2 Years B.Ed Syllabus

Department of Education

Jadavpur University

In pursuance with the Gazette Notification (Extraordinary, Part III-Sec 4) on 20th November, 2014 (Appendix 4), NCTE (Recognition Norms and Procedure) Regulations, 2014 and according to the norms and standards of Jadavpur University, the B.Ed. curriculum has been framed. The B.Ed. syllabus includes 6 courses on Perspectives in Education, 5 courses on Curriculum and Pedagogic studies (including one pedagogy course on any of the school subject areas), school internship and 5 courses on enhancing professional capabilities. The optional courses of 2 credits weightage in the area of educational significance have been covered in the syllabus. The B.Ed. syllabus covers 16 courses along with internship in four semester duration. A total of **80 credits**, that is, **2000 marks**, are covered in four semesters (500 Marks each). It covers teaching of theory courses of 40 credits, Practicum and Field work 26 credits and internship of 14 credits respectively. Theory course teaching will include classroom based teaching learning activities like lecture, discussion, dialogue, small group session, workshop, presentation, etc.

The Practicum and Field works will include hands on experiences in real school situations as well as in simulated forms. Observations, interviews, focused group discussions, anecdotes, dairy, maintenance, collection of audio visual data, reflective dairy writing, development of teaching learning materials, exhibitions, debates, role play, cooperative learning exercises, demonstration, case studies, action research, projects, etc.

The internship will include fulltime engagement in real school situations for a prolonged period of 16 weeks duration. This will cover observation, instructional design, planning, intervention practices, classroom teaching, record keeping, co-curricular activities, formative evaluation practices and interpretation, and community projects under the supervision of teacher educators and mentors from the concerned schools.

The B.Ed. programme includes theory based teaching learning activities and Practicum (including Internship) on 50:50 bases. Total numbers of credits allotted to theory related teaching are 40 credits (1000 Marks) and Practicum plus internship 40 credits (1000 Marks) out of a total of 80 credits, that is, 2000 Marks.

> ➢ Semester means effective teaching work of 16 weeks excluding admission and semester end examination period.

> ➢ One credit of teaching activities means one hour effective teaching of theory course in each week for 16 weeks: Total 16 hours teaching per credit.

> ➢ One credit for Practicum / Field work / Internship means two hour effective work in each week for 16 weeks. Total 32 hours of practicum per credit.

The programme has three broad curricular areas –

- ❖ Perspectives in Education,
- ❖ Curriculum and Pedagogic Studies, and
- ❖ Engagement with the Field.

Perspective in Education **(675 marks)**		**Curriculum** **&** **Pedagogic Studies** **(600 marks)**

Engagement with the Field

(725 marks)
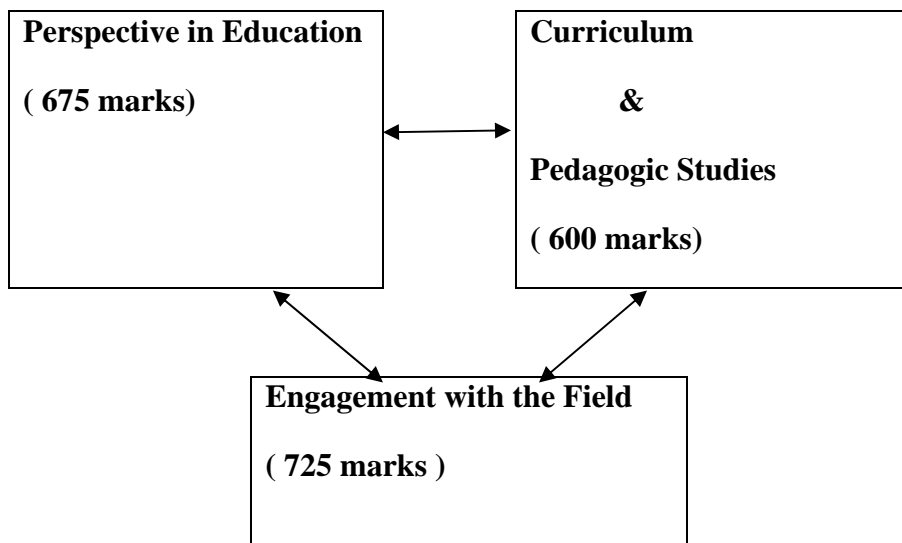
I.   Perspective of Education:

The following are the six courses to be transacted in the two year period, under the curricular   area of Perspectives in Education:

- ❖ Course 1 Childhood and Growing Up
- ❖ Course 2 Contemporary India and Education
- ❖ Course 3 Learning and Teaching
- ❖ Course 6 Gender, School and Society (1/2)
- ❖ Course 8(a & b) Knowledge and Curriculum
- ❖ Course 10 Creating an Inclusive School (1/2)

II.   Curriculum and Pedagogic Studies:

The courses under the curricular area of 'Curriculum and Pedagogic Studies' for the two year period include:

- ❖ Course 4 Language across the Curriculum (1/2)
- ❖ Course 5 Understanding Disciplines and Subjects (1/2)
- ❖ Course 7(a &b) Pedagogy of a School Subject
- ❖ Course 9 Assessment for Learning
- ❖ Course 11 Optional Course*(1/2)

III.   Engagement with the Field – the Self, the Child, Community and School:

This curricular area would have three components –

❖ Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus

❖ School Internship

❖ Courses on Enhancing Professional Capacities (EPC):

❖ Course EPC 1: Reading and Reflecting on Texts (1/2)

❖ Course EPC 2: Drama and Art in Education (1/2)

❖ Course EPC 3: Critical Understanding of ICT (1/2)

❖ Course EPC 4: Understanding the Self (1/2)

❖ Course EPC 5: Yoga education (1/2)

YEARWISE COURSE DISTRIBUTION:

	Course No	Course Name	Total Marks	Cerdit
1ST YEAR	**BED1.1**	Childhood and Growing Up	**125**	**5**
	BED1.2	Contemporary India and Education	**125**	**5**
	BED1.4	Language across the Curriculum	**100**	**4**
	BED1.5	Understanding Disciplines and Subjects	**100**	**4**
	BED1.EPC1	Reading and Reflecting on Text	**50**	**2**
	BED2.3	Learning and Teaching	**125**	**5**
	BED2.7a	Pedagogy of a School Subject- I	**100**	**4**
	BED2.8a	Knowledge and Curriculum- I	**75**	**3**
	BED2.9	Assessment of Learning	**150**	**6**
	BED2.EPC2	Drama and Art in Education	**50**	**2**
2ND YEAR	**BED3.7b**	Pedagogy of a School Subject- II	**75**	**3**
	BED3.SI	School Internship	**425**	**17**
	BED4.6	Gender, School and Society	**75**	**3**
	BED4.8b	Knowledge and Curriculum- II	**75**	**3**
	BED4.10	Creating an Inclusive School	**75**	**3**
	BED4.11	Optional Course**	**75**	**3**
	BED4.EPC3	Critical Understanding of ICT	**100**	**4**
	BED4.EPC4	Understanding the Self	**50**	**2**
	BED4.EPC5	Yoga Education	**50**	**2**
			Total = 2000	**Total = 80**

Semester- I (Credits =20) (Marks = 500)

Course No.	Paper Title	Marks			Credit			Class Teaching Hours		
		*Internal	End sem	Total	Internal	End sem.	Total	Internal	End Sem.	Total
BED1.1	Childhood and Growing Up	25	100	125	1	4	5	32	64	
BED1.2	Contemporary India and Education	25	100	125	1	4	5	32	64	
BED1.4	Language across the Curriculum	50	50	100	2	2	4	64	32	
BED1.5	Understanding Disciplines and Subjects	50	50	100	2	2	4	64	32	
BED1.EPC1	Reading and Reflecting on Text	50	-	50	2	-	2	64	-	

Semester- II (Credits =20) (Marks = 500)

Course No.	Paper Title	Marks			Credit			Class Teaching Hours		
		*Internal	End sem	Total	Internal	End sem.	Total	Internal	End Sem.	Total
BED2.3	Learning and Teaching	25	100	125	1	4	5	32	64	
BED2.7a	Pedagogy of a School Subject- I	50	50	100	2	2	4	64	32	
BED2.8a	Knowledge &Curriculum- I	25	50	75	1	2	3	32	32	
BED2.9	Assessment for Learning	50	100	150	2	4	6	64	64	
BED2.EPC2	Drama and Art in Education	50	-	50	2	-	2	64	-	

Semester- III (Credits =20) (Marks = 500)

Course No.	Paper Title	Marks			Credit			Class Teaching Hours		
		*Internal	End sem	Total	Internal	End sem.	Total	Internal	End Sem.	Total
BED3.7b	Pedagogy of a School Subject- II	25	50	75	1	2	3	32	32	48
BED3.SI	School Internship**	75	350	425	3	14	17	96	224	272

** School Internship may be conducted in two phases, Semester 2 (4 weeks) and 3 (16 weeks), as per availability of schools

Semester-IV (Credits =20) (Marks = 500)

Course No.	Paper Title	Marks			Credit			Class Teaching Hours		
		*Internal	End sem	Total	Internal	End sem.	Total	Internal	End Sem.	Total
BED4.6	Gender, School and Society	25	50	75	1	2	3	32	32	
BED4.8b	Knowledge and Curriculum -II	25	50	75	1	2	3	32	32	
BED4.10	Creating an Inclusive School	25	50	75	1	2	3	32	32	
BED4.11	Optional Course***	25	50	75	1	2	3	32	32	
BED4.EPC3	Critical Understanding of ICT	50	50	100	2	2	4	64	32	
BED4.EPC4	Understanding the Self	50	-	50	2	-	2	64	-	
BED4.EPC5	Yoga Education	50	-	50	2	-	2	64	-	

*** ANY ONE

*Intenal assessment-engagement with the field/practicum/ Hands on students activities/seminar/workshop

All internal activities will have 100% internal assessment

Course-BED1.1	Childhood and Growing Up	Theory	Internal/Assignment/ Practicum	Full Marks	Credits 64+32
		50+50	25	125	
1st Half(50 marks)	**Development and its Characteristics**				
Objectives	The objectives of the course are to enable the teacher students to: 1. Understand the concept of growth and development and stages of development with special reference to the stage of adolescence. 2. Understand the concept of personality, mental health and role of the school in protecting mental health of pupils. 3. Know about the developmental characteristics 4. Be aware of influence of heredity, environment including socio cultural factors on developmental process 5. Understand the mental health problems of learners and role of teachers in this regard. 6. Understand Life Skills Education for adolescence				
Unit I	**Growth and developmental pattern of learners**: • Concept of growth and development • General principles of Development • Educational implications of principles of development • Developmental contextualism - impact of Social-cultural backgrounds of the learner on development				4hrs
Unit II	**Stages of development:** • Different stages of development- infancy, childhood, adolescence • Different dimension of development- Physical development, Emotional development, Cognitive development and Social Development • Development stages and "Milestone of child development"				4hrs
Unit III	**Different theories of Development:** • Psycho-sexual development – Freud's Theory. • Cognitive development- Piaget's theory and its educational implications. • Moral and pro social development- Kohlberg's theory • Zone of Proximal Development- Vygotsky • Attachment Theory- John Bowlby				12hrs
Unit IV	**Individual differences:** • Role of heredity, environment including physical and socio cultural factors, • How child's environment influences on child development(U. Bronfenbrenner) • Child rearing practices and Family- socialization in adolescence				4hrs
Unit V	**Issues of Development:** • Concept development • Attitude , interest and values development				8hrs

