

UNIFORM CURRICULUM

TWO YEAR B.Ed. PROGRAMME

IN WEST BENGAL

NOT FOR
SALE



NEW SYLLABUS

Prepared by the Curriculum Committee, Constituted by the
Higher Education Department, Government of West Bengal



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**UNIFORM CURRICULUM STRUCTURE
FOR
TWO-YEAR B.Ed. PROGRAMME
IN WEST BENGAL**

**FOLLOWING
NCTE REGULATIONS, 2014**



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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,	

Semester	Duration (Tentative)	Activities
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 (1.1 EPC1)	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 (1st & 2nd 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)					

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COURSE & CODE	COURSE NAME	MARKS		Marks(Credit)	Class Teaching Hour
		Theory	Engagements with the Field		
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 & 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,

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(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

- Childhood and Growing Up (Credit-1= 25 Marks)
- Contemporary India and Education (Credit-1=25 marks)
- Language across the Curriculum (Credit-1=50 marks)
- Understanding Disciplines and Subjects (Credit-2=50 Marks)
- Reading and Reflecting on Text (Credit =25 Marks)

NOTE: All practical activities will have both Internal as well as External Assessment (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-1 (Credit-2 =Marks 50)
- Knowledge and Curriculum-1 (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.	Critical Understanding of ICT	50	2	32	-	30	70
EPC3							
1.4.	Understanding the Self	50	2	32	-	30	70
EPC4							

Practicum/Hands on Experience/ Students Activity /Seminar/Workshop/ etc. Engagement with Field (Credit-8) (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/II/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 75 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:

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

- 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.
- 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-voice 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
	50+50	25	50+50	25	4+1
1 st Half	Development and its Characteristics				
Objectives	The student teachers will be able to :-				
	<ol style="list-style-type: none"> 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		7 hrs.
Unit-I	<p>Growth and developmental pattern of learners:</p> <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 <p>Stages of development:</p> <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-II	<p>Different types of Development:</p> <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-III	<p>Individual differences:</p> <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-IV	<p>Development of personality:</p> <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.
2 nd Half	<p>Aspects of Development</p> <p>The student teachers will be able to :-</p>	
Objectives	<p>1. Know about various aspects related to development.</p> <p>2. Acquainted with theories, types and factors of motivation, attention and interest.</p>	

COURSE CONTENT/SYLLABUS		6 hrs.
Unit-I	<p>3. Understand the nature of intelligence and know various theories related to it.</p> <p>4. Develop skills for identifying and nurturing creativity.</p> <p>Various aspects related to development:</p> <ul style="list-style-type: none"> ● Instincts and Emotions ● Emotional Intelligence ● Attitude and attachment <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. 	6 hrs.
Unit-II	<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 <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-III	<p>Creativity:</p> <ul style="list-style-type: none"> ● Concept of creativity ● The components of creativity ● Its identification and nurturance. 	6 hrs.
Unit-IV	<p>Any one of the following :-</p> <p>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.</p> <p>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.</p>	32 hrs.
Unit-V	<p>Engagement with the Field/ Practicum</p>	

<p>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.</p> <p>iv. Development of Question Box activities (can be carried out by student trainees during practice teaching). (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 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>	<p>Mode of Transaction Lecture, Discussion, Case Study, Experiments, Problem solving, Audio-Video, Film Show.</p>
<p>Bengali Version : Course-I (1.1.1) শিশু ও বিকাশ ড. বিজল সরকার</p>	<p>English Version : Course-I (1.1.1) Childhood and Growing Up Dr. Pranab Krishna Chand Dr. Sujit Pal Rakibritra Biswas</p>

<p>Course-II (1.1.2)</p>	<p>Contemporary India and Education</p>	<p>Theory 50+50</p>	<p>Engagement With the Field 25</p>	<p>Credit 4+1</p> <p>Class Hours 64+32</p>
<p>1st Half</p>	<p>Education in Post-Independent India</p> <p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Comprehend the various constitutional provisions 2. Develop the knowledge about the recommendations of various commissions and National Policies of Education. 3. Examine the problems and solutions of elementary and secondary education and find out probable solution. 4. Acquire the skill to eradicate inequality, discrimination and marginalization in education. 5. Develop an idea about National Values. 			
<p align="center">COURSE CONTENT/SYLLABUS</p>				
<p>Unit-I</p>	<p>Educational provision in the Constitution of India:</p> <ul style="list-style-type: none"> ● Fundamental Rights ● Directive Principles of State Policy ● Fundamental Duties ● Centre-State Relationship ● Language Issues 			
<p>Unit-II</p>	<p>Recommendations of various commissions after independence:</p> <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) 			
<p>Unit-III</p>	<p>Equalization and universalization of Elementary and Secondary Education:</p> <ul style="list-style-type: none"> ● Concept ● Problems ● Probable solutions ● Views of Swami Vivekananda 			
<p>Unit-IV</p>	<p>Inequality, Discrimination and Marginalization in education:</p> <ul style="list-style-type: none"> ● Concept ● Causes ● Probable solutions 			
<p>Unit-V</p>	<p>Issues of Contemporary relevance and National Values:</p> <ul style="list-style-type: none"> ● Concept 			

	<ul style="list-style-type: none"> ● Characteristics ● Relevance in education ● Relation with international understanding. ● Views of Swami Vivekanada in case of the followings: (a) Mass Education (b) Women Education (c) Technical and Vocational Education (d) Culture and Education 	
2nd Half	Policy Framework for Education in India	
	The student Teachers will be able to :-	
Objectives	<ol style="list-style-type: none"> 1. Realize the policy framework for Education in India 2. Know the contemporary issues in education 3. Develop the knowledge about various policies on education 4. Examine the role and functions of different monitoring agencies of education 5. Understand community participation and development in education 6. 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 Policies on education: <ul style="list-style-type: none"> ● SSA ● RTE (2009) ● NCF (2005) ● NKC(2009) ● RMSA ● NCF-TE (2009) 	7 hrs.
Unit-II	Monitoring agencies: <ul style="list-style-type: none"> ● UGC ● NAAC ● NCTE ● NUEPA ● NCERT ● IASE ● CTE ● SCERT ● DIET 	6 hrs.
Unit-III		

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 the Field/ Practicum	Any one of the following :- 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	
: Bengali Version : Course-II (1.1.2) সমকালীন ভারতবর্ষ ও শিক্ষা অধ্যাপক (ড.) দুলাল মুখোপাধ্যায় ✦ তারিণী হালদার ✦ বিনায়ক চন্দ		: English Version : Course-II (1.1.2) Contemporary India and Education Prof. (Dr.) Mita Banerjee Dr. Birbal Saha ✦ Dr. Gautam Saha Dr. Rudra Prasad Sinha ✦ Avijit Pandit

Course-IV (1.1.4)	Language across the Curriculum		Theory	Engagement With the Field	Credit	2+2
			50	50	Class	32+64
The student teachers will be able to :- 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						
Theoretical Background of Language Usage:						
Unit-I	<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	Understanding the Language Background : <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	Different Strategies for Language Development : <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	Language Interaction in the classroom: <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	Nature of Reading Comprehension in the Content Areas: <ul style="list-style-type: none"> ● Reading proficiency in the content areas— Social Sciences, 					6 hrs.

Sciences, Mathematics. <ul style="list-style-type: none"> ● Schema Theory. ● Different Texts— Expository, Narrative, Transactional, Reflexive. 	64 hrs.
Any two of the following :- 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	
Engagement with the Field/ Practicum	
Mode of Transaction	Lecture, discussion, exercises, assignments, language games in pedagogy of school subjects, illustrations on content based methodology may be provided
পাঠক্রমে ভাষার বিস্তৃতি অধ্যাপক (ড.) বীরবল সাহা শত্বনাথ মাজি	
Language across the Curriculum Prof. (Dr.) Birbal Saha Shambhunath Majhi	
Course-IV (1.1.4) Bengali Version : English Version :	Course-IV (1.1.4) Bengali Version : English Version :

Course-V (1.1.5)	Understanding Discipline and Subjects	Theory 50	Engagement With the Field 50	Credit 2+2	Class 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. 				

