

Syllabus for
Bachelor of Education (B.Ed.)
Two Year B.Ed. Programme
(As Per NCTE Norms and Regulations)

Teachers' Training Department (B.Ed.)
(NCTE Recognized)



Panskura Banamali College

(AUTONOMOUS COLLEGE : 2018-2019 to 2027-2028)
UNDER VIDYASAGAR UNIVERSITY

Largest Rural Based, NAAC Re-accredited 'A' Grade (2016-2021)

DST-FIST (Govt. of India), BOOST-DBT (Govt. of West Bengal) sponsored College

Website : www.panskurabanamalicollege.org

E-mail : principal.pbc@gmail.com

P.O. - PANSKURA R.S. : PIN - 721152 : DIST. - PURBA MEDINIPUR : WEST BENGAL : INDIA



Our College is a (State) Govt. aided college affiliated to Vidyasagar University. This was accredited with grade "A" by NAAC in 2005. Our college is arguably the largest college in Rural Bengal, in terms of its strength of students and the number of subjects taught at the undergraduate and postgraduate levels. Recently, UGC has elevated the status to a Ph.D. Degree College. The college campus consists of a lush green football ground and other open areas for various sports, flower and herbal gardens, several large buildings, general auditorium, gymnasium, Seminar room, Indoor sports complex and Yoga room, students' hostel, bank, photocopy facility, students' canteen and common rooms, cycle stand, teachers' accommodation, Principal's quarters etc. besides filtered drinking water, library with OPAC system and internet facilities for students. Various subjects in Science, Humanities and Commerce are taught at the undergraduate (UG) and postgraduate (PG) levels apart from some non-traditional and career oriented subjects. PG courses are offered in Bengali, History, Geography, Physics, Chemistry, Mathematics and Computer Science. Non-traditional courses are offered in Microbiology, Biotechnology, Computer Science and Computer Applications. Teachers' Training courses (B.Ed.) and Training in Physical Education (B.P.Ed.) are also two important directions at this Institution. Addition of M.P.Ed. Course from this session will open up further opportunities for aspiring students. The college has to function in three shifts: Day Section, Morning Section (Extended Day) and Evening Section. Our college receives a well-mixed pool of students from rural and urban areas. Our students come out with flying colours and they do well in further higher studies. It is glad to note that many of our students excel in Research works and in high profile jobs all over the country and abroad.

Preamble:

The Bachelor of Education, generally known as B.Ed., is a two year professional programme in the field of Teacher Education which aims at preparing teachers for upper primary or middle level (Classes VI to VIII), Secondary level (classes IX to X) and Senior Secondary level (classes XI to XII) This syllabus has been prepared as per norms and regulations of NCTE 2014. The course is offered in 80 credits which are divided into four semesters.

About the Course:

This two-year B.Ed. programme emphasizes the depth of knowledge and refinement of students' sense about education. The curriculum includes all the subjects required for the formation of ideal teachers as well as human resources. The entire course focuses on how to form a modern teacher with the help of proper training and how to deal with students by understanding their psychological state or how to use the necessary teaching materials in the classroom etc. Finally different types of professional skills development have been given considerable importance in the course.

Eligibility:

Candidates with at least 50 % marks either in the Bachelor's degree and/or in the Master's degree in Sciences/ Social Sciences/ Humanities or Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.

The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the central government/ state government, whichever is applicable.

Working days:

- (a) There shall be at least 200 working days each year exclusive of admission and examination processes.
- (b) The Institution shall work for a minimum of 36 hours in a week (5 days), during which the physical presence in the Institution of all the teachers and pupil teachers is necessary to ensure their availability for advice, guidance dialogue and consultation as and when needed.
- (c) The minimum attendance of pupil teachers shall have to be 80% for all course work and Practicum and 90% for School Internship.

School Internship:

Students have to participate in the School Internship Program for a total of twenty weeks (for four weeks in the first year and sixteen weeks in the second year).

Evaluation:

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade point. Evaluation for each course shall be done by a continuous

internal assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidated at the end of course.

Grading System:

A. The Semester Grade Point Average (SGPA) for each semester shall be computed as follows:

$$SGPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

Where n is the number of courses registered during a semester, C_i is the number of credits allocated to particular course and G_i is the grade point corresponding to the grade awarded for that course.

B. The cumulative Grade Point Average (CGPA) shall be calculated as follows:

$$CGPA = \frac{\sum_{i=1}^m C_i S_i}{\sum_{i=1}^m C_i}$$

Where m is the total number of semesters being considered, S_i is SGPA of a particular semester, course and C_i is the total number of credits registered in the different semesters.

The SGPA and CGPA will be rounded off to second place of decimal and recorded as such.

C. The division / performance of a student for award of the degree, shall be determined by CGPA in the following manner-

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

B.Ed. Course Structure:

The duration of B.Ed. course is two academic years consisting of four semesters. The academic year shall commence from July 1st of every year. Each semester is roughly of six months duration including regular classes, assignments, practice teaching and examinations. The programme 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 Classes, Engagement with field and EPC-1
	1 st December to 15 th December	Examination: Theory Classes, 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 Classes, 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 experience with the teachers educators and engage with other co-curricular activities.
	1 st June to 15 th June	Examination: Theory Classes, Engagement with field and EPC-2 Practical
	16 th June to 30 th June	Evaluation and publication of result (Semester break for the students)
III	1st July to 31st December (2nd Year)	
	1 st July to 30 th July	Theory class, Orientation in college for Pedagogy files for 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 Classes including optional course, Engagement with field and EPC-3, EPC-4
	1 st June to 15 th June	Examination: Theory Classes, Engagement with field and EPC-3, EPC-4 Practical
	16 th June to 30 th June	Evaluation and publication of result

1ST SEMESTER

FIRST SEMESTER DETAILS CURRICULUM AND ASSESSMENT PATTERN:

COURSE & CODE	COURSE NAME	MARKS		Marks (Credit)	Class Teaching Hours
		Theory	Engagements with the Field		
SEMESTER-I					
Course-I (1.1.1)	Childhood and Growing Up (1 st &2 nd half)	50+50	25	100+25 (4+1)	64+32
Course-II (1.1.2)	Contemporary India and Education (1 st &2 nd half)	50+50	25	100+25 (4+1)	64+32
Course-IV (1.1.4)	Language across the Curriculum	50	50	50+50 (2+2)	32+64
Course-V (1.1.5)	Understanding Discipline and Subjects	50	50	50+50 (2+2)	32+64
CourseEPC-1 (1.1EPC1)	Reading and Reflecting on Texts	25	25	25+25 (1+1)	16+32
TOTAL		325	175	500 (13+7)	208+224

Course: I (1.1.1)

Childhood and Growing Up

1st Half: Development and its Characteristics

Objectives:

The student teachers will be able to:-

- Explain the concept of growth and development and stages of development with special reference to the stage of adolescence.
- State the developmental characteristics
- Analyse the influence of heredity, environment including socio cultural factors on developmental process
- Develop the skills of applying the principles of development in improving the teaching learning process.

COURSE CONTENT /SYLLABUS

Unit I: Growth and developmental pattern of learners:

- 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

Unit II: Stages of development:

- Different stages of development- infancy, childhood, adolescence, Adulthood.
- Adolescence- Physical development, Emotional development, Cognitive development.
- Needs and problems of adolescents.
- Guidance and counseling in different stages of development

Unit III: Different types of Development:

- Cognitive development- Piaget's theory and its educational implications.
- Psycho-sexual development – Freud's Theory.
- Psycho social & Socio-cultural development – Erikson's theory of psychosocial development & Vygotsky's Socio-cultural theory.
- Moral and pro social development- Kohlberg's theory

Unit IV: Individual differences:

- Role of heredity in individual differences.

- Function of environment including physical and socio cultural factors, in individual differences.
- Child rearing practices and Family.
- Role of school in child nurturing.

Unit V: Development of personality:

- 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).
- Concept of personality – Indian perspective

2nd Half: Aspects of Development

Objectives:

The student teachers will be able to:-

- Know about various aspects related to development.
- Acquainted with theories, types and factors of motivation, attention and interest.
- Understand the nature of intelligence and know various theories related to it.
- Develop skills for identifying and nurturing creativity.

COURSE CONTENT /SYLLABUS

Unit I: Various aspects related to development:

- Instinct
- Emotion
- Emotional Intelligence
- Attitude

Unit II: Motivation:

- Concept of Motivation, Need, Drive, Incentives
- Types of Motivation (Intrinsic and Extrinsic)
- Theories of Motivation and Educational Implication - Maslow, Weiner and McClelland
- Factors affecting Motivation – Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom implications.

Unit III: Attention and Interest:

- Concept of attention, determinants of attention and their classroom application
- Attention span and its fluctuation, Distraction of Attention.
- Interest and its relation with attention
- Teacher role in both psychological activity

Unit IV: Intelligence:

- Concept and nature, its distribution across population
- Factor theories of intelligence (Guilford, Sternberg and Gardner's theory of Multiple Intelligence,)
- Measurement of intelligence (Verbal and non-verbal tests of intelligence)
- Intelligence quotient and education

Unit V: Creativity:

- Concept of creativity
- The components of creativity
- Its identification and nurturance
- Role of teacher

Engagement with Field / Practicum

Any one of the following :-

- 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.
- List down different maladjusted behaviours of adolescents which you could identify from the classroom and out-side classroom. Take an interview of a few and try to understand the factors that

may be responsible for their behaviour.

- 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.
- Observation any one successful teacher and list down the behavioural characteristics which impress you.
- List down few (classroom) learning situations involving insightful learning

Learning Outcomes:

After successful completion of the course, the student teachers will be able to -

- Explain the pattern of growth and development of the learners;
- Differentiate growth and development for the purpose of student all round development;
- Infer different stages and types of human development;
- Relate individual difference with learning ability of the learners;
- Analyse human personality and justify related theories;
- Understand the importance of motivation, attention, interest and other related concepts and apply them in the real life situations;
- Identify the criteria of intelligent and creative children and correlate them.

Suggested Readings:

- Anita Woolfolk - Educational Psychology
- B. N. Dash & N. Dash – A Textbook of Educational Psychology (2 Vols.)
- J. C. Aggarwal – Essentials of Educational Psychology
- J. W. Santrock - Educational Psychology
- L. E. Berk – Child Development
- S. K. Mangal - Essentials of Educational Psychology
- S. K. Mangal – Advanced Educational Psychology
- S. S. Chauhan - Advanced Educational Psychology

Additional Readings:

- Jennifer L. Martin and Sarah E. Torok-Gerard - Educational Psychology: History, Practice, Research, and the Future (Essentials of Psychology and Health)
- Brett D. Wilkinson and Angela L. Vaughan - Educational Psychology for Learners: Connecting Theory, Research and Application
- Todd Zakrajsek & Donna Bailey - Understanding How We Learn

Course: II (1.1.2)

Contemporary India and Education

1st Half: Education in Post-Independent India

Objectives:

The student teachers will be able to:-

- Comprehend the various constitutional provisions
- Develop the knowledge about the recommendations of various commissions and National Policies of Education.
- Examine the problems and solutions of elementary and secondary education and find out probable solutions.
- Acquire the skill to eradicate inequality, discrimination and marginalization in education.
- 5 Develop an idea about National Values.