	• Intelligence and creativity	
2ⁿᵈ Half(50 marks)	**Mental Health Problems and Life Skills Education for growing up**	
Unit I	**Mental Health:** • What is health and mental health • What is mental health problems children and general identification criteria of mental health problems of children • Role of School and Teachers in this regard	4hrs
Unit II	**Different Types of Mental Health Problems:** • Meaningful Classification of mental health problems of school going Children • Emotional problems: Anxiety Related Disorder, Phobia,OCD,PSTD, somatoform –identification criteria and teachers' role • Depression and suicide-identification and teachers' role	8hrs
Unit III	**Behavioural Problems and psychosis:** • ADHD, CD, ODD- identification and teachers' role • Schizophrenia and bipolar disorder- identification and role of teacher in this regards • Others problems	6hrs
Unit IV	**Promotion of mental health: Adolescents Life Skills Education** • what is life sills • core life skills as prescribed by WHO • Significance of life skills education for adolescence • What is Resilience in this context	6hrs
Unit V	Different Life Skills; • Self awareness & interpersonal relationship • Interpersonal communication & Empathy • Decision making & Problem Solving • Critical thinking & Creative thinking • Coping with emotion & Stress Discussion as prescribe by department	8hrs
Internal/Assignment/Practicum 25 MARKS	• Identify mental health problems of school going children (SDQ) • Role playing for practising life skills • Listing the socio-economic background of the learner • To list down the instances of peer pressure which may have harmful consequences for the students and the ways adopted by them to face or cope with these unfavorable situations. (Smoking, injecting drug etc.) • Find out the plug-in points from your school subjects and link it with the components of Life skills Education. Also plan out supplementary co-curricular activities for the same or role playing	
Suggested Readings	1. Chauhan S. S. (2004). Advanced educational psychology. New Delhi :Vikas Publishing House. 2. Mangal, S. K. (2008). Advanced educational psychology. New Delhi : Prentice Hall of India. 3. Snowman, J. and Biehler, R. (2002). Psychology applied to teaching. New	

York : Houghton Mifflin.
4. Woolfolk A. R. (1995). Educational psychology. 6th ed. Boston: Allyn & Bacon.
5. Papalia D. E., and Sally, W. O. (1978). Human Development. McGraw Hill Publishing Company
6. Fontana, D. (1995). Psychology for Teachers (3rd edition). The British Psychological Society, London: McMillan in association with BPS Books.
7. Sinha M. P. & Ghoshal C. P (2015).: School Poruader Manashik Swastha Samashya,Progressive Publishers , Kolkata
8. Sinha M. P. & Ghoshal C. P (2015).: Kishore Kishorider Jibon Kushalata Siksha, Progressive Publishers , Kolkata

YEAR	I	**CONTEMPORARY INDIA AND EDUCATION**	CREDIT	4+1
Semester	I		HOURS	64+32

OBJECTIVES:	The student will be able to :- • Understand the concept and aims of Education. • Understand the development of Education in India during the Ancient and Medieval Period. • Understand the growth and development of Education in India during the British Period. • Understand the Educational Values as reflected through the provisions of Indian Constitution. • Develop understanding about the social realities of Indian society and its impact on education • Learn the concepts of social Change and social transformation in relation to education • Know the different values enshrined in the constitution of India and its impact on education • Identify the contemporary issues in education and its educational implications • Understand the historical developments in policy framework related to education

1st Half (50 marks)

UNIT-I	**Concept and Aims of Education**	10 hrs.
	Meaning of Education – Broader and Narrow Meaning of Education differ from culture to culture Aims of Education in Contemporary Indian society Determinants of Aims of Education	
UNIT-II	History of Educational development in India	
	A brief outline of Growth and Development of Education in India during Ancient and Medieval period: Brahmanic, Buddhistic and Islamic.	
UNIT-III	Development of Education during British Period(1813-1944)	
	With special references to a) Charter Act of 1813 and Oriental & Occidental Controversy c) Wood's Despatch e) Hunter Commission f) Lord Curzon's Education Policy g) Growth and Development of National Education Movement h) Sadler Commission i) Basic Education Policy j) Hartog Committee Report k) Sargent Report.	
UNIT-IV	Post Independence -Synoptic descriptions of major recommendations	
	❖ Secondary education Commission(1952-54) ❖ Education commission(1964-66)	

	❖ National Education Policy,1986 & 1992	

UNIT-V	**Indian Thinkers in Education**
	    ❖ Swami Vivekananda
	    ❖ Shree Aurovindo
	    ❖ Rabindranath Thakur
	    ❖ Mahatma Gandhi
	    ❖ Pndit Madan Mohan Malviya
	    ❖ Amartya Sen	

	2ND HALF(50 marks)	

UNIT-I	**Social Realities of Indian Society and Education**
	    ▪ Educational Values as reflected through the provisions of Indian Constitution with special reference to democracy, secularism, equality and responsibility.
	    ▪ Influencing Factors of Social organization-Institution, Folkways, Mores, Values
	    ▪ Conceptualizing Social Stratification & Social Mobility and their educational implications
		10 hrs.

UNIT-II	**Education, Social Change and Social Transformation** The concepts of social change Factors of social change Role of education in the process of social change Relationship between Education & Culture	10 hrs.

UNIT-III	**Some Administrative and Educational Bodies**
	    ❖ **UGC**
	    ❖ **NAAC**
	    ❖ **NCERT**
	    ❖ **NCTE**
	    ❖ **NUEPA**
		12 hrs.

UNIT-IV	**Issues in Indian Education** Equalization of Educational Opportunities – SC/ ST, OBC, Women, Handicapped and religious minorities Globalization & Privatization in Education Poverty and Illiteracy Terrorism	12 hrs.

UNIT-V	**Policy Framework for Public Education in India**
	    ❖ World Conference on Education For All (jomtien & Dakar)
	    ❖ Delors Report ; learning the treasure within
	    ❖ Universalization of Elementary Education – Sarva Shiksha Abhiyan
	    ❖ RTE ACT 2009, RMSA and any others current issue offered by department
		10 hrs.

	Internal assessment/Practicum-25 marks **1Term Paper Or discussion on current issues in education in India**	

Suggested Reading

Bhattacharya, S. (2006). Sociological Foundation Of Education: Atlantic Publishers. New Delhi

Dhankar, N. (2010). *Education In Emerging Indian Society*. New Delhi: APH Publishing Corporation.

Dhiman, O. P. (1973). *Principles and Techniques of Education*. Ludhiana: Sharda Brothers.

Fagerling, I., and Saha, L. J.O. (1989). *Education and National Development (2nd Ed.)*. England: Pergamon Press.

Kakkar, S. B. (1995). *Changing Perspectives in Education*. New Delhi: Vikas Publishing House Pvt. Ltd.

Mehta D. D. (2009). *Education in Emerging Indian Education, Indian Education*. Ludhiyana: Tondan Publications, Books Market.

Mehta, D. D. (2009). *Education in Emerging Indian Education, Indian Education*. Ludhiyana:Tondan

Publications, Books Market.

Narulla, S. & Naik, J. P. (1964). *Student History of Education in India.* Mc Millian & Co., of India Pvt. Ltd.

National Policy and Education. (1986). *MHRD.* New Delhi: Govt. of India.

Pathak, K. R. (2007). *Education in the Emerging India*. New Delhi: Atlantic Publishers.

Rassekh, S., and Vaideanu, G. (1987). *The contents of education*. UNESCO, Paris: Richard Clay Ltd., Bungay, Suffolk, England.

Schultz, T. W. (1972). *Investment in Education.* London: The University of Chicago Press Ltd.

Thakur, A. S., and Berwal, S. (2007). *Education in Emerging Indian Society*. New Delhi: National Publishing House.

Purakait B R: Milestone in Modern Indian education, New central book agency, Kolkata

YEAR	I	**LANGUAGE ACROSS CURRICULUM**	CREDIT	2+2
Semester	I		HOURS	32+64

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

COURSE CONTENT / SYLLABUS		
UNIT-I	**Nature and Functions of Language**	6 hrs.
	Language – Meaning , Concept & development Functions of Language Role of Language across Curriculum Theories of Language Learning Barriers in Using a Language &Strategies to Overcome them	
UNIT-II	**Language Diversity in Classrooms**	6 hrs.
	First Language and Second Language Acquisition Using of First and Second Language in the Classroom Multilingualism - Meaning and Concept Language and Culture	
UNIT-III	**Nature of Reading Comprehension in the Content Areas**:	6 hrs.
	• Reading proficiency in the content areas – Social Sciences, Sciences, Mathematics. • Schema Theory. • Different Texts – Expository, Narrative, Transactional. Reflexive.	
UNIT-IV	**Developing Receptive Skills**	7 hrs.
	Barriers to Listening Skills Activities for Developing Listening Skills Barriers to Reading Skills Activities for Developing Reading Skills	
UNIT-V	**Developing Productive Skills**	7 hrs.
	Barriers to Writing Skills Activities for Developing Writing Skills Need and Importance of Classroom Discourse Barriers to Speaking Skills Activities for Developing Speaking Skills	
INTERNAL ASSESSMENT/PRACTICAL WORK- 50MARKS		
1 Term paper on barriers of listening skills- 25 marks		

&

Any one of the following:- 25 marks
1. School Visit to Find out Communication Problem/Apprehension in Students
2. Designing Games and Exercises for Developing Listening, Speaking, Reading and Writing Skills
3. Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech
4. Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming
5. Assignments on Developing Listening Skills – Listening to speech, directions

Suggested Reading

Pearson, J. .C. et al. (2011). *Human Communication* . (4th ed.). New York: McGraw Hill Companies Inc.

Floyd, K. (2009). *Interpersonal Communication*. New York: McGraw Hill Companies Inc.

Fromkin, V, Rodman, R &Hyms, N. (2011). *Introduction to Language.* (9th ed.). Canada: Cengage Learning.

Akmajian, A. et al. (2010). *Linguistics: Introduction to Language and Communication.* (6th ed.). Cambridge: MIT Press.

Fasold, R. &Connor-Linton, J. (2013). *An Introduction to Language and Linguistics*. (6th ed.). Cambridge: Cambridge University Press.

First and Second Language Acquisition- a Brief Comparison.

Retrieved from https://www.uni-due.de/ELE/FLA_SLA_brief_comparison.pdf

Similarities and Differences between First and Second Language Acquisition

Retrieved from

http://multilingualism.pbworks.com/w/page/21913433/Similarities%20and%20Differences%20between%20First%20and%20Second%20Language%20Acquisition

Activities for Developing Speaking Skill

Retrieved from

http://faculty.weber.edu/ppitts/ed4320/Handouts/speakingskills.htm

http://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/speaking.html

Activities for Developing Listening Skill

Retrieved from

http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/listening.html

https://blog.udemy.com/listening-skills-exercises/

YEAR	I	**UNDERSTANDING DISCIPLINES AND SUBJECTS**	CREDIT	2+2
Semester	I		HOURS	32+64

OBJECTIVES	The student will be able to :- • Understand the basis of knowledge and branches of emerging knowledge. • Understand the emergence of various disciplines • Develop among the teacher trainees an understanding of science as a discipline. • Understand nature of Mathematics as a discipline. • Develop among the teacher trainees an understanding of language as a discipline. • Develop among the teacher trainees an understanding of social science as a discipline.

COURSE CONTENT / SYLLABUS

UNIT-I	**Discipline and Subject**	6 hrs.
	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**	6 hrs.

		Nature and history of science Scientific method; a critical view Knowledge, understanding and science The socio cultural perspective and the ethical consideration Science as a discipline, place of scientific knowledge in the schema of school curriculum Study of emergence of school science in relation to the social political and intellectual and historical context.	
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	6 hrs.
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	7 hrs.
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	7 hrs.

