

CURRICULUM FOR 2 YEAR B.ED. PROGRAMME

Under the
University of North Bengal

In accordance with
NCTE Regulations, 2014

Effective from the session 2015-17

**(subject to change as per the directives of the appropriate
regulatory authorities from time to time)**

1. Course Structure:

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

B.ED ACADEMIC CALENDAR

Semester	Duration (Tentative)	Activities
I	1st July to 31st December (1st Year)	
	1 st July to 15 th December	Theory Class, Assignments and EPC 1
	16 th December to 31 st December	Examination: Theory, Assignments and EPC 1 Practical
II	1st January to 30th June (1st Year)	
	1 st January to 15 th May	Theory Class, Assignments and EPC 2
	16 th May to 15 th June	Discussion with the Teacher Educators and other Co-curricular activities
	16 th June to 30 th June	Examination: Theory, Assignments and EPC 2 Practical
III	1st July to 31st December (2nd Year)	
	1 st July to 15 th August	Orientation in College for Pedagogy files of School subjects and Internship Teaching Skills.
	16 th August to 15 th December	Four months school Internship
	16 th December to 31 st December	Evaluation of School Internship
IV	1st January to 30th June (2nd Year)	
	1 st January to 15 th April	Theory Class
	16 th April to 15 th June	Field work including optional course- EPC 3 and EPC 4
	16 th June to 30 th June	Examination: Theory, Assignments and EPC 3 and EPC 4 Practical

CURRICULUM STRUCTURE FOR 2 YEAR B.Ed. COURSE

COURSE & CODE	COURSE NAME FULL MARKS	Full Marks		Periods per week
		Theory	Internal/Assignment/ Practicum/Sessionals	
SEMESTER-I				
Course-I (1.1.1)	Child and Growing Up (1 st & 2 nd half)	40+40	10+10	8 (3Hrs:80)
Course-II (1.1.2)	Contemporary India and Education (1 st & 2 nd half)	40+40	10+10	8 (3Hrs:80)
Course-IV (1.1.4)	Language across the Curriculum(1/2)	40	10	4 (1.30Hrs:40)
Course-V (1.1.5)	Understanding Discipline and Subjects(1/2)	40	10	4 (1.30Hrs:40)
CourseEPC-1 (1.1EPC1)	Reading and Reflecting on Texts (1/2)		50	4 (1.30Hrs:40)
			Full Marks: 350	
Engagements with the Field: Tasks and Assignments for Courses-I,II,IV &V				
SEMESTER-II				
Course-III (1.2.3)	Learning and Teaching (1 st & 2 nd half)	40+40	10+10	8 (3Hrs:80)
Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I(1/2)	40	10	4 (1.30Hrs:40)
Course-VIII-(A) (1.2.8A)	Knowledge and Curriculum- Part-I (1/2)	40	10	4 (1.30Hrs:40)
Course-IX (1.2.9)	Assessment for Learning (1 st & 2 nd half)	40+40	10+10	8 (3Hrs:80)
Course EPC-2 (1.2EPC2)	Drama and Arts in Education(1/2)		50	4 (1.30Hrs:40)
			Full Marks: 350	
Engagements with the Field: Tasks and Assignments for Courses III,VII(A),VIII(A) &IX				
SEMESTER-III				
Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject- Part-II(1/2)	40	10	4 (1.30Hrs:40)
School Internship 16 weeks 250				
			Full Marks:300	
SEMESTER-IV				
Course-VI (1.4.6)	Gender, School and Society (1/2)	40	10	4 (1.30Hrs:40)
Course-VIII(B) (1.4.7B)	Knowledge and Curriculum- Part-II (1/2)	40	10	4 (1.30Hrs:40)
Course-X (1.4.10)	Creating an Inclusive School (1/2)	40	10	4 (1.30Hrs:40)
Course-XI (1.4.11) Optional	Vocational/Work Education (1/2)	40	10	4 (1.30Hrs:40)
Course-XI (1.4.11) Optional	Health and Physical Education (1/2)	40	10	4 (1.30Hrs:40)
Course-XI (1.4.11) Optional	Peace Education	40	10	4 (1.30Hrs:40)
Course-XI (1.4.11) Optional	Guidance and Counselling (1/2)	40	10	4 (1.30Hrs:50)
Course-XI (1.4.11) Optional	Environmental and Population Education (1/2)	40	10	4 (1.30Hrs:40)
CourseEPC-3 (1.4EPC3)	Critical Understanding of ICT (1/2)		50	4 (1.30Hrs:40)
CourseEPC-4(1.4EPC4)	Understanding the Self (1/2)		50	4 (1.30Hrs:40)
			Full Marks: 300	
Engagements with the Field: Tasks and Assignments for Courses- VI,VIII(B),X&XI				
Total Marks: 1300				

Note:

- a) 1/2 indicates a half paper which is allocated both half the time of effectiveness hours as per week and also half the marks assigned to a full paper.
- b) Optional Courses can be from among the following-Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling, and Environmental and Population Education.

COURSE DETAILS:

SEMESTER-I
Course-I
(1.1.1) Child and Growing Up
1st Half
Development and its Characteristics

Objectives

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

1. Understand the concept of growth and development and stages of development with special reference to the stage of adolescence.
2. Know about the developmental characteristics
3. Be aware of influence of heredity, environment including socio cultural factors on developmental process
4. Develop the skills of applying the principles of development in improving the teaching learning process.

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, their guidance and counseling

Unit III**Different types of Development:**

- Cognitive development- Piaget's theory and its educational implications.
- Psycho-sexual development – Freud's Theory.
- Psycho social development – Erikson's theory of psychosocial development.
- Moral and pro social development- Kohlberg's theory
- Development of self-concept and personal identity
- Communication and speech development- paralinguistic and linguistic stages of development.

Unit IV**Individual differences:**

- Role of heredity, environment including physical and socio cultural factors,
- Nutrition,
- Child rearing practices and Family.

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).

Suggested Readings

1. Berk, L. E. (2005). Development through life span. 6th ed. Pearson.
2. Berk ,L. E (2006) Child development. Pearson and Allyn.
3. Ray, Sushil. (2012). Shiksha manovidya. Kolkata : Soma Book Agency.
4. Ghosh, Arun: Shiksha - shrai Monobigyan.
5. Sengupta, Pramodbandhu & Sharma, Prasanta: Shiksha manobigyan.
6. Rogoff, B., et. al. (1995). Development through participation in sociocultural activity. *New Directions for Child and Adolescence Development*. Vol. 67; 45-65.
7. Saraswati, T. S. (1999). Adult child continuity in India: Is adolescence a myth or an emerging reality? *In* T. S. Saraswati, (Ed). *Culture, socialization and human development: Theory, research and applications in India*. New Delhi: Sage.
8. Chakraborty,U (2014) Bises Chahida Sampanna Shisu O Antarbhuktimulak Shiksha,Aaheli Publishers.
9. Sharma, N. (2003). Understanding adolescence. NBT. India.
10. Sternberg, R. J. (2013). Intelligence, competence, and expertise. *In* A.
11. J. Elliot & C. S. Dweck, (Eds). *Handbook of competence and motivation*. Guildford Publications.
12. Chauhan S. S. (2004). Advanced educational psychology. New Delhi :Vikas Publishing House.
13. Mangal, S. K. (2008). Advanced educational psychology. New Delhi : Prentice Hall of India.
14. Snowman, J. and Biehler, R. (2002). Psychology applied to teaching. New York : Houghton Mifflin.
15. Woolfolk A. R. (1995). Educational psychology. 6th ed. Boston: Allyn & Bacon.

(1.1.1) Child and Growing Up 2nd Half Aspects of Development

Objectives

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

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

Unit I

Various aspects related to development:

- Instincts and Emotions
- Emotional Intelligence
- Attitude and attachment

Unit II

Motivation:

- Extrinsic and Intrinsic Motivation
- Theories of Motivation- Maslow, Weiner and McClelland.
- Factors affecting Motivation –Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom implications.

Unit III**Attention and Interest:**

- Concept of attention, determinants of attention and their class room application
- Attention span and its fluctuation, distraction Interest and its relation with attention

Unit IV**Intelligence:**

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

Unit V**Creativity:**

- Concept of creativity
- The components of creativity
- Its identification and nurturance.

Internal/Assignment/Practicum/Sessionals

- Testing Personality Traits (Cattell's 16 PF)
- Measuring creativity by any standard activity scale.
- Measuring Motivation by any standard motivation scale.
- Measurement of Intelligence (Verbal WAIS Scale and Nonverbal Block Design, Cube Construction).

