

# **Curriculum for Bachelor of Education (B.Ed.) Programme**

**(Revised)**

**With effect from session 2022-2023**

**1<sup>ST</sup> SEMESTER & 2<sup>ND</sup>**

**SEMESTER**



NAAC Re-Accredited – 'A'

**RAMAKRISHNA MISSION SIKSHANAMANDIRA**




(An Autonomous Post-Graduate College under the University of Calcutta under section 22 of the UGC Act and duly recognized by the NCTE)

**College of Teacher Education (CTE) & Swami Vivekananda Centre for  
Multidisciplinary Research in Educational Studies (SVCRES)**

**Belur Math, Howrah – 711 202, West Bengal**

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## **PURPOSE, VISION, MISSION AND OBJECTIVES OF RAMAKRISHNA MISSION SIKSHANAMANDIRA, BELUR MATH**

### **PURPOSE:**

The emblem of Ramakrishna Mission, conceived and designed by Swami Vivekananda, is an eloquent expression of Ramakrishna Mission's purpose. To put it simply, the message conveyed by the emblem is – through the harmonious combination of knowledge (*jnana*), devotion (*bhakti*), work (*karma*) and concentration (*yoga*), one attains life's fulfilment. This synthesis of four yogas means that there should be a *harmonious blend of heart, head and hand* – which in fact, should be the purpose of all education and training: the making of a complete human being, the development of a perfect character. This development is possible through a manifestation of a person's innate perfection, harmonizing the best elements of Eastern and Western values.

### **VISION:**

Sikshanamandira aspire to be a pioneer teacher education institution actualizing Swami Vivekananda's educational vision by making competent and committed teachers and teacher educators and also to be a research institute that continuously responds to the changing social needs through the discovery, development and application of knowledge. The Vision of Sikshanamandira which is established, administered and run by Ramakrishna Mission Saradapitha, a branch organisation of Ramakrishna Mission, the worldwide organisation started by Swami Vivekananda, with headquarter at Belur Math, Howrah, West Bengal is a corollary of the motto of Ramakrishna Mission, *atmano mokshartham jagaddhitaya cha* which means: attainment of one's own freedom and doing good to the world.

### **MISSION:**

1. Making of such teachers who are equipped with a modern outlook in the tools and techniques of education and yet, are rooted in Indian cultural, moral and spiritual values.
2. Facilitation of autonomous researches and dissemination of knowledge.
3. Support discovery or development of knowledge through strong M.Phil. & Ph.D. programmes and post-doctoral projects.

4. Inoculate interdisciplinary approach in academic and research programmes and courses.
5. Develop partnership with national & international institutions.

### **GRADUATE ATTRIBUTES:**

1. Truth – in the pursuit, generation, dissemination, and application of knowledge.
2. Freedom – of thought and expression
3. Respect – for diversity and the dignity of the individual
4. Responsibility – as towards of the environment and citizens of the world.
5. Excellence – in intellectual, personal, and operational endeavours.
6. Integrity – in character.
7. Innovation – in thinking and application.

### **PROGRAMME LEARNING OUTCOMES:**

**After completion of the Bachelor of Education (B.Ed.) course the students will -**

1. Learn the educational philosophy Swami Vivekananda in depth and they will be able to implement that learning in their teaching profession.
2. Gain the ability to incorporate all the major teaching skills upto the micro level in their classroom teaching.
3. Be able to adopt the necessary and relevant methods and strategies of teaching as per the classroom situation demands.
4. Be able to develop Learning Designs (LDs) according to the needs of their students.
6. Be able to prepare the Teaching Learning Materials (TLMs) meaningfully and integrate the TLMs in the classroom teaching effectively.
7. Attain the ability to use ICT components to deliver the contents more effectively.
8. Be prepared to take care of the mental health of the students.
9. Possess the mental acuity to identify a problem associated with academic activities of the school and find out a solution of that problem through research activities.
10. Be able to manage the classroom for a better teaching-learning process.
11. Be able to encourage students for their better health and fitness through Yoga.
11. Have a sense of aesthetic appreciation and can encourage their students to appreciate the sense of beauty, aesthetics in their school and daily life activities.

12. Be able to nurture the creativity of the students and show their students the path to express this creativity in literary skills and visual and performing arts.
13. Be sensitive to respond to the varied needs of the changing society in the educational scenario.
14. Be able to provide proper guidance to the students both in the academic and vocational areas.

## **CURRICULUM STRUCTURE AND SEMESTER WISE DISTRIBUTION OF COURSES**

<b>Semester – 1</b>						
<b>Course Code</b>	<b>Course Name</b>	<b>Theory (T)</b>	<b>Practicum (P)</b>	<b>Full Marks</b>	<b>Hours (T+P)</b>	<b>Credit (T+P)</b>
111	Foundation of Education & Education in the light of Swami Vivekananda	80 (40+40)	20 (10+10)	100	72+25	4+1
112	Developmental Psychology	80 (40+40)	20 (10+10)	100	72+25	4+1
113	Psychology of Teaching & Instructional Technology	80 (40+40)	20 (10+10)	100	72+25	4+1
114	Yoga and Health Education - 1	30	20	50	18+25	1+1
115	Visual and Performing Arts in Education - 1	30	20	50	18+25	1+1
116	Psychology Practical (EPC 1)	-	50	50	0+50	0+2
117	School Exposure: 1 Week (Project on School Curriculum of Different Boards)	-	25	25	0+50	0+2
118	Communicative Skill - 1 (EPC 2A)	-	25	25	0+50	0+2
<b>Total (Semester – 1)</b>		<b>300</b>	<b>200</b>	<b>500</b>	<b>527</b>	<b>25</b>

## Semester – 2

Course Code	Course Name	Theory (T)	Practicum (P)	Full Marks	Hours (T+P)	Credit (T+P)
121	Education in India (Pre-independence & Post-independence)	80 (40+40)	20 (10+10)	100	72+25	4+1
122	Understanding Discipline & Pedagogy of School Subject-Method-1	80	20	100	72+25	4+1
123	Understanding Discipline & Pedagogy of School Subject-Method-2	80	20	100	72+25	4+1
124	Yoga and Health Education - 2	30	20	50	18+25	1+1
125	Visual and Performing Arts in Education - 2	30	20	50	18+25	1+1
126	Development of Evaluative Tool (Achievement Test) (EPC 3)	-	40 (20+20)	40	0+50	0+2
127	School Attachment: 3 Weeks (Micro Teaching)	-	35	35	0+50	0+2
128	Communicative Skill - 2 (EPC 2B)	-	25	25	0+50	0+2
<b>Total (Semester – 2)</b>		<b>300</b>	<b>200</b>	<b>500</b>	<b>527</b>	<b>25</b>

## Semester – 3

Course Code	Course Name	Theory (T)	Practicum (P)	Full Marks	Hours (T+P)	Credit (T+P)
131	Evaluation & Management in Education	80 (40+40)	20 (10+10)	100	72+25	4+1
132	Guidance & Counselling and Curriculum Studies	80 (40+40)	20 (10+10)	100	72+25	4+1
133	Integration of Advanced Technology	40	10	50	36+25	2+1
134	School Internship (Phase I) : 8 Weeks (Method-1 & Method- 2)	-	200(100+100)	200	0+200	0+8
135	Learners' Study (School Internship) (EPC 4)	-	25	25	0+50	0+2
136	Communicative Skill - 3 (EPC 2C)	-	25	25	0+50	0+2
<b>Total (Semester – 3)</b>		<b>200</b>	<b>300</b>	<b>500</b>	<b>555</b>	<b>25</b>

Semester – 4						
Course Code	Course Name	Theory (T)	Practicum (P)	Full Marks	Hours (T+P)	Credit (T+P)
141	Inclusive Education and Children with Special Needs	80 (40+40)	20 (10+10)	100	72+25	4+1
142	Humanistic Education (Peace Education, Value Education and Gender Studies)	40	10	50	36+25	2+1
143	Special Paper (EDTE/POEE/ENVE/COME/WEVE/HEPE/EDWB)	40	10	50	36+25	2+1
144	School Internship (Phase II) : 8 Weeks (Method- 1 & Method- 2)	-	200(100+100)	200	0+200	0+8
145	Action Research (School Internship) (EPC 5)	-	25	25	0+50	0+2
146	Community Activity	-	50	50	0+50	0+2
147	Communicative Skill - 4 (EPC 2D)	-	25	25	0+50	0+2
<b>Total (Semester – 4)</b>		<b>160</b>	<b>340</b>	<b>500</b>	<b>569</b>	<b>25</b>

B.Ed. Curriculum - At a Glance					
	Theory (T)	Practicum (P)	Total Marks	Total Hours (T+P)	Total Credit (T+P)
<b>Semester – 1</b>	300	200	500	527 (252+275)	25 (14+11)
<b>Semester – 2</b>	300	200	500	527 (252+275)	25 (14+11)
<b>Semester – 3</b>	200	300	500	555 (180+375)	25 (10+15)
<b>Semester – 4</b>	160	340	500	569 (144+425)	25 (8+17)
<b>Grand Total</b>	<b>960</b>	<b>1040</b>	<b>2000</b>	<b>2178</b>	<b>100</b>

1 Credit for	Theory Papers (T)	Practicum Papers (P)
	≅ 18 Study Hours*	≅ 30 Study Hours*

**\*Note:** Hours may be adjusted as per requirements of the Curriculum



**Semester – 1**

<b>Course Code</b>	<b>Course Name</b>	<b>Theory (T)</b>	<b>Practicum (P)</b>	<b>Full Marks</b>	<b>Hours (T+P)</b>	<b>Credit (T+P)</b>
111	Foundation of Education & Education in the light of Swami Vivekananda	80 (40+40)	20 (10+10)	100	72+25	4+1
112	Developmental Psychology	80 (40+40)	20 (10+10)	100	72+25	4+1
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114	Yoga and Health Education - 1	30	20	50	18+25	1+1
115	Visual and Performing Arts in Education - 1	30	20	50	18+25	1+1
116	Psychology Practical (EPC 1)	-	50	50	0+50	0+2
117	School Exposure: 1 Week (Project on School Curriculum of Different Boards)	-	25	25	0+50	0+2
118	Communicative Skill - 1 (EPC 2A)	-	25	25	0+50	0+2
<b>Total (Semester – 1)</b>		<b>300</b>	<b>200</b>	<b>500</b>	<b>527</b>	<b>25</b>

## Course – 111

### Foundation of Education and Education in the light of Swami Vivekananda – 100 Marks (Theory - 80 & Practicum – 20)

#### 1<sup>st</sup> Half

#### Foundations of Education - 40 Marks

**Course Learning Outcome:** After completion of these units the students will be able to:

- *Understand the meaning of education and its different facts.*
- *Comprehend the place of philosophy in education.*
- *Analyze education as a social responsibility.*
- *Describe the meaning and implications of curriculum.*

#### Contents

<b>Unit I: General Concept of Education</b>	<ul style="list-style-type: none"> <li>a) Concept &amp; scope of education; the four pillars of education.</li> <li>b) Aims of education: Personal, Social, Economic and National Development.</li> <li>c) Education for generation, conservation and transmission of knowledge.</li> <li>d) Agencies of education: home, school, community and media.</li> <li>e) Types of education: formal, non-formal, informal; role of various agencies in education.</li> </ul>
<b>Unit II: Philosophical Foundation of Education</b>	<ul style="list-style-type: none"> <li>a) The significance of Philosophy in education.</li> <li>b) Brief account of the tenets of the following schools of philosophy of education – Idealism, Pragmatism &amp; Naturalism.</li> <li>c) The relevance of the philosophy of the aforesaid schools in Indian education with regard to aim, curriculum, method of teaching, role of teacher and place of student.</li> </ul>
<b>Unit III: Sociological and Political Foundation of Education</b>	<ul style="list-style-type: none"> <li>a) Relationship between Sociology and Education ; Meaning and nature of Educational Sociology and Sociology of Education, Education as a process-a) in social system, b) of Socialization and c) of Social Progress.</li> <li>b) Social issues in education- Globalization, multiculturalism, secularism, education for sustainable development, illiteracy, poverty, socially disadvantaged groups, gender inequality.</li> <li>c) Relationship between Education and political development, Role of the State and civil society in education, Constitutional goal for Indian education</li> <li>d) Rights-based approach to education: Education as a human right; Rights, claims and entitlements; Claim holders and duty bearers; Child rights</li> </ul>
<b>Unit IV: Psychological Foundation of Education</b>	<ul style="list-style-type: none"> <li>a) Meaning, Nature, Scope and Methods of Educational Psychology;</li> <li>b) Interrelationship between Education and Psychology;</li> <li>c) Major schools of Psychology and their contribution</li> </ul>

	towards Education
i)	Structuralism,
ii)	Functionalism,
iii)	Behaviorism,
iv)	Cognitivism,
v)	Gestalt,
vi)	Constructivism, and
vii)	Psychoanalysis.

**Suggested Readings:**

- i. Philosophy and Principles of Education - A. Banerjee.
- ii. Teacher in Emerging Indian Society- Safaya, Shaida, Shukla.
- iii. Philosophical and Sociological Bases of Education- S. Samuel Ravi.
- iv. An Introduction to Philosophy of Education - Barrow, R. & Woods, R.
- v. A Comprehensive Study of Education- - S. Samuel Ravi.
- vi. Essentials of Education Psychology - S. K. Mangal.

**Engagement with Field/Practicum – 10 Marks**

- i. Preparation of Timeline & reporting based on major schools of philosophy.
- ii. Preparation of Timeline & reporting based on different schools of philosophy of education.
- iii. Preparation of Timeline & reporting based on different social issues in education.

**2<sup>nd</sup> Half****Education in the Light of Swami Vivekananda - 40 Marks**

**Course Learning Outcome:** After completion of these units the students will be able to:

- *The trainees will become conversant with Vivekananda's life and his unique contribution to educational thought and practice, in the context of the present age.*
- *They will analytically grasp the essential components of Vivekananda's educational thought.*
- *They will be acquainted with Swami Vivekananda's thought on issues of contemporary to Indian education.*
- *They will be able to situate Swami Vivekananda's educational ideas within the spectrum of recent Indian educational thinking through a comparative study with other prominent Indian Educators.*

**Contents**

<b>Unit I: Vivekananda, Education and the 21<sup>st</sup> Century</b>	<ol style="list-style-type: none"> <li>a) Life and personality of Swami Vivekananda: a brief sketch.</li> <li>b) Swami Vivekananda's perspectives on – the causes of India's downfall way to regeneration, education – the panacea.</li> <li>c) UNESCO &amp; Swami Vivekananda with reference to Federico Mayor's (Director General, UNESCO) speech in 1993.</li> <li>d) Swami Vivekananda's twin central definitions of education: <ol style="list-style-type: none"> <li>i) 'Education is the manifestation of the perfection already in man' with reference to 'Learning the Treasure within' – Delors' Commission report to UNESCO.</li> </ol> </li> </ol>
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	ii) 'Education is the nervous association of ideas' – a neuropsychological approach.
<b>Unit II: Essential components of Swami Vivekananda's Educational Thought</b>	a) Practical Vedanta as the theoretical background to Swami Vivekananda's philosophy of education b) Aim of Education, Holistic development of the personality – physical, intellectual, emotional and spiritual development. c) Curriculum – Science and spirituality, values based on divinity of the soul, practical value of education, positive and strengthening ideas. d) Method – Concentration, assimilation of ideas, service as a way of life. e) Role of the teacher – qualities of a good teacher, ideal of <i>gurugrihavasana</i> .
<b>Unit III: Swami Vivekananda on Issues of Contemporary Relevance</b>	a) Flaws in the prevailing system of education b) Mass education c) Women's education d) Technical and vocational education e) Music and art f) Harmony of religions g) Culture and education h) National roots for an educational philosophy
<b>Unit IV: Swami Vivekananda and other Prominent Indian Educators – A Comparative Study</b>	a) Integral Education of Sri Aurobindo b) Basic Education ( <i>Nai-Talim</i> ) of Mahatma Gandhi c) Tagore's idea of 'freedom in spite of school'

**Suggested Readings:**

- i. My India: My India Eternal: Swami Vivekananda: RKM Institute of Culture, Golpark.
- ii. Siksha Prasanga: Swami Vivekananda.
- iii. Integral Education: Swami Vivekananda Educational Vision: Swami Bhajanananda.
- iv. Vedanta & Vivekananda: Swami Swahananda.
- v. Practical Vedanta: Swami Vivekananda.
- vi. Sri Aurobindo and The Mother on Education.
- vii. Integrated Education: P. Sam. Daniel, Rachel K. Daniel.
- viii. Perspective on Nai Talim: S. V. Prabhath
- ix. Siksha: R. N. Tagore.

**Engagement with Field/Practicum – 10 Marks**

- i. Preparation of a brief outline of life and personality of Swami Vivekananda
- ii. Preparation of Report on Swami Vivekananda & UNESCO
- iii. Preparation of A Comparative outline between Swami Vivekananda and other Prominent Indian Educators

**Course – 112****Developmental Psychology – 100 Marks  
(Theory - 80 & Practicum – 20)****1<sup>st</sup> Half****Development Across Stages – 40 Marks**

**Course Learning Outcome:** The student-teachers will be able to:

- Understand the theoretical bases of learning from different perspectives.
- Understand the process of Human Development.
- Understand the learner differences.
- Develop own perception about the learning process.

**Contents**

<b>Unit I: Educational Psychology &amp; Human development</b>	<ul style="list-style-type: none"> <li>a) Concept and recent trends in educational psychology.</li> <li>b) Concept of growth and development.</li> <li>c) Development – physical, social, cognitive, emotional; their relevance to education.</li> <li>d) Different stages of development- infancy, childhood, adolescence, adulthood.</li> <li>e) Adolescence - physical development, cognitive development, emotional development.</li> <li>f) Needs and problems of adolescents, their guidance and counselling.</li> </ul>
<b>Unit II: Theories of Development</b>	<ul style="list-style-type: none"> <li>a) Cognitive development- Piaget's theory</li> <li>b) Psycho-sexual development – Freud's Theory.</li> <li>c) Psycho social development – Erikson's theory of psychosocial development.</li> <li>d) Moral and pro-social development- Kohlberg's theory.</li> <li>e) Development of self-concept and personal identity.</li> <li>f) Communication and speech development- paralinguistic and linguistic stages of development.</li> </ul>
<b>Unit III: Development of Self-Concept</b>	<ul style="list-style-type: none"> <li>a) How the self-concept develop.</li> <li>b) Self-Esteem: the evaluative components of 'Self'.</li> <li>c) Development of Academic self-concept.</li> <li>d) Cultural influences of self-concept.</li> </ul>
<b>Unit IV: Development of Personality</b>	<ul style="list-style-type: none"> <li>a) Concept of Personality, Type and Trait approaches of Personality.</li> <li>b) Type theories (Jung, Hippocrates, Kretschmer, Sheldon).</li> <li>c) Trait theories (Allport, Cattell's 16 PF, Eysenck, McCrae &amp; Costa, Rogers, Erikson).</li> <li>d) Measurement of Personality (Self-Reporting, Projective &amp; Non-Projective techniques).</li> </ul>

**Suggested Reading:**

- i. Essentials of Educational Psychology - S.K. Mangal

- ii. Advanced Education Psychology – S.K. Mangal
- iii. Psychology of Learning and Development – J.C. Aggarwal
- iv. Advanced Educational Psychology – S.S.Chouhan
- v. Developmental Psychology : Childhood & Adolescence – David R. Shaffer & Katherine Kipp

### Engagement with Field/Practicum – 10 Marks

i.	Observe the various age group children (Early childhood, later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain.
ii.	Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same.
iii.	Observe some successful individuals and list down the behavioural traits of their personalities which impress you.
iv.	List down different development behaviours of learners which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour.

### 2<sup>nd</sup> Half

### Aspects of Development – 40 Marks

**Course Learning Outcome:** The student-teachers will be able to:

- Get basic idea of Attention, attitude, and Interest and their classroom implication.
- Get motivational aspect of development from theoretical background.
- Acquainted with theoretical development of intelligence and intelligence test.
- Find mechanism to identify and nurture creative child.

