

Revised B.Ed. Syllabus

(With Effect from 2016)



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

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.

VALUES:

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.

**CURRICULUM STRUCTURE AND EXAMINATION PATTERN
FOR 2 YEAR B.Ed. PROGRAMME**

1 st Semester					
Course/ Paper	Title/Subjects	Theory	Practicum	Full Marks	Credit
I	Foundation of Education & Education in the light of Swami Vivekananda	80	20	100	4
II	Developmental Psychology	80	20	100	4
III	Understanding the Discipline and Subjects	80	20	100	4
VIII	Language and Classroom Communication	30	20	50	2
IX-A	Yoga and Health Education -1	30	20	50	2
X-A	Visual and Performing Arts -1	30	20	50	2
XI	Psychology Practical (EPC-1)	-	50	50	2
Total (1st Semester)		330	170	500	20

2 nd Semester					
Course/ Paper	Title/Subjects	Theory	Practicum	Full Marks	Credit
IV	Education in India (Pre-independent & Post-independent)	80	20	100	4
V	Psychology of Teaching & Instructional Technology	80	20	100	4
VI	Evaluation & Management in Education	80	20	100	4
VII	Pedagogy of School Subject	80	20	100	4
IX-B	Yoga and Health Education -2	30	20	50	2
X-B	Visual and Performing Arts - 2	30	20	50	2
Total (2nd Semester)		380	120	500	20

3 rd Semester					
Course / Paper	Title/Subjects	Theory	Practicum	Full Marks	Credit
XI	Inclusive Education and Children with Special Needs	80	20	100	4
XII	Guidance & Counselling and Curriculum Studies	80	20	100	4
XIII	Special Paper (EDTE/ POEE/ENVE/COME/WEVE/HEPE/EDWB)	40	10	50	2
XIV	Humanistic Education (Peace Education, Value Education and Gender Studies)	40	10	50	2
XV-A	Internship (School Exposure)	-	50	50	2
XVI	Internship (School Study Project)	-	50	50	2
XVII	ICT in Education (EPC-2)	40	10	50	2
XVIII	Practical on School Subject (EPC-3)	-	50	50	2
Total (3rd Semester)		280	220	500	20

4th Semester					
Course/ Paper	Title/Subjects	Theory	Practicum	Full Marks	Credit
XV-B	School Internship: Continuous Evaluation Final Teaching	-	400	400	16
XIX	Action Research (EPC-4)	-	50	50	2
XX	Community Outreach	-	50	50	2
Total (4th Semester)		-	500	500	20
Grand Total				2000	80

At a Glance			
	Theory	Practicum	Total
1 st Semester	330	170	500
2 nd Semester	380	120	500
3 rd Semester	280	220	500
4 th Semester	-	500	500
Total	990	1010	2000

Semester – I

1st Semester					
Course/ Paper	Title/Subjects	Theory	Practicum	Full Marks	Credit
I	Foundation of Education & Education in the light of Swami Vivekananda	80	20	100	4
II	Developmental Psychology	80	20	100	4
III	Understanding the Discipline and Subjects	80	20	100	4
VIII	Language and Classroom Communication	30	20	50	2
IX-A	Yoga and Health Education -1	30	20	50	2
X-A	Visual and Performing Arts -1	30	20	50	2
XI	Psychology Practical (EPC-1)	-	50	50	2
Total (1st Semester)		330	170	500	20

Paper – I

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

1st Half**Foundations of Education - 40 Marks**

Objectives: 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

<p align="center">Unit I: General Concept of Education</p>	<ul style="list-style-type: none"> • Concept & scope of education; the four pillars of education. • Aims of education: Personal, Social, Economic and National Development. • Education for generation, conservation and transmission of knowledge. • Agencies of education: home, school, community and media. • Types of education: formal, non-formal, informal; role of various agencies in education.
<p align="center">Unit II: Philosophical Foundation of Education</p>	<ul style="list-style-type: none"> • The significance of Philosophy in education. • Brief account of the tenets of the following schools of philosophy of education – Idealism, Pragmatism & Naturalism. • 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.
<p align="center">Unit III: Sociological and Political Foundation of Education</p>	<ul style="list-style-type: none"> • 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. • Social issues in education- Globalization, multiculturalism, secularism, education for sustainable development, illiteracy, poverty, socially disadvantaged groups, gender inequality. • Relationship between Education and political development, Role of the State and civil society in education, Constitutional goal for Indian education • Rights-based approach to education: Education as a human right; Rights, claims and entitlements; Claim holders and duty bearers; Child rights
<p align="center">Unit IV: Psychological Foundation of Education</p>	<ul style="list-style-type: none"> • Meaning, Nature, Scope and Methods of Educational Psychology; • Interrelationship between Education and Psychology; • Major schools of Psychology and their contribution towards Education – <ol style="list-style-type: none"> a. Structuralism, b. Functionalism,

	<ul style="list-style-type: none"> c. Behaviorism, d. Cognitivism, e. Gestalt, f. Constructivism, and g. Psychoanalysis.
--	---

Suggested Readings:

- i. Philosophy of Education – A. Chakraborty
- ii. Educational thought and Practice – V.R. Taneja.
- iii. Principles and Practice of education – B.R.Purkait.
- iv. Education and Society – Ottaway.
- v. Great Philosophers and Thinkers on Education – J.C. Aggarwal & S. Gupta.
- vi. Advanced Curriculum Construction – J. Prasad & V.K. Koushik.
- vii. Curriculum Reform – B. D. Bhatt.

2nd Half

Education in the Light of Swami Vivekananda - 40 Marks

Objectives: 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 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

<p>Unit I: Vivekananda, Education and the 21st Century</p>	<ul style="list-style-type: none"> • Life and personality of Swami Vivekananda: a brief sketch. • Swami Vivekananda’s perspectives on – the causes of India’s downfall way to regeneration, education – the panacea. • UNESCO & Swami Vivekananda with reference to Federico Mayor’s (Director General, UNESCO) speech in 1993. • Swami Vivekananda’s twin central definitions of education: <ul style="list-style-type: none"> a) ‘Education is the manifestation of the perfection already in man’ with reference to ‘Learning the Treasure within’ – Delors’ Commission report to UNESCO. b) ‘Education is the nervous association of ideas’ – a neuropsychological approach.
<p>Unit II: Essential components of Swami Vivekananda’s Educational Thought</p>	<ul style="list-style-type: none"> • Practical Vedanta as the theoretical background to Swami Vivekananda’s philosophy of education • Aim of Education, Holistic development of the personality – physical, intellectual, emotional and spiritual development. • Curriculum – Science and spirituality, values based on divinity of the soul, practical value of education, positive and strengthening ideas.

	<ul style="list-style-type: none"> • Method – Concentration, assimilation of ideas, service as a way of life. • Role of the teacher – qualities of a good teacher, ideal of <i>gurugrihvasa</i>.
<p>Unit III: Swami Vivekananda on Issues of Contemporary Relevance</p>	<ul style="list-style-type: none"> • Flaws in the prevailing system of education • Mass education • Women’s education • Technical and vocational education • Music and art • Harmony of religions • Culture and education • National roots for an educational philosophy
<p>Unit IV: Swami Vivekananda and other Prominent Indian Educators – A Comparative Study</p>	<ul style="list-style-type: none"> • Integral Education of Sri Aurobindo • Basic Education (<i>Nai-Talim</i>) of Mahatma Gandhi • Tagore’s idea of ‘freedom in spite of school’

Suggested Readings:

- i. Integral Education: Swami Vivekananda’s Educational Vision – Swami Bhajananada
- ii. Educational Philosophy of Swami Vivekananda - Avinashalingam
- iii. My India: My India Eternal - RKM Institute of Culture, Golpark
- iv. Siksha Prasanga- Sw. Vivekananda

Engagement with Field/Practicum – 20 Marks

- | |
|--|
| <ol style="list-style-type: none"> i. Preparation of Timeline & reporting based on major schools of philosophy. ii. Review of curriculum in elementary education iii. Review of curriculum in secondary education iv. Review of curriculum in higher secondary education v. Report on liking of curriculum in between the classes in secondary education vi. Preparation of Timeline & reporting based on different schools of philosophy of education. vii. Preparation of Timeline & reporting based on different social issues in education. viii. Preparation of a brief outline of life and personality of Swami Vivekananda ix. Preparation of Report on Swami Vivekananda & UNESCO x. Preparation of A Comparative outline between Swami Vivekananda and other Prominent Indian Educators |
|--|

Paper – II**Developmental Psychology – 100 Marks
(Theory - 80 & Practicum – 20)****1st Half****Development Across Stages – 40 Marks**

Objectives: *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

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

2nd Half**Aspects of Development – 40 Marks**

Objectives: 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.