Suggested Readings

1. Chauhan S. S. (2004). Advanced educational psychology. New Delhi :Vikas Publishing House.
2. Mangal, S. K. (2008). Advanced educational psychology. New Delhi : Prentice Hall of India.
3. Snowman, J. and Biehler, R. (2002). Psychology applied to teaching. New York : Houghton Mifflin.
4. Woolfolk A. R. (1995). Educational psychology. 6th ed. Boston: Allyn & Bacon.
5. Berk, L. E. (2005). Development through life span. 6th ed. Pearson.
6. Berk ,L. E (2006) Child development. Pearson and Allyn.
7. Ray, Sushil. (2012). Shiksha manovidya. Kolkata : Soma Book Agency.
8. Ghosh, Arun: Shiksha - shrai Monobigyan.
9. Sengupta, Pramodbandhu & Sharma, Prasanta: Shiksha manobigyan.
10. Rogoff, B., et. al. (1995). Development through participation in sociocultural activity. *New Directions for Child and Adolescence Development*. Vol. 67; 45-65.
11. Saraswati, T. S. (1999). Adult child continuity in India: Is adolescence a myth or an emerging reality? *In T. S. Saraswati, (Ed). Culture, socialization and human development: Theory, research and applications in India*. New Delhi: Sage.
12. Chakraborty, U (2014) Bises Chahida Sampanna Shisu O Antarbhuktimulak Shiksha, Aaheli Publishers.
13. Sharma, N. (2003). Understanding adolescence. NBT. India.
14. Sternberg, R. J. (2013). Intelligence, competence, and expertise. *In A.*
15. J. Elliot & C. S. Dweck, (Eds). *Handbook of competence and motivation*. Guildford Publications.

Course-II
(1.1.2) Contemporary India and Education
1st Half
Education in Post-Independent India

Objectives

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

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

Unit I

Educational provision in the Constitution of India:

- Fundamental Rights
- Directive Principles of State Policy
- Fundamental Duties
- Centre-State Relationship
- Language

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)

Unit III

Equalization and universalization of Elementary and Secondary Education:

- Concept
- Problems
- Probable solutions

Unit IV

Inequality, Discrimination and Marginalization in education:

- Concept
- Causes
- Probable solutions

Unit V

National Values:

- Concept
- Characteristics
- Relevance in education
- Relation with international understanding.

Suggested

Readings

1. Banerjee, J.P(2010) History of Education in India,Kolkata

2. Chaube, S.P(2008) History and Problems of Indian Education, AgrawalPublications,Agra
3. Chaudhry, N.K (2012) Indian Constitution and education,SHIPRAPublications,New Delhi
4. Chakraborty,A&Islam,N(2014)SiksharItihas O Sampratik Ghatanaprabaha, ClassiqueBooks,Kolkata
5. Ghosh,R(2014) YugeYugeBharaterSiksha,Soma Book Agency,Kolkata
6. Sharma,R.N(2010) History of Education in India,Atlantic,New Delhi
7. Thakur,D.K.& Haque S.H(2010) AdhunikBharatersiksharDhara,Rita Book Agency,Kolkata
8. Mukhopadhyay, D ,Sarkar, B and Halder, T(2014) Bharoter chalaman Ghatanabali, Aaheli Publishers, Kolkata.
9. Halder,K. & Nath,I (2014)Bharotyer shikshar Samprotik Bisoy.K.Chakraborti Publications ,Kolkata.
10. Aggrawal, J. C. (2010). Educational administration and management. New Delhi : Vikas Pub. House.
11. Ahuja, R. (2013) Social problems in India. New Delhi : Rawat Publications.
12. Chakraborty, D. K. (2010). Sikshay byabsthapana o parikalpana. Kolkata : K. Chakraborty Publications.
13. Dash, B. N. (2013). School organisation, administration and management. New Delhi : Neelkamal Publications.
14. Mohanty, J. (2012). Educational administration, management and school organization. New Delhi : Deep &Deep Publications.
15. Pal, D. *et al.* (2014) Siksha byabsthapana. Kolkata : Rita Book Agency.
16. Sing, R. P. (2007). Educational finance and the planning challenge. New Delhi : Kanishka Publishers.

(1.1.2) Contemporary India and Education

2nd Half

Policy Framework for Education in India

Objectives

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

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

Unit I

Contemporary issues of education:

- Unemployment
- Poverty
- Population explosions
- Student unrest

Unit II

Policies on education:

- SSA
- RTE (2009)

- NCF (2005)
- NKC(2009)
- RMSA
- NCF-TE (2009)

Unit III

Monitoring agencies:

- UGC
- NAAC
- NCTE
- NUEPA
- NCERT
- IASE
- CTE
- SCERT
- DIET

Unit IV

Community participation and development:

- Women education
- Dalit education
- Tribal education
- Adult Education and continuing in education
- Distance and Open Education
- Government initiatives towards educational policies

Unit V

Educational Planning and Management:

- Educational Planning
- Institutional Planning
- Leadership
- Administrative structure of Secondary Education
- Quality Management
- Supervision

Internal/Assignment/Practicum/Sessionals 1 Term Paper

1 Seminar presentation

Suggested Readings

1. Aggrawal, J. C. (2010). Educational administration and management. New Delhi : Vikas Pub. House.
2. Ahuja, R. (2013) Social problems in India. New Delhi : Rawat Publications.
3. Chakraborty, D. K. (2010). Sikshay byabsthapana o parikalpana. Kolkata : K. Chakraborty Publications.
4. Dash, B. N. (2013). School organisation, administration and management. New Delhi : Neelkamal Publications.
5. Mohanty, J. (2012). Educational administration, management and school organization. New Delhi : Deep & Deep Publications.
6. Pal, D. *et al.* (2014) Siksha byabsthapana. Kolkata : Rita Book Agency.
7. Sing, R. P. (2007). Educational finance and the planning challenge. New Delhi : Kanishka Publishers.

8. Banerjee, J.P(2010) History of Education in India,Kolkata
9. Chaube, S.P(2008) History and Problems of Indian Education, AgrawalPublications,Agra
10. Chaudhry, N.K (2012) Indian Constitution and education,SHIPRAPublications,New Delhi
11. Chakraborty,A&Islam,N(2014)SiksharItihas O Sampratik Ghatanaprabaha, ClassiqueBooks,Kolkata
12. Ghosh,R(2014) YugeYugeBharaterSiksha,Soma Book Agency,Kolkata
13. Sharma,R.N(2010) History of Education in India,Atlantic,New Delhi
14. Thakur,D.K.& Haque S.H(2010) AdhunikBharatersiksharDhara,Rita Book Agency,Kolkata
15. Mukhopadhyay, D ,Sarkar, B and Halder, T(2014) Bharoter chalaman Ghatanabali, Aaheli Publishers, Kolkata.
16. Halder,K. & Nath,I (2014)Bharotyer shikshar Samprotik Bisoy.K.Chakraborti Publications ,Kolkata.

Course-IV

(1.1.4) Language across the Curriculum(1/2)

Objectives

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

1. Understand the language background of students – 1st& 2nd language.
2. Understand the nature of classroom and develop appropriate strategies.
3. Facilitate the development of reading and writing skills for optimal understanding of the content.
4. Develop tools for assessing the development of reading and writing skills.

Unit I

Theoretical Background of Language Usage:

- A brief historical background of language development – 1st language and 2nd language.
- Theories of language development – Bloomfield, Chomsky, Saussure, NavyaNaya.
- Theoretical understanding of Multilingualism.

Unit II

Understanding the Language Background:

- Understanding home language and school language.
- Power dynamics of ‘standard’ language vs. ‘home language’.
- Dialects.

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.

Unit IV**Language Interaction in the classroom:**

- Nature of questioning in the classroom.
- Types of questions – Teachers’ role.
- Multicultural classroom – Teachers’ role.

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.

Internal/Assignment/Practicum/Sessionals

- A small project on Transactional Mode**

Suggested Readings

1. Bennett, W. A. (1969). Aspects of language and language teaching. London : Cambridge University Press
2. Braden, K. (2006). Task based language education: From theory to practice. London: Cambridge University Press.
3. Britton, James. (1973). Language and learning. London : Penguin Books.
4. Byrnes, Heidi (2006). Advanced language learning: The contribution of Halliday and Vygotsky. Continuum International Publishing Group.
5. Kohli, A.L. (1999): Techniques of Teaching English, Dhanpat Rai and Company, New Delhi.
6. Krashen,S: *Second Language Acquisition and Second Language Learning*,Pergamon Press,New York,1979.
7. Nagaraj,G: *Approaches and Methods of Teaching English*, Orient Longman,Delhi,1995.
8. Sharma, P. *Teaching of English*.
9. S.Kudchedkar (ed.), ‘*English Language Teaching in India*’ : Orient Longman
10. Widdowson,H :*Teaching language as Communication*,OUP,Oxford,1978
11. Techniques & Principles in Language Teaching – Diane Larsen-Freeman and Marti Anderson, Oxford University Press, New Delhi
12. Strengthen Your Writing – V.R. Narayanaswami Orient Longman, Hyderabad
13. English Language Teaching – Approaches, Methods, Techniques – Geetha Nagraj, Orient Longman, Hyderabad

Course-V
(1.1.5) Understanding Discipline and Subjects (1/2)
Theory Internal/Assignment/

Objectives

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

1. Reflect on the nature and role of disciplinary knowledge
2. Understand the paradigm-shift in the nature of disciplines
3. Understand the role of such disciplinary knowledge in the overall schema of the school curriculum
4. Understand the re-definition of the school subjects in reference to social justice.

