



CURRICULUM STRUCTURE

FOR

TWO – YEARS B.Ed. Programme

Department of Education

JIS UNIVERSITY

COURSE DETAILS: SEMESTER-I

Course Name: Childhood and Growing Up

Course Code: 1.1.1

Course Content /Syllabus.

Theory: 50+50 Engagement with the field: 25 ● Full Marks :125

1st Half : Development and its Characteristics

Unit I : Growth and developmental patterns of learners:

- Concept of growth and development
- General characteristics of growth and development
- Stages and sequence of growth and development
- Social factors that affect growth and development-poverty, lack of opportunities, deprivation, disrupted family, poor neighbourhood, poor housing

Unit II : Stages of development:

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

Unit III : Different types of Development:

- Cognitive development—Piaget's theory and its educational

implications.

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

Unit IV: Individual differences:

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

Unit V: Development of personality:

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

2nd Half--- Aspects of Development

Unit I : *Concept, nature, interrelationship and educational implications of:*

- Instincts and Emotions
- Emotional Intelligence
- Attitude and Attachment

Unit II : Motivation:

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

Unit III : Attention and Interest:

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

Unit IV : Intelligence:

- Concept and nature, its distribution across population.

- Factor theories of intelligence (Guilford, Thurston and Gardner's theory of Multiple Intelligence).

- Measurement of intelligence (Verbal and non-verbal tests of intelligence).

- Intelligence quotient and education.

Unit V : Creativity:

- Concept of creativity

- The components of creativity

- Its identification and nurturance.

Engagement with Field / Practicum:

- Anyone of the following:

- i. Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain.

- ii. List down different maladjusted behaviours of adolescents which you could identify from the classroom and outside classroom.

Take interviews of a few and try to understand the factors that may be responsible for their behaviour.

- iii. Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for the healthy mental health of the children by interviewing schoolteachers.

- iv. Observe any one successful teacher and list down the behavioural characteristics which impress you.

- v. List down a few (classroom) learning situations involving insightful learning.

**Course Name: Contemporary India and
Education**

Course Code: 1.1.2

Course Content /Syllabus.

Theory: 50+50 Engagement with the field : 25 ● Full Marks :125

1st Half : Education in Post-Independent India

Unit I : Educational provision in the Constitution of India:

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

Unit II : Recommendations of various commissions after independence:

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

Unit III : Equalization and universalization of Elementary and Secondary education:

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

Unit IV : Inequality, Discrimination and Marginalization in education:

- Concept ● Causes ● Probable solutions

Unit V : Issues of Contemporary relevance and National Values:

- Concept ● Characteristics ● Relevance in education
- Relation with international understanding.
- Views of Swami Vivekananda in case of the following:
a. Mass Education b. Women Education. C. Technical and Vocational Education
d. Culture and Education

2nd Half : Policy Framework for Education in India

Unit I : Contemporary issues of education:

- Unemployment ● Poverty
- Population explosions ● Student unrest

Unit II : Policies on education:

- SSA ● RTE (2009) ● NCF (2005)

● NKC (2009) ● RMSA ● NCF-TE (2009)

Unit III : Role of Monitoring Agencies:

● UGC ● NAAC ● NCTE ● NUEPA ● NCERT

● IASE ● CTE ● SCERT ● DIET

Unit IV : Community participation and development:

● Women education

● Dalit education

● Tribal education

● Adult Education and continuing in education

● Distance and Open Education

● Government initiatives towards educational policies

Unit V : Educational Planning and Management:

● Educational Planning

● Institutional Planning

● Leadership

● Administrative structure of Secondary Education

● Quality Management

● Supervision

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,

● 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

Course Name: Language across the Curriculum

Course Code: 1.1.4

Theory : 50 Engagement with the field : 50 ● Full Marks :100

Unit 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.

Unit II : Understanding the Language Background:

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

Unit III : Different Strategies for Language Development:

- Nature of classroom discourse.

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

Unit IV : Language Interaction in the classroom:

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

Unit V : Nature of Reading Comprehension in the Content Areas:

- Reading proficiency in the content areas—Social Sciences, Sciences, Mathematics.
- Schema Theory.
- Different Texts—Expository, Narrative, Transactional, Reflective.