### Contents

<b>Unit I: Various aspects related to development</b>	<ol style="list-style-type: none"> <li>a) Instincts and Emotions.</li> <li>b) Attitude and attachment.</li> <li>c) Concept of attention, determinants of attention and their class room application.</li> <li>d) Attention span and its fluctuation, distraction.</li> <li>e) Interest and its relation with attention.</li> </ol>
<b>Unit II: Motivation</b>	<ol style="list-style-type: none"> <li>a) Concept and Types.</li> <li>b) Theories of Motivation- Maslow, Weiner and McClelland.</li> <li>c) Factors affecting motivation: Self-efficacy, locus of control, anxiety, curiosity, interest, classroom environment.</li> </ol>
<b>Unit III: Intelligence</b>	<ol style="list-style-type: none"> <li>a) Concept and nature.</li> <li>b) Theories of Intelligence (Guilford, Thurston and Gardner).</li> <li>c) Measurement of intelligence (Verbal and non-verbal tests of intelligence).</li> <li>d) Intelligence Quotient and education.</li> <li>e) Emotional Intelligence.</li> </ol>
<b>Unit IV:</b>	<ol style="list-style-type: none"> <li>a) Concept of creativity.</li> </ol>

<b>Creativity</b>	b) The components & process of creativity. c) Identification and nurturance of creativity.
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**Suggested Readings:**

- i. Essentials of Educational Psychology - S.K. Mangal
- ii. Advanced Education Psychology – S.K. Mangal
- iii. Psychology of Learning and Development – J.C. Aggarwal
- iv. Advanced Educational Psychology – S.S.Chouhan
- v. Developmental Psychology : Childhood & Adolescence – David R. Shaffer & Katherine Kipp

**Engagement with Field/Practicum – 10 Marks**

i.	Visit a school, identify few students in some classes who are seem to be inattentive, Interview them and find out the factors responsible for their fluctuation & distraction. By talking with them try to identify their areas of Interests.
ii.	Interview with five learners in any school to find how they motivate in terms of need fulfilment.
iii.	Interview with five high achievers in any classroom to find out their process of creative works.

**Course – 113****Psychology of Teaching & Instructional Technology – 100 Marks  
(Theory - 80 & Practicum – 20)****1<sup>st</sup> Half****Psychology of Teaching –40 Marks**

**Course Learning Outcome:** After undergoing the course content, the student-teacher will be able to:

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

**Contents**

<b>Unit I Concept of Teaching</b>	a) Concept, nature, characteristics & Scope b) Differences among Teaching, Training & Conditioning c) Factors affecting teaching, Maxims of teaching. d) Strategies of Classroom Teaching – Teacher-centric, Learner-centric & ICT- based. e) Role of teacher in effective teaching.
<b>Unit II Theories of Teaching</b>	a) Meaning & nature of theory of teaching b) Scope & signification of theory of teaching. c) Types of teaching theories- Formal, Descriptive, and Normative.
<b>Unit III</b>	a) Levels of Teaching: memory, understanding and reflective.



<b>Levels &amp; Approaches of Teaching</b>	b) Phases of teaching task: pre-active, inter-active and post active. c) Task of teaching: meaning, definition and variables in teaching task. d) Approaches to teaching: Conceptual & Investigator Approaches, Inductive & Deductive approaches.
<b>Unit IV Models of Teaching</b>	a) Concept Attainment Model (CAM) b) Advance Organizer Model (AOM) c) Inquiry Training Model (ITM)

**Suggested Reading:**

- Ram, N. S. & Chandra, S.S (2003) Advanced Educational Technology. New Delhi: Atlantic Publishers & Distributors.
- Salandanan, G. G (2008), Teaching Approaches & Strategies. Philippines: Katha Publishing Co. Inc.
- Mangal, S.K & Mangal, U (2009), Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.

**Engagement with Field/Practicum – 10 Marks**

i.	Presentation of Innovative Teaching
ii.	Designing a lesson based on any one model of teaching.
iii.	Development of e-content/e-module

**2<sup>nd</sup> Half****Instructional Technology - 40 Marks**

**Course Learning Outcome:** *The student-teachers will be able to:*

- *Understand the theoretical bases of Instruction.*
- *Understand bases of Instructional Designs.*
- *Develop own perception about Approaches to Instruction.*
- *Develop own understanding about Classroom Management with skills of teaching.*

**Contents**

<b>Unit I Concept of Instruction &amp; Instructional Course Learning Outcome</b>	a) Concept, nature, types of Instruction. b) Guidelines of Designing Instructional Systems. c) Concept of Educational & Instructional Course Learning Outcome. d) Revised Taxonomy of instructional Course Learning Outcome (cognitive, affective and psychomotor).
<b>Unit II Instructional Design</b>	a) Meaning and Types (objective based, skill based, competency based, learner style based, value based). b) Approaches to instructional design (training psychology, cybernetic psychology, system analysis). c) Direct instruction and indirect instruction.
<b>Unit III Approaches &amp; Strategies to</b>	a) Approaches & Strategies to Instruction: Constructivist approach, Cooperative and Group Discussion, Games, Debate, Quiz and Seminar.



<b>Instruction</b>	b) Individualized & Group Instruction. c) Designs of Instructions: Skinner, Gagne & Markle. d) Web-based instruction, Multimedia, CD-ROM, Intelligent Tutoring system (ITS).
<b>Unit IV Skills of Teaching</b>	a) Skills of Teaching: Concept, definition & features. b) Development of different Teaching skills. c) Modification of Teacher Behaviour- Flanders Interaction Analysis of Category System (FIACS). d) Team Teaching, Micro Teaching & Simulated Teaching. e) Programmed Instruction & Computer Assisted Instruction.

**Suggested Reading:**

- i. Agarwal, J. C. (2001), principles, methods and techniques of teaching. Delhi: Vikas Pub. House.
- ii. Ram, N. S. & Chandra, S.S (2003) Advanced Educational Technology. New Delhi: Atlantic Publishers & Distributors.
- iii. Salandanan, G. G (2008), Teaching Approaches & Strategies. Philippines: Katha Publishing Co. Inc.
- iv. Mangal, S.K & Mangal, U (2009), Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
- v. Siddiqui, M.H & Khan, M.S (2007). Models of Teaching Theory and Research. New Delhi: APH Publishing Corporation.

**Engagement with Field/Practicum – 10 Marks**

i. Preparation and presentation of ICT-based TLM ii. Programming of CAI & WBI iii. Development of e-content/e-module
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## Course – 114

### **Yoga and Health Education - 1 - 50 Marks** (Theory - 30 & Practicum – 20)

**Course Learning Outcome:** The student-teachers will be able to:

- Relate why Yoga education is significant in one's life.
- Concept of eight limbs of Patanjali Yoga.
- Aware on guidelines of yogic practices.
- Know the health principles of through the medium of Yoga.
- Know about fitness with reference to yogic practices.
- How to manage psychological problems in school children and other people.
- Explain the meaning and dimensions of an integrated personality.
- Explain how the practice of yoga can help you develop an integrated personality.
- Discuss the concept of stress in terms of its causes, symptoms and consequence.
- Relate the role or contribution of yoga practices in coping with stress.
- Elucidate the concept of self-development and the role of human values

### Contents

<b>Unit I: Introduction to Yoga and their practices</b>	<ul style="list-style-type: none"> <li>a) Yoga - meaning, scope &amp; initiation</li> <li>b) Aim and Course Learning Outcome of Yoga</li> <li>c) History and development of Yoga</li> <li>d) <i>Astanga</i> Yoga</li> <li>e) Stream of Yoga</li> <li>f) General guidelines for yogic practices</li> <li>g) Mood disturbance, Drug addiction, Phobia and anti social character- Their Yogic management.</li> <li>h) Yoga and aging, social problems.</li> </ul>
<b>Unit II: Concept of health in perspective of Yoga</b>	<ul style="list-style-type: none"> <li>a) Concept of health, Spectrum and determinants of health</li> <li>b) Aim and objective of Health education</li> <li>c) Health service and guidelines instruction for guidance and counseling</li> <li>d) Needs of Yoga for positive health</li> <li>e) Need of warming up and cooling down before and after yogic practices</li> </ul>
<b>Unit: III Stress and stress management in perspective of Yoga</b>	<ul style="list-style-type: none"> <li>a) Stress – a yogic perspective</li> <li>b) Yoga as a way of life to cope with stress</li> <li>c) Yogic practices for stress management</li> <li>d) Cyclic meditation for stress management</li> <li>e) Concept of load</li> </ul>
<b>Unit IV: Concept of Physical Education in perspective of Yoga</b>	<ul style="list-style-type: none"> <li>a) Meaning, Definition and Scope of physical Education</li> <li>b) Aim and Objective of Physical Education</li> <li>c) Relationship between Physical Education and Yoga Education</li> <li>d) Role and significance of Yoga in Physical Education</li> <li>e) Concept of fitness</li> <li>f) Component of health related fitness and performance related fitness</li> <li>g) Sports management system in school, college and university</li> </ul>

## h) Community based physical education and sports programmes

**Suggested Readings:**

- i. Raj Yoga: Swami Vivekananda.
- ii. Bhagabad Gita.
- iii. Contemporary Health Education and Yoga: Dr.Kanhaiya Kumar Singha
- iv. Yoga Sutras of Patanjali
- v. Hatha Yoga Pradipika : Syatmaram.
- vi. Health, Yoga And Physical Education: Dr.H. L. Khatri, Dr. Suman Lata

**Engagement with Field/Practicum – 20 Marks**

- i. Practices of Asanas, Pranayamas, Bandhas and Kriyas
- ii. Practice of Surya Namaskar
- iii. Preparation of Teaching Aids on Yoga
- iv. Visit to Yoga Ashramas and Centres

**Course – 115**

**Visual and Performing Arts in Education - 1 - 50 Marks**  
**(Theory - 30 & Practicum – 20)**

**Course Learning Outcome:** *The student-teachers will be able to:*

- Understand the use of 'Drama' as Pedagogy.
- Use 'Role play' technique in the teaching learning process.
- Understand the importance of dramatic way of presentation.
- Integrate singing method in teaching learning process.
- Understand various 'Dance forms' and their integration in educational practices.
- Use art of drawing and painting in teaching learning process.
- Develop creativity through different creative art forms.
- Understand the efficacy of different art forms in education.

**Contents**

<b>Unit- I: Drama and its Fundamentals</b>	a) Drama as a tool of learning. b) Different forms of Drama. c) Role play and Simulation. d) Use of Drama for Educational and Social change (Street play, Dramatization of a lesson). e) Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation.
<b>Unit- II: Music (Gayan</b>	a) Terminology- Dhoni, Nada, Shruti, Sur, Swara, Saptak, Thata, Aroha, Avaroha, Pakar, Badi, Sambadi.

<b>and Vadan)</b>	b) Process of Musical practice. c) Concept of Musical Instruments and uses of Harmonium & Tanpura. d) Knowledge of Hindustani Tals and Rabindranath Tagore's created Tals. e) Life sketch of- Rabindranath Tagore, Nazrul Islam, Rajanikanta Sen, Atulprasad Sen, Dwijendralal Roy. f) Composition of Poems.
<b>Unit- III: Drawing</b>	a) Colours, Strokes and Sketching—Understanding of various means and perspectives. b) Use of drawing and painting in education—chart making, Poster making, Match stick drawing and other forms. c) Arts in practice. d) Different types of Visual Arts.
<b>Unit- IV: Painting</b>	a) Different forms of Painting—Worli art, Madhubani art, Wall painting (Mural), Glass painting, Fabric painting and various forms of painting. b) History of paintings Bengal Art tradition—Pata painting, Kalighat painting, Company School, Bengal School, Rabindranath Tagore, Abanindranath Tagore, Gaganendranath Tagore, Sunayani Devi, Nandalal Bose, Jamini Roy, Binod bihari Mukhopadhyay, Gopal Ghosh, Jainul Abedin, Chittaprosad Bhattacharya, Somnath Hore, Ganesh Pyne, Jogen Choudhury.

**Suggested Reading:**

- i. Theory of Drama by A.Nicoll
- ii. Natya Kala by Dhirubhai Thakar
- iii. Natya lekhan by Dhananjay Thakar
- iv. Natak desh videsman by Hasmukh Baradi
- v. Gujarati theatre no Itihas by Baradi Hasmukh
- vi. Acting is Believing by Charls Mc.Gaw
- vii. Art of Speech by Kethlin Rich
- viii. Natya Sahitya na swarup by Nanda kumar pathak
- ix. Bhavai by Sudahaben Desai
- x. Bhavai by Krishnakant Kadkiya
- xi. Natya Manjari saurabh by G.K.Bhatt
- xii. Kramik Pustak Malika by Pt. Bhatkhande
- xiii. Abhinav Geet Manjari by Ratanjankar
- xiv. NCERT, (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre
- xv. The meaning of Art- Herbert Reed
- xvi. Kolkatar Chitrakala- Ashoke Bhattarcharjee
- xvii. Bangala Chitrakala- Ashoke Bhattarcharjee
- xviii. Sai Chobi- Nikhilesh Banerjee
- xix. Charukala Parichiti- A.K.M. Atikur Raheman
- xx. Banglar Bir Yodhay (Raibenshe)- Guru Saday Dutta
- xxi. Shilpo o Shilpi- Shree Krishnalal Das(Paschimbanga Rajya Pustak Parshad)
- xxii. Shilpo Charcha- Nandalal Bose
- xxiii. Dirshti o Sirshti- Nandalal Bose
- xxiv. Charukala Patrika- Edition 1,2,3,4,5 etc. (Paschimbanga Rajya Pustak Parshad)
- xxv. Natya Shastrya - Acharya Bharata

### **Engagement with Field/Practicum – 20 Marks**

- i. Develop a script of any lesson in any subject of your choice to perform a Play / Drama.
- ii. Develop a script for the street play focusing on “Girl’s education and Women empowerment”.
- iii. Prepare a script of based on some Socio-political issues.
- iv. Prepare a pictorial monograph on “Various folk dance of West Bengal”.
- v. Prepare a pictorial monograph on “Various Dance forms in India”.
- vi. Prepare a calendar chart on “Various Musical Instruments in India”.
- vii. Develop an Audio CD based on newly composed Poems of Bengali/English language.
- viii. Prepare some useful, productive and decorative models out of the waste materials.
- ix. Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning.
- x. Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it.
- xi. Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.
- xii. Develop a creative design based on your choice for CD Cover or Book cover.
- xiii. Develop a design or picture based on collage work.

### **Course – 116**

#### **Psychology Practical (EPC 1) – 50 Marks**

##### **List of Psychology Practical Topic:**

- a) Measurement of Intelligence (Verbal-WAIS Scale and Nonverbal- Block Design, Cube Construction).
- b) Testing Personality Traits (Cattell’s 16 PF).
- c) Measuring Levels of Anxiety (by any standardized test).
- d) Measuring introversion by any standard and Inventory kindness.
- e) Measuring adjustment by any standard adjustment Inventory
- f) Attitude/ Interest.
- g) Self-concept assessment by administering and standard scale.
- h) Measuring creativity by and standard activity scale.
- i) Measuring Motivation by and standard motivation scale.
- j) Long term Memory Test by C. B. Durrivedi.

## **Course – 117**

### **School Exposure: 1 Week - 25 Marks (Project on School Curriculum of Different Boards)**

- The mode of engagement of School Internship will depend on the stage of teacher preparation in different semesters. The twenty weeks school internship programme may start with school exposure and subsequently it shall be in the form of short term school attachment and finally of the school internship of longer duration.
- The School Exposure Programme, within twenty weeks of school internship programme, shall be carried out during the first semester in local/nearby school or in needed schools. For this, the student teachers may be placed in regional language medium schools; and the rest may be placed in other schools. Efforts shall be made to provide exposure to as many types of schools as possible.
- A student teacher (or a group of student teachers) needs to visit those schools and a brief orientation programme can be arranged before sending the student teachers to schools to acquaint them with the Course Learning Outcome and modalities of such programme.
- During this programme, the student teachers shall observe the school/classroom environments with reference to infrastructure, equipments, learning teaching materials, functioning, human resources, organisation of various activities, various curricular activities, e.g. sports and games, dance, songs; and the learning-teaching process in the classroom, ICT use, student participation, classroom management etc.
- The student teachers shall do a project specifically on different school curricula of various boards. After completion of this school exposure programme, student teachers shall be required to submit the said project report to the institution.

## Course – 118

### Communicative Skill - 1 (EPC 2A) - 25 Marks

#### Course outline:

*Language is the most commonly used medium of communication in all sphere of human existence- personal, social and professional. A language is never an independent and self sufficient set of signs. It is very much connected to the physical world where it operates. Considering the significance of the language as a tool for global communication, the course aims to develop and enhance the linguistic, grammatical, strategic and communicative competence of the learners. The focus is on honing the skills of reading, writing, listening and speaking.*

### Contents

<b>Unit- I: Introduction to Communication</b>	a) Purpose of communication; b) Process of communication; c) Barriers to communication; d) Measures to overcome the barriers.
<b>Unit- II: Types of Communication</b>	a) Types of communication; b) Verbal communication and it's importance; Advantages of verbal Communication c) Significance of non verbal communication; d) Advantages of written Communication.
<b>Unit- III: Listening Skill</b>	a) Classification of listening; b) Listening process; Purpose of listening; c) Common barriers to the listening process and measures to overcome.

#### Suggested Reading:

- i. Improve your Communication Skills - Barker, A.
- ii. The Art of Active Listening: How to double your Communication Skills in 30 days – Walker, F & Gibson, J.
- iii. Developing Communication Skills – Mohan, K & Banerjee, M.
- iv. Effective Communication and Soft skills - Bhatnagar, N. & Bhatnagar, M.
- v. Personality Development and Soft skills - Mitra, B.K..

## Semester – 2

Course Code	Course Name	Theory (T)	Practicum (P)	Full Marks	Hours (T+P)	Credit (T+P)
121	Education in India (Pre-independence & Post-independence)	80 (40+40)	20 (10+10)	100	72+25	4+1
122	Understanding Discipline & Pedagogy of School Subject-Method-1	80	20	100	72+25	4+1
123	Understanding Discipline & Pedagogy of School Subject-Method-2	80	20	100	72+25	4+1
124	Yoga and Health Education – 2	30	20	50	18+25	1+1
125	Visual and Performing Arts in Education – 2	30	20	50	18+25	1+1
126	Development of Evaluative Tool (Achievement Test) (EPC 3)	-	40 (20+20)	40	0+50	0+2
127	School Attachment: 3 Weeks (Micro Teaching)	-	35	35	0+50	0+2
128	Communicative Skill - 2 (EPC 2B)	-	25	25	0+50	0+2
<b>Total (Semester – 2)</b>		<b>300</b>	<b>200</b>	<b>500</b>	<b>527</b>	<b>25</b>



**Course – 121****Education in India (Pre-independence & Post-independence) – 100 Marks  
(Theory - 80 & Practicum – 20)****1<sup>st</sup> Half****Education in India (Pre- Independence) - 40 Marks**

**Course Learning Outcome:** After undergoing the course content, the student-teacher will be able to:

- *The characteristics of education in ancient India.*
- *The characteristics and development of education in medieval India.*
- *The milestones of educational development in India in the British period.*

**Contents**

<b>Unit I Ancient Period</b>	Synoptic study of Vedic, Brahmanic, Buddhist and Jain Education in Ancient India With respect to: <ul style="list-style-type: none"> <li>a. Aims and Course Learning Outcome</li> <li>b. Subjects of Study</li> <li>c. Methods of teaching including teacher-pupil relationship</li> <li>d. Evaluation System</li> <li>e. Centre of Learning</li> <li>f. Education of Women</li> </ul>
<b>Unit II Medieval Period</b>	A brief study of education in Sultan and Mughal periods in India with special Reference to: <ul style="list-style-type: none"> <li>a. Aims and Course Learning Outcome</li> <li>b. Subjects of Study</li> <li>c. Methods of teaching including teacher-pupil relationship</li> <li>d. Evaluation System</li> <li>e. Centre of Learning</li> <li>f. Education of Women</li> </ul>
<b>Unit III British Period (Before 1900)</b>	<ul style="list-style-type: none"> <li>a. Early Missionary Activities</li> <li>b. Charter Act - 1813, Oriental and Occidental controversy</li> <li>c. Macaulay's Minute - 1835</li> <li>d. Adams report - 1835-38</li> <li>e. Education Despatch - 1854</li> <li>f. Stanley's Despatch – 1859</li> <li>g. Education Commission – 1882</li> </ul>
<b>Unit IV British Period (After 1900)</b>	<ul style="list-style-type: none"> <li>a. Lord Curzon with reference to University Commission - 1902 and University Act- 1904.</li> <li>b. Sadler Commission – 1917</li> <li>c. Origin and Development of C.A.B.E</li> <li>d. Hartog Committee Report - 1929</li> <li>e. Wood Abott report – 1937</li> <li>f. Wardha Scheme - 1937</li> <li>g. Sergeant Committee Report – 1944</li> </ul>

### Engagement with Field/Practicum – 10 Marks

- i) Field visit to heritage institutes to make reports.
- ii) Preparing a presentation on rich cultural heritage of India.