Internal Assessment/ practical work- 50 marks
Discussion/debate on the discipline and subject- 25 marks
&
Any one of the following:- 25 marks
1. Policy analysis National curriculum frame works
2. Identification of core, hidden, null and latent curriculum in textbooks.
3. Review of the books for constructing an activity curriculum.
4. 1 term paper related to the concern discipline and subjects

Suggested Reading
Silver, Harold, (1983) 'Education as history' British library , Methuen London LA 631.7 S4 E2
Position papers published by NCERT (2006) in respective subjects
Sidhu, K. B. (1974). *The Teaching of Mathematics.* New Delhi: Sterling Pub. (p). Ltd.
Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpat rai publishing comp.
Binning A.C. & Binning A.H. : Teaching Social Studies in Secondary Schools, New Yorks, McGraw Hill & Co.

YEAR	I	**EPC 1**	CREDIT	1+1
Semester	I	**READING AND REFLECTING ON TEXT**	HOURS	16+32

ESSENCE OF THE COURSE
The course is designed to enhance the reading capacity of the student teachers. It will enable them to develop meta-cognitive awareness. The course offers opportunities to student teachers to read a variety of texts and respond to it creatively and critically.

OBJECTIVES:	The student will be able to :- • Understand the meaning, process, importance and characteristics of reading. • Understand and apply different levels, types, techniques and methods of

	reading.	
	• Acquaint with the skills of reading different types of texts.	
	• Develop different types of reading skills through various activities and met cognition	
	• Learn the skills of reading comprehension and to enhance vocabulary.	
	• Acquaint with "concept mapping" and "story grammar" to enhance reading	

COURSE CONTENT / SYLLABUS		
UNIT-I	**Introduction to Reading**	3 hrs.
	Reading – Meaning and Process	
	Importance of Reading across Curriculum	
	Characteristics of Reading	
UNIT-II	**Reading Skills**	3 hrs
	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	
	Reading Speed	
UNIT-III	**Reading the Text**	4 hrs.
	Types of Texts – Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes	
	Importance of Different Texts in Curriculum	
UNIT-IV	**Developing Reading Skills**	3 hrs.
	Developing Critical Reading Skills	
	Developing Reflective Skills	
	Activities for Developing Reading Skills	
	Developing Meta cognition for Reading	
	Graphic strategy(concept mapping):a new approach to enhance reading	
UNIT-V	**Reading Comprehension**	3 hrs.
	Developing Reading Comprehension	
	Using "story grammar" to enhance reading comprehension and critically reflection	

INTERNAL/PRACTICAL WORK- 50 MARKS(no end semester examination)

Read a topic in your Subject and identified the key concept and present a "concept map"(for sc and social sc) and for language present a "story grammar" and submit to the department- 25 marks

&

Any one of the following:- 25 marks
1. Reading a topic and mind mapping
2. Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text
3. Design vocabulary games to enhance your vocabulary
4. Read the text and provide a five words summary to each paragraph
5. Reading and comprehension exercises
6. Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.
7. Identifying child with reading problems and intervention strategies

Suggested Reading

Bright, J. A., and McGregor, G. P. (1970). *Teaching English as a Second Language.* ELBS: Longman.

Doff, A. (1988). *Teach English: Training Course for Teachers.* Cambridge: Cambridge University Press.

Hill, L. A., and Dobbyn, M. A. (1979). *Training Course, Trainer's Book.* London: Cassell.

Hubbard, P., and Hywel, J. et al. (1983). *A Training Course for TEFL.* Oxford University Press.

Joseph, K. S. (2004).*Self Instruction in English Grammar and Figures of Speech.* Vadodara: Gold Rock Publications.

Mukalel, J. C. (1998). *Approaches to English Language Teaching.* New Delhi: Discovery Publishing house.

Mukalel, J. C. (1998). *Creative Approaches to Classroom Teaching.* New Delhi: Discovery Publishing house.

Mukalel, J. C. (1998). *Psychology of Language Teaching.* New Delhi: Discovery Publishing House.

Mukalel, J. C., and Ahmed, S. B. (1984). *Teaching English in India.* New Delhi: Arya Book Depot.

Nagaraj, G. (1996). *English Language Teaching Approaches, Methods and Techniques.* Calcutta: Orient Longman.

Richard, J., and Theodore, S., and Rodgers, T. S. (1968). *Approaches and Methods in Language.* Cambridge University Press.

Venkateswaran, S. (1995). *Principles of Teaching English.* New Delhi: Vikas Publishing House.

Wilkins, D. A. (1982). *Linguistics in Language Teaching.* London: Edward Arnold

Willis, J. (1981). *Teaching English through English ELBS.* England: Longman Ltd.

Yule, G. (1985). *The Study of Language.* Cambridge: Cambridge University Press.

Recognizing Different Types of Text

http://www.bbc.co.uk/skillswise/factsheet/en03text-l1-f-different-types-of-text

Models of Reading Process

http://people.ucalgary.ca/~mpeglar/models.html

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3001687/

http://www.tarleton.edu/Faculty/gentry/reading%20models.html

Reflective Skills

http://www.skillsyouneed.com/ips/reflecting.html

http://www.skillsyouneed.com/ps/reflective-practice.html

SEMESTER - II

Course-BED2.3	Learning and Teaching	Theory	Internal/Assignment/ Practicum	Full Marks
		50+50	25	125

1st Half(50marks)	Learning

Objectives	The objectives of the course are to enable the teacher students to: 1. Understand the range of cognitive capacities among learners. 2. Reflect on their own implicit understanding of the nature and kinds of learning. 3. Gain an understanding of different theoretical perspectives on learning 4. Demonstrate his/her understanding of different skills at different phases of instruction
Unit I	**Understanding Learning:** • Nature of learning: learning as a process and learning as an outcome • Different Types of Learning Styles • 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. • Theories of motivation- Maslow, Weiner, McClelland & Atkinson, Herzberg • Factors affecting of Motivation- anxiety, curiosity, locus of control, interest, level of aspiration, attribution style, achievement, learned

	helplessness etc
	• 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; • Social Cognitive Learning – Concept (Bandura), nature and implications. Teacher as role model. • Social Constructivist Learning – Concept of Vygotsky, nature and implications. • Meaningful learning – Ausubel and Discovery learning by Bruner
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:** • Strategies for overcome "Learned Helplessness" • Strategies for organizing learning for diverse learners- Brainstorming, Within class grouping, Remedial teaching, Enrichment programme
Suggested Readings	1. Aggarwal, J. C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas Pub House. 2. Bower, G. M. (1986). The Psychology of learning and motivation. Academic Press. 3. Chauhan, S. S. (2000). Advanced educational psychology. New Delhi. : Vikas Publishing House. 4. DeCecco, J, P. & Crawford, W. (1977). Psychology of learning and instruction. New Delhi: Prentice hall of India
2nd Half(50marks)	**Teaching for Learning**
Objectives	The objectives of the course are to enable the teacher students to: 1. Understand the process of teaching 2. Understand and efficiently used different models of teaching. 3. Engage in teaching with proper approach. 4. Develop skills required for teaching
Unit I	**Understanding Teaching:** • Teaching: Concepts, definition, nature and characteristics factors affecting teaching. • Relation between Teaching, Instruction and Training. • Modern concept of teaching- • Smart Teaching- Ron Fitzgerald
Unit II	**Models of Teaching:** • Concept Attainment Model (CAM) • Advance Organizer Model (AOM) • Inquiry Training Model (ITM)
Unit III	**Communication and Classroom management:**

	• Concept and elements of communication, classroom communication model, barriers of classroom communication • Classroom management- Leverage: key to classroom management
Unit IV	**Levels & Approaches of Teaching**: • Stages of teaching- pre active, active and post-active • Variables of teaching • Levels of Teaching: memory, understanding and reflective levels of teaching • 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 Behavior-Flanders Interaction Analysis of Category System (FIACS).
Internal/Assignment/ Practicum	**Any one of the following:-** **25 Marks** ➢ Presentation of Innovative Teaching ➢ Study of the Learning Styles of the Learners ➢ Identification of different types of learner- isolate, star, mutual and chain
Suggested Readings	1.Mangal, S. K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers. 2.Mangal,S.K. (2006). Advanced educational psychology. New Delhi: Prentice hall of India. 3.Mohanty. (1992). Educational technology. New Delhi: Deep and Deep Publications. 4.Vygotsky, L. (1997). Interaction between learning and development. *In* M. Gauvain & M. Cole, (Eds). *Readings on the development of children*. New York: W. H. Freeman & Co. 5.Kumar, K. (2004). What is worth teaching? 3rd ed. Orient Black Swan. 6.Holt, J. (19964). How children fail? Rev. ed. Penguin. 7.Hall, C & Hall, E. (2003). Human relations in education. Routledge. 8.Joyce, M. & Others. (1992). Models of teaching. New York: Holt Rinehart and Winston.

YEAR	I	**Pedagogy of School Subject – I** **Teaching of Language – I (Bengali, English, Sanskrit)**	CREDIT	2+2
Semester	II		HOURS	32+64

Essence of the Course

The course expects learning of linguistic skills (LSRW) and levels (Grammar, Morphology and Lexicon). Languages included in the school curriculum in India are varied in nature. However, for teaching of Indian languages, common methods and approaches have been identified. The course will acquaint the student teachers with the basics of language and language teaching, methods and approaches of teaching of languages and various types of exercises included in language teaching and learning.

OBJECTIVES :	The Student Teachers will be able to:- • Understand what a natural language is and its various characteristics

- (properties).
- Gain insight into general theories of language acquisition and language learning.
- Know how to plan different types of lessons in Language with the help of the given guidelines and execute the same in a classroom situation.
- Gain awareness into as well as skills as to how to make use of various audio visual aids in the classroom.
- Gain insight as to how to develop the various receptive as well as productive skills in Language.
- Develop skills to evaluate learner performance through written as well as other types of tests.
- Differentiate between the various forms of literature.
- Develop the ability of planning their language teaching material.

	COURSE CONTENT / SYLLABUS	
UNIT-I	**Language and Language Teaching**	8 hrs.
	First language, Second Language, Foreign Language and Classical Language	
	Characteristics of First Language/Second Language	
	English as a language of the global world	
	Language Learning and Acquisition	
	Process of Acquiring Language (Natural Process)	
	Language Learning (Enabled Process) (For SL/Foreign L)	
	Difference between learning and acquiring the language	
UNIT-II	**Basic skills of language (LSRW)**	8 hrs.
	Aural/Oral skills: Listening and Speaking	
	Reading and Writing Skills	
	Nomenclature of skills:	
	Receptive and Productive skills and Active and Passive Skills	
	Stages of Linguistic Development	
	Phonic and Morphic	
	Syntactic	
	Semantic	
UNIT-III	**Planning Procedure**	8 hrs.
	Bloom's Taxonomy: Psycho-motor, Affective, Cognitive General Aims of Teaching Language as FL/SL General and Specific Objectives; Learning Outcomes	
UNIT-IV	**Planning Instruction for Teaching First Language/second language**	8 hrs.
	Importance and Significance of Planning Instructions in School Education Year Planning and Unit Planning; Content Analysis and Task Analysis Planning a Lesson	

Internal Assessment/ Practicum

Any TWO of the following :- (25+25=50 marks)

- Speech and Speech Mechanism
- Word Formation
- Syntax
- Phonetic Transcription
- Identifying General and Specific Objectives with Learning Outcome
- Task analysis and Content Analysis
- Developing Instructional (Teaching Learning) Material

- Planning Instructions

Suggested Reading
Hill, L.A. and Dobbyn, M.A. Training Course, Trainer's Book, Cassell, London, 1979.
Richard J. and Theodore S. Rodgers T.S. Approaches and Methods in Language, Cambridge University Press, 1986.
Wilkins, D.A. Linguistics in Language Teaching, Edward Arnold, London, 1982.
Mukalel, J.C. Creative Approaches to Classroom Teaching, Discovery Publishing house, New Delhi, 1998
Ryburn W.N. : Suggestions for the teaching of Mother tongue in India, Oxford University Press, Mumbai.
Mukerjee, S.N. : Rashtra Bhasha Ki Shiksha, Acharya Book Depot, Baroda, 1965.