Engagement with Field / Practicum:

Any two of the following—

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

Course Name: Understanding Discipline and Subjects

Course Code: 1.1.5

Theory : 50 Engagement with the field : 50 ● Full Marks :100

Unit I : 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

Unit 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.

Unit III : 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

Unit 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

Unit 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
- Assignment Submission.

Course Name: Reading and Reflecting on Texts

Course Code: 1.1EPC1

Theory : 25 Engagement with the field : 25 ● Full Marks :50

Unit I : Introduction to Reading:

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

Unit II : 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

Unit III : Reading the Text:

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

Unit IV : Developing Reading Skills:

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

Unit V : Reading Comprehension:

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

Engagement with Field / Practicum:

Any one of the following—

- Divide the class in small groups and provide different kinds of texts and instruct them to read and reflect according to the nature of text
- Divide the group and provide one text and suggest students to make different interpretations
- Design vocabulary games to enhance your vocabulary
- Read the text and provide a five-word summary to each paragraph
- Reading and comprehension exercises
- Skim through the text and give suitable title to the text
- Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.

COURSE DETAILS: SEMESTER-II

Course Name: LEARNING AND TEACHING

Course Code: 1.2.3

Course Content /Syllabus.

Theory: 50+50

Engagement with the field: 25

Full Marks :125

1st Half : Learning

Unit I: Understanding Learning:

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

Unit 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.

Unit III : Learning Paradigms :

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

Unit IV : Transfer of learning :

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

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

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

2nd Half : Teaching

Unit I : Understanding Teaching :

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

Unit II : Models of Teaching :

- Concept Attainment Model (CAM)
- Advance Organizer Model (AOM)

- Inquiry Training Model (ITM)

Unit III : Task of Teaching :

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

Unit IV : Levels & Approaches of Teaching :

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

Unit V : Skills of Teaching :

- Skills of Teaching: Concepts, definition.
- Micro-teaching: Meaning and Procedure
- Developing Teaching skills: Introducing the lesson, Questioning, Use of teaching aids, Reinforcement and Illustration.
- Modification of Teacher Behaviour-Flanders Interaction Analysis of Category System (FIACS).

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].

Course-VII-(A) (1.2.7A) Pedagogy of a School Subject Part-I

Theory : 50

Engagement with the field : 50

Full Marks :100

PEDAGOGY OF LANGUAGE TEACHING

Bengali, English, Sanskrit, Hindi,

Unit I : Foundations of Language Teaching :

- Historical background and present status of language teaching in India.
- 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

Unit 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

Unit 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

Unit 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.

Unit 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: Textbooks, 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.

PEDAGOGY OF SOCIAL SCIENCE TEACHING

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

Theory : 50

Engagement with the field : 50

Full Marks :100

Unit I : Foundation of Social Science Teaching

- Aims and objectives of Social Science Teaching.

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

Unit 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

Unit III : Learning Resource in Social Science Teaching:

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

Unit IV : Learning Designing :

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

Unit V : Evaluation in Social Science Education:

- Evaluation devices, evaluation programme in social studies

- Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test.

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.

PEDAGOGY OF SCIENCE TEACHING

Theory : 50

Engagement with the field : 50

Full Marks :100

Physical Science, Life Science, Computer Science & Application

Unit I : Foundation of science Teaching:

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

Unit II : Strategies of Science Teaching:

- Features, Limitations and comparison of different methods
- Lecture Method
- Demonstration method
- Heuristic Method

- Laboratory Method
- Project Method
- CAI
- Problem Solving Method

Unit III : Planning of Science Laboratory:

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

Unit IV : Learning Resource in Science Teaching

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

Unit V : 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

PEDAGOGY OF MATHEMATICS TEACHING

Theory : 50

Engagement with the field : 50

Full Marks :100

Unit I : Nature and Theoretical aspects of Mathematics Education

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

Unit II : Aims and objectives of teaching Mathematics and preparation of relevant curriculum and textbooks

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

Unit 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.

Unit IV : Learning Designing :

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

Unit V : Assessment and Evaluation

- Assessment and evaluation-meaning, scope & Types
- Different types of test items

- Techniques of Evaluation in Mathematics
- Basic principles of construction of test items
- Continuous and Comprehensive Evaluation (CCE)

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 Units in Mathematics • Construction of achievement tests.

