

**Curriculum & Syllabus for
B.Ed.**

Session:2019-20



JISUNIVERSITY,
81,NilgunjRoad,Agarpara
Kolkata-700109

Department of EDUCATION

Revised Curriculum Structure to be effective from

2019-2020

SEMESTER- 1									
Sl.No.	Type	Course Code	CourseName	L	T	P	Credits	Contact Hours	Marks
Theory									
1	Core	1.1.1A	Childhood and Growing Up(Development)	2	0	0	2	32	50
2	Core	1.1.1 B	Childhood and Growing Up(Aspect)	2	0	0	2	32	50
3	Core	1.1.2 A	Contemporary India and Education(Post Independent)	2	0	0	2	32	50
4	Core	1.1.2B	Contemporary India and Education(Policy Frame work)	2	0	0	2	32	50
5	Core	1.1.4	Language across the Curriculum	2	0	0	2	32	50
6	Core	1.1.5	Understanding Disciplines and Subjects	2	0	0	2	32	50
7	Core	1.1.EPC1	Reading and Reflecting on Texts	1	0	0	1	16	25
Practical									
1	Core	1.1.1	Childhood and Growing Up	0	0	2	1	32	25
2	Core	1.1.2	Contemporary India and Education	0	0	2	1	32	25
3	Core	1.1.4	Language across the Curriculum	0	0	2	2	64	50
4	Core	1.1.5	Understanding Disciplines and Subjects	0	0	4	2	64	50

5	Core	1.1.EPC1	Reading and Reflecting on Texts	0	0	1	2	32	25
6	Non CGPA	1.1.6	SkillX	0	0	0	1	0	-
7	Non	1.1.7	Seminar	0	0	0	1	0	-

	CGPA								
				13	4	11	20	400	500

SEMESTER- 2

Sl.No.	Type	Course Code	CourseName	L	T	P	Credits	Contact Hours	Marks
Theory									
1	Core	1.2.3A	Learning & Teaching	2	0	0	2	32	50
2	Core	1.2.3B	Learning & Teaching	2	0	0	2	32	50
3	Core	1.2.7A	Pedagogy of a School Subject Part-1 (Bengali&Sanskrit)	1	0	0	2	32	50
4	Core	1.2.7A	Pedagogy of a School Subject Part-1 (English)	1	0	0	2	32	50
5	Core	1.2.7A	Pedagogy of a School Subject Part-1 (Hindi)	1	0	0	2	32	50
6	Core	1.2.7A	Pedagogy of a School Subject Part-1 (Hiistory)	1	0	0	2	32	50
7	Core	1.2.7A	Pedagogy of a School Subject Part-1 (Geography)	1	0	0	2	32	50
8	Core	1.2.7A	Pedagogy of a School Subject Part-1 (Political Science,Commerce, Economics)	1	0	0	2	32	50
9	Core	1.2.7A	Pedagogy of a School Subject Part-1 (Physical Science)	1	0	0	2	32	50
10	Core	1.2.7A	Pedagogy of a School Subject Part-1 (Life Science)	1	0	0	2	32	50
11	Core	1.2.7A	Pedagogy of a School Subject Part-1 (Computer Science)	1	0	0	2	32	50
12	Core	1.2.7A	Pedagogy of a School Subject Part-1 (Mathematics)	1	0	0	2	32	50
13	Core	1.2.8A	Knowledge and Curriculum Part-1	3	0	0	2	32	50

14	Core	1.2.9A	Assessment for Learning(Process)	3	0	0	2	32	50
15	Core	1.2.9B	Assessment for	2	0	0	2	32	

			Learning(System)						
16	Core	1.2.EPC2	Drama and Art in Education	3	0	0	1	16	25
Practical									
1	Core	1.2.3	Learning & Teaching	0	0	1	1	32	25
2	Core	1.2.7A	Pedagogy of a School Subject Part-1 (Bengali&Sanskrit)	0	0	1	2	64	25
3	Core	1.2.7A	Pedagogy of a School Subject Part-1 (English)	0	0	1	2	64	25
4	Core	1.2.7A	Pedagogy of a School Subject Part-1 (Hindi)	0	0	1	2	64	25
5	Core	1.2.7A	Pedagogy of a School Subject Part-1 (Hiistory)	0	0	1	2	64	25
6	Core	1.2.7A	Pedagogy of a School Subject Part-1 (Geography)	0	0	1	2	64	25
7	Core	1.2.7A	Pedagogy of a School Subject Part-1 (Political Science,Commerce, Economics)	0	0	1	2	64	25
8	Core	1.2.7A	Pedagogy of a School Subject Part-1 (Physical Science)	0	0	1	2	64	25
9	Core	1.2.7A	Pedagogy of a School Subject Part-1 (Life Science)	0	0	1	2	64	25
10	Core	1.2.7A	Pedagogy of a School Subject Part-1 (Computer Science)	0	0	1	2	64	25
11	Core	1.2.7A	Pedagogy of a School Subject Part-1 (Mathematics)	0	0	1	2	64	25
12	Core	1.2.8A	Knowledge and Curriculum Part-1	0	0	2	1	32	25
13	Core	1.2.9P	Assessment for Learning(Process)	0	0	1	2	64	25

14	Core	1.2.EPC2	Drama & Arts in Education	0	0	2	1	32	15
15	Non CGPA	1.2.10	SkillX	0	0	0	1	0	-
16	Non	1.2.11	Seminar	0	0	0	1	0	-
	CGPA								
15				12	4	9	20	40 2	500

SEMESTER-3									
Sl.No.	Type	Course Code	CourseName	L	T	P	Credits	Contact Hours	Marks
Theory									
1	Core	1.3.7B(P)	Pedagogy of a School Subject Part-1 1(Language)	3	0	0	2	32	50
2	Core	1.3.7B(P)	Pedagogy of a School Subject Part-1 1(Science)	3	0	0	2	32	50
3	Core	1.3.7B(P)	Pedagogy of a School Subject Part-1 1(Social Science)	3	0	0	2	32	50
4	Core	1.3.7B(P)	Pedagogy of a School Subject Part-1 1(Mathematics)	3	0	0	2	32	50
5	Core	1.3.7B(P)	Pedagogy of a School Subject Part-1 1(Computer)	3	0	0	2	32	50
Practical									
1	Core	1.3.7B(P)	Pedagogy of a School Subject Part-1 1(Language)	0	0	1	1	32	25
2	Core	1.3.7B(P)	Pedagogy of a School Subject Part-1 1(Science)	0	0	1	1	32	25
3	Core	1.3.7B(P)	Pedagogy of a School Subject Part-1 1(Social Science)	0	0	1	1	32	25
4	Core	1.3.7B(P)	Pedagogy of a School Subject Part-1 1(Mathematics)	0	0	1	1	32	25
5	Core	1.3.7B(P)	Pedagogy of a School Subject Part-1 1(Computer)	0	0	1	1	32	25
6	Core	1.3.7B(P)	Community based activities	0	0	3	3	96	45
7	Core	1.3.7B(P)	School Internship	0	0	0	14	-	350
8	Non CGPA	1.3.8	SkillX	0	0	0	1	0	-
9	Non CGPA	1.3.8	Seminar	0	0	0	1	0	-
TOTAL				9	3	8	20	576	500

SEMESTER- 4

Sl.No.	Type	Course Code	Course Name	L	T	P	Credits	Contact Hours	Marks
Theory									
1	Core	1.4.6	Gender, School and Society	2	0	0	2	32	50
2	Core	1.4.8B	Knowledge and Curriculum Part-II	2	0	0	2	32	50
3	Core	1.4.10	Creating an Inclusive School	2	0	0	2	32	50
4	Core	1.4.11(HE & PE)	Health and Physical Education	2	0	0	2	32	50
5	Core	1.4.11(GUCO)	Guidance and Counselling	2	0	0	2	32	50
6	Core	1.4.11	Work and Vocational Education	2	0	0	2	32	50
7	Core	1.4.11(ENVO)	Environmental and Population Education	2	0	0	2	32	50
8	Core	1.4.EPC3	Critical Understanding of ICT	2	0	0	2	32	50
9	Core	1.4.EPC4	Yoga Education: Self Understanding and Development	2	0	0	2	32	50
10									
1	Core	1.4.6	Gender ,School and Society	0	0	2	1	32	25
2	Core	1.4.8B	Knowledge and Curriculum Part-II	0	0	2	1	32	25
3	Core	1.4.10	Creating an Inclusive School	0	0	2	1	32	25
4	Core	1.4.11(HEPE)	Health and Physical Education	0	0	2	1	32	25
5	Core	C-1.4.11(GUCO)	Guidance and Counselling	0	0	2	1	32	25
6	Core	C-1.4.11(WOVO)	Work and Vocational Education	0	0	2	1	32	25

7	Core	C-1.4.11(ENVO)	Environmental and Population Education	0	0	2	1	32	25
8	Core	1.4.EPC3	Critical Understanding of	0	0	4	2	64	25