	<ul style="list-style-type: none"> 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	<p>Discipline and Subject:</p> <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 <p>Science as a Subject and Discipline:</p> <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-II	<p>Language as a Subject and Discipline:</p> <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 <p>Mathematics as a Subject and Discipline:</p> <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 	6 hrs.
Unit-III	<p>Social Science as a Subject and Discipline:</p> <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.
Unit-IV	<p>Mathematics as a Subject and Discipline:</p> <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	<p>Social Science as a Subject and Discipline:</p> <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 the Field/ Practicum	Any two of the following :-			
	i. Term Paper ii. Seminar Presentation iii. Text Book Review iv. Group Discussion			
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			64 hrs.
	: Bengali Version : Course-V (1.1.5) বিষয়বস্তুর ধারণা ও সম্পর্ক অধ্যাপক (ড.) দুর্জয় মুখোপাধ্যায় ড. উদয়শঙ্কর করিয়ারাজ	: English Version : Course-V (1.1.5) Understanding Discipline and Subjects Dr. Khagendranath Chattopadhyay Dr. Papiya Upadhyay		
Course EPC-1 (1.IEPC1)	Reading and Reflecting on Texts	Theory	Engagement With the Field	Credit
		25	25	1+1
				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: <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 	3 hrs.
Unit-III	Reading the Text: <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	Developing Reading Skills: <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	Reading Comprehension: <ul style="list-style-type: none"> Developing Reading Comprehension Developing Vocabulary for Reading Problems of Reading 	3 hrs.
Engagement with the Field/ Practicum	Any one of the following :- <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	
Bengali Version : Course-EPC-1 (1.1.EPC1)	English Version :	
পাঠ্যপুস্তক : পঠন ও প্রতিয়জন	Course-EPC-1 (1.1.EPC1)	
ড. মদুয়া বসু (চাটাজী) & সন্দীপ শর্মা	Reading and Reflecting on Texts	
পঠন প্রণালীর পাঠ্যপুস্তক প্রতিয়জন	Prof. (Dr.) Birbal Saha	
অধ্যাপক (ড.) বীরবল সাহা & শম্ভুনাথ মাজি	Shambhunath Majhi	

1st Semester Book list

❖ Bengali Version :

- ❑ শিশু ও বিকাশ — ড. বিজন সরকার (Course no. - 1.1.1)
- ❑ সমকালীন ভারতবর্ষ ও শিক্ষা — অধ্যাপক (ড.) দুর্জান মুখোপাধ্যায়, তারিণী হালদার, বিনায়ক চন্দ (Course no. - 1.1.2)
- ❑ পাঠকালে ভাষার বিবৃতি — ড. বীরবল সাহা, শম্ভুনাথ মাজি (Course no. - 1.1.4)
- ❑ বিষয়বস্তু ধারণা ও সম্পর্ক — অধ্যাপক (ড.) দুর্জান মুখোপাধ্যায়, (Course no. - 1.1.5) ড. উদয়শঙ্কর করিয়ারজ
- ❑ পাঠ্যপুস্তক : পঠন ও প্রতিয়জন — মদুয়া বসু (চাটাজী), সন্দীপ শর্মা [Course EPC-1. (1.1 EPC1)]
- ❑ পঠন প্রণালীর পাঠ্যপুস্তক প্রতিয়জন—অধ্যাপক (ড.) বীরবল সাহা ও শম্ভুনাথ মাজি [Course EPC-1. (1.1 EPC1)]
- ❑ PRACTICUM (1st Semester) — ড. বিজন সরকার, ড. বীরবল সাহা

❖ English Version :

- ❑ Childhood & Growing Up (Course no. - 1.1.1)
—Dr. Sujit Pal, Rakheebrita Biswas, Dr. Pranab Krishna Chanda
- ❑ Contemporary India and Education (Course no. - 1.1.2)
—Dr. Birbal Saha, Avijit Pandit, Dr. Goutam Saha
- ❑ Language Across The Curriculum (Course no. - 1.1.4)
—Sambhunath Maji, Dr. Birbal Saha
- ❑ Understanding Discipline and Subject (Course no. - 1.1.5)
—Dr. Khagenbranath Chattopadhyay, Dr. Papiya Upadhyay
- ❑ Reading and Reflecting on Texts Course-EPC-1 (1.1.EPC1)
—Prof. (Dr.) Birbal Saha & Shambhunath Majhi

SEMESTER-II

Course-III (1,2,3)	Learning and Teaching		Theory	Engagement With the Field	Credit
	50+50	25	Class Hours	64+32	4+1
1 st Half	Learning The student teachers will be able to :-				
Objectives	<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	Understanding Learning : <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	Factors Influencing Learning : <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	Learning Paradigms : <ul style="list-style-type: none"> ● Behavioristic Learning- Concept of connectionism (Thomdike) and conditioning (Pavlov & Skinner) and t-sir 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. 				7 hrs.

	<ul style="list-style-type: none"> ● Social Constructivist Learning- Concept of Vygotsky, nature and implications. ● Humanistic Viewpoint of Learning- Carl Rogers (Self Concept Theory) 				
Unit-IV	Transfer of learning : <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	Organization of Learning Experiences: Issues and Concerns: <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.
2 nd Half	Teaching for Learning				
Objectives	The student teachers will be able to : <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	Understanding Teaching : <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	Models of Teaching : <ul style="list-style-type: none"> ● Concept Attainment Model (CAM) ● Advance Organizer Model (AOM) ● Inquiry Training Model (ITM)- 				6 hrs.
Unit-III	Task of Teaching : <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	Levels & Approaches of Teaching : <ul style="list-style-type: none"> ● Levels of Teaching: memory, understanding and reflective levels of teaching 				7 hrs.

	<ul style="list-style-type: none"> Approaches to Instruction: Constructivist approach to teaching, Cooperative and Group Discussion, Games, Debate, Quiz and Seminar. Programmed Instruction (PI) & Computer Assisted Instruction (CAI) 	
Unit-V	Skills of Teaching : <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 the Field/Practicum	Any one of the following :- <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.	
Learning & Teaching Dr. Mitaili Panda Dr. Md. Jamal Uddin		
: Bengali Version : Course-III (1.2.3) নিখিল ও নিক্ষণ ড. বিনয় সরকার		: English Version : Course-III (1.2.3)
Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory 50 Engagement With the Field 50 Credit Class Hours 32+64 2+2
Pedagogy of Language Teaching	Bengali, English, Sanskrit, Hindi, Urdu & Arabic	
Objectives	The student teachers will be able to :- 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	

	<ol style="list-style-type: none"> Apply principles abstracted from the study of various methods and approaches as regards purpose and procedure of planning lesson Work out and practice strategies for teaching language skills and communication skills Credit working acquaintance with concepts of language learning assessment Turn in to resourceful user of different kinds of Language Test Become efficient in construction of Test and Test Items Explore and experience various resources for target language learning Try out various means of organizing various resources for target language learning. 	
COURSE CONTENT/SYLLABUS		
Unit-I	Foundations of Language Teaching: <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	Strategies of Language Teaching: (As per language concerned) : <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.

Unit-III	<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: 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>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. 	6 hrs.
Unit-IV	<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). 	6 hrs.
Engagement with the Field/Practicum	<p>Any two of the following :-</p> <ul style="list-style-type: none"> ● Speech and Speech Mechanism ● Word Formation 	64 hrs.