Unit I

Nature and role of disciplinary knowledge in the school curriculum:

- Paradigm shift in the nature of disciplines
- History of the teaching of subject areas in schools
- Role of disciplinary knowledge in the schema of the school curriculum

Unit II

Nature of the Discipline and Societal change:

- Subjects have been redefined and reformulated over the decades
- The changes in methods of study and validation of knowledge
- Changing nature of knowledge

Unit III

Selection of content:

- Knowing the 'theory of content' and framing of syllabus
- Social history of inclusion and exclusion of a subject area from school curriculum
- Study of curriculum in pre- and post-independence era

Unit IV

Modern Approaches to Disciplinary Knowledge:

- Modernist thinkers and their contribution in the field of education –e.g. Ram Mohan Roy and his emphasis on Western Science, Maths and Philosophy
- Need for experience-centric curriculum

Unit V

Understanding 'disciplinarily doctrine' in reference to school curricula:

- School subjects designed in a purely discipline-oriented and not learner-oriented manner
- Kinds of knowledge left out of the academic ambit-practical knowledge, community knowledge, tacit knowledge
- School subjects should focus on interdisciplinary nature
- Emphasis should be given on different subject-areas

Internal/Assignment/Practicum/Sessionals

- Seminar presentation**

Suggested Readings

1. National Curriculum Frame Work. 2005. New Delhi: NCERT.
2. National Curriculum Frame Work Teacher Education. 2009. New Delhi : NCTE.
3. Purkait, B. R. (2010). Milestones of ancient, mediaeval education in India. Kolkata: New Central Book Agency.
4. Purkait, B. R. (2010). Milestones in modern Indian education. Kolkata: New Central Book Agency.

5. Mukhopadhyay, Nrisingha Prasad. Ancient Indian education
6. Mukherjee, R. K. Ancient Indian education.
7. Chakravarti, U. (1998). Rewriting history: The life and times of
8. Pandita Ramabai. Zubaan.
9. Ghosh, S. C. (2007). History of education in India. Rawat Pub.
- 10.
11. Agarwal, J. C. (2005). Recent Development and Change in Education, Sipra Publication, New Delhi.
12. Agarwal, J. C. and Gupta, S. Secondary Education: History, Problems and Management, Sipra Publication, New Delhi.
13. Banerjee, J.P. Education in India: Past, present and Future.
14. Banerjee, S.N. History of Education in India.
15. Bhandari, Bishnu, B. (2003). Education for Sustainable Development in Nepal Institute for Global Environment Strategies, Japan.
16. Chakraborty, S.C. Modern Indian Education.
17. Ministry of Law and Justice, Right to Education Act (2009), Govt. of India, New Delhi.
18. Mukhopadhyaya, Marmar (2007). Education in India: Dynamic of Development, New Delhi, Sipra.
19. Narula, M (2006). Quality in School Education: Secondary Education and Education Boards, New Delhi, NUPEA / Sipra.
20. Swain, Sanjoy, K. (1998). Trends and Issues in Indian Education, Kalyani Publishers, Kolkata.
21. UNESCO's Report on Education for Sustainable Development, Paris, UNESCO.
22. UNESCO (2004). Education for All. The Quality Imperative, EFA Global Monitoring Report.
23. BdræeL ijl-al çnril djlj -- X. çcm£fl¥jil WjL¥l, ®nM qjçjçm qL

Course EPC –1

(1.1EPC1) Reading and Reflecting on Texts (1/2) Theory Internal/Assignment/Practicum/ Sessionals

Practical application of Language across the curriculum where trainees are supposed to sit around in a study circle and participate in group discussion. It involves brainstorming after reading any selected text and discussing and writing the summary of the same with a critical or creative approach.

Mode of Transaction

- ✂ Small Group interaction in a round table study circle
- ✂ Reflective questioning in the same
- ✂ Combining listening comprehension, reading and writing
- ✂ Texts to be selected from conceptual, Empirical, Historical, policy documents, studies about schools, teaching, learning autobiographies, ethnographies, field notes, narrative texts etc.
- ✂ Creative literary activities, journaling, writing diary etc.

SEMESTER-II
Course-III
(1.2.3) Learning and Teaching
1st Half
Learning

Learning Objectives

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

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

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.
- Remembering and Forgetting – Factors of remembering - encoding, storage and retrieval. Information processing approach; Causes of forgetting; Strategies for effective memorization.
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Unit II

Factors Influencing Learning:

- Concept, nature and types of motivation – intrinsic, extrinsic and achievement.
- Concept and nature of attention, determinants of attention, relationship with interest.
- 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.
- Social Constructivist Learning – Concept of Vygotsky, nature and implications.
- Humanistic Viewpoint of Learning - Carl Rogers (Self Concept

Unit IV

Transfer of learning:

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

Unit V

Organization of Learning Experiences: Issues and Concerns:

- Role of school – Guidance, Mental health, Co-curricular activities.
- Strategies for organizing learning for diverse learners- Brainstorming, Within class grouping, Remedial teaching, Enrichment programme

Suggested Readings

1. Chatterjee, Kaushik. (2012). Siksha prajuktibidya. Kolkata : Rita publication..
2. Mangal, S. K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers.
3. Mangal,S.K. (2006). Advanced educational psychology. New Delhi: Prentice hall of India.
4. Mohanty. (1992). Educational technology. New Delhi: Deep and Deep Publications.
5. Sen, Molay Kumar. Siksha prajuktibigyan. Kolkata : Soma Book Agency.
6. Roy, Sushil. Siksha manobidya. Kolkata : Soma Book Agency.
7. Vygotsky, L. (1997). Interaction between learning and development. *In* M. Gauvain & M. Cole, (Eds). *Readings on the development of children*.
8. New York: W. H. Freeman & Co.
9. Kumar, K. (2004). What is worth teaching? 3rd ed. Orient Black Swan.
10. Holt, J. (1996). How children fail? Rev. ed. Penguin.
11. Hall, C & Hall, E. (2003). Human relations in education. Routledge.
12. Aggarwal, J. C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas Pub House.
13. Bower, G. M. (1986). The Psychology of learning and motivation. Academic Press.
14. Chauhan, S. S. (2000). Advanced educational psychology. New Delhi. : Vikas Publishing House.
15. Pal, Debasish et al. (2012). Shikhaner manostatwa. Kolkata : Rita Book Agency.
16. DeCecco, J, P. & Crawford, W. (1977). Psychology of learning and instruction. New Delhi: Prentice hall of India
17. Mete, Jayanta, Deb, Ruma & Ghosh, Birajlakshi : Bikash o shikhaner manostatwa. Kolkata : Rita Book Agency.
18. Joyce, M. & Others. (1992). Models of teaching. New York: Holt Rinehart and Winston.
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(1.2.3) Learning and Teaching

2nd Half

Teaching for Learning

Objectives

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

1. Understand the process of teaching
2. Understand and efficiently used different models of teaching.
3. Engage in teaching with proper approach.
4. Develop skills required for teaching

Unit I

Understanding Teaching:

- Teaching: Concepts, definition, nature and characteristics factors affecting teaching.
- Relation between Teaching, Instruction and Training.
- Maxims of teaching. Role of teacher in effective teaching.

Unit II**Models of Teaching:**

- Concept Attainment Model (CAM)
- Advance Organizer Model (AOM)
- Inquiry Training Model (ITM)

Unit III**Task of Teaching:**

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

Unit IV**Levels & Approaches of Teaching:**

- Levels of Teaching: memory, understanding and reflective levels of teaching
- Approaches to Instruction: Constructivist approach to teaching, Cooperative and Group Discussion, Games, Debate, Quiz and Seminar.
- Programmed Instruction (PI) & Computer Assisted Instruction (CAI)

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).

Internal/Assignment/Practicum/Sessionals

- Simulated Teaching Practical**

Suggested Readings

1. Aggarwal, J. C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas Pub House.
2. Bower, G. M. (1986). The Psychology of learning and motivation. Academic Press.
3. Chauhan, S. S. (2000). Advanced educational psychology. New Delhi. : Vikas Publishing House.
4. Pal, Debasish et al. (2012). Shikhaner manostatwa. Kolkata : Rita Book Agency.
5. DeCecco, J, P. & Crawford, W. (1977). Psychology of learning and instruction. New Delhi: Prentice hall of India
6. Mete, Jayanta, Deb, Ruma & Ghosh, Birajlakshi : Bikash o shikhaner manostatwa. Kolkata : Rita Book Agency.
7. Joyce, M. & Others. (1992). Models of teaching. New York: Holt Rinehart and Winston.
8. Sarkar,B (2014) Shikharthi O Shikhan.Aaheli Publishrers,Kolkata
9. Chatterjee, Kaushik. (2012). Siksha prajuktibidya. Kolkata : Rita publication..
10. Mangal, S. K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers.

11. Mangal, S.K. (2006). Advanced educational psychology. New Delhi: Prentice hall of India.
12. Mohanty. (1992). Educational technology. New Delhi: Deep and Deep Publications.
13. Sen, Molay Kumar. Siksha prajuktibigyan. Kolkata : Soma Book Agency.
14. Roy, Sushil. Siksha manobidya. Kolkata : Soma Book Agency.
15. Vygotsky, L. (1997). Interaction between learning and development. *In* M. Gauvain & M. Cole, (Eds). *Readings on the development of children*.
16. New York: W. H. Freeman & Co.
17. Kumar, K. (2004). What is worth teaching? 3rd ed. Orient Black Swan.
18. Holt, J. (1996). How children fail? Rev. ed. Penguin.
19. Hall, C & Hall, E. (2003). Human relations in education. Routledge.