			ICT						
9	Core	1.4.EPC4	Yoga Education: Self Understanding and Development	0	0	4	2	64	25
10	Non CGPA	1.4.12	SkillX	0	0	0	1	0	-
11	Non CGPA	1.4.13	Seminar	0	0	0	1	0	-
TOTAL				12	4	9	20	448	500



Detailed Syllabus B.Ed Semester-1

CourseCode	1.1.1			
CourseTitle	CHILDHOOD AND GROWING UP			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	4	0	1	5
TotalContactHours	96			
Pre-requisites	None			

LearningObjective:

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

CourseOutcome:

CO1	Understand children of different ages by interacting & observing them in diversified social, economic and cultural context rather than through an exclusive focus on psychological theories of child development
CO2	Study childhood, child development and adolescence
CO3	Understand learning as divergent process
CO4	Develop the skills of applying the principles of development in improving the teaching learning process
CO5	Introduce psychological traits of learners
CO6	Become health aware & sensitized about mental and physical health

Coursecontent:

1st Half : Development and its Characteristics

Module I

Growth and developmental pattern of learners:

- Concept of growth and development
- General characteristics of growth and development
- Stages and sequence of growth and development
- Social factors that affect growth and development-poverty, lack of

Opport Moduleies, deprivation, disrupted family, poor neighbourhood,

poor housing

Module II

Stages of development:

- Different stages of development—infancy, childhood, adolescence, Adulthood.
- Adolescence—Physical development, Emotional development, Cognitive development.
- Needs and problems of adolescents, their guidance and counseling

Module III

Different types of Development:

Cognitive development—Piaget's theory and its educational implications.

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

Module IV

Individual differences: Role of heredity, environment including physical and socio cultural factors.

- Nutrition.
- Child rearing practices and Family.

Module V

Development of personality:

Concept of Personality, types and traits of personality.

- Trait theories (Eysenck and Cattell's 16 factor, Five factor).
- Measurement of personality (Self-report and projective techniques)

2nd Half : Aspects of Development

Module I

Concept, nature, interrelationship and educational implications of:

- Instincts and Emotions
- Emotional Intelligence
- Attitude and Attachment

Module II

Motivation:

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

Module III

Attention and Interest:

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

Module IV

Intelligence:

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

Module V

Creativity:

- Concept of creativity

- The components of creativity
- Its identification and nurturance

Text/Reference books:

Childhood and Growing Up- Dr. Subir Nag , Shinjini Nag, Pranay Pandey

CO-PO Mapping

	ProgrammeOutcomes(PO)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
C01	3	2	-	-	-	-	-	-	-	-	-	1
C02	3	-	2	-	-	-	-	-	-	-	-	1
C03	2	-	-	-	-	1	-	-	2	-	1	-
C04	-	2	-	1	-	-	-	-	2	-	1	-
C05		2							2		1	

CourseCode	1.1.2			
CourseTitle	CONTEMPORARY INDIA AND EDUCATION			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	3	1	0	4
TotalContactHours	96			
Pre-requisites	None			

Courseoutcome:

CO1	Contextualize contemporary India and education
CO2	Evolve a deeper understanding of its purpose and its relationship with society and Humanity
CO3	Understand the classroom in social context
CO4	Provide a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives of issues
CO5	Critically analyze human and child rights
CO6	Learn about policy debates overtime the implementation of policies and actual shaping of school education

1st Half : Education in Post-Independent India

Module I:

Educational provision in the Constitution of India:

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

Module II :

Recommendations of various commissions after independence:

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

ModuleIII :

Equalization and universalization of Elementary and Secondary

education:

- Concept ● Problems ● Probable solutions
- Views of Swami Vivekananda

ModuleIV :

Inequality, Discrimination and Marginalization in education:

- Concept ● Causes ● Probable solutions

ModuleV :

National Values :

- Concept ● Characteristics ● Relevance in education
- Relation with international understanding.
- iv. Observe any one successful teacher and list down the behavioural characteristics which impress you.
- v. List down few (classroom) learning situations involving insightful learning.
- Views of Swami Vivekananda in case of the followings: (a) Mass Education (b) Women Education (c) Technical and Vocational Education (d) Culture and Education

2nd Half : Policy Framework for Education in India

ModuleI :

Contemporary issues of education:

- Unemployment ● Poverty
- Population explosions ● Student unrest

ModuleII :

Policies on education:

- SSA ● RTE (2009) ● NCF (2005)
- NKC(2009) ● RMSA ● NCF-TE (2009)

ModuleIII :

Role of Monitoring Agencies:

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

ModuleIV :

CommModuley participation and development:

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

ModuleV :

Educational Planning and Management:

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

Engagement with Field / Practicum:

Any one of the following—

- i. Study the impact of Right to Education Act on schools
- ii. Critical Analysis of Different Committees and Commissions on Education
- iii. Study of Educational Process in Private Schools
- iv. Planning and Implementation of Activities—
 - Eco-Club,
 - instructional material to inculcate values,
 - field visit to vocational institutes to make reports,
 - awareness development about population explosion in rural/slum areas,
 - creating awareness among SC/ST students about various schemes and scholarships available to them

Text/Referencebooks:

Contemporary India and Education- Dr. Subir Nag , Shinjini Nag, Pranay Pandey

CO-PO Mapping

	Programme Outcomes(PO)											
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
C01	3	1	-	-	-	-	1	-	-	-	-	1
C02	3	-	2	-	-	-	-	-	-	-	-	-
C03	2	-	-	-	-	1	-	-	-	-	1	-
C04	-	2	-	-	-	-	-	1	-	-	1	-
C05	2	2	-	-	-	-	-	-	-	1	1	-

CourseCode	1.1.4			
CourseTitle	Language Across the Curriculum			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	3	1	0	4
TotalContactHours	96			
Pre-requisites	None			

CourseOutcome:

C01	Understand the language background of students as the first or second language users
C02	Create sensitivity to the language diversity that exists in the classroom
C03	Understand the nature of classroom discourse and develop strategies for using oral language in the classroom
C04	Understand the nature of reading comprehension in the content area and writing in specific content areas
C05	Understand interplay of language and society
C06	Understand functions of language and how to use it as a tool

CourseContent

Module I

Theoretical Background of Language Usage:

- 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.

ModuleII

Understanding the Language Background:

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

ModuleIII

Different Strategies for Language Development:

- Nature of classroom discourse.

- Develop strategies for using language in the classroom—oral and written
- Discussion as a tool for learning.

Module IV

Language Interaction in the classroom:

- Nature of questioning in the classroom.
- Types of questions—Teachers' role.
- Multicultural classroom—Teachers' role.

Module V

Nature of Reading Comprehension in the Content Areas:

- Reading proficiency in the content areas—Social Sciences, Sciences, Mathematics.
- Schema Theory.
- Different Texts—Expository, Narrative, Transactional, Reflective.
- survey of schools to see the implementation of various incentives of government to equalize educational opportunities
- Preparing a presentation on rich cultural heritage of India

Text/Reference Books:

- Language Across the Curriculum-Dr. Piku Chowdhury
- Language Across the Curriculum-Dr. Malayendu Dinda

	ProgrammeOutcomes(PO)											
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
C01	3	2	-	-	-	-	1	-	-	-	-	-
C02	3	-	2	-	-	-	-	-	-	-	-	1
C03	2	-	-	-	-	1	-	-	1	-	-	-
C04	-	2	-	1	-	-	-	-	2	1	-	1
C05	3	-	2	-	-	-	-	-	1	-	1	-

CourseCode	1.1.5			
CourseTitle	UNDERSTANDING DISCIPLINE AND SUBJECTS			
Category				
LTP&Credits	L	T	P	Credits
	4	0	4	4
TotalContactHours	96			
Pre-requisites	None			

CourseOutcome:

C01	To know the basis of knowledge and branches of emerging knowledge
C02	Be aware of the emerges of various disciplines
C03	Develop among the teacher trainees an understanding of science as a discipline
C04	Understand nature of mathematics as a discipline

CourseContent:

Module1:

Discipline and Subject:

- Education as Inter-disciplinary Field of Study
- Nature and Characteristics of a Discipline
- Emergence of Various Disciplines from Education
- Merger of Various Disciplines into Education
- Interrelation and Interdependence amongst Various School Subjects

Module II

Science as a Subject and Discipline:

- Nature and history of science
- Place of Science in School Curriculum.
- Science in day-to-day life.
- Relation of Science with other school subjects.