<p>● Syntax</p> <p>● Phonetic Transcription</p> <p>● Identifying General and Specific Objectives with Learning Outcome</p> <p>● Task analysis and Content Analysis</p> <p>● Developing Instructional (Teaching Learning) Material</p> <p>● Planning Instructions</p>	<p>Mode of Transaction</p> <p>Lecture, discussion, project work, field trip, assignment, seminar etc.</p>									
<p>: Bengali Version : Course-VII-(A) (1.2.7A)</p> <p>অথবা শিক্ষণ তত্ত্ব (বাক্য) ৫. সূত্রিত বাক্য ❖ বৈকল্পী বাক্য অথবা শিক্ষণের বর্ণনাটি ও প্রয়োজন (সংস্কৃত) গীতা বাণ ❖ বিব্রপিত চৌধুরী</p>	<p>: English Version : Course-VII-(A) (1.2.7A)</p> <p>Pedagogy of Language Teaching with a Perspective of English</p> <p>Sudhakar Sardar</p>									
<p>Course-VII-(A) (1.2.7A)</p> <p>Pedagogy of a School Subject Part-I</p>	<table border="1"> <tr> <td>Theory</td> <td>Engagement With the Field</td> <td>Credit</td> </tr> <tr> <td>50</td> <td>50</td> <td>2+2</td> </tr> <tr> <td colspan="2"></td> <td>Class 32+64 Hours</td> </tr> </table>	Theory	Engagement With the Field	Credit	50	50	2+2			Class 32+64 Hours
Theory	Engagement With the Field	Credit								
50	50	2+2								
		Class 32+64 Hours								
<p>Pedagogy of Social Science teaching</p> <p>History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology</p>	<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. 									
<p>Unit-I</p> <p>Foundation of Social Science Teaching:</p> <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. 	<p>COURSE CONTENT/SYLLABUS</p> <p>6 hrs.</p>									

Unit-II	<p>Strategies of Social Science Teaching:</p> <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	<p>Learning Resource in Social Science Teaching:</p> <ul style="list-style-type: none"> ● Meaning, type and importance of Learning Resources, ● Quality of good social science text book, ● Teaching aids in Social Science, ● Improvisation of Teaching Aids, ● Planning and organization of Social Science Laboratory 	6 hrs.
Unit-IV	<p>Social Science Teacher:</p> <ul style="list-style-type: none"> ● Qualifications and qualities of social science Teachers, ● Professional growth of Social Science Teacher. 	6 hrs.
Unit-V	<p>Evaluation in Social Science Education:</p> <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 the Field/Practicum	<p>Any two of the following :</p> <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 	6A hrs.
Mode of Transaction	Lecture, discussion, project work, field trip, assignment, seminar, Demonstration etc.	

<p>Bengali Version :</p> <p>Course-VII (A) (1,2,7A)</p> <p>সামাজিক বিজ্ঞানের শিক্ষার গুরুত্ব (সামাজিক বিজ্ঞান)</p> <p>সামাজিক বিজ্ঞানের শিক্ষার গুরুত্ব ও উন্নয়নের পন্থা (সামাজিক বিজ্ঞান)</p> <p>সামাজিক বিজ্ঞানের শিক্ষার গুরুত্ব ও উন্নয়নের পন্থা (সামাজিক বিজ্ঞান)</p>		<p>Course-VII (A) (1,2,7A)</p> <p>সামাজিক বিজ্ঞান : অর্থ ও উন্নয়ন (সামাজিক বিজ্ঞান)</p> <p>সামাজিক বিজ্ঞান : অর্থ ও উন্নয়ন (সামাজিক বিজ্ঞান)</p> <p>সামাজিক বিজ্ঞান : অর্থ ও উন্নয়ন (সামাজিক বিজ্ঞান)</p>			
Course-VII (A) (1,2,7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit Class	2*2
		50	50		32x64

<p>Pedagogy of Science Teaching</p> <p>Physical Science, Life Science, Computer Science & Application</p>	<p>The student teachers will be able to :-</p> <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. 	7 hrs.
<p>COURSE CONTENT/SYLLABUS</p>		
Unit-I	<p>Foundation of science Teaching:</p> <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	<p>Strategies of Science Teaching:</p> <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; ● Importance of Science Laboratory ● Organization/Planning a Science Laboratory. ● Equipment of Science Laboratory.	5 hrs.
Unit-IV	Learning Resource in science Teaching; ● Meaning, type and importance of Learning Resource, ● Quality of good Science text book. ● Teaching aids in Science. ● Improvisation of Teaching Aids.	6 hrs.
Unit-V	The Science Teacher: ● Qualifications and qualities of Science Teachers. ● Professional growth of Science Teacher.	6 hrs.
Engagement with the Field/Practicum	Any two of the following :- ● 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.	
Mode of Transaction	Lecture, discussion, demonstration, project work, field trip, presentation by students, seminar etc. : Bengali Version : Course-VII(A) (1.2.7A) বিজ্ঞান শিক্ষণের পদ্ধতি ও প্রক্রিয়া (জীবনবিজ্ঞান) (Pedagogy of Science teaching) ড. বৈষ্ণবনাথ শান চৌধুরী & ড. সুধিৎ শান & অ্যান গাঙ্গুলি & ড. মিতা হাওয়ার্ডার বিজ্ঞান শিক্ষণের পদ্ধতি ও প্রক্রিয়া (ভৌতবিজ্ঞান) (Pedagogy of Science teaching) ড. প্রভাৎ কুমার শান & ড. সুভাষচন্দ্র জতি & গঙ্গাধরনাথ : ড. কালকরুণ দে	
Course-VII- (A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory 50 Engagement With the Field 50 Credit Class Hours 32+64
Pedagogy of Mathematics Teaching	Mathematics	
Objectives	The student teachers will be able to :- 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	Nature and Theoretical aspects of Mathematics Education : ● 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	Aims and objectives of teaching Mathematics and preparation of relevant curriculum and text books: ● 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	Mathematics Teacher and Teaching learning process in Mathematics: ● 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.
Unit-IV	Mathematics education in a cross-cultural perspective: ● Anxiety associated with learning of Mathematics ● Maths laboratory ● Maths club ● Connecting mathematics to the environment ● Management of learning of slow and gifted learners	5 hrs.

Unit-V	Assessment and Evaluation: <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) 	6 hrs.
Engagement with the Field/Practicum	Any two of the following: <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. 	64 hrs.
Mode of Transaction	Lecture, lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation	

: Bengali Version :
Course-VII(A) (1.2.7A)

গণিত শিক্ষণের আধুনিক কৌশল
(Pedagogy of Mathematics Teaching)

ড. সুরপতি প্রামাণিক

Course-VIII-(A) (1.2.8A)	Knowledge and Curriculum-Part-I		Credit Class	2+2 32+32 Hours
	Theory	Engagement With the Field		
	50	50		
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. of Realize 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	<ul style="list-style-type: none"> ● Concepts and scope of education: ● 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, Higher Secondary ● Curriculum reforms in India; National Curriculum Frameworks 	6 hrs.
Engagement with the 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	
শেষ ও পাঠ্যক্রম (প্রদান করা) জাগ্রিতী প্রাণনাথ Course-VIII-(A) (1.2.8A)		Knowledge and Curriculum Dr. Kausik Chakrabarti Rakheebrita Biswas Course-VIII-(A) (1.2.8A)
: Bengali Version :		: English Version :

Course-IX (1.2.9)	Assessment for Learning		Credit
	Theory	Engagement With the Field	
1 st Half	50+50	50	Class 64+64 Hours
Objectives	Assessment of the Learning Process 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 ● Distinguish among Measurement, Assessment and Evaluation ● Nature and purpose of Evaluation 		6 hrs.
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. 		7 hrs.

	<ul style="list-style-type: none"> ● Scoring and Grading, Analysis of Score and Its Interpretation <ol style="list-style-type: none"> (a) Tabulation of data. (b) Graphical (Histogram, frequency Polygon) (c) Central Tendency (Mean, Median Mode) (d) Deviation-Standard. 	
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.
2nd Half	Assessment of the Learning System 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		
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. 	5 hrs.
Engagement with the 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 	64 hrs.