Course-VII-(A)

(1.2.7A) Pedagogy of a School Subject Part-I(1/2)

Pedagogy of Language Teaching

Bengali, English, Sanskrit & Nepali

Objectives

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

1. Merit effective and constructive acquaintance with the basic foundations of Language teaching in India and West Bengal
2. Acquire practical expertise in pedagogical analysis and develop behavioural competencies in teaching skills
3. Apply principles abstracted from the study of various methods and approaches as regards purpose and procedure of planning lesson
4. Work out and practice strategies for teaching language skills and communication skills
5. Credit working acquaintance with concepts of language learning assessment
6. Turn in to resourceful user of different kinds of Language Test
7. Become efficient in construction of Test and Test Items
8. Explore and experience various resources for target language learning
9. Try out various means of organizing various resources for target Language Learning.

Unit I

Foundations of Language Teaching:

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

Unit II

Strategies of Language Teaching:

- Theories of Language Teaching
- Concept and importance of pedagogical analysis of language.
- Language Teaching Skills
- Lesson Plan: definition, characteristics, importance

- Behavioural/Instructional objectives of Language Teaching
- Teaching strategies for Language
- Relevance of Teaching Model for Language Teaching

Unit III

Approaches of Language Teaching (As per subjects concerned):

- Methods of Language Teaching:
 - Concept, Characteristics, Procedure, Importance and Limitations.
- Approaches to Language Teaching:
- Methodology of Language Teaching according to different content area:
 - Prose,
 - Poetry,
 - Drama
 - Grammar,
 - Composition
- Objectives, importance and procedure
- Spelling mistake – causes and method of correction

Unit IV

Assessment of Language Teaching:

- Assessment (elementary concepts of Evaluation and Measurement).
- Achievement Test
- Properties (elements) and Areas (aspects) of a language Test.
- Principles for constructing a Language Test.
- Characteristics of a good Test – usability, reliability, validity.
- Construction of a language question paper including general instruction with nature of options, overall coverage and marking scheme.

Unit V

Learning Resources in Language Teaching:

- Meaning, type, functions, preparation and utilization of learning resources in language: Text Books, Models, Charts, Pictures, Reference Books, Computer Assisted Learning.
- Language Laboratory – Component, planning, developing required activities and organizing for use.
- Designing Learning activities: School Magazine, School Debating Society, Dramatization
- Designing Language Games in grammatical context of language.
- Creative writing: composition, short story, poem (on given clues or independently).

Internal/Assignment/Practicum/Sessionals

- Term Paper**

Suggested Readings

1. Bright, J. A & Mc Gragor, G. P. (1978). Teaching English as a second language. London : ELBS & Longman.
2. Brumfit, C J & Johnson, K. (1978). The Communicative approach to language teaching. Oxford : OUP,
3. Carrol, J B. (1953). The Study of Language. Massachusetts : Harvard University Press.
4. Heaton, J B. (1982). Language testing. London : Modern English Publications Ltd.

5. Heaton, J. B. (1991). Writing English language tests. Hongkong: ELBS.
6. Hornby, A. S. Oxford advanced learner's dictionary of current English, Oxford : OUP.
7. Howatt, A. P. R. (1984). A History of English language teaching Oxford : OUP.
8. Johnson, J: The Communicative Approach to Language Teaching, OUP, Oxford, 1979.
9. Johnson, K. (1982). Communicative syllabus design and methodology. Oxford : Pergamon Press.
10. Ur, P. (1996). Grammar practice activities – A Practical guide for teachers. Cambridge : CUP.
11. Ur, P & Wright, A: Five-minute Activities- A Resource Book for Language Teachers. Cambridge : CUP.
12. Verma, S. K. (1994). Teaching English as a Second Language in India. In R K Agnihotri & A L Khanna (Eds). *Second Language acquisition*. New Delhi,
13. Weir, C. (1993). Understanding and Developing Language Test. New Delhi : Prentice Hall International Ltd.
14. Widdowson, H. (1978). Teaching language as Communication. Oxford : OUP.
15. Mangal, S. K & Mangal, U. (2008). Educational Technology. New Delhi : PHI.
16. Patel, R N (2004). Educational Evaluation: theory and practice, Mumbai : Himalaya Publishing House.
17. Das,G, Choudhury,N (2014) Nabarupe Sanskrit Shikshan Padhati,Aaheli Publishers ,Kolkata
18. Sharma, R A (1983): Technology of Teaching, International Publishing House, Meerut.
19. पठनार्थकं चरितं पुस्तकं -- चरितं पुस्तकं
20. 2. Janashikshaya and Sanaskrita : Dr. Dhyanesh Narayana Chakraborty.
21. 3. Sanaskrita Sikshar Pathanirdesh : Dr. Pranab Bandopadhyay.
22. 4. Sanskrit Sikshan Bidhi , Raghunath Safaya
23. 5. Sanskrit Sikshan Bidhi , Prabhasankar Mishra
24. 6. Sanskrit Sikshan Bidhi , Ramsukhla Panday
25. हिन्दुधर्म चरितं पुस्तकं -- X. पञ्चमं चरितं, इति हल H-S 3/4p
26. ज्ञानार्थकं चरितं पुस्तकं -- X. -लक्षणं चरितं
27. हिन्दुधर्म चरितं पुस्तकं - अध्याय 1-10 - अध्याय 1-10 ... ३, ३/४ वं चरितं मन्त्र-हल
28. हिन्दुधर्म चरितं पुस्तकं - अध्याय 1-10 - अध्याय 1-10
29. Nepali uponyash o uponyashkar – Krishna Chandra Pradhan
30. Nepali Bhasha o Sahitya – Delhi Ram Pim Sina
31. Nepali Bhasha Vygyan – Ram Raj Pampa
32. Nepali Bhasha Sikhshan – Hemanga Raj Adhikary

Course-VII-(A)
(1.2.7A) Pedagogy of a School Subject Part-I(1/2)
Theory Internal/Assignment/Practicum/ Sessionals

Social Science Teaching
History, Geography, Political Science, Economics, Education, Commerce,
Sociology, Philosophy

Objectives

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

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

Unit I

Foundation of Social Science Teaching:

- Aims and objectives of Social Science Teaching.
- Social Science Curriculum, Values of Social Science Teaching.
- Inter relationship of various branches of Social Science
- Innovations in Social Science teaching
- Inculcation of National Integrity through language teaching.

Unit II

Strategies of Social Science Teaching:

- Features, Limitations and comparison of different methods
- Lecture Method,
- Demonstration method,
- Heuristic Method,
- Project Method
- CAI
- Story telling Method

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.

Unit IV

Social Science Teacher:

- Qualifications and qualities of social science Teachers.
- Professional growth of Social Science Teacher.

Unit V

Evaluation 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.

Internal/Assignment/Practicum/Sessionals Term Paper

Suggested Reading

1. Arora, G. L. (1988), Curriculum and Quality in Education, NCERT, New Delhi.
2. Binning and Binning. (1952). Teaching Social Studies in Secondary Schools. New York : McGraw Hills.
3. David Lambert and David Balderstone (2000). Learning to Teach Geography in Secondary School : A Companion to School Experience. Falmer, London : Routledge.
4. Kent, Ashley. (2001). Reflective Practice in Geography Teaching. Paul Chapman Educational Publishing, Ltd.
5. Pathak, Avijit. (2002). Social Implications of Schooling : Knowledge, Pedagogy and Consciousness. New Delhi : Rainbow Publishers.
6. Singer, Alan J. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates, Mahwah, New Jersey.
7. Dhillon, S. & Chopra, K., Teaching of Economics, Ludhiana: Kalyani Pub., 2002.
8. Halder, Gourdas, Teaching Economics and Civics, Banerjee Publishers.
9. Majumder, Smritikana, Method of teaching Economics, Rita Publication.
10. Mukherjee, Sandhya, Teaching of Economics, Lucknow : Prakashan Kendra.
11. Saxena, N.R., Mishra, B.K., Mohanty, R.K., Teaching of Economics, R. La Book Depot, Merrut, 2004.
12. Sharma, Seema, Modern Teaching Economics, Anmol Publication Pvt. Ltd., New Delhi- 2004.
13. Yadav, Anita, Teaching of Economics, Anmol Publication Pvt., Delhi.
14. Aggarwal, D. D., Modern Method of Teaching Geography, New Delhi: Sarup & Sons Publisher, 2000.
15. Arora, K. L., Teaching of Geography, Ludhiana: Prakash Brothers, 1989 (in Punjabi, English, Hindi)
16. Basha, S.A. Salim, Method of Teaching of Geography (Hindi), Delhi : A.P.H. Publisher, 2004.
17. Bhattacharya, Bhujunga Bhusan, Teaching of Geography, D. N. Brothers, Kolkata.
18. Das, Madhumita, Teaching of Geography, Rita Book Agency, Kolkata
19. Dasgupta, Harsha Kumar, Teaching of Geography, Kolkata.
20. Gopril, G. H. : The Teaching of Geography; McMillan & Co. Ltd., London.
21. Kour, Balvinder : Teaching Geography; Deep & Deep Publications, New Delhi
22. Macnee, E. A. : The Teaching Geography, Oxford University Press.
23. Rao, M., S., : Teaching of Geography; Anmol Publications
24. Verma, O. P. & Vedanagam, E., G. : Geography Teaching ; Sterling Publishers Pvt. Ltd., New Delhi.
25. Zaidi, S.M., Modern Teaching of Geography, New Delhi: Anmol Publisher.
26. Carr, E. H. (1961). What is History ? London, Macmillan and Co. Ltd.
27. Ghosh, K. D. (1951). Creative Teaching of History. Calcutta. Oxford University Press.
28. Chowdhuri, K. P. (1975). Effective Teaching of History in India, New Delhi, NCERT.
29. Ghate, V. D. (1962). The Teaching of History, Bombay, Oxford University Press.