YEAR	I	**Pedagogy of Scool Sublect - I** **Teaching of Social Science – I (e.g. History,Education)**	CREDIT	2+2
Semester	II		HOURS	32+64

Essence of the course
This course will enable the students to develop deeper understanding about the structure and function of the society. Accordingly, they shall be in a position to appreciate the foundations on which societies have developed. Such an understanding will help a student teacher to adopt ones teaching looking into background of students. Also the teacher will be able to organize various programmes to develop a sense of appreciation about the rich cultural heritage among the students.

OBJECTIVES :	To enable the students to :- • Understand the nature and structure of Social Science. • Appreciate the importance of teaching Social Science at the secondary School level. • Apply the methods, and approaches for organizing Social Studies curriculum. • Develop skills to organize Social Science curriculum. • Develop skills to teach and evaluate Social Science.

COURSE CONTENT / SYLLABUS

UNIT-I	**Modern Concept of Social Science** Meaning, Concept, Need and Importance of Social Science Nature and Scope of Social Science, and status of Social Science in school curriculum Aims & Objectives of Social Science Teaching General and Specific objectives of Social Science teaching Expected behavioral changes through social science teaching Development of values through social science teaching	8 hrs.
UNIT-II	**Techniques of teaching Social Science** Narration cum discussion, role-play, and simulation - (meaning, uses and limitations) C AI/CAL - (meaning, uses and limitations) Models of Teaching: Jurisprudential model, social enquiry, Advance organizer.	8 hrs.

UNIT-III	Method of teaching Social Science	8 hrs.
	Source method, Field study, Museums, Folk lore, oral history, Bal Panchayat, Mock Parliament	
	Uses and Limitations	
	Project method, storytelling (meaning, uses and limitations)	
UNIT-IV	Lesson Planning and Methods of teaching Social Science	8 hrs.
	Planning instruction of Social Science	
	Lesson planning, Unit Planning, Year Plan	
	Exhibition method, Active learning method – (meaning, uses and limitations)	
	Group discussion method (meaning, uses and limitations)	
	Correlation of social science with life nature, mathematics and science & technology.	

<div align="center">Internal Assessment/Practicum</div>

Presentation of a topic related to the field- 25 marks

&

Any one of the following (25marks):-

- ➢ Visit to
  - Historical Places
  - Ecological Places
  - Commercial Places
  - Political Places
- ➢ Organization of Programmes
  - Environment Awareness
  - Social Awareness
  - Election Awareness
  - Exhibition
  - School

Suggested Reading
Agrawal, J.C. : Teaching of Social Studies, Vikas Publishing House, New Delhi.
Binning, A.C. : Teaching Social Studies in Secondary Schools, McGraw Hill and Co., New York.
Bhattacharya, S. & Darji, D.R. : Teaching of Social Studies in Indian Schools, Acharya Book Depot, Baroda, 1966.
Desai, D.B. : Samaj Vidyana Shikhan, Balgovind Prakashan, Ahmedabad.
Greene, H.A., Jozgensen, A.N. Gerberi, J.R. : Measurement and Evaluation in the Secondary School, Mongmans, Green and Co., New York, 1959.
Mathias, Paul : The Teacher's Handbooks for Social Studies, Blandford Press, London, 1973.
Mehlinger. Howard, D. (ed.) : UNESCO, Handbook for the Teaching of Social Studies, Gareem Helm, London, UNESCO, 1981.
The Association of Teachers of Social Studies : Handbook for Social Studies Teaching, Holt, Rinchart and Winston, INC, New York, 1967.
Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi.

YEAR	I	Pedagogy of School Subjects - I	CREDIT	2+2
Semester	II	Teaching of Mathematics – I	HOURS	32+64
OBJECTIVES:		Student teacher will be able to:		
		• understand nature of Mathematics as a discipline.		
		• understand general objectives of teaching Mathematics.		
		• formulate instructional objectives in terms of behavioural outcomes.		
		• analyze the content in terms of concepts, sub-concepts and relation between them.		

	• select and organise learning experiences according to content and level of students.	

COURSE CONTENT / SYLLABUS

UNIT-I	**Nature of Mathematics**	6 hrs.
	The discipline of Mathematics - Its concept, nature and structure.	
	Place of Mathematics in School Curriculum.	
	Values of Mathematics [Long term objectives] : Cultural value, Disciplinary value and Utilitarian value	
	Correlation of Mathematics with other subjects	
	Contribution of the Indian Mathematicians	
UNIT-II	**Objectives of Teaching Mathematics**	6 hrs.
	Objectives of teaching Mathematics at Secondary/Higher Secondary Level: [As recommended by various reports]	
	General Objectives of teaching Mathematics [Knowledge, Understanding, Application, Skills, Interest, Aptitude, Appreciation]	
	Instructional objectives of teaching Mathematics [Knowledge, Understanding, Application, Skills, Interest, Aptitude, Appreciation]	
UNIT-III	**Planning of Instruction in Teaching of Mathematics**	8 hrs.
	Content categories in Mathematics: [Facts, Concepts, Illustrations, Generalizations etc.]	
	Content Analysis in Mathematics	
	Designing of learning experiences in Mathematics	
	Lesson plan and Unit plan with their specific steps	
UNIT-IV	**Various Methods/Approaches for Teaching of Mathematics**	6 hrs.
	Inductive-deductive	
	Analysis Synthesis	
	Problem solving	
	{With specific illustrations for their use in teaching of Mathematics }	
UNIT-V	**Evaluation in Mathematics**	6 hrs.
	Various types of questions useful in evaluation	
	Concept of Diagnosis in Mathematics	
	Concept of Remediation in Mathematics	
	Preparation of Achievement test	
	Preparation of Diagnostic test	

PRACTICAL WORK/Internal Assessment

Any two of the following practical work be carried out by the student teachers :(25 + 25=50marks)
- Preparation of various teaching aids.
- Preparation of programmed learning material for selected Units in Mathematics.
- Evaluation of Mathematics text book.
- Construction of various types of test items.
- Construction of achievement and diagnostic tests.
- Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts.

Suggested Reading
Anice, J. (2008). *Methods of Teaching Mathematics.* New Delhi: Neelkamal Publications.
Butler, C. H., Wren F. L. and Banks, J. H. (1971). *The teaching of Secondary Mathematics.* New York : McGraw Hill.
Coney, T. J., Davis, G. J., and Hen Derson, K. B. (1975). *Dynamics of Teaching Secondary School*

Mathematics. Boston: Houghton - Mifflin co.

Ediger, M., and Rao, B. (2000). *Teaching Mathematics successfully.* New Delhi: Discovery Publishing House.

Kidd, P. K., Myers, S. S., Cilley David, M. (1970). *The Laboratory Approach to Mathematics.* Chicago: Science Research Associates Inc.

Kinney, L. B., and Purdy, C. R. (1965). *Teaching of Mathematics in Secondary School.* New York; Holt, Rinchart and Winston.

Koehler, M. J. & Mishra, P. (2008). Introducing technological pedagogical content knowledge. In AACTE Committee on Innovation and Technology (Eds)., *Handbook of technological pedagogical content knowledge (TPACK) for educators* . New York: Routledge.

Kolb, J. R., and Bassler, O. C. (1979). *Learning to teach secondary School Mathematics.* London: In text Educational Pub.

Kothari, R. G., and Mistry, H. S. (2012). *Diagnosis of Learning Difficulties on Fractions and Decimals: A study on the students of upper primary schools.* Germany: Lambert Academic Publishers.

Kothari, R. G., and Shelat, P. H. (2011). *Mathematical weaknesses among secondary school students.* Germany: VDM Verlag Publishers.

Kumar, S. (1993). *Teaching of Mathematics.* New Delhi: Anmol Pub. Pvt.

Mottershead, L. (1978). *Sources of Mathematical discovery.* Oxford : Basil black Wall.

Nickson, M. (2006). *Teaching and Learning Mathematics : A Guide to Recent Research and its Application.* London: Continuum

Packiam, S. (1983). *Teaching of Modern Mathematics: A New Approach.* New Delhi: Doaba House.

Pandya, B. (2007). *Teaching of Mathematics.* Agra : Radha Prakashan Mandir.

Paul, C. (2008). *Teaching Mathematics : Developing as a Reflective Secondary Teacher.* New Delhi: Sage Publication.

Rao, N. M. (2007). *A Manual of Mathematics Laboratory.* New Delhi: Neelkamal Publications.

Reeve, W. D. (1954). *Mathematics for the Secondary School.* New York: Holt, Rinehart and Winston, Inc.

Servais, W., and Varga, T. (Ed.) (1971). *Teaching School Mathematics. A UNESCO Source Book.* UNESCO, Penguin books.

Shah G. B. (1964). *New Dimensions in teaching of Mathematics.* Baroda : CASE.

Sidhu, K. B. (1974). *The Teaching of Mathematics.* New Delhi: Sterling Pub. (p). Ltd. (LB 1646 14 54)

Singh, H., Avtar, R., and Singh, V. P. (2008*). A Handbook for Designing Mathematics*

YEAR	I	**Pedagogy of School Sublect - I**	Credit	2+2
Semester	II	**Teaching of Science - I (P.Sc, Life Sc, physics, chemistry)**	Hours	32+ 64

OBJECTIVES	The student will be able to :- • Understand science as a discipline. • Understand the importance of teaching science in school. • Aware of the alternatives in organizing the system of science instruction.

COURSE CONTENT / SYLLABUS		
UNIT-I	**Nature of Science**	6 hrs.
	Meaning and nature of science: Process and products of science Science Process Skills: Basic and Integrated process skills Relationship of science with other subjects. Importance of Science in society Value development: intellectual, utilitarian, aesthetic, disciplinary, training in scientific attitude, vocational.	
UNIT-II	**Science Education in India**	6 hrs.

| | Historical development of science Education in India; Recommendations of various commissions and committees on science teaching.

Position paper on "Teaching of science" by NCERT (2006).

Status of science education in India. | |
|---|---|---|
| **UNIT-III** | **Objectives of Teaching Science** | 6 hrs. |
| | Objectives of science teaching at Secondary school level.

Formation of General and specific objectives based on blooms taxonomy.

Mastery and Developmental levels of objectives. | |
| **UNIT-IV** | **Methods and Approaches of Teaching Science** | 7 hrs. |
| | Criteria of selecting a method of teaching
Teacher centered methods:
Student centered/group centered methods:
Innovative Methods: i. Role Play ii. Play way
Approaches of science teaching
i. Integrated   ii. Ecological   iii. Inductive iv Deductive   v Problem Solving
vi. Constructivist | |
| **UNIT-V** | **Unit V: planning of instruction** | 7 hrs. |
| | 1.   Planning of Instruction
    i. Lesson planning
    ii. Unit planning
2. Teaching learning aids in planning the Instructions
    i. Importance of teaching learning aids in science teaching
    ii. Preparation of Various types teaching learning aids
    iii. Use of teaching learning aids in science instruction | |

Internal Assessment/Practicum

Any TWO of the following (25+25=50marks):-

- Preparation of lesson/unit plan by following different methods of teaching.
- Preparation of materials & programmes to inculcate scientific attitude.
- Script writing for Radio/TV/Video on science topics.
- Demonstration of Science Experiments.

Suggested Reading

Amin, J. A. (2011). Training science teachers through activities; towards constructivism. USA: Lap – lambert publishing house.

Harlen, W. and Elstgeest, J. (1992). UNESCO Sourcebook for Science in the Primary School: A Workshop Approach to Teacher Education. UNESCO.

Heiss, E. D. (1961). Modern science teaching. New York: Macmillan Company.

Prasad, J. (1999). Practical aspects in teaching of science. New Delhi: Kanishka Publication.