Course-VIII-(A) (1.2.8A)

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

Theory : 50

Engagement with the field : 25

Full Marks :75

Unit I : Epistemological bases of Education

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

Unit II : Philosophical Foundation of Education:

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

Unit III : Sociological bases of education:

- Constitutional goal for Indian Education • Social issues in education— Globalization, multiculturalism, secularism, education for sustainable development
- Nationalism, universalism and secularism—their interrelationship with education

- Illiteracy, poverty, socially disadvantaged groups gender inequality

Unit IV : Concepts and scope of education:

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

Unit V : 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.

1st Half : Assessment of the Learning Process Course-IX (1.2.9)

ASSESSMENT FOR LEARNING

Theory : 50+50

Engagement with the field : 50

Full Marks :150

Unit I : Concept of Evaluation and Assessment

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

- Nature and purpose of Evaluation

Unit II : Approaches and Techniques of Evaluation and Criteria of Assessment Procedure

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

Unit III : Psychological Test

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

Unit IV : Evaluation

- Types of Tests; Written Test, Oral Test, NRT, CRT, Summative Test, Formative Test, Diagnostic Test.
- Scoring and Grading, Analysis of Score and Its Interpretation (a) Tabulation of data. (b) Graphical (Histogram, frequency Polygon) (c) Central Tendency (Mean, Median Mode) (d) Deviation–Standard.

UNIT V : Problem–Learner

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

2nd Half : Assessment of the Learning System

Unit I : Infrastructural facilities

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

Unit II : Human Resource

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

Unit III : Management & Record Maintenance

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

Unit IV : Special Service Provided

- Mid-Day Meal
- Book bank for poor students
- Tutorial for weaker students
- Remedial teaching

- Parent Teacher Association
- Staff Welfare Service
- Health Programme
- Conducting Talent Search Examination
- Providing Scholarship

Unit V : School Community relationship

- Community involvement in decision making.
- Community Contribution to school
- Meeting with community 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 Blueprint and a question paper
- Prepare graphs and use statistics for analysis of test results.

Course-EPC-2 (1.2EPC2) DRAMA AND ARTS IN EDUCATION

Theory : 25

Engagement with the field : 25

Full Marks :50

Unit 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

Unit 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

Unit 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, Nritya Natika).

Unit 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, match-stick drawing and other forms

Unit 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 Gujarati/Hindi language.
- Prepare some useful, productive and decorative models out of the waste materials.
- Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning.
- Organize a competition on some Decorative/Performing Art forms in the school during your School Internship programme and prepare a report on it.
- Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.
- Develop a creative design based on your choice for CD Cover or Book cover.
- Develop a design or picture based on collage work.

COURSE DETAILS: SEMESTER –III

Course Name: Pedagogy of School Subject Course Code: 1.3.7B

Pedagogy of Language (English, Bengali, Sanskrit, Hindi)

Theory: 50, Engagement with the field: 25 + 75 • Full Marks :150

Unit -I: Pedagogical Analysis

- Concepts and Methods of Pedagogical Analysis

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

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

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

Unit-III: Language Laboratory and Creative Writing

- Language Laboratory: Concept, Planning, Developing required activities and organizing for use
- Creative Writing: Composition, Short story, Poem on given clues or independently.

Unit –IV: Activities in Language:

- Fair and Exhibition
- Field Trips /Excursion
- Debate
- Wall & Annual Magazine
- Sahitya Sabha
- USE of ICT
- Use of Dictionary, Encyclopedia and Thesaurus
- Designing language games in grammatical context
- Dramatization.

Unit- V: Assessment of Teaching-Learning Material on language:

- Textbook review and analysis /e-book Review
- Teaching learning material on language learning.

Engagement with the Field /Practicum

- Identify the slow learners, in Language from the classroom during practice teaching. (Case study)
- Conducting of Action Research for selected problems.
- Development and try-out of Teaching-learning strategy for teaching particular Language concepts.
- Development and use of Language laboratory.
- One Pedagogical Analysis.
- One Achievement Test construction.