Contents

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

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 – 20 Marks

- | |
|---|
| <ol style="list-style-type: none"> i. 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. ii. Observe some successful individuals and list down the behavioural characteristics which impress you. |
|---|

- | | |
|------|---|
| iii. | Take interview of five low achievers and five high achievers and find out their ways of learning. |
| iv. | List down few (classroom) learning situations involving insightful learning. |
| v. | 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. |
| vi. | List down different maladjusted behaviours of adolescents which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour. |
| vii. | Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers. |

Paper – III

Understanding the Discipline and Subjects (100 Marks) (Theory - 80 & Practicum – 20)

(Bengali, English, Sanskrit, Mathematics, Physics Chemistry, Life Science, Computer Studies, History, Geography, Education, ACBK, Political science, Work Education)

Objectives: *The student-teachers will be able to:*

- *Reflect on the nature and role of disciplinary knowledge*
- *Understand the paradigm-shift in the nature of disciplines*
- *Understand the role of such disciplinary knowledge in the overall schema of the school curriculum.*
- *Understand the re-definition of the school subjects in reference to social justice.*
- *Know the basis of knowledge and branches of emerging knowledge.*
- *Be aware of the emergence of various disciplines*
- *Develop among the teacher trainees an understanding of science as a discipline.*

Contents

Group A (20 Marks)	Unit I: Understanding Discipline and Subject	<ul style="list-style-type: none"> • Nature and Characteristics of a Discipline • Emergence of Various Disciplines • Merger of Various Disciplines • Interrelation and Interdependence amongst Various School subjects • Objectives, scope and nature of school subjects • Different strategies used for respective school subjects.
Group B (60 Marks)	Unit II: Critical Appraisal of Subject Content	Subject Contents from Class VI –VIII

	from Upper Primary	
	Unit III: Critical Appraisal of Subject Content from Secondary	Subject Contents from Class IX-X
	Unit IV: Critical Appraisal of Subject Content from Higher Secondary	Subject Contents from Class XI-XII

Engagement with Field/Practicum – 20 Marks

<p>i. Policy analysis National curriculum frame works</p> <p>ii. Identification of core, hidden, null and latent curriculum in textbooks.</p> <p>iii. Review of the books for constructing an activity curriculum.</p> <p style="text-align: center;">Or</p> <p>iv. It will be decided & announced by the concerned Subject Teachers.</p>

Paper VIII

Language and Classroom Communication-50 Marks (Theory - 30 & Practicum – 20)

Objectives: *The student-teachers will be able to:*

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

Contents

Unit I: Theoretical Background of Language Usage	<ul style="list-style-type: none"> • Language – Meaning and Concept • Functions of Language • Role of Language across curriculum • A brief historical background of language development. • Theories of language development – Bloomfield, Chomsky, Saussure • Theoretical understanding of Multilingualism.
Unit II: Understanding the Language	<ul style="list-style-type: none"> • Understanding home language and school language. • Power dynamics of ‘standard’ language vs. ‘home language’. • Dialects.

Background	
Unit III: Different Strategies for Language Development	<ul style="list-style-type: none"> • Nature of classroom discourse. • Develop strategies for using language in the classroom – oral and written • Discussion as a tool for learning.
Unit IV: Language Interaction in the classroom	<ul style="list-style-type: none"> • Nature of questioning in the classroom. • Types of questions – Teachers’ role. • Multicultural classroom – Teachers’ role. • Reading proficiency in the content areas – Social Sciences, Sciences, Mathematics. • Schema Theory. • Different Texts – Expository, Narrative, Transactional. Reflexive.

Suggested Readings:

- i. Bennett, W.A. (1969). Aspects of language and language teaching. London : Cambridge University Press
- ii. Braden, K. (2006). Task based language education: From theory to practice. London: Cambridge University Press.
- iii. Britton, James. (1973). Language and learning. London: Penguin Books.
- iv. Byrnes, Heidi (2006). Advanced language learning: The contribution of Halliday and Vygotsky. Continuum International Publishing Group.
- v. Pearson, J. .C. et al. (2011). Human Communication. (4th ed.). New York: McGraw Hill Companies Inc.
- vi. Floyd, K. (2009). Interpersonal Communication. New York: McGraw Hill Companies Inc.
- vii. Fromkin, V, Rodman, R &Hymns, N. (2011). Introduction to Language. (9th ed.). Canada: Cengage Learning.
- viii. Akmajian, A. et al. (2010). Linguistics: Introduction to Language and Communication. (6thed.). Cambridge: MIT Press.

Engagement with Field/Practicum – 20 Marks

- i. School Visit to Find out Communication Problem/Apprehension in Students
- ii. Designing Games and Exercises for Developing Listening, Speaking, Reading and Writing Skills
- iii. Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech
- iv. Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming
- v. Assignments on Developing Listening Skills – Listening to speech, directions.

Paper IX-A

Yoga and Health Education - 50 Marks

(Theory - 30 & Practicum – 20)

Objectives: *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

Unit I: Introduction to Yoga and their practices	<ul style="list-style-type: none"> • Yoga - meaning, scope & initiation • Aim and Objectives of Yoga • History and development of Yoga • Astanga Yoga • Stream of Yoga • General guidelines for yogic practices • Mood disturbance, Drug addiction, Phobia and anti social character- Their Yogic management. • Yoga and aging, social problems.
Unit II: Concept of health in perspective of Yoga	<ul style="list-style-type: none"> • Concept of health, Spectrum and determinants of health • Aim and objective of Health education • Health service and guidelines instruction for guidance and counseling • Needs of Yoga for positive health • Need of warming up and cooling down before and after yogic practices
Unit: III Stress and stress management in perspective of Yoga	<ul style="list-style-type: none"> • Stress – a yogic perspective • Yoga as a way of life to cope with stress • Yogic practices for stress management • Cyclic meditation for stress management • Concept of load
Unit IV: Concept of Physical Education in perspective of	<ul style="list-style-type: none"> • Meaning, Definition and Scope of physical Education • Aim and Objective of Physical Education • Relationship between Physical Education and Yoga Education • Role and significance of Yoga in Physical Education • Concept of fitness

Yoga	<ul style="list-style-type: none">• Component of health related fitness and performance related fitness• Sports management system in school, college and university• Community based physical education and sports programmes
-------------	---

Suggested Readings:

