools, Community Pools, Roads | | | | 6 hrs. |
| Unit II | Most Common & Uncommon diseases in India: <ul style="list-style-type: none"> • The most common diseases during the previous decade- • Heart Diseases, Cancer, HIV/AIDs, Swine Flue, Reproductive Helpless Health, Osteoporosis, Depression, • Intentional & Unintentional Injuries, Diabetes, and Obesity, Uncommon Diseases- Autistic, Cerebral Palsied, Blood Borne Diseases • Beta Thal Major, Sickle Cell Anemia, Hemophilia, Diagnosis, Prevention & Prognosis. | | | | 6 hrs. |
| Unit III | Tech-Related Health Risks & How to Fix Them: <ul style="list-style-type: none"> • Identification of the technological health hazards- Smartphone Stress, Acne caused by the Cell Phones, Blackberry Stress Injuries to the Thumb, Radiation from the cell phones, Cell Phone Sickness, Cell Phone & Car Accidents, Allergies & Phones, Crazy Phones, • Computers Causing Wrist Pain, Back & Neck Pain, Decreased Sperm Count from the WIFI, Laptop Burns, Laptop Headaches, Sleeping Problems from the Laptops, Decreased attention span from using Face-book, • The Internet Causing Anxiety, Headphone Use leading to Accidents, Hearing Loss from Headphones, Visual Impairment, • Death from Social Networking, Environmental Degradation, Aggression, Social Crimes--- Evolving Controlling & Regulatory Mechanisms. | | | | 7 hrs. |
| Unit IV | Health Issues & Health Education: Vision & Mission: | | | | |

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| | <p>Fast Food Problems, Drinking Water Problems, Falling Heart & Brain Entrainment Ratio, Inflated Height Weight Index, High & Low Blood Pressure, Depression & Aggression, Adhyatmik Troubles, Adhi- bhoutik Troubles, Adhidaivik Troubles, along with these all sorts of Medical Practices Vision & Mission of Medical Council of India, Health Education Priorities, and immediate need of Health Education Policy of India. Games, Sports & Athletics, Yoga Education.</p> | 7 hrs. |
| Unit V | <p>First Aid- Principles and Uses:</p> <ul style="list-style-type: none"> • Structure and function of human body and the principles of first aid • First aid equipment • Fractures-causes and symptoms and the first aid related to them • Muscular sprains causes, symptoms and remedies • First aid related to haemorrhage, respiratory discomfort • First aid related to Natural and artificial carriage of sick and wounded person • Treatment of unconsciousness • Treatment of heat stroke • General disease affecting in the local area and measures to prevent them | 6 hrs. |
| Engagement with the field Practicum | <p>Any two of the following :- Surfing to know the diseases in India. Preventive & Ameliorative measures for health hazards. Playing Games Athletics Yoga Reflective Dialogues on Serials, such as, Satyamev Jayate on Health of the People. Preparation of inventories on myths on exercises and different type of food Make an inventory of energy rich food and nutritious food(locally available) indicating its health value Make an inventory of artificial food and provide critical observations from health point of view Home remedies as health care Role of biopolymers(DNA) in health of child Medicinal plants and child health Strategies for positive thinking and motivation Preparation of first aid kit</p> | 32 hrs. |
| Mode of Transaction | Lecture, discussion, workshop, practical work | |
| Suggested Reading | <ol style="list-style-type: none"> 1. Bhattacharyya, A.K.(2010).<i>Dimensions of Physical Education Principles, Foundation & Interpretation</i>. Kolkata:Classique Books. 2. Bucher, C.A. <i>Foundation of Physical Education</i> St. Louis: The C.V. Mosby Co. 3. Bhattacharyya, A.K. &Bhowmick, S. <i>Sarirsiksha</i>. Kolkata: PaschimbangaRajyaPustakParshad. 4. Bandyopadhyay, K. <i>Sarir siksha parichay</i>. Kolkata :Classique Books 5. Kar, Subhabrata& Mandal, Indranil. (2009). <i>Uchhatara sarir siksha</i>. Lalkuthipara, Suri, Birbhum :Sarir Siksha Prakashani. 6. Gharote, M.L. <i>Applied Yoga</i>Kaivalyadhama, S.M.Y.M. Samiti, Lonavla 7. Dasgupta, Rameswar, <i>Yoga Rashmi</i>. Kaivalyadhama, Lonava, Maharashtra. 8. Kuvalananda, S <i>Asanas</i>Kaivalyadhama, Kaivalyadhama, Lonava, | |