COURSE CONTENT /SYLLABUS

Unit I: Educational provision in the Constitution of India:

- Fundamental Rights and Fundamental duties
- Directive Principles of State Policy
- LPG in Indian education system
- HDI and role of education

Unit II: Recommendations of various commissions after independence:

- Indian University Commission(1948-49)
- Secondary Education Commission(1952-53)
- Indian Education Commission(1964-66)
- National Policy of Education(1986,1992), NEP 2020

Unit III: Equalization and universalization of Elementary and Secondary Education:

- Concept
- Recommendations of different committees and commissions
- Problems
- Probable solutions

Unit IV: Inequality, Discrimination and Marginalization in education:

- Concept
- Recommendations of different committees and commissions
- Causes
- Probable solutions

Unit V: Issues of Contemporary relevance and National Values:

- Concept and 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

Objectives:

The student teachers will be able to:-

- Realize the policy framework for Education in India
- Know the contemporary issues in education
- Develop the knowledge about various policies on education
- Examine The role and functions of different monitoring agencies of education
- Understand community participation and development in education
- Acquire skill to develop educational planning and management.

COURSE CONTENT /SYLLABUS

Unit I: Contemporary issues of education:

- Population explosion
- Poverty
- Unemployment
- Student unrest

Unit II: Policies on education:

- SSA, RTE (2009),
- NCF (2005), NCF-TE (2009)
- RMSA
- Technological Intervention in education – E- Pathshala, NROER, MOOC

Unit III: Governance in Education:

- UGC, NAAC
- NCTE, RCI
- NCERT, SCERT, DIET, MOE
- Emerging model of governance

Unit IV: Community participation and development:

- Women education and Gender studies
- Ensuring equity and equality in education
- Adult and Continuing Education
- Online education and ODL system in education

Unit V: Educational Planning and Management:

- Traditional and Strategic Planning
- Administrative structure of Secondary Education
- Education in different five year planning and NITI aayog
- Total quality management in education

Engagement with Field / Practicum

Any one of the following:-

- Study the impact of Right to Education Act on schools
- Critical Analysis of Different Committees and Commissions on Education
- Study of Educational Process in Private Schools
- Planning and Implementation of Activities –
- 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

Learning Outcomes:

After successful completion of the course, the student teachers will able to -

- Explain the fundamental provision of Indian constitution.
- Know about different educational committee and commission of independence India.
- Elucidate the importance and necessity of universalization of elementary education.
- Construct the concept of national value.
- Identify the contemporary issues and can tell the methods of solution.
- Understand the model of governance and its emerging model.
- Illustrate the concept of educational planning and management.

Suggested Readings:

- Contemporary India and Education - Jay Pratap Singh
- Contemporary India and Education - M S Sachdev
- Contemporary India and Education - Dr. Pragya Aggarwal
- সমকালীন ভারত ও শিক্ষা - ড. দেবশীষ পাল
- সাম্প্রতিক ভারতীয় শিক্ষার ধারা - ড. মিহির কুমার চ্যাটার্জী, কবিতা চক্রবর্তী

Additional Readings:

- Educational Philosophy of Swami Vivekananda
- Total Quality Management in Education - Marmar Mukhopadhyay

Course: IV (1.1.4)
Language across the Curriculum

Objectives:

The student teachers will be able to:-

- Recognize nature, function and role of language across the curriculum
- Acquaint with obstacles in language usage while using the language and ways to overcome them.
- Understand the importance and use of first and second language, multilingualism and impact of culture.
- Acquire knowledge about the communication process and verbal and nonverbal communication skills.
- Familiarize the students with of barriers to (Listening, Speaking, Reading, Writing) LSRW skills and activities for developing these skills

COURSE CONTENT /SYLLABUS**Unit I: Theoretical Background of Language Usage:**

- Language – Meaning, Concept and Functions
- Role of Language across curriculum
- A brief historical background of language development.
- Theories of language development – Bloomfield, Chomsky, Saussure, I.A. Richards.

Unit II: Understanding the Language Background:

- Understanding home language and school language.
- Power dynamics of ‘standard’ language vs. ‘home language’.
- Dialects, relation between language and dialects
- Theoretical understanding of Multilingualism.

Unit III: Different Strategies for Language Development:

- Nature of classroom discourse.
- Develop strategies for using language in the classroom – oral and written
- Discussion as a tool for learning.
- Language development through E-learning

Unit IV: Language Interaction in the classroom:

- Nature and types of questioning in the classroom.
- Process of interaction in classroom
- Multicultural classroom and its educational implications.
- Teachers’ role in multicultural classrooms.

Unit V: Nature of Reading Comprehension in the Content Areas:

- Reading proficiency in the content areas – Social Sciences, Sciences, Mathematics.
- Schema Theory.
- Different Texts – Expository, Narrative, Transactional.
- Reflexive texts

Engagement with Field / Practicum

Any two of the following :-

- School Visit to Find out Communication Problem/Apprehension in Students
- Designing Games and Exercises for Developing Listening, Speaking, Reading and Writing Skills
- Nature of Reading Comprehension in the Content Areas:
- Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech
- Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming
- Assignments on Developing Listening Skills – Listening to speech, directions

Learning Outcomes:

After successful completion of the course, the student teachers will able to -

- Acquire knowledge about communication process and verbal and non-verbal communication skills.
- Develop Listening , Speaking, Reading and Writing Skills.

- Understand home language and school language.
- Develop strategies for using language in the classroom -oral and written.
- Develop Reading proficiency in the content areas.

Suggested Readings:

- W.A. Bennet.- Aspects of Language and Language teaching .
- James Britton - Language and Learning.
- J.C. Pearson---Human Communication.
- K.Floyd. ---Interpersonal Communication.
- K. Braden--- Task Based language Education : From theory to Practice.
- R. Fasold & J. Connor -Linton. An Introduction to Language and Linguistics.

Additional Readings:

- Nirod C. Chaudhuri---Three Horsemen of the New Apocalypse.
- H.D. Brown.---Teaching by Principles-An Interactive Approach to Language Pedagogy.
- D. Larsen-Freeman ---Techniques and Principles in Language Teaching.
- Gilian Lazar---Literature and Language Teaching : A Guide for Teachers and Trainers.
- Geeta Nagaraj---English Language Teaching :Approaches, Methods, Techniques.

Course: V (1.1.5)

Understanding Discipline and Subjects

Objectives:

The student teachers will be able to:-

- 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 the nature of Mathematics as a discipline.
- Develop among the teacher trainees an understanding of language as a discipline.
- Develop among the teacher trainees an understanding of social science as a discipline.

COURSE CONTENT /SYLLABUS

Unit I: Discipline and Subject:

- Concept, Nature and Characteristics of Discipline and Subject
- Inter-disciplinary, Intra-disciplinary and Multi-disciplinary nature of education in Study
- Inter relationship between different disciplines
- Emergence of Various Disciplines from Education

Unit II: Science as a Subject and Discipline:

- Nature and history of science
- Place of science in school curriculum
- Science in National Curriculum Framework (2005)
- Relation of science with other school subject

Unit III: Language as a Subject and Discipline:

- 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

Unit IV: Mathematics as a Subject and Discipline:

- Nature and History of Mathematics
- Place of Mathematics in School Curriculum
- Mathematics in Day-to-day life
- Relationship of Mathematics with Other Subjects

Unit V: Social Science as a Subject and Discipline:

- 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

Engagement with Field / Practicum

Any two of the following:-

- Individual Seminar Presentation
- Group Discussion
- Assignment Submission

Learning Outcomes:

After the completion of this course student teachers will be able to -

- Classify different approaches in various fields of study.
- Interpolate new ideas in school subjects focused on discipline.
- Justify Science as a Discipline.
- Explain the concept of language, social science and mathematics as a subject and discipline.
- Interrelate various disciplines.

Suggested Readings:

- Understanding Disciplines and Subjects (Educational Perspective) by Prof. (Dr.) Saroj Sharma, Dr. Sumana Nehra, Dr. Parveen Sharma & Ms. Sapna Yadav.
- বিষয়ক্ষেত্র ও বিষয়ের অনুধাবন -- ড. মধুমালা সেনগুপ্ত, ড. পিন্টু কুমার মাজী, চন্দ্রিমা মিত্র

Additional Readings:

- National Curriculum Framework 2005
- NCFTE 2009

Course: EPC-1 (1.1EPC1)
Reading and Reflecting on Texts

Objectives:

The student teachers will be able to:-

- 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:**

- Reading – Meaning and Process
- History of reading
- Importance of Reading across Curriculum
- Characteristics of Reading

Unit II: Reading Skills:

- Levels of Reading- literal, interpretative, critical and creative
- Types of Reading – intensive and extensive reading, Oral and Silent reading
- Reading Techniques – Skimming and Scanning.
- Methodology of Reading

Unit III: Reading the Text:

- Types of Texts – Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes
- Importance of Different Texts in Curriculum
- Pleasure of Reading.
- Bacon’s ideas on “Of Studies”.

Unit IV: Developing Reading Skills:

- Developing Critical Reading Skills
- Developing Reflective Skills
- Activities for Developing Reading Skills
- Developing Metacognition for Reading

Unit V: Reading Comprehension:

- Developing Reading Comprehension
- Developing Vocabulary for Reading
- Problems of Reading
- Dyslexia and word reading problems

Engagement with Field / Practicum

Any one of the following :-

- 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.

Learning Outcomes:

After successful completion of the course, the students will able to -

- Develop various types of Reading Skills through various activities.
- Develop skills of Reading comprehension and enhance vocabulary.
- Acquire knowledge about communication process and verbal and non-verbal communication skills.
- Develop Reading proficiency in the content areas.
- Design vocabulary games.

Suggested Readings:

- A. Doff. Teach English: Training Course for Teachers.
- J.C. Mukalel. Approaches to English Language Teaching.
- W.A. Bennet.---Aspects of Language and Language teaching .
- James Britton ---Language and Learning.
- J.C. Pearson---Human Communication.
- S. Venkateswaran---Principles of Teaching English.

Additional Readings:

- H.D. Brown.---Teaching by Principles-An Interactive Approach to Language Pedagogy.
 - D. Larsen-Freeman ---Techniques and Principles in Language Teaching.
 - Geeta Nagaraj---English Language Teaching :Approaches, Methods, Techniques.
 - K.Floyd. ---Interpersonal Communication.
 - K. Braden--- Task Based language Education : From theory to Practice.
-

2ND SEMESTER

SECOND SEMESTER DETAILS CURRICULUM AND ASSESSMENT PATTERN:

Course and Code	Course Name	Marks		Marks (Credit)	Class Teaching Hour
		Theory	Engagement with Field		
SEMESTER-II					
Course-III (1.2.3)	Learning and Teaching (1 st & 2 nd half)	50+50	25	100+25 (4+1)	64+32
Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	50	50	50+50 (2+2)	32+64
Course-VIII-(A) (1.2.8A)	Knowledge and Curriculum- Part-I	50	25	50+25 (2+1)	32+32
Course-IX (1.2.9)	Assessment for Learning (1 st & 2 nd half)	50+50	50	100+50 (4+2)	64+64
CourseEPC-2 (1.2EPC2)	Drama and Arts in Education	25	25	25+25 (1+1)	16+32
TOTAL		325	175	500 (13+7)	208+24

Course-III (1.2.3) Learning and Teaching

1st Half: Learning

Objectives:

The student teachers will be able to:-

- Comprehend the range of cognitive capacities among learners.
- Reflect on their own implicit understanding of nature and kinds of learning.
- Gain an understanding of different theoretical perspectives on learning
- Demonstrate his/her understanding of different skills at different phases of instruction

COURSE CONTENT /SYLLABUS

Unit I: Understanding Learning:

- Nature of learning: learning as a process and learning as an outcome
- Types of learning: factual, associations, conceptual, procedural, generalizations, Principles and rules.
- Learning in a new look: Focused and Diffused Mode
- Remembering and Forgetting – Factors of remembering - encoding, storage and retrieval. Information processing approach; Causes of forgetting; Strategies for effective memorization.