<ul style="list-style-type: none"> Framing Different types of questions Preparation of Blue Print and a question paper Prepare graphs and use statistics for analysis of test result 	: Bengali Version : Course-IX (1.2.9) শিক্ষকের যোগাযোগ (ড) কামলকান্ত দে ড. মল্লিকদাস চট্টোপাধ্যায় ড. সঞ্জয়কান্ত ভট্টাচার্য	: English Version : Course-IX (1.2.9) Assessment for Learning Dr. Mitail Panda Rakheebrita Biswas
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Course/PC-2 (1.2/PC2)	Drama and Arts In Education	Theory	Engagement With the Field	Credit Class	1+1 16+32
		25	25	Hours	
Objectives <ul style="list-style-type: none"> The student teachers will be able to :- 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					
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, initiation and presentation 					3 hrs.
Unit-I <ul style="list-style-type: none"> 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, initiation and presentation 					
Music (Goyan and Vadan) : <ul style="list-style-type: none"> Sur, Taal and Laya (Sargam) Vocal- Folk songs, Poems, Prayers Singing along with "Karaoke" 					3 hrs.
Unit-II					

	<ul style="list-style-type: none"> Composition of Songs, Poems, Prayers Integration of Goyan and Vadan 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, Nritya Natika) 	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.
	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 (Murals) Designing— Computer graphics, CD Cover, Book cover, Collage work The use of different art forms in Education 	4 hrs.
Unit-V	Any one of the following :- <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 "Girls' education and Women empowerment". Prepare a script of Bhavai 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. 	32 hrs.
	Engagement with the Field/ Practicum	

	<ul style="list-style-type: none"> 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.
Mode of Transaction	Lecture, Lecture cum discussion, Workshop schedule, Slide/Film show, Project work, Demonstration, Visit, Group work and its Presentation
শিক্ষায় নোটিক ও চারুকলা ড. সঞ্জাতা রায় মালা & ড. সুনন্দা দত্ত ড্যান্স গোল সম্পাদনা : কমলকমল দে	Drama and Arts in Education Dr. Jayanta Chaudhury
Course EPC-2 (1.2EPC2) Bengali Version :	Course EPC-2 (1.2EPC2) English Version :

2nd Semester Book list

❖ Bengali Version :

- ❑ শিক্ষন ও শিক্ষণ — ড. বিজয় সরকার (Course III - 1.1.3)
- ❑ শিক্ষনের মূল্যায়ন — ড. কমলকমল দে, ড. স্বপ্নেন্দ্রনাথ চট্টোপাধ্যায়, ড. সুনীলকান্ত গুপ্ত (Course IX - 1.2.9)
- ❑ শিক্ষায় নোটিক ও চারুকলা — ড. সঞ্জাতা রায় মালা, ড. সুনন্দা দত্ত, ড্যান্স গোল (Course EPC-2 (1.2EPC2))
- ❑ শ্রদ্ধা ও পাঠ্যক্রম [Course-VIII-(A) (1.2.8A)] — তপস্বিনী হালদার
- ❑ ভাষা শিক্ষণ তত্ত্ব (বাল্য) — ড. সঞ্জাতা রায়, 'বৈদ্যনাথী' বসু (Course VII A - 1.2.7A)
- ❑ ভাষা শিক্ষণের অর্থিত ও প্রয়োগ (সংস্কৃত) — গীতা দাস, নিবেদিতা কোপ্পী (Course VII A - 1.2.7A)

- ❑ স্নাতক বিজ্ঞান শিক্ষণের অর্থিত ও কৌশল (সিতিহাস) (Course-VII-(A) -1.2.7A) — তপস্বিনী হালদার, গীতামঙ্গলার বিশ্বাস
- ❑ স্নাতক বিজ্ঞান শিক্ষণের অর্থিত ও কৌশল (স্বপ্নেন্দ্রনাথ) (Course-VII-(A) -1.2.7A) — ড. স্বপ্নেন্দ্রনাথ বিশ্বাস, ড. অক্ষয় দেউ
- ❑ স্নাতক বিজ্ঞান শিক্ষণের অর্থিত ও কৌশল (শিক্ষাবিজ্ঞান) (Course-VII-(A) -1.2.7A) — স্বপ্নেন্দ্রনাথ (ড.) সুনন্দা সুনন্দা, ড. উদয়নাথের বসু
- ❑ বিজ্ঞান শিক্ষণের অর্থিত ও প্রয়োগ (জীবনবিজ্ঞান) (Course-VII-(A) -1.2.7A) — ড. দেবীপ্রসাদ নাগ কোপ্পী, ড. সুনীলকান্ত দে
- ❑ বিজ্ঞান শিক্ষণের অর্থিত ও প্রয়োগ (ভৌতবিজ্ঞান) (Course-VII-(A) -1.2.7A) — ড. স্বপ্নেন্দ্রনাথ জালা, ড. সুনীলকান্ত দে
- ❑ গণিত শিক্ষণের আধুনিক কৌশল — ড. সুনীলকান্ত দে (Course-VI-(A) -1.2.7A)
- ❑ PRACTICUM (2nd Semester) — ড. বিজয় সরকার, ড. বীরবল সায়,

❖ English Version :

- ❑ Pedagogy of Language Teaching With a Perspective of English (Course VII A - 1.2.7A) — Sudhakar Sardar
- ❑ Learning & Teaching—Dr. Mitali Panda, 'r.c. Md Jamal Uddin (Course no. - 1.2.3)
- ❑ Assessment for Learning—Dr. Mitali Panda, Rakheebrita Biswas (Course IX - 1.2.9)
- ❑ Knowledge & Curriculum [Course-VIII-(A) (1.2.8A)] — Dr. Kausik Chakrabarti, Rakheebrita Biswas
- ❑ Drama and Arts in Education [Course EPC-2 (1.2EPC2)] — Dr. Jayanta Chaudhury

SEMESTER-III

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II		Credit (1+3)
	Theory	Engagement With the Field	
	50	25+75*	Class Hours 32+(32+96)
Pedagogy of Language Teaching	English, Bengali, Sanskrit, Hindi, Urdu & Arabic		
Objectives	The student teachers will be able to :- 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. 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		7 hrs.

	● Qualities of Good Learning Design	6 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	
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 :- ● 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.
Mode of Transaction	* Community-based Activities (vide details at the end of Semester-III syllabus) Lecture, lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation	96 hrs.
	: Bengali Version : Course-VII-(B) (1.3.7B) ভাষা শিক্ষণ তত্ত্ব (বাংলা) ড. সুজাতা রহা ✧ বৈশালী বসু ভাষা শিক্ষণের পদ্ধতি ও প্রয়োগ (সংস্কৃত) গীতা দাস ✧ নিরবিন্দিতা গৌড়ী	: English Version : Course-VII-(B) (1.3.7B) Pedagogy of Language Teaching with a Perspective of English Sudhakar Sandar

Course-VII- (B) (1.3.7B)	Pedagogy of a School Subject Part-II		Credit (1+3)
	Theory	Engagement With the Field	
	50	25+75*	Class 32+ Hours (32+96)
Pedagogy of Social Science Teaching	History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology		
Objectives	The student teachers will be able to :- 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: <ul style="list-style-type: none"> ● Concepts and Methods of Pedagogical Analysis; ● The Pedagogical knowledge of the content from various classes (Class-VI to VII, IX-X, XI-XII) on the following items: <ul style="list-style-type: none"> u Breaking of Unit into Sub-unit with no. of Periods; u Previous knowledge; u Instructional Objectives in behavioural terms; Sub-unit wise concepts u Teaching-Learning Strategies u Use of teaching aids u Blueprint for criterion reference test items. 		6 hrs.
Unit-II	Teaching Skill (As per concerned subject): <ul style="list-style-type: none"> ● Micro Teaching and Micro Lesson ● Simulated Teaching; ● Integrated Teaching/Teaching in classroom situation. 		7 hrs.
Unit-III	Learning Designing: <ul style="list-style-type: none"> ● Concept, Importance and Types; ● Steps of Learning Design. ● Qualities of Good Learning Design. 		7 hrs.
Unit-IV	Activities in Social Science: <ul style="list-style-type: none"> ● Fair and Exhibition, 		6 hrs.

Unit-V	<ul style="list-style-type: none"> ● Field Trips / Excursion, ● Debate, ● Wall & Annual Magazine and ● Subject Club 	6 hrs.
Engagement with the Field/ Practicum	Assessment of Social science learning: <ul style="list-style-type: none"> ● Concept of Assessment and Evaluation; ● Achievement Test ● Text book Review 	32 hrs.
Mode of Transaction	Any one of the following : <ul style="list-style-type: none"> ● Preparation of Learning Design ● Preparation of Achievement Test ● Development of skill of map ● Development of skill of time line ● Project ● Case Study 	96 hrs.
Community-based Activities (vide details at the end of Semester-III syllabus)		
: Bengali Version : Course-VII-(B) (1.3.7B)		
সমাজবিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (ইতিহাস) এর বিবরণ	সমাজবিজ্ঞান শিক্ষণ : তত্ত্ব ও প্রয়োগ (সিদ্ধান্তবিজ্ঞান) অধ্যাপক (ড.) মূলত মূল্যেপাঠ্য ড. উপদেশকর করিবরণ	
সমাজবিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (ভূগোল) ড. অমরতী দাসগুপ্ত & ড. অরুণ ঘোষ	সমাজবিজ্ঞান শিক্ষণের আধুনিক নীতি ও কৌশল (ইতিহাস) গৌতমকুমার বিশ্বাস	

Course-VII- (B) (1.3.7B)	Pedagogy of a School Subject Part-II		Engagement With the Field 25+75*	Credit Class Hours (32+96)
	Theory	50		
Life Science, Physical Science, Computer Science and Application				
Pedagogy of Science Teaching	The student teachers will be able to :-			
Objectives	<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 subject concerned. 			
COURSE CONTENT/SYLLABUS				
Unit-I	Pedagogical Analysis: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ◆ 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: <ul style="list-style-type: none"> ● Concept and Importance. ● Qualities of good Learning Design. ● Steps of Learning Design. 			7 hrs.
Unit-III	Teaching skills: <ul style="list-style-type: none"> ● Micro-teaching ● Simulated Teaching; ● Teaching in class room situation ● Laboratory practical based demonstration skill. 			7 hrs.
Unit-IV	Assessment of Science Learning: <ul style="list-style-type: none"> ● Concept of assessment and evaluation; ● Concepts of Achievement Test and Identification of Test Items under various criterion like knowledge, understanding and application and skill. 			6 hrs.