- i. Bajpai, R. S. (2002). The Splendors and Dimensions of Yoga. Vol. I atlantice Publishers and Distributors.
- ii. Bhattacharya, R. S. (1985). An Introduction to the Yogasutra. Delhi: Bharatiya Vidya Praksana.
- iii. Criswell, E. (1989). How Yoga Works: an Introduction to Somatic Yoga. Novato, California: Freeperson press.
- iv. Datta, A. K. (1981). Bhaktiyoga. Bombay: Bharatiya Vidya Bhawan.
- v. Desikachan, T. K. V. (1995). The Heart of Yoga: Developing a personal practice. Rochester, Vt.: Inner traditions International.
- vi. Desai M, (1980). Nature Cure. New Delhi: S. Chand and Co. Ltd.
- vii. Dynamics of Yoga (1989). Monghur: Bihar School of Yoga.
- viii. Feurstein G. (2002). The Yoga Tradition. New Delhi: Bhavana Books and prints.
- ix. Kapur C. L. (1982). Yoga and Education. Simla Hills: SCERT Himachal Pradesh.
- x. Krishna G. (1991). Higher Consciousness. D. L. Taraporaovade Sons and Co. Pvt. Ltd.
- xi. The Science of Yoga (1988). Monghur: Bihar School of Yoga.
- xii. Yoga Asanas in theory and practice (1975). Monghur: Bihar School of Yoga.
- xiii. Yoga for health and peace (2001). Mumbai: Yoga

Engagement with Field/Practicum – 20 Marks

<ol style="list-style-type: none">i. Practices of Asanas, Pranayamas, Bandhas and Kriyasii. Practice of Surya Namaskariii. Preparation of Teaching Aids on Yogaiv. Visit to Yoga Ashramas and Centres
--

Paper X-A

Visual and Performing Arts in Education - 50 Marks

(Theory - 30 & Practicum – 20)

Objectives: *The student-teachers will be able to:*

- *Understand the use of 'Drama' as Pedagogy.*
- *Use 'Role play' technique in the teaching learning process.*
- *Understand the importance of 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

Unit- I: Drama and its Fundamentals	<ul style="list-style-type: none"> • Drama as a tool of learning. • Different forms of Drama. • Role play and Simulation. • Use of Drama for Educational and Social change (Street play, Dramatization of a lesson). • Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation.
Unit- II: Music (Gayan and Vadan)	<ul style="list-style-type: none"> • Terminology- Dhoni, Nada, Shruti, Sur, Swara, Saptak, Thata, Aroha, Avaroha, Pakar, Badi, Sambadi. • Process of Musical practice. • Concept of Musical Instruments and uses of Harmonium & Tanpura. • Knowledge of Hindustani Tals and Rabindranath Tagore's created Tals. • Life sketch of- Rabindranath Tagore, Nazrul Islam, Rajanikanta Sen, Atulprasad Sen, Dwijendralal Roy. • Composition of Poems.
Unit- III: Drawing	<ul style="list-style-type: none"> • Colours, Strokes and Sketching—Understanding of various means and perspectives. • Use of drawing and painting in education—chart making, Poster making, Match stick drawing and other forms. • Arts in practice. • Different types of Visual Arts.
Unit- IV: Painting	<ul style="list-style-type: none"> • Different forms of Painting—Worli art, Madhubani art, Wall painting (Mural), Glass painting, Fabric painting and various forms of painting. • 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 swaropo 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

Engagement with Field/Practicum – 20 Marks

- | |
|--|
| <ol style="list-style-type: none">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. |
|--|

Paper XI

Psychology Practical – 50 Marks

List of Psychology Practical Topic:

- i. Measurement of Intelligence (Verbal-WAIS Scale and Nonverbal- Block Design, Cube Construction).
- ii. Testing Personality Traits (Cattell's 16 PF).
- iii. Measuring Levels of Anxiety (by any standardized test).
- iv. Measuring introversion by any standard and Inventory kindness.
- v. Measuring adjustment by any standard adjustment Inventory
- vi. Attitude/ Interest.
- vii. Self-concept assessment by administering and standard scale.
- viii. Measuring creativity by and standard activity scale.
- ix. Measuring Motivation by and standard motivation scale.
- x. Long term Memory Test by C. B. Durivedi.

Semester – II

2nd Semester					
Course/ Paper	Title/Subjects	Theory	Practicum	Full Marks	Credit
IV	Education in India (Pre-independent & Post-independent)	80	20	100	4
V	Psychology of Teaching & Instructional Technology	80	20	100	4
VI	Evaluation & Management in Education	80	20	100	4
VII	Pedagogy of School Subject	80	20	100	4
IX-B	Yoga and Health Education -2	30	20	50	2
X-B	Visual and Performing Arts - 2	30	20	50	2
Total (2nd Semester)		380	120	500	20

Paper – IV**Education in India (Pre-independence & Post-independence) – 100 Marks
(Theory - 80 & Practicum – 20)****1st Half****Education in India (Pre- Independence) - 40 Marks**

Objectives: 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

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

2nd Half**Education in India (Post- Independence) - 40 Marks**

Objectives: 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

Unit I Educational provision in India Constitution	i) Fundamental Rights ii) Directive Principles of State Policy iii) Fundamental Duties iv) Centre-State Relationship
Unit II Recommendations of different commissions	i) Radhakrishnan Commission – 1948-49 ii) Mudaliar Commission - 1952-53 iii) Kothari Commission – 1964-66 iv) National Education Policy – 1986, POA – 1992
Unit III Recent Initiatives in Indian Education	i) Sarva Shiksha Abhiyan – 2000 ii) National Curriculum Framework - 2005 iii) Rashtriya Madhyamik Shiksha Abhiyan – 2009 iv) Right to Education Act - 2009 v) Knowledge Commission – 2009 (In brief) vi) Rashtriya Uchchar Shiksha Abhiyan (2013)
Unit IV Contemporary Issues in Education	i) Women Education – Problems and Recommendations of Commissions & Committees. ii) Teacher Education – Role of NCTE. iii) Technical and Vocational Education – problems & suggestions. iv) Adult education – Problems and suggestions. v) Open & Distance Education – Concept, Features & problems. vi) Education for socially and economically disadvantaged section of society.

Engagement with Field/Practicum – 20 Marks

i) Study the impact of Right to Education Act on schools. ii) Critical Analysis of Different Committees and Commissions on Education. iii) Field visit to heritage institutes to make reports. iv) Preparing a presentation on rich cultural heritage of India. v) 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. Purkiat.
- 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 21st century – J.C. Aggarwal

Paper – V

Psychology of Teaching & Instructional Technology – 100 Marks

(Theory - 80 & Practicum – 20)

1st Half

Psychology of Teaching –40 Marks

Objectives: 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

Unit I Concept of Teaching	i) Concept, nature, characteristics & Scope ii) Differences among Teaching, Training & Conditioning iii) Factors affecting teaching, Maxims of teaching. iv) Strategies of Classroom Teaching – Teacher-centric, Learner-centric & ICT- based. v) Role of teacher in effective teaching.
Unit II Theories of Teaching	i) Meaning & nature of theory of teaching ii) Scope & signification of theory of teaching. iii) Types of teaching theories- Formal, Descriptive, and Normative.
Unit III Levels & Approaches of Teaching	i) Levels of Teaching: memory, understanding and reflective. ii) Phases of teaching task: pre-active, inter-active and post active. iii) Task of teaching: meaning, definition and variables in teaching task. iv) Approaches to teaching: Conceptual & Investigator Approaches, Inductive & Deductive approaches.

Unit IV Models of Teaching	i) Concept Attainment Model (CAM) ii) Advance Organizer Model (AOM) iii) Inquiry Training Model (ITM)
---	---

2nd Half

Instructional Technology - 40 Marks

Objectives: After undergoing the course content, the student-teacher will be able to:

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

Contents

Unit I Concept of Instruction & Instructional Objectives	i) Concept, nature, types of Instruction. ii) Guidelines of Designing Instructional Systems. iii) Concept of Educational & Instructional Objectives. iv) Revised Taxonomy of instructional objectives (cognitive, affective and psychomotor).
Unit II Instructional Design	i) Meaning and Types (objective based, skill based, competency based, learner style based, value based). ii) Approaches to instructional design (training psychology, cybernetic psychology, system analysis). iii) Direct instruction and indirect instruction.
Unit III Approaches & Strategies to Instruction	i) Approaches & Strategies to Instruction: Constructivist approach, Cooperative and Group Discussion, Games, Debate, Quiz and Seminar. ii) Individualized & Group Instruction. iii) Designs of Instructions: Skinner, Gagne & Markle. iv) Web-based instruction, Multimedia, CD-ROM, Intelligent Tutoring system (ITS).
Unit IV Skills of Teaching	i) Skills of Teaching: Concept, definition & features. ii) Development of different Teaching skills. iii) Modification of Teacher Behaviour- Flanders Interaction Analysis of Category System (FIACS). iv) Team Teaching, Micro Teaching & Simulated Teaching. v) Programmed Instruction & Computer Assisted Instruction.