Unit II: Factors Influencing Learning:

- Personal, Emotional and Social, Environmental factors of learning
- Needs, Drives and Motives
- Motivation as a factor of learning
- Role of teacher in addressing various factors influencing learning—a few strategies – cooperative learning, peer tutoring, collaborative learning.

Unit III: Learning Paradigms:

- Behavioristic Learning– Concept of connectionism (Thorndike) and conditioning (Pavlov & Skinner) and their educational implications.
- Cognitive Learning – Concept of Gestalt and its educational implications; Discovery learning (Bruner), Cognitive Constructivist Learning (Piaget)
- Social Cognitive Learning – Concept (Bandura), nature and implications. Teacher as role model.
- Humanistic Viewpoint of Learning - Carl Rogers (Self Concept Theory)

Unit IV: Overview of theories of transfer of learning:

- Concept, Importance, Nature and Types of Transfer of Learning
- Theories of Transfer of Learning

- Methods of enhancing Transfer of Learning
- Problem solving learning & Habit family hierarchy

Unit V: Organization of Learning Experiences: Issues and Concerns:

- Modern trends of learning
- Role of school – Guidance, Mental health, Co-curricular activities.
- Strategies for organizing learning for divers learners- Brainstorming, Group dynamics, Remedial teaching
- Enrichment programmes

2nd Half: Teaching

Objectives:

The student teachers will able to:-

- Understand the process of teaching
- Understand and efficiently use different models of teaching.
- Engage in teaching with the proper approach.
- Develop skills required for teaching

COURSE CONTENT /SYLLABUS

Unit I: Understanding Teaching:

- Teaching: Concepts, definition, nature and characteristics, factors affecting teaching.
- Concepts of Teaching technology and Behavior technology.
- Maxims of teaching.
- Role of teacher in effective teaching.

Unit II: Models of Teaching:

- Concept of model, characteristics, family of teaching model
- Concept Attainment Model (CAM)
- Advance Organizer Model (AOM)
- Inquiry Training Model (ITM)

Unit III: Task of Teaching:

- Task of teaching: meaning, definition.
- Concepts of variables in teaching tasks.
- Phases of teaching task: pre - active, interactive and post- active.
- Essentials of effective teaching

Unit IV: Levels & Approaches of Teaching:

- Levels of Teaching: memory, understanding and reflective levels of teaching
- Approaches to Instruction: Learner centric approach, Teacher centric approach
- Meaning, characteristics and importance of Programmed Instruction (PI)
- Meaning, definition and educational importance of Computer Assisted Instruction (CAI)

Unit V: Skills of Teaching:

- 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).

Engagement with Field / Practicum

Micro teaching practical through simulation mode. (Five lessons in five skills on a particular topic are to be delivered in front of a peer group under the guidance of the subject teacher.) Teaching skills: (1) Introducing the lesson (2) Questioning (3) Use of teaching aids (4) Reinforcement (5) Illustrations, [Each skill consists of five components].

Learning Outcomes:

After successful completion of the content, the student-teacher will be able to:

- Understand learning and its various components;
- Recall various factors of learning ;
- Explain transfer of learning and its dimensions;
- Acquire knowledge about the range of cognitive capacities among learners.
- Explain their own implicit understanding of nature and kinds of learning.
- Apply different teaching models in different teaching learning situations.
- Perform different Micro teaching skills at different phases of instruction.

Suggested Readings:

- Educational Psychology(9th Edition)- Anita Woolfolk
- Advanced Educational Psychology- S.S.Chauhan
- Learning and Teaching - Dr. Mitali Panda and Dr. Md Jamal Uddin
- Advanced Educational Psychology-S.K. Mangal
- Essentials of Educational Technology-S.K.Mangal and Uma Mangal
- Learning and Teaching-Dr. Subir Nag, Shinjini Nag, Pranay Pandey
- Learning and Teaching- Dr. Pradiptoranjana Roy
- Learning and Teaching- Dr. Bijon Sarkar

Additional Readings:

- Models of Teaching - Bruce Joyce, Marsha Weil, Emily Calhoun
- Learning to Teach- Richard Arends

Course-VII-(A) (1.2.7A)**Pedagogy of a School Subject Part-I****Pedagogy of Language Teaching: Bengali, English, Sanskrit, Hindi, Urdu & Arabic****Objectives:**

The student teachers will be able to:-

- Acquire practical expertise in pedagogical analysis and develop behavioural competencies in teaching skills
- Apply principles abstracted from the study of various methods and approaches as regards purpose and procedure of planning lessons.
- Work out and practice strategies for teaching language skills and communication skills
- 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:**

- Historical background, present status, aims and objectives of language teaching.
- Origin of different languages (At least two including 1stLanguage), Significance of Mother tongue/ Target Language
- Concept, Position and Importance of 1st Language, 2nd Language and 3rd Language in Secondary School Curriculum in West Bengal.
- Relation between language and dialect, Analysis of the objectives of teaching language at secondary level in West Bengal.

Unit II: Strategies of Language Teaching: (As per language concerned):

- Concept and importance of pedagogical analysis of language.
- Theories, Skills and Strategies of Language Teaching.
- Behavioural/Instructional objectives of Language Teaching.
- Relevance of Teaching Model for Language Teaching

Unit III: Brief overview of Methods & Approaches of Language Teaching (As per language concerned):

- Approaches of Language Teaching
- Methods of Language Teaching
- Teaching different content areas- objectives, importance and procedure:
 - Prose,
 - Poetry,
 - Drama
 - Grammar,
 - Composition
- Spelling mistake – causes and method of correction.

Unit IV: Assessment of Language Teaching:

- Assessment (elementary concepts of Evaluation and Measurement).
- 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.

Unit V: Learning design and Learning Resources in Language Teaching:

- Concept, importance, types and steps of learning design. Qualities of good learning design.
- 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. Creative writing: composition, short story, poem (on given clues or independently).

Engagement with Field / Practicum

Preparation of one Learning Design (compulsory) and any one from the following :-

- Speech and Speech Mechanism
- Word Formation
- Syntax
- Task analysis and Content Analysis
- Developing instructional (teaching learning) material

Learning Outcomes:

After successful completion of the content, the student-teacher will be able to know:

- Acquire knowledge about concepts, aims and objectives of different types of language teaching.
- Able to know skills, strategies, approaches and methods of language teaching.
- Construct a learning design for classroom teaching.
- Explain different types of learning resources.
- Able to know the assessment process of language teaching.

Suggested Readings:

- Approaches and Methods in language Teaching : Jack C. Richards
- English Pedagogy of Language Teaching : Dr. Amal Kr. Chakraborty
- Teaching English as a Second language : Manish A. Vyas, Yogesh L. Patel
- Pedagogy of Language Teaching : Samir Kumar Mahato
- ভাষা শিক্ষণের পদ্ধতি ও প্রয়োগ (বাংলা) - সুজাতা রাহা ও বৈশালী বসু

Additional Readings:

- Approaches and Methods in Language Teaching - Jack C. Richards and Theodore S. Rodgers
- Language and Literature - Zara Kaiserimam
- Techniques of Teaching English - A.L.Kohli

Course-VII-(A) (1.2.7A)

Pedagogy of a School Subject Part-I

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:-

- Appreciate the significance of teaching Social Science.
- Be acquainted with the approaches & Methods of Teaching Social Science.
- Be used to the application of knowledge and skills in Social Science.
- Be acquainted with various practical aspects of Social Science.

COURSE CONTENT /SYLLABUS

Unit I: Foundation of Social Science Teaching:

- Aims, objectives and values of Social Science Teaching
- Social Science Curriculum, inter relationship of various branches of Social Science
- Innovations in Social Science teaching
- Inculcation of National Integrity through social science teaching.

Unit II: Strategies of Social Science Teaching:

- Meaning and definition of teaching strategies
- Autocratic and Democratic teaching strategies
- Features, Limitations and comparison of different methods - Lecture Method, Interactive Method, Demonstration-observation Method, Regional Method, Heuristic Method, Project Method.
- CAI

Unit III: Learning Resource in Social Science Teaching:

- 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

Unit IV: Learning Designing:

- Concept, importance of learning design
- Types of learning design
- Steps of learning design
- Qualities of good learning design

Unit V: Assessment in Social Science Education:

- 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
- Improving the evaluation programme in social science

Engagement with Field / Practicum

Preparation of one Learning Design (compulsory) and any one from the following :-

Field Visit:

- Visit to Historical Places
- Visit to Ecological Places
- Visit to Commercial Places
- Visit to Political Places

Organization of Programmes:

- Environment Awareness
- Social Awareness

Learning Outcomes:

After successful completion of the course, the student teachers will be able to -

- Acquire knowledge about aims, objectives, curriculum and values of social science teaching.
- Use of different teaching strategies according to the content.
- Explain the role of learning resources in social science teaching.
- Construct a learning design for classroom teaching.
- Distinguish between different types of evaluation.

Suggested Readings:

- Pedagogy of Social Sciences- S. K. Mangal & Uma Mangal
- Pedagogy of School Subject History - Dr. R. Singh & Dr. D. Kumar
- Teaching of Geography - Sanjay Dutta & O. P. Garg
- Pedagogy of Economics Teaching - Mahendra Kumar Garg
- সমাজ বিজ্ঞান শিক্ষণ পদ্ধতি: ইতিহাস - গৌতম পাত্র
- সমাজ বিজ্ঞান শিক্ষণ পদ্ধতি: ভূগোল - ড. মহাদেব ঠাকুর চক্রবর্তী ও পিউ রায়
- শিক্ষা বিজ্ঞান শিক্ষণ পদ্ধতি: ড. চৈতন্য মণ্ডল

Additional Readings:

- Teaching Skills and Strategies - Dr. S. Arulsamy & Z. Zayapragassarazan
- Innovative Teaching - Ronnie George
- Classroom Management - Pooja Pavithran

Course-VII-(A) (1.2.7A)**Pedagogy of a School Subject Part-I****Pedagogy of Science Teaching: Physical Science, Life Science, Computer Science & Application****Objectives:**

The student teachers will be able to:-

- Appreciate the significance of teaching Science.
- Be acquainted with the Approaches & Methods of Teaching Science.
- Be used to the application of scientific knowledge and skills.
- Be acquainted with various practical aspects of science.