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| | Maharashtra. | | | | |
| Course-XI (1.4.11) Optional | Peace & Value Education | Theory | Engagement With the Field | Credit | 2+1 |
| | | 50 | 25 | Class Hours | 32+32 |
| Objectives | <p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Understand the meaning and role of peace education and value education in present context. 2. Understand the components of peace education. 3. Understand different perspectives of peace education. 4. Be acquainted with methods and evaluation of value education. | | | | |
| COURSE CONTENT /SYLLABUS | | | | | |
| Unit I | <p>Peace Education:</p> <p>Peace Education – Meaning, Concept, Aims, Objectives, Nature, Scope and Importance. Barriers of Peace Education – Psychological, Cultural, Political. Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, suppression of individuality, complexes. Violence in School, home and society. Role of Peace Education in present context.</p> | | | | 6 hrs. |
| Unit II | <p>Social Perspective of Peace Education</p> <p>Justice – Social economics, Cultural and religions Equality – Egalitarianism, Education for all, equal opportunity Critical thinking: Reasoning and applying wisdom cooperation Learning to be and learning to live together Peace Education in Secondary Education curriculum.</p> | | | | 6 hrs. |
| Unit III | <p>Value Education</p> <p>Meaning, Concept, Nature and Sources of values. Meaning, Concept, Nature and scope of Value Education. Philosophical perspective, psychological perspective and sociological perspectives of Value Education. Values in Indian Constitution and Fundamental Duties of citizens.</p> | | | | 7 hrs. |
| Unit IV | <p>General Idea about values</p> <p>Classification of Values Personal and social values</p> <ol style="list-style-type: none"> a) Intrinsic and extrinsic values on the basis of personal interest & social good. b) Social, moral, spiritual and democratic values on the basis of expectation of society & one's self inspiration <p>Identification of Analysis of emerging issues involving value conflicts Design and develop of instructional material for nurturing values Characteristics of Instructional material for values.</p> | | | | 7 hrs. |
| Unit V | <p>Methods & evaluation of value Education</p> <p>Methods & Evaluation of Value Education</p> | | | | |

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| | <p>a. Traditional Methods: Story Telling, Ramleela, Tamasha street play & folk songs.</p> <p>b. Practical Methods: Survey, role play, value clarification, Intellectual discussions</p> <p>Causes of value crisis : material, social, economic, religion evils and their peaceful solution</p> <p>Role of School Every teacher as teacher of values, School curriculum as value laden</p> <p>Moral Dilemma (Dharmasankat) and one's duty towards self and society</p> | 6 hrs. |
| Engagement with the field/ Practicum | <p>Any one of the followings:</p> <p>Develop / compile stories with values from different sources and cultures,</p> <p>Organize value based co-curricular activities in the classroom and outside the classroom,</p> <p>Develop value based learning designings,</p> <p>Integrating values in school subjects.</p> | 32 hrs. |
| Mode of Transaction | Different kinds of classroom activities like dialogues, reflective writings and presentations, meditation, anecdotes, role play, one act play, story-telling, group activities and group discussion can be used as teaching activities. | |
| Suggested Readings | <ol style="list-style-type: none"> Nel Noddings. Peace Education: How we come to love and hate war J. Delors. (2001). Learning the treasure within. Page, James, Page, James Smith. Peace Education: Exploring ethical and philosophical foundations. R. P. Shukla. (2010). Value education and human rights. Bernard Jessie., "The Sociological study of conflict" International sociological Association, The Nature of conflict, UNESCO Paris (1957) Barash, P. David Approaches to Peace, Oxford University Press, New York (2000) Galtung, Johan, Peace by Peaceful Means: Peace and conflict, Development and civilization. Sage Publications, New Delhi, 1996 Galtung, Johan, "The Struggle for Peace" Gujarat Vidyapith, Ahmedabad, 1984 Gandhi, M.k., Non-Violence in Peace and War Navajivan Publishing House, Ahmedabad, 1944 Galtung, J., Searching for Peace- The road to TRANSCEND, sterling Virginia (2003) Harris Ian. M, : "Peace Education" Mc Farland & company, Inc Publisher London, 1998 Howlett, Charles F., John Dewey and Peace Education, Encyclopedia of Peace Education , Teacher college, Columbia University 2008. | |