Engagement with Field/Practicum – 20 Marks

i. Presentation of Innovative Teaching ii. Designing a lesson based on any one model of teaching. iii. Preparation and presentation of ICT-based TLM iv. Programming of CAI & WBI v. Development of e-content/e-module
--

Suggested Reading:

- i. Aggarwal, J. C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas Pub House.
- ii. Bower, G. M. (1986). The Psychology of learning and motivation. Academic Press.
- iii. Chauhan, S. S. (2000). Advanced educational psychology. New Delhi: Vikas Publishing House.
- iv. Pal, Debasish et al. (2012). Sikhner manostatwa. Kolkata: Rita Book Agency.
- v. DeCecco, J. P. & Crawford, W. (1977). Psychology of learning and instruction. New Delhi: Prentice hall of India
- vi. Sen, Molay Kumar. Siksha prajuktibigyan. Kolkata : Soma Book Agency.
- vii. Mete, Jayanta, Deb, Ruma & Ghosh, Birajlakshi: Bikash oshikhaner manostatwa. Kolkata : Rita Book Agency.
- viii. Joyce, M. & Others (1992). Models of teaching. New York: Holt Rinehart and Winston.
- ix. Sarkar, B. (2014) Shikharthi O Shikhan.Aaheli Publishrers,Kolkata.
- x. Nayak, A. K. (2002) Classroom teaching A.P.H
- xi. Ohles, J.F. (1970). Introduction to Teaching. New York: Random House, INC.
- xii. Siddiqui, Mujibul Hasan (2005) Techniques of classroom teaching, APH
- xiii. Banerjee, Jayasri et al. (2011). Psychology of learning and instruction. Kolkata: Rita Book Agency.

Paper – VI

Evaluation & Management in Education– 100 Marks

(Theory - 80 & Practicum – 20)

1st Half

Evaluation in Education - 40 Marks

Objectives: 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 objectives.*
- *Know different techniques of evaluation, tools of evaluation and their uses.*
- *Know different characteristics of instruments of evaluation.*
- *Know different types of teacher made tests and will construct them.*
- *Compute simple statistics to assess the learning.*

Contents

Unit I Concept of Test, Measurement, Assessment & Evaluation	<ol style="list-style-type: none">i) Meaning and nature of Test, Examination, Measurement, Assessment & Evaluationii) Distinguish among Test, Examination Measurement, Assessment and Evaluationiii) Nature and purpose of Evaluation.iv) Measurement & Evaluation in Language, Social Sciences, Science
---	---

	and Mathematics. v) The status of educational measurement in India.
Unit II Test Constructions	i) Test Construction and its Standardization — Meaning and Nature, Principles and Methods of Test construction and standardization. i) Scales of Measurement- Nominal, Ordinal, Interval, Ratio. ii) Criteria of Standardized test a) validity b) reliability C) objectivity d) usability e) norms iii) Construction of a Standardized Achievement Test.
Unit III Approaches and Types of Evaluation	i) Formative & Summative Tests ii) Diagnostic & Prognostic Tests iii) NRT and CRT iv) Written & Oral Tests v) Essay type & Objective type Tests vi) Semester system vii) Continuous and Comprehensive Evaluation viii) Computer in evaluation
Unit IV Tools and Techniques of Evaluation	i) Scoring and Grading, Analysis of Score and Its Interpretation ii) Tabulation of data iii) Graphical representation of Data (Histogram, frequency Polygon, Ogive) iv) Measurement Central Tendency v) Measurement of dispersion

2nd Half

Management in Education – 40 Marks

Objectives: 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

Unit I School Organization	i) Meaning, Nature & Scope, School as an Organization. ii) School Plant – Site, Buildings and Equipments, Planning of school plant. iii) Role of Classroom, Library and Laboratory in school. iv) Significance of School in the present Indian Context – as stated in the Report of Kothari Commission (1966), National Policy of Education (1986) & POA (1992), and National Curriculum Framework (NCF- 2005).
Unit II School	i) Meaning, Nature & Scope. ii) Controlling Authorities – Roles of Central Government, State

Administration	Government, NCERT, SCERT, WBBSE, WBCHSE, WBME. iii) Local Regulatory Bodies – Functions of Village/Ward Education Committee, School Managing Committee, Staff Council, Teachers’ Council, Finance Committee, Parent Teacher Association. iv) Duties & Responsibilities – Secretary of the Managing Committee, Headmaster/Headmistress, Assistant Headmaster/Headmistress of a school.
Unit III Institutional Planning	i) Concept, characteristics & significance of institutional planning. ii) Steps and principles of institutional planning. iii) Long-term & Short-term Planning: Academic Calendar, Time Table, Co-curricular activities. iv) Finance & Budget. v) Inspection & supervision.
Unit IV School Services	i) Admission, Examination, Evaluation & Publication of results. ii) Games & Sports, Seminars/ Symposia/ Discussions/ Workshops, Health & sanitary services, NSS/ NCC, Community Based Activities, Cultural Programme, Excursion. Daily Prayer, Magazine. iii) 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.

Engagement with Field/Practicum – 20 Marks

i) Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives. 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. vi) Project on formation of Managing Committee. vii)Preparation of a report on the time table of two schools on the basis of the principles of time table construction. viii) Preparation of a report on NCC/ Literary Club/ Science Club/ Eco Club in school.

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.

Paper – VII

**Pedagogy of School Subject - 100 Marks
(Theory- 80 & Practicum -20)**

**Pedagogical Analysis of the Content, Methodology of Teaching
and Practicum of School subjects**

Any One from the following:

**Bengali, English, Sanskrit, Mathematics, Physics Chemistry, Life Science,
Computer Studies, History, Geography, Education, Political science, Accountancy
& Book Keeping, Work Education**

Paper – IX-B

Yoga and Health Education- 2 (50 Marks)

(Theory- 30 & Practicum -20)

Objectives: 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

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

Engagement with Field/Practicum – 20 Marks

- i. Practices of Asanas, Pranayamas, Bandhas and Kriyas
- ii. Practice of Surya Namaskar
- iii. Practice of Recitation

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. Kavalananda 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 Kavalayananda 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

Paper – X-B

Visual and Performing Arts in Education - 2 (50 Marks)

(Theory- 30 & Practicum -20)

Objectives: 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

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

Unit IV The Art of Dance	<ul style="list-style-type: none">i) Various Dance Forms- Bharat Natyam, Kathakali, Folk dance: Garba, Bhavai, Bhangra, Bihu and various other dances.ii) Integration of Dance in Educational practices. (Action songs, Nritya Natika).
---	--

Engagement with Field/Practicum – 20 Marks

<ul style="list-style-type: none">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.