Unit-V	<ul style="list-style-type: none"> ● Construction of achievement tests and their administration. ● Preparation of a continuous and comprehensive evaluation plan for a particular class (VI to XII). 				6 hrs.
Engagement with the Field/ Practicum	Practicum & Activities in Science: <ul style="list-style-type: none"> ● Importance of science activities ● Planning & Organization of field trip, project work, science quiz, excursion, science exhibition, science fair, aquarium, bird watching etc. ● Formation and activities of Science club in school 				32 hrs.
Mode of Transaction	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 ● Community-based Activities (wide details at the end of Semester-III syllabus) Lecture, Discussion, Demonstration, Fieldtrip, Presentation by students in pedagogy of school subjects, illustrations on content based methodology may be provided				96 hrs.
Objectives	The student teachers will be able to :- <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		
	Mathematics curriculum and Text-book preparation: <ul style="list-style-type: none"> ● 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. ● 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. 	6 hrs.
Unit-I	Practical activities associated with Mathematics concepts: <ul style="list-style-type: none"> ● 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. ● Co-curricular activities (including Mathematics club and Mathematics laboratory) in relation to mathematics teaching. 	7 hrs.
Unit-III	Assessment and Evaluation related to teaching-learning of Mathematics: Construction of achievement tests and their administration Preparation of a Continuous and Comprehensive Evaluation plan for a particular class (VI to X).	7 hrs.
Unit-IV	Pedagogical Analysis and learning designing of Mathematics content of school level: <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ◆ 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-V	Simulated and Integrated Lesson: <ul style="list-style-type: none"> ● Simulated Micro Teaching and Integrated Teaching. ● Teaching in Classroom environment. 	6 hrs.
	Any one of the following :- <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 (wide 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	
গণিত শিক্ষণের আধুনিক কৌশল : Bengali Version : Course-VII(B) (1.3.78) ড. সুরপতি প্রাসাদিক		

SEMESTER-III	School Internship	Theory	Engagement With the Field	Credit	14
			350	Class Hours	448
<ul style="list-style-type: none"> ● At least 60 learning designs should be delivered (duly prepared and approved learning designs by the Teacher Educators) ● 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. ● Student teachers will be able to recognize the needs of In-Service Programme. 					

- 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.

School Internship

(*Community-based activities shall consist of the following)

- 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
- SLP/W
- Scout & Guide /NSS
- Celebration of National Festivals, Teachers Day etc.
- First Aid
- Aesthetic development activities- decoration of classroom etc.

: Bengali Version :

স্কুল ইন্টার্নশিপ (School Internship)

অধ্যাপক (ড) মৃজাল মুরখাপাধ্যায় ❖ ড. উদয়শংকর কবিরাজ

3rd Semester Book list

❖ Bengali Version : [Course-VII-(B) (1.3.7B)]

- স্কুল ইন্টার্নশিপ — অধ্যাপক (ড) মৃজাল মুরখাপাধ্যায়, ড. উদয়শংকর কবিরাজ
- ভাষা শিক্ষণের পদ্ধতি ও প্রয়োগ (বাংলা) — ড. সূজাতা রায়, রেশমাণী বসু
- ভাষা শিক্ষণের পদ্ধতি ও প্রয়োগ (সংস্কৃত) — গীতা দাস, নিরুপমা চৌধুরী
- স্নাত্ত্বিক শিক্ষণের পদ্ধতি ও কৌশল (ইতিহাস) — জামিনী মজুমদার
- স্নাত্ত্বিক শিক্ষণের আধুনিক নীতি ও কৌশল (ইতিহাস) — গৌতমসুন্দার বিশ্বাস
- স্নাত্ত্বিক শিক্ষণের পদ্ধতি ও কৌশল (সুযোগ্যতা)
- ড. জয়রতি মল্লিক, অধ্যাপক (ড) জয়ন্ত দেউ
- বিজ্ঞান শিক্ষণের পদ্ধতি ও প্রয়োগ (জীববিজ্ঞান) — ড. দেবীজ্ঞান কল টাঙ্গুড়ী, ড. সুজিত পাল, অমল গাঙ্গুলি, ড. সিতা হাওজাদার
- বিজ্ঞান শিক্ষণের পদ্ধতি ও প্রয়োগ (ভৌতবিজ্ঞান)
- ড. ধতাপ কুমার জালা ড. সূজাতা ডাট ড. সঙ্গীতা : ড. কবলকুমার দে
- গণিত শিক্ষণের আধুনিক কৌশল — ড. সুবীর সেন

❖ English Version : [Course-VII-(B) (1.3.7B)]

- Pedagogy of Language Teaching With a Perspective of English — Sudhakar Sarder
- Pedagogy of Science Teaching (Physical Science) — Dr. Md. Jamal Uddin

SEMESTER-IV

Course-VI (1.4.6)	Gender, School and Society	Theory	Engagement With the Field	Credit	
		50	25	Class Hours	2+1 32+32
Objectives					
The student teachers will be able to :-					
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).					

Unit-I	<p>Gender issues: key concepts:</p> <ul style="list-style-type: none"> ● 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. <p>Gender studies: paradigm shifts:</p> <ul style="list-style-type: none"> ● Paradigm shift from women's studies ● Historical backdrop: some landmarks on social reform movements of the 19th and 20th 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 Rokeya). A. Commissions and committees on women education and empowerment B. Policy initiatives (including current laws) for the recognition of the concept of transgender and third gender. 	6 hrs.
Unit-II	<p>Gender, Power and Education:</p> <ul style="list-style-type: none"> ● Gender Identities and Socialization Practices in: <ul style="list-style-type: none"> ◆ Family ◆ Schools ◆ Other formal and informal organization. ◆ Schooling of Girls and Women Empowerment <p>Gender Issues in Curriculum:</p> <ul style="list-style-type: none"> ● Curriculum and the gender question ● Construction of gender in curriculum framework since Independence: An analysis ● Gender and the hidden curriculum ● Gender in text and context (textbooks' inter-sectionally with other disciplines. ● Teacher as an agent of change <p>Gender, Sexuality, Sexual Harassment and Abuse:</p> <ul style="list-style-type: none"> ● Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models) 	7 hrs.
Unit-III	<p>Gender Issues in Curriculum:</p> <ul style="list-style-type: none"> ● Curriculum and the gender question ● Construction of gender in curriculum framework since Independence: An analysis ● Gender and the hidden curriculum ● Gender in text and context (textbooks' inter-sectionally with other disciplines. ● Teacher as an agent of change <p>Gender, Sexuality, Sexual Harassment and Abuse:</p> <ul style="list-style-type: none"> ● Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models) 	6 hrs.
Unit-IV	<p>Gender Issues in Curriculum:</p> <ul style="list-style-type: none"> ● Curriculum and the gender question ● Construction of gender in curriculum framework since Independence: An analysis ● Gender and the hidden curriculum ● Gender in text and context (textbooks' inter-sectionally with other disciplines. ● Teacher as an agent of change <p>Gender, Sexuality, Sexual Harassment and Abuse:</p> <ul style="list-style-type: none"> ● Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models) 	6 hrs.
Unit-V	<p>Gender Issues in Curriculum:</p> <ul style="list-style-type: none"> ● Curriculum and the gender question ● Construction of gender in curriculum framework since Independence: An analysis ● Gender and the hidden curriculum ● Gender in text and context (textbooks' inter-sectionally with other disciplines. ● Teacher as an agent of change <p>Gender, Sexuality, Sexual Harassment and Abuse:</p> <ul style="list-style-type: none"> ● Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models) 	6 hrs.