COURSE CONTENT /SYLLABUS**Unit I: Foundation of science Teaching:**

- Aims and objectives of science Teaching.
- Innovations in science teaching, Values of Science Teaching.
- Curriculum framework, curriculum & syllabus of Science, Instructional Objectives of Science Teaching.
- Scientific aptitude and attitude.

Unit II: Principles of Science Teaching:

- Concept of Teaching Strategy, Teaching Method, and Teaching Technique.
- Meaning and types of Teaching Approaches.
- Features, limitations and comparison of different methods: Lecture Method, Demonstration method, Heuristic Method, Laboratory Method, Project Method, and Problem Solving Method.
- CAI

Unit III: Planning of Science Laboratory:

- Importance of Science Laboratory
- Organization / Planning a Science Laboratory.
- Equipment of Science Laboratory.
- Effective Teacher

Unit IV: Learning Resource in science Teaching:

- Meaning, type and importance of Learning Resources.
- Quality of good Science text book.
- Teaching aids in Science.
- Improvisation of Teaching Aids.

Unit V: Learning Designing:

- Concept and importance of Learning Design.
- Types of Learning Design.
- Steps of Learning Design.
- Qualities of good Learning Design.

Engagement with Field / Practicum

Preparation of one Learning Design (compulsory) and any one from the following:-

- Preparation of materials & programmes to inculcate scientific attitude.
- Script writing for Radio/TV/Video on science topics.
- Demonstration of Science Experiments.

Learning Outcomes:

After successful completion of the course, the student teachers will able to -

- Acquire knowledge about aims, objectives, and values of science teaching.
- Implement different teaching strategies according to the content.
- Interpret the effectiveness of learning resources in science teaching.
- Construct a learning design for classroom teaching.
- Recognise the importance of laboratories in science teaching.

Suggested Readings:

- Pedagogy of Science Teaching by Dr. Savita Mishra.
- Pedagogy of Science Teaching (Life Science) by Dr. Rakheebrita Biswas.
- Innovative Science Teaching for Physical Science Teachers by Radha Mohan.
- Pedagogy of Science Teaching (Life Science) by Rumpa Mukherjee.
- Pedagogy of Science Teaching (Life Science) by Shinjini Nag & Dr. Subir Nag
- বিজ্ঞান শিক্ষণের পদ্ধতি ও প্রয়োগ (জীবন বিজ্ঞান)- ড. চৌধুরী, ড. পাল, গাঙ্গুলি ও ড. হাওলাদার।
- বিজ্ঞান শিক্ষণের পদ্ধতি ও প্রয়োগ (ভৌত বিজ্ঞান)- ড. ভাট ও ড. জানা।
- বিজ্ঞান শিক্ষণ পদ্ধতি (জীবন বিজ্ঞান)- ড. উদয়াদিত্য ভট্টাচার্য ও রুম্পা মুখার্জি।

Additional Readings:

- Pedagogy of Science Teaching (Physical Science) by Dr. Amal Kanti Sarker.
- Pedagogy of Science Teaching (Physical Science) Part I & II, NCERT.
- National Focus Group on Teaching of Science (1.1), NCERT.
- Teaching of Science A Modern Approach by R. M. Kalra & Vandana Gupta

Course-VII-(A) (1.2.7A)**Pedagogy of a School Subject Part-I****Pedagogy of Mathematics Teaching: Mathematics****Objectives:**

The student teachers will be able to:-

- Understand the nature of mathematics and mathematics education
- Know the Objectives of teaching mathematics and the principles of the preparation of relevant curriculum and text books.
- Understand Teaching methodologies in mathematics education.
- Apply Mathematics education in cross-cultural perspectives.
- Understand the Assessment and evaluation in the teaching learning of mathematics.

COURSE CONTENT /SYLLABUS

Unit I: Nature and Theoretical aspects of Mathematics Education:

- History of Mathematics in India
- The nature and scope of mathematics Education, Correlation of mathematics with other disciplines
- Values of teaching mathematics
- Teaching-learning of Mathematics from the viewpoint of Vygotsky

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
- Review of W.B.B.S.E. and C.B.S.E. Mathematics Text book.

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.

Unit IV: Learning Designing:

- Concept and importance of Learning Design
- Types of learning design.
- Steps of learning design.
- Qualities of good learning design.

Unit V: Assessment and Evaluation:

- 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)

Engagement with Field / Practicum

Preparation of one Learning Design (compulsory) and any one from the following :-

- Action research on mathematical phobia.
- Preparation of various teaching aids.
- Preparation of programmed learning material for selected Units in Mathematics.
- Construction of achievement test.

Learning Outcomes:

After successful completion of the course, the student teachers will be able to -

- Acquire knowledge about aims, objectives, and values of Mathematics teaching.
- Implement different teaching strategies according to the content.
- Interpret the effectiveness of learning resources in Mathematics Teaching.
- Construct a learning design for classroom teaching.
- Recognise the importance of laboratories in Mathematics teaching.

Suggested Readings:

- How to teach Mathematics by S.K. Arora
- Teaching of Mathematics by S.K. Mangal.
- Teaching of Mathematics by K.S. Sidhu.
- Pedagogy of Mathematics Teaching by Pranay Pande.
- Ganit Shikshan paddhati by S. Banerjee.

Additional Readings:

- Methods of Teaching Mathematics by J.Anice.
- Teaching Mathematics successfully by M. Ediger and B.Rao.
- Ganit Sikshan Bidya by Dr. Subrata Sahu

Course-VIII-(A) (1.2.8A)**Knowledge and Curriculum Part-I****Objectives:**

The student teachers will be able to:-

- Introduce themselves to perspectives in education focusing on epistemological, philosophical and sociological bases of education.
- Distinguish between knowledge and skill, teaching and training, knowledge and information and reason and belief.
- Understand education in relation to constitutional goals, social issues and modern values.
- 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:**

- Branches of Philosophy (Epistemology, Metaphysics, Ethics and Axiology)
- Meaning of epistemology with reference to the process of knowledge building and generation.
- Relationship between: Knowledge and skill, Knowledge and information.
- Relationship between : Teaching and training, Reason and belief

Unit II: Philosophical Foundation of Education:

- Significance of Philosophy in Education.
- Relationship between philosophy and education
- Brief account of the tenets of the following philosophers of education –Swami Vivekananda, Gandhi, Tagore, Dewey, Aurobindo, Dr.Sarvepalli Radhakrishnan
- Relevance of the philosophy of the aforesaid philosophers in Indian education with regard to activity, discovery and dialogue.

Unit III: Sociological bases of education:

- 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.

Unit IV: 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.

Unit V: Concept of curriculum:

- Meaning, characteristics and types of curriculum
- Nature and scope of curriculum
- Principles of framing curriculum
- Role of state in curriculum, Constitutional values and national culture in curriculum

Engagement with Field / Practicum

Any one of the following :-

- Policy analysis National Curriculum Frameworks (NCF 2000 and NCF 2005)
- Identification of core, hidden, null and latent curriculum in textbooks.
- Designing an activity based curriculum.
- Analysis of School Curriculum at different stages

Learning Outcomes:

After successful completion of the course, the student teachers will able to -

- Acquire knowledge about branches of philosophy and its importance.
- Illustrate the relation between philosophy and education.
- Construct sociological knowledge and constitutional goals.
- Explain the different agencies of education and their importance in our society.
- Know about constitutional values of curriculum framing.

Suggested Readings:

- A Textbook of Knowledge and Curriculum : Sapna Ghewani Yadav
- Knowledge and Curriculum : Dr. Deepak Sharma
- Knowledge and Curriculum : Bhavna Shukla
- Knowledge and Curriculum : Rakheebrita Biswas, Dr. Kausik Chakrabarti
- Knowledge and Curriculum : Dr. Shalu Goyal
- প্রজ্ঞা ও পাঠক্রম - ড তারিণী হালদার, ড সন্তোষ মুখার্জি
- জ্ঞান ও পাঠক্রম - ড দেবীপ্রসাদ নাগ চৌধুরী , ড উদয় শঙ্কর কবিরাজ

Additional Readings:

- Knowledge, Language and Curriculum : Dr. Prabhat Shukla
- Curriculum Development by Bill Boyle & Marie Charles
- Curriculum Development: Perspectives, Principles and Issues : Mrunalini Talla (eBook available)

Course- IX (1.2.9)**Assessment for Learning****1st Half: Assessment of the Learning Process****Objectives:**

The student teachers will be able to:-

- Get basic knowledge of assessment for learning.
- Know the process of evaluation and its 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:**

- Meaning of Test, Measurement, Assessment and Evaluation
- Distinguish among Measurement, Assessment and Evaluation
- Nature and purpose of Evaluation
- Examination and Evaluation

Unit II: Approaches and Techniques of Evaluation and Criteria of Assessment Procedure:

- 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

Unit III: Psychological Test:

- 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

Unit IV: Evaluation:

- Types of Tests; Written Test, Oral Test, NRT, CRT, Summative Test, Formative Test, Diagnostic Test.
- Selection of appropriate evaluation technique
- Scoring and Grading, Analysis of Score and Its Interpretation
 - Tabulation of data.
 - Graphical (Histogram, frequency Polygon)
 - Central Tendency (Mean, Median Mode)
 - Deviation – Standard.
- Improvisation in evaluation - Open book exam, rubrics

Unit V: Problem – Learner:

- Concept of Problem-Learner
- Types of Problem-Learner
- Identification of Problem – Learner; Observation, Case Study, Socio-Metric & Testing (Educational and Psychological) Techniques/.
- Remedial Measures – Guidance & Counseling, Life-Skill Training.

2nd Half: Assessment of institutional resources

Objectives:

The student teachers will be able to:-

- Understand different aspects of the complexities of the learning system.
- Know various school records designed for specific purposes.
- Understand the relationship between school and the community.
- Acquire knowledge about physical, infrastructural and human resources available in the schools.
- Understand the curricular process in the school.
- Evaluate the school effectiveness and other functional aspects of the schools.
- Explore the students support services available and achievements of the schools.

COURSE CONTENT /SYLLABUS

Unit I: Physical Resource:

- Rooms (types and numbers), Classroom furniture
- Sanitation facility,
- Drinking water,
- Library, Playground etc.

Unit II: Human Resource:

- Teaching staff (Full Time + Part Time + Para teacher)
- Non –Teaching staff
- Students:- Boys / Girls / SC / ST /OBC / Minority / Special Needs Children.
- Teacher-student Ratio.

Unit III: Management & Record Maintenance:

- Managing Committee, committees for Academic Purposes & different committees in school
- Fee Structure, number of units/ School hour/ time table /periods
- Students participation – student Self – Government.
- Records:
 - Accounts related

- Staff related
- Student related
- Curriculum related

Unit IV: Special Service Provided:

- Mid-Day Meal & Book bank for poor students
- Tutorial for weaker students, Remedial teaching, Conducting Talent Search Examination, Providing scholarship
- Parent Teacher Association
- Staff Welfare Service & Health Programme

Unit V: School Community relationship:

- Community involvement in decision making.
- Community Contribution to school
- Meeting with community members
- School response to parents.

