SYLLABUS

Bachelor of Education (B.Ed.)

2013-14

Vidyasagar University

Midnapore

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I. Background and Guiding Principles of the Syllabus

At the time of preparation of this document, certain national documents were considered to provide a basis. These are:

1) National Curriculum Framework- 2005, NCERT, New Delhi
2) National Curriculum Framework for Teacher Education- 2009, NCTE, New Delhi
3) NCTE Draft Curriculum, 2010
4) NCTE Model curriculum 2011
5) NAAC guidelines for Teacher Education Programmes

The following considerations about teacher education curriculum guided the present document

- Need for reducing the theory load in the teacher education curriculum
- Reducing the gap between theory and practice, teacher education curriculum and school realities
- Rationalizing curricular areas of teacher education from the standpoint of knowledge
- domains of teachers viz., subject matter knowledge, pedagogical knowledge, pedagogical content knowledge and teaching performance
- Assessment to have a variety and continuity with scope for feedback and correction

This curriculum document is designed for '**one year secondary teacher education programme'** consisting of about 36 weeks including admission, preparatory holidays and examination, assuming six working days in a week.

Prepared by Syllabus Review Committee, B.Ed.
Vidyasagar University

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Syllabus
Bachelor of Education (B.Ed.)

Total Marks : 1400
(To be completed in two semesters)

INTRODUCTION

The quality of school education is determined primarily by teacher competence, sensitivity and teacher motivation. It is common knowledge too that the academic and professional standards of teachers are achieved only by a systematically conceived teacher education programme. NCFTE emphasizes a symbiotic relationship between teacher education and school education. Hence teacher education should be in consonance with school education. As envisioned by NCFTE 2009, Vidyasagar University revises its teacher education programme for preparing professionally empowered teachers. The programme focuses on process orientedness and ICT integrated pedagogy so as to achieve global standards. The Board of Studies hopes that this revised Teacher Education Curriculum has tremendous potential to imbue the prospective teachers with the aspirations, knowledge base, repertoire of pedagogic capacities and human attitudes.

The B.Ed. programme is revised by implementing semester system with indirect grading. It shall be introduced with effect from academic year 2013-14.

General Objectives

The curriculum is designed to achieve the following general objectives of the B. Ed. programme

1) *The student teacher understands the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.*
2) *The student teacher understands how children learn and develop, how they differ in their approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts.*
3) *The student teacher plans learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and an understanding of how students come to view, develop and make sense of subject matter contained in the learning experiences*
4) *The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*

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5) *The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.*
6) *The student teacher develops self identity as a teacher through school based experiences and reflective practices that continually evaluate the effects of his/her choices and actions*

I. Definitions:

i) **Programme:** Programme means a patterned combination and sequences of courses in the discipline education spreading over two semesters, the successful completion of which would lead to the award of a degree in education.

ii) **Course:** Course is a complete integrated series of lessons / instructional content which are identified by a common title.

iii) **Semester System:** An academic system with programme designed to be completed progressively within a period covering multiples of half an academic year.

iv) **Indirect Grading:** A mode of evaluation in which the students are assessed using conventional numerical marking mode and subsequently marks so awarded are converted into letter grade.

II. Modes of Learning Engagement

With a view to move away from theoretical discourses and lectures, the student teachers will be required to be engaged in various kinds of learning experiences. Every course in the teacher education programme provides specific engagements that are spelt out under each course. However, the nature of engagement of the student teachers will be of the following kinds.

- **Lecture-Discussion Session:** The teacher educator provides a platform for review of experiences, develop insights into the disciplinary knowledge base and relate them to the school realities.
- **Focused Reading and Reflection:** Student teachers would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.
- **Observation-Documentation-Analysis:** Simulated and real school/community experiences would be arranged for the student teachers to observe, document in the form of record/journal/diary and analyze with an intention to revisit their own understandings or develop new insights.
- **Seminar**: Students will undertake thematic/topical study, prepare write-up and make seminar presentation followed by open-house discussion

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with a view to enhance their knowledge base and repertory of skills in the area of presentation.

- **Case Study:** An in-depth and comprehensive study of a single or few cases would be taken up as per the guidelines provided and submit a study report.
- **School Based Practical:** Observing an experienced practitioner, planning-implementing-receiving feedback from peers and supervisor and reflection on one's own performance would influence development of insights, beliefs and attitudes necessary for a teacher. Learning experiences would be provided through several school based practicum for development of certain professional qualities and competencies. The conceptual and theoretical learning made under various courses would not transfer to the real classroom/school context unless one makes specific attempts at applying them in relevant contexts. The school based practical would also include opportunities for planning and implementation of learning experiences and strategies and reflecting on their appropriateness and effectiveness.
- **Action Research:** Action research is a systematic attempt to solve immediate problems of teachers and classrooms. This is the process through which teachers collaborate in evaluating their practice jointly; raise awareness of their personal theory; articulate a shared conception of values; tryout new strategies to render the values expressed in their practice more consistent with the educational values they espouse; record their work in a form which is readily available to an understandable by other teachers; and thus develop a shared theory of teaching by researching practice
- **Workshop:** A series of learning experiences in a given performance area would be provided in the form of workshop engaging them in modeling-practice-feedback sequence with a view to develop specified competencies required for a teacher.

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B.Ed. PROGRAMME LAYOUT

	AREA	COURSE	NAME	SCORE	SEMESTER
THEORY	A: FOUNDATION COURSES	COURSE No - A101	PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION	50	I
		COURSE No - A105	EDUCATION AND DEVELOPMENT	50	I
		COURSE No - A205	CONTEMPORARY ISSUES AND CONCERNS IN EDUCATION	50	II
	B: PEDAGOGICAL KNOWLEDGE	COURSE No. - B102	PSYCHOLOGY OF LEARNER AND LEARNING	50	I
		COURSE No - B103	PSYCHOLOGY OF INSTRUCTION	50	I
		COURSE No. - B104	GUIDANCE AND COUNSELLING	50	I
		COURSE No.- B201	ASSESSMENT AND EVALUATION	50	II
		COURSE No. - B202	CLASSROOM ORGANIZATION AND MANAGEMENT	50	II
		COURSE No. - B203	LEARNING RESOURCES AND TEACHING	50	II
		COURSE No.- B204	INCLUSIVE EDUCATION	50	II
	C: PEDAGOGICAL CONTENT KNOWLEDGE	COURSE No.- C106-Subject	PEDAGOGY OF …..(FIRST METHOD) 1ST HALF	50	I
		COURSE No.- C106-Subject	PEDAGOGY OF …..(SECOND METHOD) 1ST HALF	50	
		COURSE No.- C206-Subject	PEDAGOGY OF …..(FIRST METHOD) 2ND HALF	50	II
		COURSE No.- C206-Subject	PEDAGOGY OF …..(SECOND METHOD) 2ND HALF	50	
PRACTICUM	D: INSTITUTION BASED EXPERIENCES	COURSE No.-D107	IN CAMPUS	300	I
		COURSE No.-D207	IN SCHOOL	300	II
		COURSE No.- D108/208	COMMUNITY AND INSTITUTIONAL BASED ACTIVITIES	100	I & II

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SEMESTER – I

COURSE NO. A101

Philosophical and Sociological Bases of Education (50 Marks)

Objectives: After completion of these units the students will be able to

a) *Understand the meaning of education and its different facts.*
b) Comprehend the place of philosophy in education.
c) Analyze education as a social responsibility.
d) Develop the concept and need for Peace and value education.

Unit-1: Education: an introduction **6 class hours**

i) Concept & scope of education;
ii) The four pillars of education.
iii) Factors of education and their interrelations
iv) Informal, formal and non-formal education.

Unit-2: Philosophical Foundation of Education **10 class hours**

i) The significance of Philosophy in education.
ii) Brief tenets of the following schools of philosophy of education - Idealism, Naturalism & Pragmatism with regard to aims of education, curriculum, method of teaching, role of teacher and discipline.
iii) Educational Contributions of following Indian and Western Thinkers with its Implications - Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi and John Dewey.

Unit-3: Sociological Foundation of Education **8 class hours**

i) Concept of sociology; difference between educational sociology and sociology of education.
ii) Socialization and education: the role of home, school, community and media.
iii) Social issues in education-
  (a) Multiculturalism, secularism.
  (b) Illiteracy, poverty and social stratification.
iv) Education as an instrument of social change- influence of education on society, family and their practices

Unit-4: Peace and value education **6 class hours**

i) Peace education:
  a) Concept of peace education
  b) Relevance of Peace: national and international contexts
  c) UNESCO's concerns on Peace and Understanding
  d) Role of education in promotion of peace
ii) Values: Meaning, classification of values and ways and means of inculcating values among students.

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Suggested Reading:

1. Aggarwal J. C. (2002). Theory and Principles of Education. Vikas Publishing House Pvt Limited,
2. Bron., F. J., (1970). Educational Sociology. New Delhi : Prentice Hall, Inc.
3. Brubacher, J.S., (1969). Modern Philosophies of Education. New York : McGraw Hill Co. Inc.
4. Chakraborty A. K.(2003)." Principles and Practices of Education." Meerut, Lal Book Depot.
5. Govt of India (1992) Report of Core group on value orientation to education, Planning
6. Jayaram, N. : Sociology of Education in India,: Rawat Publication, Jaipur; (1990),
7. Kamat, A.R. : Education and Social Change in India: Somaiya, Bombay; (1985)
8. Mathur S.S. (1966). A Sociological Approach to Indian Education, Vinod Pustak Mandir
9. Pandey, Sanjay (2004). Peace Education. New Delhi: NCERT.
10. Pratle, R. (1997). Ideology & Education. New Delhi : David Macky Co.
11. Price, Monroe & Thomson, Mark (2003). Forging Peace, Bloomington, Indian University Press 60/ North Morton street.
12. Rusk, R. P., (1929). Philosophical Basis of Education. London: Warnick University Press Ltd.
13. Saiyaddin, K.G., (1948). Education for International Understanding. Bombay: Hind Kitab.
14. Saxena, Shakuntala (1975). Sociological perspectives in Indian Education. New Dehli : Ashajanak Publication.
15. Sharma, Narayan (1968). The selected works of Mahatma Gandhi Ahmed-abad : Navajivan Trust (Vol I to V).
16. Taneja, V. R. (2000). " Educational Thought and Practice." New Delhi, Sterling
17. Ravikumar, S.R. (2001) Educational Sociology, Jaipur: Mangaldeep Publications.
18. Wexler, P. (1990) Social Analysis of Education, London : Routledge.