| Course-XI (1.4.11) Optional | Guidance and Counselling | Theory | Engagement With the Field | Credit | 2+1 |
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| | | | 50 | 25 | Class Hours |
| Objectives | <p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> Understand guidance and counselling in details Understand the mental health Develop the knowledge about adjustment and maladjustment. Acquire skill to develop tools and techniques. | | | | |

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| | 5. Understand the idea about Abnormal Behaviour and Mental illness. | |
| | COURSE CONTENT /SYLLABUS | |
| Unit I | Overview of Guidance and Counselling: Definition & Functions Nature & Scope of Guidance and Counselling Difference between Guidance & Counselling Types of guidance and counselling Career & Vocational guidance Quality of a good counsellor | 6 hrs. |
| Unit II | Mental Health: Concept Characteristics Role of home & School Mental health of a teacher | 6 hrs. |
| Unit III | Adjustment & Maladjustment: Concept Purpose Techniques Criteria of good adjustment Causes, Prevention & Remedies of Maladjustment Maladjusted behaviours- Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Anti-social Behaviour. | 7 hrs. |
| Unit IV | Tools & Techniques: Concept of Testing & Non-testing tools Tests to measure- Personality, Attitude, Aptitude, Interest, Intelligence, Case study, Questionnaire, Opinionnaire, Interview, Observation, ARC & CRC. | 7 hrs. |
| Unit V | Abnormal Behavior and Mental illness: Meaning & Concept of normality and abnormality Casual factors of Abnormal Behaviour – Biological & Psychological. Classification of mental illness(DSM-IV) | 6 hrs. |
| Engagement with the field/ Practicum | Project on: Maladjusted behaviour (any one; on the basis of case study)- Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Anti-social Behaviour. | 32 hrs. |
| Mode of Transaction | Group discussion, Lecture-cum –discussion, pair and share , group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences | |
| Suggested Readings | <ol style="list-style-type: none"> 1. 1.Agrawal,R.(2010). Guidance and counselling. New Delhi : Shipra Publications. 2. Ghosh,S.K. (2012). Sikshay sangati apasangati o nirdesana. Kolkata : Classique Books. 3. Gibson,R.L&Mitchel, M. H. (2006). Introduction to counselling and guidance. New Delhi: Pearson,PrenticeHall. 4. Nag,S&Dutt,G. (2014).Sangatibidhane paramarshadan onirdashana. Kolkata : Rita Book Agency. 5. Pal,A.K.(2013). Guidance and counseling. New Delhi : AbhijeetPublications. 6. Pal,D. (2014). Sikshay-brittite nirdeshana o paramarshadan. Kolkata 7. : RitaPublications. | |