ModuleIII

Language as a Subject and Discipline:

- Centrality of language in education
- Role of language in children's intellectual development and learning
- Language in the school curriculum; aims issues and debates
- Policy issues and language at school
- Language as a Medium of Communication

- Phases of Language Development

Module IV

Mathematics as a Subject and Discipline:

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

Module V

Social Science as a Subject and Discipline:

- Nature and Philosophy of Social Science
- Social Science as an Area of Study
- Need of Studying Social Science through Interdisciplinary Perspectives
- Place and Relevance of Social Science in School Curriculum

Engagement with Field / Practicum:

Any two of the following activities on the content areas of the respective discipline:

- Individual Seminar Presentation
- Group Presentation

Text/Reference Books:

UNDERSTANDING DISCIPLINE AND SUBJECTS-Dr. Madhumala Sengupta, Chandrima Mitra, Dr. Pintu Kumar Majhi

CO-PO Mapping:

	Programme Outcomes (PO)											
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
CO 1	3	-	-	-	-	-	-	1	1	-	-	2

CO 2	3	-	-	-	-	-	-	1	1	-	-	2
CO 3	3	-	-	-	-	-	-	1	1	-	-	2

CO 4	3	-	-	-	-	-	-	1	1	-	-	2
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CourseCode	1.1.EPC1			
CourseTitle	Reading and Reflecting on Texts			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	2	0	2	2
TotalContactHours	84(16=32)			
Pre-requisites	None			

Learning objectives:

- Divide the class in small groups and provide different kinds of texts and instruct them to read and reflect according to the nature of the text.
- Design vocabulary games to enhance your vocabulary

Course outcome:

C01	Understand the chronological evolution of knowledge
C02	Understand theory related to how human needs change with time
C03	Reflect on the nature and role of disciplinary knowledge in the school curriculum and the paradigm shifts in the nature of disciplines with some discussions on the history of teaching of subject areas in schools
C04	Historically review on sea change in disciplinary areas, especially social science, natural science and linguistics

C05	Understand methods of study and validation of knowledge in changing scenario
C06	Understand how the content was selected, framed in the syllabus and how it can be transformed so that learners construct their own knowledge through it
C07	Examine government policies on teaching of subjects after independence and its impact

Module I

Introduction to Reading:

- Reading—Meaning and Process
- Importance of Reading across Curriculum
- Characteristics of Reading

ModuleII

Reading Skills:

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

ModuleIII

Reading the Text:

- Types of Texts—Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field note
- Importance of Different Texts in Curriculum

ModuleIV

Developing Reading Skills:

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

ModuleV

Reading Comprehension:

- Developing Reading Comprehension
- Developing Vocabulary for Reading
- Problems of Reading

Text/ReferenceBooks:

Reading and Reflecting on Texts- Dr. Malayendu Dinda

CO-PO Mapping

	ProgrammeOutcomes(PO)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
C01	1	2	-	-	-	-	1	-	1	-	-	-
C02	1	1	2	-	-	-	-	-	-	1	-	1
C03	2	-	-	-	-	1	-	-	1	-	-	-
C04	-	2	-	1	-	-	-	-	2	1	-	1
C05	1	1	2	-	-	-	-	-	-	1	-	1
C06	2	-	-	-	-	1	-	-	1	-	-	-

Detailed Syllabus B.Ed Semester-2

CourseCode	1.2.7A			
CourseTitle	CONTEMPORARY INDIA AND EDUCATION			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	4	0	1	5
TotalContactHours	96			
Pre-requisites	None			

OBJECTIVES

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

Course Outcomes:

C01	Develop scientific attitude for the process of teaching and learning
C02	Develop understanding about the relationship of cognitive, social and emotional development with learning process
C03	Provide an overall view on teaching and learning style and ideas to enhance these activities
C04	Introduce student-teachers with teaching skill, component and parameters of effective teaching
C05	Develop insight for perfect teaching by its overall perspectives in detail

Module I : Understanding Learning :

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

Module II : Factors Influencing Learning :

- Concept, nature and types of motivation—intrinsic, extrinsic and achievement.
- Role of teacher in addressing various factors influencing learning—a few strategies—cooperative learning, peer tutoring, collaborative learning.

Module III : Learning Paradigms :

- Behaviouristic Learning—Concept of connectionism (Thorndike) and conditioning

(Pavlov & Skinner) and their educational implications.

- Cognitive Learning—Concept of Gestalt and its educational implications; Discovery learning (Bruner), Cognitive Constructivist Learning (Piaget)
- Social Cognitive Learning—Concept (Bandura), nature and implications. Teacher as role model.
- Social Constructivist Learning—Concept of Vygotsky, nature and implications.
- Humanistic Viewpoint of Learning—Carl Rogers (Self Concept Theory)

Module IV : Overview of theories of Transfer of learning :

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

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

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

2nd Half: Teaching:

Module I : Understanding Teaching :

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

Module II : Models of Teaching :

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

Module III : Task of Teaching :

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

Module IV : Levels & Approaches of Teaching :

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

Module V : Skills of Teaching :

- Skills of Teaching: Concepts, definition.
- Micro-teaching: Meaning and Procedure
- Developing Teaching skills: Introducing the lesson, Questioning, Use of teaching aids, Reinforcement and Illustration.

- Modification of Teacher Behaviour-Flanders Interaction Analysis of Category System (FIACS).

Text Books and Reference Books:

Learning and Teaching-Dr. Subir Nag, Shinjini Nag , Pranay Pandey

Engagement with Field / Practicum :

Any one of the following—

- Micro-teaching practical through simulation mode. (Five lessons in 5 skills on a particular topic are to be delivered in front of peer group under the guidance of the subject teacher.)

Teaching skills: (i) Introducing the lesson (ii) Questioning (iii) Use of teaching aids (iv) Reinforcement (v) Illustration, [Each skill consists of five components].

CO	Program outcome											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1							2					
CO2		1					2					
CO3		2							2		1	
CO4			2					2			1	
CO5									1	2		

Course- VI IA (1.2.7 A)

Pedagogy of School Subject, Part-I

Bengali, English, Sanskrit, Hindi, Urdu & Arabic

1.2.7A Course – VII

Pedagogy of School Subject

Theory: 50 Engagement with field: 50

Full marks: 100

CourseCode	1.2.7A			
CourseTitle	Pedagogy of School Subject- Part1-Language			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	2	0	2	4
TotalContactHours	96			
Pre-requisites	None			

Objectives:

1. Acquire practical expertise in pedagogical analysis and develop behavioral competences in teaching skills.

2. Workout and practice strategies for teaching language skills and communication skills.
3. Credit working acquaintance with concept of language learning assessment.
4. Turn into resourceful user of different kinds of language test.

Course Outcomes:

CO1	Merit effective and constructive acquaintance with the basic foundations of language teaching in India and West Bengal
CO2	Apply principles abstracted from the study of various methods and approaches as regards purpose and procedure of planning lesson.
CO3	Develop a good understanding of the basic concepts in second language teaching.
CO4	Learn basic language skills as listening, speaking, reading and writing and integrate them for communicative purpose.
CO5	Prepare Learning Design on different and prescribed aspects of English as second language.
CO6	Choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English.
CO7	Develop an understanding of the pedagogic needs and challenges posed by the subject comprising of a broad disciplinary stream.

Module I : Foundations of Language Teaching :

- Origin of own languages (taken as school subject)
- Significance of Mother tongue/Target Language
- Concept of 1st Language, 2nd Language and 3rd Language in West Bengal •
Relation between language and dialect
- Language position and importance in Secondary School Curriculum in West Bengal
- Aims and objectives of Language Teaching

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

- Theories of Language Teaching—Behaviourist, Cognitivist, Interactionist& Constructivist
- Concept and importance of pedagogical analysis of language
- Language Teaching Skills
- Behavioural/Instructional objectives of Language Teaching
- Teaching strategies for Language

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

- Methods and Approaches of Language Teaching: Concept, Characteristics, Procedure, Importance and Limitations. • Approaches to Language Teaching:
- Teaching different content areas—objectives, importance and procedure:
 - ❖ Prose ❖ Poetry ❖ Drama ❖ Grammar ❖ Composition.
- Spelling mistake—causes and method of correction

Module IV : Assessment of Language Teaching:

- Achievement Test.
- Properties (elements) and Areas (aspects) of a language Test.
- Principles for constructing a Language Test.
- Construction of a language question paper including general instruction with nature of options, overall coverage and marking scheme.

Module V : Learning Design & Learning Resources in Language Teaching:

- Concept, Importance and Types of Learning Design.
- Steps of Learning Design.
- Qualities of Good Learning Design
- Meaning, type, functions, preparation and utilization of learning resources in language: Text Books, Models, Charts, Pictures, Reference Books, Computer Assisted Learning.

Engagement with Field / Practicum :

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

- Speech and Speech Mechanism.
- Word Formation
- Syntax
- Task analysis and Content Analysis
- Developing Instructional (Teaching-Learning) Material

Text Books and Reference Books:

Pedagogy of Language Teaching: English

CO												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2		2			2						
CO2								1			1	
CO3				1					2		2	
CO4							1		1			2
CO5											2	
CO6												

Course- VIIA (1.2.7 A)

Pedagogy of School Subject, Part-I

Pedagogy of Social Science Teaching: History, Political Science, Economic, Education
Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology

1.2.7A Course – VII

Pedagogy of School Subject

Theory: 50 Engagement with field: 50

Full marks: 100

CourseCode	1.2.7A			
CourseTitle	Pedagogy of School Subject- Part1-SST			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	2	0	2	4
TotalContactHours	96			
Pre-requisites	None			

Objectives:

1. Appreciate the significance of teaching social science.
2. Be acquainted with the approaches and methods of teaching social science. 3. Be used to the application of knowledge and skills in social science.
4. Be acquainted with various aspects of social science.