COURSE NO. B102

PSYCHOLOGY OF LEARNER AND LEARNING (50 MARKS)

Course objectives:

a) *Understand the theoretical bases of learning from different perspectives.*
b) Understand the process of Human Development.
c) Develop own perception about the learning process.

Unit-1: Meaning and Scope of Educational Psychology 2 class hours

i) Educational Psychology: Meaning and Scope
ii) Need of Educational Psychology to the teacher.
iii) Recent trends in educational psychology

Unit-2: Nature of the Learner: Child and Adolescent 8 class hours

i) Concept and Principles of Growth and Development.
ii) Developmental characteristics of a child and adolescent: Physical, cognitive, social, emotional, moral and language development and their educational implications with special reference to

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a. Piaget's theory of Cognitive Development
b. Kohlberg's theory of Moral development.
c. Erikson's theory of Psychosocial Development

iii) Factors influencing development such as heredity, nutrition, child-rearing practices.

iv) Current Issues related to Adolescent Stress and Role of the Teacher - (changing family structures, Peer pressure, substance abuse, depression and suicide, early exposure of adult issues through media/internet)

Unit-3: Understanding learning: 12 class hours

i) Concept of learning.
ii) Types of learning (Gagne).
iii) Approaches to learning and their educational implications:
   a) Behaviorism (Pavlov, Thorndike's three major laws and Skinner).
   b) Social Cognitivism (Bandura).
   c) Cognitivism: Early Cognitivism (Gestalt), Information processing model, meaningful learning and discovery learning.
   d) Social Constructivism (Vygotsky)

Unit-4: Factors Influencing Learning: 8 class hours

i) **Remembering and forgetting:** Concept and determinants
ii) **Attention and Interest:** Concept and determinants
iii) **Motivation:**
   a) Concept and types of motivation
   b) Theories of motivation
      - Maslow's need hierarchy.
      - Weiner's attribution.
      - McClelland's achievement motivation.
   c) Factors affecting motivation: Self-efficacy, locus of control, anxiety, curiosity, interest and classroom environment.

Suggested Reading :

1. Benjafield, J.G. (1992). *Cognition*, Prentice Hall, Englewood Cliffs.
2. Brown, J.S., Collins A and Dugrid, P (1989). *Situated Cognition and the Culture of Learning*, Educational Researcher; 32-42.
3. Denise Pope (2001), Doing School: How we are Creating a Generation of Stressed Out, Materialistic, and Miseducated Students. New Haven: Yale University Press.
4. Gagné, R. M. (1985) The Conditions of Learning and Theory of Instruction (4th edition). New York: Holt, Rinehart and Winston
5. Gardner, Howard (1989). *Frames of Mind. The Theory of Multiple Intelligences*, Basic Books, New York.
6. Jeanne, Ellis Ormrod. Educational Psychology : Developing Learners. Fourth Edition
7. Jeffrey Arnett (2007), Adolescence and Emerging Adulthood: A Cultural Approach. (3rd. ed.). Upper Saddle River, N.J.: Pearson.
8. Lindgren, H.C. (1980). *Educational Psychology in the Classroom* Oxford University Press, New York.
9. Patricia A. Alexander, Philip H. Winne (2006) Handbook of Educational Psychology ngapani M. Padma(2003.), Constructing School Knowledge :An Ethnography of learning in an Indian Village, Sage Publication
10. Sturt Mary, Oakden, E.C. (1999) Modern Psychology and Education, Routledge.

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11. Vygotsky, L.S. *Mind in Society*, Harvard University Press: Cambridge, 1978.
12. Woolfolk, A.E. (2009) Educational Psychology (11th Edition) (My Education Lab Series) Prentice Hall
13. Slavin R. (2009). Educational Psychology: Theory and Practice, Pearson New International Edition,
14. Richard Dean Parsons, Stephanie Lewis Hinson, Deborah Sardo-Brown Educational Psychology: A Practitioner-researcher Model of Teaching
১৫.শিখনের মনস্তত্ত্ব – প্রনব কুমার চক্রবর্তী, পঃ বঃ রাজ্য পুস্তক পষর্দ

COURSE NO. B103

PSYCHOLOGY OF INSTRUCTION **(50 MARKS)**

Objectives: After reading this part, student teacher will be able to

a) Understand the theoretical bases of Instruction.
b) Understand bases of Instructional Designs.
c) Develop own perception about Approaches to Instruction.
d) Develop own understanding about Models of Teaching.

Unit 1 - Concept of Instruction & Instructional Objectives: 4 class hours

i) Meaning, nature, types of Instruction.
ii) Meaning of Instructional Objectives.
iii) Taxonomy of instructional objectives: cognitive (Revised Bloom's taxonomy), affective (Krathwohl's taxonomy) and psychomotor (Simpson's taxonomy)

Unit 2 - Instructional Design: 10 class hours

i) Meaning and Types (based on objective, skill, competency, learner style and value).
ii) Approaches to instructional design (training psychology, cybernetic psychology, system analysis).
iii) Designs of Instruction (Skinner, Markle, and Gagne).

Unit 3 - Approaches to Instruction : 10 class hours

i) FIA System, Group Instruction (Team Teaching & Micro Teaching) & Individualized Instruction (Programmed Instruction & CAI)
ii) Direct instruction and indirect instruction
iii) Use of technology in teaching strategies (Web-based instruction, multimedia, CD-ROM, Intelligent Tutoring System).

Unit -4: Models of Teaching: 6 class hours

i. Meaning, components and families,
ii. Models of teaching:
    a. Glasser Classroom Meeting Models (CMM).
    b. Asubel's AOM
    c. Burner's CAM

Suggested Reading:

1. Elliott, Kratochwill, Cook & Travers. Educational Psychology : Effective Teaching, Effective Learning .

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2. S.K. Mangal - Advanced Educational Psychology, Prentice hall of India, New Delhi.
3. Psychology of Learning and Development - J.C. Aggarwal
4. Advanced Educational Psychology - S.S.Chauhan
5. Fundamentals of Educational Psychology - N. Dash
6. Instructional Patterns - Holt & Kysilka
7. Psychological Foundations of Education, Srinibas Bhattacharya
8. শিখনের নির্দেশনার মনস্তত্ত্ব – সনৎ কুমার ঘোষ ও দুলাল মুখোপাধ্যায়, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ

COURSE NO. B104

GUIDANCE AND COUNCELLING **(50 MARKS)**

30 classes

Objectives: On completion of the course the student teacher will be able to

- *To develop an understanding of individual diferences*
- *To develop an understanding of the concepts of guidance and counselling*
- *To develop an understanding of educational, vocational and personal guidance*
- *To develop an understanding of collection and dissemination of occupational guidance*

Unit 1 - Understanding Differences Between Learners: **16 class hours**

i) Meaning and concept of individual differences: its implication in the class room.
ii) Areas of individual differences:
   a. Intelligence (Concept, nature and theories of Spearman, Thurstone, Guilford and Gardner).
   b. Emotional Intelligence (concept, dimensions and its importance)
   c. Creativity (concept, factors and nurturing).
   d. Learning style (Kolb's classification).
   e. Self concept and self esteem
   f. Aptitude, Skills and Competencies

Unit -2: Guidance and counselling: **4 class hours**

i) Concept of guidance and counseling
ii) Difference between guidance and counseling.
iii) Basic principles of Counseling, Counseling and Psychotherapy.

Unit -3: Approaches of guidance and counseling: **4 class hours**

i) Directive, non-directive and eclectic.
ii) Individual and Group Counseling

Unit 4: Essential information for guidance and counseling: **6 class hours**

i) Personal information- physical, intellectual, personality, academic achievement etc.
ii) Educational information- scope and opportunity available.

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iii) Occupational information- career prospects.