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| | <p>8. Shrivastava, K.K. (2007). Principles of guidance and counseling. New Delhi : Kanishka Publishers Distributors.</p> <p>9. Nag, S. (2015). Guidance and counseling. Kolkata: Rita Publications.</p> <p>10. Mondal (2011). Nirdeshana O Poramorshodaner Ruparekha. Rita.</p> |
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| Course-XI (1.4.11) | Work & Vocational Education | Theory | Engagem ent With the Field | Credit | 2+1 |
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| Optional | | 50 | 25 | Class Hours | 32+32 |
| Objectives | <p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Make a teacher-trainee aware of the modern approaches to teaching of Work Education in the perspectives of its development from traditional approaches. 2. Make the teacher-trainee acquainted with the basic skills required for the inculcation of the modern approaches to teaching of Work Education. 3. Make the teacher trainees aware of different methods of teaching suitable to different topics of Work Education. 4. Make the teacher trainees acquainted with the ways and means for managing class-room from the stand point of inclusive education. | | | | |
| COURSE CONTENT /SYLLABUS | | | | | |
| Unit I | <p>Aims, Objectives and Bases: Aims and Objectives of Teaching Work Education at Secondary level. Values of teaching Work Education at Secondary level. Correlation of Work Education with other School Subjects. Bases of Work Education – Psychological, Sociological, Historical and Economical.</p> | | | | 6 hrs. |
| Unit II | <p>Development of the Concept and Work & Vocational Education Teacher: Development of the concept of Work Education with Special reference to National Policy on Education (1986) Work & Vocational Education Teacher Qualities & Responsibilities. Need for Professional Orientation.</p> | | | | 6 hrs. |
| Unit III | <p>Approaches & Methods of Teaching Work & Vocational Education: A. Inductive and Deductive approach B. Methods: Lecture Cum Demonstration Method Laboratory Method. Heuristic Method. Problem Solving Method, Project Method</p> | | | | 7 hrs. |
| Unit IV | <p>Aids, Equipment and Assistance in Teaching Work & Vocational Education: i. Work Education Laboratory ii. Management of Work Units: - a) Selection of Work projects b) Budgeting and planning c) Time allocation d) Materials and Equipment e) Disposal of finished products f) Organizational co-ordination of different agencies monitoring Network through Resource Centers –</p> | | | | 7 hrs. |

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| | problems thereof. iii. Excursion. | |
| Unit V | <p>Aspects of Teaching work Education: A critical evaluation of work education syllabus prescribed by the WBBSE in (a) the exposure stage and (b) the Involvement stage. Concept of improvisation; its use in the teaching of Work Education. Ares of work education, viz. socially useful productive work (as designed by I.B. committee), Occupational explorations and Innovative practices. Removal of social distances through Work Education.</p> | 6 hrs. |
| Engagement with the field/ Practicum | <p>Project on any one:</p> <ul style="list-style-type: none"> • Growing of Vegetables/ Fruit / Flower Household wiring and Electrical gadgets repairing Tailoring and Needle Work Bamboo Work and Wood craft Tie-Dye and Butik Printing Clay Modelling Fruit preservation Cardboard Work and Book Binding Soap, Phenyl and Detergent making Wallet mast making Paper making and paper cutting work Bicycle repairing | 32 hrs. |
| Mode of Transaction | Lecture, discussion, workshop, practical work | |
| Suggested Readings | <ol style="list-style-type: none"> 1. Choudhury,J.,Deb,N.and Samanta ,A.(2014) Karmashiksha Shikhsan Bigyan Kala O Prajukti ,Aaheli Publishers, Kolkata. 2. Achilles, C. M.; Lintz, M.N.; and Wayson, W.W. "Observations on Building Public Confidence in Education." EDUCATIONAL EVALUATION AND POLICY ANALYSIS 11 no. 3 (1989). 3. Banach, Banach, and Cassidy. THE ABC COMPLETE BOOK OF SCHOOL MARKETING. Ray Township, MI: Author, 1996. 4. Brodhead, C. W. "Image 2000: A Vision for Vocational Education." VOCATIONAL EDUCATION JOURNAL 66, no. 1 (January 1991). 5. Buzzell, C.H. "Let Our Image Reflect Our Pride." VOCATIONAL EDUCATION JOURNAL 62, no. 8 (November–December 1987). 6. Kincheloe, Joe L. Toil and Trouble: Good Work, Smart Workers, and the Integration of Academic and Vocational Education. New York: Peter Lang Publishing. (1995) 7. Kincheloe, Joe L. How Do We Tell the Workers? The Socio-Economic Foundations of Work and Vocational Education. Boulder, CO: Westview Press. (1999) 8. Lauglo, Jon; Maclean, Rupert (Eds.) "Vocationalisation of Secondary Education Revisited". Series: Technical and Vocational Education and Training: Issues, Concerns and Prospects , Vol. 1. Springer. (2005) 9. O'Connor, P.J., and Trussell, S.T. "The Marketing of Vocational Education." VOCATIONAL EDUCATION JOURNAL 62, no. 8 (November–December 1987). 10. Ries, E. "To 'V' or Not to 'V': for Many the Word 'Vocational' Doesn't Work." TECHNIQUES 72, no. 8 (November–December 1997). | |