### 2<sup>nd</sup> Half

### Education in India (Post- Independence) - 40 Marks

**Course Learning Outcome:** After undergoing the course content, the student-teacher will be able to:

- *The educational provisions of Indian Constitution,*
- *Important recommendations as given by various education commissions in post-independent India,*
- *Recent initiatives in India education*
- *The contemporary issues related to Indian educational context.*

### Contents

<b>Unit I Educational provision in India Constitution</b>	<ul style="list-style-type: none"> <li>a. Fundamental Rights</li> <li>b. Directive Principles of State Policy</li> <li>c. Fundamental Duties</li> <li>d. Centre-State Relationship</li> </ul>
<b>Unit II Recommendations of different commissions</b>	<ul style="list-style-type: none"> <li>a. Radhakrishnan Commission – 1948-49</li> <li>b. Mudaliar Commission - 1952-53</li> <li>c. Kothari Commission – 1964-66</li> <li>d. National Education Policy – 1986, POA – 1992</li> </ul>
<b>Unit III Recent Initiatives in Indian Education</b>	<ul style="list-style-type: none"> <li>a. Sarva Shiksha Abhiyan – 2000</li> <li>b. National Curriculum Framework - 2005</li> <li>c. Rashtriya Madhyamik Shiksha Abhiyan – 2009</li> <li>d. Right to Education Act - 2009</li> <li>e. Knowledge Commission – 2009 (In brief)</li> <li>f. Rashtriya Uchchatar Shiksha Abhiyan (2013)</li> <li>g. NEP 2020</li> </ul>
<b>Unit IV Contemporary Issues in Education</b>	<ul style="list-style-type: none"> <li>a. Women Education – Problems and Recommendations of Commissions &amp; Committees.</li> <li>b. Teacher Education – Role of NCTE.</li> <li>c. Technical and Vocational Education – problems &amp; suggestions.</li> <li>d. Adult education – Problems and suggestions.</li> <li>e. Open &amp; Distance Education – Concept, Features &amp; problems.</li> <li>f. Education for socially and economically disadvantaged section of society.</li> </ul>

### Engagement with Field/Practicum – 10 Marks

- i. Study the impact of Right to Education Act on schools.
- ii. Critical Analysis of Different Committees and Commissions on Education.
- iii. Preparation of a status report on Women Education/ Teacher Education/ Technical

and Vocational Education/ Adult education/ Open & Distance Education.

**Suggested Readings:**

- i. Milestones in Ancient, Mediaeval Education in India – B.R. Purkait
- ii. Milestones in Modern Indian Education – B.R. Purkait
- iii. Ancient Indian Education – Nrisingha Prasad Mukhopadhyay
- iv. Ancient Indian Education – R.K. Mukherjee
- v. Landmarks in the Modern Indian Education – J.C. Aggarwal
- vi. Milestones in Modern Indian Education – B.R. Purkait.
- vii. Modern Indian Education – Planning & Development – B.B. Bhatt
- viii. History of Education in India – B. N. Dash
- ix. Modern India Education: Policies, Progress & Problems – C.P.S. Chauhan
- x. Educational reforms in India for the 21<sup>st</sup> century – J.C. Aggarwal

### **Course - 122 & Course - 123**

**Course – 122: Understanding Discipline & Pedagogy of School Subject-Method-1  
(Theory- 80 & Practicum -20)**

**Course – 123: Understanding Discipline & Pedagogy of School Subject-Method-2  
(Theory- 80 & Practicum -20)**

**[Bengali, English, Sanskrit, Hindi, Mathematics, Physical Science, Life Science,  
Computer Studies, History, Geography, Political Science, Education, Accountancy,  
and Music]**

**Course Learning Outcome:** *The student-teachers will be able to:*

- *Reflect on the nature and role of disciplinary knowledge*
- *Understand the role of such disciplinary knowledge in the overall schema of the school curriculum.*
- *Be aware of the emergence of various disciplines*
- *Develop among the teacher trainees an understanding of subject as a discipline.*
- *Acquainted with pedagogical analysis.*
- *Able to prepare pedagogical notes for subject teaching.*
- *Familiar with different methods and approaches of subject teaching.*
- *Acquainted with evaluation tools and techniques in subject teaching.*
- *Able to find the importance aids in subject teaching.*

### **Contents**

<b>Group A (10 Marks)</b>	<b>Unit I: Understanding Discipline and</b>	a) Nature and Characteristics of a Discipline b) Emergence of Various Disciplines c) Merger of Various Disciplines
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	<b>School Subject</b>	d) Interrelation and Interdependence amongst various School subjects e) Course Learning Outcome, scope and nature of school subjects f) Different strategies used for respective school subjects.
<b>Group B (10 Marks)</b>	<b>Unit II: Critical Appraisal of Subject Content</b>	Selected Subject Contents from Class VI-XII (Vide details at the end of the curriculum: page no. 63)
<b>Group C (30 Marks)</b>	<b>Unit III: Pedagogy of School Subject</b>	<b>Pedagogical Analysis of the Content</b>
		<b>Focus Area</b>
		<b>Number</b>
		Division of the unit into suitable sub-units specifying the number of periods.
		2
		The brief essence of the sub-unit
		2
		Previous knowledge
		2
		Appropriate instructional Course Learning Outcome in behavioral terms
		3
		The broad method of teaching
		2
		Learning Teaching Materials
		2
		Two probing questions with probable answers
		2
		Illustration of the concepts with examples/analogies/contrasts
		2
		Teaching aids
		2
		Criterion Based Test (at least six items) preceded by a table specification
		6
		Theoretical argument for inclusion in the school curriculum
		2
		Relevance of the topic from practical view persists in real-life situation
		3
<b>Group D (30 Marks)</b>	<b>Unit IV: Methodology of Teaching</b>	Methodology of Teaching (Vide details at the end of the curriculum: page no. 67)

### Engagement with Field/Practicum – 20 Marks - Method-1

Practical on School Subject-Method-1	Vide details at the end of the curriculum: page no. 78
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### Engagement with Field/Practicum – 20 Marks - Method-2

Practical on School Subject-Method-2	Vide details at the end of the curriculum: page no. 78
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## Course – 124

### Yoga and Health Education- 2 (50 Marks) (Theory- 30 & Practicum -20)

**Course Learning Outcome:** After undergoing the course content, the student-teacher will be able to:

- Know about the different culture and Indian culture of Yoga.
- Describe the Indian philosophy of Yoga.
- Role of Yoga on Indian philosophy.
- Inculcate value education among people.
- Elucidate the concept of self-development and the role of human beings.

- *Know the traditional concept of value education*
- *Know the Need, Importance and application of anatomy and physiology in Yoga.*
- *Know about the Structure and functions of cell and tissue.*
- *Knowledge on internal body system.*
- *Enhance knowledge on yogic diet in relation to nutrition.*
- *Know about modern view of therapy.*
- *How to prevent and cure physical disorder and psychological disorder through Yoga practices.*

### **Contents**

<b>Unit I Yogic Culture and Philosophy</b>	a) Understanding of culture and civilization b) Yoga Culture and Humanitarianism, Indian Culture of Yoga c) Characteristics of Indian philosophy, shad darshanas d) Role of Yoga on Indian philosophy, Traditional philosophies and relation with Yoga
<b>Unit II Yoga and Value Education</b>	a) The concept of value and value education b) Yoga as a method of value education c) Yoga and human excellence d) Role of Yoga teacher in value education
<b>Unit III Yoga and Human Biology</b>	a) Basic concept of anatomy and physiology b) Concept of cell and tissue c) Impact of Yoga in various systems of human body- musculo- skeletal system, circulatory system, respiratory system, digestive system. d) Yogic diet and its importance
<b>Unit IV Therapeutic Modalities of Yoga</b>	a) Concepts of therapy and its types b) Meaning of yoga therapy c) Yogic therapy and physical diseases- Diabetes, Hypertension, Obesity, Lower Back Pain, Neck Pain. d) Mental disorder and yoga therapy-Anxiety, Depression And Neurosis

### **Engagement with Field/Practicum – 20 Marks**

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| i. Practices of Asanas, Pranayamas, Bandhas and Kriyas<br>ii. Practice of Surya Namaskar<br>iii. Practice of Recitation |
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#### **Suggested Readings:**

- i. Feurstien G (2002): The Yoga tradition, New Delhi: Bhavana Books and prints
- ii. Visharadananda Swami (2007), human values, Bangalore, Swami Vivekananda Yoga Prakasana
- iii. B.k.s Iyengar: the light of yoga (haper Collins publications india pvt ltd, New Delhi)
- iv. Prajapati brahma kumares (2009), moral values, attitudes and modes, mount abn: Prajapati brahma kumares ishwariya vishwa-vidyalaya.

- v. Karmanada Swami (2008), Yogic management of common disease, Munger, Yoga publication trust
- vi. Kuvalananda Swami and Vinekar S.L: (1963) yogic therapy: Its basic principles and methods, pub. Ministry of health, Govt. of india, New Delhi
- vii. Singh S J. “History and Philosophy of nature and cure”
- viii. Chandrasekaran, (1999) Sound Health Through Yoga, Prem kaliaan publication, seapatti,
- ix. Madurai Swami Kuvalayananda and Dr. S.L Vinekar *Yogic Therapy Kaivalyadham, lonavala*
- x. N.Muruges, Basic Anatomy And Physiology, Madurai
- xi. Raman. K, A (1998) Matter of Health, East west books, Chennai
- xii. Gathore M.L: Applied yoga Kaivaladhama, Lonavala
- xiii. Yoga Mimansa Journal Pub: Kaivalyadhama, Lonavala

## **Course – 125**

### **Visual and Performing Arts in Education - 2 (50 Marks)** **(Theory- 30 & Practicum -20)**

**Course Learning Outcome:** After undergoing the course content, the student-teacher will be able to:

- *Understand the use of ‘Dance’ as Pedagogy.*
- *Use creative and decorative art in the teaching learning process.*
- *Integrate singing method in teaching learning process.*
- *Understand various ‘Dance forms’ and their integration in educational practices.*
- *Develop creativity through different creative art forms.*
- *Develop creativity through different decorative art forms.*
- *Understand the efficacy of different art forms in education.*

## **Contents**

<b>Unit I</b> <b>Music (Gayan</b> <b>and Vadan)</b>	<ul style="list-style-type: none"><li>a) Musical competition and Musical presentation— Effects on students’ behaviour.</li><li>b) Programme related appropriate songs selection.</li><li>c) Various types of songs- Kirtan, Baul, Bhatiali, Toppa, Thungry, Kabigaan, Patriotic song, Prayer song.</li><li>d) Variety of Rabindra Sangeet- Puja, Prem, Prakati, Swadesh, Anusthanik, Bichitra.</li><li>e) Integration of Gayan and Vadan in educational practices.</li></ul>
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<b>Unit II Creative Art</b>	a) Creative writing—Story and Poetry writing. b) Model making—Clay Modeling: i. Preparation of common clay ii. Uses of various tools and equipment for clay work c) Method, Materials and Process of mould and plaster casting d) Origami, Puppet making. e) Modern Indian Sculptor- Ramkinkar Baij, Deviprasad Roy Chaudhury, Prodosh Dasgupta, Chintamani Kar, Sankho Choudhury, Meera Mukharjee.
<b>Unit III Decorative Art</b>	a) Spray painting, Rangoli, Ikebana. b) Designing- Computer graphics, Book cover, CD cover, collage work. c) The use of different Art forms in Education. d) Prepare some useful, productive and Decorative Models out of the waste materials. e) Develop a creative design based on your choice for CD cover or Book cover. f) Develop a design or picture based on Collage work.
<b>Unit IV The Art of Dance</b>	a) Various Dance Forms- Bharat Natyam, Kathakali, Folk dance: Garba, Bhavai, Bhangra, Bihu and various other dances. b) Integration of Dance in Educational practices. (Action songs, Nritya Natika).

### Engagement with Field/Practicum – 20 Marks

i. Prepare a script of <i>Bhavai</i> based on some Socio-political issues. ii. Prepare a pictorial monograph on “Various folk dance of Gujarat”. iii. Prepare a pictorial monograph on “Various Dance forms in India”. iv. Develop an Audio CD based on newly composed Poems of Gujarati / Hindi language. v. Prepare some useful, productive and decorative models out of the waste materials. vi. Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning. vii. Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it. viii. Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it. ix. Develop a creative design based on your choice for CD Cover or Book cover. x. Develop a design or picture based on collage work.
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#### Suggested Readings:

- i. Bhavai by Sudahaben Desai
- ii. Bhavai by Krishnakant Kadkiya
- iii. Kramik Pustak Malika by Pt. Bhatkhande
- iv. Abhinav Geet Manjari by Ratanjankar



- v. NCERT, (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre
- vi.

### **Course – 126**

#### **Development of Evaluative Tool – (Achievement Test) (EPC -3) - 40 (20+20) Marks**

Preparation of Evaluative Tool (Achievement Test) in each method subject and submission of the report to the concerned method teachers in the institution. The report is to be prepared according to the following headings-

- a) Concept of Achievement Test
- b) Selection of Topic (Unit)
- c) Identification of learning Course Learning Outcome
- d) Preparation of blue print
- e) Development of questions
- f) Preparation of answer keys
- g) Application of Achievement Test
- h) Evaluation of answer scripts
- i) Reporting the Results

### **Course – 127**

#### **School Attachment: 3 Weeks - 35 Marks (Micro Teaching)**

- Three weeks of School Attachment Programme, within twenty weeks of school internship programme, shall be carried out during the second semester in local/nearby school(s). After required practicing in their own teachers' education institution, the student teachers may be attached to regional language medium schools; and the rest may be placed in other schools.
- In this semester the student teachers shall practice micro teaching skills with the help of their Subject Supervisors and at the end of the practice micro teaching programme, student teachers shall be required to submit a report consisting of practice micro teaching lessons and the peer feedback sheets to the institution.
- Out of 3 Weeks, 2 Weeks for LD and Micro teaching skill practice and one week school visit for Micro teaching is to be held.
- In each school one or two group leaders can be selected among the student teachers for smooth functioning of the Micro Teaching.



**Course – 128**

**Communicative Skill - 2 (EPC -2B) - 25 Marks**

**Contents**

<b>Unit- I: Reading Skill</b>	<ul style="list-style-type: none"><li>a) Purpose of reading;</li><li>b) Skimming and Scanning;</li><li>c) Understanding the gist of an argument;</li><li>d) Identifying the topic sentence;</li><li>e) Inferring lexical and contextual meaning;</li><li>f) Improving comprehension skill.</li></ul>
<b>Unit- II: Writing Skill</b>	<ul style="list-style-type: none"><li>a) Note taking;</li><li>b) Paraphrasing</li><li>c) Elements of writing sentence formation;</li><li>d) Précis, Paragraph writing.</li></ul>
<b>Unit- III: Non-verbal Communication &amp; Body Language</b>	<ul style="list-style-type: none"><li>a) Forms of Non-verbal communication;</li><li>b) Effective use of body language;</li><li>c) Interpreting body language-Cues, Kinesics, Proxemics, and Chronemics.</li></ul>

**Semester – 3**

<b>Course Code</b>	<b>Course Name</b>	<b>Theory (T)</b>	<b>Practicum (P)</b>	<b>Full Marks</b>	<b>Hours (T+P)</b>	<b>Credit (T+P)</b>
131	Evaluation & Management in Education	80 (40+40)	20 (10+10)	100	72+25	4+1
132	Guidance & Counselling and Curriculum Studies	80 (40+40)	20 (10+10)	100	72+25	4+1
133	Integration of Advanced Technology	40	10	50	36+25	2+1
134	School Internship (Phase I) : 8 Weeks (Method-1 & Method- 2)	-	200	200	0+200	0+8
135	Learners' Study (School Internship) (EPC -4)	-	25	25	0+50	0+2
136	Communicative Skill - 3 (EPC-2C)	-	25	25	0+50	0+2
<b>Total (Semester – 3)</b>		<b>200</b>	<b>300</b>	<b>500</b>	<b>555</b>	<b>25</b>

## Course – 131

### **Evaluation & Management in Education– 100 Marks** (Theory - 80 & Practicum – 20)

#### 1<sup>st</sup> Half

### **Evaluation in Education - 40 Marks**

**Course Learning Outcome:** After undergoing the course content, the student-teacher will be able to:

- *Get basic knowledge of assessment for learning.*
- *Know the process of evaluation and it uses.*
- *Write educational Course Learning Outcome.*
- *Know different techniques of evaluation, tools of evaluation and their uses.*
- *Know different characteristics of instruments of evaluation.*
- *Know different types of teacher made tests and will construct them.*
- *Compute simple statistics to assess the learning.*

### Contents

<b>Unit I Concept of Test, Measurement, Assessment &amp; Evaluation</b>	a) Meaning and nature of Test, Examination, Measurement, Assessment & Evaluation b) Distinguish among Test, Examination Measurement, Assessment and Evaluation c) Nature and purpose of Evaluation. d) Measurement & Evaluation in Language, Social Sciences, Science and Mathematics. e) The status of educational measurement in India.
<b>Unit II Test Constructions</b>	a) Test Construction and its Standardization — Meaning and Nature, Principles and Methods of Test construction and standardization. b) Scales of Measurement- Nominal, Ordinal, Interval, Ratio. c) Criteria of Standardized test a) validity b) reliability C) objectivity d) usability e) norms d) Construction of a Standardized Achievement Test.
<b>Unit III Approaches and Types of Evaluation</b>	a) Formative & Summative Tests b) Diagnostic & Prognostic Tests c) NRT and CRT d) Written & Oral Tests e) Essay type & Objective type Tests f) Semester system g) Continuous and Comprehensive Evaluation h) Computer in evaluation
<b>Unit IV Tools and Techniques of Evaluation</b>	a) Scoring and Grading, Analysis of Score and Its Interpretation b) Tabulation of data c) Graphical representation of Data (Histogram, frequency Polygon, Ogive) d) Measurement Central Tendency e) Measurement of dispersion

### Engagement with Field/Practicum – 10 Marks

- i) Writing educational Course Learning Outcome, learning experience and corresponding evaluation techniques, General and specific Course Learning Outcome.
- ii) Designing Rating scale, Questionnaire, Interview Schedule in a given a topic.
- iii) Framing Different types of questions.
- iv) Preparation of Blue Print and a question paper.
- v) Prepare graphs and use statistics for analysis of test result.