CO PO Mapping

CO1	Understand the nature, place, values and objective of teaching Science at Secondary/Higher Secondary level
CO2	Evaluate critically the existing syllabus of Science prescribed for Secondary/Higher Secondary level in the state of West Bengal
CO3	Develop yearly plan, Module plan and lesson plan for Higher Secondary classes
CO4	Use various methods and approaches of teaching Science
CO5	Acquire the ability to develop instructional support system
CO6	Plan and organize Science practical in the Laboratory

Module I : Foundation of Social Science Teaching:

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

Module II : Strategies of Social Science Teaching:

- Features, Limitations and comparison of different methods
- Lecture Method, • Interactive Method
- Demonstration-observation method, • Regional Method

- Heuristic Method, ● Project Method

- CAI

Module III : Learning Resource in Social Science Teaching:

- Meaning, type and importance of Learning Resources.
- Quality of good social science text book.
- Teaching aids in Social Science.
- Improvisation of Teaching Aids.
- Planning and organization of Social Science Laboratory

Module IV : Learning Designing :

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

Module V : Evaluation in Social Science Education:

- Evaluation devices, evaluation programme in social studies
- Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test.

Engagement with Field / Practicum :

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

Visit to any one following places—

- Historical Places • Ecological Places
- Commercial Places • Political Places

Organization of any one following Programmes—

- Environment Awareness • Social Awareness
- Election Awareness • Blood Donation
- Exhibition
- Demonstration of Lab-based activities wherever applicable

Course- VIIA (1.2.7 A)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2		2			2						
CO2								1			1	
CO3				1					2		2	
CO4							1		1			2
CO5											2	
CO6												

Pedagogy of Science Teaching: Physical Science, Life Science, Computer Science &

Application

CourseCode	1.2.7A			
CourseTitle	Pedagogy of School Subject- Part1-ST			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	2	0	2	4
TotalContactHours	96			
Pre-requisites	None			

Objectives:

- 1.Understand teaching methodologies in mathematics education. 2.Apply mathematics education in cross-cultural perspectives.
3. Understand the assessment and evaluation in the teaching learning of mathematics.
- 4.Understand the nature of mathematics and education.

Course Outcomes:

CO1	Understand and appreciate the uses and significance of Mathematics in daily life
CO2	Learn various approaches of teaching Mathematics and to use them judiciously
CO3	Learn the methods of providing instruction for the classroom
CO4	Organize curricular activities
CO5	Appreciate activities to develop aesthetics of Mathematics
CO6	Update their knowledge of content in Mathematics

Module I : Foundation of science Teaching:

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

Module II : Strategies of Science Teaching:

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

Module III : Planning of Science Laboratory:

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

Module IV : Learning Resource in Science Teaching:

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

Module V : Learning Designing :

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

Engagement with Field / Practicum:

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

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	1	3		1		3	1	1	1		1
CO2	1		2		2		2	2	3		1	1
CO3	2	1					1	3	2	1	2	1
CO4	2	1	1		2	1		1	2		2	1
CO5		1	1			1		2	1		3	3
CO6	2	2	3			1	2	1	1		1	

Course- VIIA (1.2.7 A)

Pedagogy of School Subject, Part-I

Mathematics

CourseCode	1.2.7A			
CourseTitle	Pedagogy of School Subject- Part1-ST			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	2	0	2	4
TotalContactHours	96			

Pre-requisites	None
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CO PO Mapping:

CO1	Refresh the knowledge about the meaning, importance, nature, scope and aims of social science teaching
CO2	Acquaint with the curriculum and value-outcomes through teaching of social science
CO3	Organize group activities and project and to use various instructional strategies and methods for effective teaching of the subject
CO4	Develop necessary skills to use various teaching aids
CO5	Evaluate the pupils methodically at the different levels of Secondary stage

Module I : Nature and Theoretical aspects of Mathematics Education:

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

Module II : Aims and objectives of teaching Mathematics and preparation of relevant curriculum and text books:

- Aims and objectives of teaching mathematics at upper primary stage, secondary stage and higher secondary stage.
- Principles of curriculum construction
- Principles of text book preparation

Module III : Mathematics Teacher and Teaching learning process in Mathematics:

- Teaching methods in mathematics—e.g., Inductive & Deductive Method, Method of analysis and synthesis, Project method, Mathematical induction, Heuristic method, Problem Solving Method.
- Learning Resources in relation to Teaching of mathematics with special reference to calculator and computer.
- Qualities and professional growth of Mathematics teacher.

Module IV : Learning Designing :

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

Module V : Assessment and Evaluation:

- Assessment and evaluation-meaning, scope & Types
- Different types of test items
- Techniques of Evaluation in Mathematics
- Basic principles of construction of test items

- Continuous and Comprehensive Evaluation (CCE)

Engagement with Field / Practicum:

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

- Write an essay on nature of Mathematics and contribution of Indian Mathematics
- Preparation of various teaching aids
- Preparation of programmed learning material for selected Modules in Mathematics
- Construction of achievement tests

CO												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	1			2							1
CO2	1		2					2		3		1
CO3		1		1			1		2	1		
CO4						1		1	2		2	1
CO5	1	1	1			1			1	2		3
CO6	1	2	1	2		2				1		2

Course-VIII-(A) (1.2.8A)

KNOWLEDGE AND CURRICULUM-Part-I (1/2)

CourseCode	1.2.8A				
CourseTitle					
Category	CORECOURSE				
LTP &Credits	L	T	P	Credits	
	2	0	2	3	
TotalContactHours	96				
Pre-requisites	None				

Objectives:

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

Course Outcomes:

CO1	Conceptualize the meaning and different perspectives of curriculum
CO2	Understand the epistemological, sociological and the psychological bases of curriculum development
CO3	Understand the different types of curriculum with respect to their main orientation and approaches
CO4	Compare and analyze the NCF over the years with respect to their foundation, considerations, concerns, priorities and goals
CO5	Understand linkage among curriculum framework and critical issues, which directly and indirectly are related with learning
CO6	Analyze curriculum framework in light of learners' needs and understanding

Module I : Epistemological bases of Education:

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

Module II : Philosophical Foundation of Education:

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

Module III : Sociological bases of education:

- Constitutional goal for Indian Education
- Social issues in education—Globalization, multiculturalism, secularism, education for sustainable development
- Nationalism, universalism and secularism—their interrelationship with education
- Illiteracy, poverty, socially disadvantaged groups gender inequality

Module IV : Concepts and scope of education:

- Four pillars of education.
- Aims of education: Personal, Social, Economic and National Development
- Education for generation, conservation and transmission of knowledge • Agencies of education: home, school, commModuley and media
- Types of education: formal, non-formal, informal and role of their agencies

Module V : Concept of Curriculum:

- Meaning, Characteristics & types of Curriculum
- Nature & Scope of Curriculum
- Necessity of Curriculum
- Principles of framing curriculum
- Role of State in curriculum

- Constitutional values and national culture in curriculum

Engagement with Field / Practicum :

Any one of the following—

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

Text Books and Reference Books:

Knowledge and Curriculum- Dr. Jayanta Mete, Prarthiita Biswas, Pranay Pandey

CO												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2											
CO2					2							
CO3							1		1			
CO4			1							1		
CO5			1				1					
CO6								3				

Course-IX (1.2.9) ASSESSMENT FOR LEARNING

CourseCode	1.2.9			
CourseTitle	ASSESSMENT FOR LEARNING			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	4	0	4	6
TotalContactHours	128			
Pre-requisites	None			

Objectives:

- 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.

Course Outcomes:

CO1	Understand assessing children's progress, both in terms of their psychological development and the criteria provide by the curriculum
CO2	Understand the different dimensions of learning and related assessment procedures, tools and techniques; analyze, manage and interpret assessment data
CO3	Understand the policy perspectives on examination and evaluation and their implementation practices; assessment for culturally responsive in diverse classroom
CO4	Develop critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment process which is culturally responsive for use in the classroom
CO5	Develop enabling processes which lead to better learning and more confident and creative learners
CO6	Understand the critical role of assessment in enhancing learning; critiques the traditional purpose of assessment (as a mechanism to filter learners as per their abilities or potentials and thus reducing learning to a limited set of expertise that can be displayed on papers, assessment as a selective and competitive act and achievement as an outcome of individual's innate factors)

1st Half : Assessment of the Learning Process

Module I : Concept of Evaluation and Assessment:

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

Module II : Approaches and Techniques of Evaluation and Criteria of Assessment

Procedure:

- Approaches–Formative and Summative; NRT and CRT
- Techniques–observational, self-reporting, psychological and Educational tests
- Validity–Meaning, Types and Measurement
- Reliability–Meaning, Types and Measurement
- Norm and Usability

Module III : Psychological Test :

- Meaning and concept
- Preliminary idea about–Intelligence test, Aptitude test, Interest Inventory, Attitude test, Creativity and Personality
- Achievement test–Meaning, characteristics, steps for construction and uses
- Diagnostic and prognostic test

Module IV : Evaluation :

- Types of Tests; Written Test, Oral Test, NRT, CRT, Summative Test, Formative Test, Diagnostic Test.
- Scoring and Grading, Analysis of Score and Its Interpretation (a) Tabulation of data.