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| Course-XI (1.4.11) | Yoga Education | Theory | Engagem ent With the Field | Credit | 2+1 |
| Optional | | 50 | 25 | Class Hours | 32+32 |

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| Objectives | <p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Understand the concept and principles of Yoga 2. Understand the ancient system of yoga 3. Develop awareness about the historical aspects of Yoga 4. Learn some meditational practices and techniques 5. Learn to maintain a healthy condition of body and mind 6. Learn the utility of yoga in modern life | |
| | COURSE CONTENT /SYLLABUS | |
| Unit I | <p>Introduction to Yoga and Yogic Practices:</p> <ul style="list-style-type: none"> • Introduction to yoga: concept & principles • Classical approach to yoga practices viz. Kriyas, Yama, Niyama, Asana, Pranayama, • Bandha, Mudra & dhyana as per yogic texts and research based principles of Yoga, • General guidelines for performing Yoga practices. | 6 hrs. |
| Unit II | <p>Ancient Systems of Indian Philosophy and Yoga System:</p> <ul style="list-style-type: none"> • Ancient systems of Indian Philosophy • Yoga & Sankhya philosophy & their relationship | 6 hrs. |
| Unit III | <p>Historical aspects of Yoga:</p> <ul style="list-style-type: none"> • Historical aspect of the Yoga Philosophy • Yoga as reflected in Bhagwat Gita | 6 hrs. |
| Unit IV | <p>Introduction to Yogic texts:</p> <ul style="list-style-type: none"> • Significance to Yogic texts in the context of schools of yoga • Pantanjala Yoga Shastra: ashtanga yoga and kriya yoga in sadhna pada • Hathyogic texts (hatha pradaspika and ghera and sahita) • Complementarities between patanjala yoga and hathyoga • Meditational Procesess in Patanjala yoga sutras • Hathyogi practices : a List of selected Asana, Pranayama, Bandha, Mudra from Hathyogi texts for practical yoga sessions for advanced yoga practitioners | 7 hrs. |
| Unit V | <p>Yoga and Health:</p> <ul style="list-style-type: none"> • Need of yoga for a positive health for the modern man • Concept of health and disease: medical & Yogic perspectives • Concept of Panch Kosa for an Integrated & positive health • Utilitarian Value of Yoga in Modern Age | 7 hrs. |
| Engagement with the field/ Practicum | <p>Any one of the following :-</p> <ul style="list-style-type: none"> • Preparation of Teaching Aids on Yoga • Practical Asanas and Pranayam • Visit to Yoga Ashramas and Centres | 32 hrs. |
| Mode of Transaction | Lecture, discussion, workshop, practical work | |
| Suggested Readings | <ol style="list-style-type: none"> 1. Swami Shivananda Yoga Asanas : Divine Life Society, 1972. 2. Hatha Yoga Pradipika 3. Jha Vinay Kant (2015), Patanjalis Yoga Sutras – Commentary By Swami Vivekananda, Solar Books, Dariya Ganj, New Delhi 4. NCERT Yoga Syllabus 5. Raja Yoga-Vivekananda Swami-Adyar Publication, Madras | |