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

3rd Semester				
Title/Subjects	Theory	Practicum	Full Marks	Credit
Inclusive Education and Children with Special Needs	80	20	100	4
Guidance & Counselling and Curriculum Studies	80	20	100	4
Special Paper (EDTE/ POEE/ENVE/COME/WEVE/HEPE/EDWB)	40	10	50	2
Humanistic Education (Peace Education, Value Education and Gender Studies)	40	10	50	2
Internship (School Exposure)	-	50	50	2
Internship (School Study Project)	-	50	50	2
ICT in Education (EPC-2)	40	10	50	2
Practical on School Subject (EPC-3)	-	50	50	2
Total (3rd Semester)	280	220	500	20

Paper – XI

Inclusive Education & Education of Children with Special Needs - 100 Marks

1st Half

Inclusive Education – 40 Marks

Objectives: *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.*

Unit I: Introduction to inclusive Education:

- i. Concept & history of Inclusive education.
- ii. Special education, integrated education and inclusive Education & their relation.
- iii. Philosophical, Sociological, Economical, Humanitarian & Educational dimensions of inclusive education.
- iv. Advantages of inclusive education for the individual and society.
- v. Problems in inclusion, Ways for overcoming the problems in inclusion.

Unit II: Legal and policy perspectives in inclusive education:

- i. Important international declarations / conventions / proclamations-
 - a. BMF (1993-2012),
- ii. Recommendations of the Salamanca Statement and Framework of Action (1994), UNCRPD (2006).
- iii. National initiatives for inclusive education –
 - Constitutional provisions,
 - PIED-1987,
 - National Policy on Education – 1968, 1986 & 2016 (Draft)
 - IEDC- 1992,
 - RCI act- 1992,
 - NCF-2005,
 - National Policy on Disability (2006),
 - RTE Act (2009),
 - PWD Act-2011.

Unit III: Preparation of Inclusive setting in Education:

- i. Concept & Characteristics of inclusive schools, Schools' philosophy & mission, Enrolment & Retention drive.
- ii. Classroom management and organizations.
- iii. Review of existing educational programmes offered in secondary schools (General and Special Schools).
- iv. Skills and competencies of teachers and teacher educators for education in inclusive settings.
- v. Professional development of teachers – their Attitude & Accountability.
- vi. Teacher preparation for inclusive education in the light of NCF, 2005.

Unit IV: Inclusion in operation:

- i. Curricular adaptations for inclusive education, learning designing, development of suitable TLM.
- ii. Pedagogical strategies to respond to individual needs of students: Cooperative & Collaborative learning strategies in the classroom, peer tutoring, social learning, team teaching, reflective teaching, multisensory teaching.
- iii. Technological Advancement and its applications – ICT, Adaptive and Assistive devices, equipment, aids and appliances.

2nd Half

Education of Children with Special needs – 40 Marks

Objectives: *The students will be able to*

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

Unit I: Exceptional children & their needs:

- i. Definition, concept and types of exceptionality.
- ii. Causes of exceptionality.
- iii. Concept of impairment, disability and handicap.
- iv. Needs and problem of exceptional children.

Unit II: Visually and Hearing Impaired Children

- i. Causes & characteristics of sensory impairment – visual & auditory.
Identification of visually and hearing impaired children

- ii. Educational provisions for visually and hearing impaired children.

Unit III: Slow learners, Mentally retarded & Gifted Children

- i. Slow learners - Meaning, causes, characteristics & education of slow learner children.
- ii. Mentally retarded- Meaning, types and causes of Mental retardation. Identification, characteristics and education of mentally retarded children.
- iii. Gifted- Meaning, causes, characteristics & education of gifted children.

Unit IV: Learning Disabled, Autistic & Cerebral Palsy Children

- i. Learning disabled - Meaning, types and causes of Learning Disability. Characteristics and Measurement of Learning Disability. Education of Learning Disability.
- ii. Autistic - Meaning, causes, characteristics & education of autistic children.
- iii. Cerebral Palsy - Meaning, causes, characteristics & education of children with Cerebral Palsy.

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 – 20 Marks

- i. Collection of data regarding children with special needs from Municipal records.
- ii. Visit to Inclusive Schools and to observe classroom transaction of any one of such school in Baroda and make a report of the same.
- iii. Identifying one/ two pupils with special needs in the primary schools and preparing a profile of these pupils.
- iv. Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability (Visit to Resource Room).
- v. Preparation of learning design, instruction material for teaching students with disability in inclusive school.
- vi. Developing list of teaching activities of CWSN in the school.
- vii. Case Study of one main streamed (Inclusive) student w.r.to
 - a. Role of a parent.
 - b. Role of a teacher: Special School Teacher, General School Teacher
 - c. Role of Counsellor
- viii. 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

Paper – XII

Guidance & Counseling and Curriculum Studies - 100 Marks

1st Half

Guidance and Counselling – 40 Marks

Objectives: *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*

Unit I - Basic concept of Guidance and Counselling

- i. Concept, nature & Scope of Guidance and Counselling
- ii. Difference & Relation between Guidance and Counselling
- iii. Basic principles of Guidance and Counselling,
- iv. Ethical issues in Guidance and Counselling
- v. Counselling and Psychotherapy

Unit II - Techniques of Guidance and Counselling

- i. Steps in Guidance and Counselling
- ii. Different types of Guidance - Educational, Vocational & Personal.
- iii. Different approaches of Counselling - Directive, Non-directive and Eclectic approaches
- iv. Guidance and Counselling - Individual and Group
- v. Guidance and Counselling at different stages of education.

Unit III - Essential information for Effective Guidance and Counselling

- i. Essential information for Guidance and Counselling
- ii. Personal information - information about physical, intellectual, personality & academic achievement.
- iii. Educational information – scope and opportunities available

- iv. Occupational information - Scope and Opportunities for employment, Career prospects.

Unit IV – Mental Health & Hygiene

- i. Concept, Nature, and Scope of Mental Health & Hygiene
- ii. Adjustment & Maladjustment, Defense Mechanisms
- iii. Stress- Nature, Type, Causes, and Consequences, Coping Strategies
- iv. 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

2nd Half

Curriculum Studies – 40 Marks

Objectives: 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

Unit I – Basic Concept of curriculum

- i. Meaning, nature and scope of curriculum, Relationship between curriculum and syllabi
- ii. Types of curriculum – core, hidden, null and latent curriculum
- iii. Characteristics & need of a good curriculum.
- iv. Principles of curriculum construction.
- v. Constitutional values and national culture in curriculum.

Unit II – Bases & Objectives of Curriculum

- i. Bases of Curriculum – Philosophical, Psychological & Sociological.
- ii. Objectives of curriculum: Need to form objectives of curriculum. Sources of objectives of the curriculum: society, discipline, needs of students.
- iii. Framing of Curriculum objectives: Cognitive, Affective & Psychomotor domains.
- iv. Principles of selecting curriculum contents.

Unit III – Curriculum Development and Evaluation

- i. Approaches to Curriculum Design
- ii. Determinants & Stages of Curriculum Development
- iii. Models of Curriculum Implementation – Administrative, Grass-root, Demonstration, System Analysis.
- iv. Curriculum Support Materials – Roles and Types
- v. Meaning, Nature & Objectives of Curriculum evaluation, Models of Curriculum evaluation

Unit IV – Curriculum reforms in Contemporary India

- i. Curriculum reforms as suggested by various commissions and committees
- ii. Issues and Trends in Curriculum Implementation in National Education Policies (1968, 1986 & 2016 Draft) – Primary, Secondary, Higher Education & Teacher education levels.
- iii. Highlights & Implementation of NCF – 2000, 2005 & NCFTE – 2009

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 - 20 Marks

- i. Maladjusted behaviour (any one; on the basis of case study)-
- ii. Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD,
- iii. Depression, Suicidal tendency, Substance Abuse Disorder, Antisocial Behaviour.
- iv. Policy analysis National Curriculum Frame works.
- v. Identification of core, hidden, null and latent curriculum in textbooks.
- vi. Designing an activity based curriculum.
- vii. Analysis of School Curriculum at different stages
- viii. Textbook analysis
- ix. Visit to DEO, DIET, Schools to find out the role of different personnel in curriculum development process.

Paper – XIII

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)

Objectives: 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.*

Unit I: Concept of Educational Technology:

- i. Meaning, nature & scope of Educational Technology
- ii. Components of ET: Hardware, Software & System
- iii. Hardware & Software Instructional aids
- iv. Role of ET in Modern educational practices.