Suggested Readings

1. Bhatnagar, Asha & Gupta, Nirmala (eds) (1988) • Guidance & Counselling : A practical approach, Vol • II. Vikas, New Delhi.
2. Dave Indu (1984) • The Basic essentials of counseling, Sterling Private Ltd., New Delhi.
3. Joneja G. K. (1997) Occupational information in guidance, NCERT, New Delhi.
4. Rao, S. N. (1981) • Counseling Psychology, Tata MC Graw Hill, New Delhi.
5. Kochhar, S. K. • Educational & Vocational guidance in secondary schools, Sterling Publisher, New Delhi, 1984.
6. Pasricha, Prem (1976). Guidance and Counseling in India Education, NCERT, New Delhi.
7. Taaxler, E.L. (1974). • Counseling For career Development, Houghson Muffin, Borton,
8. Jones A. J. (1993). • Principles of guidance & pupils personnel work. Mc Graw Hill, N. York.
9. Chauhan S. S. (2010). • Advanced Educational Psychology
10. Mangal, S. K. (2010). Essentials of Educational Psychology, Prentice hall of India, New Delhi

COURSE NO. A105

Education and Development (50 marks)

Course Objectives

- *To understand the relationship between Education and individual and National Development.*
- *To examine the influences of political and policy decisions on Education and its aims, content and procedures.*
- *To understand how Education derives its relevance from socio cultural contexts and critically reflect on the influence of education on quality of life*
- *To analyze the social context of education and its bearing upon school system*
- *To examine the changing emphases on Education in the context of Globalization, Liberalization and Privatization*

Unit-1: Education and Individual Development 6 class hours

i) Education for development of individual capabilities, enhancement of quality of life, and proactive participation in the socio-political-economic-cultural context
ii) Education for development of responsible citizens
iii) Education and development of life skills: preparation of individuals for the 21st century

Unit-2: Education for National Development 8 Class hours

i) National development –meaning and scope.
ii) Indicators of national development – Education Commission 1964-66, NPE-1986
iii) Education for Sustainable Development (ESD): Components (Brundtland

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Commission 1987 & UNESCO); Role of education in ensuring sustainable development.

iv) The perspective of education for national development in the NCF-2005

Unit-3: Education and Economic Development **8 class hours**

i) Education for economic development- its meaning and nature
ii) Education as development of human resource.
iii) Emerging trends in societies and their impact on education: Privatization, liberalization and globalization in education.

Unit-4: Recent Initiatives in Indian Education: **8 class hours**

i) National Education Policy (1986), Revised NPE – 1992 & POA (1992)
ii) SSA (2000), RMSA (2009) – Salient Features.
iii) National Curriculum Framework, 2005.
iv) National Knowledge Commission, 2006: Features, focus areas with special emphasis on Access to Knowledge (Literacy) & knowledge concepts (School Education).
v) National Curriculum Framework for Teacher Education, 2010.

Suggested Reading:

1. Anand, C.L. et.al. (1983). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
2. NCERT (1993). Teacher and Education in Emerging Indian Society, New Delhi
3. Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.
4. Govt. of India (1992). Programme of Action (NPE). Min of HRD.
5. Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers. MacMillan, New Delhi.
6. NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.
7. Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
8. Ministry of Education. 'Education Commission "Kothari Commission". 1964-1966. Education and National Development. Ministry of Education, Government of India 1966.
9. National Policy on Education. 1986. Ministry of HRD, Department of Education, New Delhi.
10. Seventh All India School Education Survey, NCERT: New Delhi. 2002
11. UNDPA. Human Development Reports. New Delhi. Oxford: Oxford University Press.
12. UNESCO. (2004) Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
13. Varghese, N.V. (1995). School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.
14. UNESCO's report on Education for sustainable development.
15. Ministry of Law and Justice (2009) Right to Education. Govt of India
16. Arvind Kumar (2003). Environmental challenges of the 21st century, APH Publishing corporation, New Delhi

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COURSE NO. C106

PEDAGOGY OF SCHOOL SUBJECTS **(50 marks)**

Course Objectives

During and after the course, students will

- *Realize the interdisciplinary nature of subject*
- *Participate and analyse their experience with a variety of instructional strategies appropriate to the subjects*
- *Create, analyse and evaluate a variety of teaching strategies in relation to subject*
- *Design lessons in developmentally appropriate ways*
- *Incorporate technology into teaching subject*
- *Induct the concept of reflective teaching into all activities related to teaching*
- *Relate the subject with environment and real life*

COURSE NO. C106-Beng 30 class hours

Pedagogy of Bengali

১. বাংলাভাষার প্রকৃতি এবং বাংলা ভাষা শিক্ষা **2 class hours**

- মাতৃভাষার সংজ্ঞা । ভাষা শিক্ষায় মাতৃভাষার গুরুত্ব।
- সাহিত্যের স্বরুপ। সৃজনশিলতা-বাংলাভাষা-সাহিত্যচর্চা।
- বাংলা সাহিত্যের ইতিহাস পাঠের প্রয়োজনীয়তা ও যুগবিভাগের গুরুত্ব।

২. বাংলাভাষার প্রয়োজনীয়তা ও বিদ্যালয় পাঠক্রমে বাংলাভাষার গুরুত্ব। **2 class hours**

- শিক্ষার মাধ্যম হিসাবে বাংলা ভাষা ও সাহিত্য শিক্ষার প্রয়োজনীয়তা
- পশ্চিমবঙ্গ মধ্যশিক্ষা পর্ষদ (মাধ্যমিক / উচ্চমাধ্যমিক) পাঠক্রমে বাংলাভাষার স্থান

৩. বাংলাভাষা শিক্ষার লক্ষ্য ও উদ্দেশ্য। **8 class hours**

- মাতৃভাষার ও সাহিত্য শিক্ষার উদ্দেশ্য
  - **আচরণের শিখনজাত উদ্দেশ্য**
    - বৌদ্ধিক ক্ষেত্র / প্রজ্ঞামূলক ক্ষেত্র
    - প্রক্ষোভিক ক্ষেত্র
    - মনঃসঞ্চালনমূলক ক্ষেত্র
  - **বিকাশধর্মী উদ্দেশ্য**
    - গ্রহনধর্মিতা
      - শ্রবনের বিকাশের উপায়সমূহ
      - পঠনের প্রকারভেদ – সরব ও নীরব পাঠ, ধারণা-স্বাদনা-চর্বনা পাঠ, আদর্শ পাঠ
    - প্রকাশধর্মিতা
      - কথনের বিকাশে শিক্ষকের ও বিদ্যালয়ের ভুমিকা, উচ্চারণবিধি
      - লিখন, লিখনের সৌন্দর্যায়ন

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৪ . বাংলাভাষা শিক্ষনের কৌশল । **10 Class hours**

ক) বাংলা ভাষা ও সাহিত্য শিক্ষার কৌশল

- শিক্ষন কৌশলের ধারনা, বাংলা ভাষা ও সাহিত্য শিক্ষার ক্ষেত্রে শিক্ষন কৌশলের প্রয়োজনীয়তা, ব্যবহার, উপযোগীতা,
- প্রশ্নকরনঃ ধারনা, উদ্দেশ্য ও উপযোগীতা, প্রশ্নের ধরন, আদর্শ প্রশ্নের বৈশিষ্ট
- ভাংলা ভাষা ও সাহিত্যশিক্ষাদানের বিভিন্ন পদ্ধতি - বক্তৃতা, আলোচনা, প্রতিপাদন, তুলনামূলক পাঠদান, সক্রিয়তা ভিত্তিক পদ্ধতি
- ব্ল্যাকবোর্ডের ব্যাবহার
- কাজের পাতা
- বিভিন্ন ধরনের প্রদীপন ব্যবহারের কৌশল (দৃশ্য, শ্রাব্য)

খ) বাংলা ভাষা ও সাহিত্য শিক্ষাদানের পদ্ধতি

- কবিতা শিক্ষাদানের গুরুত্ব, উদ্দেশ্য ও পদ্ধতি
- গদ্য শিক্ষাদানের গুরুত্ব, উদ্দেশ্য ও পদ্ধতি
- দ্রুত পঠন শিক্ষাদানের গুরুত্ব, উদ্দেশ্য ও পদ্ধতি
- অনুবাদ শিক্ষাদানের গুরুত্ব, উদ্দেশ্য ও পদ্ধতি
- রচনা শিক্ষাদানের গুরুত্ব, উদ্দেশ্য ও পদ্ধতি
- ব্যকরন শিক্ষাদানের গুরুত্ব, উদ্দেশ্য ও পদ্ধতি

৫ . বিষয়বস্তুর শিক্ষন পদ্ধতির বিশ্লেষণ । **8 class hours**

- বিষয়বস্তুর সাধারণ ধারনা এবং বিষয় বিশ্লেষন
- আচরণ মূলক উদ্দেশ্য নির্ধারণ
- শিক্ষন পদ্ধতির নির্বাচন
- পারদর্শিতার অভীক্ষা প্রস্তুত করন

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COURSE NO. C106-Eco **30 class hours**

Pedagogy of Economics

1. Nature of Economics and Economics – Education **2 class hours**

- Nature of Economics
- Concept and scope of Economics Education

2. The need for Economics and its place in the school curriculum **2 class hours**

- The need for Economics
- Reasons for inclusion of Economics in the school curriculum

3. Aims and objectives of teaching Economics **7 class hours**

- Aims and objectives – meaning and difference
- Aims and objectives of teaching Economics according to different economists and educationists
- Aims and objectives of teaching Economics according to different commissions and educational policies
- Aims and objectives of teaching Economics in the Indian context

4. Teaching Strategies **10 class hours**

- Methods: lecture, text – book, discussion, project and supervised study
- Teaching aids: meaning, types, importance and uses
- Applications of ICT in teaching Economics

5. Pedagogical analysis of Content **9 class hours**

- A general overview and content analysis
- Determination of behavioural objectives
- Selection of teaching strategies
- Achievement Test construction

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COURSE NO. C106-Edu 30 class hours

Pedagogy of Education

1. Education as a discipline **2 Class hours**

- Nature and scope of Education as a subject
- Understanding Education in relation to other subjects

2. Aims and objectives of teaching Education as a school subject **4 Class hours**

- Aims: Philosophical, Psychological, Social and Economical
- Objectives: Instructional and Behavioural (Bloom's taxonomy-Revised)

3. Approaches and strategies of teaching Education **10 Class hours**

- Inductive – deductive, discovery and problem solving approach.
- Lecture cum discussion
- Project method
- Field survey
- Constructivist paradigm