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| | 6. Universe of Swami Vivekanand & Complete Wholistic Social Development, www.icorecase.org 7. Yoga Education – Bachelor of Education Programme (2015), NCTE Publication, St. Joseph Press, New Delhi 8. Yoga Education – Master of Education Programme (2015), NCTE Publication, St. Joseph Press, New Delhi |
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| Course-XI (1.4.11) Optional | Environmental & Population Education | Theory | Engagemen t With the Field | Credit | 2+1 |
|---------------------------------------|--|--------|----------------------------------|----------------|--------|
| | | 50 | 25 | Class Hours | 32+32 |
| Objectives | The student teachers will be able to :- 1. Understand the concept of population and environmental education 2. Know the objectives and methods of teaching environmental and population 3. Be aware of population and environmental education policies 4. Help teachers students analyse the various issues related to population and environmental education. | | | | |
| COURSE CONTENT /SYLLABUS | | | | | |
| Unit I | Concept of population education: The characteristics and scope, Methodology of population education and Its importance | | | | 6 hrs. |
| Unit II | Concept of environmental education: Its objectives and importance, Developing environmental awareness, Environmental attitude, values & pro-environmental behaviour. | | | | 6 hrs. |
| Unit III | Population education policies: Population policy of the government of India (2000), Implementation programmes, population control, population dynamics in the context of India, Population distribution, urbanization and migration. | | | | 7 hrs. |
| Unit IV | Sustainable development: Concept of sustainable development and education for sustainable development agenda 21, United Nations Decade of education for sustainable development, programmes on environmental management | | | | 6 hrs. |
| Unit V | Issues related to population and environmental education: Quality of life, Sustainable life style, Ecofeminism, Empowerment of women, Environmental and social pollution, Effect of population explosion on environment, Adolescent reproductive health. | | | | 7 hrs. |
| Engagement with the field/ | Any one of the following :- | | | | |

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| Practicum | <ul style="list-style-type: none"> • Visits to polluted sites and preparation of report. • Interviewing people and reporting the inconveniences due to any of the Environmental problems. • To study innovations done by any organization to improve the local Environment. • To study the implementation of Environmental Education Programmes. • To prepare models and exhibits for general awareness of public regarding environmental hazards. • To prepare a programme for environmental awareness and to conduct the same, with school children. • To visit industries and study alternative strategies of Environmental management. • To prepare a resource material on any of the environmental problems along with a suitable evaluation strategy. • To prepare quizzes and games on environmental issues. • To study the contribution of NGOs in improving the environment of the city. | 32 hrs. |
| Mode of transaction | Lecture, lecture-cum-discussion, observation, debate, field visits, project, lab work, films, etc. | |
| Suggested Reading | <ol style="list-style-type: none"> 1. Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation. 2. Singh, Y. K. (2009). Teaching of environmental science New Delhi: APH Publishing Corporation. 3. Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot. 4. Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value Meerut: R.Lall Books Depot. 5. Sharma, V. S. (2005). Environmental education. New Delhi, Anmol publication. 6. Pal, S. And Deb, N. (2014) Paribesh Siksha, Aaheli Publishers, Kolkata 7. Yadav Saroj (1988) "Population Education", Shree Publishing House, New Delhi. 8. Bhenda, A.A. & Kavitar Tava (1985), "Principles of Population Studies", Himalaya Publishing House, Bombay. 9. Kuppaswamy B. (1975), "Population and Society in India", Popular Prakashan, Bombay. | |

| Course EPC-3 (1.4EPC3) | Critical Understanding of ICT | Theory | Engagement With the Field | Credit | 2+2 |
|-----------------------------------|---|---------------|--------------------------------------|--------------------|----------------|
| | | 50 | 50 | Class Hours | 16 + 32 |
| Objectives | <p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Understand the social, economic, security and ethical issues associated with the use of ICT 2. Identify the policy concerns for ICT 3. Describe a computer system; 4. Operate the Windows and/or Linux operating systems; 5. Use Word processing, Spread sheets and Presentation software; 6. Acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools. 7. Operate on Internet with safety 8. Elucidate the application of ICT for Teaching Learning 9. Develop various skills to use computer technology for sharing the | | | | |