Engagement with Field / Practicum

Any two of the following:-

- Designing Rating scale, Questionnaire, Interview Schedule in a given a topic
- Framing Different types of questions
- Preparation of Blue Print and a question paper
- Prepare graphs and use statistics for analysis of test result

Learning Outcomes:

After successful completion of the course, the student teachers will able to -

- Acquire knowledge about assessment, evaluation and examination.
- Explain different approaches and techniques of evaluation and criteria of assessment procedure.
- Apply different types of psychological test as per requirement.
- Know about the evaluation and can differentiate between different types of evaluation.
- Apply different methods of statistics in education.
- Identify students with problems in the classroom.
- Learn about the physical resources needed for the classroom.
- Know about the different types of teachers present in the school.
- Shed light on the functions of the various committees present in the school.
- Explain the different types of services provided for underprivileged students.
- Understand the need for community relationships with school.

Suggested Readings:

- Assessment for Learning - Dr. Jasraj Kaur and Dr. Ritu Bist
- Assessment for Learning – S.K.Mangal and Subhra Mangal
- Assessment for Learning – Dr. Vijay Kumar Sharma
- Measurement and Assessment in Education - R. Reynolds Cecil and others
- Assessment for Learning - Dr.A.Jahitha Begum, Dr.G.Lokanadha Reddy

Additional Readings:

- Statistical Methods – N. G. Das
- Statistics - R.S.N. Pillai, V. Bagavathi
- Applied General Statistics - Frederick E. Croxton and Dudley J. Cowden

Course- EPC2 (1.2.EPC2)
Drama and Arts in Education

Objectives:

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 a dramatic way of presentation.
- Integrate singing method in teaching learning process.
- Understand various 'Dance forms' and their integration in educational practices.
- Use the art of drawing and painting in the teaching learning process.
- Develop creativity through different creative art forms.
- Understand the efficacy of different art forms in education.

COURSE CONTENT /SYLLABUS**Unit I: Drama and its Fundamentals:**

- Drama as a tool of learning, Different Forms of Drama
- Role play and Simulation
- Use of Drama for Educational and social change (Street play, Dramatization of a lesson)
- Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation

Unit II: Music (Gayan and Vadan):

- Sur, Taal and Laya (Sargam)
- Vocal - Folk songs, Poems, Prayers
- Singing along with "Karaoke", Composition of Songs, Poems, Prayers
- Integration of Gayan and Vadan in Educational practices

Unit III: The Art of Dance:

- 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)
- Various folk dance of West Bengal

Unit IV: Drawing and Painting:

- Colours, Strokes and Sketching- understanding of various means and perspectives
- Different forms of painting - Warli 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.
- The use of different art forms in Education.

Unit V: Creative Art:

- Creative writing -Story writing, Poetry writing
- Model making - Clay modeling, Origami, Puppet making
- Decorative Art - Rangoli, Ikebana, Wall painting (Mural)
- Designing - Computer graphics, CD Cover, Book cover, Collage work

Engagement with Field / Practicum

Any one of the following :-

- Prepare a script of Bhavai based on some Socio-political issues.
- Prepare a pictorial monograph on "Various folk dance of West Bengal".
- Prepare a pictorial monograph on "Various Dance forms in India".
- Prepare a calendar chart on "Various Musical Instruments in India".
- Prepare some useful, productive and decorative models out of the waste materials.
- Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it.
- Develop a design or picture based on collage work.

- Develop a creative design based on your choice for CD cover or Book cover

Learning Outcomes:

After successful completion of the course, the student teachers will be able to -

- Acquire knowledge about various perspectives of Art.
- Implement Drawing and Painting in the field of education.
- Interpret different forms of Painting.
- Analyse the importance of Creative Art.
- Design various usable equipment for learning.

Suggested Readings:

- শিক্ষায় নাটক ও চিত্রকলা- ড. সুজাতা রায় মান্না, ড. সুমনা দত্ত, তমাল পাল।
- Drama and Arts in Education by Aniruddha Mukherjee.
- Drama and Art in Education by Dr. Munesh Kumar.

Additional Readings:

- Drama and Art in Education by Dr. Jas Raj Kaur & Dr. Satish Kumar Pandey.
-

3rd SEMESTER

THIRD SEMESTER DETAILS CURRICULUM AND ASSESSMENT PATTERN:

COURSE & CODE	COURSE NAME	MARKS		Marks (Credit)	Class Teaching Hour
		Theory	Engagements with the Field		
SEMESTER-III					
Course-VII-(B) (1.3.7B)-A	Pedagogy of a School Subject- Part-II	50	100	50+100 (2+4)	32+128
Course-VII-(B) (1.3.7B) - B	School Internship		350	350 (14)	448
TOTAL		50	450	500(2+18)	32+576

Course-VII-(B) (1.3.7B)

Pedagogy of a School Subject Part-II

Pedagogy of Language Teaching: English, Bengali, Sanskrit, Hindi, Urdu & Arabic

Objectives:

The student teachers will be able to:-

- Design appropriate teaching – learning strategy/approach suited to particular content.
- Be at home with the principles of constructing content analysis of school curriculum.
- Use ICT and various teaching aids in teaching of Languages.
- Understand the historical development of Language Teaching.
- Develop various skills related to language learning.
- Prepare a blueprint before entering into a class.

COURSE CONTENT /SYLLABUS

Unit I: Pedagogical Analysis and Teaching Skills

- 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
- Teaching- Learning Strategies
- Blueprint for criterion referenced test Items.

Unit II: Teaching Skill (As per concerned subject):

- Micro Teaching and Micro Lesson
- Simulated Teaching
- Integrated Teaching
- Teaching in classroom situations.

Unit III: Language Laboratory and Creative writing

- **Language Laboratory: Component, Planning,**
- Language Laboratory: Activities and LSRW skills development.
- Creative Writing : Composition, Short Story, poem on given clues or independently.
- Creative writing workshops.

Unit IV: Activities in Language:

- Fair and Exhibition, Field Trips/ excursion

- Debate, Sahitya Sabha ,Wall & Annual Magazine.
- Use of Dictionary, Encyclopaedia and Thesaurus
- Use of ICT.

Unit V: Assessment of Teaching-Learning Material on Language:

- Text book review and analysis
- e-book Review
- Teaching learning material on Language learning
- Review of creative books.

Engagement with 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 try-out of Teaching-learning strategy for teaching of particular Language concepts.
- Development and use of Language laboratory.
- One Pedagogical Analysis.
- One Achievement Test Construction
 - Community –based Activities (Vide details at the end of Semester III syllabus)

Learning Outcomes:

After successful completion of the content, the student-teacher will able to -

- Acquire knowledge about concepts, aims and objectives of different types of language teaching.
- Able to know skills, strategies, approaches and methods of language teaching.
- Construct a learning design for classroom teaching.
- Explain different types of learning resources.
- Able to know the assessment process of language teaching.
- Develop various skills related to language learning.
- Use ICT and various teaching aids in teaching of Languages.
- Understand the historical development of Language Teaching
- The student teachers will be able to:-Design appropriate teaching – learning strategy/approach suited to particular content.
- Prepare a blueprint before entering into a class.

Suggested Readings:

- Approaches and Methods in language Teaching : Jack C. Richards
- Aspects of Language and Language Teaching: W.A.Bennet
- Task Based Language Education: From theory to Practice: K. Braden.
- English Pedagogy of Language Teaching : Dr. Amal Kr. Chakraborty
- Teaching English as a Second language : Manish A. Vyas, Yogesh L. Patel
- Pedagogy of Language Teaching(English) : Sudhakar Sardar
- Pedagogy of Language Teaching : Samir Kumar Mahato

Additional Readings:

- Approaches and Methods in Language Teaching - JackC. Richards and Theodore S. Rodgers
- Language and Learning: James Britton. India: W.N. Ryburn
- Suggestions for the teaching of Mother Tongue in
- Language and Literature - Zara Kaiserimam
- Techniques of Teaching English - A.L.Kohli

Course-VII-(B) (1.3.7B)**Pedagogy of a School Subject Part-II**

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:-

- Be aware of teaching & learning of the subject concern.
- Examine critically the major concept, ideas, principles & values relating the subject concern.
- Engage the students into the methods of Teaching & learning the subject.
- Provide the students authentic historical knowledge with the proposed content & make them to be component to do pedagogical analysis of the subject.

COURSE CONTENT /SYLLABUS**Unit I: Pedagogical Analysis:**

- Concepts and Methods of Pedagogical Analysis
- 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.
- Distinguish between Pedagogical Analysis and Content Analysis

Unit II: Teaching Skill (As per concerned subject):

- Micro Teaching and Micro Lesson
- Simulated Teaching;
- Integrated Teaching/ Teaching in classroom situation.
- Team Teaching

Unit III: Learning Designing:

- Concept, Importance and Types;
- Models of Learning Design
- Steps of Learning Design.
- Qualities of Good Learning Design.

Unit IV: Activities in Social Science:

- Fair and Exhibition,
- Field Trips / Excursion,
- Debate, Wall and Annual Magazine and,
- Subject Club

Unit V: Assessment of Social science learning:

- Concept of Assessment and Evaluation;
- Achievement Test
- Text book Review
- Open Book Examination

Engagement with Field / Practicum

Any one of the following :-

- Development of skill of map
- Development of skill of time line
- Project
- Case Study
- One Pedagogical Analysis.
- Conducting of Action Research for selected problems
 - Community –based Activities (Vide details at the end of Semester III syllabus)

Learning Outcomes:

After successful completion of the content, the student-teacher will be able to -

- Acquire knowledge about the pedagogy of social science teaching.
- Explain the teaching skills of social science teaching.
- Implement different teaching methods according to the content.
- Interpret the effectiveness assessment of learning in social science teaching.
- Construct a learning design for classroom teaching.

Suggested Readings:

- Pedagogy of Social Science – S.K. Mangal and Uma Mangal
- Pedagogy of School Subject History - Dr. R. Singh & Dr. D. Kumar
- Teaching of Geography - Sanjay Dutta & O. P.Garg
- Pedagogy of Economics Teaching - Mahendra Kumar Garg
- সমাজ বিজ্ঞান শিক্ষণ পদ্ধতি: ইতিহাস - গৌতম পাত্র
- সমাজ বিজ্ঞান শিক্ষণ পদ্ধতি: ভূগোল - ড. মহাদেব ঠাকুর চক্রবর্তী ও পিউ রায়

Additional Readings:

- Teaching Skills and Strategies - Dr. S. Arulsamy & Z. Zayapragassarazan
- Innovative Teaching - Ronnie George
- Classroom Management - Pooja Pavithran

Course-VII-(B) (1.3.7B)**Pedagogy of a School Subject Part-II****Pedagogy of Science Teaching: Life Science, Physical Science, Computer Science and Application****Objectives:**

The student teachers will be able to:-

- Be aware of teaching & learning of the subject concerned.
- Examine critically the major concept, ideas, principles & values relating to the subject concerned.
- Engage the students into the methods of Teaching & learning of the subject.
- Make them competent to do the pedagogical analysis of the subject concerned.