Chunavala, S. (2006). Science Education: A Trend Report. In NCERT (Eds.), *Sixth Survey of Educational Research (1993-2000)*. New Delhi: NCERT.

http://www.exploratorium.edu/ifi/resources/researches/constructivism.html

Kumar, A. (2004). "*Science education on a slippery path*" Retrieved August 26 2006, from:
http://www.hbcse.orghttp://insa.acpservers.com/html/home.asp

YEAR	I	**KNOWLEDGE AND CURRICULUM (I)**	CREDIT	2+1
Semester	II		HOURS	32+16

OBJECTIVES:	To enable the students to :-
	• Learn about epistemological bases of knowledge • Understand the various concepts and maxims of education. • Understand the concepts and approaches of curriculum development. • Understand the bases and determinants of curriculum. • Acquaint with the curriculum reform in the Indian context.

COURSE CONTENT / SYLLABUS		
UNIT-I	**Philosophical bases of knowledge**	6 hrs.
	Concept of Knowledge Conditions of knowledge Structures and Forms of knowledge Knowledge getting process	
UNIT- II	**Knowledge and Education**	6 hrs.
	Meaning of information, wisdom, instruction, teaching, training, skills Modes of Education – Face to face, Open and Distance (OD) Teaching as a complex activity : ▪ Formal setting ▪ Informal setting Teaching in Multi cultural setting	
UNIT- III	**Concept of Curriculum**	6 hrs.
	Meaning and modern concept of curriculum Meaning of Curriculum framework, syllabus , textbook	

		Types of curriculum: Core, Hidden, Null and Latent curriculum	
		Differentiated curriculum	
UNIT- IV	**Bases of Curriculum Development**		7 hrs.

	Need and Importance of Curriculum development
	Principles of curriculum development
	Foundations of curriculum -Indian Context
	   ■ Philosophical foundations
	   ■ Sociological foundations
	   ■ Psychological foundations
	   ■ Historical foundations		

UNIT- V	**Dynamics of Curriculum Development**		7 hrs.
	Theories of curriculum development –Inductive and Deductive		
	Stage Specific Curriculum-Pre-primary, Primary, Secondary, Higher Secondary		
	Curriculum reforms in India ; National Curriculum Frameworks (2005)		

Internal Assessment/Practicum- 25 marks

- Policy analysis National Curriculum Frame works.
- Identification of core, hidden, null and latent curriculum in textbooks.
- Designing an activity based curriculum.
- Critically Analysis of School Curriculum at different stages
- Discussion/debate on curriculum issues

Suggested Reading

Aggrawal, J. C., & Gupta, S. (2005). *Curriculum Development.* New Delhi: Shipra Publisher.

Alaxander, W. M., & Saylor, J. G. (1966). *Curriculum Planning for modern schools*. New York: Holt, Rinhart and Winston Inc.

Balrara, M. (1999). *Principles of Curriculum Renewal.* New Delhi: Kanishka Publishers.

Candra, A. (1977). *Curriculum Development and Evaluation in education.* New Delhi: Sterling Publishers.

Darji, D. R., & Lulla, B. P. (1967). *Curriculum development in secondary schools of Baroda.* Baroda: Sadhana Press.

Erickson, H.L.(2007) concept based curriculum and instruction for the thinking classroom California; corwin press

Hassrin, M. (2004). *Curriculum Planning for elementary education.* New Delhi: Anmol Publishers.

Herbert, J. W. & Geneva, D. H. (1990). International Encyclopedia of Education Evaluation. New York: Pergamon Press Oxford House.

Jenkins, D., & Shifrnan, D. M. (1976). *Curriculum an introduction.* London: Pitman Publishing House.

Jhompson, K., and White, J. C. (1975). *Curriculum development.* London: Pitman Publishing

Khan.M.I. and Nigam,B.K.(2007).Curriculum reform change and continuity. New Delhi; kanishka publication

Kumari, S., and Srivastava, D. S. (2005). *Curriculum and Instruction*. New Delhi: Shipra Publishers.

Macdonald, B., & Walker, R. (1976). Changing the Curriculum. Britain: Pitman Press.

Musgrave, P. W. (1974). *Contemporary studies in the Curriculum.* Australia: Angus and Roberston Publishers.

Nigam, B. K., & Khan, I. M. (1993). *Evaluation and research in Curriculum Construction.* New Delhi: Kaniska Publishers.

Ornsttein, A. C. & Hunkins, F.P. (1988). Curriculum foundations, Principles and issues New jersey prentice hall

Panday, M. (2007). Principles of Curriculum Development. New Delhi; Rajat publications

Rajput, J. S. (2004). *Encyclopedia of Indian Education.* New Delhi: NCERT.

Satyanarayan, P.V. (2004). *Curriculum development and management.* New Delhi: DPH.

Sharma, R. (2002). *Modern methods of Curriculum Organisation.* Jaipur: Book Enclave.

Sharma, S. R. (1999). *Issues in Curriculum Administration.* New Delhi: Pearl Publishing House.

Sockett, H. (1976). *Designing the Curriculum.* Britain: Pitman Press.

Srivastava, H. S. (2006). *Curriculum and methods of teaching.* New Delhi: Shipra Publishers.

Tata, H. (1962). *Curriculum development theory & practice.* New York: Harcourt, Brace & World Inc.

Yadav, Y.P. (2006). Fundamentals of Curriculum design. New Delhi; Shri Sai Printographers

YEAR	I	ASSESSMENT FOR LEARNING	Credit	4+2
Semester	II		Hours	64+64

1ST HALF (50marks)

OBJECTIVES:	To enable the students to :-
	• Get basic knowledge of assessment for learning.
	• Familiar with different Concepts like assessment, evaluation, test, examination, measurement.
	• Know different tools and techniques of assessment.
	• Know different characteristics of instruments of Assessment.
	• Know different types of teacher made tests and will construct them.

COURSE CONTENT / SYLLABUS

UNIT-I	Assessment And Evaluation	12 hrs.
	Perspective on assessment and evaluation of learning in a constructivist paradigm	
	Concept of assessment, evaluation, test, examination, measurement	
	Measurement: Nature, Types and Scales of Measurement Assessment: Definitions	

	of Assessment for Learning, General Principles of Assessment, Types of Assessment Procedure	
	Importance of Assessment for Learning, Distinction between 'Assessment of Learning' and 'Assessment for Learning', Purposes of assessment in a 'constructivist' paradigm, Strategies for Assessment for Learning	
	And Continuous and Comprehensive assessment	
	Test as an instrument of evaluation	
	Interrelationship between assessment, test, examination, measurement	
	Critical review of current evaluation practices and their assumptions about learning and development	
UNIT-II	**What is to be Assessed?**	
	Instructional Goals and Objectives: Foundation for Assessment	
	• Instructional Objectives as Learning Outcomes	
	• From Overly Specific Objectives to the Thinking Curriculum	
	• Method of Stating Instructional Objectives	
	• Dimensions and levels of learning	
	• Retention/recall of facts and concepts; Application of specific skills	
	• Manipulating tools and symbols; Problem-solving; applying learning to diverse situations	
	• Meaning-making propensity; Abstraction of ideas from experiences;	
	Seeing links and relationships; Inference; Analysis; Reflection	
	• Originality and initiative; Collaborative participation; Creativity; Flexibility	
	• Contexts of assessment	
	• Subject-relate	
	• Person-related	
UNIT-III	**Characteristics of a Good Tool for Assessment**	12 hrs.
	Characteristics of a good tool for Assessment	
	Validity – Meaning of Validity, Nature of Validity, Major considerations in Assessment Validation, Factors influencing Validity and Method of ensuring validity	
	Reliability - Meaning of Reliability, Nature of Reliability, Methods of Determining and Estimating Reliability, Factors Influencing Reliability Measures and Strategies for High Reliability	
	Objectivity- Meaning of objectivity, Nature of Objectivity, Contexts of Objectivity and Method of ensuring Objectivity	

	Usability- Meaning of Usability, Factors Pertinent to Usability of Assessment	
	Interdependence of validity, reliability, objectivity and Usability	
	Norms- Concept of Norms, Types of Norms and Strategies of establishing Norms	
UNIT-IV	**Major Tools and Techniques of Assessment**	12 hrs.
	Paper pencil tests, Oral tests, and Performance tests	
	Achievement tests : standardized and teacher made tests	
	Diagnostic tests	
	Intelligence tests and aptitude tests	
	Rating scale	
	Check list	
	Anecdotal records	
	Schedule	
	Inventory	
	Sociometric	
	Observation and Interview	
UNIT-V	**Assessment Of Subject-Based Learning**	12 hrs.
	Enlarging notions of 'Subject-based Learning' in a constructivist perspective	
	Kinds of Assessment tasks: projects, assignments, performances	
	Observation of learning processes by Observational Techniques, Self-Report and by Peer Appraisals	
	Planning Classroom Tests and Assessment: The purpose of classroom testing and assessment, Developing Specifications for Tests and Assessment, Selecting Appropriate Types of Items and Assessment Tasks, Considerations in Preparing Relevant Test Items and Assessment Tasks, Constructing Objective test items and Essay Questions and their Advantages and Disadvantages.	
Mode of transaction	Lecture, Team Teaching, Practical Work, Group Discussion, Presentation by Students, Unit Test	

PRACTICUM

Any one of the following :- 25 marks

- Listing some examples of different scales of measurement;

- Making list of similarities and differences between assessment, evaluation, test, examination, measurement

- Framing Instructional objectives;

- Preparing Table of Specification Test and Assessment;

- Determining the reliability and validity of a tool;

- Designing Rating scale, Questionnaire, Interview Schedule in a given a topic

- Administering sociometric test in their class;

- Framing Different types of questions.

Suggested Reading

Anastasi,A. & Urbina, S. (2007). *Psychological Testing*. New Delhi: PHI Learning PVT. LTD.

Ebel, R.L. and Fresbie, D.A. (2009). *Essentials of Educational Measurement*. New Delhi: PHI Learning PVT. LTD.

Garrett, H.E. (2008). *Statistics in Psychology and Education*. Delhi: Surjeet Publication.

Gupta, S. K. (1994). *Applied Statistics for Education*. Mittal Publications.

Linn, R.L. & Gronlund, N.E.(2005). *Measurement and Assessment in Teaching.* New Delhi: PHI Learning PVT. LTD.

Mehta, S. J., and Shah, I. K. (1982). *Educational Evaluation.* Ahmedabad: Anand Prakashan (Gujarati).

Rani, P. (2004). *Educational Measurement and Evaluation*. New Delhi: Discovery Publishers.

Rawat, D. S. (1970). *Measurement, Evaluation and Statistics in Education*. , New Delhi: New Raj Book Depot.

Reynolds, C.R., Livingston, R.B., and Willson, V. (2011).*Measurement and Assessment in Education.* New Delhi: PHI Learning PVT. LTD.

Ten Brink, T. D. (1974). *Evaluation - A Practical Guide for Teachers.* New York: McGraw Hill Book Co.

Thorndike, R.M. (2010). *Measurement and Evaluation in Psychology and Education*. New Delhi: PHI Learning PVT. LTD.

Yadav, M. S. and Govinda, R. (1977). *Educational Evaluation,* Ahmedabad: Sahitya Mudranalaya.