(b) Graphical (Histogram, frequency Polygon) (c) Central

Tendency (Mean, Median Mode) (d) Deviation–Standard.

MODULE V : Problem–Learner :

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

2nd Half: Assessment of the Learning System

CourseCode	1.2.9			
CourseTitle	ASSESSMENT FOR LEARNING			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	4	0	4	6
TotalContactHours	128			
Pre-requisites	None			

CO PO Mapping:

CO1	Understand the role of fine arts in enhancing the creative potentials of an individual
CO2	Understand the concept and basics of different art forms (all the visual and performing arts)
CO3	Respond to the beauty in different Art forms
CO4	Enhance skills for integrating different Art forms across school curriculum at Secondary level
CO5	Develop skill to create artistic pieces through waste materials
CO6	Communicate important social issues through drama

Module I : Infrastructural facilities:

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

Module II : Human Resource :

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

- Non -Teaching staff
- Students:- Boys / Girls / SC / ST /OBC / Minority / Special Needs Children.

- Teacher-student Ratio.

Module III : Management & Record Maintenance:

- Managing Committee
- Committees for Academic Purposes
- Different Committees
- Fee Structure,
- Number of Modules/School hour/time table/periods • Students participation— student Self-Government.
- Records: ❖ Accounts related ❖ Staff related ❖ Student related ❖ Curriculum related

Module IV :Special Service Provided :

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

Module V : School CommModuley relationship :

- CommModuley involvement in decision making.
- CommModuley Contribution to school • Meeting with commModuley members • School response to parents.

Engagement with Field/Practicum :

Any two of the following :-

- Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives
- Framing measurable and non-measurable learning outcomes
- Determining the objectivity given an answer key
- Determining the objectivity of a tool
- Finding out the content validity of the given question paper
- Designing Rating scale, Questionnaire, Interview Schedule in a given a topic
- Framing Different types of questions
- Preparation of Blue Print and a question paper
- Prepare graphs and use statistics for analysis of test result

Textbook and Reference Books:

Assessment of Learning- Dr. Amal Kanti Sarkar

Assessment of Learning- S.K. Mangal

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1		1		1		1	2		1	1	2
CO2	1	2		2	1	1	1	2	1	2	3	1
CO3	1		1	1			1		1		1	

CO4		1		1				1		1		1	
CO5		1	1					1				1	2
CO6	1			1				1	1			1	1

Course-EPC-2 (1.2 EPC2)

DRAMA AND ARTS IN EDUCATION

CourseCode	1.2 EPC2			
CourseTitle	CONTEMPORARY INDIA AND EDUCATION			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	2	0	2	2
TotalContactHours	48			
Pre-requisites	None			

Objectives:

- 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.

Course Outcomes:

CO1	Develop basic understanding and familiarity with key concepts - gender, gender perspective, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism
CO2	Understand the gradual paradigm shift from women studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period
CO3	Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, culture, religion and region
CO4	Understand how Gender, Power and Sexuality relate to education (in terms of access, curriculum and pedagogy)

Module I : Drama and its Fundamentals:

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

Module II : Music (Gayan and Vadan): • Sur, Taal and Laya (Sargam)

- Vocal - Folk songs, Poems, Prayers
- Singing along with "Karaoke"
- Composition of Songs, Poems, Prayers
- Integration of Gayan and Vadan in Educational practices

Module III : The Art of Dance:

- Various Dance Forms - Bharat Natyam, Kathakali, Folk dance: Garba, Bhavai, Bhangada, Bihu and various other dances.
- Integration of Dance in educational practices (Action songs, NrityaNatika)

Module IV : Drawing and Painting:

- Colours, Strokes and Sketching—understanding of various means and perspectives
- Different forms of painting—Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting
- Use of Drawing and Painting in Education—Chart making, Poster making, matchstick drawing and other forms

Module V : Creative Art:

- Creative writing—Story writing, Poetry writing
- Model making—Clay modeling, Origami, Puppet making
- Decorative Art—Rangoli, Ikebana, Wall painting (Mural)
- Designing—Computer graphics, CD Cover, Book cover, Collage work
- The use of different art forms in Education

Engagement with Field / Practicum:

Any one of the following—

- Develop a script of any lesson in any subject of your choice to perform a Play / Drama.
- Develop a script for the street play focusing on "Girl's education and Women empowerment".
- Prepare a script of Bhavai based on some Socio-political issues.
- Prepare a pictorial monograph on "Various folk dance of Gujarat". • Prepare a pictorial monograph on "Various Dance forms in India".
- Prepare a calendar chart on "Various Musical Instruments in India".
- Develop an Audio CD based on newly composed Poems of Gujrati/Hindi language.
- Prepare some useful, productive and decorative models out of the waste materials.

COURSE DETAILS: SEMESTER-III

Course-VII (B) (1.3.7B)

1.3.7B PEDAGOGY OF LANGUAGE

CourseCode	1.3.7B			
CourseTitle	PEDAGOGY OF LANGUAGE			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	2	0	4	6
TotalContactHours	160			
Pre-requisites	None			

Objectives:

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

Course Outcomes:

CO1	Critically review and use appropriately different approaches to and methods of teaching English as second language.
CO2	Choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English.
CO3	Use various techniques of testing English as second language and develop remedial and conduct teaching
CO4	Design appropriate teaching learning strategy approach suited to particular content
CO5	Use ICT and various teaching aids in teaching of languages
CO6	Develop various skills related to language learning
CO7	Prepare a blueprint before entering into a class

Module I : Pedagogical Analysis:

- Concepts and Methods of Pedagogical Analysis;
- The Pedagogical knowledge of the content from various classes (Class

-VI to VIII, IX-X,XI- XII) on the following items :

- Breaking of Module into Sub-Module with no. of Periods;
- Previous knowledge;

- Instructional Objectives in behavioural terms;
- Sub-Module wise concepts
- Teaching-Learning Strategies
- Use of teaching aids
- Blueprint for criterion reference test Items.

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

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

Module III : Language Laboratory and Creative Writing:

- Language Laboratory: Component, Planning, Developing required activities and organizing for use
- Creative Writing: Composition, short story, poem on given clues or Independently

Module IV : Activities in Language :

- Fair and Exhibition ● Field Trips / Excursion ● Debate
- Wall & Annual Magazine ● SahityaSabha● Use of ICT
- Use of Dictionary, Encyclopaedia and Thesaurus
- Designing language Games in Grammatical context
- Dramatization

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

- Text book review and analysis / e-book Review
- Teaching-learning material on Language learning

Engagement with Field / Practicum :

Any one of the following :-

- Identify the slow learners in Language from the classroom during practice teaching. (Case study)
- Conducting of action Research for selected problems

CO6	1	2	1	2		2				1		2
CO7	3	3	2	2	3	2	2	2	3	3	3	2

1.3.7B PEDAGOGY OF SOCIAL SCIENCE

History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology, Home Management

CourseCode	1.3.7B			
CourseTitle	PEDAGOGY OF SOCIAL SCIENCE			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	2	0	4	6
TotalContactHours	160			
Pre-requisites	None			

Objectives:

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

Course Outcomes:

CO1	Develoop an understanding of teaching and learning of the concerned subject
CO2	Critically analyze the major concepts, ideas, principles and values relating to the concerned subject
CO3	Describe the pedagogic needs of a subject within the stream chosen under Pedagogy I, at all stages of Secondary education
CO4	Acquaint the students with authentic historical knowledge with the proposed content and develop the skill to do pedagogical analysis of the subject
CO5	Re-engage with the nuances of the discipline and its prevalent conceptualizations and practice

Module I :Pedagogical Analysis:

- Concepts and Methods of Pedagogical Analysis;
- The Pedagogical knowledge of the content from various classes (Class VI toVIII, IX-X,XI- XII) on the following items:
- Breaking of Module into Sub-Module with no. of Periods

- Previous knowledge
- Instructional Objectives in behavioural terms

- Sub-Module wise concepts
- Teaching- Learning Strategies
- Use of teaching aids
- Blueprint for criterion reference test Items.