### 2<sup>nd</sup> Half

### Management in Education – 40 Marks

**Course Learning Outcome:** After undergoing the course content, the student-teacher will be able to:

- Understand the concept and significance of school in the modern Indian context;
- Have a knowledge about various school services and its importance;
- Develop concept and skills in school administration;
- Develop the understanding and ability of institutional planning;
- Acquire knowledge about healthy practices in school;

### Contents

<b>Unit I School Organization</b>	<ol style="list-style-type: none"> <li>a) Meaning, Nature &amp; Scope, School as an Organization.</li> <li>b) School Plant – Site, Buildings and Equipments, Planning of school plant.</li> <li>c) Role of Classroom, Library and Laboratory in school.</li> <li>d) Significance of School in the present Indian Context – as stated in the Report of Kothari Commission (1966), National Policy of Education (1986) &amp; POA (1992), and National Curriculum Framework (NCF-2005).</li> </ol>
<b>Unit II School Administration</b>	<ol style="list-style-type: none"> <li>a) Meaning, Nature &amp; Scope.</li> <li>b) Controlling Authorities – Roles of Central Government, State Government, NCERT, SCERT, WBBSE, WBCHSE, WBME.</li> <li>c) Local Regulatory Bodies – Functions of Village/Ward Education Committee, School Managing Committee, Staff Council, Teachers' Council, Finance Committee, Parent Teacher Association.</li> <li>d) Duties &amp; Responsibilities – Secretary of the Managing Committee, Headmaster/Headmistress, Assistant Headmaster/Headmistress of a school.</li> </ol>
<b>Unit III Institutional Planning</b>	<ol style="list-style-type: none"> <li>a) Concept, characteristics &amp; significance of institutional planning.</li> <li>b) Steps and principles of institutional planning.</li> <li>c) Long-term &amp; Short-term Planning: Academic Calendar, Time Table, Co-curricular activities.</li> <li>d) Finance &amp; Budget.</li> <li>e) Inspection &amp; supervision.</li> </ol>

<b>Unit IV School Services</b>	a) Admission, Examination, Evaluation & Publication of results. b) Games & Sports, Seminars/ Symposia/ Discussions/ Workshops, Health & sanitary services, NSS/ NCC, Community Based Activities, Cultural Programme, Excursion. Daily Prayer, Magazine. c) Student self- Governance, Literary Club, Science Club, Eco Club, Gender Equity Cell, Protection of Human Rights Cell, Grievance Redressal Cell, Inclusive Growth Cell & Internal Assurance Cell.
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### **Engagement with Field/Practicum – 10 Marks**

- |                                                                                                                                                                                                                                                                                                                              |
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| <ul style="list-style-type: none"><li>i. Project on formation of Managing Committee.</li><li>ii. Preparation of a report on the time table of two schools on the basis of the principles of time table construction.</li><li>iii. Preparation of a report on NCC/ Literary Club/ Science Club/ Eco Club in school.</li></ul> |
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#### **Suggested Reading:**

- i. School Planning and Management – T.K.D. Nair
- ii. School Organisation & Management – J. Prasad
- iii. Educational Management – J.C. Agarwal
- iv. School Management – S.K. Kochar
- v. Educational Management – Dr. Subir Nag
- vi. Educational administration, supervision and school management – J. Mohanty
- vii. Secondary school administration – S.K. Kochar
- viii. Sikshya Babostapona –Pal, Dhor, Das, Banerjee.

## **Course – 132**

### **Guidance & Counseling and Curriculum Studies - 100 Marks**

#### **1<sup>st</sup> Half**

#### **Guidance and Counselling – 40 Marks**

**Course Learning Outcome:** *The students will be able to*

- i. *Develop an understanding of the concepts of guidance and counselling.*
- ii. *Know about different areas of counselling.*
- iii. *Create awareness about working of guidance organizations.*
- iv. *Know about the basic needs of guidance services.*
- v. *Develop the knowledge about different fields of Guidance & Counselling.*
- vi. *Know about the necessity of Career Guidance & Counselling*
- vii. *Know about Mental Health & Hygiene*

<b>Unit I</b> <b>Basic concept of Guidance and Counselling</b>	a) Concept, nature & Scope of Guidance and Counselling b) Difference & Relation between Guidance and Counselling c) Basic principles of Guidance and Counselling, d) Ethical issues in Guidance and Counselling e) Counselling and Psychotherapy
<b>Unit II</b> <b>Techniques of Guidance and Counselling</b>	a) Steps in Guidance and Counselling b) Different types of Guidance - Educational, Vocational & Personal. c) Different approaches of Counselling - Directive, Non-directive and Eclectic approaches d) Guidance and Counselling - Individual and Group e) Guidance and Counselling at different stages of education.
<b>Unit III</b> <b>Essential information for Effective Guidance and Counselling</b>	a) Essential information for Guidance and Counselling b) Personal information - information about physical, intellectual, personality & academic achievement. c) Educational information – scope and opportunities available d) Occupational information - Scope and Opportunities for employment, Career prospects.
<b>Unit IV</b> <b>Mental Health &amp; Hygiene</b>	a) Concept, Nature, and Scope of Mental Health & Hygiene b) Adjustment, Maladjustment: Defense Mechanisms c) Stress- Nature, Type, Causes, and Consequences, Coping Strategies d) Concepts of Conflicts, Frustration, Complex & Anxiety

**Suggested Reading:**

- i. Aggarwal, J.C. (1989). *Educational and Vocational Guidance and Counselling*, Doaba House; Delhi
- ii. Aggarwal, J.C. (1998). *Career Information in Career Guidance: Theory and Practice*, Doaba House, Delhi
- iii. Dev, Kapil (2006). *Educational Counselling*, Pragun Publications, New Delhi
- iv. Gupta, Manju (2003). *Effective Guidance & Counselling modern Methods and Techniques*, Mangal Deep Publications, India.
- v. Sharma, Ramnath and Sharma, Rachana (2007). *Guidance and Counselling in India*, Atlantic Publishers and Distributors, New Delhi.
- vi. Choudhury, Mohamad & Islam, Mo: Aminul (2014). *Counselling Psychology*, Mostafa Prakashani, Dhaka.
- vii. Ghosh, Dr. Sanat Kumar, *Shikshay Sangati-Apasangati Ebong Nirdeshana*,
- viii. Nag, Dr. Subir & Datta, Dr. Gargi. *Sangati Bidhane Nirdeshana O Paramarshadan (Guidance and Counselling in Adjustment)*, Rita Book Agency.
- ix. Nanda, Adhyapak Bishnupada & Jaman, Adhyapika Saraoyatara. *Byatikramdharmi Shishu*, Maola Brothers, Dhaka.
- x. Pal, Debashis (2001). *Shikshay O Brittite Nirdeshana*, Central Library.
- xi. Pal, Debashis. *Nirdeshana O Paramarsha*, Central Library, Kolkata.
- xii. Guidance & Counselling – S.K. Kochar
- xiii. Guidance & Counselling – R. Agarwal

## Engagement with the field/ Practicum - 10 Marks

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

## 2<sup>nd</sup> Half Curriculum Studies – 40 Marks

**Course Learning Outcome:** The students will be able to-

- i. understand the concept, types, bases and determinants of curriculum;
- ii. know different approaches of planning and designs of curriculum development;
- iii. apply the models of curriculum implementation;
- iv. comprehend the process of curriculum evaluation;
- v. know about the contemporary trends in curriculum implementation.

<b>Unit I Basic Concept of curriculum</b>	<ol style="list-style-type: none"> <li>a) Meaning, nature and scope of curriculum, Relationship between curriculum and syllabi</li> <li>b) Types of curriculum – core, hidden, null and latent curriculum</li> <li>c) Characteristics &amp; need of a good curriculum.</li> <li>d) Principles of curriculum construction.</li> <li>e) Constitutional values and national culture in curriculum.</li> </ol>
<b>Unit II Bases &amp; Course Learning Outcome of Curriculum</b>	<ol style="list-style-type: none"> <li>a) Bases of Curriculum – Philosophical, Psychological &amp; Sociological.</li> <li>b) Course Learning Outcome of curriculum: Need to form Course Learning Outcome of curriculum. Sources of Course Learning Outcome of the curriculum: society, discipline, needs of students.</li> <li>c) Framing of Curriculum Course Learning Outcome: Cognitive, Affective &amp; Psychomotor domains.</li> <li>d) Principles of selecting curriculum contents..</li> </ol>
<b>Unit III Curriculum Development and Evaluation</b>	<ol style="list-style-type: none"> <li>a) Approaches to Curriculum Design</li> <li>b) Determinants &amp; Stages of Curriculum Development</li> <li>c) Models of Curriculum Implementation – Administrative, Grass-root, Demonstration, System Analysis.</li> <li>d) Curriculum Support Materials – Roles and Types</li> <li>e) Meaning, Nature &amp; Course Learning Outcome of Curriculum evaluation, Models of Curriculum evaluation</li> </ol>
<b>Unit IV Curriculum reforms in Contemporary India</b>	<ol style="list-style-type: none"> <li>a) Curriculum reforms as suggested by various commissions and committees</li> <li>b) Issues and Trends in Curriculum Implementation in National Education Policies (1968, 1986 &amp; 2016 Draft) – Primary, Secondary, Higher Education &amp; Teacher education levels.</li> <li>c) Highlights &amp; Implementation of NCF – 2000, 2005 &amp; NCFTE – 2009</li> </ol>

**Suggested Reading:**



- i. Agarwal, J. C., *Curriculum Development*, 2005.
- ii. Chauhan, S. S., *Innovations in the Teaching Learning Process*, Vikas Publishing House, New Delhi, 1993.
- iii. Arora, G. L., *Reflections on Curriculum*, NCERT, New Delhi, 1984.
- iv. Ciddldwood, D. & Burton, N., *Managing the Curriculum*, Sage Publications, New Delhi, 2010.
- v. Glatthorn, A. A., Boschee, F., & Whitehead, B. M., *Curriculum Leadership: Strategies for Development and Implementation*, Sage Publications, New Delhi, 2009.
- vi. Julian, C. S. & Kenneth, D. H., *Education and Evaluation*, Prentice Hall of India, New Delhi, 1978.

### **Engagement with the field/ Practicum - 10 Marks**

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| <ol style="list-style-type: none"> <li>i.</li> <li>ii.</li> <li>iii.</li> <li>iv.</li> <li>v.</li> <li>vi.</li> <li>vii.</li> <li>viii.</li> </ol> | <ol style="list-style-type: none"> <li>Policy analysis National Curriculum Frame works.</li> <li>Identification of core, hidden, null and latent curriculum in textbooks.</li> <li>Designing an activity based curriculum.</li> <li>Textbook analysis</li> <li>Review of curriculum in elementary education.</li> <li>Review of curriculum in secondary education</li> <li>Review of curriculum in higher secondary education</li> <li>Report on liking of curriculum in between the classes in secondary education</li> </ol> |
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### **Course – 133**

#### **Integration of Advanced Technology – 50 Marks** **(Theory – 40 & Practicum - 10)**

**Course Learning Outcome:** The trainees will be acquainted with:

- a. *Understand the social, economic, security and ethical issues associated with the use of ICT*
- b. *Identify the policy concerns for ICT*
- c. *Describe a computer system;*
- d. *Operate the Windows;*
- e. *Use Word processing, Spread sheets and Presentation software;*
- f. *Acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools.*
- g. *Operate on Internet with safety*
- h. *Elucidate the application of ICT for Teaching Learning Pedagogy*
- i. *Develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups*

<b>Unit I</b> <b>Digital Technology</b> <b>and Socio-</b> <b>economic Context:</b>	<ol style="list-style-type: none"> <li>a) Concepts of information and communication technology (ICT); Its Course Learning Outcome and scope in education; Universal access Vs Digital Divide – issues and initiatives.</li> <li>b) Aims and Course Learning Outcome of National Mission on Education through ICT (NMEICT), Virtual laboratory and Haptic technology.</li> <li>c) National Policies &amp; their recommendations on Information and</li> </ol>
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	Communication Technology (ICT) in School Education in India; IT@ School Project; Challenges of Integration of ICT in School. d) Media Crowd & Media Culture; High Tech & High Touch.
<b>Unit II Educational Resources &amp; ICT</b>	a) MS Word, MS Excel & MS Power Point, Introduction to Internet, e-mail, Search Engines, Info-Savvy Skills; Digital Age Skills, safe surfing mode. b) Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics. c) General Introduction to e-learning, Mobile-learning, distance learning, On-line learning. d) Virtual University, Wikipedia, Massive Open Online Courses (MOOCs); Social networking e) Models of Communication system
<b>Unit III ICT Integrated Education</b>	a) ICT Integrated Education, Student management through automation software, e-guidance & counseling, e-modules, e-learning Resources. b) ICT based Co-operative and Collaborative Learning – concept, features and educational application c) Communication Tools - Mobile, e-mail, chat Online Conferencing, Blog, Wiki, Internet forum, News Groups
<b>Unit IV Hands on Knowledge of ICT Hardware &amp; Software</b>	a) Computer, Server, Projection & Operating systems b) Software, Websites, Virtual Servers & Cloud technology c) Recording, Audio & Video editing, Pedagogic collaboration d) Set up of digital classrooms and lab e) Promoting inclusivity through ICT

**Suggested Reading:**

- Benkler, Y. (2006). The wealth of networks: How social production transforms markets and freedom. Yale University Press.
- Douglas Comer(2007) The Internet Book: Everything You Need to Know about Computer Networking and How the Internet Works, Prentice Hall,
- DSERT Karnataka. (2012). Position paper on ICT mediation in education. DSERT.

**Engagement with the field/ Practicum - 10 Marks**

i.	Installation of Operating systems, Windows, installation of essential Software and Utilities;
ii.	Projects that may involve the hardware like LCD Projector, digital camera, camcorder, scanner, Printer, interactive white board and software like word processors (MS Word/ Libre Office), spread sheet and Slide Presentation (PPT/impress); and/or Creating and using Blogs and Google Groups, Google Docs.
iii.	Develop a report on preparing a learning designing on any topic from your methods while using internet resources. They report should mention the details of navigating, searching, selecting, saving and evaluating the authenticity of the material and also mention how it adds or justify the facts, figures (data), graphics, explanation and logic of the topic.
iv.	Teaching with a multimedia e-content developed by the student.

## **Course – 134**

### **School Internship (Phase I): 8 Weeks - 200 Marks (1<sup>st</sup> Method : 100+2<sup>nd</sup> Method : 100)**

#### **1<sup>st</sup> Method : 100 marks**

(\*Practice Teaching - 50 Marks & ^Final Teaching - 50 Marks)

\*Practice Teaching - 50 Marks (Method 1)

(Learning Designs - 30, Internship Attendance - 10, Teaching Diary - 10)

^Final Teaching - 50 Marks (Method 1)

#### **2<sup>nd</sup> Method : 100 marks**

(\*Practice Teaching - 50 Marks & ^Final Teaching - 50 Marks)

\*Practice Teaching - 50 Marks (Method 2)

(Learning Designs - 30, Internship Attendance - 10, Teaching Diary - 10)

^Final Teaching - 50 Marks (Method 2)

- Eight weeks school internship shall be carried out during the third semester. Here, the student teachers are required to be placed suitably in the schools.
- The institute may assign a senior faculty as ‘School Internship Coordinator’ for smooth functioning of the internship programme, who would identify and allot schools to student teachers and maintain liaison with the schools. The role of the ‘School Internship Coordinator’ would be to share his professional experiences, present model lessons, assess student teachers’ performance, and provide on-site guidance and support during internship.
- Selected faculty members of the institute, on the basis of their availabilities, would be allotted to different schools as ‘School Internship In-charge’ during the internship period. Along with the names of the ‘School Internship In-charge’, the subject/subjects are to be observed and the schools for observation may be written & noticed.
- In each school one or two group leaders can be selected among the student teachers. The ‘School Internship In-charge’ shall coordinate the activities of all the student teachers with the group leaders of the school. All the faculty members, on the basis of their availabilities, would visit all the schools as ‘Subject Supervisors’ and would assess student teachers’ performance.
- During this period the student teacher shall be attached to the school and he shall undertake such duties as are assigned to him by the Head of the Institution of the school in all school related activities.
- 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.

- During or at the end of the internship programme the final teaching examination shall be organised by the institution in the respective schools preferably in their first method subject. At least 30 learning designs should be delivered within this internship period (duly prepared and approved by the Subject Supervisors).
- A teaching diary is to be maintained by all student teachers throughout the programme and it is required to submit the same to the institution at the end of the programme or at the time of final teaching examination.

### **Course – 135**

#### **Learners' Study (School Internship) (EPC -4) - 25 Marks**

- One of the main Course Learning Outcome of this course is to learn about the various aspects of the learners.
- In this section the student teacher will learn about different aspects of scholastic and co-scholastic areas of the learners.
- This will give a comprehensive picture about the all round development of the learners.

### **Course – 136**

#### **Communicative Skill - 3 (EPC -2C) - 25 Marks**

#### **Contents**

<b>Unit I Oral Communication</b>	a) Advantages and disadvantages of Oral communication; b) Improving Oral communication; c) One-to-one Oral communication; d) Oral presentation; e) Brainstorming.
<b>Unit II Technology based Communication</b>	a) Netiquettes; b) Effective e-mail messages; c) PowerPoint presentation; d) Using computer software.

## Semester – 4

Course Code	Course Name	Theory (T)	Practicum (P)	Full Marks	Hours (T+P)	Credit (T+P)
141	Inclusive Education and Children with Special Needs	80 (40+40)	20 (10+10)	100	72+25	4+1
142	Humanistic Education (Peace Education, Value Education and Gender Studies)	40	10	50	36+25	2+1
143	Special Paper (EDTE/POEE/ENVE/COME/WEVE/HEPE/EDWB)	40	10	50	36+25	2+1
144	School Internship (Phase II) : 8 Weeks (Method- 1 & Method- 2)	-	200	200	0+200	0+8
145	Action Research (School Internship) (EPC -5)	-	25	25	0+50	0+2
146	Community Activity	-	50	50	0+50	0+2
147	Communicative Skill - 4 (EPC-2D)	-	25	25	0+50	0+2
<b>Total (Semester – 4)</b>		<b>160</b>	<b>340</b>	<b>500</b>	<b>569</b>	<b>25</b>

**Course – 141****Inclusive Education & Education of Children with Special Needs - 100 Marks  
(Theory – 80 & Practicum - 20)****1<sup>st</sup> Half****Inclusive Education – 40 Marks****Course Learning Outcome:** *The students will be able to*

- i. *The background ideas of inclusive education, its dimensions and educational placement of special children.*
- ii. *Policies, legislation and provisions in contemporary India & abroad with regard to inclusive education.*
- iii. *Preparation of Inclusive setting in Education*
- iv. *Inclusive in operation.*

<b>Unit I: Introduction to inclusive Education</b>	<ol style="list-style-type: none"> <li>a) Concept &amp; history of Inclusive education.</li> <li>b) Special education, integrated education and inclusive Education &amp; their relation.</li> <li>c) Philosophical, Sociological, Economical, Humanitarian &amp; Educational dimensions of inclusive education.</li> <li>d) Advantages of inclusive education for the individual and society.</li> <li>e) Problems in inclusion, Ways for overcoming the problems in inclusion.</li> </ol>
<b>Unit II: Legal and policy perspectives in inclusive education</b>	<ol style="list-style-type: none"> <li>a) Important international declarations / conventions / proclamations- BMF (1993-2012),</li> <li>b) Recommendations of the Salamanca Statement and Framework of Action (1994), UNCRPD (2006).</li> <li>c) National initiatives for inclusive education –               <ol style="list-style-type: none"> <li>i. Constitutional provisions,</li> <li>ii. PIED-1987,</li> <li>iii. National Policy on Education – 1968, 1986 &amp; 2016 (Draft)</li> <li>iv. IEDC- 1992,</li> <li>v. RCI act- 1992,</li> <li>vi. NCF-2005,</li> <li>vii. National Policy on Disability (2006),</li> <li>viii. RTE Act (2009),</li> <li>ix. PWD Act-2016.</li> </ol> </li> </ol>
<b>Unit III: Preparation of Inclusive setting in Education</b>	<ol style="list-style-type: none"> <li>a) Concept &amp; Characteristics of inclusive schools, Schools' philosophy &amp; mission, Enrolment &amp; Retention drive.</li> <li>b) Classroom management and organizations.</li> <li>c) Review of existing educational programmes offered in secondary schools (General and Special Schools).</li> <li>d) Skills and competencies of teachers and teacher educators for</li> </ol>

	<p>education in inclusive settings.</p> <p>e) Professional development of teachers – their Attitude &amp; Accountability.</p> <p>f) Teacher preparation for inclusive education in the light of NCF, 2005.</p>
<b>Unit IV: Inclusion in operation</b>	<p>a) Curricular adaptations for inclusive education, learning designing, development of suitable TLM.</p> <p>b) Pedagogical strategies to respond to individual needs of students: Cooperative &amp; Collaborative learning strategies in the classroom, peer tutoring, social learning, team teaching, reflective teaching, multisensory teaching.</p> <p>c) Technological Advancement and its applications – ICT, Adaptive and Assistive devices, equipment, aids and appliances.</p>