4. Teaching strategies for advanced and slow learners **6 Class hours**

- Reflective teaching
- Brain – storming
- Scaffolding
- Remedial teaching

5. Pedagogical analysis of Content **8 Class hours**

- A general overview and content analysis
- Preparation of Taxonomic table
- Determination of behavioural objectives
- Selection of teaching strategies
- Achievement Test construction

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COURSE NO. C106-Eng 30 class hours

Pedagogy of English

1. English Language teaching **2 class hours**

- The scope of English language teaching (EFL, ESL, ESP, ELT)
- Principles of learning a second language/ Second language acquisition – its meaning

2. English Language in Present day India **3 class hours**

- Position- Link language; library language, global language, the English boom in India, Indian English
- Need for the study of English with reference to its position.
- Place of English in the school curriculum

3. Aims and Objectives **5 class hours**

- Objectives of teaching English - relation of objectives to aims
- Objectives of teaching English as set forth in the Kothari Commission, NCF 2005 & West Bengal Board of Secondary Education & West Bengal Council of Higher Secondary Education

4. Teaching Strategies **15 class hours**

- Definition of Approach, Method, Technique
- An acquaintance with the characteristic features of the Translation Method; Direct Method; Structural and Humanistic Approaches to Language Teaching Acquaintance with the basic concepts like- accuracy, fluency, appropriacy, linguistic competence, communicative competence, comprehensive input
- Communicative language teaching-its aspects
- English as a skill subject- developing learner-centered strategies in listening, speaking, reading, writing, grammar and vocabulary
- Language laboratory; Use of Computers in language learning with special reference to CALL (Computer Assisted Language Learning)

5. Pedagogic Analysis of Content **5 class hours**

- A general overview and content analysis
- Determination of behavioural objectives
- Preparing Taxonomic table
- Selection of teaching strategies
- Achievement Test construction

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COURSE NO. C106-Geo 30 class hours

Pedagogy of Geography

1. The nature of Geography and Geography Education **2 Class hours**

- Nature of Geography – interdisciplinary nature Physical, Human Geography, Eco – Cultural Geography and Man – Environment Interaction
- Geography Education – concept, organisation of subject matter from class VI to XII , geography room and materials/ equipment and evaluation

2. The need for Geography and its place in the school curriculum **4 Class hours**

- Need for Geography – acquisition of knowledge, research work, environment awareness, economic planning, social, political and administrative importance and professional needs
- Its place in the school curriculum –
  a. Geography as a compulsory subject for elementary and secondary level and elective subject for higher secondary level
  b. Geographical knowledge and attitude
  c. All round development of the learner
  d. Development of special aptitude and interest in different branches of Geography for learners
  e. Development of the research aptitude

3. Aims and objectives of teaching Geography at school level **6 Class hours**

- Aims – practical cultural aims
- Objectives of teaching Geography – taxonomy of objectives: i) cognitive domain, ii) affective domain and iii) psycho – motor domain

4. Teaching strategies **10 Class hours**

- Methods of teaching Geography: i. inductive and deductive, ii. Observation, iii. Excursion – field study, iv. Project, v. laboratory, vi. Regional, vii. Constructivist approach
- Geography laboratory and teaching aids : audio – visuals for geography class: i) globe, ii) map, iii) pictorial and graphical charts, iv) computer and electronic devices
- Board work and application of work sheet

5. Pedagogic analysis of content **8 Class hours**

- A general overview and content analysis
- Determination of behavioural objectives
- Selection of teaching strategies
- Achievement Test construction

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COURSE NO. C106-Hist 30 class hours

Pedagogy of History

1. The nature of the subject and subject education **2 class hours**

- Evolution of the concept of History
- Principles of teaching History – dimensions of History

2. The need for the subject and its place in the school curriculum **2 class hours**

- Need for the study of History with reference to NCF
- Place of History in the school curriculum

3. Aims and objectives of teaching the subject **8 class hours**

- Aims – general and specific
- Objectives – with reference to revised Bloom's Taxonomy of Behavioural objectives
- Values of teaching

4. Teaching strategies **10 class hours**

- Primary source and secondary source
- Division of unit into subunits and allocation of periods
- Various teaching methodologies
  i) Lecture ii) Discussion iii) Question – answer iv) Biographical method v) Dramatization.
- Teaching aids
- Students' activity
- Use of chalk and black board
- Use of software
- Worksheet

5. Pedagogical Analysis of Content **8 class hours**

- A general overview and content analysis
- Determination of behavioural objectives
- Selection of teaching strategies
- Achievement Test construction

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COURSE NO. C106-L. Sc 30 class hours

Pedagogy of Life Science

1. The nature of Life Science and Life Science education **2 class hours**

- Philosophy of science teaching – Karl Popper, Kuhn
- Significance of Life Science in Education with reference to Kothari commission, Patel committee, NCERT, CBSE

2. Need for the subject and its place in the school curriculum **2 class hours**

- Scope and need
- Place of Life Science in the school curriculum

3.Aims and objectives of teaching the subject **8 class hours**

- Values imbibed from learning Life Science
- Aims of teaching Life Science
- Objectives of teaching Life Science (Instructional objectives in details)
- Evaluation

4. Teaching strategies **10 class hours**

- Primary source and secondary source
- Division of unit into subunits and allocation of periods
- Various teaching methodologies

  i) Lecture ii) inductive and deductive iii) Heuristic iv) Demonstration v) Problem solving vi) Project method vii) Laboratory method viii) Programmed Instruction, ix) CAI.

- Innovative strategies in India and abroad
- Use of teaching aids

5. Pedagogical analysis of content **8 class hours**

- A general overview and content analysis
- Determination of behavioural objectives
- Selection of teaching strategies
- Achievement Test construction

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COURSE NO. C106-Math 30 class hours

Pedagogy of Mathematics

1. Nature of Mathematics and Mathematics Education **2 class hours**

- The nature of mathematics
- The meaning and scope of mathematics education

2. Need of Mathematics and its place in school curriculum **2 class hours**

- The need and place of mathematics in the school curriculum
- Mathematics as part of the core curriculum

3. Aims and objectives of teaching mathematics at the **6 class hours**

- Upper primary and secondary stage
- Higher secondary stage

4. Teaching learning process **10 class hours**

- Implications of stages of cognitive development
- Concept attainment and reinforcement
- Constructivist approaches
- Enhancement of visual spatial skills
- Problem solving
- Use of computer and calculators

5. Pedagogic analysis of content **10 class hours**

- A general overview and content analysis
- Determination of behavioural objectives
- Selection of teaching strategies
- Achievement Test construction

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COURSE NO. C106-P. Sc 30 class hours

Pedagogy of Physical Science

1. Nature of Physical Science education **2 class hours**

- Nature of science in general – science as a product and science as a process: philosophy of science, physical science as a section of natural science. The various branches of physical science
- Science education – its past, present and future (in Indian context)

2. Need of Physical Science and its place in the school curriculum **2 class hours**

- Values of the subject
- Position of Physical subject in the school curriculum at different stages as recommended by different committees and commissions

3. Aims and objectives of teaching Physical Science **8 class hours**

- Aims – various long term targets as – developing various process skills, scientific temper and lateral thinking
- Objectives –
    a. Objectives of teaching Physical Science at different levels of secondary education
    b. Instructional objectives (emphasis on use of correct action verbs)

4. Teaching strategies **10 class hours**

- Different strategies: i) Lecture ii) Demonstration iii) Problem solving iv) Project method, v) Laboratory method vi) Heuristic method, vii) Programmed Instruction, viii) Computer Assisted Instruction
- Application of cognitive psychology, learner centric approaches in teaching Physical Science

5. Pedagogical analysis of content **8 class hours**

- A general overview and content analysis
- Determination of behavioural objectives
- Selection of teaching strategies
- Achievement Test construction

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COURSE NO. C106-Sans 30 class hours

Pedagogy of Sanskrit

1. The nature of the subject and subject Education: 3 class hours

- Place of Sanskrit in Indian History.
- Historical Perspective of teaching Sanskrit in Indian.
- General principles of teaching Sanskrit.

2. The need for the subject and its place in the school curriculum: 2 class hours

- Views of different Committee and Commissions for school level Sanskrit teaching.
- Place of Sanskrit in our school Curriculum.

3. Aims and objectives of teaching the subject: 8 class hours

- Aims and objectives for teaching Sanskrit in West Bengal in classes VII- VIII, IX-X, XI-XII in accordance to revised Bloom's Taxonomy.

4: Teaching Strategies: 7 class hours

- Methods of teaching Sanskrit
  i. Traditional Method
  ii. Text book method
  iii. Direct method
  iv. Need based Eclectic Method
- Methods of teaching different types of content with special reference to strategies and development of Lesson Plan & Pedagogical Analysis
  i. Literature (Prose, Poetry, Drama etc)
  ii. Language (Grammar, translation & composition according to school curriculum)
- Basic skills of language (with special reference to Sanskrit)
  i. Oral/ Speaking Skill- oral work, impact of phonetics on development of speech habit, strategies for correct pronunciation and fluency in speaking.
  ii. Writing Skill- Characteristics of Devnagri Script, factors influencing handwriting, causes of spelling mistake, strategies for remedy.
- (i) Use of audio visual teaching aids for teaching Sanskrit,
  (ii) Use of worksheet.

5: Pedagogic analysis of content 10 class hours

- A general overview and content analysis
- Determination of behavioural objectives
- Selection of teaching strategies
- Achievement Test construction

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COURSE NO. C106-W. Edu 30 class hours

Pedagogy of Work Education

1. Evolution of the concept of Work Education **4 class hours**

- Recommendation of Kothari Commission of 1964 – 66
- An introduction of the idea of work experience
- Four bases of Education – Literacy, Numeracy, Technocracy and Society.
- Education as propounded by Prof. Satyendramohan Chattapadhyay – the aims and objectives of teaching work education.