30. Jadav, Nirmal (2001). Teaching of History, New Delhi, Anmol Publication.
31. Sharma, S. K. Teaching of History, New Delhi, Lotus Press.
32. Collingwood, R. G. (1951). The Idea of History. London, Oxford University Press.
33. Johnson, H. (1942). The Teaching of History in Elementary and Secondary School, New York, Macmillan.
34. Philip, Ian (2008). Teaching History: Developing as a Reflective Secondary Teacher, New Delhi, Sage Publication India Pvt. Ltd.
36. Haydn, Terry and Counsell, Christine (2003). History, ICT and Learning in the Secondary School, U. K. Rutledge.

Course-VII-(A)
(1.2.7A) Pedagogy of a School Subject Part-I(1/2)
Pedagogy of Science Teaching

Physical Science, Life Science

Objectives

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

1. Appreciate the significance of teaching Science.
2. Be acquainted with the approaches & Methods of Teaching Science.
3. Be used to the application of scientific knowledge and skills.
4. Be acquainted with various practical aspects of science.

Unit I

Foundation of science Teaching:

- Aims and objectives of science Teaching.
- Science Curriculum, Values of Science Teaching.
- Inter relationship of various branches of science.
- Scientific aptitude and attitude
- Innovations in science teaching

Unit II

Strategies of Science Teaching:

- Features, Limitations and comparison of different methods
- Lecture Method,
- Demonstration method,
- Heuristic Method,
- Laboratory Method,
- Project Method
- CAI
- Problem Solving Method.

Unit III

Planning of Science Laboratory:

- Importance of science Laboratory
- Organization / Planning a Science Laboratory.
- Equipment of Science Laboratory.

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

The Science Teacher:

- Qualifications and qualities of science Teachers.
- Professional growth of Science Teacher.

Internal/Assignment/Practicum/Sessionals **Term Paper**

Suggested Readings

1. Gupta, S. K. (1991). Teaching of Physical Science in secondary schools. New Delhi : Sterling Publications
2. Nag, S. (2015). Teaching of Life Science. Kolkata : Rita Publications.
3. Sharma, R. C (1999). Modern Science Teaching. New Delhi: Dhanpat Rai Publication Co.
4. Vaidea, N. (1996). Science Teaching for 21st Century. New Delhi. Deep & Deep Publication.
5. Pal, S. Nagchowdhury, D. P., Ganguly, A. Haowladar, M. (2014) Jiban Biggyan Shikhshaner tattwa O Proyog, Aaheli Publishers, Kolkata
6. Pandey, P. (2014). Teaching of Computer Studies. Belur, Kolkata : RKMSM

7. An Introduction to Biology by Sanyal and Chatterjee.
8. Biology of Animals by Ganguli, Sinha and Adhikari.
9. College Botany by Ganguli, Das and Dutta.
10. Human Physiology by C. C. Chatterjee.
11. Teaching of Life Science by Mrs. K. Yadav.
12. Teaching of Science – Today and Tomorrow by N. N. Siddiqi, M. M. Siddiqi
13. Teaching of Science by R. C. Sharma.
14. Gupta, S.K., Teaching Physical Sciences in Secondary Schools, New Delhi: Sterling Publishers, 1991.
15. Sharma, R.C., Modern Science Teaching, New Delhi : Dhanpat Rai Pub. Co., 1998-1999.
16. Vaidea, Narendra, Science Teaching for 21st Century, New Delhi : Deep & Deep Pub.,1996.
17. $N\phi Z\alpha \phi nrZ f\ddot{U}\phi a -- p\alpha h\ddot{E}a h\acute{E}je\phi S\ddot{N}$
18. Arora, S.K., How to Teach Mathematics, New Delhi; Sterling Publishers Pvt. Ltd., 2000.
19. Gakhar, S.C. & Jaidka, M.L. Teaching of Mathematics, Panipat: M/s N.M. Publishers, 2003.
20. Grouws, D. A. (ed.) (1992), "Handbook of Research on Mathematics", Anmol Pub Pvt. Ltd. New Delhi.
21. Kulshrestha, A. K. (2005). "Teaching Mathematics", 3rd Edition, R. Lall BookDepot.Meerut.
22. Kumar, Khushwinder and Kaur, Jaspreet. Learning Mathematics–Lab Experience 21st century, Patiala: Publications, 2004.
23. Kumar, S. & Ratnalikar, D. N. (2005). "Teaching of Mathematics", Anmol Pub. Pvt. Ltd., New Delhi.
24. Kumar, Sudhir, Ratan, P.N., Teaching of Mathematics, New Delhi: Anmol Publication Pvt.Ltd.
25. Malone, J. & Taylor, P. (eds.) (1993). "Constructivist Interpretations of Teaching and Learning Mathematics", Curtin University of Technology, Perth.
26. Mangal, S.K., Teaching of Mathematics, Ludhiana: Tandon Publications, 2003.
27. Marshal, S P. (1995). "Schemes in Problem-solving", Cambridge University Press, New York.

28. Nickson, Marilyn (2007), "Teaching and Learning Mathematics : A Guide to Recent Research and its Applications", NY : Continuum.
29. Patel, R. N. (2004), "Educational Evaluation Theory & Practice", Himalaya Publishing House, Mumbai.
30. Sidhu, K.S., Teaching of Mathematics, New Delhi: Sterling Publication Pvt. Ltd., 1998.

Course-VII-(A)
(1.2.7-A) Pedagogy of a School Subject Part-I(1/2)
Theory Internal/Assignment/Practicum/ Sessionals
Pedagogy of Mathematics Teaching
Mathematics

Objectives

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

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

Unit I

Nature and Theoretical aspects of Mathematics Education:

- The nature of mathematics
- Correlation of mathematics with other disciplines
- Scope of mathematics education
- Values of teaching mathematics
- History of Mathematics in India
- Teaching-learning of Mathematics from the view point of Skinner, Piaget, Bruner, Vygotsky&Dienes

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

Unit III

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 lesson planning.

Unit IV**Mathematics education in a cross-cultural perspective:**

- Anxiety associated with learning of Mathematics
- Maths laboratory
- Maths club
- Connecting mathematics to the environment
- Management of learning of slow and gifted learners

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)

Internal/Assignment/Practicum/Sessionals

- Term paper

Suggested Readings

1. Teaching of Modern Mathematics – S.M. Agarwal
2. Teaching of Mathematics - Kulbir Sing Sidhu
3. Teaching of Mathematics- C.L. Banga
4. Teaching of Mathematics – PranayPandey
5. Teaching of Mathematics – Ram Sharan

Course-VIII-(A)**(1.2.8A) Knowledge and Curriculum- Part-I (1/2)****Objectives**

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

1. Introduce themselves to perspectives in education focusing on epistemological, philosophical and sociological bases of education.
2. Distinguish between knowledge and skill, teaching and training, knowledge and information and reason and belief.
3. Understand education in relation to constitutional goal, social issues and modern values.
4. Understand the concept, scope and objectives of education.
5. Realize the concepts of curriculum and syllabi.
6. Design curriculum in the context of school experiences, evaluation, power, ideology, process and practice & its transactional modes.

Unit I**Epistemological bases of Education:**

- Meaning of epistemology with reference to the process of knowledge building and generation.
- Distinction and relationship between:
 - Knowledge and skill.
 - Teaching and training.
 - Knowledge and information.
 - Reason and belief.

Unit II

Philosophical Foundation of Education:

- Significance of Philosophy in Education.
- Brief account of the tenets of the following philosophers of education – Swami Vivekananda, Gandhi, Tagore, Aurobindo, Dewey, Plato and Freire.
- 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**Educational Objectives:**

- Learning Objectives – instructional objectives in education.
- Taxonomy of Educational Objectives (Revised Bloom's Taxonomy)

Internal/Assignment/Practicum/Sessionals

- Term Paper**

Suggested Reading

1. Bruner, J. S. (1960/1977). *The Process of education*. Cambridge: Harvard University Press.
2. Edgerton, Susan Huddleston. (1997). *Translating the curriculum: Multiculturalism into the Cultural Studies*. London : Routledge.
3. Etta, R. Hollins (1996): *Transforming curriculum for a culturally Diverse Society*. New Jersey: Lawrence, Erlbaum Associates Publishers.
4. MHRD, GOI, *National policy on education*.
5. NCERT.(2005). *National curriculum framework*.
6. Noddings, Nel. (2007). *Critical lessons: what our schools should teach*. Cambridge : Cambridge University Press.
7. Bhatt, H. (2010). *The diary of school teacher*. An Azim Premji University Pub.
8. Batra, P. (2005). *Voice and agency of teachers: Missing link in National Curriculum 2005*. *Economic and Political Weekly*. 43 (47) - 47(56).