### Engagement with the field/ Practicum – 10 Marks

<p>i. Visit to Inclusive Schools and to observe classroom transaction of any one of such school in Baroda and make a report of the same.</p> <p>ii. Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability (Visit to Resource Room).</p> <p>iii. Preparation of learning design, instruction material for teaching students with disability in inclusive school.</p> <p>iv. Case Study of one main streamed (Inclusive) student w.r.to</p> <p>a. Role of a parent.</p> <p>b. Role of a teacher: Special School Teacher, General School Teacher</p> <p>c. Role of Counsellor</p>	
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### 2<sup>nd</sup> Half

### Education of Children with Special needs – 40 Marks

**Course Learning Outcome:** *The students will be able to*

- Concept of exceptional children, their need.*
- Developmental characteristics of children with special needs- visually and hearing impaired, slow learners, mentally retarded & gifted children, learning disabled, autistic & cerebral palsy children.*
- Educational management for inclusive setting.*

<b>Unit I: Exceptional children &amp; their needs</b>	<p>a) Definition, concept and types of exceptionality.</p> <p>b) Causes of exceptionality.</p> <p>c) Concept of impairment, disability and handicap.</p> <p>d) Needs and problem of exceptional children.</p>
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<b>Unit II: Visually and Hearing Impaired Children</b>	<ul style="list-style-type: none"> <li>a) Causes &amp; characteristics of sensory impairment – visual &amp; auditory. Identification of visually and hearing impaired children</li> <li>b) Educational provisions for visually and hearing impaired children.</li> </ul>
<b>Unit III: Slow learners, Mentally retarded &amp; Gifted Children</b>	<ul style="list-style-type: none"> <li>a) Slow learners - Meaning, causes, characteristics &amp; education of slow learner children.</li> <li>b) Mentally retarded- Meaning, types and causes of Mental retardation. Identification, characteristics and education of mentally retarded children.</li> <li>c) Gifted- Meaning, causes, characteristics &amp; education of gifted children.</li> </ul>
<b>Unit IV: Learning Disabled, Autistic &amp; Cerebral Palsy Children</b>	<ul style="list-style-type: none"> <li>a) Learning disabled - Meaning, types and causes of Learning Disability. Characteristics and Measurement of Learning Disability. Education of Learning Disability.</li> <li>b) Autistic - Meaning, causes, characteristics &amp; education of autistic children.</li> <li>c) Cerebral Palsy - Meaning, causes, characteristics &amp; education of children with Cerebral Palsy.</li> </ul>

**Suggesting Readings:**

- i. Educating Exceptional Children – S.K. Mangal
- ii. Inclusive Education – Loreman, Deppeler & Harvey
- iii. Inclusive Education for children with special needs – Neena Dash
- iv. Byatikromi Sishu – Bishnupada Nanda & Sarawata Jaman

**Engagement with the field/ Practicum – 10 Marks**

- i. Collection of data regarding children with special needs from Municipal records.
- ii. Identifying one/ two pupils with special needs in the primary schools and preparing a profile of these pupils.
- iii. Developing list of teaching activities of CWSN in the school.
- iv. Visit any one Institution for
  - a. Children with visual impairment,
  - b. Hearing Impairment,
  - c. Mental Retardation or
  - d. Orthopedically Handicapped and

Make a Report. The report must include reflections on problems faced by Disabled Children, resources, infrastructure, assistive devices, aids and appliances and support services

**Course – 142**

**Humanistic Education (Peace Education, Value Education and Gender Studies) -  
50 marks  
(Theory – 40 & Practicum - 10)**

**Course Learning Outcome:** *The students will be able to-*

- i. *understand the concept, nature, and purpose of Value Education;*
- ii. *know the types of values and the relevance of Value Education;*
- iii. *differentiate such values from religious education and moral training;*
- iv. *think about and reflect on different values;*
- v. *make human and social choices and expressing them in relation to themselves, others, the community and the world at large;*
- vi. *choose their own personal, social, moral and spiritual values and be aware of practical methods for developing values.*
- vii. *Develop gender sensitivity among the student teachers.*
- viii. *Understand the gender issues faced by the schools & in society*
- ix. *Understand the concepts of LGBTIQ*

<b>Unit I: Peace Education &amp; its Social Perspectives</b>	a) Meaning, Concept, Course Learning Outcome, Nature, Scope and Importance of Peace Education. b) Barriers of Peace Education – Psychological, Cultural, Political. c) Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, suppression of individuality, complexes. d) Need of Peace Education in School, home and society. e) Peace Education in Secondary Education curriculum.
<b>Unit II: General Idea about Values</b>	a) Classification of Values b) Personal and social values <ol style="list-style-type: none"> <li>i. Intrinsic and extrinsic values on the basis of personal interest &amp; social good.</li> <li>ii. Social, moral, spiritual and democratic values on the basis of expectation of society &amp; one's self-inspiration</li> </ol> c) Identification of Analysis of emerging issues involving value conflicts. d) Values in Indian Constitution and Fundamental Duties of citizens..
<b>Unit III: Basic concept of Value Education</b>	a) Meaning, Concept, Course Learning Outcome, Nature, scope and Importance of Value Education. b) Philosophical, psychological and sociological perspectives of Value Education. c) Design and develop of instructional material for Value Education d) Characteristics of Instructional material for Value Education.
<b>Unit IV: Gender studies</b>	a) Concept of gender including LGBTIQ, Difference between gender and sex. b) Gender bias, gender stereotyping, and empowerment. c) Curriculum and the gender Issues d) Gender Identities and Socialization Practices in Family, Schools & Other formal and informal organizations.



e) Role of Teacher in eliminating Gender bias in school.
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**Suggested Reading:**

- i. R. P. Shukla. (2010). Value education and human rights.
- ii. The moral child – Damon, W. New York: The free press.
- iii. Values in Education and Education in value – Halstead, J. Mark. London.
- iv. Moral Education – Durkheim, E. London.
- v. The Psychology of moral Development – Kohlberg. New York.
- vi. Values Education – Bagchi, J.P: University Book House (P) Ltd.
- vii. Human Rights – A source Book – Dev, Arjun et. al. NCERT, New Delhi.
- viii. Human Development Report – 2002, UNDP – New York and Oxford.
- ix. Fundamentals of Indian Philosophy – Puligandla, R. Abingdon Press.
- x. Values and Teaching : Working with values in the Classroom, Rath, L
- xi. Basu, R. & Chakraborty, B. (2011). *Prasanga: Manabividyā*. Kolkata : Urbi Prakashan.
- xii. Bandarage, A. (1997). *Women Population and Global Crisis: A Political Economic Analysis*. London : Zed Books.
- xiii. Nanda, B.P. (2014) *Sikhya Ekibhaban*, Classiq Books, Kolkata.
- xiv. Boserup, E. (1970). *Women's Role in Economic Development*

**Engagement with the field/ Practicum - 10 Marks**

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| <ol style="list-style-type: none"> <li>i. Visit schools and study the sexual abuse and sexual harassment cases.</li> <li>ii. Textbook analysis for identifying gender issues, gender biases reflected in it.</li> <li>iii. To undertake study of sex ratio and analysis of it state-wise.</li> <li>iv. Develop an awareness programme for female infanticide and foeticide, child marriages, dowry. Sexual abuse, work place harassment in terms of drama, street play, poster, documentary, power point presentation.</li> <li>v. Prepare presentation on laws related to rape, dowry, remarriage, divorce, property inheritance, trafficking etc.</li> <li>vi. Debate on women reservation bill.</li> <li>vii. Group activities on domestic violence and other personal issues and its remedies.</li> <li>viii. Visits to institutions like WSRC, dowry prohibition cell, women help line, NGO working for women etc.</li> <li>ix. Develop / compile stories with values from different sources and cultures,</li> <li>x. Organize value based co-curricular activities in the classroom and outside the classroom,</li> <li>xi. Develop value based learning designing,</li> <li>xii. Integrating values in school subjects.</li> </ol> |
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**Course – 143**

**Special Paper - 50 Marks**  
**(Theory – 40 & Practicum - 10)**  
*(Any one to be selected)*

- 1. Educational Technology (EDTE)**
- 2. Population Education (POEE)**
- 3. Environmental Education (ENVE)**
- 4. Comparative Education (COME)**
- 5. Work Education & Vocational Education (WEVE)**
- 6. Health Education and Physical Education (HEPE)**
- 7. Education in West Bengal (EDWB)**

**Educational Technology (EDTE) - 40 Marks**

**Course Learning Outcome:** The trainees will be acquainted with:

- i) *The concept and meaning of educational technology and its role in educational practices.*
- ii) *The mode and use of various instructional strategies.*
- iii) *Concepts and applications of some models of teaching.*
- iv) *Concept of PSI, e-learning, virtual classroom.*

<b>Unit I: Concept of Educational Technology</b>	a) Meaning, nature & scope of Educational Technology b) Components of ET: Hardware, Software & System c) Hardware & Software Instructional aids d) Role of ET in Modern educational practices.
<b>Unit II: Teaching – Learning Strategies</b>	a) Teaching Methods, Strategies & Devices. b) Communication in Teaching-learning Process c) Organization of Teaching-learning: Selection of teaching methods and strategies, Selection and use of proper teaching aids, Selection & use of appropriate communication strategy.
<b>Unit III: Computer Learnedness &amp; Instructional approaches</b>	a) Programmed Instruction - Meaning, Characteristics, Principles & Styles b) Learner Controlled Instruction (LCI) - Meaning, Nature, Steps. c) Personalized System of Instruction (PSI) - Meaning, Course Learning Outcome, Characteristics, Mechanism. d) Computer Assisted Instruction & Computer Managed Instruction – Meaning, Definitions, Types, Processes.

<b>Unit IV: e-Learning &amp; Recent trends</b>	a) e-Learning - Meaning, Nature, Types. Advantages, Limitations b) Virtual Classrooms – Meaning, Videotape, Ratio-vision, Teleconferencing, CCTV, Advantages, Limitations c) Resource Centres for Educational Technology- CIET, UGC, IGNOU, NOS, State ET Cells, AVRC, EMRC, NIST- Their activities for the improvement of teaching learning.
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**Suggested readings:**

- i. Essentials of Educational Technology: Teaching – Learning Innovations in Education – J.C. Aggarwal
- ii. Educational Technology and Management vol. I & II – Y.K. Sharma
- iii. Fundamental Aspect of Educational Technology - Y.K. Sharma
- iv. Advanced Educational Technology – Prasad & Koushik
- v. Models of Teaching – Joyce, Well, Calhoun

**Engagement with the field/ Practicum - 10 Marks**

- i. Seminar presentation on approaches to educational technology.
- ii. Seminar presentation on Evolution of Educational Media.
- iii. Evaluating multimedia CD ROMs using standard criteria
- iv. Comparative study of ICT syllabus of school education and teacher education of various organizations.

**Population Education (POEE) - 40 Marks****Course Learning Outcome:** *The student teacher will know:-*

- i. *The different terms, rules, acts, agencies, summits related to environment.*
- ii. *Present status of environment of the world, country and the region, and their history.*
- iii. *Role of teachers and other institution in different process for the development of Environment and transaction of environmental education. Understand – a. cause of environmental degradation and pollution, b. different measures for prevention and remedy.*
- iv. *Efficacy of different methods of environmental education apply*
- v. *the knowledge of different aspects of the environment for the teaching learning of environment, its hazards and protection and its sustainable development.*

<b>Unit I: Concept of Population Education</b>	a) Concept of population education and its meaning b) Population education and sex Education c) Population education and family planning d) Population education as an Innovation e) Important Characteristics of population Education f) Scope of population education
<b>Unit II: History &amp; trends of Population Education</b>	a) Population Situation in developed and developing countries: with special reference to India b) National policy on education (NPE) and population education and National population policy (2000AD) c) Growing population: Need and importance of education in India and implementation programme (Role of various Agencies)

<b>Unit III: Population Education &amp; Present Scenario</b>	a) Teaching Methodology of population education b) Population Education and Teachers c) Population control: Education and empowerment of women d) Interaction Between population growth and quality of life
<b>Unit IV: Population dynamics</b>	a) Population dynamics: distribution and density b) Population composition: Age, Sex, rural and Urban c) Fertility, Mortality and Migration d) World population: Trends and its economic, Social, political and educational implications

**Suggested Reading:**

- i. Population & Environmental Education, Dr. Subir Nag
- ii. SCERT published document on population education

**Engagement with the field/ Practicum - 10 Marks**

<ol style="list-style-type: none"> <li>i. Field based study &amp; Report on population control</li> <li>ii. Field study on Wetland management and reporting</li> <li>iii. Academic report on sustainable development</li> <li>iv. Survey based report on Health and Nutrition</li> <li>v. Field based study on Natural resources with Population education</li> </ol>
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**Environmental Education (ENVE) - 40 Marks****Course Learning Outcome:** *The students will be able to-*

- i. *understand the concept, nature, and importance of Environmental Education;*
- ii. *learn the Course Learning Outcome and goals of Environmental Education.;*
- iii. *gain an insight into the relation between environmental awareness and environmental action;*
- iv. *understand the concept of education for sustainable development;*
- v. *acquire knowledge about physical environment, pollution and its causes, and major environmental problems in India;*
- vi. *acquire knowledge about the international efforts for environmental protection;*

<b>Unit I: Concept of environmental education</b>	a) Meaning, scope, aims and Course Learning Outcome and importance of environmental education in contemporary Indian context. b) Development of environmental awareness among teachers, students and community, strategies and action plan. c) Roles of teachers and other institution in the development of environmental awareness.
<b>Unit II: Ecology and Environment</b>	a) Definition of ecology and ecosystem, their basic characteristics and principles. b) Ecosystem and human life. c) Biodiversity.

<b>Unit III: Environmental degradation and pollution</b>	a) Environmental conditions in India b) Environmental degradation and pollution: causes, effect and control measures c) Movements for protection of environment in India
<b>Unit IV: Environmental education and management</b>	a) Development of environmental education project and their execution b) Sustainable development; energy and waste management c) Indian environment policies, World Summits, International agencies and Programmes on environmental management.

**Suggested Reading:**

- i. Environmental Education Curriculum Framework and Teacher Educators, NCTE, New Delhi, 2005.
- ii. Env. Education & Pollution Control – Senapati and Sahoo – Mittal – 2009
- iii. Environmental Education-R Roy(Ed) – Shipra (Delhi) -2008
- iv. Paribesh – R.N. Bose-CU-2001
- v. Environmental Studies-E Bharucha-UGC-Universities Press-2005
- vi. Environment quiz book – R. Garg-Pustak Mahal-1993
- vii. Environmental Education-J. Chand- anshah Publishing House-2007
- viii. Paribesh Parichay (VI-X) – WBBSE

**Engagement with the field/ Practicum - 10 Marks**

- i. Visits to polluted sites and preparation of report.
- ii. Interviewing people and reporting the inconveniences due to any of the Environmental problems.
- iii. To study innovations done by any organization to improve the local Environment.
- iv. To study the implementation of Environmental Education Programmes.
- v. To prepare models and exhibits for general awareness of public regarding environmental hazards.
- vi. To prepare a programme for environmental awareness and to conduct the same, with school children.
- vii. To visit industries and study alternative strategies of Environmental management.
- viii. To prepare a resource material on any of the environmental problems along with a suitable evaluation strategy.
- ix. To prepare quizzes and games on environmental issues.
- x. To study the contribution of NGOs in improving the environment of the city.

**Comparative Education (COME) - 40 Marks**

**Course Learning Outcome:** The students will be able to-

- i. understand the concept, scope, need, and importance of Comparative Education;
- ii. understand Comparative Education as a discipline;

- iii. *compare between Comparative Education and International Education;*
- iv. *know the methods of Comparative Education, understand the factors and forces of Comparative Education;*
- v. *develop understanding of system of education in India and developed countries, develop the sense of international understanding;*
- vi. *know the problems of developing countries (SAARC), their causes and solutions through education.*

<b>Unit I: Concept of Comparative Education</b>	<ul style="list-style-type: none"> <li>a) Meaning, Nature, and Scope</li> <li>b) Importance of Comparative Education</li> <li>c) Comparative Education as an Academic Discipline</li> <li>d) Comparison between Comparative Education and International Education</li> </ul>
<b>Unit II: Methods &amp; Factors of Comparative Education</b>	<ul style="list-style-type: none"> <li>a) Area Study</li> <li>b) Juxtaposition Comparison, Intra and Inter Educational Analysis</li> <li>c) Interpretative and Explanatory Methods- Historical Approach, Sociological Approach, Philosophical Approach, Scientific Approach (Quantities)</li> <li>d) Cross Disciplinary Approaches used in Comparative Education</li> <li>e) Factors of Comparative Education - Socio-cultural, Historical, Philosophical, Economical, Structural, Functional</li> </ul>
<b>Unit III: Comparative Study of Educational Systems among Different Countries and India</b>	<ul style="list-style-type: none"> <li>a) Primary Education: USA, UK, Japan, and India</li> <li>b) Secondary Education: USA, Russia, and India</li> <li>c) Higher Education: UK, France, and India</li> <li>d) Teacher Education: USA, Germany, and India</li> <li>e) Adult Education: Australia, Brazil, and India</li> </ul>
<b>Unit IV: Problems Prevailing in Developing (SAARC) Countries with Special Reference to India, Their Causes and Solution through Education</b>	<ul style="list-style-type: none"> <li>a) Poverty (Bangladesh, Sri Lanka, India)</li> <li>b) Unemployment (Bangladesh, Pakistan, India)</li> <li>c) Population Explosion (Bangladesh, Pakistan, India)</li> <li>d) Terrorism (Pakistan, Sri Lanka, India)</li> <li>e) Illiteracy (Bangladesh, Pakistan, India)</li> </ul>

**Suggested Reading:**

- i. Trivedi, P. R., Singh, U. K., & Sudarshan, K. N., *Global Education: An Analysis*, Commonwealth, New Delhi, 1994.
- ii. Comparative Education – Nicholas Hans.
- iii. A Text Book of Comparative Education-T.S.Sodhi
- iv. Comparative Education – B.C.Rai
- v. Comparative Education- S.P.Choube
- vi. Comparative Education- The methods of Analysis and Enquiry- V.Rao. R.S Reddy.
- vii. Comparative Method in Education-Gorge Z. F. Bereday.



### Engagement with the field/ Practicum - 10 Marks

- i. Report on comparative analysis of Primary education between India & Bangladesh
- ii. Report on comparative analysis of Secondary & Higher Secondary education between India & Bangladesh
- iii. Report on comparative analysis of Teacher Education between India & Bangladesh
- iv. Report on comparative analysis of Primary education between India & Sri Lanka
- v. Report on comparative analysis of Secondary & Higher Secondary education between India & Sri Lanka
- vi. Report on comparative analysis of Teacher Education between India & Sri Lanka
- vii. Report on comparative analysis of Primary education, Secondary & Higher Secondary education and Teacher Education between SAARC countries.