2. Importance and significance of **2 class hours**

- Basic Education, Sriniketan Scheme, Vocational Education
- Areas of Work Education – occupational exploration, innovative and creative practices, exhibition/ workshop and field study

3. Bases of Work Education **4 class hours**

- Philosophical, Psychological, Sociological and Economical
- Four pillars of education: International Commission on Education, 1996
- Correlation and integration of Work Education with other school subjects
- Work Education teacher – qualities and professional responsibilities

4. Teaching strategies and work shop activities **12 class hours**

A. Teaching strategies

- Inductive and deductive method
- Project method
- Lecture cum demonstration method
- Heuristic method
- Computer based teaching method - (using power point, Corel Draw, Photo Shop etc.)

B. Work shop activities

- Clay modelling
- Card board work (cover – file, box, tray, pen – stand, waste paper basket etc.)
- Creative paper cutting work
- Spray painting
- Envelop making
- Needle work
- Candle making
- Chalk making
- Fancy goods making
- Low cost teaching aid making

5. Pedagogic analysis of content **8 class hours**

- A general overview and content analysis
- Determination of behavioural objectives
- Selection of teaching strategies
- Achievement Test construction

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SEMESTER – II

COURSE NO. B201

ASSESSMENT & EVALUATION **(50 MARKS)**

Objectives: The student teachers will be able to

- *Understand the nature of assessment and evaluation and their role in teaching-learning process.*
- *Understand the perspectives of different schools of learning on learning assessment*
- *Examine the contextual roles of different forms of assessment in schools*
- *Understand the different dimensions of learning and the related assessment procedures, tools and techniques*
- *Analyse the reporting procedures of learners performance in schools*
- *Develop indicators to assess learners performance on different types of tasks*
- *Examine the issues and concerns of assessment and evaluation practices in schools*
- *Traces the technology bases assessment practices and other trends at the international Level*

Unit-1: Perspectives on Assessment and Evaluation **8 class hours**

i) Meaning of Assessment, Measurement, Tests, Examination, and Evaluation and their interrelationships
ii) Purposes of Assessment: Prognostic, Monitoring of Learning, Providing Feedback, Promotion, Placement, Certification, Grading and Diagnostic
iii) Classification of assessment: based on purpose (prognostic, formative, diagnostic and summative) scope (teacher made, standardized), attribute measured (achievement, aptitude, attitude, etc.), nature of information gathered (qualitative, quantitative), mode of response (oral and written; selection and supply), nature of interpretation (norm referenced, criterion referenced) and context (internal, external)
iv) Continuous and comprehensive assessment

Unit-2: Assessment of Learning **4 class hours**

i) Dimensions of learning: cognitive, affective and performance
ii) Criteria of a good measuring tool-objectivity, reliability and validity
iii) Writing effective test items – essay, short answer, and objective types

Unit-3: Reporting of Assessment **10 class hours**

a) Collection and tabulation of educational data
b) Graphical representation (bar diagram, histogram, frequency polygon, ogive, pie-chart) and their interpretation.
c) Statistical analysis : Measures of Central Tendency (Mean, Median, Mode), Measures of dispersion (QD and SD only) and Measures of association (Rank difference only) and interpretation of results
d) Normal probability curve – concept, characteristics and uses.
e) Value based evaluation

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Unit 4: Issues, Concerns and Trends in Assessment and Evaluation 8 class hours

i) **Existing Practices:** Unit tests, half- yearly and annual examinations, Board examinations and Entrance tests.

ii) Modern trends in assessment and evaluation:
   a) Grading: Concept, Types and Application: indicators for grading; CBSE and State evolved indicators
   b) Portfolio Assessment – its meaning, scope and uses; Planning, development and assessment
   c) Semester system
   d) Credit System
   e) Online examination, Computer-based examination
   f) Question bank.

Suggested Reading:

1). Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
2). Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.
3). Burke, K., Fogarty, R., & Belgrad, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.
4). Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum Development.
5). Danielson, C. (2002). Enhancing student achievement: A framework for schoolimprovement. Alexandria, VA: Association for Supervision and Curriculum Development.
6). Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching andassessment so all children can learn. Thousand Oaks, CA: Corwin.
7). Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
8). Natrajan V.and Kulshreshta SP (1983). Assessing non-Scholastic Aspects-Learners Behaviour, New Dlehi: Association of Indian Universities.
9). NCERT (1985). Curriculum and Evaluation, New Delhi:NCERT
10). Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
11). Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
12). Norris N. (1990) Understanding Educational Evaluation, Kogan Page Ltd.
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COURSE NO. B202

CLASSROOM ORGANIZATION & MANAGEMENT (50 MARKS)

Course Objectives

On completion of the course the student teacher will be able to

a) Understand importance of classroom management
b) Describe approaches to classroom management
c) Understand ways of preventing problems in managing a classroom
d) List physical resources and describe how to maintain them
e) Explain the role of teachers and the principal in ensuring different school climate

Unit-1: Classroom Organization **6 classes**

i) Classroom organization: Meaning & purposes.
ii) Smart classroom: Concept and characteristics
iii) Characteristics of School climate – conducive, learner friendly, inclusive, vibrant

Unit-2: School Environment **10 classes**

i) School as an institution with an environment of its own
ii) Physical resources and its management in a school - physical space (building) with adequate classroom space, adequate furniture, learning resources such as the labs, library, sports field, and staff rooms, rest rooms, etc.
iii) Leadership style of the headmaster and its influence on teacher role performance
iv) Factors affecting school environment - goodwill, acceptance, belongingness, openness, orderliness, and access, both among teaches and between teachers and students
v) Promoting self-esteem among students

Unit-3: Classroom Management **8 classes**

i) Classroom management – concept, need and approaches
ii) Role of a teacher in classroom management.
iii) Roles of students in a classroom – leader, follower and non participant
iv) Managing behavior problems in a classroom – Preventative, Supportive and Corrective.
v) Reward and punishment: Practices and implications

Unit-4: Mechanisms for coordinated functioning in school **6 classes**

i) Planning: annual and long term; annual school calendar
ii) Day to day schedules- Time table, Notifications, Announcements
iii) Staff Meetings: forum for sharing, review and further planning
iv) Mechanisms that promote school-community and teacher-parent relationship

Suggested Reading

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COURSE NO. B203

LEARNING RESOURCES AND TEACHING **(50 Marks)**

Course Objectives:

On completion of the course the student teacher will be able to

- *Understand teaching as a process of communication and be aware of various resources available for making it effective*
- *Prepare and use appropriate instructional material for effective classroom transaction*
- *Design and develop an ICT integrated learning resource*
- *Critically reflect on the suitability of learning resources planned in teaching-learning*
- *Demonstrate his/her understanding of the role of a teacher at different phases of instruction*
- *Demonstrate his/her understanding of different skills and their role in effective teaching*

Unit-1 Communication and Learning resources **10 class hours**

i) Communication: concept, components and types.
ii) The nature of teacher student communication: verbal and non-verbal
iii) Learning resources for classroom teaching: meaning, purpose, and types of resources.
   a. **Print Resources:** resources for communicating verbal experiences - text book, work book, case study and self-instructional material
   b. **Audio Resources:** resources for communicating audio experiences - educational radio broadcast and audio programmes – an analysis of their formats, strengths and limitations
   a. **Visual Resources:** Resources for communicating visual experiences –
      i) Non projected visual Resources: graph, map chart, poster, models and material – nature of experiences provided by them, their making and possibilities of using them as learning resources

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ii) Projected Visual Resources: still visuals – slide, transparency and film-strip, moving visuals – film, video and animation Media selection, utilization and integration into teaching and learning – learning resources for different pedagogies: a classification of learning resources based on teaching objectives.

Unit 2 Technology-enhanced Learning Resources **8 class hours**

i) ICT and Multimedia as technology-enhanced communication devices in teaching-learning.
ii) A comparative review of various learning resources
   a. Interactive white board – its features and advantages
   b. Computer as a learning resource for presentation, documentation, word processing, evaluation.
   c. Internet as an Information Resource.
iii) Designing and developing Technology-enhanced Learning Material
iv) Changing roles and competencies of a teacher in technology enhanced learning

Unit-3 Understanding Teaching **7 class hours**

i) Concept & Scope; Differences among Teaching, Training & Conditioning.
ii) Variables of Teaching – Teacher, Learner & Teaching – Learning Process.
iii) Teaching as a planned activity – elements of planning; proficiency in teaching: meaning and place of awareness, skills, competencies and commitment.
iv) Phases of teaching: pre-active phase (visualizing; decision-making on outcomes, preparing and organization); interactive phase (facilitating and managing learning) post-active phase (assessment of learning outcomes, reflecting on pre-active, interactive and post-active processes).

Unit-4: Teaching as a profession **5 class hours**

i) Nature and characteristics of a profession.
ii) Professional Needs and Values of a School Teacher, Professional Commitment, Professional Ethics & Code of Conduct;
iii) Role of NCTE, UGC and NAAC in promoting the quality of teacher education

Suggested Reading:

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COURSE NO. B204

INCLUSIVE EDUCATION **(50 MARKS)**

30 classes

Objectives: On completion of the course the student teacher will be able to

- *Understand the difference between impairment, disability and handicap*
- *Know about the types and behavioural characteristics of exceptional children*
- *Know about the general causes of disability*
- *Be able to identify exceptional children*
- *Be able to manage classroom in inclusive setting.*
- *Understand the concept and significance of inclusion.*
- *Be acquainted with the role of the teacher, school administration and parents*

Unit -1: Inclusion: **4 class hours**

i) Definition and types,
ii) Role of teachers, school administration, parents, Peer group and community.