<p>Engagement with the Field/ Practicum</p> <ul style="list-style-type: none"> ● Sites of conflict: Social and emotional ● Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions ● Agencies perpetuating violence: Family, school, work place and media (print and electronic) ● Institutions redressing sexual harassment and abuse. <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, remarriage, 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 WSRG, dowry prohibition cell, women help line, NGO working for women etc. 	32 hrs.
<p>Mode of Transaction</p> <p>Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show</p>	
<p>লিঙ্গবৈষম্য বিদ্যালয় ও সমাজ (Gender, School & Society)</p> <p>অধ্যাপক (ড.) রূপাল মূর্খাপাখ্যায় তারিণী হালদার ড. উদয়শঙ্কর করিয়ার</p>	<p>Gender, School & Society</p> <p>Rakheebtra Biswas</p>
<p>: Bengali Version : Course-VI (1.4.6)</p>	<p>: English Version : Course-VI (1.4.6)</p>

Course-VIII- (B) (1.4.7B)	Knowledge and Curriculum-Part-II		Credit	2+1
	Theory	Engagement With the Field		
	50	25	32+32	
Objectives	The student teachers will be able to : 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	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.			6 hrs.
Unit-II	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.			6 hrs.
Unit-III	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).			7 hrs.
Unit-IV	Power, Ideology and Curriculum: ● Relationship between powers, structures of Society and knowledge. ● Meritocracy versus elitism in curriculum.			7 hrs.
Unit-V	Curriculum as process and practice: ● Incultation of values, disciplines, rules and reproduction of norms in the society.			6 hrs.

	<ul style="list-style-type: none"> ● Necessity and construction of Time-Table ● Hidden curriculum and children's resilience. ● Critical Analysis of text books, teachers' handbooks, children's literature. 				32 hrs.
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 CBSE curriculum at different level. 				
Mode of Transaction	Group discussion, Lecture-cum-discussion, pair and share, group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences				
	Bengali Version : Course-VIII (B) (1.4.7B)		English Version : Course-VIII (B) (1.4.7B)		
প্রজ্ঞা ও পাঠক্রম (দ্বিতীয় ভাগ) তারিখী হাজদার ❖ ড. সন্তোষ মুখার্জী		Knowledge and Curriculum (Part-II) Prof. (Dr.) Mita Banerjee, Sujit Pal			
Course-X (1.4.10)	Creating an Inclusive School	Theory 50	Engagement With the Field 25	Credit 2+1	
Objectives	The student teachers will be able to : 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 socioeconomically backward children. 5. Know how inclusion can be practiced in mainstream class.				
COURSE CONTENT/SYLLABUS					
Unit-1	Introduction to Inclusive Education: <ul style="list-style-type: none"> ● Concept & history of special education, integrated education and inclusive Education & their relation 				6 hrs.

	<ul style="list-style-type: none"> Philosophical, Sociological, Economical & Humanitarian dimensions of inclusive education Advantages of inclusive education for the individual and society. Factors affecting inclusion. 	
	<p>Legal and policy perspectives:</p> <ul style="list-style-type: none"> Important international declarations/conventions/proclamations-BMF (1993-2012), recommendations of the Salamanca Statement and Framework of Action (1994), UNCRRP (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. 	7 hrs.
Unit-II	<p>Defining learners with special needs:</p> <ul style="list-style-type: none"> Understanding differently abled learners— concepts, definitions, characteristics, classification, causes and preventive measures of VI, HI, 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, UPANAVAN and related others) to know their profile and to develop Individualized Education Programme (IEP/ITP) Identification and overcoming barriers for educational and social inclusion 	7 hrs.
Unit-III	<p>Inclusion in operation:</p> <ul style="list-style-type: none"> 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 	6 hrs.
Unit-IV	<p>Teacher preparation for inclusive school:</p> <ul style="list-style-type: none"> Problems in inclusion in the real class room situations; ways for overcoming the problems in inclusions. 	6 hrs.

	<ul style="list-style-type: none"> 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. 	32 hrs.
	<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 wrto 	
	<p>Engagement with the Field/ Practicum</p> <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. 	
	<p>Mode of Transaction</p> <p>Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show</p>	
	<p>Mode of Transaction</p> <p>Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show</p>	
	<p>: Bengali Version : Course-X (1.4.10)</p>	
	<p>: Bengali Version : Course-X (1.4.10)</p>	
	<p>অন্তর্ভুক্তিক্রমিক সিদাণ্য সংগঠন ডঃ জামি উদ্দিন</p>	
	<p>Creating an Inclusive School Dr. Md. Jamal Uddin</p>	

Course-XI (1.4.11) Optional	Health and Physical Education		Credit Class Hours	2+1 32+32
	Theory	Engagement With the Field		
	50	25		
Objectives	<p>The student teachers will be able to :-</p> <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	<p>Health Education Scenario in India :</p> <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	<p>Most Common & Uncommon diseases in India:</p> <ul style="list-style-type: none"> ● The most common diseases during the previous decade, ● Heart Diseases, Cancer, HIV/AIDS, Swine Flu, 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	<p>Tech-Related Health Risks & How to Fix Them:</p> <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, Radiator- from the cell phones, Cell Phone Sickness, Cell Phone & Car Accidents, Allergies & Phones, Crazy Phones, 			7 hrs.

	<ul style="list-style-type: none"> ● 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. 		
Unit-IV	<p>Health Issues & Health Education: Vision & Missions:</p> <ul style="list-style-type: none"> ● Fast Food Problems, Drinking Water Problems, ● Falling Heart & Brain Entrainment Ratio, Inflated Heights Weight Index, ● High & Low Blood Pressure, Depression & Aggression, ● Adhyanmik Troubles, Adhi- bhoutik Troubles, Adhisavik 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. 		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 :</p> <ul style="list-style-type: none"> ● Surfing to know the diseases in India. ● Preventive & Ameliorative measures for health hazards. ● Playing Games ● Athletics ● Yoga 		32 hrs.

Course-XI (1.4.11) Optional	Health and Physical Education		Credit Class Hours	2+1 32+32
	Theory	Engagement With the Field		
	50	25		
Objectives	<p>The student teachers will be able to :-</p> <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	<p>Health Education Scenario in India :</p> <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	<p>Most Common & Uncommon diseases in India:</p> <ul style="list-style-type: none"> ● The most common diseases during the previous decade, ● Heart Diseases, Cancer, HIV/AIDS, Swine Flu, 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	<p>Tech-Related Health Risks & How to Fix Them:</p> <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, Radiator from the cell phones, Cell Phone Sickness, Cell Phone & Car Accidents, Allergies & Phones, Crazy Phones, 			7 hrs.

	<ul style="list-style-type: none"> ● 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. 	
Unit-IV	<p>Health Issues & Health Education: Vision & Mission:</p> <ul style="list-style-type: none"> ● 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, Adhidarwik 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. 	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 hemorrhage, respiratory discomfort ● First aid related to Natural and artificial carriage of sick and wounded person ● Treatment of unconsciousness ● Treatment of heart 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 :</p> <ul style="list-style-type: none"> ● Surfing to know the diseases in India. ● Preventive & Ameliorative measures for health hazards. ● Playing Games ● Athletics ● Yoga 	32 hrs.

Mode of Transaction	<ul style="list-style-type: none"> ● 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 				
	Lecture, discussion, workshop, practical work				
: Bengali Version : Course-XI (1.4.11) Optional স্বাস্থ্য ও শারীর শিক্ষা (Health and Physical Education) অভিজিৎ পণ্ডিত ❖ শেখ সার্বা আলম					
Course-XI (1.4.11) Optional	Peace & Value Education	Theory 50	Engagement With the Field 25	Credit 2+1	Class Hours 32+32
Objectives	The student teachers will be able to : 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	Peace Education: <ul style="list-style-type: none"> ● 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. 				6 hrs.