Unit II: Teaching – Learning Strategies:

- i. Teaching Methods, Strategies & Devices.
- ii. Communication in Teaching-learning Process
- iii. Organization of Teaching-learning: Selection of teaching methods and strategies, Selection and use of proper teaching aids, Selection & use of appropriate communication strategy.

Unit III: Computer Learnedness & Instructional approaches

- i. Programmed Instruction - Meaning, Characteristics, Principles & Styles
- ii. Learner Controlled Instruction (LCI) - Meaning, Nature, Steps.
- iii. Personalized System of Instruction (PSI) - Meaning, objectives, Characteristics, Mechanism.
- iv. Computer Assisted Instruction & Computer Managed Instruction – Meaning, Definitions, Types, Processes.

Unit IV: e-Learning & Recent trends

- i. e-Learning - Meaning, Nature, Types. Advantages, Limitations
- ii. Virtual Classrooms – Meaning, Videotape, Ratio-vision, Teleconferencing, CCTV, Advantages, Limitations
- iii. Resource Centres for Educational Technology- CIET, UGC, IGNOU, NOS, State ET Cells, AVRC, EMRC, NIST- Their activities for the improvement of teaching learning

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

- 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)

Objectives: 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.*

Unit I: Concept of Population Education

- i. Concept of population education and its meaning
- ii. Population education and sex Education
- iii. Population education and family planning
- iv. Population education as an Innovation
- v. Important Characteristics of population Education
- vi. Scope of population education

Unit II: History & trends of Population Education

- i. Population Situation in developed and developing countries: with special reference to India
- ii. National policy on education (NPE) and population education and National population policy(2000AD)
- iii. Growing population: Need and importance of education in India and implementation programme (Role of various Agencies)

Unit III: Population Education & Present Scenario

- i. Teaching Methodology of population education
- ii. Population Education and Teachers
- iii. Population control: Education and empowerment of women

- iv. Interaction Between population growth and quality of life

Unit IV: Population dynamics

- i. Population dynamics: distribution and density
- ii. Population composition: Age, Sex, rural and Urban
- iii. Fertility, Mortality and Migration
- iv. 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

- i. Field based study & Report on population control
- ii. Field study on Wetland management and reporting
- iii. Academic report on sustainable development
- iv. Survey based report on Health and Nutrition
- v. Field based study on Natural resources with Population education

Environmental Education (ENVE)

Objectives: *The students will be able to-*

- i. *understand the concept, nature, and importance of Environmental Education;*
- ii. *learn the objectives 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;*

Unit I: Concept of environmental education

- i. Meaning, scope, aims and objectives and importance of environmental education in contemporary Indian context.
- ii. Development of environmental awareness among teachers, students and community, strategies and action plan.
- iii. Roles of teachers and other institution in the development of environmental awareness.

Unit II: Ecology and Environment

- i. Definition of ecology and ecosystem, their basic characteristics and principles.
- ii. Ecosystem and human life.

- iii. Biodiversity.

Unit III: Environmental degradation and pollution

- i. Environmental conditions in India
- ii. Environmental degradation and pollution: causes, effect and control measures
- iii. Movements for protection of environment in India

Unit IV: Environmental education and management

- i. Development of environmental education project and their execution
- ii. Sustainable development; energy and waste management
- iii. 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

- 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)

Objectives: *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.*

Unit I: Concept of Comparative Education

- i. Meaning, Nature, and Scope
- ii. Importance of Comparative Education
- iii. Comparative Education as an Academic Discipline
- iv. Comparison between Comparative Education and International Education

Unit II: Methods & Factors of Comparative Education

- i. Area Study
- ii. Juxtaposition Comparison, Intra and Inter Educational Analysis
- iii. Interpretative and Explanatory Methods- Historical Approach, Sociological Approach, Philosophical Approach, Scientific Approach (Quantities)
- iv. Cross Disciplinary Approaches used in Comparative Education
- v. Factors of Comparative Education - Socio-cultural, Historical, Philosophical, Economical, Structural, Functional

Unit III: Comparative Study of Educational Systems among Different Countries and India

- i. Primary Education: USA, UK, Japan, and India
- ii. Secondary Education: USA, Russia, and India
- iii. Higher Education: UK, France, and India
- iv. Teacher Education: USA, Germany, and India
- v. Adult Education: Australia, Brazil, and India

Unit IV: Problems Prevailing in Developing (SAARC) Countries with Special Reference to India, Their Causes and Solution through Education

- i. Poverty (Bangladesh, Sri Lanka, India)
- ii. Unemployment (Bangladesh, Pakistan, India)
- iii. Population Explosion (Bangladesh, Pakistan, India)
- iv. Terrorism (Pakistan, Sri Lanka, India)

- v. Illiteracy (Bangladesh, Pakistan, India)

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

- 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)

Objectives: *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.*

Unit I: Aims, Objectives and Bases

- i. Aims and Objectives of Teaching Work Education at Secondary level. Values of teaching Work Education at Secondary level.

- ii. Correlation of Work Education with other School Subjects.
- iii. Bases of Work Education – Psychological, Sociological, Historical and Economical.

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

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

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

- i. Inductive and Deductive approach
- ii. Methods:
 - a) Lecture Cum Demonstration Method
 - b) Laboratory Method.
 - c) Heuristic Method.
 - d) Problem Solving Method,
 - e) Project Method

Unit IV: Aspects of Teaching Work & Vocational Education

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

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

- i. Growing of Vegetables/ Fruit / Flower
- ii. Household wiring and Electrical gadgets repairing
- iii. Tailoring and Needle Work
- iv. Bamboo Work and Wood craft
- v. Tie-Dye and Butik Printing

- vi. Clay Modelling
- vii. Fruit preservation
- viii. Cardboard Work and Book Binding
- ix. Soap, Phenyl and Detergent making
- x. Wallet mast making
- xi. Paper making and paper cutting work

Health Education and Physical Education (HEPE)

Objectives: *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 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.*

Unit I: Health Education Scenario in India

- i. Introduction to the concept of health, it's significance and importance
- ii. Identity of Educational Institutional Plants: Structure, Infra- Structure and Environment,
- iii. Emerging Health & Total Quality of the Educational Institutions,
- iv. Status of Health Education in India from Pre-Natal Education through Higher Education,
- v. Health & Hygiene, Mess & Toilets, Disease & Dispensary, Work & Leisure,
- vi. Total Health Quality of Educational Governors, Administrators, Teachers, Students, Supporters, Libraries, Laboratories, Classrooms, Halls, Play Fields,

Unit II: Most Common & Uncommon diseases in India

- i. Heart Diseases, Cancer, HIV/AIDs, Swine Flue, Reproductive Helpless Health, Osteoporosis, Depression,
- ii. Intentional & Unintentional Injuries, Diabetes, and Obesity, Uncommon Diseases- Autistic, Cerebral Palsied, Blood Borne Diseases
- iii. Beta Thal Major, Sickle Cell Anemia, Hemophilia, Diagnosis, Prevention & Prognosis.

Unit III: Tech-Related Health Risks & How to Fix Them

- i. Identification of the technological health hazards- Smartphone Stress, Acne caused by the Cell Phones, Blackberry Stress Injuries to the Thumb, Radiation from the cell phones, Cell Phone Sickness, Cell Phone & Car Accidents, Allergies & Phones, Crazy Phones,

- ii. Computers Causing Wrist Pain, Back & Neck Pain, Decreased Sperm Count from the WIFI, Laptop Burns, Laptop Headaches, Sleeping Problems from the Laptops, Decreased attention span from using Face-book,
- iii. The Internet Causing Anxiety, Headphone Use leading to Accidents, Hearing Loss from Headphones, Visual Impairment,
- iv. Death from Social Networking, Environmental Degradation, Aggression, Social Crimes--- Evolving Controlling & Regulatory Mechanisms.