ASSESSMENT FOR LEARNING

2nd Half(50 marks)

OBJECTIVES:	To enable the students to :- - Make Sociological And Psychological Analysis Of Examination Related Issues Related Issues - Get knowledge of Policies, Practices And Possibilities of School-Based Assessment And Evaluation

	• Compare different Examination reform efforts in India • Analyse and determine Directions for Examination Reform and New Trends of Examination • Compute simple statistics to assess the learning.	
COURSE CONTENT / SYLLABUS		
UNIT-VI	**Examination System: A Sociological And Psychological Analysis Of The Related Issues**	12 hrs.
	• Examination for gradation • Examination for social selection and placement • Impact of the prevailing examination system on student learning and stakeholders • Entrance tests and their influence on students and school system.	
UNIT-VII	**School-Based Assessment And Evaluation: Policies, Practices And Possibilities**	
	Impact of examination-driven schooling • On pedagogy: Content-confined, information focused testing; Memory centric teaching and testing • On school culture • De-linking school-based assessment from examinations: Some possibilities and alternate practices.	
UNIT-VIII	**Examination Reform Efforts**	12 hrs.
	Examination reform efforts in India based on: • Secondary Education Commission (1952-53) • Kothari Commission (1964-66) • National Policy on Education (1986) and Programme of Action (1992) • National Curriculum Framework (2005) developed for school education • National Focus Group Position Paper on Examination Reform (Discussion should cover analysis of recommendations, implementations and the emerging concerns).	
UNIT-IX	**Directions for Examination Reform and New Trends of Examination**	12 hrs.
	• Introducing flexibility in examination-taking requirements • Improving quality and range of questions in exam papers Question bank Semester system • Including school-based credits • Alternative modes of certification • Examination management • Role of ICT in examination	
UNIT-X	**Statistical Tools for Data Analysis, Feedback And Reporting**	12 hrs.
	Statistical tools—Percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation, Score transformation and their interpretation Feedback as an essential component of formative assessment, Use of assessment for feedback; Types of teacher feedback (written comments, oral); Peer feedback • Place of marks, grades and qualitative descriptions • Developing and maintaining a comprehensive learner profile • Purposes of reporting • Progress and profile of learner • Reporting a consolidated learner profile.	

PRACTICUM

Any one of the following :- 25 marks

- Organising debate on current examination practices;
- Preparing portfolio, report card regarding progress of learner;
- Framing Question Bank on different pedagogical subjects;
- Preparing article on Impact of the prevailing examination system on student learning and stakeholders;
- Listing strategies for management of examination in school;
- Preparing computer generated examination related records and registers;
- Prepare graphs and use statistics for analysis of test result;
- Transferring test scores into norms and interpreting it; and
- Making visit different schools and preparing report on learning output of certain class.

Suggested Reading

Anastasi,A. & Urbina, S. (2007). *Psychological Testing*. New Delhi: PHI Learning PVT. LTD.

Ebel, R.L. and Fresbie, D.A. (2009). *Essentials of Educational Measurement*. New Delhi: PHI Learning PVT. LTD.

Garrett, H.E. (2008). *Statistics in Psychology and Education*. Delhi: Surjeet Publication.

Gupta, S. K. (1994). *Applied Statistics for Education*. Mittal Publications.

Linn, R.L. & Gronlund, N.E.(2005). *Measurement and Assessment in Teaching*. New Delhi: PHI Learning PVT. LTD.

Mehta, S. J., and Shah, I. K. (1982). *Educational Evaluation.* Ahmedabad: Anand Prakashan (Gujarati).

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YEAR	I	**EPC 2**	CREDIT	1+1
Semester	II	**DRAMA AND ART IN EDUCATION**	HOURS	16+32

ESSENCE OF THE COURSE

This course is designed to enhance the creativity of student teachers and sharpen their aesthetic sensibilities. It aims to make student teacher aware of the role of art, music and drama in education. It will enable the student teacher to use the various forms of drama, art and music in the teaching learning to improve learning.

OBJECTIVES:	To enable the students to :- • Understand the use of 'Drama' as a 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 CONTENT / SYLLABUS

UNIT-I	**Drama and its Fundamentals**	3hrs.
	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) with spl reference to Utpal Dutta 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*)**	3 hrs.
	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**	3 hrs.
	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**	3 hrs.
	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**	4 hrs.
	Creative writing -Story writing, Poetry writing Model making - Clay modeling, Origami, Puppet making Decorative Art - Rangoli, Ekebana, Wall painting (Mural) Designing - Computer graphics, CD Cover, Book cover, Collage work The use of different art forms in Education	
Mode of transaction	Lecture, lecture cum Discussion, Workshop schedule, Slide / Film show, Project work, Demonstration, Visit , Group work and its Presentation	

Internal/PRACTICUM-50marks(No end semester exam)

Any two 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 west 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.

Suggested Reading

1) Theory of Drama by A.Nicoll
2) Natya Kala by Dhirubhai Thakar
3) Natya lekhan by Dhananjay Thakar
4) Natak desh videsman by Hasmukh Baradi
5) Gujarati theatre no Itihas by Baradi Hasmukh
6) Acting is Believing by Charls McGaw
7) Art of Speech by Kethlin Rich
8) Natya Sahity na swaroopo by Nanda kumar pathak
9) Bhavai by Sudahaben Desai
10) Bhavai by Krishnakant Kadkiya
11) Natya Manjari saurabh by G.K.Bhatt
12) Bharat aur Bhartiya Natya Kala by Surendra nath Dixit
13) Ekanki nu swarup ane Gujarati Ekanki by Jayant Kothari.
14) The History of Gujrati Theatre- vinod Meghani.
15) Japan ni Rangbhumi by C.C.Mehta.
16) *Nakrani, H. (1988). Gamta Gaao Geet. Rajkot, Pravin Prakashan.*
17) Deva, B.C.(1981). An Introduction to Indian Music. Publication Division, Ministry of Information and Broadcasting, Government of India.
18) Abhinav Raga Manjari by Pt. Bhatkhande
19) Kramik Pustak Malika by Pt. Bhatkhande
20) Abhinav Geet Manjari by Ratanjankar
21) NCERT, (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre

SEMESTER – III

YEAR	II	**Teaching of Language – II**	CREDIT	**2+2**
Semester	III		HOURS	**32+64**

Essence of the course	
The course will focus on assessment and evaluation procedures adopted in language learning. Various measures adopted for assessment in language learning will be covered in this course. The role of ICT in language learning has been highlighted with a view to acquaint student teachers to facilitate different functions of language learning.	
OBJECTIVES:	To enable the students to :- • Understand techniques of language teaching • Design teaching learning material • Apply the various methods of teaching in classroom situation. • Use ICT in developing instructional material

Unit	Content	Hours
1	Teaching Learning Process and Assessment	8
	Techniques of teaching languages, simulation, role-play, dramatization, drilling (group and pair work), debate.	
	Designing and developing teaching learning material; Projective and non-projective devices	
	Language specific assessment: (Testing LSRW) Test, Types of Test	
2	Methods and Approaches of Teaching languages	8
	Audio-lingual Approach, Aural-Oral Approach, TPR (Total Physical Response)	
	Structural and Communicative Approach	
	Direct Method	
	Grammar Translation Method	
	Reading Method	
3	computer in Teaching Languages	8
	Developing cumputer based Instructional Material	
	Use of Internet	
	Use of electronic gadgets for Teaching Languages	
4	Innovative Practices in Teaching Languages	8
	Alternative Methods of language teaching	
	Various Models of Teaching	
	Resources for Language Teaching	
	Online Language Resources for Teachers	
	Dictionary, Encyclopedia and Thesaurus	
	Films, Advertisement (Print and AV Media)	
	Internal assessment/ practical work-25marks One term paper	

Suggested Reading

Hill, L.A. and Dobbyn, M.A. Training Course, Trainer's Book, Cassell, London, 1979.

Richard J. and Theodore S. Rodgers T.S. Approaches and Methods in Language, Cambridge University Press, 1986.

Wilkins, D.A. Linguistics in Language Teaching, Edward Arnold, London, 1982.

Mukalel, J.C. Creative Approaches to Classroom Teaching, Discovery Publishing house, New Delhi, 1998

Ryburn W.N. : Suggestions for the teaching of Mother tongue in India, Oxford University Press, Mumbai.

Mukerjee, S.N. : Rashtra Bhasha Ki Shiksha, Acharya Book Depot, Baroda, 1965.

YEAR	II	**Teaching of Social Science - II**	Credit	**2+2**
Semester	III		Hours	**32+64**

Essence of the course

This course will enable the students to develop deeper understanding about the structure and function of the society. Accordingly, they shall be in a position to appreciate the foundations on which societies have developed. Such an understanding will help a student teacher to adopt ones teaching looking into background of students. Also the teacher will be able to organize various programmes to develop a sense

		of appreciation about the rich cultural heritage among the students.	

OBJECTIVES:	To enable the students to :- • Equip the student trainees with the skills of diagnostic and remedial teaching. • Equip the student trainees with the skills for teaching gifted and under average students. • Critically examine the Social Science syllabus and develop skills to periodically modify and update the text books.

Unit	Sub-unit	Content	Credit
1	1	Teaching aids and reference material of teaching social science Globe, time line, map, atlas, map book (meaning, use, merit and limitation)	8
	2	Pictures, Charts, Graphs, Models - (meaning, use, merit and limitation)	
	3	Use of newspaper and magazine in teaching of social science. (LCD-Projector, OHP, Computer, Film strips, Epidiascopes.	
	4	Teacher of Social Science : Educational Qualification of Social Science teachers	
2	1	Professional efficiency of Social Science teachers	8
	2	Training of Social Science teachers	
	3	Characteristics of Social Science teachers	
	4	Teaching aids and reference material of teaching social science Globe, time line, map, atlas, map book (meaning, use, merit and limitation)	
3		Text-book of Social Sciences, Social Science room, Club and study circle	8
	1	Need, importance and layout of Social science room, Arrangements of study material and equipment and functions of social science room	
	2	Meaning, need, formation and Activities social science club / study circle	
	3	Text book of social science Characteristics of good text book	
4		Evaluation in Social Science :	8
	1	Meaning of evaluation and examination	

Unit	Sub-unit	Content	Credit
	2	Tools for evaluation in social science (Check list, observation, sociomatry, interview, rating scale)	
	3	Types of test (test developed by teacher and scientific tests) (Meaning, Construction, Merit, limitation)	
	4	Concept, Need and importance of diagnostic and remedial work in social science.	

INTERNAL ASSESSMENT/PRACTICUM

Any one of the following:-(25marks)

Practicum Development of skill of map

Development of skill of time line

Project

Case Study

Debate

Term paper

Suggested Reading
Agrawal, J.C. : Teaching of Social Studies, Vikas Publishing House, New Delhi.
Binning, A.C. : Teaching Social Studies in Secondary Schools, McGraw Hill and Co., New York.
Bhattacharya, S. & Darji, D.R. : Teaching of Social Studies in Indian Schools, Acharya Book Depot, Baroda, 1966.
Desai, D.B. : Samaj Vidyana Shikhan, Balgovind Prakashan, Ahmedabad.
Greene, H.A., Jozgensen, A.N. Gerberi, J.R. : Measurement and Evaluation in the Secondary School, Mongmans, Green and Co., New York, 1959.
Mathias, Paul : The Teacher's Handbooks for Social Studies, Blandford Press, London, 1973.
Mehlinger. Howard, D. (ed.) : UNESCO, Handbook for the Teaching of Social Studies, Gareem Helm, London, UNESCO, 1981.
The Association of Teachers of Social Studies : Handbook for Social Studies Teaching, Holt, Rinchart and Winston, INC, New York, 1967.
Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi.

YEAR	II	**TEACHING OF SCIENCE II**	CREDIT	**2+1**
Semester	III		HOURS	**32+32**

OBJECTIVES:	To enable the students to :-
	- Understand the necessary skills to organize, evaluate and improve the system of science education. - Be aware of the professional organizations for science teachers. - Acquaint themselves about the recent trends in science education.