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| | information and ideas through the Blogs and Chatting groups | |
| | COURSE CONTENT /SYLLABUS | |
| Unit I | Digital Technology and Socio-economic Context: <ul style="list-style-type: none"> • Concepts of information and communication technology; Universal access VS Digital Divide - issues and initiatives; • Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; IT@ School Project; • Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, e Gyan Kosh; Virtual laboratory and Haptic technology. | 4 hrs. |
| Unit II | MS office: <ul style="list-style-type: none"> • MS Word • MS Power Point • MS Excel • MS Access • MS Publisher | 4 hrs. |
| Unit III | Internet and Educational Resources: <ul style="list-style-type: none"> • Introduction to Internet • E-mail, Search Engines, Info-Savvy Skills; Digital Age Skills, safe surfing mode; • Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics. • General Introduction to E-learning, Mobile-learning, distance learning, On-line learning, • Virtual University, Wikipedia, Massive Open Online Courses (MOOCs); • Social networking | 4 hrs. |
| Unit IV | Techno-Pedagogic Skills: <ul style="list-style-type: none"> • Media Message Compatibility • Contiguity of Various Message Forms • Message Credibility & Media Fidelity • Message Currency , Communication Speed & Control • Sender-Message-Medium-Receiver Correspondence | 4 hrs. |
| Engagement with the field/ Practicum | Any two of the following :- <ul style="list-style-type: none"> • Installation of Operating systems, Windows, installation of essential Software and Utilities; • Projects that may involve the hardware like LCD Projector, digital camera, camcorder, scanner, Printer, interactive white board and software like word processors (MS Word/Libre Office), spread sheet and Slide Presentation (PPT/impress); and/or Creating and using Blogs and Google Groups, Google Docs. • Develop a report on preparing a learning designing on any topic from your methods while using internet resources. They report should mention the details of navigating, searching, selecting, saving and evaluating the authenticity of the material and also mention how it adds or justify the facts, _figures(data), graphics, explanation and logic of the topic. • Teaching with a multimedia e-content developed by the student. | 32 hrs. |
| Modes of Transaction | LCD Projection, Demonstration, Lecture, Web Surfing, Designing WBI | |
| Suggested Readings | 1. Benkler, Y. (2006). The wealth of networks: How social production transforms markets and freedom. Yale University Press. | |