### Work Education & Vocational Education (WEVE) - 40 Marks

**Course Learning Outcome:** The students will be able to-

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

<b>Unit I: Aims, Course Learning Outcome and Bases</b>	<ol style="list-style-type: none"> <li>a) Aims and Course Learning Outcome of Teaching Work Education at Secondary level. Values of teaching Work Education at Secondary level.</li> <li>b) Correlation of Work Education with other School Subjects.</li> <li>c) Bases of Work Education – Psychological, Sociological, Historical and Economical.</li> </ol>
<b>Unit II: Development of the Concept and Work &amp; Vocational Education Teacher</b>	<ol style="list-style-type: none"> <li>a) Development of the concept of Work Education with Special reference to National Policy on Education (1986)</li> <li>b) Work &amp; Vocational Education Teacher - Qualities &amp; Responsibilities.</li> <li>c) Need for Professional Orientation.</li> </ol>
<b>Unit III: Approaches &amp; Methods of Teaching Work &amp; Vocational Education</b>	<ol style="list-style-type: none"> <li>a) Inductive and Deductive approach</li> <li>b) Methods:               <ol style="list-style-type: none"> <li>i. Lecture Cum Demonstration Method</li> <li>ii. Laboratory Method.</li> <li>iii. Heuristic Method.</li> <li>iv. Problem Solving Method,</li> <li>v. Project Method</li> </ol> </li> </ol>

<b>Unit IV: Aspects of Teaching Work &amp; Vocational Education</b>	<ul style="list-style-type: none"> <li>a) Work Education Laboratory</li> <li>b) A critical evaluation of work education syllabus prescribed by the WBBSE in (a) the exposure stage and (b) the Involvement stage.</li> <li>c) Concept of improvisation; its use in the teaching of Work Education.</li> <li>d) Aims of work education, viz. socially useful productive work (as designed by I.B. committee), Occupational explorations and Innovative practices.</li> <li>e) Removal of social distances through Work Education, Excursion.</li> </ul>
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**Suggested Reading:**

- i. Choudhury, J., Deb, N. and Samanta, A. (2014) Karmashiksha Shikhsan Bigyan Kala O Prajukti, Aaheli Publishers, Kolkata.
- ii. Kincheloe, Joe L. Toil and Trouble: Good Work, Smart Workers, and the Integration of Academic and Vocational Education. New York: Peter Lang Publishing. (1995)

**Engagement with the field/ Practicum - 10 Marks**

<ol style="list-style-type: none"> <li>i. Growing of Vegetables/ Fruit / Flower</li> <li>ii. Household wiring and Electrical gadgets repairing</li> <li>iii. Tailoring and Needle Work</li> <li>iv. Bamboo Work and Wood craft</li> <li>v. Tie-Dye and Butik Printing</li> <li>vi. Clay Modelling</li> <li>vii. Fruit preservation</li> <li>viii. Cardboard Work and Book Binding</li> <li>ix. Soap, Phenyl and Detergent making</li> <li>x. Wallet mast making</li> <li>xi. Paper making and paper cutting work</li> </ol>
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**Health Education and Physical Education (HEPE) - 40 Marks**

**Course Learning Outcome:** The students will be able to-

- i. Build a scenario of Health Education in India.
- ii. Develop a Knowledge Base of the Most Common and Uncommon
- iii. Diseases in India; their Diagnosis & Remediation.
- iv. Learn the Tech Related Health Risks & Learn How to Fix These.
- v. Study the Health Education Vision & Mission of India.

<b>Unit I: Health Education Scenario in India</b>	<ul style="list-style-type: none"> <li>a) Introduction to the concept of health, it's significance and importance</li> <li>b) Identity of Educational Institutional Plants: Structure, Infra-Structure and Environment,</li> <li>c) Emerging Health &amp; Total Quality of the Educational Institutions,</li> <li>d) Status of Health Education in India from Pre-Natal Education through Higher Education,</li> </ul>
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	<p>e) Health &amp; Hygiene, Mess &amp; Toilets, Disease &amp; Dispensary, Work &amp; Leisure,</p> <p>f) Total Health Quality of Educational Governors, Administrators, Teachers, Students, Supporters, Libraries, Laboratories, Classrooms, Halls, Play Fields</p>
<b>Unit II: Most Common &amp; Uncommon diseases in India</b>	<p>a) Heart Diseases, Cancer, HIV/AIDs, Swine Flue, Reproductive Helpless Health, Osteoporosis, Depression,</p> <p>b) Intentional &amp; Unintentional Injuries, Diabetes, and Obesity, Uncommon Diseases- Autistic, Cerebral Palsied, Blood Borne Diseases</p> <p>c) Beta Thal Major, Sickle Cell Anemia, Hemophilia, Diagnosis, Prevention &amp; Prognosis.</p>
<b>Unit III: Tech-Related Health Risks &amp; How to Fix Them</b>	<p>a) Identification of the technological health hazards- Smartphone Stress, Acne caused by the Cell Phones, Blackberry Stress Injuries to the Thumb, Radiation from the cell phones, Cell Phone Sickness, Cell Phone &amp; Car Accidents, Allergies &amp; Phones, Crazy Phones,</p> <p>b) Computers Causing Wrist Pain, Back &amp; Neck Pain, Decreased Sperm Count from the WIFI, Laptop Burns, Laptop Headaches, Sleeping Problems from the Laptops, Decreased attention span from using Face-book,</p> <p>c) The Internet Causing Anxiety, Headphone Use leading to Accidents, Hearing Loss from Headphones, Visual Impairment,</p> <p>d) Death from Social Networking, Environmental Degradation, Aggression, Social Crimes--- Evolving Controlling &amp; Regulatory Mechanisms.</p>
<b>Unit IV: Health Issues, Health Education: Vision &amp; Mission; First Aid</b>	<p>a) Fast Food Problems, Drinking Water Problems, Falling Heart &amp; Brain Entrainment Ratio, Inflated Height Weight Index,</p> <p>b) High &amp; Low Blood Pressure, Depression &amp; Aggression, Adhyatmik Troubles, Adhi- bhoutik Troubles, Adhidaivik Troubles, along with these all sorts of Medical Practices</p> <p>c) Vision &amp; Mission of Medical Council of India, Health Education Priorities, and immediate need of Health Education Policy of India.</p> <p>d) The principles of first aid, equipment, principles &amp; treatments - Fractures, Muscular sprains, haemorrhage, respiratory discomfort, Natural and artificial carriage of sick and wounded person, unconsciousness, heat stroke.</p>

**Suggested Reading:**

- i. Bhattacharyya, A.K.(2010).*Dimensions of Physical Education Principles, Foundation & Interpretation*. Kolkata:Classique Books.
- ii. Bucher, C.A. *Foundation of Physical Education* St. Louis: The C.V. Mosby Co.
- iii. Bhattacharyya, A.K. & Bhowmick, S. *Sarir siksha*. Kolkata: PaschimbangaRajyaPustakParshad.
- iv. Bandyopadhyay, K. *Sarir siksha parichay*. Kolkata :Classique Books
- v. Kar, Subhabrata& Mandal, Indranil. (2009). *Uchhatara sarir siksha*. Lalkuthipara, Suri, Birbhum :Sarir Siksha Prakashani.

### Engagement with the field/ Practicum - 10 Marks

- i. Surfing to know the diseases in India.
- ii. Preventive & Ameliorative measures for health hazards.
- iii. Playing Games
- iv. Athletics
- v. Yoga
- vi. Reflective Dialogues on Serials, such as, Satyamev Jayate on Health of the People.
- vii. Preparation of inventories on myths on exercises and different type of food
- viii. Make an inventory of energy rich food and nutritious food(locally available) indicating its health value
- ix. Make an inventory of artificial food and provide critical observations from health point of view
- x. Home remedies as health care
- xi. Role of biopolymers (DNA) in health of child
- xii. Medicinal plants and child health
- xiii. Strategies for positive thinking and motivation
- xiv. Preparation of first aid kit

### Education in West Bengal (EDWB) - 40 Marks

**Course Learning Outcome:** The students will be able to-

- i. Educational history of West Bengal.
- ii. Academic structures of different educational sectors.
- iii. Administrative structures of education in different levels.
- iv. Recent development and trends of education in West Bengal

<b>Unit I: Educational History of West Bengal</b>	<ol style="list-style-type: none"> <li>a) Education of Ancient, Medieval, Colonial Bengal - Features</li> <li>b) Education in Bengal after Independence - Features</li> <li>c) Eminent Educationists of Bengal</li> <li>d) Notable Institutions of Bengal</li> <li>e) Different Education Commissions and Committees in West Bengal</li> </ol>
<b>Unit II: Academic Structure of Education in Different Sectors</b>	<ol style="list-style-type: none"> <li>a) Primary Education - Structure, Curriculum, Agencies</li> <li>b) Secondary &amp; Higher Secondary Education - Structure, Curriculum, Agencies</li> <li>c) Higher Education - Structure, Universities, Courses Offered, Evaluation System</li> <li>d) Teacher Education - Structure, Universities, Curriculum</li> <li>e) Others Sectors - Structure, Universities, Curriculum               <ol style="list-style-type: none"> <li>i. Mass Education,</li> <li>ii. Lifelong &amp; Continuing Education</li> <li>iii. Vocational Education,</li> <li>iv. Medical Education,</li> <li>v. Technical Education</li> </ol> </li> </ol>

	vi. Agricultural Education vii. Judicial Education viii. Open & Distance Education
<b>Unit III: Administrative Structure of Education in West Bengal</b>	a) Primary Education & Elementary Education b) Secondary & Higher secondary Education, c) Higher Education d) Different Statutory Bodies, Boards, Councils, Research Institutes, Centre and Schools of West Bengal
<b>Unit IV: Recent Initiatives in Education of West Bengal</b>	a) SSA – RMSA, KGBV b) Incentive Schemes – <i>Kanyashree, Sikshashree, Sabuj Sathi</i> , c) Grants – Prematric - Postmatric - Minority Scholarship, Non-NET fellowship for M.Phil & Ph.D Scholars, Uniform-Shoe-Umbrella-Books Grants.

### **Engagement with the field/ Practicum - 10 Marks**

i. Field visit & report writing to any educational or administrative institution ii. Seminar Presentation iii. Preparation of educational timeline of West Bengal iv. Report on recent initiatives and development.
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## **Course – 144**

### **School Internship (Phase II): 8 Weeks - 200 Marks (1<sup>st</sup> Method : 100+2<sup>nd</sup> Method : 100)**

#### **1<sup>st</sup> Method : 100 marks**

(\*Practice Teaching - 50 Marks & ^Final Teaching - 50 Marks)

\*Practice Teaching - 50 Marks (Method 1)

(Learning Designs - 30, Internship Attendance - 10, Teaching Diary - 10)

^Final Teaching - 50 Marks (Method 1)

#### **2<sup>nd</sup> Method : 100 marks**

(\*Practice Teaching - 50 Marks & ^Final Teaching - 50 Marks)

\*Practice Teaching - 50 Marks (Method 2)

(Learning Designs - 30, Internship Attendance - 10, Teaching Diary - 10)

^Final Teaching - 50 Marks (Method 2)

- Eight weeks school internship shall be carried out during the fourth semester. Here, the student teachers are required to be placed suitably in the schools.
- The institute may assign a senior faculty as ‘School Internship Coordinator’ for smooth functioning of the internship programme, who would identify and allot schools to student teachers and maintain liaison with the schools. The role of the ‘School Internship Coordinator’ would be to share his professional experiences, present model lessons, assess student teachers’ performance, and provide on-site guidance and support during internship.
- Selected faculty members of the institute, on the basis of their availabilities, would be allotted to different schools as ‘School Internship In-charge’ during the internship period. Along with the names of the ‘School Internship In-charge’, the subject/subjects are to be observed and the schools for observation may be written & noticed.
- In each school one or two group leaders can be selected among the student teachers. The ‘School Internship In-charge’ shall coordinate the activities of all the student teachers with the group leaders of the school. All the faculty members, on the basis of their availabilities, would visit all the schools as ‘Subject Supervisors’ and would assess student teachers’ performance.
- During this period the student teacher shall be attached to the school and he shall undertake such duties as are assigned to him by the Head of the Institution of the school in all school related activities.
- 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.

- During or at the end of the internship programme the final teaching examination shall be organised by the institution in the respective schools preferably in their second method subject. At least 30 learning designs should be delivered within this internship period (duly prepared and approved by the Subject Supervisors).
- A teaching diary is to be maintained by all student teachers throughout the programme and it is required to submit the same to the institution at the end of the programme or at the time of final teaching examination.

## **Course – 145**

### **Action Research (School Internship) (EPC -5) – 25 Marks**

**Course Learning Outcome:** *This Action Research will enable the student-teacher to:*

- i) Identity the Meaningful problems in Education especially in Schools.*
- ii) Be engaged in the inquiry into the problems.*
- iii) Develop a plan of action for the solution of the problem.*
- iv) Have a firsthand experience for conducting a research and its reporting.*

Students-teachers are to prepare research report after conducting action research based on education. The action research report is to be prepared according to the following heading.

#### **A. Section I:**

1. Title page
2. Acknowledgement
3. Contents

#### **B. Section II:**

##### **1. Introduction:-**

- a) Background
- b) Objective of the Study (Identification of a problem area, Identification of the problem, delimiting the problem)
- c) Action hypotheses / Research questions

##### **2. Methodology:**

- a) Subjects
- b) Preparation of tools for gathering data
- c) Procedure (Data Collection)

##### **3. Results:**

- a) Presentation of data
- b) Analysis of data

##### **4. Discussion:**

- a) Summary of findings
- b) Implication of the Study.
- c) Conclusion

## Course – 146

### **Community Activity – 50 Marks**

Students-teachers are to prepare detailed report on the following topic/s or as suggested by the concerned teacher.

- i. Organization of a rally or campaign on any social issue e.g. Polio, HIV, Electoral Rights, Gender sensitization etc.
- ii. Planning, Organizing & Participation in Field Trip / Excursion
- iii. Gardening.
- iv. Cleanliness of the campus and beautification, Cleaning of furniture
- v. Assembly
- vi. Community Games
- vii. Cultural Programmes
- viii. SUPW, Work Education.
- ix. Scout & Guide / NSS
- x. Celebration of National Festivals, Teachers Day etc.
- xi. First Aid
- xii. Aesthetic development activities-decoration of classroom etc.

## Course – 147

### **Communicative Skill - 4 (EPC -2D) - 25 Marks**

#### **Contents**

<b>Unit I Pronunciation Practice</b>	a) Speech Rhythms; b) Breaking larger utterances into meaning chunks; c) Intonation patterns and their use.
<b>Unit II Vocabulary and Grammar</b>	a) Situational use of vocabulary; b) Basic grammar; c) Transformation of sentences; d) Narration change and change of voice.

**Course – 122 & 123****Understanding Discipline & Pedagogy of School Subject  
Method-1 & Method-2 (10 Marks)****Group – B (Unit-II)****Critical Appraisal of Subject Content****Bengali (10 Marks)**

Unit	Class	Contents
Unit-II	VI-XII	<ol style="list-style-type: none"> <li>1. বোঝাপড়া – রবীন্দ্রনাথ ঠাকুর (কবিতা)- অষ্টম শ্রেণী</li> <li>2. গাছের কথা – জগদীশচন্দ্র বোস (গদ্য)- অষ্টম শ্রেণী</li> <li>3. অসুখী একজন – পাবলো নেরুদা (কবিতা)</li> <li>4. ধীবর বৃত্তান্ত – কালিদাস (গদ্য)</li> <li>5. কারক-বিভক্তি প্রকরণ (ব্যাকরণ)</li> </ol>

**English (10 Marks)**

Unit	Class	Contents
Unit-II	VI-XII	<ol style="list-style-type: none"> <li>1. Lesson 4: The Great Escape by Sugata Bose (VIII)</li> <li>2. Lesson 8: His First Blight by Liam O’Flaherty (IX)</li> <li>3. Lesson 1: Father’s Help by R. K. Narayan (X)</li> <li>4. Lesson 4: Nobel Lecture by Mother Teresa (XI)</li> <li>5. Lesson 1: On Killing a Tree by Gieve Patel (XII)</li> </ol>

**Sanskrit (10 Marks)**

Unit	Class	Contents
Unit-II	VI-XII	<ol style="list-style-type: none"> <li>1. শব্দরূপাণি- স্বরান্তানি, ব্যঞ্জনান্তানি, সর্বনামানি, সংখ্যাবাচকানি</li> <li>2. ধাতুরূপাণি- ভ্বাদ্যদাদিরূধাদীনি</li> <li>3. সন্ধি:- স্বরসন্ধি:, ব্যঞ্জনসন্ধি:</li> <li>4. কারকাণি</li> <li>5. চাণক্যশ্লোকা:</li> <li>6. সরস্বতিস্তোত্রম্</li> </ol>

		7. मुनिमूषिककथा 8. ब्राह्मणचौरपिशाचकथा 9. मेघदूतम् 10. श्रीमद्भगवद्गीता- कर्मयोगः
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### HINDI (10 Marks)

<b>इकाई-2</b> <b>विषय सामाग्री का सूक्ष्म</b> <b>समीक्षा (Critical</b> <b>Appraisal of Subject</b> <b>Content)</b>	<b>कक्षा VI – XII</b> <ul style="list-style-type: none"> <li>कोई नहीं पराया – गोपाल दास नीरज(VIII)</li> <li>वाक्य, कारक, समास एवं संधि</li> <li>संस्कृति है क्या – रामधारी सिंह दिनकर (IX)</li> <li>मैं नर्क से बोल रहा हूँ – हरिशंकर परसाई (XI)</li> <li>हो गई है पीर पर्वत –सी – दुष्यंत कुमार (XII)</li> </ul>
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### Mathematics (10 Marks)

Unit	Class	Contents
Unit-II	VI-XII	1. Algebraic Formulae 2. Rule of Three 3. Simple and compound Interest 4. Congruency and Similarities 5. Equation 6. Mensuration on Solids 7. Trigonometrical Ratios and Identities 8. Progression 9. Introduction of Calculus (Differentiation, Integral) 10. Matrix, Determinant



## Physical Science (10 Marks)

Unit	Class	Contents	
		Physics	Chemistry
Unit-II	VI-XII	1. Measurement System (VI) 2. Force and Pressure (VIII) 3. Heat (VIII) 4. Newton Law's of Motion (IX) 5. Lens and Dispersion (X) 6. Modern Physics (X) 7. Gravitation (XI) 8. Optics (XII) 9. Current Electricity (XII)	1. Simple, Compound and Mixed Matter (VI) 2. Molecule, Atom & Chemical Reaction (VII) 3. Properties of Gas (VIII) 4. Physical and Chemical Change (IX) 5. Electronic Theory of Oxidation & Reduction (X) 6. Chemical Bonding (X) 7. Structure of Atom (XI) 8. Solid State (XII) 9. Polymers (XII)

## Life Science (10 Marks)

Unit	Class	Contents
Unit-II	VI-XII	1. Diversity of structure and function of biotic components of ecosystem (VII) 2. Environment, health and hygiene (VII) 3. Photosynthesis and respiration (IX) 4. Hormones (X) 5. Human physiology (XI) 6. Genetic and evolution (XII)

## COMPUTER STUDIES

Unit	Class	
Unit- II	VI-VIII	1 History of computer 2 Generation of computer 3 Different parts of computer 4 Operating system
Unit-III	IX-X	1 Word 2 Spreadsheet 3 Power point presentation 4 Internet
Unit-XI-XII	XI-XII	1 Programming language

		2 Application of computer
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### History (10 Marks)

Unit	Class	Contents
Unit-II	VI-XII	<ol style="list-style-type: none"> <li>1. Concept of History</li> <li>2. Indian sub-continent of 6<sup>th</sup> Century</li> <li>3. Expansion of Empire and Rule</li> <li>4. Delhi Sultanate and Mughal Empire</li> <li>5. Evolution of Indian Civilization</li> <li>6. Rise of Kingdom</li> <li>7. Emergence of Indian Nationalism</li> <li>8. Indian Constitution</li> <li>9. Age of Cold War</li> <li>10. New World System</li> </ol>

### Geography (10 Marks)

Unit	Class	Contents
Unit-II	VI-XII	<ol style="list-style-type: none"> <li>1. River (VII)</li> <li>2. Pressure Belts and Wind (VIII)</li> <li>3. Determination of Location on Earth, International Date &amp; Time, Antipode (IX)</li> <li>4. Weathering (X)</li> <li>5. Process of Landform (XII)</li> </ol>

### Political Science (10 Marks)

Unit	Class	Contents
Unit-II	IX-XII	<ol style="list-style-type: none"> <li>1. Constitution of India; Salient Features</li> <li>2. Fundamental Rights &amp; duties</li> <li>3. Cultural citizenship &amp; Present India</li> <li>4. Political Science: An interdisciplinary study</li> <li>5. Theory on origin of the state; Evolutionary Theory</li> <li>6. Nationalism: A gateway to Internationalism</li> <li>7. Liberty: A general profile; Safeguard of liberty</li> <li>8. Distinguish between Rights and Human Rights. Human Rights and UNO. Writ procedure.</li> <li>9. Public opinion: Universal Adult Suffrage; Election Commission of India</li> <li>10. Indian Judicial system – nature of integrated Judiciary,</li> <li>11. Legislature and Executive: Unicameral and bicameral legislature of Indian Federal System; Accountability of executive (both political &amp; bureaucrat).</li> </ol>