COURSE CONTENT /SYLLABUS**Unit I: Pedagogical Analysis:**

- Meaning and Concepts of Pedagogical Analysis.
- 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.
- Pedagogical shift in Science.

Unit II: Planning for Teaching-Learning for Science :

- Identification and Organisation of Concepts.
- Elements of a Science Lesson.
- Planning Laboratory Work.
- Planning ICT Applications.

Unit III: Teaching skills:

- Micro-teaching
- Simulated Teaching.
- Teaching in classroom situation
- Laboratory practical based demonstration skill.

Unit IV: Assessment of Science Learning:

- Concept of Test, Examination, Measurement, Assessment and Evaluation;
- Concepts of Achievement Test and Identification of Test Items under various criterion like knowledge, understanding and application and skill.
- Construction of achievement tests and their administration.
- Continuous and Comprehensive Evaluation (CCE).

Unit V: Practicum & Activities in Science:

- Concept of life-long learning.
- Importance of science activities for life-long learning.
- Planning & Organization of field trip, project work, science quiz, excursion, science club, science fair, aquarium, bird watching etc.
- Formation of Science Exhibition: nurturing creative talent at school level.

Engagement with Field / Practicum

Any one of the following :-

- 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
- One Pedagogical Analysis
- One Achievement Test Construction
- Conducting of Action Research for selected problems
- Community –based Activities (Vide details at the end of Semester III syllabus)

Learning Outcomes:

After successful completion of the course, the student teachers will able to -

- Acquire knowledge about the pedagogy of science teaching.
- Understand the teaching skills of science teaching.
- Implement different teaching methods according to the content.
- Interpret the effectiveness assessment of learning in science teaching.
- Analyse the importance of Science Activities.
- Construct a learning design for classroom teaching.

Suggested Readings:

- Pedagogy of Science Teaching by Dr. Savita Mishra.
- Innovative Science Teaching for Physical Science Teachers by Radha Mohan.
- Pedagogy of Science Teaching (Life Science) by Shinjini Nag & Dr. Subir Nag
- বিজ্ঞান শিক্ষণের পদ্ধতি ও প্রয়োগ (জীবন বিজ্ঞান)- ড. চৌধুরী, ড. পাল, গাঙ্গুলি ও ড. হাওলাদার।
- বিজ্ঞান শিক্ষণের পদ্ধতি ও প্রয়োগ (ভৌত বিজ্ঞান)- ড. ভাট ও ড. জানা।
- বিজ্ঞান শিক্ষণ পদ্ধতি (জীবন বিজ্ঞান)- ড. উদয়াদিত্য ভট্টাচার্য ও রুম্পা মুখার্জি।

Additional Readings:

- Pedagogy of Science Teaching (Physical Science) by Dr. Amal Kanti Sarker.
- Pedagogy of Science Teaching (Physical Science) Part II, NCERT.
- Teaching of Science A Modern Approach by R. M. Kalra & Vandana Gupta

Course-VII-(B) (1.3.7B)**Pedagogy of a School Subject Part-II****Pedagogy of Mathematics Teaching: Mathematics****Objectives:**

The student teachers will be able to:-

- Know about Mathematics curriculum and text-book preparation
- Know how does Practical activities associated with mathematical concepts
- Understand about assessment and evaluation related to mathematics teaching-learning.
- Apply the Concept of Pedagogical analysis of mathematics content of school level mathematics curriculum and learning designing
- Understand about Simulated and integrated lesson

COURSE CONTENT /SYLLABUS**Unit I: Mathematics curriculum and Text-book preparation:**

- Review of the existing curriculum of mathematics of West Bengal Board of Secondary Education in the perspective of the principles of curriculum construction.
- Comparative study of the curriculum of Mathematics of W.B.B.S.E. and C.B.S.E.
- 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.
- Comparative study of the textbook of Mathematics of W.B.B.S.E. and C.B.S.E.

Unit II: Practical activities associated with Mathematics concepts:

- Performance of all the practical activities stated in the text books of West Bengal Board of Secondary Education
- Preparation of allied teaching-learning materials
- Co-curricular activities (including Mathematics club and Mathematics laboratory) in relation to mathematics teaching.
- Practical Activities in Mathematics Laboratory.

Unit III: Assessment and Evaluation related to teaching –learning of Mathematics:

- Construction of achievement tests and their administration.
- Relationship between Assessment and Evaluation.
- Approaches and techniques of Evaluation and Assessment.
- Preparation of a Continuous and Comprehensive Evaluation plan for a particular class (VI to X).

Unit IV: 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.
- Teaching-Learning Strategies
- Blueprint for Criterion Referenced Test items

Unit V: 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.

Engagement with Field / Practicum

Any one of the following :-

- 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.
- One Pedagogical Analysis.
- One Achievement Test Construction
 - Community –based Activities (Vide details at the end of Semester III syllabus)

Learning Outcomes:

After successful completion of the course, the student teachers will able to -

- Acquire knowledge about the pedagogy of Mathematics teaching.
- Understand the teaching skills of Mathematics teaching.
- Implement different teaching methods according to the content.
- Interpret the effectiveness assessment of learning in Mathematics teaching.
- Analyse the importance of Mathematical theories.
- Construct a learning design for classroom teaching.

Suggested Readings:

- How to teach Mathematics by S.K. Arora
- Teaching of Mathematics by S.K.Mangal.
- Teaching of Mathematics by K.S. Sidhu.
- Pedagogy of Mathematics Teaching by Pranay Pande.
- Ganitsikshan paddhati by S. Banerjee.

Additional Readings:

- Methods of Teaching Mathematics by J.Anice.
- Teaching Mathematics successfully by M. Ediger and B.Rao.
- Ganit Sikshan Bidya by Dr. Subrata Sahu

School Internship

- At least 60 learning designs should be delivered (duly prepared and approved learning designs by the Teacher Educators)
- Each and every Learning Design must be signed by the subject teacher/any other teacher education after execution of the lesson.
- Principal /Officer-in-charge/Teacher-in-charge will have to observe the teaching of each and every students.
- Internal evaluation will be done for 150 marks (Principal /Officer-in-charge/Teacher-in-charge/Head of the Department- 50, Subject Teacher - 50 and Mentor Teacher Educator - 50)
- External Evaluation will be done by one University appointed External Examiner on 150 marks through observation of class teaching.
- 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.
- 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: any three 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
 - SUPW
 - Scout & Guide /NSS
 - Celebration of National Festivals, Teachers Day etc.
 - First Aid
 - Aesthetic development activities- decoration of classroom et
-

4th SEMESTER

FORTH SEMESTER DETAILS CURRICULUM AND ASSESSMENT PATTERN:

COURSE & CODE	COURSE NAME	MARKS		Marks (Credit)	Class Teaching Hour
		Theory	Engagements with the Field		
SEMESTER-IV					
Course-VI (1.4.6)	Gender, School and Society	50	25	50+25 (2+1)	32+32
Course-VIII (B) (1.4.7B)	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 (1.4.11A) Optional	Work and Vocational Education	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11B) Optional	Peace and Value Education	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11C) Optional	Guidance and Counselling	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11D) Optional	Environmental and Population Education	50	25	50+25 (2+1)	32+32
Course-EPC-3 (1.4EPC3)	Critical Understanding of ICT	50	50	50+50 (2+2)	32+64
CourseEPC-4 (1.4EPC4)	Understanding the Self	50	50	50+50 (2+2)	32+64
TOTAL		300	200	500(12+8)	192+256

Course: VI (1.4.6) Gender, School and Society

Objectives:

The objectives of the course are to enable the teacher students to:

- Develop basic understanding and familiarity with key concepts - gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;
- Learn about gender issues in school, curriculum, and textual materials across disciplines.
- Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

COURSE CONTENT /SYLLABUS

Unit I: Gender issues: key concepts:

- Definition of gender, Difference between gender and sex.
- Social construction of gender, gender bias, gender stereotyping, and empowerment
- Gender including transgender and third gender, sex, patriarchy.
- Equity and equality in relation with caste, class, religion, ethnicity, disability and region.

Unit II: Gender studies: paradigm shifts:

- 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, Sister Nivedita, Rabindranath Tagore and Begum Rokeya).
- Commissions and committees on women education and empowerment
- Policy initiatives (including current laws) for the recognition of the concept of transgender and third gender.

Unit III: Gender, Power and Education:

- Gender Identities and Socialisation Practices in: Family, Schools, Other formal and informal

organizations.

- Needs and Importance of Schooling of Girls
- Women Empowerment through education
- Role of teacher as an agent of change in gender discrimination in society

Unit IV: Gender Issues in Curriculum:

- Curriculum and the gender question
- Consideration of gender issues in curriculum framework with reference to NCF, 2005: An analysis
- Gender and the hidden curriculum
- Gender in text and context (textbooks inter-sectionality with other disciplines).

Unit V: Gender, Sexuality, Sexual Harassment and Abuse:

- Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)
- Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions
- Agencies perpetuating violence: Family, school, workplace and media (print and electronic)
- Institutions redressing sexual harassment and abuse.

Engagement with Field / Practicum

Any one of the following:-

- To undertake study of sex ratio and analysis of it state wise.
- Textbook analysis for identifying gender issues, gender biases reflected in it.
- To undertake study of sex ratio and analysis of a local community (at least 10 families)
- Develop an awareness programme for female infanticide and foeticide, child marriages, dowry. Sexual abuse, work place harassment in terms of drama, street play, poster, documentary, power point presentation.
- Prepare presentation on laws related to rape, dowry, re-marriage, divorce, property inheritance, trafficking etc.
- Debate on women reservation bill.
- Group activities on domestic violence and other personal issues and its remedies.
- Visits to institutions like WSRC, dowry prohibition cell, women help line, NGO working for women etc.

Learning Outcomes:

At the end of this paper, the student teachers will be able to -

- Apply and integrate basic knowledge of gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- Explain and evaluate the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;
- Identify gender issues in school, curriculum, and textual materials across disciplines.
- Analyse the inter-relationship of gender, power and sexuality with education (in terms of access, curriculum and pedagogy).

Suggested Readings:

- Understanding Gender- Kamala Bhasin.
- Gender, School and Society- Dr.Dulal Mukhopadhyay, Dr. Udai Shankar Kabiraj, Dr. Tarini Halder
- Gender, School and Society- Dr. Ujjal Panda
- Gender School and Society- Dr. Jayanta Mete, Partita Biswas, Pranay Pandey
- Educational Reforms in India- J.C.Aggarwal
- Mahiyasi Nibedite- Mrigendra Chandra Das
- Bhagini Nibedita- Annapurna Devi
- B.K.Mishra and R.K.Mohanty- Trends and Issues in Indian Education
- Women Empowerment and Development- Sameera Maity
- Empowerment of Women in India- Karne Padmavati
- Gender Disparity in India -Siuli Sankar

Additional Readings:

- I am Malala - Malala Yousafzai
- Touch the sky - Rashmi Bansal
- On Female Body Experience - Throwing like a Girl and other Essays - Iris Marion Young
- Gender Studies - Terms and Debates - Francis & Warning
- Sexual politics- Kate Millet
- Undoing Gender- Judith Butler
- Gender Trouble- Judith Butler

Course: VIII (B) (1.4.8B)**Knowledge and Curriculum - Part II****Objectives:**

The objectives of the course are to enable the teacher students to:

- Realize the concepts of curriculum and syllabi.
- Design curriculum in the context of school experiences and contemporary issues.
- Evaluate curriculum and its theories of development.
- Predict social construction, power structure and combine with curriculum development.
- Illustrate methodologies of curriculum and its transactional modes.