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| | <p>2. Brian K. Williams, Stacey Sawyer (2005) Using Information Technology, 6th Edition Tata Macgrow hill _ Curtin, Dennis, Sen, Kunal, Foley, Kim, Morin, Cathy(1997)</p> <p>3. Information Technology: The Breaking Wave, Tata Macgrow hill http://en.wikibooks.org/wiki/Computers_for_Beginners. An exhaustive source for beginners.</p> <p>4. Douglas Comer(2007) The Internet Book: Everything You Need to Know about Computer Networking and How the Internet Works, Prentice Hall,</p> <p>5. DSERT Karnataka. (2012). Position paper on ICT mediation in education. DSERT.</p> |
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| CourseEPC-4 (1.4EPC4) | Yoga Education: Self Understanding and Development | Theory | Engagement With the Field | Credit | 2+2 |
|---------------------------------|---|--------|---------------------------|-------------|---------|
| | | 50 | 50 | Class Hours | 16 + 32 |
| Objectives | <p>The student teachers will be able to :-</p> <ul style="list-style-type: none"> • Understand the meaning and importance of self-concept and self-esteem. • Be aware of different factors related to self-concepts and self-esteem. • Understand the concept and importance of yoga and well-being. • Be sensitized about the interrelationships of yoga and well-being. • Record a brief history of the history of development of yoga through the ages. • Discuss how yoga and yoga practices are important for healthy living. • Explain some important principles of yoga. • Know and develop their personality through various practices. | | | | |
| COURSE CONTENT /SYLLABUS | | | | | |
| Unit I | <p>Introduction to Yoga and Yogic Practices :</p> <ul style="list-style-type: none"> • Yoga: meaning and initiation • History of development of yoga • Astanga Yoga or raja yoga • The streams of Yoga • The schools of Yoga: Raja Yoga and Hatha Yoga • Yogic practices for healthy living | | | | 4 hrs. |
| Unit II | <p>Introduction to Yogic Texts :</p> <ul style="list-style-type: none"> • Historicity of yoga as a discipline • Classification of yoga and yogic texts • Understanding astanga Yoga of Patanjali • Hatha yogic practices • Meditational processes | | | | 4 hrs. |
| Unit III | <p>Yoga and Health :</p> <ul style="list-style-type: none"> • Need of yoga for positive health • Role of mind in positive health as per ancient yogic literature • Concept of health, healing and disease: yogic perspectives • Potential cause of ill health • Yogic principles of healthy living • Integrated approach of yoga for management of health • Stress management through yoga and yogic dietary considerations | | | | 4 hrs. |
| Unit IV | <p>Self-concept:</p> <ul style="list-style-type: none"> • Meaning and Definition of self-concept • Importance of self-concept | | | | |

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| | <ul style="list-style-type: none"> • Components of self-concept • Factors influencing self-concept • Development of self-concept • Impact of Positive and negative self-concept | 2 hrs. |
| Unit V | Self-esteem: <ul style="list-style-type: none"> • Meaning and concept of self esteem • Importance of self-esteem • Types of self esteem • Strategies for positive behaviour • Keys to Increasing Self-Esteem | 2 hrs. |
| Engagement with the field/ Practicum: | <p>Any one of the following :-</p> <ul style="list-style-type: none"> • General guidelines for performance of the practice of yoga for the beginners <ul style="list-style-type: none"> Guidelines for the practice of <i>kriyas</i> Guidelines for the practice of <i>asanas</i> Guidelines for the practice of <i>prāṇāyāma</i> Guidelines for the practice of <i>kriya yoga</i> Guidelines for the practice of <i>meditation</i> • Select yoga practices for persons of average health for practical yoga sessions <ul style="list-style-type: none"> Supine position Prone position Sitting position Standing position Kriyas Mudras Pranayamas • Inspirational clips finding and understanding the meaning behind that. • Analysing the priority and scheduling priority to minimize the stress. • Designing and applying activities to develop self-esteem. | 32 hrs. |
| Mode of transaction | Lecture-cum-discussion, workshop sessions, assignments, presentations by the students | |
| Suggested Reading | <ol style="list-style-type: none"> 1. Stevens, N. (2008). <i>Learning to Coach</i>. United Kingdom: Howtobooks. 2. Rohrer, J. (2002). <i>ABC of Awareness</i>. Oberurnen: UTD Media. 3. Adair, J. & Allen, M. (1999). <i>Time Management and Personal Development</i>. London: Hawksmere. 4. Simanowitz, V. and Pearce, P. (2003). <i>Personality Development</i>. Beckshire: Open University Press. 5. Stevens, N. (2008). <i>Learning to Coach</i>. United Kingdom: Howtobooks. 6. Rohrer, J. (2002). <i>ABC of Awareness</i>. Oberurnen: UTD Media. 7. Adair, J. & Allen, M. (1999). <i>Time Management and Personal Development</i>. London: Hawksmere. 8. NCTE (2015) Yoga Module: Bachelor of Education Programme. New Delhi: NCTE. | |