## Education (10 Marks)

Unit	Class	Contents
Unit-II	XI-XII	<ol style="list-style-type: none"> <li>1. Historical development of Indian Education in ancient &amp; medieval periods.</li> <li>2. Important Educational events before India's Independence.</li> <li>3. Important Educational events after India's Independence.</li> <li>4. Universalization of Elementary Education (UEE), Delors' Commission</li> <li>5. Different Development stages of Development.</li> <li>6. Learning and its factors. Conditioning, connectionism and Insightful Learning.</li> <li>7. Statistics in Education – Tabulation, Frequency Distribution, Graphical Representation, Central Tendency.</li> </ol>

## ACCOUNTANCY

Unit	Class	Contents
Unit-II	XI & XII	<ol style="list-style-type: none"> <li>1. Theoretical bases of accounting, Accounting Assumptions, Principles, Indian Accounting Standards and brief introduction of IFRS.</li> <li>2. Recording of Transactions, Preparation of Trial Balance and Rectification of Errors.</li> <li>3. Financial Statements, Trading and Profit &amp; Loss Account, Balance Sheet; Income and Expenditure Account</li> <li>4. Partnership, Analysis of Financial Statements, Company Accounts. Computers in Accounting.</li> </ol>
Unit-III	XI & XII	<ol style="list-style-type: none"> <li>1. Classification of Costs and Preparation of Cost Sheet, Storing and control of materials</li> <li>2. Residential Status, Various Heads of Income. Forms of Business Organizations.</li> <li>3. Corporate Social Responsibility (CSR) and Business Ethics, Sources of Business Finance.</li> <li>4. Functions of Business Management, Financial Management, Marketing Management, fundamentals of tax</li> </ol>
Unit-IV	XI & XII	<ol style="list-style-type: none"> <li>1. Meaning and Sources of Indian Commercial Law, Law of Contract. Errors, Frauds and Auditor.</li> <li>2. Principles of Law of Insurance. Cost of labour and basic concept of overhead, Method of remuneration</li> <li>3. Income from house property and capital gains</li> <li>4. Different type of audit and new branches of audit, Pre audit procedure and vouching of transactions</li> </ol>

## Music (10 Marks)

Unit	Class	Contents
Unit-II	VI-XII	<ol style="list-style-type: none"> <li>1. Concept of Music (Sangeet)</li> <li>2. Characteristics of Raga in Indian Music (Sruti ,Seara, Suddha, Vikrita, Vadi, Samvadi,Vivadi, Pakar Arohar, Avarohan, Purbanga, Uttaranga etc.</li> <li>3. Musical Definitions- Swara, Saptaka, Tala, Laya, Matra etc.</li> <li>4. Theka and form of following talas: Dadra, Kaharaba, Tritala, Ektala etc.</li> <li>5. Use of Tanpura, Harmonium, Tabla, Relation between Tala and Laya.</li> <li>6. A brief study of the characteristics of :</li> <li>7. Songs of Vedic Period, Mughal period and Modern period.</li> </ol>

## Course – 122 & Course – 123

### Understanding Discipline & Pedagogy of School Subject Method-1 & Method-2 - 60 (30+30) Marks

#### Group – D (Unit-IV)

#### Methodology of Teaching

#### Bengali (30 Marks)

বিভাগ – ঘ

শিক্ষণ পদ্ধতি

<p>একক – ১</p> <p>মাতৃভাষা হিসাবে বাংলা</p> <p>ভাষার স্থান ও গুরুত্বঃ</p>	<p>ক) ভাষা ও মাতৃভাষা; জীবন ও শিক্ষায় গুরুত্ব,</p> <p>খ) মাতৃভাষার শিক্ষা ও মাতৃভাষার মাধ্যমে শিক্ষাঃ উদ্দেশ্য ও গুরুত্ব,</p> <p>গ) মাতৃভাষা শিক্ষাক্ষেত্রে পাঠ্যক্রমগত স্তরবিভাগ,</p> <p>ঘ) সাহিত্য শিক্ষকের ব্যক্তিগত ও পেশাগত গুনাবলী/ বৈশিষ্ট্য সমূহ</p>
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<p>একক - ২</p> <p>মাতৃভাষার শিক্ষায়</p> <p>দক্ষতার চতুরঙ্গঃ</p>	<p>ক) গ্রহনধর্মী দক্ষতা</p> <p>অ) শ্রবন - দক্ষতা বিকাশের উপায়সমূহ,</p> <p>আ) পঠন - পঠনের প্রকারভেদ সরব ও নীরব পাঠ, ব্যাপক ও গভীর পাঠ। ধারণা, চর্চনা ও স্বাদনা পাঠ। দ্রুত পঠন - প্রয়োজন অভ্যাস গঠন, এই দক্ষতার বিকাশের জন্য করণীয় কৃত্যঃ শিক্ষক ও বিদ্যালয়ের।</p> <p>খ) প্রকাশধর্মী দক্ষতা</p> <p>অ) কখন - বাংলা ভাষার বৈশিষ্ট্য। মৌলিক বর্ণ ও যুক্তবর্ণের উচ্চারণ বিধি। মান্য উচ্চারণ বনাম উপভাষা/ আঞ্চলিক উচ্চারণ। এই দক্ষতার বিকাশের জন্য করণীয় কৃত্যঃ শিক্ষক ও বিদ্যালয়ের।</p> <p>আ) লিখন - সুন্দর হস্তাক্ষরের সংজ্ঞা ও বৈশিষ্ট্য সমূহ, হস্তাক্ষরের উন্নতির উপায় সমূহ, বাংলা বানান সঠিক বানানের রীতি ও বানান সংস্কার। বিদ্যালয় শিক্ষার্থীদের বানানের ভুলের প্রকৃতি, কারন ও প্রতিকার।</p>
<p>একক - ৩</p> <p>সাহিত্যানুশীলন ও</p> <p>ভাষাবিকাশে শব্দভান্ডার</p> <p>সমৃদ্ধি ও সহপাঠক্রমিক</p> <p>কার্যাবলীর ভূমিকা ও</p> <p>ব্যবহার।</p>	<p>ক) আবৃত্তি,</p> <p>খ) অভিনয়,</p> <p>গ) বিতর্ক,</p> <p>ঘ) তাৎক্ষণিক বক্তৃতা</p> <p>ঙ) সাহিত্য সভা ও প্রতিযোগিতা,</p> <p>চ) পত্রিকা সংগঠন ও প্রকাশ,</p> <p>ছ) আলোচনাচক্র,</p> <p>জ) ভাষা গবেষণাগার,</p> <p>ঝ) শিক্ষামূলক প্রদর্শনী</p>

### Suggested Readings:

- বাংলা শিক্ষা পদ্ধতি - ডঃ সুবিমল মিশ্র
- Encyclopedia of Teaching Languages in India: Bengali – S.R. Sharma
- Bangla sikshan paddhati- Kaushik Chattopadhyaya
- Bangla paranor riti- Satyagopal Mishra

**English (30 Marks)****Group –D****Methodology of Teaching**

<b>Unit I Concept &amp; Background of Teaching English</b>	a) Aims & Course Learning Outcome of teaching English in Post-independent India with reference to multicultural perspectives. b) Trends in second language teaching theories: A brief overview <ol style="list-style-type: none"> <li>The behaviorist school</li> <li>Cognitive school</li> <li>Vygotsky and language development</li> </ol>
<b>Unit II The Identity Phase</b>	a) Commissions and committees on status of English in India after independence b) English as a global language
<b>Unit III Methods and Approaches of Language Teaching</b>	a) Methods and approaches of language teaching <ol style="list-style-type: none"> <li>Concept &amp; procedure</li> <li>Teachers' &amp; learners' role</li> </ol> b) Continuing Professional Development (CPD) - Concept and features

**Suggested Reading:**

- English Language teaching - Nagaraj.
- Approaches and methods in language teaching – Richards & Rodgers
- Teaching of English – Parveen Sharma
- Teaching English – Evans, Midgley,
- S. Kudchedkar (ed.), 'English Language Teaching in India : Orient Longman.
- V. Saraswathi, 'English Language Teaching : Principles and Practice' : orient Longman.

**Sanskrit (30 Marks)****Group – D****Methodology of Teaching**

<b>Unit I Concept and background of teaching Sanskrit:</b>	a) Aims and Course Learning Outcome of teaching Sanskrit. b) Relation and relevance of Sanskrit into contemporary Indian Language. c) Views of different commissions and committees for school-level Sanskrit Teaching.
<b>Unit II Method of Teaching Sanskrit:</b>	a) Traditional Method. b) Bhandarkar Method. c) Text Book Method. d) Direct Method. e) Translation Method. f) Psychological Method.

<p style="text-align: center;"><b>Unit III</b> <b>Developing Skills:</b></p>	<ul style="list-style-type: none"> <li>a) Listening skill – listening comprehension and strategies for its development. 1</li> <li>b) Speaking skill – impact of phonetics on development of speech habit, strategies for correct pronunciation and fluency in speaking.</li> <li>c) Reading skill – reading for comprehension, factors determining reading, strategies for its development.</li> <li>d) Writing skill – characteristics of Devanagari Script, factors influencing hand writing, causes of spelling mistake, strategies for its development</li> <li>e) Critical analysis of the Sanskrit syllabus at Secondary Level in West Bengal.</li> <li>f) Causes of backwardness and remedial teaching in Sanskrit.</li> <li>g) Agencies of Sanskrit education <ul style="list-style-type: none"> <li>i. Rashtriya Sanskrit Sansthan.</li> <li>ii. Sanskrit Universities.</li> <li>iii. Sanskrit Institution – In India and abroad.</li> </ul> </li> </ul>
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**Suggested Readings:**

- i. Teaching of Sanskrit- Apte & Dongre
- ii. *Debabhasa Sikshanam (Beng.)- Atulananda Mandal*
- iii. Teaching of Sanskrit- Safaya , Shukla
- iv. *Sanskrit sikshan paddhati (Beng.)- Rita Book Agency*

**Hindi (30 Marks)****Group – D****Methodology of Teaching**

<p><b>इकाई 1: भाषा शिक्षण के आधार</b></p>	<ul style="list-style-type: none"> <li>• भाषा: अर्थ, महत्व एवं प्रकृति</li> <li>• भाषा और समाज: भाषा और लिंग, भाषा और वर्ग, भाषा और अस्मिता</li> <li>• भाषा और विद्यालय: घर की भाषा और विद्यालय की भाषा में अंतर व महत्व, बहुसांस्कृतिक एवं बहुभाषिक कक्षा का महत्व</li> <li>• संविधान और शिक्षा समितियों की रिपोर्ट में हिंदी भाषा एवं अन्य भाषा की स्थिति: धारा 343- 351, कोठारी आयोग 1964-1966, राष्ट्रीय शिक्षा नीति 1986, राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005</li> </ul>
<p><b>इकाई 2: हिंदी शिक्षण में विभिन्न विधियाँ एवं</b></p>	<ul style="list-style-type: none"> <li>• हिन्दी शिक्षण की विधियाँ : निगमन विधि, आगमन विधि, समीक्षा विधि, योजना विधि, खेल पद्धति, समवाय विधि, प्रश्नोत्तरी एवं अभिनयकरण पद्धति</li> <li>• हिन्दी शिक्षण की विभिन्न विधाओं का उद्देश्य, महत्व एवं प्रक्रिया : गद्य शिक्षण</li> </ul>

विधाओं का संक्षिप्त अवलोकन:	<ul style="list-style-type: none"> <li>• कविता शिक्षण एवं नाटक शिक्षण</li> <li>• व्याकरण शिक्षण एवं रचना शिक्षण</li> <li>• शिक्षणशास्त्रीय विश्लेषण: अवधारणा, उद्देश्य, सोपान एवं लाभ</li> </ul>
इकाई 3: हिन्दी शिक्षण में भाषायी कौशल एवं शिक्षण कौशल	<ul style="list-style-type: none"> <li>• भाषायी कौशल: अर्थ, विशेषताएं, प्रकार</li> <li>• श्रवण कौशल, मौखिक अभिव्यक्ति कौशल, पठन कौशल, लेखन कौशल: अर्थ, प्रकार, उद्देश्य, महत्व एवं प्रविधियां</li> <li>• शिक्षण कौशल: परिभाषा, विशेषताएं, घटक एवं वर्गीकरण</li> <li>• सूक्ष्म शिक्षण: अवधारणा, विशेषताएं, सोपान, सावधानियां</li> </ul> <p>अधिगम प्रारूप: अवधारणा, आवश्यकता एवं आवश्यक गुण</p>
इकाई 4:	<b>शिक्षण विधि</b> (Methodology of Teaching)

## Mathematics (30 Marks)

### Group – D

#### Methodology of Teaching

<b>Unit I</b> <b>Importance of Teaching Mathematics</b>	<ul style="list-style-type: none"> <li>a) Nature and significance of mathematics.</li> <li>b) Aims and Course Learning Outcome of Teaching Mathematics in school level.</li> <li>c) Historical Perspectives of mathematics.</li> <li>d) Mathematics in everyday life.</li> <li>e) Place of mathematics in school curriculum.</li> <li>f) Correlation of Mathematics with other school subjects.</li> <li>g) Psychological theories of teaching mathematics: A brief view of Piaget, Dienes and Bruner.</li> </ul>
<b>Unit II</b> <b>Methods &amp; Strategies of Teaching Mathematics</b>	<ul style="list-style-type: none"> <li>a) Methods of teaching mathematics:               <ul style="list-style-type: none"> <li>i. Inductive method,</li> <li>ii. Deductive method,</li> <li>iii. Analytic method,</li> <li>iv. Synthetic method,</li> <li>v. Problem method</li> <li>vi. Project method</li> <li>vii. Laboratory method</li> </ul> </li> <li>b) Mathematics phobia</li> <li>c) Identification of slow learners in mathematics</li> <li>d) Remedial measures for slow learners in mathematics</li> <li>e) Identification and nurture of gifted students in mathematics</li> </ul>
<b>Unit III</b> <b>Instructional aids</b>	<ul style="list-style-type: none"> <li>a) Different types of teaching aids (projective and non projective) including calculator, computer, models.</li> <li>b) Teaching mathematics through – Mathematics Club, magazines,</li> </ul>



<b>and assistance in teaching mathematics and Evaluation</b>	<p>Quiz, puzzles – their roles in mathematics teaching learning.</p> <p>c) The mathematics laboratory : its nature and use</p> <p>d) Good Mathematics text books : features</p> <p>e) Good Math teacher: Qualities</p> <p>f) Importance of evaluation in mathematics.</p> <p>g) Types of evaluation in mathematics (Formative, Summative, Diagnostic, and prognostic)</p> <p>h) Techniques of evaluation (oral, written, achievement test, observation).</p>
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**Suggested Readings:**

- i. Agarwal S.M.– Teaching of Modern Mathematics.
- ii. Kulbir Sing Sidhu – Teaching of Mathematics.
- iii. Teaching of Mathematics- C.L. Banga

**Physical Science (30 Marks)****Group – D****Methodology of Teaching**

<b>Unit I Importance of Teaching Physical Science</b>	<p>a) Aims and Course Learning Outcome of Teaching Physical Science.</p> <p>b) Qualities &amp; Responsibilities of Physical Science Teacher</p>
<b>Unit II Approaches &amp; Methods of Teaching Physical Science</b>	<p>a) Inductive and Deductive approaches</p> <p>b) Methods:</p> <ol style="list-style-type: none"> <li>i. Concept Development Investigatory Method.</li> <li>ii. LCD Method.</li> <li>iii. Heuristic/ Discovery Method.</li> <li>iv. Problem Solving Method.</li> <li>v. Project Method.</li> </ol>
<b>Unit III Aspects and Evaluation in Physical Science</b>	<p>a) CAI, Electronic Media/ ICT used in lesson Demonstration. .</p> <p>b) Physical Science Laboratory.</p> <p>c) Popularization and Propagation of Science</p> <p>d) Improvisation of teaching-learning material.</p> <p>e) Scientific Temper and Nurturance of Special Talents</p> <p>f) Qualities of a Good Physical Science Text Book</p> <p>g) Types and Techniques of evaluation</p> <p>h) Evaluation of Physical Science Syllabus in Secondary &amp; Higher Secondary level in W.B.</p>

**Suggested Readings:**

- i. Innovative Science Teaching for Physical Science Teacher- Radhamohan
- ii. Modern Science teaching – R.C. Sharma
- iii. Bhota Vijnan Sikshan Paddhati (In Bengali) – Dr. Kamal Krishna De.

## Life Science (30 Marks)

### Group – D

#### Methodology of Teaching

<b>Unit I</b> <b>Importance of</b> <b>Teaching Life</b> <b>Science</b>	a) Aims and Course Learning Outcome of teaching Life Science at school. b) Relation of Life Science with other school, and in particular with Physical Science. c) Core concepts of Life Sciences and multi-disciplinary approaches of modern areas of Life Science like genetics, bio-technology, bio-informatics, microbiology, bio-chemistry etc. d) Life Science Teacher: e) Qualities & Responsibilities.
<b>Unit II</b> <b>Approaches,</b> <b>Methods, Aids</b> <b>and Equipments</b> <b>in Teaching Life</b> <b>Science</b>	a) Inductive and Deductive approaches b) Methods: <ol style="list-style-type: none"> <li>i. Demonstration Method.</li> <li>ii. Laboratory Method</li> <li>iii. Heuristic/ Discovery Method.</li> <li>iv. Problem Solving Method.</li> <li>v. Project Method.</li> </ol> c) Visual, Audio, Audio-Visual Aids. d) Popularization and Propagation through – <ol style="list-style-type: none"> <li>i. Science Fair, Exhibition and Club</li> <li>ii. Science Magazine</li> <li>iii. Science Quiz</li> <li>iv. Field Trips &amp; specimen collection/dissection</li> <li>v. Science museum, Zoological &amp; Botanical gardens, aquarium/vivarium/terrarium.</li> </ol>
<b>Unit III</b> <b>Important</b> <b>Aspects of</b> <b>Teaching and</b> <b>Evaluation in Life</b> <b>Science</b>	a) Improvisation of materials in Life Science teaching. b) Meaning and scope of the concepts – Scientific Aptitude, Scientific Temper and Nurturance of Special Talents. c) Qualities of a good Life Science Text Book. d) Evaluation of Life Science Syllabus in Secondary and Higher Secondary Stages in West Bengal. e) Types of evaluation in Life Science (Formative, Summative, Diagnostic, and prognostic) f) Techniques of evaluation (oral, written, achievement test, observation).