COURSE CONTENT /SYLLABUS**Unit I: Dynamics of Curriculum Development:**

- Determinants of curriculum development
- Theories of curriculum development
- Stage Specific Curriculum—Pre-primary, Primary, Secondary, Higher Secondary
- Curriculum reforms in India; National Curriculum Frameworks 2000 and 2005

Unit II: Relationship between curriculum and syllabi:

- Concept of curriculum framework
- Relationship between curriculum framework and syllabi.
- Process of translating syllabus into textbooks.
- Representation and non-representation of various social groups in curriculum framing.

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).

Unit IV: Power, Ideology and Curriculum:

- Concept and bases of Curriculum Ideology, historical perspective of the Ideologies.
- Social construction and Social Mobility, Power and Power Structure.
- Relationship between powers, structures of Society and knowledge.
- Meritocracy versus elitism in curriculum.

Unit V: Curriculum as process and practice:

- Inculcation of values, disciplines, rules and reproduction of norms in the society.
- Necessity and construction of Time-Table
- Hidden curriculum and children's resilience.
- Critical Analysis of textbooks, teachers' handbooks, children's literature.

Engagement with Field / Practicum:

Any one of the following:-

- Textbook Analysis (as prescribed in the uniform curriculum of WBUTTEPA)

- Visit to SCERT, NCTE, DIET, Schools to find out the role of different personnel in curriculum development process
- Evaluation and preparation of a report of existing WBBSE, WBCHSE, ISCSE, ISC and CBSE curriculum at different level
- Construction of time-table of any two classes with justification

Learning Outcomes:

After the completion of this course the student teachers will be able to -

- Relate Curriculum Framework & Syllabi.
- Integrate society with Curriculum Development in various aspects.
- Interpret different Curriculum Framework.
- Justify the theories of Curriculum Development.
- Sketch the basic methodologies of Curriculum Transactions.
- Evaluate various sources of content to propose design concepts of Curriculum.

Suggested Readings:

- National Curriculum Framework 2000 & 2005
- Knowledge and Curriculum (Part-II) - Dr. Jayanta Mete, Prarthita Biswas & Pranay Pandey
- প্রজ্ঞা ও পাঠক্রম (দ্বিতীয় ভাগ) - ড. তারিণী হালদার ও ড. সন্তোষ মুখার্জী
- A Textbook of Knowledge and Curriculum - Sapna Ghewari Yadav
- Knowledge and Curriculum - Dr. Vijay Kumar Sharma
- Knowledge and Curriculum - Dr. Deepak Sharma
- Knowledge and Curriculum - N.R. Swaroop Saxena, Munendra Kumar

Additional Readings:

- Curriculum Development by Bill Boyle & Marie Charles
- Curriculum Development: Perspectives, Principles and Issues - Mrunalini Talla (eBook available)
- The Hidden Curriculum - Brenda Smith Myles, Melissa L. Trautman and Ronda L. Schelvan. (eBook available)

Course: X (1.410)

Creating an Inclusive School

Objectives:

The objectives of the course are to enable the teacher students to:

- Understand the concept of inclusive education and social inclusion
- Know the legal and policy perspectives behind inclusion in education
- Understand the types, probable causes, preventive measures and characteristics of different types of disability.
- Understand street children, platform children, orphans, children born and brought up in correctional homes, child labour and other socioeconomically backward children.
- Know how inclusion can be practiced in mainstream class.

COURSE CONTENT /SYLLABUS:

Unit I: Introduction to inclusive Education:

- Concept & history of special education, integrated education and inclusive Education & their relation.
- Philosophical, Sociological, Economical & Humanitarian dimensions of inclusive education.
- Advantages of inclusive education for the individual and society.
- Characteristics of Inclusive school, factors affecting Inclusive Education.

Unit II: Legal and policy perspectives:

- Important international declarations - BMF(1993-2012)
- Recommendations of the Salamanca Statement and Framework of Action (1994), UNCRPD (2006).
- National initiatives for inclusive education- National Policy on Education (1968,1986), New National Policy 2020, 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.

Unit III: Defining learners with special needs:

- Understanding differently abled learners—concepts, definitions, characteristics, classification, causes and preventive measures of V.I, H.I, SLD, LI.
- Preparation for inclusive education—School's readiness for addressing learners with diverse needs.
- Assessment of children with diverse needs (MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN and related others) to know their profile and to develop individualized Education Programme (IEP/ITP)
- Identification and overcoming barriers for educational and social inclusion

Unit IV: Inclusion in operation:

- Classroom 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 classroom, 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.

Unit V: Teacher preparation for inclusive school:

- Problems in inclusion in the real classroom situations; ways for overcoming the problems in inclusions
- Review of existing educational programmes offered in secondary school (General and Special School)
- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings
- Teacher preparation for inclusive education in the light of NCF- 2005 and NCFTE-2009

Engagement with Field / Practicum:

Any one of the following:

- Collection of data regarding children with special needs from Municipal records.
- Visit to Inclusive Schools and observe classroom transactions of any one of such schools in West Bengal 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.
- Case Study of one main streamed (Inclusive) student w.r.to
 - (A) Role of a parent.
 - (B) Role of a teacher: Special School Teacher, General School Teacher
 - (C) Role of Counsellor.
- Developing list of teaching activities of CWSN in the school.
- Visits to different institutions dealing with different disabilities and their classroom observation.

Learning Outcomes:

After the completion of this course student teachers will be able to -

- Analysis and develop successful inclusive learning practices.
- Identify conceptual frameworks appropriate for investigating inclusion issues, examining the inclusivity of systems and for developing inclusive education.
- Build the sense of belonging between the students with special needs and normal students,
- Implementation of teaching practice to Inclusive Education.

Suggested Readings:

- Creating an Inclusive School - S.K.Mangal and Shubhra Mangal
- Inclusive Education - Neena Dash
- Creating Inclusive Schools (Theory,Process and Practice) - Bharti Kaushik
- NCF - 2005, NCFTE- 2009
- New Education Policy- 2020
- Educating Exceptional Children (An Introduction to Special Education) - S.K.Mangal
- Creating an Inclusive School - Sunita Arya

- Creating an Inclusive School - Dr. Jitendra Kumar

Additional Readings:

- School without Walls in the 21st century - Bishnupada Nanda
- Education as Freedom Tagore's Paradigm - Subhransu Maitra

Course: XI (1.411) Optional

1.4.11A - Work and Vocational Education

Objectives:

The objectives of the course are to enable the teacher students to:

- Make a teacher-trainee aware of the modern approaches to teaching of Work Education in the perspectives of its development from traditional approaches.
- Make the teacher-trainee acquainted with the basic skills required for the inculcation of the modern approaches to teaching of Work Education.
- Make the teacher trainees aware of different methods of teaching suitable to different topics of Work Education.

COURSE CONTENT /SYLLABUS:

Unit I: Aims, Objectives and Bases:

- Aims and Objectives of Teaching Work Education and Vocational Education. Values of Teaching Work and Vocational Education
- Correlation of Work Education with other School Subjects.
- Difference between Work Education and Vocational Education
- Bases of Work Education and Vocational Education—Psychological, Sociological, Historical and Economical

Unit II: Development of the Concept and Work & Vocational Education Teacher:

- Development of the concept of Work Education with Special reference to National Policy on Education (1986)
- Areas of work education, viz. socially useful productive work (as designed by I. B. committee)
- Work & Vocational Education Teacher Qualities & Responsibilities
- Need for professional Orientation for teacher

Unit III: Approaches & Methods of Teaching Work & Vocational Education:

- Inductive approach of teaching
- Deductive approach of teaching
- Methods: Lecture Cum Demonstration Method, Laboratory Method, Heuristic Method, Problem Solving Method, Project Method
- Idea of effective teaching in vocational education

Unit IV: Aids, Equipment and Assistance in Teaching Work & Vocational Education:

- Work Education Laboratory
- 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.
- Excursion
- Exhibition

Unit V: Aspects of Teaching Work Education & Vocational Education:

- A critical evaluation of work education syllabus prescribed by the WBBSE in (a) the exposure stage and (b) the involvement stage.
- Concept of improvisation; its use in the teaching of Work Education and Vocational Education
- Occupational explorations and innovative practices in Work Education and Vocational Education
- Removal of social distances through Work and Vocational Education

Engagement with Field / Practicum:

Project on any one: 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
- Mask making
- Paper making and paper cutting work
- Bicycle repairing

Learning Outcomes:

After the completion of this course student teachers will be able to -

- Understand the aims and objective of Work and Vocational Education.
- Discover the role of work education teacher.
- Explain the approaches and methods of teaching Work and Vocational Education.
- Use different aids, equipments and assistance in teaching Work and Vocational Education.

Suggested Readings:

- Work & Vocational Education- Dr. Koushik Chattopadhyay
- Work & Vocational Education- Dr Jayanta Chowdhury, Arunava Samanta
- Vocational Education- Tarun Rashtriya

Additional Readings:

- Work Project & Teaching Method- Pijushkanti Chottopadhyay
- Work Education – L. P. Singh

Course: XI (1.411) Optional
1.4.11B - Peace and Value Education

Objectives:

The objectives of the course are to enable the teacher students to:

- Understand the meaning and role of peace education and value education in the present context.
- Understand the components of peace education.
- Understand different perspectives of peace education.
- Be acquainted with methods and evaluation of value education.

COURSE CONTENT /SYLLABUS:**Unit I: Peace Education:**

- Meaning, Concept, Aims, Objectives, Nature, Scope and Importance.
- Barriers of Peace Education—Psychological, Cultural, Political.
- Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, suppression of individuality, complexes.
- Violence in School, home and society and role of Peace Education in present context.

Unit II: Social Perspective of Peace Education:

- 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.

Unit III: Value Education:

- 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.

Unit IV: General Idea about Values:

- 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.

Unit V Methods & Evaluation of Value Education

- Traditional Methods (Story Telling, Street Play & Folk Songs) and 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 (Dharmasankat) and one's duty towards self and society

Engagement with Field / Practicum:

Any one of the following:

- 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.

Learning Outcomes:

After reading these areas the student teachers will be able to -

- Understand peace education and value education in the present context of disharmony in the society.
- Utilize the clear ideas and the components of peace education and have the vision of peace in the socio-political scenario.
- Comprehend different perspectives of peace education and have peace and harmony in this crisis moment.
- Utilize value education in the family and society.

Suggested Readings:

- Value Education and Human Rights - R.P. Shukla.
- Learning the Treasure - J.Delors.
- Peace Education : How we come to love and hate War - Nel Noddings.
- Peace Education - M. Harris Ian.
- Approaches to Peace - P. David Barash.

Additional Readings:

- War and Peace - Leo Tolstoy.
- Farewell to Arms - Ernest Hemingway.