	COURSE CONTENT / SYLLABUS	
UNIT-I	**Models of Teaching Science**	6 hrs.
	i. Concept Attainment Model in sc teaching ii. Inquiry Training Model in sc teaching	
UNIT-II	**Resources for Teaching Science**	7 hrs.
	i. General Science Laboratory: Designing, management and safety measures ii. Qualities of a good science textbook, teacher's handbook, journals, magazines iii. Qualities expected of the science teacher iv Technology: Use of various web resources in science teaching	
UNIT-III	**Science Activities**	7 hrs.
	i. Importance of science activities ii. Planning & Organization of field trip, project work, science quiz, excursion, science exhibition, science fair, aquarium, bird watching, star gaze. iii. Formation and activities of Science club in school.	
UNIT-IV	**Evaluation in Science**	6 hrs.
	i. Assessment of cognitive aspects of science learning, ii. Assessment of non-cognitive aspects of science learning iii. Assessment of science process skills and experimental skills. iv. National talent search examinations, Science Olympiad	
UNIT- V	**Current /Innovative practices in Science teaching**	6 hrs.
	i. Recent trends in curriculum development ii. Concept of mobile Science Laboratory & Science express iii. Professional organization for science teachers iv Use of concept maps in science teaching v Current research trends in science education	

Internal Assessment/Practicum

Any one of the following (25MARKS)

- Analysis of Science Textbook up to higher secondary stage
- Survey of Science Laboratory in a school.
- Evolving suitable technique(s) to evaluate laboratory work.
- Visit to Community Science Centre, Nature Park and Science City.

Suggested Reading

Joyce, B. and Weil, M. (2009). Models of teaching. USA: Pearson higher education.

Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpat rai publishing comp.

Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: Deep and Deep.

NCERT. (2006). Position paper on 'Teaching of Science'. New Delhi: NCERT.

Prasad, J. (1999). *Practical aspects in teaching of science*. New Delhi: Kanishka Publication

http://www.sofworld.org/

YEAR	II		CREDIT	2+1
Semester	III	**Teaching of Mathematics II**	HOURS	32+32
OBJECTIVES :	To enable the students to :- • Design appropriate teaching – learning strategy/approach suited to particular content. • Use of various teaching aids in teaching of Mathematics. • Evaluate Mathematics Text Book. • Understand the current research trends in teaching maths. • Understand innovations and implications of researches in the field of Mathematics Education.			
COURSE CONTENT / SYLLABUS				
UNIT-I	**Various Methods/Approaches for Teaching of Mathematics** Laboratory Method Discovery Method Project Method {With specific illustrations for their use in teaching of Mathematics}			6 hrs.
UNIT-II	**Use of teaching aids in teaching Mathematics** Need of Technological Pedagogical Content Knowledge (TPACK) in Mathematics Use of various Audio Visual aids in teaching of Mathematics - Charts, models, overhead projector, films with their specific use and limitations			7 hrs.
UNIT-III	**Curriculum and Text book of Mathematics** Curriculum at upper primary, secondary and Higher secondary level: [A critical review with respect to Principle of Curriculum Design.] Functions of Mathematics Text Book Characteristics of a good text book Evaluation of Mathematics Text book : [Physical aspects, academic aspects]			7 hrs.
UNIT-IV	**Research in Mathematics Education** Meaning of Research with respect to Mathematics Education Implications of researches in the field of Mathematics education Recent trends in research of teaching mathematics			6 hrs.
UNIT-V	**Innovations in teaching of Mathematics**			6 hrs.

	Teaching of Mathematics in the context of socio-cultural aspects	
	Recreation in Mathematics (Mathematics Club & Activities for Mathematical creativity & Vedic Mathematics)	
	Mathematics Laboratory	
	Mastery Learning Strategy	

Internal assessment/Practical work

Any one of the following :- (25 marks)

- Identify the slow learners, low achievers and high achievers in Mathematics from the classroom during practice teaching. (Case study)
- 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.

Suggested Reading

Anice, J. (2008). *Methods of Teaching Mathematics.* New Delhi: Neelkamal Publications.

Butler, C. H., Wren F. L. and Banks, J. H. (1971). *The teaching of Secondary Mathematics.* New York : McGraw Hill.

Coney, T. J., Davis, G. J., and Hen Derson, K. B. (1975). *Dynamics of Teaching Secondary School Mathematics.* Boston: Houghton - Mifflin co.

Ediger, M., and Rao, B. (2000). *Teaching Mathematics successfully.* New Delhi: Discovery Publishing House.

Kidd, P. K., Myers, S. S., Cilley David, M. (1970). *The Laboratory Approach to Mathematics.* Chicago: Science Research Associates Inc.

Kinney, L. B., and Purdy, C. R. (1965). *Teaching of Mathematics in Secondary School.* New York; Holt, Rinchart and Winston.

Koehler, M. J. & Mishra, P. (2008). Introducing technological pedagogical content knowledge. In AACTE Committee on Innovation and Technology (Eds)., *Handbook of technological pedagogical content knowledge (TPACK) for educators* . New York: Routledge.

Kolb, J. R., and Bassler, O. C. (1979). *Learning to teach secondary School Mathematics.* London: In text Educational Pub.

Kothari, R. G., and Mistry, H. S. (2012). *Diagnosis of Learning Difficulties on Fractions and Decimals: A study on the students of upper primary schools.* Germany: Lambert Academic Publishers.

Kothari, R. G., and Shelat, P. H. (2011). *Mathematical weaknesses among secondary school students.* Germany: VDM Verlag Publishers.

Kumar, S. (1993). *Teaching of Mathematics.* New Delhi: Anmol Pub. Pvt.

Mottershead, L. (1978). *Sources of Mathematical discovery.* Oxford : Basil black Wall.

Nickson, M. (2006). *Teaching and Learning Mathematics : A Guide to Recent Research and its Application.* London: Continuum

Packiam, S. (1983). *Teaching of Modern Mathematics: A New Approach.* New Delhi: Doaba House.

Pandya, B. (2007). *Teaching of Mathematics.* Agra : Radha Prakashan Mandir.

Paul Chambers (2008). *Teaching Mathematics : Developing as a Reflective Secondary Teacher.* New Delhi: Sage Publication.

Rao, N. M. (2007). *A Manual of Mathematics Laboratory*. New Delhi: Neelkamal Publications.

Reeve, W. D. (1954). *Mathematics for the Secondary School.* New York: Holt, Rinehart and Winston, Inc.

Servais, W., and Varga, T. (Ed.) (1971). *Teaching School Mathematics. A UNESCO Source Book.* UNESCO, Penguin books.

Shah G. B. (1964). *New Dimensions in teaching of Mathematics.* Baroda : CASE.

Sidhu, K. B. (1974). *The Teaching of Mathematics.* New Delhi: Sterling Pub. (p). Ltd. (LB 1646 14 54)

Singh, H., Avtar, R., and Singh, V. P. (2008*). A Handbook for Designing Mathematics*

YEAR	II		CREDIT	2+1
Semester	III	**Teaching of Mathematics II**	HOURS	32+32
OBJECTIVES :	To enable the students to :- • Design appropriate teaching – learning strategy/approach suited to particular content. • Use of various teaching aids in teaching of Mathematics. • Evaluate Mathematics Text Book. • Understand the current research trends in teaching maths. • Understand innovations and implications of researches in the field of Mathematics Education.			
COURSE CONTENT / SYLLABUS				
UNIT-I	**Various Methods/Approaches for Teaching of Mathematics** Laboratory Method Discovery Method Project Method {With specific illustrations for their use in teaching of Mathematics}			6 hrs.
UNIT-II	**Use of teaching aids in teaching Mathematics** Need of Technological Pedagogical Content Knowledge (TPACK) in Mathematics Use of various Audio Visual aids in teaching of Mathematics - Charts, models, overhead projector, films with their specific use and limitations			7 hrs.
UNIT-III	**Curriculum and Text book of Mathematics** Curriculum at upper primary, secondary and Higher secondary level: [A critical review with respect to Principle of Curriculum Design.] Functions of Mathematics Text Book Characteristics of a good text book Evaluation of Mathematics Text book : [Physical aspects, academic aspects]			7 hrs.
UNIT-IV	**Research in Mathematics Education** Meaning of Research with respect to Mathematics Education Implications of researches in the field of Mathematics education Recent trends in research of teaching mathematics			6 hrs.
UNIT-V	**Innovations in teaching of Mathematics** Teaching of Mathematics in the context of socio-cultural aspects Recreation in Mathematics (Mathematics Club & Activities for Mathematical creativity & Vedic Mathematics) Mathematics Laboratory Mastery Learning Strategy			6 hrs.
Internal assessment/Practical work				
Any one of the following :- (25 marks)				

- Identify the slow learners, low achievers and high achievers in Mathematics from the classroom during practice teaching. (Case study)
- 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.

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Kinney, L. B., and Purdy, C. R. (1965). *Teaching of Mathematics in Secondary School.* New York; Holt, Rinchart and Winston.

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Kolb, J. R., and Bassler, O. C. (1979). *Learning to teach secondary School Mathematics.* London: In text Educational Pub.

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Paul Chambers (2008). *Teaching Mathematics : Developing as a Reflective Secondary Teacher.* New Delhi: Sage Publication.

Rao, N. M. (2007). *A Manual of Mathematics Laboratory.* New Delhi: Neelkamal Publications.

Reeve, W. D. (1954). *Mathematics for the Secondary School.* New York: Holt, Rinehart and Winston, Inc.

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Shah G. B. (1964). *New Dimensions in teaching of Mathematics.* Baroda : CASE.

Sidhu, K. B. (1974). *The Teaching of Mathematics.* New Delhi: Sterling Pub. (p). Ltd. (LB 1646 14 54)

Singh, H., Avtar, R., and Singh, V. P. (2008*). A Handbook for Designing Mathematics*

School Internship – see exam rules

SEMESTER- IV

YEAR	II	Gender, School and Society	CREDIT	2+1
Semester	IV		HOURS	32+32

ESSENCE OF THE COURSE

This course is designed to develop gender sensitivity among student teachers. Gender inequality is deeply rooted in the Indian patriarchal society. This course emphasizes on the need of the student teachers to explore and examine the role of schools, teachers and society at large to bring about gender parity.

OBJECTIVE S:	To enable the student to :- • Develop gender sensitivity among the student teachers. • Develop clarity among the concept of Gender and sexuality • Understand about the gender issues faced in school • Aware about the role of education in relation to gender issues • Understand the gender issues faced in society and educational implications • Aware about constitutional provisions of human rights and women right

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COURSE CONTENT / SYLLABUS

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UNIT-I	**Introduction to Gender, Gender roles and Development**	6 hrs.
	Introduction Definition of Gender Difference between Gender and Sex The Concept of Gender, sexuality and Development Gender Dynamics and Development Basic Gender Concepts and Terminology Social Construction of Gender Gender Roles Types of Gender Roles Gender Roles and Relationships Matrix Gender-based Division and Valuation of Work Exploring Attitudes towards Gender	

UNIT-II	**Gender studies: paradigm shift**	6hrs.
	• 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 RajaRammohan Roy, PanditIswar Chandra Vidyasagar, Swami Vivekananda, Rabindranath Tegore and BegamRokeya). 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 and Education**	5hrs.
	Gender issues integrated in course Teaching Strategies to develop gender sensitivity Critical evaluation of Text book with respect to gender Gender Identities and Socialisation Practices in: _ Family _ Schools _ Other formal and informal organization.	