(1.2.9) Assessment for Learning
1st Half
Assessment of the Learning Process

Objectives

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

1. Understand the nature and meaning of Measurement and Evaluation
2. Acquaint with the Approaches and techniques
3. Formulate research-worthy problem
4. Construct an Achievement Test
5. Develop skill to write and evaluate research report
6. Develop the concept of Statistical Measurement

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

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.
- Scoring and Grading, Analysis of Score and Its Interpretation
 - a) Tabulation of data.
 - b) Graphical (Histogram, frequency Polygon)
 - c) Central Tendency (Mean, Median Mode)
 - d) Deviation – Standard.

UNIT V

Problem – Learner:

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

Suggested Reading

1. Statistics in Psychology and Education – S. K. Mangal
2. Statistics in Psychology and Education – Garrett

(1.2.9) Assessment for Learning
2ndHalf
Assessment of the Learning System

Objectives

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

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

Unit I**Infrastructural facilities:**

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

Unit II**Human Resource:**

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

Unit III**Management & Record Maintenance:**

- Managing Committee
- Committees for Academic Purposes
- Different Committees
- 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
- Parent Teacher Association
- Staff Welfare Service
- Health Programme
- Conducting Talent Search Examination
- Providing Scholarship
- Any other.

Unit V**School Community relationship:**

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

Internal/Assignment/Practicum/Sessionals

- Preparation of School Study Project (In Group)**

Suggested Readings:

1. School Planning and Management – T.K.D. Nair
2. School Organisation & Management – J. Prasad
3. Educational Management – J.C. Agarwal
4. School Management – S.K. Kochar
5. Sengupta, Madhumala, Nag, Subir and others. (2014). Educational Management. Kolkata: Rita Book Agency.
6. Evaluation Framework for Govt., Govt. aided and Govt. sponsored Secondary Schools in India (2015) – Ramakrishna Mission Sikshanamandira, Belur Math, Howrah.

CourseEPC-2**(1.2EPC2) Drama and Arts in Education (1/2)**

Integration of various domains of knowledge is no longer treated as cocurricular or extracurricular activity, but is very much within the broad framework of curricular mode. Encouraging critical appreciation of visual or performing art. Visits to various community programmes and places of interest will develop socio-cultural awareness and identity. Active participation in various forms of performing art and visual art.

Mode of**Transaction**

- ✂ Visits to places of drama/ & art / & exhibition with critical appreciation of the same
- ✂ Role play / Psycho drama / Mono act / One act play or Skit
- ✂ Fine arts for creative and / or aesthetic appreciation
- ✂ Appreciation of Music or Literary activities i.e. cultural Programmes or magazines.
- ✂ Be able to be engaged in musical performances.
- ✂ Innovative combination of various performing and visual art

SEMESTER-III

Course-VII-(B)
(1.3.7B) Pedagogy of a School Subject Part-I (1/2)

Pedagogy of Language Teaching
English, Bengali, Sanskrit, & Nepali

Objectives

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

1. Be at home with the principles of constructing content analysis of school curriculum.
2. Understand the historical development of Language Teaching.
3. Develop various skills related to language learning.
4. Prepare a blueprint before entering into a class.

Unit I

Pedagogical Analysis:

- Concepts and Methods of Pedagogical Analysis;
- The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X, XI- XII) on the following items :
- ✂ Breaking of Unit into Sub-unit with no. of Periods;
- ✂ Previous knowledge;
- ✂ Instructional Objectives in behavioural terms;
- ✂ Sub-unit wise concepts
- ✂ Teaching- Learning Strategies
- ✂ Use of teaching aids
- ✂ Blueprint for criterion reference test Items.

Unit II

Teaching Skill (As per concerned subject):

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

Unit III

Lesson Planning:

- Concept, Importance and Types
- Steps of Lesson Planning
- Qualities of Good Lesson Plan

Unit IV

Activities in Language :

- Fair and Exhibition,
- Field Trips / Excursion,
- Debate,
- Wall & Annual Magazine and
- SahityaSabha

Unit V

Assessment of Language learning:

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

Internal/Assignment/Practicum/Sessionals

- Preparation of Lesson Plan
- Preparation of Achievement Test

Suggested Reading:

1. Bennett, W. A. (1969). Aspects of Language and Language Teaching. Cambridge : Cambridge University Press.
2. Braden K (2006). Task Based Language Education: From Theory to Practice. Cambridge : Cambridge University Press.
3. Britton James (1973). Language and Learning. London : Penguin Books.

Course-VII-(B)**(1.3.7B) Pedagogy of a School Subject Part-I(1/2)****Pedagogy of Social Science Teaching**

History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy

Objectives

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

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

Unit I**Pedagogical Analysis:**

- Concepts and Methods of Pedagogical Analysis;
- The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items :
- ✂ Breaking of Unit into Sub-unit with no. of Periods;
- ✂ Previous knowledge;
- ✂ Instructional Objectives in behavioural terms;
- ✂ Sub-unit wise concepts
- ✂ Teaching- Learning Strategies
- ✂ Use of teaching aids
- ✂ Blueprint for criterion reference test Items.

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

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

Unit III**Lesson Planning:**

- Concept, Importance and Types;
- Steps of Lesson Planning.
- Qualities of Good Lesson Plan;

Unit IV**Activities in Social Science:**

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

Unit V

Assessment of Social science learning:

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

Internal/Assignment/Practicum/Sessionals

- Preparation of Lesson Plan**
- Preparation of Achievement Test**

Suggested Reading

1. Alan J Singer (2003). Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach. L E Association. New Jersey.
2. Arora. GL. (1988) Curriculum and Quality in Education. NCERT. New Delhi.

Course-VII-(B)

(1.3.7B) Pedagogy of a School Subject Part-I (1/2)

Pedagogy of Science Teaching

Life Science, Physical Science, Computer Science and Application

Objectives

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

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

Unit I

Pedagogical Analysis:

- Concepts and Methods of Pedagogical Analysis;
- The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items :
- ☞ Breaking of Unit into Sub-unit with no. of Periods;
- ☞ Previous knowledge;
- ☞ Instructional Objectives in behavioural terms;
- ☞ Sub-unit wise concepts
- ☞ Teaching- Learning Strategies
- ☞ Use of teaching aids
- ☞ Blueprint for criterion reference test Items.

Unit II

Lesson Planning:

- Concept and importance.
- Qualities of good lesson plan.
- Steps of lesson planning.

Unit III

Teaching skills:

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

Unit IV

Assessment of Science Learning:

- Concept of assessment and evaluation;
- Concepts of Achievement Test and Identification of Test Items under various criterion like knowledge, understanding and application and skill.
- Construction of achievement tests and their administration.
- Preparation of a continuous and comprehensive evaluation plan for a particular class (VI to XII).

Unit V

Practicum & Activities in Science:

- Fair and Exhibition,
- Field Trips / Excursion,
- Magazine,
- Science Club and Bulletin Board.

Internal/Assignment/Practicum/Sessionals

- Preparation of Lesson Plan**
- Preparation of Achievement Test**

Suggested Reading

1. Teaching of Biological Science – Jasim Ahmad
2. Modern Teaching of Life Science – S.M. Zaidi
3. Teaching of Life Science – PramilaSharme
4. Methods of Teaching Life Science – PHI Publication
5. Innovative Science Teaching for Physical Science Teacher-Radhamohan
6. Modern Science teaching – R.C. Sharma
7. Teaching of Computer Studies – PranayPandey
8. Nag,S.(2012) Teaching of Life Science,Rita Publication,Kolkata
9. Nagchowdhury, D. P., Pal, S., Ganguly, A., Haowladar, M. (2014) Jiban Biggyan Shikhshaner tattwa O Proyog, Aaheli Publishers, Kolkata

Pedagogy of Mathematics Teaching Mathematics

Objectives

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

1. Mathematics curriculum and text-book preparation
2. Practical activities associated with mathematical concepts
3. Assessment and evaluation related to mathematics teaching-learning.
4. Pedagogical analysis of mathematics content of school level mathematics curriculum and lesson planning
5. Simulated and integrated lesson

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 and its comparison with that of the CBSE.
- Review of the existing text books of mathematics of West Bengal Board of Secondary Education in the perspective of the principles of text-book preparation and its comparison with that of the CBSE.

Unit II

Practical activities associated with Mathematics concepts:

- Performance of the all the practical activities stated in the text books of West Bengal Board of Secondary Education and preparation of allied teaching-learning materials.
- The study-style will be explained. The trainees will have to do the practical of their own under the guidance of the subject teacher.
- Co-curricular activities (including Mathematics club and Mathematics laboratory) in relation to mathematics teaching.

Unit III

Assessment and Evaluation related to teaching –learning of Mathematics:

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

Unit IV

Pedagogical Analysis and lesson planning of Mathematics content of school level:

- 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.

Unit V

Simulated and Integrated Lesson:

- Simulated Micro Teaching and Integrated Teaching.
- Simulated Integrated Teaching.