Pedagogy of Social Science teaching Course Code: 1.3.7B

(History, Geography, Political Science, Economics, Education, Commerce, Philosophy)

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

Unit -I: Pedagogical Analysis

- Concepts and Methods of Pedagogical Analysis
- The Pedagogical knowledge of the content from various classes (class-VI to VIII,IX-X,XI-XII) on the following items:

- Breaking of Unit into Sub-Unit with no. of Periods
- Previous knowledge
- Instructional Objectives in behavioral terms; Sub-Unit wise concepts
- Teaching –Learning Strategies
- Use of teaching aids
- Blueprint for criterion reference test items.

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

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

Unit III: Social Science Teacher

- Qualification and qualities of Social Science Teachers
- Professional growth of Social Science Teacher.

Unit IV: Activities in social Science:

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

Unit-V: Assessment of Social Science learning:

- Concept of Assessment and Evaluation
- Achievement Test
- Textbook Review Engagement with the Field /Practicum
- One Pedagogical Analysis
- Development of skill of map
- Development of Skill of timeline
- Project

- Case study
- Conduction of Action Research for selected Problems

Pedagogy of Science teaching Course Code: 1.3.7B

(Life Science, Physical Science, Computer Science and Application)

Theory: 50, Engagement with the field : 25 + 75 • Full Marks :150

Unit -I : Pedagogical Analysis

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

Unit-II: Science Teacher

- Qualification and qualities of Science Teachers
- Professional growth of Science Teacher.

Unit-III: Teaching Skill

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

Unit-IV: Assessment of Science learning:

- Concept of Assessment and Evaluation
- Concept of Achievement Test and Identification of Test items under various criterion like Knowledge, understanding, application and skill.
- Construction of achievement tests and their administration.
- Preparation of a continuous and comprehensive evaluation plan for a particular class (Vi to XII)

Unit-V: Practicum & Activities in Science:

- Importance of Science activities
- Planning & Organization of fieldtrips, Project Work, Science Quiz, Excursion, Science fair, aquarium, Bird watching etc.
- Formation and activities of Science club in School.

Engagement with the Field/ Practicum

- One Pedagogical Analysis
- Survey of Science Laboratory in a school
- Evolving suitable technique(s) to evaluate laboratory work.
- Visit to community Science center, Nature Park and Science city
- One Achievement Test Construction
- Conducting of Action Research for selected problems

Pedagogy of Mathematics teaching: Course Code: 1.3.7B

Theory: 50, Engagement with the field: 25 + 75 • Full Marks :150

Unit-I: Mathematics Curriculum and Textbook 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 textbooks of Mathematics of West Bengal Board of Secondary Education in the perspective of the principles of textbook preparation and its comparison with that of the CBSE.

Unit-II: Practical activities associated with Mathematics concepts:

- Performance of the all the practical activities stated in the textbooks 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.

Unit-III: Assessment and Evaluation related to teaching –learning of Mathematics:

Construction of achievement tests and their administration preparation of a continuous and comprehensive Evaluation plan for a particular class (VI to X)

Unit- IV: Pedagogical Analysis:

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

Unit-V : Mathematics Education in a cross – cultural perspective

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

Engagement with the Field/ Practicum

- Identify the slow learners, in Mathematics from the classroom during practice teaching. (case study)
- Conducting of Action Research for selected problems.
- Development and try-out of Teaching-learning strategy for teaching particular Mathematical concepts.
- Use of Computer in Teaching of Mathematics.
- Use of Mathematics activities for recreation.
- Development and use of Mathematics laboratory.
- Prepare mathematical activities in the context of socio-cultural aspects.
- One Pedagogical Analysis.
- One Achievement Test Construction.

School Internship

Engagement with the Field---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 timetable, attendance register, stock register, midday meal, conduct of periodical meetings, purchase and consumption and co-curricular activities.
- Student teachers will be able to recognize the needs of the 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.

Community –based activities (Any three)

- Organization of a rally or campaign on any social issue e.g. Polio, HIV, Electoral Rights, Gender sensitization etc.
 - Gardening
 - Cleanliness in and around the campus and beautification
 - Cleaning of furniture
 - Assembly
 - Community 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 Name: Gender, School and society

Course Code: 1.4.6

Course Content /Syllabus.