	<ul style="list-style-type: none"> ● Violence in School, home and society. ● Role of Peace Education in present context. Social Perspective of Peace Education : <ul style="list-style-type: none"> ● 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. 	6 hrs.
Unit-II	Value Education : <ul style="list-style-type: none"> ● 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. 	7 hrs.
Unit-III	General Idea about values : <ul style="list-style-type: none"> ● Classification of Values ● Personal and social values (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 ● Identification of Analysis of emerging issues involving value conflicts ● Design and develop of instructional material for nurturing values ● Characteristics of instructional material for values. 	7 hrs.
Unit-IV	Methods & evaluation of value Education : <ul style="list-style-type: none"> ● Methods & Evaluation of Value Education a. Traditional Methods— Story Telling, Ramleela, Tamasha street play & folk songs. b. Practical Methods— Survey, role play, value clarification, Intellectual discussions ● Causes of value crisis – material, social, economic, religion evils and their peaceful solution ● Role of School Every teacher as teacher of values, School curriculum as value laden ● Moral Dilemma (Dharmasat) and one's duty towards self and society 	6 hrs.
Unit-V		

Engagement with the Field/ Practicum	Any one of the following: <ul style="list-style-type: none"> Develop/compile stories with values from different sources and cultures, Organize value based co-curricular activities in the classroom and outside the classroom, Develop value based learning designings, Integrating values in school subjects. 	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.	
: Bengali Version : শান্তির জন্য শিক্ষা অরিণী হালদার		

	<ul style="list-style-type: none"> Role of home & School Mental health of a teacher 	
	Adjustment & Maladjustment: <ul style="list-style-type: none"> 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-III	Tools & Techniques: <ul style="list-style-type: none"> 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-IV	Abnormal Behavior and Mental illness: <ul style="list-style-type: none"> 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, Antisocial 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	
: Bengali Version : নির্দেশনা ও পরামর্শদান ড. মক্কা বন্দু (গাঢ়ীজী) রাকেশ মুখার্জী		
: English Version : Guidance and Counselling Rakheebrita Biswas		
নির্দেশনা ও পরামর্শদান কাকলি মুরখাখায়া		

Course-XI (1.4.11) Optional	Guidance and Counselling	Theory	Engagement With the Field	Credit
		50	25	2+1
Class Hours				32+32
Objectives	The student teachers will be able to :- <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. Understand the idea about Abnormal Behaviour and Mental illness. 			
COURSE CONTENT/SYLLABUS				
Overview of Guidance and Counselling: <ul style="list-style-type: none"> 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-I				
Unit-II	Mental Health: <ul style="list-style-type: none"> Concept Characteristics 			
	6 hrs.			

Course-XI (1.4.11) Optional	Work & Vocational Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class	32+32 Hours
Objectives The student teachers will be able to : 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					
Aims, Objectives and Bases: <ul style="list-style-type: none"> ● 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. 					
Unit-I	Development of the Concept and Work & Vocational Education Teacher: <ul style="list-style-type: none"> ● 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. 				6 hrs.
Unit-II	Approaches & Methods of Teaching Work & Vocational Education: A. Inductive and Deductive approach B. Methods: <ul style="list-style-type: none"> ◆ Lecture Cum Demonstration Method ◆ Laboratory Method. ◆ Heuristic Method. ◆ Problem Solving Method, ◆ Project Method 				7 hrs.
Unit-IV	Aids, Equipment and Assistance in Teaching Work & Vocational Education:				7 hrs.

Unit-V	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- problems thereof. iii. Excursion.		6 hrs.
Engagement with the Field/ Practicum	Aspects of Teaching work Education: <ul style="list-style-type: none"> ● 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. ● Aims of work education, viz. socially useful productive work (as designed by LB. committee), ● Occupational explorations and Innovative practices. ● Removal of social distances through Work Education. 		32 hrs.
Mode of Transaction	Project on any one : <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 Lecture, discussion, workshop, practical work		
Bengali Version :: Course-XI (1.4.11) Optional কর্ম ও বৃত্তিমূলক শিক্ষা ড. জয়ন্ত কৌশলী ✦ অরুণাচল গায়কু			

Course-XI (1.A.11) Optional	Yoga Education		Credit Class 32+32	2+1
	Theory	Engagement With the Field		
	50	25		
Objectives	The student teachers will be able to :- 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	Introduction to Yoga and Yogic Practices: ● 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. Ancient Systems of Indian Philosophy and Yoga System: ● Ancient systems of Indian Philosophy ● Yoga & Sankhya philosophy & their relationship Historical aspects of Yoga: ● Historical aspect of the Yoga Philosophy ● Yoga as reflected in Bhagwat Gita Introduction to Yogic texts: ● Significance to Yogic texts in the context of schools of yoga ● Patanjala Yoga Shashtra: ashtanga yoga and kriya yoga in sadhana pada ● Hathyogic texts (hatha pradrasika and ghera and sahita) ● Complementarities between patanjala yoga and hathyoga ● Meditational Processes in Patanjala yoga sutras ● Hathyogic practices : a list of selected Asana, Pranayama, Bandha, Mudra from Hathyogic texts for practical yoga sessions for advanced yoga practitioners			6 hrs.
Unit-II	Ancient Systems of Indian Philosophy and Yoga System: ● Ancient systems of Indian Philosophy ● Yoga & Sankhya philosophy & their relationship Historical aspects of Yoga: ● Historical aspect of the Yoga Philosophy ● Yoga as reflected in Bhagwat Gita Introduction to Yogic texts: ● Significance to Yogic texts in the context of schools of yoga ● Patanjala Yoga Shashtra: ashtanga yoga and kriya yoga in sadhana pada ● Hathyogic texts (hatha pradrasika and ghera and sahita) ● Complementarities between patanjala yoga and hathyoga ● Meditational Processes in Patanjala yoga sutras ● Hathyogic practices : a list of selected Asana, Pranayama, Bandha, Mudra from Hathyogic texts for practical yoga sessions for advanced yoga practitioners			6 hrs.
Unit-III	Ancient Systems of Indian Philosophy and Yoga System: ● Ancient systems of Indian Philosophy ● Yoga & Sankhya philosophy & their relationship Historical aspects of Yoga: ● Historical aspect of the Yoga Philosophy ● Yoga as reflected in Bhagwat Gita Introduction to Yogic texts: ● Significance to Yogic texts in the context of schools of yoga ● Patanjala Yoga Shashtra: ashtanga yoga and kriya yoga in sadhana pada ● Hathyogic texts (hatha pradrasika and ghera and sahita) ● Complementarities between patanjala yoga and hathyoga ● Meditational Processes in Patanjala yoga sutras ● Hathyogic practices : a list of selected Asana, Pranayama, Bandha, Mudra from Hathyogic texts for practical yoga sessions for advanced yoga practitioners			6 hrs.
Unit-IV	Yoga and Health: ● 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	Any one of the following :- ● Preparation of Teaching Aids on Yoga ● Practical Asanas and Pranayam ● Visit to Yoga Ashramas and Centers Lecture, discussion, workshop, practical work				32 hrs.
Mode of Transaction	বঙ্গীয় ভারত ৫. বাগুয়াত্র শূন্যশিক্ষা Bengali Version :: Course-XI (1.A.11) Optional				
Course-XI (1.A.11) Optional	Environmental & Population Education	Theory	Engagement 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 Concept of environmental education: ● Its objectives and importance, ● Developing environmental awareness, ● Environmental attitude, values & pro-environmental behaviour.				
Unit-II	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.				
Unit-III	Sustainable development: ● Concept of sustainable development and education for sustainable development				
Unit-IV	Sustainable development: ● Concept of sustainable development and education for sustainable development				

	<ul style="list-style-type: none"> ● agenda 21, ● United Nations Decade of education for sustainable development, programmes on environmental management 	
Unit-V	Issues related to population and environmental education: <ul style="list-style-type: none"> ● 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.
	Any one of the following :- <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.	
Bengali Version :: Course-XI (1.4.11) Optional পরিবেশ শিক্ষা ও জনশিক্ষা ড. সঞ্জিত পাণ্ডা ❖ ড. পরিমল সরকার		

Course-PC-3 (1.AEPC3)	Critical Understanding of ICT	Theory	Engagement With the Field	Credit Class 16+32 Hours	2+2
		50	50		
Objectives	The student teachers will be able to :-				
	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 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, Gyanani, 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. 	4 hrs.			