Unit IV: Health Issues, Health Education: Vision & Mission; First Aid

- i. Fast Food Problems, Drinking Water Problems, Falling Heart & Brain Entrainment Ratio, Inflated Height Weight Index,
- ii. High & Low Blood Pressure, Depression & Aggression, Adhyatmik Troubles, Adhi- bhoutik Troubles, Adhidaivik Troubles, along with these all sorts of Medical Practices
- iii. Vision & Mission of Medical Council of India, Health Education Priorities, and immediate need of Health Education Policy of India.
- iv. The principles of first aid, equipment, principles & treatments - Fractures, Muscular sprains, haemorrhage, respiratory discomfort, Natural and artificial carriage of sick and wounded person, unconsciousness, heat stroke.

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. *Sarirsiksha*. 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

- 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)

Objectives: *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*

Unit I: Educational History of West Bengal

- i. Education of Ancient, Medieval, Colonial Bengal - Features
- ii. Education in Bengal after Independence - Features
- iii. Eminent Educationists of Bengal
- iv. Notable Institutions of Bengal
- v. Different Education Commissions and Committees in West Bengal

Unit II: Academic Structure of Education in Different Sectors

- i. Primary Education - Structure, Curriculum, Agencies
- ii. Secondary & Higher Secondary Education - Structure, Curriculum, Agencies
- iii. Higher Education - Structure, Universities, Courses Offered, Evaluation System
- iv. Teacher Education -
Structure, Universities, Curriculum
- v. Others Sectors - Structure, Universities, Curriculum
 - Mass Education,
 - Lifelong & Continuing Education
 - Vocational Education,
 - Medical Education,
 - Technical Education
 - Agricultural Education
 - Judicial Education

➤ Open & Distance Education

Unit III: Administrative Structure of Education in West Bengal

- i. Primary Education & Elementary Education
- ii. Secondary & Higher secondary Education,
- iii. Higher Education
- iv. Different Statutory Bodies, Boards, Councils, Research Institutes, Centre and Schools of West Bengal

Unit IV: Recent Initiatives in Education of West Bengal

- i. SSA – RMSA, KGBV
- ii. Incentive Schemes – *Kanyashree, Sikshashree, Sabuj Sathi,*
- iii. Grants – Prematric - Postmatric - Minority Scholarship, Non-NET fellowship for M.Phil & Ph.D Scholars, Uniform-Shoe-Umbrella-Books Grants.

Engagement with the field/ Practicum

- 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.

Paper – XIV

Humanistic Education (Peace Education, Value Education and Gender Studies) -

50 marks

(Theory – 40 + Practicum - 10)

Objectives: *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*

Unit I: Peace Education & its Social Perspectives:

- i. Meaning, Concept, Objectives, Nature, Scope and Importance of Peace Education.
- ii. Barriers of Peace Education – Psychological, Cultural, Political.
- iii. Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, suppression of individuality, complexes.
- iv. Need of Peace Education in School, home and society.
- v. Peace Education in Secondary Education curriculum.

Unit II: General Idea about Values:

- i. Classification of Values
- ii. Personal and social values
 - a) Intrinsic and extrinsic values on the basis of personal interest & social good.
 - b) Social, moral, spiritual and democratic values on the basis of expectation of society & one's self-inspiration
- iii. Identification of Analysis of emerging issues involving value conflicts.
- iv. Values in Indian Constitution and Fundamental Duties of citizens.

Unit III: Basic concept of Value Education:

- i. Meaning, Concept, Objectives, Nature, scope and Importance of Value Education.
- ii. Philosophical, psychological and sociological perspectives of Value Education.
- iii. Design and develop of instructional material for Value Education
- iv. Characteristics of Instructional material for Value Education.

Unit IV: Gender studies

- i. Concept of gender including LGBTIQ, Difference between gender and sex.
- ii. Gender bias, gender stereotyping, and empowerment.
- iii. Curriculum and the gender Issues
- iv. Gender Identities and Socialization Practices in Family, Schools & Other formal and informal organizations.
- v. Role of Teacher in eliminating Gender bias in school.

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, Raths, L
- xi. Basu,R.&Chakraborty, B. (2011). *Prasanga: Manabividya*. 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

- i. Visit schools and study the sexual abuse and sexual harassment cases.
- ii. Textbook analysis for identifying gender issues, gender biases reflected in it.
- iii. To undertake study of sex ratio and analysis of it state-wise.
- 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.
- v. Prepare presentation on laws related to rape, dowry, remarriage, divorce, property inheritance, trafficking etc.
- vi. Debate on women reservation bill.
- vii. Group activities on domestic violence and other personal issues and its remedies.
- viii. Visits to institutions like WSRC, dowry prohibition cell, women help line, NGO working for women etc.
- ix. Develop / compile stories with values from different sources and cultures,
- x. Organize value based co-curricular activities in the classroom and outside the classroom,
- xi. Develop value based learning designing,
- xii. Integrating values in school subjects.

Paper – XVA

Internship (School Exposure) - 50 Marks

Paper – XVI

Internship (School Study Project) - 50 Marks

Objectives:

This practical Project will enable the student-teachers to:

- i. *Understand different aspects of the complexities of schooling process,*
- ii. *Know various school records designed for specific purposes.*
- iii. *Understand the relationship between school and the community.*
- iv. *Acquire knowledge about physical, infrastructural and human resources available in the schools.*
- v. *Understand the curricular process in the school.*
- vi. *Evaluate the school effectiveness and other functional aspects of the schools.*
- vii. *Explore the students support services available and achievements of the schools.*

Student-teacher is to study a school of his locality and submit a project report (along with a proforma supplied by the college and duly signed by the Head of the Institution) under the following heads:-

1. Name of the School:

2. Type of the School:

- i. Govt. / Aided
- ii. Girl / Boys / Co-ed
- iii. H.S. / Madhyamik
- iv. Rural / Urban

3. Name of the Head master / Head Mistress:

4. Infrastructural facilities:

- i. Rooms (types and numbers),
- ii. Classroom furniture,
- iii. Sanitation facility,
- iv. Drinking water,
- v. Play ground etc.
- vi. Library

5. Management:

- i. Managing Committee
- ii. Committees for Academic Purposes
- iii. Different Committees
- iv. Fee Structure,
- v. Number of units/ School hour/ time table / periods
- vi. Students participation – student Self – Government.

6. Human Resource:

- i. Teaching staff (Full Time + Part Time + Para teacher)

- ii. Non –Teaching staff
- iii. Students:- Boys / Girls / SC / ST /OBC / Minority / Special Needs Children.
- iv. Teacher-student Ratio.

7. Record Maintenance:

- i. Accounts related
- ii. Staff related
- iii. Student related
- iv. Curriculum related

8. Drop outs:

- i. Gender wise
- ii. Caste wise

9. Results in Public Examination (last 5 years)

10. Co-Curricular Activities Provided

11. Special Service Provided -

Mid Day Meal / Book bank for poor students / Tutorial for weaker students / Remedial teaching / Parent Teacher Association / Staff Welfare Service / Health Programme / Conducting Talent Search Examination / Providing Scholarship / any other.

12.Special Achievements:

- i. Any outdoor participation by student / staff in any field.
- ii. Any award / reward received by student / staff from external agencies.
- iii. Any other of special mention.

13.School Community relationship:

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

14. Any other dimension of special Mention

15. Conclusion:

- i. Strength of the school
- ii. Weakness of the school
- iii. Suggestion for improvement of school

Paper – XVII

ICT in Education – 50 Marks (EPC-2)

(Theory – 40 + Practicum - 10)

Objectives: 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*

Unit I - Digital Technology and Socio-economic Context:

- i. Concepts of information and communication technology (ICT); Its objectives and scope in education; Universal access Vs Digital Divide – issues and initiatives.
- ii. Aims and Objectives of National Mission on Education through ICT (NMEICT), Virtual laboratory and Haptic technology.
- iii. National Policies & their recommendations on Information and Communication Technology (ICT) in School Education in India; IT@ School Project; Challenges of Integration of ICT in School.
- iv. Media Crowd & Media Culture; High Tech & High Touch.