Internal/Assignment/Practicum/Sessionals

- Preparation of Lesson Plan
- Preparation of Achievement Test

Suggested Reading

1. Arora, S.K.(2000).*How to teach mathematics*. New Delhi: Sterling Publications
2. Kumar,S. &Jaidka, M.L. (2005). *Teaching of mathematics* .New Delhi : Anmol Publications
3. Mangal,S.K.(2003). *Teaching of mathematics*. Ludhiana: Tandon Publications
4. Sidhu, K.S.(1998). *Teaching of mathematics*. New Delhi: Sterling Publications
5. Banerjee,S. *GanitsikKhanpaddhati*. Kolkata: Rita Publications
6. Ghosh,S. *Ganitsik Khan* .Kolkata:Sova Publications
7. Pramanik, S.(2014). *Adhunikganitsikhsn o sikshan*. Kolkata: Aaheli Publishers

School Internship 16 weeks**Full Marks: 250**

- At least 60 lesson plans should be delivered (duly prepared and approved Lesson Plans by the Teacher Educators)
- During this semester the student teachers are acquainted with the overall conduct of the school activities and record keeping. It may include morning assembly, class time table, attendance register, stock register, mid-day meal, conduct of periodical meetings, purchase and consumption and co-curricular activities.
- 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.

SEMESTER-IV**Course-VI****(1.4.6) Gender, School and Society (1/2)****Objectives**

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

1. Develop basic understanding and familiarity with key concepts gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
2. 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;
3. Learn about gender issues in school, curriculum, and textual materials across disciplines.
4. Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

Unit I**Gender issues: key concepts:**

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

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 RajaRammohan Roy, PanditIswar Chandra Vidyasagar, Swami Vivekananda, Rabindranath Tegore and Begam Rokeya).
- A. Commissions and committees on women education and empowerment B. Policy initiatives (including current laws) for the recognition of the concept of transgender and third gender.

Unit III

Gender, Power and Education:

- Gender Identities and Socialisation Practices in:
 - ☞ Family
 - ☞ Schools
 - ☞ Other formal and informal organization.
- Schooling of Girls and Women Empowerment

Unit IV

Gender Issues in Curriculum:

- Curriculum and the gender question
- Construction of gender in curriculum framework since Independence: An analysis
- Gender and the hidden curriculum
- Gender in text and context (textbooks' inter- sectionality with other disciplines.
- Teacher as an agent of change

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)
- Sites of conflict: Social and emotional
- Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institutions
- Agencies perpetuating violence: Family, school, work place and media (print and electronic)
- Institutions redressing sexual harassment and abuse.

Internal/Assignment/Practicum/Sessionals

- Preparation of a small project on how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

Suggested Readings

1. Basu, R. & Chakraborty, B. (2011). *Prasanga: Manabividya*. Kolkata : Urbi Prakashan.
2. Bandarage, A. (1997). *Women Population and Global Crisis: A Political Economic Analysis*. London : Zed Books.
3. Maguise, P. (1987). *Doing Participatory Research: A Feminist Approach*, Amherst, M.A.
4. Boserup, E. (1970). *Women's Role in Economic Development*. New York : St. Martins Press.
5. Brock-Utne, B. (1985). *Educating for peace: A Feminist Perspective*, New York.
6. Ruddick, S. (1989). *Maternal Thinking: Towards a Politics of Peace*, London.

7. Di Stefano, C. (1983). "Masculinity as ideology in political theory: Hobbesian man considered", *Women's Studies International Forum*, Vol. 6.
8. Elshtain, J. B. (1981). *Public man, private woman: woman in social and political thought*, Princeton.
9. Grant, R. & Newland, K. (Eds.). (1991). *Gender and International Relations*. London.
10. Harshman, M. (1995). *Women and Development: A Critique*. In Marchand, M and Parpart, J. (Eds.). *Feminism, Post Modernism, Development*. London : Routledge.
11. Viswanathan, Nalini. (1997). *Women, Gender and Development Reader*, London : Zed Publicacation.

Course-VIII(B)

(1.4.7B) Knowledge and Curriculum- Part-II (1/2)

Objectives

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

1. Realize the concepts of curriculum and syllabi.
2. Design curriculum in the context of school experiences, evaluation, power, ideology, process and practice & its transactional modes.

Unit I

Concept of Curriculum:

- Meaning , Characteristics & Types of Curriculum
- Nature & Scope of Curriculum
- Necessity of curriculum.
- Principles of framing curriculum.
- Role of State in curriculum.
- Constitutional values and national culture in curriculum.

Unit II

Relationship between curriculum and syllabi:

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

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:

- 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 text books, teachers' handbooks, children's literature.

Internal/Assignment/Practicum/Sessionals

☐ Review of a Text Book at Elementary/ Secondary Level

Suggested Reading

1. Ornstein, Allen C. & Francis P. Hunkins. (2003). *Curriculum, foundations, principles and issues*.
2. Ornstein, Allen C., Edward F. Pojak & Stacey B. Ornstein. (2006). *Contemporary issues in curriculum*. Allyn & Bacon.
3. Slattery (1995). *Curriculum development in postmodern Era*. (Critical Education & Practice).
4. Wiles, Jon. (2004). *Curriculum essentials- a resource for educators*. Allyn & Bacon

Course-X

(1.4.10) Creating an Inclusive School (1/2)

Objectives

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

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

Unit I

Introduction to inclusive Education:

- ☐ Concept 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.
- ☐ Limitation of inclusive set up in education.

Unit II

Legal and policy perspectives:

- ☐ Important international declarations / conventions / proclamations-BMF(1993-2012), recommendations of the Salamanca Statement and Framework of Action(1994), UNCRPD(2006).
- ☐ National initiatives for inclusive education – National Policy on Education (1968,1986), Education in the National Policy on Disability(2006), RTE Act(2009).
- ☐ Special role of institutions for the education of children with disabilities- RCI, National Institute of Different Disabilities.

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 learner with diverse needs

□ Case history taking, Assessment of children with diverse needs (MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN and related others) to know their profile and to develop individualized Education Programme (IEP / ITP) □ Identification and overcoming barriers for educational and social inclusion

Unit IV

Inclusive practices in class rooms for all:

- Class room management and organizations, curricular adaptations, lesson planning and development of suitable TLM
- Pedagogical strategies to respond to individual needs of students :
Cooperative learning strategies in the class room, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc.
- Technological Advancement and its applications – ICT, Adaptive and Assistive devices, equipments , aids and appliances

Unit V:

Teacher preparation for inclusive school:

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

Internal/Assignment/Practicum/Sessionals

- **Presentation of Seminar/ Symposium on how inclusion can be practiced in mainstream class**

Suggested Readings

1. Apple, M. W., & Beane, J. A. (2006). *Democratic schools: Lessons in powerful education*. Eklavya.
2. Basu, R., & Chakraborty, B. (2011). *Prasanga: manabividyā*. Kolkata : Urbi Prakashan.
3. Booth, T., and others. (2000). *Index for inclusion: Developing learning and participation in schools*. Centre for Studies on Inclusive Education.
4. Carini, P. F. (2001). Valuing the immeasurable. In *Starting strong: A different look at children, schools, and standards* (pp. 165-181). New York: Teachers College Press.
5. Eller, R. G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. *The Reading Teacher*.
6. GOI. (1966). *Report of the education commission: Education and national development*. New Delhi: Managers of Publications, Ministry of Education.
7. GOI. (1986). *National policy of Education*. New Delhi: Managers of Publications, Ministry of Education.

Course-XI
(1.4.11) Optional
Health and Physical Education

Objectives

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

1. Be acquainted with the Concept of Health, Health policy and goals.
2. Understand the significance of Body-mind unity; Need for physical education.
3. Develop skills to be engaged in yoga and bratachari performances.

Unit I

Concept of Health, Health policy and goals:

- Health dimension and determination of health,
- National Health Policy 2012 onwards,
- Health check-up and status of school children,
- School health service in India
- Strategies and approaches for community participation and involvement,

Unit II

Information, Education, Communication and Training in health:

- Definitions and concepts, Health education and promotion,
- Process of change of behavior, Principles of health education,
- Communication in health education and training, Education and training methodology,
- Planning of health education, Levels of health education, Training systems in health, IEC training scheme.

Unit III

Bratachari:

- History & Concept (Meaning, Nature & Scope) of Bratachari Movement.
- Aims & Objectives of Bratachari.
- Importance of Bratachari in context of man-making education.
- Relevance of Bratachari in present educational scenario.

Unit IV

Physical Education:

- Meaning, Definitions, misconceptions and recent trends of Physical education;
- Body-mind unity; Need for physical education, Play, games and sports; Difference between play and work;
- Physical education, health and Health habit; Importance of physical education on life skill and related diseases;
- Recreational games for the school children; Role of teacher in school health programme

Unit V

Yoga:

- Yoga – definition, concept and modern approach;
- Types and practices of yoga; Yogic diet and health;
- Yoga for aging, social problems, peace and therapy;
- Yoga and stress management; Difference between yoga and exercise;
- Importance of yoga on child behaviour.