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

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

Module III : Social Science Teacher:

- Qualifications and qualities of Social Science Teachers
- Professional growth of Social Science Teacher
- Development and try-out of Teaching-learning strategy for teaching of particular Language concepts
- Development and use of Language laboratory
- One Pedagogical Analysis
- One Achievement Test construction * CommModuley-based Activities

Module IV : Activities in Social Science:

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

Module V : Assessment of Social science learning:

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

Engagement with Field / Practicum:

Any one of the following—

- One Pedagogical Analysis ● Development of skill of map
- Development of skill of time line ● Project ● Case Study
- Conducting of Action Research for selected problems

CO												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12

1.3.7B PEDAGOGY OF SCIENCE

Life Science, Physical Science, Computer Science and Application, Food & Nutrition

CourseCode	1.3.7B			
CourseTitle	PEDAGOGY OF SOCIAL SCIENCE			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	2	0	4	6
TotalContactHours	160			
Pre-requisites	None			

Objectives:

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

Course Outcomes:

CO1	Understand the nature, scope, values and objectives of teaching science at Secondary level
CO2	Develop competence in teaching different topic of science effectively
CO3	Develop scientific temper and provide teaching in scientific method to their student
CO4	Use various methods with appropriateness of content, level and classroom situations to make pupil's learning meaningful
CO5	Utilize the instructional materials effectively in the teaching of Science
CO6	Organize co-curricular activities and practical work

Module I : Pedagogical Analysis:

- Concepts and Methods of Pedagogical Analysis;
- The Pedagogical knowledge of the content from various classes (Class VI to VIII, IX-X, XI- XII) on the following items :
- Breaking of Module into Sub-Module with no. of Periods;
- Previous knowledge;

- Instructional Objectives in behavioural terms;
- Sub-Module wise concepts

- Teaching- Learning Strategies
- Use of teaching aids
- Blueprint for criterion reference test Items.

Module II : Science Teacher:

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

Module III : Teaching skills :

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

Module IV : Assessment of Science Learning :

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

Module V : Practicum & Activities in Science:

- Importance of science activities
- Planning & Organization of field trip, project work, science quiz, excursion, science exhibition, science fair, aquarium, bird watching etc.
- Formation and activities of Science club in school.

Engagement with Field / Practicum :

Any one of the following—

- One Pedagogical Analysis (Newly Added)
- Survey of science laboratory in a school
- Evolving suitable technique(s) to evaluate laboratory work
- Visit to CommModuley Science Centre, Nature Park and Science City
- One Achievement Test Construction
- Conducting of Action Research for selected problems

CO2	1										1	
CO3									1			
CO4											2	
CO5			1		1							
CO6	1	3	1		1				1	2		2

1.3.7B PEDAGOGY OF MATHEMATICS

Theory : 50 Engagement with the field : 25+75* ● Full Marks :150

CourseCode	1.3.7B			
CourseTitle	PEDAGOGY OF MATHEMATICS			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	2	0	4	6
TotalContactHours	160			
Pre-requisites	None			

Objectives:

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

Course Outcomes:

CO1	Understand and appreciate the uses and significance of Mathematics in daily life
CO2	Learn various approaches of teaching Mathematics and to use them judiciously
CO3	Learn the methods of providing instruction for the classroom
CO4	Organize curricular activities
CO5	Appreciate activities to develop aesthetics of Mathematics
CO6	Update their knowledge of content in Mathematics

Module I : Mathematics curriculum and Text-book preparation :

- Review of the existing curriculum of mathematics of West Bengal

Board of Secondary Education in the perspective of the principles of curriculum construction and its comparison with that of the CBSE.

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

Module II : Practical activities associated with Mathematics concepts :

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

Module III : Assessment and Evaluation related to teaching—learning of Mathematics:

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

Module IV : Pedagogical Analysis:

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

Module V : Mathematics Education in a cross-cultural Perspective:

- Anxiety associated with learning of Mathematics
- Maths Laboratory ● Maths Club
- Connecting mathematics to the environment
- Management of learning of slow and gifted learners

Engagement with Field / Practicum:

Any one of the following:

- Identify the slow learners, in Mathematics from the classroom during

practice teaching (Case Study)

C0												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	1			2							1
CO2	1		2					2		3		1
CO3		1		1			1		2	1		
CO4						1		1	2		2	1
CO5	1	1	1			1			1	2		3
CO6	1	2	1	2		2				1		2

School Internship

Engagement With the field 350

Credit 14

Class hours 448

SCHOOL INTERNSHIP (Full Marks : 350)

- 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 /her fit to conduct himself/herself in all activities of the school.

Components	External Appointed by the University	Evaluation Internal Evaluation		
		Principal/O IC/TIC/HO D	Subject Teacher	Mentor Teacher Educator
	150 MARKS	50 marks	50 marks	50 marks
1.Learning Design	15	5	5	5
2.Voice Modulation	15	5	5	5
3.Questioning	15	5	5	5
4.Board Work	15	5	5	5
5.Use of Teaching Aids	15	5	5	5
6.Explanation	15	5	5	5
7.Innovation	15	5	5	5
8.Interaction	15	5	5	5
9.Presentation	15	5	5	5
10.Class	15	5	5	5

Management				
Total	150	50	50	50

Community-based Activities/XED4102

(Any three CommModuley-based activities are to be performed from the following)

- Organization of a rally or campaign on any social issue e.g. polio, HIV, Electoral Rights, Gender sensitization etc.
- Gardening
- Cleanliness is and around the campus and beautification

- Cleaning of furniture
- Assembly
- CommModuley games
- Cultural Programmes
- SUPW
- Scout & Guide/NSS
- Celebration of National Festivals, Teachers Day etc.
- First Aid
- Aesthetic development activities-decoration of classroom etc

COURSE DETAILS: SEMESTER-IV

Course-VI (1.4.6) GENDER, SCHOOL AND SOCIETY

1.3.6 GENDER SCHOOL AND SOCIETY

CourseCode	1.4.6			
CourseTitle	GENDER, SCHOOL AND SOCIETY			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	2	0	2	3
TotalContactHours	64			
Pre-requisites	None			

Objectives:

- Develop Gender Sensitivity among students
- Understand the gender issues faced by the schools
- Understand the paradigm shift with reference to gender studies

CO PO Mapping:

CO1	Develop basic understanding and familiarity with key concepts - gender, gender perspective, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism
CO2	Understand the gradual paradigm shift from women studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period
CO3	Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, culture, religion and region
CO4	Understand how Gender, Power and Sexuality relate to education (in terms of access, curriculum and pedagogy)

Module I : Gender issues: key concepts:

- Definition of gender.
- Difference between gender and sex.
- Social construction of gender.

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

Module II : Gender studies: paradigm shifts :

- Paradigm shift from women's studies
- Historical backdrop: some landmarks on social reform movements of the 19th and 20th centuries with focus on women's experiences of education (with special reference to Raja Rammohan Roy, Pandit Iswar Chandra Vidyasagar, Swami Vivekananda, Rabindranath Tagore and Begam Rokeya).
 - A. Commissions and committees on women education and empowerment
 - B. Policy initiatives (including current laws) for the recognition of the concept of transgender and third gender.

Module III : Gender, Power and Education:

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

Module IV : Gender Issues in Curriculum:

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

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

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

Engagement with Field / Practicum :

Any one of the following :-

- Visit schools and study the sexual abuse and sexual harassment cases.
- Textbook analysis for identifying gender issues, gender biases reflected in it.
- To undertake study of sex ratio and analysis of a local community (at least

10 families)

- Develop an awareness programme for female infanticide and foeticide, child marriages, dowry. Sexual abuse, work place harassment in terms of drama, street play, poster, documentary, power point presentation.
- Prepare presentation on laws related to rape, dowry, re-marriage, divorce, property inheritance, trafficking etc.
- Debate on women reservation bill.
- Group activities on domestic violence and other personal issues and its remedies.
- Visits to institutions like WSRC, dowry prohibition cell, women help line, NGO working for women etc.

Textbooks and Reference Books:

Gender School and Society- Dr. Jayanta Mete, Prarthita Biswas, Pranay Pandey

CO												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1				1	2	3						
CO2				1		2						
CO3	1				1	2	3		1			
CO4	1		1	3	2	2	1					

**1.4.8B/XED3002 KNOWLEDGE AND CURRICULUM
KNOWLEDGE AND CURRICULUM-Part-II**

CourseCode	1.4.8B			
CourseTitle	CONTEMPORARY INDIA AND EDUCATION			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	2	0	2	3
TotalContactHours	64			
Pre-requisites	None			

Objectives:

1. Develop gender sensitivity among the student teachers.
2. Understand the gender issues faced by the schools.
3. Understand the paradigm shift with reference to gender studies.
4. Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

COs:

CO1	Conceptualize the meaning and different perspectives of curriculum
CO2	Understand the epistemological, sociological and the psychological bases of curriculum development
CO3	Understand the different types of curriculum with respect to their main orientation and approaches
CO4	Compare and analyze the NCF over the years with respect to their foundation, considerations, concerns, priorities and goals
CO5	Understand linkage among curriculum framework and critical issues, which directly and indirectly are related with learning
CO6	Analyze curriculum framework in light of learners' needs and understanding

Module I : Dynamics of Curriculum Development:

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

Module II : Relationship between curriculum and syllabi :

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

Module III : Designing curriculum, School Experiences and Evaluation :

- Principles of selecting curriculum content.
- Principles of curriculum development, Highlights of NCFTE 2009-stage-specific and subject—specific objectives of curriculum.
- Methodology of curriculum transaction.
- Curriculum evaluation (formative, summative, Micro and Macro).

Module IV : Power, Ideology and Curriculum :

- Relationship between powers, structures of Society and knowledge.
- Meritocracy versus elitism in curriculum.