Unit II – Educational Resources & ICT

- i. MS Word, MS Excel & MS Power Point, Introduction to Internet, e-mail, Search Engines, Info-Savvy Skills; Digital Age Skills, safe surfing mode.
- ii. Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics.
- iii. General Introduction to e-learning, Mobile-learning, distance learning, On-line learning.
- iv. Virtual University, Wikipedia, Massive Open Online Courses (MOOCs); Social networking
- v. Models of Communication system

Unit III – ICT Integrated Education

- i. ICT Integrated Education, Student management through automation software, e-guidance & counseling, e-modules, e-learning Resources.
- ii. ICT based Co-operative and Collaborative Learning – concept, features and educational application
- iii. Communication Tools - Mobile, e-mail, chat Online Conferencing, Blog, Wiki, Internet forum, News Groups.

Unit IV – Hands on Knowledge of ICT Hardware & Software

- i. Computer, Server, Projection & Operating systems
- ii. Software, Websites, Virtual Servers & Cloud technology
- iii. Recording, Audio & Video editing, Pedagogic collaboration

- iv. Set up of digital classrooms and lab
- v. Promoting inclusivity through ICT

Suggested Reading:

- i. Benkler, Y. (2006). The wealth of networks: How social production transforms markets and freedom. Yale University Press.
- ii. Douglas Comer(2007) The Internet Book: Everything You Need to Know about Computer Networking and How the Internet Works, Prentice Hall,
- iii. 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.

Paper – XVIII

**Practicum on School Subject (EPC-3)
[Project / Experiment] 50 Marks**

Practical in Bengali Method (50 Marks)

- | | |
|-----------------------------------|----|
| 1. Listening Comprehensions Test | 10 |
| 2. Reading (aloud) – Drama (pass) | 10 |
| Pronunciation | |
| Stress | |
| Modulation | |
| Objectives of silence | |
| Meaningfulness | |

3. Close-Test (Reading comprehension silent Reading) 10
4. Creative writing (250 words) free writing from own choice 10
5. Reading of a passage (10 lines above) 10
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 (50 Marks)

1. Listening comprehension Test from recorded text 10
2. Reading (aloud) – Extract from any drama 10
Pronunciation, stress, modulation, suggestive pause, meaningfulness
3. Creative writing (in 250 words) – Free writing – any one topic out of five 20
4. 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. 10

Categories: (a) accurate (b) Relevant (c) inaccurate

Practical in Sanskrit Method (50 Marks)

1. Listening and speaking comprehension test (both Listening and speaking skill). 10
2. Reading aloud – Dramatization (Proper stress, accent, modulation, punctuation, pause, meaningfulness). 10
3. Typing a text in Sanskrit software named Baraha – Powerpoint presentation in Sanskrit 10
4. Creative writing (in 250 words) – free writing – any one out of five. 10
5. Correction of spelling mistake with the help of proper pronunciation (specimen should be collected from modern Bengali words for correction and justification). 10

Practical in Mathematics Method (50 Marks)

(Two practical from the following)

1. To verify the sum of 1st 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 Π
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.

Practical in Physical Science Method (50 Marks)

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_2 , H_2S , NH_3

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

Chemistry: Group B

1. Organic Chemistry: Identification of Radicals: - COOH, -OH, -NH₂, -CHO, >C=O
2. Preparation of Organic Compounds (acetanilide, Di-benzal acetone, P-Nitroacetanilide, Iodoform)
3. Quantitative estimation
Using a chemical balance
Preparation standard solution of Oxalic acid.
4. Experiment related to pH change
Determination of pH of some solutions obtained from fruit juices varied concentrations of acids, bases using pH paper.
Comparing the pH of solutions of strong and weak acid of same concentration.

Practical in Life Science Method (50 Marks)

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 D
2. Microscopic observation of section and to show the same to the Examinee. OR T.S. of ovary and display of flower dissection M
 - a. Drawing and Labeling D
3. Identifying character of the section Or description of flower I

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

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

Or Zoology

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

Or Physiology:

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

Practical in Computer Studies Method (50 Marks)

1. Practical Demonstration & reporting of Activity P
2. Laboratory Note – Book L
3. Viva V

List of Practical Work

1. Preparation of Bio-data (Using MS Word)
2. Mail Merging (Using MS Word)
3. Preparation of School Routine using MS Word (Class Wise with 2 Units in Each Class –V –X / Teacher Wise – 18 Teachers)
4. Preparation of Students Mark Sheet in Excel (For Class IX)
5. Preparation of Accounts (Saraswati Puja / Cultural Programme / Excursion / Sports).
6. Preparation of Teachers Acquittance Roll Using Excel (With 10 Teachers).
7. Preparation of 10 Slides on a Topic in any School Subject for Teaching Learning in Class Room (Using Power Point).
8. Preparation of Charts (Bar, Pie & Girls for Five Consecutive Years (With Fictitious data).

Practical in History Method (50 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.). | 10 |
| 2. Inscription studies:
(Brahmee, Kharastee, Greek, Arabic, Urdu, Proto -Bengali etc.). | 10 |
| 3. Project on Local History | 20 |
| 4. Preparation of Time-Line, Time-Graph and History maps. | 10 |

Practical in Geography Method (50 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.

Practical in Education Method (50 Marks)

Team Teaching activity, Project & etc

Practical in Work Education Method (50 Marks)

- i. Practical Demonstration & reporting of Activity
- ii. Laboratory Note – Book
- iii. Viva

List of Practical Work:

1. Growing of Vegetables/ Fruit / Flower
2. Household wiring and Electrical gadgets repairing
3. Tailoring and Needle Work
4. Bamboo Work and Wood craft
5. Tie-Dye and Butik Printing
6. Clay Modeling
7. Fruit preservation
8. Cardboard Work and Book Binding
9. Soap, Phenyl and Detergent making
10. Wallet mast making
11. Paper making and paper cutting work
12. Bicycle repairing

Practical in Political Science Method (50 Marks)

1. Political Map, Time line
2. Project on Local Political Governance
3. Visit and reporting of local political places

Semester – IV

4th Semester					
Course/ Paper	Title/Subjects	Theory	Practicum	Full Marks	Credit
XV-B	School Internship: Continuous Evaluation Final Teaching	-	400	400	16
XIX	Action Research (EPC-4)	-	50	50	2
XX	Community Outreach	-	50	50	2
Total (4th Semester)		-	500	500	20
Grand Total				2000	80

Paper – XV-B

School Internship: Continuous Evaluation Final Teaching – 400 Marks

- At least 60 learning designs should be delivered (duly prepared and approved learning designs by the Teacher Educators).
- During this semester the student teachers are acquainted with the overall conduct of the school activities and record keeping. It may include morning assembly, class time table, attendance register, stock register, mid-day meal, conduct of periodical meetings, purchase and consumption and co-curricular activities.
- Student teachers will be able to recognize the needs of In-Service Programme.
- Internship, as such, orients and acquaints the student teachers with the overall working of the school to make him fit to conduct him in all activities of the school.

Paper – XIX

Action Research (EPC-4) – 50 Marks

Objectives: *This practical Project will enable the student-teacher to:*

- i) *Identity the Meaningful problems in Education specially 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) Selection 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) Develop a plan for action

Paper – XX

Community Outreach – 50 Marks

- i. Organization of a rally or campaign on any social issue e.g. Polio, HIV, Electoral Rights, Gender sensitization etc.
- ii. Gardening.
- iii. Cleanliness of the campus and beautification
- iv. 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.