Theory: 50, Engagement with the field: 25 ● Full Marks :75

Unit-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.

Unit-II

Gender studies: paradigm shifts:

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

Unit III

Gender, Power and Education:

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

Unit-IV

Gender Issues in Curriculum:

- Curriculum and the gender question.
- 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

Unit-V

Gender, Sexuality, Sexual Harassment and Abuse:

- Development of sexuality, including primary influences in
The lives of children (such as gender, body image, role
Models)

- Understanding the importance of addressing sexual
Harassment in family, neighborhood and other formal
And informal institutions

- Agencies perpetuating violence: Family, school,
workplace and media (print and electronic)
- Institutions redressing sexual harassment and abuse.

Engagement with the Field/Practicum:

Anyone 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,

With the documentary, power point presentation.

- Prepare presentation on laws related to rape, dowry, Remarriage, 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.

Course Name: Knowledge and curriculum-part-II

Course Code: 1.4.7B

COURSE CONTENT/SYLLABUS

Theory: 50, Engagement with the field : 25 ● Full Marks :75

Unit-1

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 Framework 2000 and 2005

Unit-II

Relationship between curriculum and syllabi:

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

Unit-III

Designing curriculum, school Experiences and Evaluation.

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

Unit-IV

Power, Ideology and Curriculum:

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

Unit-V

Curriculum as process and practice:

- Inculcation of values, disciplines, rules and reproduction Of norms in the society.
- Necessity and construction of Timetable
- Hidden curriculum and children's resilience.
- Critical Analysis of textbooks, teachers' handbooks, Children's literature.

Engagement with the field/practicum:

Anyone 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 levels.
- Construction of time-table of any two classes with Justification

Course Name - Creating an Inclusive School

Course Code: 1.4.10

COURSE CONTENT/SYLLABUS

Theory : 50 ,Engagement with the field : 25 ● Full Marks :75

Unit -1

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.

Unit-II

Legal and policy perspectives:

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

Unit-III

Defining learners with special needs:

- Understanding differently abled learners- concepts, Definitions, characteristics, classification, causes and

Preventive measures of V.I, H.I, SLD, LI

- Preparation for inclusive education- School's readiness for addressing learners 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

Unit-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 classroom, peer tutoring, social learning, buddy system, Reflective teaching, multisensory teaching etc.
- Technological Advancement and its applications-Adaptive and Assistive devices, equipment, aids and Appliances

Unit-V

Teacher preparation for inclusive school:

- Problems in inclusion in the real classroom situation

Ways for overcoming the problems in inclusions.

- Review of existing educational programs 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 the 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 With the Resource Room).
- Preparation of learning design, instruction material for Practicum teaching students with disability in inclusive school.
- Developing list of teaching activities of CWSN in the 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.

- Visits to different institutions dealing with different Disabilities and their classroom observation.

Course Name: Health and Physical Education

Course Code: 1.4.11(Optional)

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

Unit 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, Community Pools, Roads.

Unit 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.

Unit 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.

Unit 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.

Unit 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
- Preparation of first aid kit

Course Name: Peace & Value Education

Course Code: 1.4.11(Optional)

Theory: 50; Engagement with the field: 25 ● Full Marks :75

Unit I: Peace Education

- Meaning, Concept, Aims, Objectives, Nature, Scope and Importance.
- Barriers of Peace Education? Psychological, Cultural, Political.
- Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, suppression of individuality, complexes.
- Violence in School, home and society.
- Role of Peace Education in present context.

Unit II: Social Perspective of Peace Education:

- Justice-Social economics, Cultural and religions
- Equality-Egalitarianism, Education for all, equal opportunity
- Critical thinking: Reasoning and applying wisdom cooperation
- Learning to be and learning to live together
- Peace Education in Secondary Education curriculum.

Unit III: Value Education:

- Meaning, Concept, Nature and Sources of values.
- Meaning, Concept, Nature and scope of Value Education.
- Philosophical perspective, psychological perspective and sociological perspectives of Value Education.
- Values in Indian Constitution and Fundamental Duties of citizens.