Internal/Assignment/Practicum/Sessionals

- Yoga
- Bratachari
- Different Physical Exercise
- Games and Sports

Suggested Reading

1. Bhattacharyya, A. K.(2010). *Dimensions of Physical Education Principles, Foundation & Interpretation*. Kolkata: Classique Books.
2. Bucher, C. A. *Foundation of Physical Education* St. Louis: The C.V. Mosby Co.
3. Bhattacharyya, A. K. & Bhowmick, S. *Sarir siksha*. Kolkata: Paschimbanga Rajya Pustak Parshad.
4. Bandyopadhyay, K. *Sarir siksha parichay*. Kolkata : Classique Books
5. Kar, Subhabrata & Mandal, Indranil. (2009). *Uchhatara sarir siksha*. Lalkuthipara, Suri, Birbhum : Sarir Siksha Prakashani.
6. Gharote, M. L. *Applied Yoga*Kaivalyadhama, S.M.Y.M. Samiti, Lonavla
7. Dasgupta, Rameswar, *Yoga Rashmi*. Kaivalyadhama, Lonava, Maharashtra.
8. Kavalananda, S *Asanas* Kaivalyadhama, Kaivalyadhama, Lonava, Maharashtra

Course-XI**(1.4.11) Optional****Peace & Value Education****Theory Internal/Assignment/Practicum/ Sessionals****Objectives**

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

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

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.
- Role of Peace Education in present context.

Unit II

- 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

- 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

- 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

a. Traditional Methods: Story Telling, Ramleela, Tamasha street play & folk songs.

b. Practical Methods: Survey, role play, value clarification, Intellectual discussions

- Causes of value crisis : material, social, economic, religion evils and their peaceful solution
- Role of School Every teacher as teacher of values, School curriculum as value laden
- Moral Dilemma (Dharmasankat) and one's duty towards self and society

Internal/Assignment/Practicum/Sessionals Small Project

Suggested Readings

1. Nel Noddings. Peace Education: How we come to love and hate war
2. J. Delors. (2001). Learning the treasure within.
3. Page, James, Page, James Smith. Peace Education: Exploring ethical and philosophical foundations.
4. R. P. Shukla. (2010). Value education and human rights.

Course-XI**(1.4.11) Optional****Guidance and Counselling****Objectives**

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

1. Understand guidance and counseling in details
2. Understand the mental health
3. Develop the knowledge about adjustment and maladjustment.
4. Acquire skill to develop tools and techniques.
5. Understand the idea about Abnormal Behaviour and Mental illness.

Unit I**Overview of Guidance and Counseling:**

- Definition & Functions
- Nature & Scope of Guidance and Counseling
- Difference between Guidance & Counseling
- Types of guidance and counselling
- Career & Vocational guidance

- Quality of a good counsellor

Unit II

Mental Health:

- Concept
- Characteristics
- Role of home & School
- Mental health of a teacher

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
- Tests to measure- Personality, Attitude, Aptitude, Interest, Intelligence, Case study, Questionnaire, Opinionnaire, Interview, Observation, ARC & CRC.

Unit V

Abnormal Behavior and Mental illness:

- Meaning & Concept of normality and abnormality
- Casual factors of Abnormal Behaviour – Biological & Psychological.
- Classification of mental illness(DSM-IV)

Internal/Assignment/Practicum/Sessionals Project on (any one)

Maladjusted behavior (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.

Suggested Readings

1. Agrawal, R. (2010). Guidance and counselling. New Delhi : Shipra Publications.
2. Ghosh, S. K. (2012). Sikshay sangati apasangati o nirdeshana. Kolkata : Classique Books.
3. Gibson, R. L & Mitchel, M. H. (2006). Introduction to counselling and guidance. New Delhi: Pearson, Prentice Hall.
4. Nag, S & Dutt, G. (2014). Sangatibidhane paramarshadan o nirdashana. Kolkata : Rita Book Agency.
5. Pal, A. K. (2013). Guidance and counseling. New Delhi : Abhijeet Publications.
6. Pal, D. (2014). Sikshay-brittite nirdeshana o paramarshadan. Kolkata : Rita Publications.
7. Shrivastava, K. K. (2007). Principles of guidance and counseling. New Delhi : Kanishka Publishers Distributors.
8. Nag, S. (2015). Guidance and counseling. Kolkata: Rita Publications.

Course-XI
(1.4.11) Optional
Work & Vocational Education

Objectives

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

1. Make a teacher-trainee aware of the modern approaches to teaching of Work Education in the perspectives of its development from traditional approaches.
2. Make the teacher-trainee acquainted with the basic skills required for the inculcation of the modern approaches to teaching of Work Education.
3. Make the teacher trainees aware of different methods of teaching suitable to different topics of Work Education.
4. Make the teacher trainees acquainted with the ways and means for managing class-room from the stand point of inclusive education.

Unit I

Work & Vocational Education: Aims, Objectives and Bases:

- Aims and Objectives of Teaching Work Education at Secondary level. Values of teaching Work Education at Secondary level.
- Correlation of Work Education with other School Subjects.
- Bases of Work Education – Psychological, Sociological, Historical and Economical.

Unit II

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

- Development of the concept of Work Education with Special reference to National Policy on Education (1986)
- Work & Vocational Education Teacher
 - ✧ Qualities & Responsibilities.
 - ✧ Need for Professional Orientation.

Unit III

Approaches & Methods of Teaching Work & Vocational Education:

- A. Inductive and Deductive approach
- B. Methods:
 - ✧ Lecture Cum Demonstration Method
 - ✧ Laboratory Method.
 - ✧ Heuristic Method.
 - ✧ Problem Solving Method,
 - ✧ Project Method

Unit IV

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

- i. Work Education Laboratory
- ii. Management of Work Units: -
 - a) Selection of Work projects
 - b) Budgeting and planning
 - c) Time allocation
 - d) Materials and Equipment
 - e) Disposal of finished products
 - f) Organizational co-ordination of different agencies monitoring Network through Resource Centers – problems thereof.

iii. Excursion.

Unit V

Aspects of Teaching work Education:

- A critical evaluation of work education syllabus prescribed by the WBBSE in (a) the exposure stage and (b) the Involvement stage.
- Concept of improvisation; its use in the teaching of Work Education.
- Ares of work education, viz. socially useful productive work (as designed by I.B. committee),
- Occupational explorations and Innovative practices.
- Removal of social distances through Work Education.

Internal/Assignment/Practicum/Sessionals

List of Practical Work (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 Modeling
Fruit preservation
Cardboard Work and Book Binding
Soap, Phenyl and Detergent making
Wallet mast making
Paper making and paper cutting work
Bicycle repairing

Suggested Readings

1. Choudhury,J.,Deb,N.and Samanta ,A.(2014) Karmashiksha Shikhsan Bigyan Kala O Prajukti ,Aaheli Publishers,Kolkata

Course-XI

(1.4.11) Optional

Environmental &Population Education

Objectives

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

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

Unit I

Concept of population education:

- The characteristics and scope,
- Methodology of population education and
- Its importance (5class hours)

Unit II**Concept of environmental education:**

- Its objectives and importance,
- Developing environmental awareness,
- Concept of education for sustainable development. (5class hours)

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. (6 class hours)

Unit IV**Sustainable development:**

- Concept of sustainable development and education for sustainable development
- agenda 21,
- United Nations Decade of education for sustainable development, programmes on environmental management (6 class hours)

Unit V**Issues related to population and environmental education:**

- Quality of life,
- sustainable life style,
- ecofeminism,
- empowerment of women,
- environmental and social pollution,
- effect of population explosion on environment,
- Adolescent reproductive health. (8 class hours)

Internal/Assignment/Practicum/Sessionals

- Preparation of a small project**

Suggested Readings:

1. Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
2. Singh, Y. K. (2009). Teaching of environmental science New Delhi: APH Publishing Corporation.
3. Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
4. Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value Meerut: R.Lall Books Depot.
5. Sharma, V. S. (2005). Environmental education. New Delhi, Anmol publication.
6. Pal, S. And Deb, N. (2014) Paribesh Siksha, Aaheli Publishers, Kolkata
7. Yadav Saroj (1988) "Population Education", Shree Publishing House, New Delhi.

8. Bhenda, A.A. &KavitkarTava (1985), "Principles of Population Studies", Himalaya Publishing House, Bombay.
9. Kuppuswamy B. (1975), "Population and Society in India", Popular Prakashan, Bombay.

CourseEPC-3

(1.4EPC3) Critical Understanding of ICT (1/2)

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

Mode of Transaction

- ✂ Using technological tools to develop teaching learning material.
 - ✂ ICT enabled shift towards a information society.
 - ✂ Peer group participatory activities
 - ✂ Resource material development related to M.S. Word, PowerPoint, Excel, and / or various multimedia / Internet sources.
- Utilizing various ICT materials available or use of smart board.

CourseEPC-4

(1.4EPC4) Understanding the Self (1/2)

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.

Mode of Transaction

- ✂ Yoga and / or meditation skills.
- ✂ Documentary or / Film Studies and film appreciation.
- ✂ Sharing case studies / biographies / stories of children of various contexts and how could they form their identity
- ✂ Seminar / Workshop / Symposium / Exhibition/ Awareness programme related various adolescent needs.
- ✂ Different modes of self-expression i.e, Debates, Recitation, Extempore, Quiz, Music etc.
- ✂ Bratachari Training Camp.