Unit -2: Impairment, Disability and Handicap: **6 class hours**

i) Types of Exceptionality (Definition and Classification)
[Note: Types of Exceptionality will include VI, HI, MR, LD, Autism, CP, ADHD, Gifted]
ii) General causes of disability.
iii) Behavioural characteristic of exceptional children

Unit -3: Behavioural Characteristic and Identification **12 class hours**

i) Behavioural characteristic of exceptional children
ii) Identification of exceptionality by the class teacher

Unit -4: Educational Management for exceptional children in inclusive setting

8 class hours

Suggested Readings:

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COURSE NO. A205

CONTEMPORARY ISSUES & CONCERNS IN EDUCATION (50 MARKS)

Course Objectives:

The student teacher will be able to

a) *Understand the importance of universalisation of secondary education and the constitutional provisions for realizing it*
b) *Examine the issues and concerns related to universalisation of secondary education*
c) *Analyse the strategies used for realization UEE and the outcomes of their implementation.*
d) *Realize the need and importance of equity and equality in education and the constitutional provisions for it.*
e) *Identify the various causes for inequality in schooling*
f) *Realize the importance of Right to Education and the provisions made for realizing it.*
g) *Understand the importance of indicators, standards and strategies for enhancement of quality in secondary schools*
h) *Examine the issues and concerns related to global and local environmental crisis*
i) *Explores the strategies for sensitizing the learners towards environmental conservation*

Unit-1: Universalization of Secondary Education 8 class hours

i) Constitutional provisions
ii) Policies and programmes for realizing the constitutional obligations
iii) Right to education and its implications for universalisation of secondary education (USE)
iv) Status of USE: access, enrolment, participation and achievement
v) Strategies for realization of targets

Unit-2: Equity & Equality in Education 8 class hours

i) Equality of Educational Opportunities: Meaning, provision and outcomes
ii) Constitutional provisions for ensuring equity
iii) Nature and forms of inequality: Gender, Caste and Class
iv) Inequality in schooling: Public-private schools; Rural-urban-tribal schools, and differential school systems – schools for education of the challenged

Unit-3: Quality in education 7 class hours

i) Meaning of quality education
ii) Indicators of quality: related to learning environment, Student Outcomes
iii) Outcome improvement through: Setting standards for performance; supporting inputs known to improve achievement, Adopting flexible strategies for the acquisition and use of inputs, and Monitoring performance.
iv) Enhancement of quality in secondary schools

Unit-4: Education for Conservation of Environment 7 class hours

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i) Meaning, nature and scope
ii) Approaches and strategies
iii) Integration of environmental concerns in curriculum
iv) Role of teacher in promoting conservation

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3. Bandhopadhyay, M. and Subrahmanian, R. (2006) Gender Equity in Education: A Review of Trends and Factors, India Country Analytical Report, Chapter 1, Consortium for Research on Educational Access, Transitions and Equity.
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COURSE NO. C206
PEDAGOGY OF SCHOOL SUBJECTS

Course Objectives

During and after the course, students will

- *Realize the interdisciplinary nature of subject*
- *Participate and analyse their experience with a variety of instructional strategies appropriate to the subject s*
- *Create, analyse and evaluate a variety of teaching strategies in relation to subject*
- *Design lessons in developmentally appropriate ways*
- *Incorporate technology into teaching subject*
- *Induct the concept of reflective teaching into all activities related to teaching*
- *Relate the subject with environment and real life*

COURSE NO. C206 -Beng 30 class hours

Pedagogy of Bengali

৬. **বাংলাভাষার সহিত অন্যান্য ভাষার সম্পর্ক** **2 class hours**

- অন্য ভাষার সঙ্গে বাংলাভাষার অনুবন্ধন।
- অন্য বিষয়ের সঙ্গে বাংলাভাষার অনুবন্ধন।

৭. **বিশেষ প্রকার শিক্ষন পক্রিয়া (প্রয়োজনাতিরিক্ত ও প্রতিকারসাধক শিক্ষন)** **6 class hours**

- সংশোধণী পাঠ – উদ্দেশ্য ও পদ্ধতি
- বুদ্ধিদীপ্ত ও প্রতিভাবান শিক্ষার্থীদের শিক্ষন
- পিছিয়েপড়া অথবা বিশেষ শিশুদের জন্য সংশোধনী পাঠ।
-

৮. **বাংলাভাষা শিক্ষার আনুসঙ্গিক অবস্থান (সামাজিক ক্ষেত্র)** **8 class hours**

- মূল্যবোধের বিকাশ ও সাহিত্যপাঠ
- বিশ্বায়ন ও বাংলা ভাষা শিক্ষার অনীহা
- ভাষাশিক্ষায় গনমাধ্যমের ভূমিকা
- বাংলা বানান সমস্যা ও প্রতিকার

৯. **পরিবেশ ও প্রত্যাহিক জীবনের সাথে বাংলা সাহিত্যের সম্পর্ক** **8 class hours**

- পরিবেশ সচেতনেতায় বাংলা সাহিত্যের ভূমিকা, উদাহরণ ও বিশ্লেষন
- বাস্তব অভিজ্ঞতা, বাংলা সাহিত্য ও প্রত্যহিক জীবন

১০. **পাঠ্যক্রম বিশ্লেষন ও পর্যালোচনা**

ষষ্ঠ - দশম (পশ্চিমবঙ্গ মধ্যশিক্ষা পর্ষদ) / **একাদশ-দ্বাদশ** (পশ্চিমবঙ্গ উচ্চমাধ্যমিক শিক্ষা সংসদ) নির্ধারিত বাংলা পাঠক্রমের বিশ্লেষন ও পর্যালোচনা **8 class hours**

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COURSE NO. C206-Eco 30 class hours

Pedagogy of Economics

6. Relation of the subject with other subjects **4 class hours**

- Meaning need and types of correlation
- Correlation with: Mathematics, Statistics. Commerce, Geography, History, Political Science, Education

7. Further Teaching **4 class hours**

- Strategies for teaching advanced learner
- Strategies for teaching slow learners

8. Related issues **8 class hours**

- Fear of Economics dealing with dynamic and complex issues – overpopulation and its consequences, slow pace of industrialisation and unemployment, rural – urban immigration rapid urbanization, price – hike and standard of living
- Uncertainty about professional openings
- Greater tendency among urban learners for taking up economics as specialisation over rural learners

9. Connecting Economics to environmental and everyday life **8 class hours**

- Economic activities – environmental pollution
- Economics and sustainable development
- Market related decisions
- Monetary decisions

10. Critical Analysis of Class XI – XII (WBCHSE) Syllabus **6 class hours**

- Breadth and depth of topics
- Inclusion or exclusion of topics
- Connectivity to everyday life and environment
- Questioning style in examinations

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COURSE NO. C206-Edu 30 class hours

Pedagogy of Education

6. Materials and resources for teaching Education **6 Class hours**

- Effective utilisation of resources
- Work sheets, self – instructional materials
- Educational resource room
- Development of low cost TLM

7. Related issues: **4 Class hours**

- Use of software and computer simulation in teaching
- Computer assisted evaluation

8. Classroom Management **8 Class hours**

- Organising large and small classes
- Class teaching, Small group learning and individualised learning situations
- Maintaining discipline in the classroom

9.Connecting the subject to environment and & everyday life **4 Class hours**

- Action Research for solving educational problems
  (Problem, Steps, Conclusion, Limitations)

10. Critical evaluation of Education syllabus at XI – XII level with respect to

8 Class hours

- The significance of the topics
- The articulation of the concepts (Horizontal, vertical, sequence, continuity and balance)
- Connectivity to everyday life and environment
- Need for inclusion / exclusion of topics
- Methods of evaluation/ question patterns

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COURSE NO. C206-Eng 30 class hours

Pedagogy of English

6. Interrelation **2 class hours**

- Language across the curriculum
- Teaching English Language through English literature; Correlation of English Literature with other subjects

7. Further Teaching - **6 class hours**

- Reflective Teaching
- Devising strategies to cater to the needs of advanced learners
- Remedial Teaching in English
- Collaborative Teaching strategies in the context of further teaching

8. ELT, Environment and Real Life **6 class hours**

- An acquaintance with Content-based –instruction and Theme-based approach as a means of integrating ELT with ecological issues
- Popular culture as a resource in ELT
- Contextualisation in the teaching of English

9. Sociological Issues **8 class hours**

- Second Language Acquisition and learning-Importance of the socio-cultural context of second language learners
- Factors affecting a second language classroom- fear; diffidence; silence; errors; teacher attitude
- Bilingualism- Problems and Advantages
- Multilingualism as a resource Teaching a large class

10. Curriculum Analysis **8 class hours**

Critical analysis of the English (B) syllabus of Secondary (IX-X) level as prescribed by WBBSE ***or*** Higher Secondary (XI-XII) level as prescribed by WBCHSE.