Module V : Curriculum as process and practice:

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

Engagement with Field / Practicum :

Any one of the following :-

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

1.4.10 Creating an Inclusive School

CourseCode	1.4.10 /XED3003			
CourseTitle	CONTEMPORARY INDIA AND EDUCATION			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	2	0	2	3
TotalContactHours	64			
Pre-requisites	None			

Objective:

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

Course Outcomes:

CO1	Understand concept, meaning and significance of inclusive education
CO2	Bring about an understanding of the culture, policies and practices that need to be addressed in order to create an inclusive school
CO3	Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers
CO4	Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education; understand the nature of difficulties encountered by children
CO5	Identify and utilize existing resources for promoting inclusive practice

Module I : Introduction to inclusive Education :

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

Module II : Legal and policy perspectives :

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

Module III : Defining learners with special needs :

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

Module IV : Inclusion in operation :

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

Module V : Teacher preparation for inclusive school:

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

Engagement with Field / Practicum :

Any one of the following:

- Collection of data regarding children with special needs from Municipal records.
- Visit to Inclusive Schools and to observe classroom transaction of any one of such school in West Bengal and make a report of the same.
- Identifying one/ two pupils with special needs in the primary schools and preparing a profile of these pupils.
- Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability (Visit to Resource Room).
- Preparation of Learning Design, instruction material for teaching students with disability in inclusive school.
- Case Study of one main streamed (Inclusive) student w.r.to

(A) Role of a parent.

(B) Role of a teacher: Special School Teacher, General School Teacher

(C) Role of Counsellor.

- Developing list of teaching activities of CWSN in the school.
- Visits to different institutions dealing with different disabilities and their classroom observation.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1		2	3		2		2	3	3			
CO2	1	2	2		1		1	2	3			1
CO3		1	2		2		2	1	1			1
CO4		2	2	1	2		1	2	1	1		2
CO5			2		2	1	1	2	1		2	2
CO6	1	1	1	1			1	1	3			3

1.4.11 (HE& PH) Health and Physical Education (HE & PH)

CourseCode	1.4.11			
CourseTitle	Health and Physical Education (HE & PH)			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	2	0	2	3
TotalContactHours	64			

Pre-requisites	None
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Objectives:

1. Sensitise to the concept of inclusive education and social inclusion
2. Familiarize with the legal and policy perspectives behind inclusion in education
3. Understand the types, probable causes, preventive measures and characteristics of different types of disability.
4. Know how inclusion can be practiced in mainstream class.

Course Outcomes:

CO1	Understand the concept, aims & objectives of health & physical education
CO2	Understand various communicable diseases
CO3	Understand and practice good posture, balanced diet, first aid
CO4	Understand the characteristics of hygienic environment along with contributing factors and its importance
CO5	Understand the rules & regulations and develop skill of organizing different physical education activities
CO6	Conduct tournaments, competitions & Athletic Meets

Module I : Health Education Scenario in India :

- Introduction to the concept of health, significance and importance
- Identity of Educational Institutional Plants: Structure, Infra-Structure and Environment.
- Emerging Health & Total Quality of the Educational Institutions.
- Status of Health Education in India from Pre-Natal Education through Higher Education.
- Health & Hygiene, Mess & Toilets, Disease & Dispensary, Work & Leisure.
- Total Health Quality of Educational Governors, Administrators, Teachers, Students, Supporters, Libraries, Laboratories, Classrooms, Halls, Play Fields, Water Tanks, Swimming Pools, CommModuley Pools, Roads.

Module II : Most Common & Uncommon diseases in India :

- The most common diseases during the previous decade-
- Heart Diseases, Cancer, HIV/AIDs, Swine Flue, Reproductive Helpless Health, Osteoporosis, Depression.
- Intentional & Unintentional Injuries, Diabetes, and Obesity, Uncommon Diseases—Autistic, Cerebral Palsied, Blood Borne Diseases
- Beta Thal Major, Sickle Cell Anemia, Hemophilia, Diagnosis, Prevention & Prognosis.

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

- 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.

- 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 Facebook.
- The Internet Causing Anxiety, Headphone Use leading to Accidents, Hearing Loss from Headphones, Visual Impairment.
- Death from Social Networking, Environmental Degradation, Aggression, Social Crimes—Evolving Controlling & Regulatory Mechanisms.

Module IV : Health Issues & Health Education: Vision & Mission :

- Balanced Diet—nature and importance, Fast Food Problems, Drinking water Problems.
- Falling Heart & Brain Entrainment Ratio, Inflated Height Weight Index.
- High & Low Blood Pressure, Depression & Aggression.
- Adhyatmik Troubles, Adhi- bhoutik Troubles, Adhidaivik Troubles, along with these all sorts of Medical Practices.
- Vision & Mission of Medical Council of India, Health Education Priorities, and immediate need of Health Education Policy of India.
- Games, Sports & Athletics, Yoga Education.

Module V : First Aid—Principles and Uses :

- Structure and function of human body and the principles of first aid
- First aid equipment
- Fractures-causes and symptoms and the first aid related to them
- Muscular sprains causes, symptoms and remedies
- First aid related to haemorrhage, respiratory discomfort
- First aid related to Natural and artificial carriage of sick and wounded person
- Treatment of unconsciousness
- Treatment of heat stroke
- General disease affecting in the local area and measures to prevent them

Engagement with Field / Practicum :

Any one of the following: (Items prescribed in the syllabus):

- Surfing to know the disease in India and write a report on any five disease in West Bengal.
- Preventive & Ameliorative measures for health hazards.

- Playing Games
- Athletics
- Yoga
- Reflective Dialogues on Digital Media on Health of the People
- Preparation of inventories on myths on exercises and different type of food

- Make an inventory of energy rich food and nutritious food (locally available) indicating its health value
- Make an inventory of artificial food and provide critical observations from health point of view
- Home remedies as health care
- Role of biopolymers (DNA) in health of child
- Medicinal plants and child health
- Strategies for positive thinking and motivation

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3			1		2						
CO2	2			2		2		2		2		
CO3	2			2		2	1	2				
CO4		1			1			2		2	2	
CO5			2			2				2	2	
CO6									1	2	2	2

- Preparation of first aid kit

Course-XI (1.4.11) Optional

PEACE & V Course-XI (1.4.11) Optional

1.4.11(GU&CO)GUIDANCE & COUNSELLING

CourseCode	1.4.11 /XED3004			
CourseTitle	GUIDANCE & COUNSELLING			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	2	0	2	3
TotalContactHours	64			
Pre-requisites	None			

Objectives:

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

Course Outcomes:

CO1	Understand the concept of population and environmental education
CO2	Understand the objectives and methods of teaching environmental and population education

CO3	Understand how the issues of conservation and environmental regeneration have been infused at appropriate places in all the textbooks
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CO4	Analyze and understand population and environmental concerns and policies through the process of inquiry
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CO5	Analyze the various issues related to population and environmental education
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Module I : Overview of Guidance and Counselling:

- Definition & Functions
- Nature & Scope of Guidance and Counselling
- Difference between Guidance & Counselling
- Types of guidance and counselling
- Career & Vocational guidance
- Quality of a good counsellor

Module II : Mental Health:

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

Module III : Adjustment & Maladjustment:

- Concept ● Purpose
- Techniques ● Criteria of good adjustment Causes, Prevention & Remedies of Maladjustment
- Maladjusted behaviours—Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Anti-social Behaviour.

Module IV : Tools & Techniques:

- Concept of Testing & Non-testing tools
- Tests to measure—Personality, Attitude, Aptitude, Interest, Intelligence, Case study, Questionnaire, Opinionnaire, Interview, Observation, ARC & CRC.

Module V : Abnormal Behaviour and Mental illness :

- Meaning & Concept of normality and abnormality

- Casual factors of Abnormal Behaviour—Biological & Psychological.
- Classification of mental illness (DSM-IV)

Engagement with Field / Practicum :

Project on: Maladjusted behaviour (any one; on the basis of case study)-
Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD,

Depression, Suicidal tendency, Substance Abuse Disorder, Anti-social

CO												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3			1		2						
CO2	2			2		2		2		2		
CO3	2			2		2	1	2				
CO4		1			1			2		2	2	
CO5			2			2				2	2	
CO6									1	2	2	2

Behaviour.

Course-XI (1.4.11) Optional

WORK & VOCATIONAL EDUCATION

1.4.11(WO&VO)WORK& VOCATIONAL EDUCATION

CourseCode	1.4.11			
CourseTitle	GUIDANCE & COUNSELLING			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	2	0	2	3
TotalContactHours	64			
Pre-requisites	None			

Objectives:

1. Understand guidance and counselling in details
2. Understand the mental health
3. Develop the knowledge about adjustment and maladjustment.
4. Acquire skill to develop tools and techniques.