	<ul style="list-style-type: none"> ● General Introduction to E-learning, Mobile-learning, distance learning, On-line learning, ● Virtual University, Wikipedia, Massive Open Online Courses (MOOCs): ● Social networking 	
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	<p>Any two of the following :-</p> <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.
Mode of Transaction	LCD Projection, Demonstration, Lecture, Web Surfing, Designing WBI	
<p>Bengali Version : Course EPC-3 (1.4EPC3)</p> <p>English Version : Course EPC-3 (1.4EPC3)</p>		
<p>তথ্য ও যোগাযোগ প্রযুক্তির বৃত্তরেখা ৫. বিজ্ঞিতিক সেনা ও বিবরণ কুমার দেব</p> <p>Critical Understanding of ICT Dibesh Kumar Dey</p>		
Course EPC-4 (1.4EPC4)	<p>Yoga Education: Self Understanding and Development</p> <p>Theory 50</p>	<p>Engagement With the Field 50</p> <p>Credit 2+2</p> <p>Class Hours 16+32</p>
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. 	

	<ul style="list-style-type: none"> ● 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. 	
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 ● Components of self-concept ● Factors Influencing self-concept ● Development of self-concept ● Impact of Positive and negative self-concept 	2 hrs.
Unit-V	<p>Self-esteem:</p> <ul style="list-style-type: none"> ● Meaning and concept of self esteem ● Importance of self-esteem 	2 hrs.

	<ul style="list-style-type: none"> • Types of self esteem • Strategies for positive behaviour • Keys to Increasing Self-Esteem <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 • Guidelines for the practice of kriyas • Guidelines for the practice of asanas • Guidelines for the practice of pr., y, ma • Guidelines for the practice of kriya yoga • Select yoga practices for persons of average health for practical yoga sessions • 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	

Bengali Version :
Course EPC-4 (1.AEPC4)

যোগশিক্ষা : আত্মউপলব্ধি ও বিকাশ

ড. সুজিত পাণ্ডা ও ড. ঐশ্বর শঙ্কর করিয়ারাজ ও অভিজিৎ পণ্ডিত

: English Version :

Course EPC-4 (1.AEPC4)

Yoga Education: Self Understanding and Development

Abhijit Pandit

4th Semester Book list

❖ Bengali Version :

- ❑ লিলা প্রদেগা বিদ্যালয় সনাত্ত — অধ্যাপক (ড.) দুর্গাচন্দ্র মুখোপাধ্যায়, ড. ঐশ্বর শঙ্কর করিয়ারাজ, ত্রিগুণী হাজলার [Course-VI (1.4.6)]
- ❑ প্রজ্ঞা ও পাঠক্রম—ত্রিগুণী হাজলার, ড. সত্যেন্দ্র মুখোপাধ্যায় [Course-VIII (B) (1.4.7B)]
- ❑ অন্তর্ভুক্তিমূলক বিদ্যালয় সংগঠন — ড. উর্মি চক্রবর্তী [Course-X (1.4.10)]
- ❑ তথ্য ও যোগাযোগ প্রযুক্তির রূপরেখা — ড. বিশ্বজিৎ সেন, সিরেন কুমার সেন [Course EPC-3 (1.AEPC3)]
- ❑ যোগশিক্ষা : আত্মউপলব্ধি ও বিকাশ — ড. সুজিত পাণ্ডা, ড. ঐশ্বর শঙ্কর করিয়ারাজ, অভিজিৎ পণ্ডিত [Course-EPC-4 (1.4 EPC 4)]
- ❑ কামশিক্ষা ও বৃত্তি শিক্ষা — ড. জয়ন্ত চৌধুরী, অরুণাচন্দ সান্দ্র [Course-XI (1.4.11) Optional]
- ❑ স্বাস্থ্য ও শারীর শিক্ষা — অভিজিৎ পণ্ডিত, নৈব সাহা আলম [Course-XI (1.4.11) Optional]
- ❑ যোগশিক্ষা — ড. মনসুজম্মার মুখোপাধ্যায় [Course-XI (1.4.11) Optional]
- ❑ শান্তির জন্য শিক্ষা — ত্রিগুণী হাজলার [Course-XI (1.4.11) Optional]
- ❑ নির্দেশনা ও পরামর্শদান — মনুয়া বসু (ডাঃডাঃ), স্বাক্ষর মুখোপাধ্যায় [Course-XI (1.4.11) Optional]
- ❑ পরিবেশ শিক্ষা ও জল শিক্ষা — ড. সুজিত পাণ্ডা, ড. পরিমল সরকার [Course-XI (1.4.11) Optional]

❖ English Version :

- ❑ Gender, School & Society — Rakheebria Biswas
[Course-VI (1.4.6)]
- ❑ Knowledge and Curriculum (Part-II) — Prof. (Dr.) Mita Banerjee,
Sujit Pal
[Course-VIII (B) (1.4.7B)]
- ❑ Creating an Inclusive School — Dr. Md. Jamal Uddin
[Course-X (1.4.10)]
- ❑ Critical Understanding of ICT — Dibesh Kumar Dey
[Course EPC-3 (1.4EPC3)]
- ❑ Guidance and Counselling — Rakheebria Biswas
[Course-XI (1.4.11) Optional]
- ❑ Yoga Education: Self Understanding and Development
— Abhijit Pandit
[Course EPC-4 (1.4EPC4)]

1st Semester Book list❖ Bengali Version :

- ❑ শিশু ও বিকাশ — ড. বিজয় সরকার
(Course no. - 1.1.1)
- ❑ সমকালীন ভারতবর্ষ ও শিক্ষা — অধ্যাপক (ড.) দুলাল মুন্সিংগাখান্না,
তারিণী মল্লিকার, বিনয়াক চন্দ
(Course no. - 1.1.2)
- ❑ পাঠক্রমে ভাবার বিস্তৃতি — ড. বীরবল সাহা, শঙ্কুনাথ মাজি
(Course no. - 1.1.4)
- ❑ বিদ্যাবত্ত্ব ধারণা ও সম্পর্ক — অধ্যাপক (ড.) দুলাল মুন্সিংগাখান্না,
(Course no. - 1.1.5) ড. উদয়শঙ্কর কবিবর্জিত্ত
- ❑ পাঠ্যপুস্তক : পঠন ও প্রতিফলন — মনুয়া বন্দু (টাটাজী), সন্দীপ শর্মা
[Course EPC-1. (1.1 EPC1)]
- ❑ পঠন শ্রাণালীর পাঠ্যপুস্তক প্রতিফলন—অধ্যাপক (ড.) বীরবল সাহা ও শঙ্কুনাথ মাজি
[Course EPC-1. (1.1 EPC1)]
- ❑ PRACTICUM (1st Semester) — ড. বিজয় সরকার, ড. বীরবল সাহা

❖ English Version :

- ❑ Childhood & Growing Up (Course no. - 1.1.1)
—Dr. Sujit Pal, Rakheebria Biswas, Dr. Pranab Krishna Chanda
- ❑ Contemporary India and Education (Course no. - 1.1.2)
—Dr. Birbal Saha, Avijit Pandit, Dr. Goutam Saha
Dr. Rudra Prasad Sinha Edited By Dr. Mita Banerjee
- ❑ Language Across The Curriculum (Course no. - 1.1.4)
—Sambhunath Maji, Dr. Birbal Saha
- ❑ Understanding Discipline and Subject (Course no. - 1.1.5)
—Dr. Khagendánath Chattopadhyay, Dr. Papiya Upadhyay
- ❑ Reading and Reflecting on Texts Course-EPC-1 (1.1.EPC1)
—Prof. (Dr.) Birbal Saha & Sambhunath Majhi

PRACTICUM (1st Semester)

[Course-I, II, IV, V, EPC-1 একত্রে]

ড. বিজ্ঞান সরকার ❖ ড. বীরবল সাহা

B.ED স্ক্যানার (1st Semester)

: সম্পাদনা :

মহাস্বি ❖ সরকার

পাঁচটি জেনারেল পেপার একত্রে প্রোগ্রামভিত্তিক স্বয়ং সম্পূর্ণ আদর্শ মানের গাইড বুক

PRACTICUM (2nd Semester)

[Course-III, VII, VIII, IX, EPC-2 একত্রে]

ড. বিজ্ঞান সরকার ❖ ড. বীরবল সাহা