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COURSE NO. C206-Geo 30 class hours

Pedagogy of Geography

6. Relation of Geography with other subjects **3 class hours**

- Relation of Geography with science subjects(Physical Science, Life Science, Mathematics and Statistic)
- Relation of Geography with Social Science subjects (Economics, Political Science, Sociology and History)
- Relation of Geography with Language, Fine Arts and craft etc.t

7. Further teaching (advanced and remedial) **4 Class hours**

- Advanced teaching for gifted learners
- Remedial teaching for slow learners and challenged students

8. Related issues (Sociological Parameters) **8 Class hours**

- Population explosion: Gender discrimination, Old – age problems, Migration, Unemployment etc.
- Urbanization: Changing land use pattern, Ground water Depletion, Traffic flow Congestion, etc.
- Industrialization: Loss of forest covers, Displacement of people, Pollution, etc.
- Climate Change: Health Problems, Damage to Crop Cultivation, Impact of cyclones, Floods and Droughts etc.
- Natural hazards & Disasters: Impact of desertification, land Slide, Volcanic activity, Earth quake and Tsunami.
- Energy and water crisis: Sustainable Development.
- Remote Sensing and Geographical Information System (GIS).t

9. Connecting Geography to environment and everyday life **9 Class hours**

- Climate change and its impact – Depletion of Ozone Layer, Global Warming, Rise of Sea level and loss of coastal land and associated social problems.
- Wetland Depletion and associated problems Loss of Biodiversity and its Conservation
- Over exploitation of Ground Water & Water Crisis.
- Environmental pollution (land, air and water).

10. Critical analysis of the syllabus of class IX- X (WBBSE) or class XI-XII (WBCHSE) Syllabus. With respect to **6 class hours**

- The significance of the topics
- The articulation of the concepts (Horizontal, vertical, sequence, continuity, and balance)
- Connectivity to everyday life and environment
- Need for inclusion/ exclusion of topics
- Methods of evaluation/ question patterns

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COURSE NO. C206-Hist 30 class hours

Pedagogy of History

6. Relation of the subject with other subjects **2 class hours**

- Correlation of History with Literature, Geography, Economics, Political Science, Natural Science, Mathematics and Education

7. Further teaching **6 class hours**

- Teaching advanced and slow learners
- Assessing the needs of advanced learners and strategies to cater to those needs
- Remedial teaching in History
- Collaborative teaching strategies

8. Related issues (Sociological parameters) **8 class hours**

- Social solidarity
- Unity in diversity
- National integration
- International understanding
- Position of women in society and gender bias
- History vs. Myth

9. Connecting the subject to environment and everyday life **6 class hours**

- Tracing evolution of concepts and issues of environment – projects and case studies
- Local History and Regional History – heritage study
- History through excursions

10. Critical analysis of the syllabus of class IX – X (WBBSE) or XI – XII (WBCHSE) syllabus **8 class hours**

With respect to

- Breadth and depth of content
- Presentation of topics
- Need for inclusion/ exclusion of content
- Scope of independent conclusions
- Evaluation/ questioning style

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COURSE NO. C206-L. Sc 30 class hours

Pedagogy of Life Science

6. Relation of the subject with other subject **2 class hours**

- Correlation and integration of Life Science with different branches of science and social science

7. Further teaching (advanced and remedial) **6 class hours**

- Teaching for gifted and slow learners
- Remedial teaching strategies

8. Related issues **8 class hours**

- Ethical issues (gene cloning, genetic manipulation use of live specimens, genetic cropping, nature or nurture

9. Connecting the subject to the environment and everyday life **6 class hours**

- Role of Life Science teacher in
  Sustainable development, environmental bio-technology,
  Conservation and bio- diversity values, pollution and control (food adulteration), eco-clubs, science club, excursion, quiz, museum etc.

10: Critical analysis of the Life Science syllabi of class IX – X (WBBSE) or class XI – XII (WBCHSE) syllabus with respect to **8 class hours**

- The significance of the topics
- The articulation of the concepts (Horizontal, vertical, sequence, continuity, and balance)
- Connectivity to everyday life and environment
- Need for inclusion/ exclusion of topics
- Methods of evaluation/ question patterns

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COURSE NO. C206-Math 30 class hours

Pedagogy of Mathematics

6. Relation of mathematics **4 class hours**

- Within its branches
- With other subjects

7. Further teaching for **4 class hours**

- Advanced learners
- Slow learners

8. Associated considerations **6 class hours**

- Fear of mathematics – its sources and remedies
- Creating a positive image of mathematics
- Mathematics laboratory and club

9. Connecting mathematics to the environment: **8 class hours**

- Household
- Nature
- Business
- Sports
- Aesthetics
- Leisure

10. Critical analysis of the class IX and X (WBBSE) and Class XI and XII (WBCHSE) syllabi with respect to **8 class hours**

- The significance of the topics
- The articulation of the concepts (Horizontal, vertical, sequence, continuity, and balance)
- Connectivity to everyday life and environment
- Need for inclusion/ exclusion of topics
- Methods of evaluation/ question patterns

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COURSE NO. C206-P. Sc 30 class hours

Pedagogy of Physical Science

6. Relation of Physical Science with other subjects and within its branches 2 class hours

- Intra disciplinary interrelationships
- Inter disciplinary interrelationships

7. Further teaching 6 class hours

- Advanced learners – their identification, and nurturance
- Backward learners – diagnosis, remedial measures and their mainstreaming

8. Related issues (sociological parameter of science) 8 class hours

- Indigenous science for the survival of culture and society
- Social nature of scientific knowledge and sociological parameters influencing growth of science
- Kuhn's sociological theory of paradigm shift of scientific knowledge

9. Connecting Physical Science to environment and daily life 6 class hours

- Physical Science teaching and sustainable development , integration of environment related issues with physical science education
- Physical Science and agriculture, transport, communication, industry, medicine, resource management
- Propagation popularization of science, people's science movement, activities of different science organization for enhancing science – technology literacy

10. Critical analysis of IX – X or XI – XII syllabus (WBBSE/ WBCHSE) 8 class hours

Analysis of any one among the following in view of different parameters used for curriculum evaluation:

i. Secondary (IX, X) Physical Science curriculum (WBBSE)
ii. Higher secondary (XI – XII) Physics curriculum (WBCHSE)
iii. Higher secondary (XI – XII) Chemistry curriculum (WBCHSE)

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COURSE NO. C206-Sans 30 class hours

Pedagogy of Sanskrit

6. Relation of the subject with other subjects. **4 class hours**

- Relation of Sanskrit to- (a) Bengali, (b) other Indian Languages, (c) Cultural History of India, (d) Science, (e) Social Science, (f) Indology- correlation as a teaching technique to foster interest in the language.

7. Further Teaching (Advanced and Remedial) **8 class hours**

- Assess the needs of advanced learners.
- Strategies like dramatization, recitation, dramatic reading, listening to radio/ TV news, use of reference books, dictionary, magazines and journals/ Bulletin of Sanskrit to be used for advanced learners.
- Causes of backwardness and Remedial teaching in Sanskrit.

8. Related Issues: **6 class hours**

- Spoken Sanskrit and its efficacy in elementary classes.
- Need for Professional orientation of a Sanskrit Teacher.
- Agencies of Sanskrit education- Rastriya Sanskrit Sansthan, Sanskrit Universities, Sanskrit Institution in India and abroad.

9. Connecting the subject to environment and everyday life: **6 class hours**

- Connecting Sanskrit teaching to environmental issues- ways and means.
- Connecting Sanskrit teacher education to real life-
  i. Club activities
  ii. Listening & reading activities.
  iii. Wall magazines etc.

10. Critical Analysis of Class XI – XII (WBCHSE) Syllabus **6 class hours**

- The significance of the topics
- The articulation of the concepts (Horizontal, vertical, sequence, continuity and balance)
- Connectivity to everyday life and environment
- Need for inclusion / exclusion of topics
- Methods of evaluation/ question patterns

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COURSE NO. C206-W. Edu 30 class hours

Pedagogy of Work Education

6. Relation of the subject to the environment and everyday life **2 class hours**

and to develop attitude, interest and skill

- Developing social, creative and productive skill through Work Education Programme
- Removal of social distance and alienation through Work Education Programme

7. Aids, equipment and assistance in teaching Work Education **6 class hours**

- Teaching aids – Edgar Dale's Cone of Experience
- Concept regarding preparation of low cost teaching aids of different work projects using software
- Management of work units-
    a. Budgeting and planning
    b. School complex
    c. Materials and equipments
    d. Time allocation
    e. Excursion/ field study

8. Aspects of teaching Work Education **4 class hours**

- A critical evaluation of Work Education syllabus prescribed by WBBSE in – (a) the exposure stage and (b) the involvement stage
- Problems of implementing Work Education Programme in secondary school and its solutions

9. Evaluation of Work Education **4 class hours**

- Critical study on the existing evaluation system proposed by WBBSE
- Tools of evaluation – Rating scale, check list, observation schedule, work diary, teacher's record book

Specific teaching strategies for conducting the following classes

10. Activities in Work Education **8 class hours**

- Soap and phenyl making
- Electrical house wiring/ gadget/ transistor/ computer repairing
- Paddy/ wheat cultivation
- Jute/ mushroom/ medicinal plant cultivations
- Kitchen gardening/ flori culture
- Horticulture
- Spinning and weaving
- Designing, dyeing and drawing
- Tailoring and sewing
- Clay modelling
- Work book

10. Computer application in teaching Work Education **6 class hours**

- Concepts of computer fundamentals
- Word processing
- Spread sheet
- Concept of networking
- Presentation package – creation of a lesion – unit through presentation packages

Teaching of the following (IX - X)

- Computer based work (using Power Point, Corel Draw, Photo Shop etc.)