Course: XI (1.411) Optional
1.4.11C - Guidance and Counselling

Objectives:

The objectives of the course are to enable the teacher students to:

- Understand guidance and counseling 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:**Unit I: Overview of Guidance:**

- Meaning, nature, scope and purpose
- Types of guidance (Educational, Vocational, Personal); Kinds (Individual and Group)
- Importance of guidance in socio-economic development of children
- Role of teacher, parents and society in guidance

Unit II: Introduction to Counselling:

- Meaning, principles and essentials skills of counsellor
- Difference between guidance and counselling
- Types of counselling (Directive, Non-directive and Elective counselling)
- Marriage, Family, Community and Gerontological counselling

Unit III: Adjustment & Maladjustment:

- Concept, purpose, techniques, criteria of good adjustment
- Causes, Prevention & Remedies of Maladjustment
- Maladjusted behaviours - Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD
- Depression, Suicidal tendency, Substance Abuse Disorder, Anti-social Behaviour.

Unit IV: Tools & Techniques:

- Concept of Testing & Non-testing tools
- Importance and use of testing and non-testing tools
- Construction and importance of Attitude scale
- Tests to measure - Case study, Questionnaire, Opinionnaire, Interview and Observation method

Unit V: Abnormal Behaviour, Mental Health and Illness:

- Meaning & Concept of normality and abnormality
- Casual factors of Abnormal Behaviour - Biological & Psychological
- Concept and characteristics of mental health, Role of home, school and parents in mental health adjustment
- Classification of mental illness (DSM-IV)

Engagement with Field / Practicum:

Project on:

Maladjusted behaviour (any one; on the basis of case study) - Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Anti-social Behaviour.

Learning Outcomes:

After reading these areas the student teachers will be able to -

- Identify various types of guidance and its social and educational values.
- Explain the necessity of Guidance services in school.
- Implement the counselling services for families.
- Implement the applications of various test and non-test techniques for various school grades.
- Plan the school guidance services in terms of educational, vocational and personal-social aspects of the guidance services for various school grades.

Suggested Readings:

- Educational Guidance and Counselling - Dr. Pankaj Kumar Yadav, Dr. Vijay Gupta
- Guidance and Counselling - Rakheebrita Biswas and Aabriti Sharma
- Guidance and Counselling - H.S. Sidhu and Nisha Duggal
- Guidance and Counselling - Dr.K. Srinivas Reddy and Dr. Ravindranath K. Murthy
- Essentials of Guidance and Counselling - Dr. Marami Goswami
- Fundamentals of Guidance and Counselling - R.A.Sharma
- Guidance and Counselling for Children and Adolescents in Schools- Namita Ranganathan and Toolika Wadhwa
- Educational Guidance Testing and Counselling Techniques
- Educational Guidance and Counselling - V.C. Pandey
- Guidance and Counselling- P.K.Panda

Additional Readings:

- Guidance and Counselling In India - Ram Nath Sharma, Rachana Sharma
- Guidance and Counselling (For Teachers, Parents and Students)- S. Chand
- Introduction to Counselling and Guidance - Robert L. Gibson and Marianne H. Mitchell

Course: XI (1.411) Optional**1.4.11D - Environmental and Population Education****Objectives:**

The objectives of the course are to enable the teacher students to:

- Understand the concept of population and environmental education
- Know the objectives and methods of teaching environmental and population
- Be aware of population and environmental education policies
- Help teachers students analyse the various issues related to population and environmental education.

COURSE CONTENT /SYLLABUS:**Unit I: Concept of population education:**

- Meaning and nature
- Characteristics and scope
- Methodology of population education
- Importance of population education

Unit II: Concept of environmental education:

- Meaning and nature
- Its objectives and importance,
- Developing environmental awareness,
- Environmental attitude, values & pro-environmental behaviour

Unit III: Population education policies:

- Population policy of the government of India (2000)
- Implementation programmes, population control,
- Population dynamics in the context of India,
- Population distribution, urbanization and migration.

Unit IV: Sustainable development:

- Concept of sustainable development and education for sustainable development
- Agenda 21
- Millenium development goals and Sustainable development Goals
- United Nations Decade of education for sustainable development, programmes on environmental management

Unit V: Issues related to population and environmental education:

- Quality of life and Sustainable lifestyle,

- Ecofeminism and Empowerment of women,
- Environmental and social pollution,
- Effect of population explosion on environment,

Engagement with Field / Practicum :

Any one of the following

- 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

Learning Outcomes:

After reading these areas the students will be able to -

- Understand the meaning and necessity of population education.
- Explain the importance of environmental education in present scenario.
- Can learn about population dynamics and population policies.
- Elucidate the importance of sustainable development in human life.
- Learn about the various problems associated with environmental education and identify possible solutions.

Suggested Readings:

- Environment and Population Education – Rajib Sarkar
- পরিবেশ ও জনসংখ্যা শিক্ষা - ডঃ সুবীর নাগ, শিজিনি নাগ
- Environment and Population Education – Mukund Sharma
- Environmental Education – Dr. Archana Tomar
- Environmental Education – Dr. R. A. Sharma, Dr. P. Maisnam, Dr. S. K. Lenka
- Population Education – Majid Husain
- Population Education – Dr. Harishankar Singh, Dr. P. K. Gupta
- Population Education – Balaram Singh
- Educational Guidance Testing and Counselling Techniques.

Additional Readings:

- Introduction to Sustainable Development – Dr. (Ms.) Ranjana Singh
- Sustainable Development – P. K. Rao
- Gender, Equity and Sustainable Development – Edited by Melissa Leach

Course: EPC-3(1.4EPC3)
Critical Understanding of ICT

Objectives:

The objectives of the course are to enable the teacher students to:

- Using technology in the classroom.
- Focus should be on ICT-aided teaching learning.
- Training should be provided for enabling trainees to use digital sources in classroom teaching.

COURSE CONTENT /SYLLABUS:**Unit I: Digital Technology and Socio-economic Context:**

- Concepts of information and communication technology
- Universal access Vs Digital Divide - issues and initiatives
- Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; IT@ School Project;
- Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, e-Gyan Kosh; Virtual laboratory and Haptic technology.

Unit II: MS Office and Open Source Softwares:

- MS Word, MS Power Point, MS Excel, MS Access
- Concept of open source software and free software
- Google docs, Google slide, Google sheet, Google form
- Use of different free and open source softwares for online teaching

Unit III: Internet and Educational Resources:

- Introduction to Internet, E-mail, Search Engines, Info-Savvy Skills; Digital Age Skills, safe surfing mode; Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics.
- General Introduction to E-learning, Mobile-learning, distance learning, On-line learning,
- Virtual University, Wikipedia, Massive Open Online Courses (MOOCs); Learning Management System (MOODLE, Edmodo)
- Social networking

Unit IV: Techno-Pedagogic Skills:

- Media Message Compatibility
- Contiguity of Various Message Forms
- Message Credibility & Media Fidelity, Message Currency, Communication Speed & Control
- Sender-Message-Medium-Receiver Correspondence

Engagement with Field / Practicum:

Any two of the following

- 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/LibreOffice), spreadsheet and Slide Presentation (PPT/impress); and/or Creating and using Blogs and Google Groups, Google Docs.
- Develop a report on preparing a lesson plan 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.
- Generation of Google form and data collection procedure

Learning Outcomes:

After reading these areas the student teachers will be able to -

- Understand the meaning and various aspects of communication technology.
- Explain the role of ICT in teaching learning process.
- Use MS Office and Open source softwares in teaching learning process
- Recognize educational websites as well as free educational resources in internet.
- Analyze techno pedagogical skills.

Suggested Readings:

- Critical Understanding of ICT – Pranay Pandey
- Critical Understanding of ICT – R. Makol & L. Makol
- Critical Understanding of ICT – Kalpana Sharma
- Critical Understanding of ICT – Dr. Pawan Kumar

Additional Readings:

- MS Word 2007 Training Guide : Prof. Satish Jain

Course: EPC-4(1.4EPC4)

Yoga Education: Self Understanding and Development

Objectives:

The objectives of the course are to enable the teacher students to:

Development of inner self and professional identity of a teacher should be addressed.

Development of social-relational sensitivity and effective communication skills including ability to listen and observe should be nurtured.

Development of holistic and integrated understanding of the human self and personality to build self-confidence is necessary.

COURSE CONTENT /SYLLABUS:

Unit I: Introduction to Yoga and Yogic Practices:

- Yoga: meaning and history of development.
- Astanga Yoga or raja yoga
- The streams of Yoga
- The school of Yoga: Raja Yoga and Hatha Yoga

Unit II: Introduction to Yogic Texts:

- Historicity of yoga as a discipline
- Yoga philosophy: ancient text of wisdom, patanjali yoga
- Classification of yoga and yogic texts
- Meditation and Yogic Practices for healthy living.

Unit III: Yoga and Health:

- Need of yoga for positive health and role of mind in positive health as per ancient yogic literature
- Concept of health, healing and disease: yogic perspectives and Potential causes of ill health.
- Integrated approach of yoga for management of health
- Stress management through yoga and yogic dietary considerations

Unit IV: Self-concept:

- Meaning and Definition of self-concept, Importance of Self Concept.
- Components of self-concept
- Factors influencing self-concept
- Development of self-concept and Impact of Positive and negative self-concept

Unit V: Self-esteem:

- Meaning and concept of self esteem and its importance.
- Types of self esteem
- Strategies for positive behaviour

- Keys to Increasing Self-Esteem and Yoga for Confidence.

Engagement with Field / Practicum :

Any one of the following:

- Visit Yoga centres and have the Practical ideas of Asanas and Pranayamas.
- 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 Pranayama
 - ❖ Guidelines for the practice of Kriya Yoga
 - ❖ Guidelines for the practice of Meditation
- Select yoga practices for persons of average health for practical yoga sessions ❖ Supine Position ❖ Prone Position ❖ Sitting Position ❖ Standing Position ❖ Kaiyas ❖ 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.

Learning Outcomes:

After the completion of this course student teachers are able to-

- Discover the importance of Yoga and ancient yogic text for healthy life.
- Justify Yoga as a Discipline.
- Choose their way of life.
- Overcome Physical Exhaustion.
- Have mental peace and Harmony.
- Develop Will force.
- Energetic vision.
- Spiritual exuberance.
- Positive Yoga Philosophy.

Suggested Readings:

- Yoga philosophy of Patanjali with bhasvati - Swami Hariharananda Aranya.(University of Calcutta 2000)
- যোগাসন ও স্বাস্থ্য - আচার্য ভগবান দেব
- Autobiography of a Yogi by Paramhansa Yogananda.
- Raja Yoga of Swami Vivekananda
- Integral Yoga of Sri Aurobindo.
- Yoga Education - Dr. T. Mrunalini.
- Yoga and Yogic Practices - Prof.B. Venugopal and Dr. Ranganayaki.
- The Bhagavadgita - S. Radha krishnan.
- Yoga Samhitha - Swami Sivananda.

Additional Readings:

- Patanjali Yoga Sutras - Sri Sri Ravi Shankar.
 - Man's Eternal Quest - Paramhansa Yogananda.
 - Life Divine - Sri Aurobindo.
-