#### Suggested Readings:

- i. Teaching of Biological Science – Jasim Ahmad
- ii. Modern Teaching of Life Science – S.M. Zaidi

**Computer Studies (30 Marks)****Group – D****Methodology of Teaching**

<b>Unit I Importance of Teaching Computer Studies</b>	<ol style="list-style-type: none"> <li>1. Generation, Types &amp; Characteristics of Computer.</li> <li>2. Nature &amp; Scope of Computer Studies.</li> <li>3. Aims and Course Learning Outcome of Teaching Computer Studies.</li> <li>4. Place of Computer Studies in the School Curriculum.</li> <li>5. Computer Studies Teacher: a) Qualities &amp; Responsibilities. b) Need for Professional Orientation.</li> </ol>
<b>Unit II Approaches &amp; Methods of Teaching Computer Studies</b>	<ol style="list-style-type: none"> <li>1. Inductive and Deductive approaches</li> <li>2. Methods: <ul style="list-style-type: none"> <li>• Concept Dev. Inv. Method • Lecture Cum Demonstration Method • Problem Solving Method • Project Method • Laboratory Metho</li> </ul> </li> </ol>
<b>Unit III Aspect and evaluation of Teaching Computer Studies</b>	<ol style="list-style-type: none"> <li>1. Characteristics of Good Text Book in Computer Studies.</li> <li>2. Legal &amp; Copy Right Issues regarding Downloading Material from Inter-Net.</li> <li>3. Viruses and protection System.</li> <li>4. Critical Evaluation of the Syllabus of the 'Modern Computer Application' prevailing in Secondary Education System in West Bengal.</li> <li>5. Computerization of School Library and Office.</li> <li>6. Importance of Mass Literacy in Computer Studies.</li> <li>7. Importance of evaluation in Computer Studies.</li> <li>8. Types of evaluation in Computer Studies (Formative, Summative, Diagnostic, and prognostic)</li> <li>9. Techniques of evaluation (oral, written, achievement test, observation).</li> <li>10. Evaluation of Computer Studies Syllabus in Higher Secondary level in W.B.</li> </ol>
<b>Unit IV (EXTRA) Use and Assistance in Teaching Computer Studies</b>	<ol style="list-style-type: none"> <li>1. Brief Introduction about Operating System and types, CPU Scheduling.</li> <li>2. Basic concept about logic gates and their expressions, Use of Boolean Algebra in Computer Studies.</li> <li>3. Using Internet for Accessibility &amp; Retrieval of Information and different types of Networks – LAN, MAN, WAN.</li> <li>4. Number system: Bits, bytes, base conversion, complement system, addition, subtraction, Fixed point, Floating Point, ASCII, BCD, EBCDIC, Excess-3, 2421, Gray Code.</li> <li>5. Digital Circuit: Adder, Subtractor, Decoder, Encode, Multiplexer, De-multiplexer.</li> <li>6. Sequential circuit: Flip-flop, Register, Counter.</li> </ol>

	<p>7. Introduction to DMBS – Data, Database, Advantages of DMBS, Layered Architecture of database, Data Independence, Data Models, Schemes and Instances, Database languages, Database users, DBA, Data Dictionary, Functional components of a DBMS, Entity, Attributes and Relationship, Keys, ER Diagram of Some Examples Database.</p> <p>8. Html</p>
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## History (30 Marks)

### Group – D

#### Methodology of Teaching

<b>Unit I Concept and background of Teaching History</b>	<p>a) Definition of History, Aims, Course Learning Outcome of Teaching History</p> <p>b) Sources: Primary and Secondary</p> <p>c) Correlation of history with other subjects</p>
<b>Unit II Aids, Equipment and Methods in Teaching History</b>	<p>a) Importance, Classification and Preparation of Low Cost teaching aids.</p> <p>b) History Library, Text-Book, History Room, History Museum.</p> <p>c) Excursion, Cinemas and Documentaries, Collateral Reading (Historical Biographies, Travel Accounts, Reference Books, Historical fictions, Magazine, Journals and News Papers).</p> <p>d) Time Scale.</p> <p>e) Use of Technology in History.</p> <p>f) Lecture Method</p> <p>g) Heuristic Method</p> <p>h) Project Method</p> <p>i) Dramatization Method</p> <p>j) Discussion Method</p>
<b>Unit III Aspects of Teaching History &amp; Evaluation in History</b>	<p>a) History Teacher:</p> <p style="padding-left: 20px;">i. Qualities and Functions of History Teacher.</p> <p style="padding-left: 20px;">ii. History Teacher and Controversial Issues.</p> <p style="padding-left: 20px;">iii. Role of History teacher in Action Research.</p> <p>b) Art of Questioning in History Teaching, Brain Storming Questions</p> <p>c) Importance of evaluation in History.</p> <p>d) Types of evaluation in History (Formative, Summative, Diagnostic, and prognostic)</p> <p>e) Techniques of evaluation (oral, written, achievement test, observation).</p>

## Geography (30 Marks)

### Group – D

#### Methodology of Teaching

<b>Unit I</b> <b>Importance</b> <b>Approaches &amp;</b> <b>Methods of</b> <b>Teaching</b> <b>Geography</b>	a) Nature, Concept & Scope of Geography in Human Life and its Place in the School Curriculum. b) Aims and Course Learning Outcome of teaching Geography. c) Correlation of geography with other school Subjects. Inductive and Deductive approach d) Direct Observation Method and Local Study e) Indirect Observation Method. f) Lecture Method. g) Demonstration Method. h) Project Method.
<b>Unit II</b> <b>Aspects, Aids,</b> <b>Equipments and</b> <b>Assistance in</b> <b>Teaching</b> <b>Geography</b>	a) Maps, Graphs, models, Visual Aids, Filmstrips and Slides, b) CAI, Electronic Media, Excursion & Field Study. c) Geography Room & Museum, Geography Laboratory. d) Organization of Geography Club. e) Geography Teacher: <ol style="list-style-type: none"> <li>i. Qualities and Functions of Geography Teacher.</li> <li>ii. Need for Professional Orientation.</li> <li>iii. Use of Graphs &amp; Statistics.</li> <li>iv. Need for Environmental Awareness.</li> </ol> f) Art of Questioning in Geography Teaching, Brain Storming Questions, Probing Questions
<b>Unit III</b> <b>Evaluation in</b> <b>Geography</b>	a) Importance of evaluation in Geography. b) Types of evaluation in Geography (Formative, Summative, Diagnostic, and prognostic) c) Techniques of evaluation (oral, written, achievement test, observation). d) Evaluation of Geography Syllabus in Secondary & Higher Secondary level in W.B.

#### Suggested Readings:

- i. Teaching Geography- M. Boral

## Political Science (30 Marks)

### Group – D

#### Methodology of Teaching

<b>Unit I Concept and background of Teaching Political Science</b>	a) History of Political Science as a separate field of study. b) Modern Definitions of Political Science. c) Scope, Aims, Course Learning Outcome and Values of Teaching Political Science. d) Place of Political Science in School Curriculum.
<b>Unit II Approaches, Methods, Aids and Assistance in Teaching Political Science</b>	a) Inductive and Deductive Approaches b) Lecture Method c) Question Answer Method d) Supervised Study Method e) Project Method f) Discussion Method g) Individualized Instruction Method h) Problem Solving Method i) Teaching Aids: Importance, Classification and Preparation of Low Cost teaching aids, Computer Assisted Instruction. j) Text-Books, Journal and Periodicals for teaching Political Science, Subject Room, Subject Museum.
<b>Unit III Critical Context &amp; Evaluation of Political Science</b>	a) Political thoughts of Swami Vivekananda. b) Evaluation of Political Science and Civics Syllabus with special reference to West Bengal c) Principles of framing the Political Science Syllabus. d) Qualities and Functions of Political Science Teacher. e) Art of Questioning in Political Science Teaching.

**Suggested Readings:**

- i. Modern Methods of Teaching Political Science – Prem Lata Sharma, Swarup and Sons, New Delhi
- ii. Teaching Social Science in Schools: NCERT
- iii. Teaching Political Science – Vernon Van Dyke, Humanities Press
- iv. Rstra Bijnan Sikshan Paddhati – Dr. Smritikana Mazumder, Rita Publication

**Education (30 Marks)****Group – D****Methodology of Teaching**

<b>Unit I Concept, Approaches &amp; Methods of Teaching</b>	a) Definition of “ Education” b) Aims, Course Learning Outcome of Teaching Education. c) Correlation of Education with other subjects. d) Instructional approaches: Direct, Indirect, PSI. e) Lecture Method
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<b>Education</b>	f) Project Method g) Discussion Method h) Programmed Instructions/CAI
<b>Unit III Aids, Equipments and Assistance in Teaching Education</b>	a) Importance Classification and Preparation of Low Cost teaching aids. b) Education Library, Text-Book, Education Room, Education Museum. c) Excursion, Documentaries d) Use of technology in Education.
<b>Unit III Aspects &amp; Evaluation of Teaching Education</b>	a) Qualities and Functions of Education Teacher. b) Art of Questioning in Teaching Education. c) Critical Analysis of Education Syllabus d) Principles of framing the “Education” Syllabus. e) Importance of evaluation in Education. f) Evaluation of Education Syllabus in Higher Secondary level in W.B.

**Suggested Readings:**

- শিক্ষা বিজ্ঞান - ড. নিখিল দত্ত ও ড. চৈতন্য মন্ডল
- শ্রেণীশিক্ষণে শিক্ষাবিজ্ঞান - ড. চৈতন্য মন্ডল
- সমাজবিজ্ঞান শিক্ষণ পদ্ধতি - ড. চৈতন্য মন্ডল

**Accountancy (30 Marks)****Group – D****Methodology of Teaching**

<b>Unit I Concept, Approaches &amp; Methods of Teaching Accountancy</b>	b) Aims & Course Learning Outcome of teaching Accountancy. c) Correlation of Education with other subjects. d) Instructional approaches: Direct, Indirect, PSI. e) Lecture Method f) Project Method g) Discussion Method h) Programmed Instructions/CAI.
<b>Unit II Aids, Equipments and Assistance in Teaching Accountancy</b>	a) Importance, Classification and Preparation of Low Cost teaching aids. b) Accountancy Text-Book, Accountancy Room, Excursion (Visit to profit seeking and non-profit seeking organizations). c) Use of technology in Accountancy.
<b>Unit III Aspects &amp; Evaluation of Teaching Accountancy</b>	a) Qualities and Functions of Accountancy Teacher. b) Art of Questioning in Teaching Accountancy. c) Critical Analysis of Accountancy Syllabus d) Principles of framing the Accountancy Syllabus.



e) Importance of evaluation in Accountancy.
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## Music (30 Marks)

### Group – D

#### Methodology of Teaching

<b>Unit-I Importance of Teaching Music</b>	<ul style="list-style-type: none"> <li>a) Aims and Course Learning Outcome of Teaching Music at Secondary and Higher Secondary Level.</li> <li>b) Concept &amp; Scope of Music in Human Life.</li> <li>c) Musical Ability, Musical aptitude, musical creativity.</li> <li>d) Qualities and Responsibilities of Music Teacher</li> </ul>
<b>Unit-II Approaches &amp; Methods of Teaching Music</b>	<ul style="list-style-type: none"> <li>a) System of introducing music to be beginners' use of Alankaras and tanas for vice- training.</li> <li>b) Methods               <ul style="list-style-type: none"> <li>i. Demonstration method.</li> <li>ii. Heuristic method</li> <li>iii. Problem solving method</li> <li>iv. Project method</li> </ul> </li> </ul>
<b>Unit-III Aspect, Teaching Aids, Equipments, Assistance and Evaluation in Teaching Music</b>	<ul style="list-style-type: none"> <li>a) Good music text books: features.</li> <li>b) Behavioural/ instructional Course Learning Outcome of music teaching.</li> <li>c) Art of questioning in music teaching, Brain storming, Question, Probing questions.</li> <li>d) Principles of framing the music syllabus</li> <li>e) Techniques of evaluation in music (oral, written, practical, observation), Types of evaluation in music (Formative, Summative, Diagnostic etc)</li> <li>f) Evaluation of music syllabus in H.S level of W.B.C.H.S.E.</li> </ul>

## Course – 122 & Course – 123

### Understanding Discipline & Pedagogy of School Subject Method-1 & Method-2 - 40 (20+20) Marks

#### Engagement with Field/Practicum

#### Practical on School Subject



**(Project / Experiment)**

**Practical in Bengali Method (20 Marks)**

1. Listening Comprehensions Test
2. Reading (aloud) – Drama (pass)
  - Pronunciation
  - Stress
  - Modulation
  - Course Learning Outcome of silence
  - Meaningfulness
3. Close-Test (Reading comprehension silent Reading)
4. Creative writing (250 words) free writing from own choice
5. Planning, Organizing & Participation in Field Trip
6. Reading of a passage (10 lines above)
  - Rewritten, having no gaps in between words, no punctuation marks.
  - Shortcut will be worked read it loudly proper accents, stress, silence, modulation.

**Practical in English Method (20 Marks)**

1. Listening comprehension Test from recorded text
2. Reading (aloud) – Extract from any drama
  - Pronunciation, stress, modulation, suggestive pause, meaningfulness
3. Creative writing (in 250 words) – Free writing – any one topic out of five
4. Planning, Organizing & Participation in Field Trip
5. Reading comprehension Test (silent reading) – A text will be supplied with gaps – students will be asked to fill in the gaps either from accurate word from the text, or relevant word- Categories: (a) accurate (b) Relevant (c) inaccurate

**Practical in Sanskrit Method (20 Marks)**

1. Listening and speaking comprehension test (both Listening and speaking skill).
2. Reading aloud – Dramatization (Proper stress, accent, modulation, punctuation, pause, meaningfulness).
3. Typing a text in Sanskrit software named Baraha – Powerpoint presentation in Sanskrit
4. Creative writing (in 250 words) – free writing – any one out of five.
5. Planning, Organizing & Participation in Field Trip

6. Correction of spelling mistake with the help of proper pronunciation (specimen should be collected from modern Bengali words for correction and justification).

### **Practical in Hindi Method (20 Marks)**

#### **प्रशिक्षण/कक्षा शिक्षण के दौरान गतिविधि**

1. वाक् एवं वाग्ययन्त्र
2. सृजनात्मक लेखन (250 शब्द)
3. वाक्य – विन्यास
4. कक्षा शिक्षण के दौरान “कक्षा आठ के छात्रों द्वारा हिन्दी में की जाने वाली वर्तनी संबंधी अशुद्धियों को दूर करना”-इस समस्या पर क्रियात्मक शोध तैयार करें।
5. प्रशिक्षण के दौरान ‘पश्चिम बंगाल के संदर्भ में प्रथम, द्वितीय एवं तृतीय भाषा’-विषय पर परिचर्चा का आयोजन करें।
6. भाषायी कौशलों से संबंधित विभिन्न प्रकार की गतिविधियां तैयार करें और उनका प्रयोग कक्षा शिक्षण के दौरान करें।
7. प्रशिक्षण के दौरान किसी पाठ का शिक्षणशास्त्रीय विश्लेषण करें।
8. कक्षा शिक्षण के दौरान खेल-खेल में विभिन्न क्रियाओं-कलापों के द्वारा व्याकरण सिखायें।
9. पाठ्य पुस्तक की समीक्षा
10. अनुरूपित शिक्षण (5 पाठ)

### **Practical in Mathematics Method (20 Marks)**

1. To verify the sum of 1<sup>st</sup> n numbers.
2. To verify the Pythagoras Theorem.
3. To verify the angles in the same segment of a circle are equal.
4. To verify the value of  $\Pi$
5. To make a cone with given slant-height and circumference.
6. To make cylinder with given circumference and height.
7. Construction of a parabola.
8. To measure height of an object.
9. To make a mathematical vocabulary.
10. Frequency of letters/ words in a text (graphical)
11. Percentage open space calculation of a room.
12. Planning, Organizing & Participation in Field Trip

### **Practical in Physical Science Method (20 Marks)**

- Planning, Organizing & Participation in Field Trip
  - Either from Physics (any one from each Gr. A & Gr. B) or Chemistry (any one from each Gr. A & Gr. B)

#### **Physics: Group A**

Experiment I – Demonstration of Specific Gravity of Solid/ Liquid.

Experiment II – Reflection & Refraction of Light.

Experiment III – Determination of 'g'.

Experiment IV – Determination of unknown Resistance using PO Box.

Experiment V – Magnetic Lines of Force

### **Physics: Group B**

1. To determine resistance per cm of a given wire plotting a graph of potential difference versus.
2. To find resistance of a given wire using meter bridge and hence determine the specific resistance of its materials.
3. To verify the laws of combination (series/ parallel) of resistances using a metre bridge.
4. To convert the given galvanometer (of known resistance and figure of merit) into an ammeter and voltmeter of desired range and to verify the same.
5. To assemble a household circuit comprising three bulbs, three (on/off) switches, a fuse and power source.
6. To observe refraction and lateral deviation of a beam of light incident obliquely on a glass slab.

### **Chemistry: Group A**

Experiment I – Salt Analysis.

Experiment II – Titration.

Experiment III – Preparation Of gases – CO<sub>2</sub>, H<sub>2</sub>S, NH<sub>3</sub>

Experiment IV – Preparation of In-organic compound (ferrus ammonium sulphate, Potassium ferric oxalate).

### **Chemistry: Group B**

1. Organic Chemistry: Identification of Radicals: -COOH, -OH, -NH<sub>2</sub>, -CHO, >C=O
2. Preparation of Organic Compounds (acetanilide, Di-benzal acetone, P-Nitroacetanilide, Iodoform)
3. Quantitative estimation
4. Using a chemical balance
5. Preparation standard solution of Oxalic acid.
6. Experiment related to pH change
7. Determination of pH of some solutions obtained from fruit juices varied concentrations of acids, bases using pH paper.
8. Comparing the pH of solutions of strong and weak acid of same concentration.

## **Practical in Life Science Method (20 Marks)**

### **Planning, Organizing & Participation in Field Trip**

#### **Demonstration of Laboratory Practical:**

1. Botany or Bio-Chemistry or Zoology or Physiology (Two Practical)
2. Laboratory Note- Book
3. Project Work

4. Viva voce

**Botany** (Lab. Works – cutting, dissection, display etc.)

(Answer scripts – During Lab. Identification etc.)

1. Demonstration of cutting of section (Root/ Stem- Monocot/ Dicot), or flower dissection
2. Microscopic observation of section and to show the same to the Examinee. OR T.S. of ovary and display of flower dissection
3. Drawing and Labeling
4. Identifying character of the section Or description of flower

Or **Biochemistry** (Lab. Work – demonstration + Identification

Written work

1. Demonstration for identification of the sample (starch, glucose, fat, protein)
2. Written work based on identification of the food material (mentioning procedures of observation, influence of the test)

Or **Zoology**

1. Demonstration for identification of the specimen (any two)
2. Drawing
3. Writing of two identifying characters of the specimen and mention only the scientific name.

Or **Physiology:**

1. PFI / Blood Pressure: Demonstration in class
2. Written work in answer Scripts about procedure / result

## **Practical in Computer Studies Method (20 Marks)**

1. Preparation of materials & programmes to inculcate computer attitude.
2. Analysis and Evaluation of Computer Science/Application Textbook.
3. Survey of Computer Science Laboratory in a school.
4. Evolving suitable technique(s) to evaluate laboratory work.
5. Visit to Community Science Centre/ Science City / Science Museum
6. Simulated Teaching Practical (5 lessons).
7. Any other decided by class teacher

## **Practical in History Method (20 Marks)**

1. Numismatics:  
(Name of the dynasty, nature of coin, issuer, metal used and weight, name of the ruler, Time, mint name, if any, Calligraphy, comments etc.).
2. Inscription studies:  
(Brahmee, Kharastee, Greek, Arbic, Urdu, Proto -Bengali etc.).
3. Project on Local History
4. Preparation of Time-Line, Time-Graph and History maps.

5. Planning, Organizing & Participation in Field Trip

### **Practical in Geography Method (20 Marks)**

1. Comparative Study of Liner, Digital and Vernier Scales.
2. Surveying:
3. Prismatic Compass Surveying
4. Chain Surveying
5. Interpretation of Topographical Sheets with Suitable morphometric Techniques.
6. Map Projection: Cylindrical Equal Area
7. Polar Zenithal Equal Area.
8. Instruments Study.
9. Maximum and Minimum Thermometer.
10. Hygrometer
11. Rain Gauge
12. Barometer (Fortin's and Aneroid)
13. Rock & Mineral Identification.
14. Cartograms –
15. Choropleth mapping – Population density by screen method,
16. Pie-diagram – Occupational structure or Land use Pattern,
17. Bar Diagram – Male-Female population / Rural-urban population/ Production of food-grains,
18. Dot method and interpretation – Rice & Wheat.
19. Statistical Diagram with interpretation: Rainfall – Temperature graphs of different climatic of the World.
20. Planning, Organizing & Participation in Field Trip

### **Practical in Political Science Method (20 Marks)**

1. Political Map, Time line
2. Project on Local Political Governance
3. Planning, Organizing & Participation in Field Trip

### **Practical in Education Method (20 Marks)**

1. Team Teaching
2. Project work
3. Preparation of Timeline/ Comparative Timeline
4. Preparation of LTM
5. Planning, Organizing & Participation in Field Trip

### **Practical in Accountancy Method (20 Marks)**

1. Team Teaching
2. Project work on commercial phenomena

3. Preparation of LTM
4. Planning, Organizing & Participation in Field Trip
5. Industrial Survey work

### **Practical in Music Method (20 Marks)**

1. Practical Demonstration & reporting of Activity
2. Planning, Organizing & Participation in Field Trip
3. Laboratory - book
4. Practical Activities
  - (a) Raga (Secondary & H.S Level), (b) Bhajan, (c) Rabindra Sangeet (Darupada & Kheyal Style), (d) Nazrul Geeti (any one), (e) D. L. Roy, Rajanikanta, Atulprasadi song (any of each), (f) One Padabali Kirtan

----- **End** -----