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AREA D: PRACTICUM ON B.Ed. CURRICULUM 700 Marks

SEMESTER –I

COURSE NO. D107 - IN CAMPUS (2x125 = 250 Marks)

For each school subject:

I. TEACHING PEERS

Simulated Teaching

i. 3 Micro-teaching skills (3 separate skills for each school subject) 3 x 10 = 30

ii. 1 Mini teaching using any one model of teaching 1 x 25 = 25

Objectives:

i. To develop specific teaching skills
ii. To build up confidence in teaching
ii. To practice and refine teaching skills
iii. To provide feedback for modification of teaching behavior

Microteaching program will be conducted by college as a basis (fundamentals) of practice teaching and will include minimum any 03 skills form the following list.

a. Set Induction
b. Questioning
c. Stimulus Variation
d. Explanation
e. Black Board Writing
f. Use of audio-visual aids
g. Reinforcement

One Computer Assisted Presentation (CAP) 20

Simulated teaching for any one lesson involving any one of:

i. Conducting practical classes for ***laboratory*** based subjects*
ii. Initiation of a project for ***non-laboratory*** based subjects* *25*

II. Teaching Learning Materials (improvised low cost) for each school subject 25

Total for in campus for one School Subject = 125
Total for in campus for two School Subjects = 2x125 = 250

III. GROUP ACTIVITY:

- **Personality development through Group Discussions and mock Interviews based on* 30**
  a) Punctuality, b) Discipline, c) Sociability (Inter personal Relationship), d) Communication Skill, e) Leadership Traits, f) Initiative, g) Perseverance, h) Self Respect i) Team Spirit, and j) Etiquette

- **Visit to a centre of learning followed by reflective report by group 20**

Total for in campus group activity = 50

TOTAL FOR PRACTICUM = 250 + 50 = 300 MARKS

***** *Details will be given as an ANNEXURES shortly*

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SEMESTER –II

COURSE NO. D207 - IN SCHOOL (300 Marks)

Objectives: Student-teacher will be able to:

i. *To learn to set realistic goals in terms of learning, curricular content and pedagogic practice.*
ii. *To choose, design, organize and conduct meaningful classroom activities.*
iii. *To participate in school activities.*
iv. *To develop and maintain teaching learning resources.*
v. *To analyze and reflect on teaching.*
vi. *To observe and reflect on classroom practices.*
vii. *To maintain reflective journals.*
viii. *To develop positive attitude towards teaching as a profession.*

- **School Initiation programme**
  - **i.** School Survey and report **15**
  - **ii.** Participation in school life in practice teaching school (supervised by School authority) **10**

a) Internship

- **Conducting 20 lessons per method supported with teaching aids 30**
  (Number of classes as per NCTE norms (individual and/ or team teaching)

- **Reflective Journal 20**

Objectives: *Reflective Journal would include a brief description of*

- *how the class was conducted (with or without lesson plan; provisional or allotted etc.),*
- *how learners responded,*
- *reflective statements about his preparedness for the class,*
- *responses to learners' questions,*
- *capacity to include learners sharing of their experiences,*
- *responses towards their errors,*
- *difficulties in comprehending new ideas and concepts,*
- *issues of discipline,*
- *organization and management of group,*
- *individual and group activities etc. as per following headings*

Student-teachers are to submit the ***Reflective Journal*** which will contain information of :

i. *Classes taken on*
   a. *Date,*
   b. *Subject.*
   c. *Topic*
ii. *Teaching Aids used (for each lesson plan)*
iii. *No. of days attended in school*
iv. *No. of Days absent in School*
v. *No. of classes taken (excluding provisional)*
vi. *No. of classes taken without lesson plan*
vii. *Problem faced during Practice Teaching*
viii. *Peer observations (irrespective of subject)*

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b) **Final Evaluation of Internship** **75+75=150**

(to be evaluated jointly by External and Internal examiners in the real class room situation on the basis of the following criteria):

1. *Lesson Planning* *10*
2. *Voice, exposition and delivery* *10*
3. *Presentation* *15*
4. *Use of Black Board* *10*
5. *Use of Teaching aids* *10*
6. *Questioning and Students participation* *10*
7. *Classroom Management* *10*

c) Construction of Achievement Tests on two School subjects **25+25=50**

Objectives: Student-teacher will able to:

- *provide hands on experiences on the preparation of achievement tests.*
- *improve the competency of construction of various types of test items*
- *master the techniques of term end evaluation*
- *students will know the process of construction before internship and apply it internship.*

d) Psychological Practical (any one)
[will be decided by BOS from time to time] **25**

- *Measurement of Intelligence (Verbal WAIS Scale and Nonverbal – Block Design, Cube Construction).*
- *Testing Personality Traits (Cattle's 16 PF).*
- *Attitude*
- *Interest.*
- *Aptitude test*
- *Self concept assessment by administrating any standard scale.*
- *Anxiety*

300

Semester-I and Semester-II

(Commence from Semester-I and continued in Semester-II)

COURSE NO. D108/208 - COMMUNITY AND INSTITUTIONAL BASED ACTIVITIES **(100 Marks)**

COMMUNITY OUTREACH ACTIVITY (Followed by group reports) **30**

Objectives: Student-teacher will able to:

- *To acquire the requisite competencies in planning and executing socially useful Programmes*
- *To develop social sensitivity and consciousness and their human sensibilities*
- *To seek co-operation and support from local people*
- *To develop dignity of labour*
- *To produce products which are useful to society*
-

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***Student teachers shall select one activity from the following components*:**

- Literacy drive in a locality
- Computer literacy drive
- Developing health and hygiene awareness
- Contributing to environmental wellbeing
- Campaign against social ills
- Service to special centres
- Remedial teaching

e) Field Trip / Community Living Camp **20**

Student-teacher will be awarded marks in accordance with their attendance, participatory activity and their output in the form of reflection record on the curricular programmes.

Objectives: Student-teacher will able to:

- *To acquire the experience of planning and organization of a field trip.*
- *To understand the environment around.*
- *realize the aim of 'learning to live together'*
- *equip the students to live cooperatively in a society*
- *impart social values and skills (adjustment, sharing, tolerance, empathy etc)*
- *impart personal values and skills (leadership, initiative, self-confidence, positive attitude, creativity etc*
- *provide chances for democratic living, managing events, division of labour and dignity of labour***.**

Participatory activities (Field Trip):

i. Student teachers shall conduct a field trip related to their subjects.
ii. Identify a spot
iii. Specify the objectives of the field trip
iv. Formulate a detailed plan
v. Carry out the plan accordingly
vi. Ascertain the impact of the Trip by undergoing an interview with the Teacher educator
vii. Find out the problems faced
viii. Propose suggestions for organizing a meaningful field trip.

Participatory activities in Community Living Camp:

- *Programmes for personal development*
- *Programmes for collaborative development*
- *Chances to live together by sharing duties and responsibilities*
- *Practices enhancing social values and skills*
- *Manage events of various dimensions*

Reflection Record:

A report prepared including the documents recorded based on the objectives and activities. Report must be supported with photographs related to allied activity.

f) Participation in other Curricular Programmes **20**

Student-teacher will be awarded marks in accordance with their attendance and participation in the curricular programmes.

- Teachers Day Celebration
- Local festival
- Independence Day
- Republic Day
- Rabindra Jayanti & Vevekananda Jayanti

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- Seminars/Symposium/Workshop
- Institution Foundation Day
- International Women's Day
- Social and Cultural
- Games and Sports

g) Action Research (Case study / School based research): 30

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

- *Identity the Meaningful problems in Education specially in Schools.*
- *Be engaged in the inquiry into the problems.*
- *Develop a plan of action for the solution of the problem.*
- *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 headings.*

Section I :

1. Title page
2. Acknowledgement
3. Contents

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
5. References:

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SCHEME OF EVALUATION

AREA	COURSE	FOUNDATIONS OF EDUCATION	SCORE	EVALUATION	REMARKS
A: FOUNDATION COURSES	COURSE No - A101	**PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION**	50	External	VSA (5/8) @2 marks ; SA (6/9) @ 5 Marks; EA 1/2 @ 10 Marks
	COURSE No - A105	**EDUCATION AND DEVELOPMENT**	50	External	
	COURSE No - B205	**CONTEMPORARY ISSUES & CONCERNS IN EDUCATION**	50	External	
B: PEDAGOGICAL KNOWLEDGE	COURSE No - A102	**PSYCHOLOGY OF LEARNER AND LEARNING**	50	External	VSA (5/8) @2 marks ; SA (6/9) @ 5 Marks; EA 1/2 @ 10 Marks
	COURSE No - A103	**PSYCHOLOGY OF INSTRUCTION**	50	External	
	COURSE No - A104	**GUIDANCE AND COUNSELLING**	50	External	
	COURSE No - B201	**ASSESSMENT & EVALUATION**	50	External	
	COURSE No - B202	**CLASSROOM ORGANIZATION & MANAGEMENT**	50	External	
	COURSE No. - B203	**LEARNING RESOURCES AND TEACHING**	50	External	
	COURSE No.- B204	**INCLUSIVE EDUCATION**	50	External	
C: PEDAGOGICAL CONTENT KNOWLEDGE	COURSE No.- C106/206-Subject	**PEDAGOGY OF .....(FIRST METHOD)**	100	External	VSA (5/8) @2 marks ; SA (6/9) @ 5 Marks; EA 1/2 @ 10 Marks (Total 50 Marks for each semester per subject)
	COURSE No.- C106 / 206 -Subject	**PEDAGOGY OF .....(SECOND METHOD)**	100	External	VSA (5/8) @2 marks ; SA (6/9) @ 5 Marks; EA 1/2 @ 10 Marks (Total 50 Marks for each semester per subject)
D: INSTITUTION BASED EXPERIENCES	COURSE No. – D108/208	**TEACHING PRACTICAL AND SESSIONAL ACTIVITIES**	700	Joint Evaluation by the External and Internal Examiners	All records of the Teaching Practical and Sessional activities to be maintained and preserved by the College/Institution

External = Examiner who can't evaluate answer scripts of his / her own college;
VSA = Very Short Answer type Question; SA = Short Answer type Question; EA = Essay Answer type Question

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