Unit IV: General Idea about Values:

- Classification of Value
- Personal and social values
 - (a) Intrinsic and extrinsic values on the basis of personal interest & social good.
 - (b) Social, moral, spiritual and democratic values on the basis of expectation of society & one's self inspiration
- Identification of Analysis of emerging issues involving value conflicts
- Design and develop of instructional material for nurturing values
- Characteristics of Instructional material for values.

Unit V: Methods & Evaluation of Value Education:

- Traditional Methods: Story Telling, Street Play & Folk Songs
- Practical Methods: Survey, role play, value clarification, Intellectual discussions
- Causes of value crisis: material, social, economic, religion evils and their peaceful solution
- Role of School Every teacher as teacher of values, School curriculum as value laden
- Moral Dilemma (Dharmasankat) and one's duty towards self and society

Engagement with Field / Practicum:

Anyone of the following:

- Develop/compile stories with values from different sources and cultures
- Organize value based co-curricular activities in the classroom and outside the classroom
- Develop value-based learning designing
- Integrating values in school subjects.

Course Name: Guidance and Counselling

Course Code: 1.4.11(Optional)

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

Unit 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

Unit II : Mental Health:

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

Unit III : Adjustment & Maladjustment:

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

Unit IV : Tools & Techniques:

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

Unit V : Abnormal 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 Behaviour.

Course Name: Work and Vocational Education

Course Code: 1.4.11(Optional)

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

Unit 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

Unit 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.

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

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

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

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

Unit V : Aspects of Teaching Work Education & 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 repairing

Course Name: Yoga Education

Course Code: 1.4.11(Optional)

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

Unit I: Introduction to yoga: concept and principles

- Classical approach to yoga practices viz. Kriyas, Yama, Niyama, Asana, Pranayama,
- Bandha, Mudra & dhyana as per yogic texts and research based principles of Yoga
- General guidelines for performing Yoga practices.

Unit II: Ancient Systems of Indian Philosophy and Yoga System

- Ancient systems of Indian Philosophy
- Yoga & Sankhya philosophy & their relationship

Unit III: Historical aspects of Yoga

- Historical aspect of the Yoga Philosophy.
- Yoga as reflected in Bhagwat Gita

Unit IV: Introduction to Yogic Texts

- Significance to Yogic texts in the context of schools of yoga
- Patanjala Yoga Shastra: ashtanga yoga and kriya yoga in sadhna pada

- Hathyogic texts (hatha pradaspika and ghera and sahita
- Complementarities between patanjala yoga and hathyoga
- Meditational Processes in Patanjala yoga sutras
- Hathyogi practices : aList of selected Asana, Pranayama, Bandha, Mudra from Hathyogi texts for practical yoga sessions for advanced yoga practitioners

Unit V: Yoga and Health

- Need of yoga for a positive health for the modern man
- Concept of health and disease: medical and Yogic perspectives
- Concept of Panch Kosa for an Integrated and positive health
- Utilitarian Value of Yoga in Modern Age

Engagement with Field/Practicum

Any one of the following:

- Preparation of Teaching Aids on Yoga
- Practical Asanas and Pranayam I Visit to Yoga Ashramas and Centres

Course Name: Environmental and Population Education

Course Code: 1.4.11(Optional)

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

Unit I : Concept of population education:

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

Unit II : Concept of environmental education :

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

Unit III : Population education policies :

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

Unit IV : Sustainable development :

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

Unit V : Issues related to population and environmental education:

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

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.

Course Name: Critical Understanding of ICT

Course Code: 1.4.EPC3

Theory : 50 Engagement with the field : 50 Full Marks :100

Unit 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, Gyan Darshan, Gyanvani, Sakshat Portal, e Gyan Kosh; Virtual laboratory and Haptic technology.

Unit II : MS Office :

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

Unit 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

Unit 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.

Course Name: Yoga Education: Self Understanding and Development

Course Code: 1.4.EPC4

Theory : 50 Engagement with the field : 50 Full Marks :100

Unit 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

Unit 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

Unit 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

Unit 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

Unit 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
 - ❖ Guidelines for the practice of Kriyas
 - ❖ Guidelines for the practice of Asanas
 - ❖ Guidelines for the practice of Pranayama
 - ❖ Guidelines for the practice of Kriya Yoga
 - ❖ Guidelines 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.