Course Outcomes:

CO1	Develop a basic understanding for the meaning and need of work and vocational education and its relation to education
CO2	Understand the need of the basic skill required for work education and its modern approach to the teaching
CO3	Understand the basic types of work education and vocational education and make the trainees acquainted with the ways and means for managing inclusive educational classroom
CO4	Develop an idea of psychological measurement in work and vocational education and its utility
CO5	Develop an understanding to organize work and vocational education program and make the trainees aware of its different methods of teaching suitable to different topics of work education

Module I : Aims, Objectives and Bases:

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

Module II : Development of the Concept and Work & Vocational Education

Teacher:

- Development of the concept of Work Education with Special reference to National Policy on Education (1986)
- Work & Vocational Education Teacher

➤Qualities & Responsibilities.

➤Need for Professional Orientation.

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

A. Inductive and Deductive approach

B. Methods:

- Lecture Cum Demonstration Method ● Laboratory Method.
- Heuristic Method.● Problem Solving Method, ● Project Method

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

i. Work Education Laboratory

ii. Management of Work Modules: (a) Selection of Work projects,

(b) Budgeting and planning, (c) Time allocation, (d) Materials

and Equipment, (e) Disposal of finished products, (f) Organizational co-ordination of different agencies monitoring Network through Resource Centers—problems thereof.

iii. Excursion.

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

- A critical evaluation of work education syllabus prescribed by the WBBSE in (a) the exposure stage and (b) the involvement stage.
- Concept of improvisation; its use in the teaching of Work Education and Vocational Education
- Areas of work education, viz. socially useful productive work (as designed by I.B. committee)
- Occupational explorations and innovative practices in Work Education and Vocational Education

- Removal of social distances through Work and Vocational Education

Engagement with Field / Practicum :

Project on any one: Growing of Vegetables/ Fruit / Flower

- Household wiring and Electrical gadgets repairing
- Tailoring and Needle Work ● Bamboo Work and Wood craft

- Tie-Dye and Butik Printing ● Clay Modelling
- Fruit preservation ● Cardboard Work and Book Binding
- Soap, Phenyl and Detergent making ● Mask making
- Paper making and paper cutting work ● Bicycle epairing

CO												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3			1		2						
CO2	2			2		2		2		2		
CO3	2			2		2	1	2				
CO4		1			1			2		2	2	
CO5			2			2				2	2	
CO6									1	2	2	2

1.4.11 (EN&PO) Environmental and Population Education(ENPO)

CourseCode	1.4.11			
CourseTitle	GUIDANCE & COUNSELLING			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	2	0	2	3
TotalContactHours	64			
Pre-requisites	None			

Objectives:

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

Course Outcomes:

CO1	Understand the philosophical and epistemological basis of EVS as a composite area of study that draws upon the science, social science and environmental education
CO2	Develop the ability to plan comprehensive Modules for holistic view, analyze intellectual discourse and essential projects

CO3	Understand how the issues of conservation and environmental regeneration have been infused at appropriate places in all the textbooks
CO4	Analyze and understand environmental concerns through the process of inquiry

CO5	Develop a sense of awareness about the environmental hazards and its causes and remedies
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Module I : Concept of population education:

- The characteristics and scope,
- Methodology of population education and
- Its importance

Module II : Concept of environmental education :

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

Module III : Population education policies :

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

Module IV : Sustainable development :

- Concept of sustainable development and education for sustainable development
- Agenda 21,
- Moduleed Nations Decade of education for sustainable development, programmes on environmental management

Module V : Issues related to population and environmental education:

- Quality of life, ● Sustainable life style,
- Ecofeminism, ● Empowerment of women,
- Environmental and social pollution,
- Effect of population explosion on environment,
- Adolescent reproductive health.

Engagement with Field / Practicum :

Any one of the following

- Visits to polluted sites and preparation of report.
- Interviewing people and reporting the inconveniences due to any of the Environmental problems.
- To study innovations done by any Organization to improve the Local Environment.
- To study the implementation of Environmental Education Programmes

- To prepare models and exhibits for general awareness of public regarding environmental hazards.
- To prepare a programme for environmental awareness and to conduct the same, with school children.
- To visit industries and study alternative strategies of Environmental management.
- To prepare a resource material on any of the environmental problems along with a suitable evaluation strategy.
- To prepare quizzes and games on environmental issues.
- To study the contribution of NGOs in improving the environment of the city.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3			1		2						
CO2	2			2		2		2		2		
CO3	2			2		2	1	2				
CO4		1			1			2		2	2	
CO5			2			2				2	2	
CO6									1	2	2	2

Course-EPC-3:

1.4.EPC3 CRITICAL UNDERSTANDING OF ICT

CourseCode	1.4.EPC-3			
CourseTitle	CRITICAL UNDERSTANDING OF ICT			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits
	2	0	2	3
TotalContactHours	64			
Pre-requisites	None			

Objectives:

1. Understand the social, economic, security and ethical issues associated with the use of ICT
2. Identify the policy concerns for ICT
3. Describe a computer system;

4. Operate the Windows and/or Linux operating systems;
5. Use Word processing, Spread sheets and Presentation software;
6. Acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools.

7. Operate on Internet with safety
8. Elucidate the application of ICT for Teaching Learning
9. Develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups

Course Outcomes:

CO1	Make an effective use of technology in Education
CO2	Familiar with new trends, techniques in education along with learning
CO3	Know about the basic elements of computers and their uses
CO4	Know about aims and objectives of teaching computer science in Secondary and Senior Secondary schools and help them to plan learning activities according to those objectives
CO5	Acquire the basic commands in DOS and Windows
CO6	Work with various MS Office Applications like Word, Excel and PowerPoint

Module I : Digital Technology and Socio-economic Context :

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

Module II : MS Office :

- MS Word ● MS Power Point ● MS Excel ● MS Access
- MS Publishing

Module III : Internet and Educational Resources :

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

Module IV : Techno-Pedagogic Skills :

- Media Message Compatibility

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

Engagement with Field / Practicum :

Any two of the following

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

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CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1					1						2	1
CO2			1						1		1	
CO3	1	1									1	1
CO4				1		1						
CO5							1		1	1	1	1
CO6								1				

Course-EPC-4 (1.4.EPC4)

YOGA EDUCATION:

SELF UNDERSTANDING AND DEVELOPMENT

CourseCode	1.4.EPC-4			
CourseTitle	CONTEMPORARY INDIA AND EDUCATION			
Category	CORECOURSE			
LTP &Credits	L	T	P	Credits

	2	0	2	3
TotalContactHours	64			

Pre-requisites	None
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Objectives:

Understand the meaning and importance of self-concept and self-esteem.

- Be aware of different factors related to self-concepts and self-esteem.
- Understand the concept and importance of yoga and well-being.
- Be sensitized about the interrelationships of yoga and well-being.
- Record a brief history of the history of development of yoga through the ages.
- Discuss how yoga and yoga practices are important for healthy living.
- Explain some important principles of yoga.
- Know and develop their personality through various practices.

Course Outcomes:

CO1	Know the development of self concept and the professional identity.
CO2	Understand the meaning and importance and various factors of self concept and self esteem
CO3	Understand the ancient system of yoga and develop awareness about the historical aspects of yoga
CO4	Understand the concept and principles of yoga
CO5	Learn some meditation practices and techniques
CO6	Learn to maintain a healthy condition of body and mind
CO7	Learn the utility of yoga in modern life

Module I : Introduction to Yoga and Yogic Practices :

- Yoga: meaning and initiation
- History of development of yoga
- Astanga Yoga or raja yoga
- The streams of Yoga
- The school of Yoga: Raja Yoga and Hatha Yoga
- Yogic practices for healthy living

Module II : Introduction to Yogic Texts :

- Historicity of yoga as a discipline
- Classification of yoga and yogic texts
- Understanding astanga Yoga of Patanjali

- Hatha yogic practices
- Meditational processes

Module III : Yoga and Health :

- Need of yoga for positive health
- Role of mind in positive health as per ancient yogic literature
- Concept of health, healing and disease: yogic perspectives

- Potential causes of ill health
- Yogic principles of healthy living
- Integrated approach of yoga for management of health
- Stress management through yoga and yogic dietary considerations

Module IV : Self-concept :

- Meaning and Definition of self-concept
- Importance of self-concept ● Components of self-concept
- Factors influencing self-concept ● Development of self-concept
- Impact of Positive and negative self-concept

Module V : Self-esteem :

- Meaning and concept of self esteem
- Importance of self-esteem
- Types of self esteem
- Strategies for positive behaviour
- Keys to Increasing Self-Esteem

Engagement with Field / Practicum :

Any one of the following:

- General guidelines for performance of the practice of yoga for the beginners ❖ Guidelinrs for the practice of Kriyas
- ❖ Guidelinrs for the practice of Asanas
- ❖ Guidelinrs for the practice of Pranayama
- ❖ Guidelinrs for the practice of Kriya Yoga
- ❖ Guidelinrs for the practice of Meditation
- Select yoga practices for persons of average health for practical yoga sessions ❖ Supine Position ❖ Prone Position ❖ Sitting Position ❖ Standing Position ❖ Kaiyas ❖ Mudras ❖ Pranayamas
- Inspirational clips finding and understanding the meaning behind that.
- Analysing the priority and scheduling priority to minimize the stress.
- Designing and applying activities to develop self-esteem.