	• Schooling of Girls and Women Empowerment	
UNIT-IV	**Gender Society**	7 hrs.
	History and current scenario of Indian Women Concept of Patriarchy and Matriarchy and issues related to Indian Women Gender roles in society through variety of institutions such as family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc), law and state Stereotypes in society Issue related to women/girl child: female infanticide and feticide, sex ratio, sexual harassment of women at work place, honour killing, dowry, child marriage, property rights, divorce, widowhood, Identification of sexual abuse/violence and its verbalisation, combating the societal outlook of objectification of the female body.	
UNIT-V	**Gender and Law**	8 hrs.
	Introduction to laws related to women (Rape, Dowry, Remarriage, Divorce, Property inheritance, Trafficking). Women's reservation bill – history and current status The Indian constitution and provisions according to women Human rights and women's rights **Gender, Sexuality, Sexual Harassment and Abuse:** • Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models) • Sites of conflict: Social and emotional • Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institutions • Agencies perpetuating violence: Family, school, work place and media (print and electronic) • Institutions redressing sexual harassment and abuse. 1	

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INTERNAL/PRACTICUM- 25 marks

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Any one of the following :-

- Visit schools and study the sexual abuse and sexual harassment cases.
- Text book analysis for identifying gender issues, gender biases reflected in it.
- To undertake study of sex ratio and analysis of it state wise
- 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 Presentations
- 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.

Suggested Reading
Aggrawal, N. (2002). *Women and law in India*. New Delhi: New Century Pub.
Agnes, F., Chandra, S., & Basu, M. (2004). *Women and law in India.* New Delhi: Oxford University Press
Goonesekere, S. (Ed). (2004). *Violence, law and women's rights in South Asia.* New Delhi: Sage

Jaising, I (Ed.). (2005). *Men's laws women's lives: A constitutional perspective on religion, common law and culture and South Asia.* New Delhi: Women Unlimited

Kapur, R. (1992). From theory to practice: Reflections on legal literacy work with women in India. In M. Schuler, & S. R. Kadirgamar (Eds.), *Legal Literacy: A tool for women's empowerment* (pp. 93-115). New York: UNIFEM.

Maswood, S. (2004). *Laws relating to women.* New Delhi: Orient Law House.

Schuler, M., & Kadirgamar, S. R. (1992). Legal literacy as a tool for women's empowerment. In M. Schuler, & S. R. Kadirgamar (Eds.), *Legal literacy: A tool for women's empowerment* (pp. 21-70). New York: UNIFEM

Sen, S. (2013). *Women rights and empowerment.* New Delhi: Astha Publishers.

Siddiqi, F.E. & Ranganathan, S. (2001). *Handbook on women and human rights.* New Delhi: Kanishka Publishers

Stone, L., & James, C. (2011). Dowry, bride-burning, and female power in India. In C. B. Brettell, & C. F. Sargent (Eds.), *Gender in cross-cultural perspective* (5 ed., pp. 308-317). New Delhi: PHI Learning Private Limited

YEAR	II	**KNOWLEDGE AND CURRICULUM- II**	Credit	2+1
Semester	IV		Hours	32+16

OBJECTIVES:	To enable the students to :-
	• Understand various concepts, maxims, modes, media of Education and models of teaching.
	• Acquaint with the changing paradigms of education.
	• Understand models and process of curriculum development
	• Understand the strategies of curriculum implementation
	• Understand the ways of curriculum evaluation
	• Examine issues in curriculum development

COURSE CONTENT / SYLLABUS

UNIT-II	**Curriculum Perspectives**	6 hrs.
	Formulation of educational objectives	
	Criteria for selection of content	
	Curriculum planning and designing	
	Curriculum implementation strategy	

	Curriculum support material	
UNIT-III	**Curriculum Development; Models and Processes**	6 hrs.
	Models of curriculum development	
	Hilda Taba	
	Administrative	
	Walker	
UNIT-IV	**Curriculum Implementation**	7 hrs.
	Curricular team and its functions at local, state and national levels.	
	Tools of implementation. Hand-books, Manuals, Textbooks, Modules, Instructional Materials	
	Training teachers for curriculum implementation	
UNIT-V	**Curriculum Evaluation and issues**	7 hrs.
	Formative and Summative Evaluation	
	Criteria for evaluating the curriculum	
	Curriculum evaluation models –Tyler, Stake's Countenance model and CIPP	
	Curriculum development; Issues	

Internal assessment/Practicum

Any one of the following :- (25 MARKS)

- Visit to DEO, DIET, Schools to find out the role of different personnel in curriculum development process.

- Evaluation and preparation of a report of existing WBBSE, WBCHSE, and CBSC curriculum at different level.

- DISSCUSSION/DEBATE/TERM PAPER

Suggested Reading

Aggrawal, J. C., & Gupta, S. (2005). *Curriculum Development.* New Delhi: Shipra Publisher.

Alaxander, W. M., & Saylor, J. G. (1966). *Curriculum Planning for modern schools*. New   York: Holt, Rinhart and Winston Inc.

Balrara, M. (1999). *Principles of Curriculum Renewal*. New Delhi: Kanishka Publishers.

Candra, A. (1977). *Curriculum Development and Evaluation in education.* New Delhi: Sterling Publishers.

Darji, D. R., & Lulla, B. P. (1967). *Curriculum development in secondary schools of Baroda.* Baroda:

Sadhana Press.

Erickson, H.L.(2007) concept based curriculum and instruction for the thinking classroom California; corwin press

Hassrin, M. (2004). *Curriculum Planning for elementary education.* New Delhi: Anmol   Publishers.

Herbert, J. W. & Geneva, D. H. (1990). International Encyclopedia of Education Evaluation. New York: Pergamon Press Oxford House.

Jenkins, D., & Shifrnan, D. M. (1976). *Curriculum an introduction.* London: Pitman Publishing House.

Jhompson, K., and White, J. C. (1975). *Curriculum development.* London: Pitman Publishing

Khan.M.I. and Nigam,B.K.(2007).Curriculum reform change and continuity. New Delhi; kanishka publication

Kumari, S., and Srivastava, D. S. (2005). *Curriculum and Instruction*. New Delhi: Shipra Publishers.

Macdonald, B., & Walker, R. (1976). Changing the Curriculum. Britain: Pitman Press.

Musgrave, P. W. (1974). *Contemporary studies in the Curriculum.* Australia: Angus and Roberston Publishers.

Nigam, B. K., & Khan, I. M. (1993). *Evaluation and research in Curriculum Construction*. New Delhi: Kaniska Publishers.

Ornsttein, A. C. & Hunkins, F.P. (1988). Curriculum foundations, Principles and issues New jersey prentice hall

Panday, M. (2007). Principles of Curriculum Development. New Delhi; Rajat publications

Rajput, J. S. (2004). *Encyclopedia of Indian Education*. New Delhi: NCERT.

Satyanarayan, P.V. (2004). *Curriculum development and management*. New Delhi: DPH.

Sharma, R. (2002). *Modern methods of Curriculum Organisation*. Jaipur: Book Enclave.

Sharma, S. R. (1999). *Issues in Curriculum Administration*. New Delhi: Pearl Publishing House.

Sockett, H. (1976). *Designing the Curriculum.* Britain: Pitman Press.

Srivastava, H. S. (2006). *Curriculum and methods of teaching*. New Delhi: Shipra Publishers.

Taba, H. (1962). *Curriculum development theory & practice.* New York: Harcourt, Brace &   World Inc.

Yadav, Y.P. (2006). Fundamentals of Curriculum design. New Delhi; Shri Sai Printographers

COURSE- BED	CREATING AN	THEORY	INTERNAL	TOTAL

	INCLUSIVE SCHOOL (1/2)		ASSESSMENT	MARKS
		50	25	75
OBJECTIVES	The objectives of the course are to enable the teacher students to: 1. Understand the concept of inclusive education and social inclusion 2. Know 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. Understand street children, platform children, orphans, children born and brought up in correctional homes, child labour and other socioeconomically backward children. 5. Know how inclusion can be practiced in mainstream class.			
UNIT- I	**Introduction to inclusive Education:** • Concept 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. • Limitation of inclusive set up in education.			
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 onDisability(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 learner with diverse needs • Case history taking, 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	**Inclusive practices in class rooms for all:** • Class room management and organizations, curricular adaptations, lesson planning and development of suitable TLM • Pedagogical strategies to respond to individual needs of students : Cooperative 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
UNIT-V	**Teacher preparation for inclusive school:** • Problems in inclusion in the real class room 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
INTERNAL ASSESMENT	Visit to the institutor of children with special needs or one term paper-25 marks
SUGGESTED READING	1. Apple, M. W., & Beane, J. A. (2006). Democratic schools: Lessons in powerful education. Eklavya.
	2. Basu, R., & Chakraborty, B. (2011). Prasanga: manabividya. Kolkata : Urbi Prakashan.
	3. Booth, T., and others. (2000). *Index for inclusion: Developing learning and participation in schools*. Centre for Studies on Inclusive Education.
	4. Carini, P. F. (2001). Valuing the immeasurable. In *Starting strong: A different look at children, schools, and standards* (pp. 165-181). New York: Teachers College Press.
	5. Eller, R. G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. *The Reading Teacher*.
	6. GOI. (1966). *Report of the education commission: Education and national development*. New Delhi: Managers of Publications, Ministry of Education.
	7. GOI. (1986). *National policy of Education*. New Delhi: Managers of Publications, Ministry of Education.
	8. NANDA,B.P.(2010): Sikshay ekibhawan, RBU,Kolkata

		9.NANDA,B.P.(2008): School without wallsa in 21st century, Mittal publication, new Delhi

Course-BED4.11 Optional	Guidance and Counselling	Theory	Internal/Assignment/ Practicum	Full Marks
		50	25	75
Objectives	The objectives of the course are to enable the teacher students to: 1. Understand guidance and counseling in details 2. Understand the mental health 3. Develop the knowledge about adjustment and maladjustment. 4. Acquire skill to develop tools and techniques. 5. Understand the idea about Abnormal Behaviour and Mental illness.			
Unit I	**Overview of Guidance and Counseling:** • Definition & Functions • Nature & Scope of Guidance and Counseling • Difference between Guidance & Counseling • Types of guidance and counseling • Organize Career& Vocational guidance service in school • Quality of a good counselor- 'do' and 'do not'			

Unit II	**Mental Health:** • Concept-who's definition • Criteria for Identification of mental health problems of the learner • Role of home & School • Role of teacher in learner's mental health problems
Unit III	**Abnormal behavior& mental disorders:** • Concept of normal and abnormal behavior • Meaningful classification of mental health disorders of school going children • Role of DSM and ICD in this regard • Causes of mental health problems with special reference to school & family environment
Unit IV	**Major mental health disorders of school going children:** • Emotional problems: anxiety related-general anxiety, phobia, OCD, Depression and Suicide, somatoform • Behavioural problems: ADHD, Conduct disorder , Oppositional defiant disorder, substance abuse • Hallucination and delusion- schizophrenia & bipolar disorder • Role of teacher in these problems
Unit V	**Counselling- psychotherapy & Relaxation:** • Criteria for conducting a counseling session in non-clinical setup(e.g. in school) • Basic knowledge of psychotherapy- CBT • Behavior modification techniques • Simple Relaxation Tecniques- e.g. shabasan, jacabson progressive relaxation techniques, simple pranayam and mindfulness
Internal/Assignment/ Practicum	• **Practical counseling session – 25 marks**
Suggested Readings	1.Agrawal, R.(2010). Guidance and counselling. New Delhi : Shipra Publications. 2.Sinha,M.P.& Ghosal,C.P: school poruader manasik sastha samosya, Progressive Publication, Kolkata,2015 3. Gibson, R. L & Mitchel, M. H. (2006). Introduction to counselling and guidance. New Delhi: Pearson, Prentice Hall. 7. Shrivastava, K. K. (2007). Principles of guidance and counseling. New Delhi : Kanishka Publishers Distributors.

COURSE-BED4.11 **Optional**	EDUCATION OF CHILDREN WITH SPECIAL NEEDS	Theory	Internal	Credit	2+1
		50	25	Hours	32+32
OBJECTIVES	(a) understand the nature and types of special needs and their importance in quality education. (b) acquaint with the nature of special needs – their psycho-educational characteristics and functional limitations.				

	(c) acquaint with the organization and administration of special education.

(d) acquaint them with identification and placement procedure for serving delivery for children with special needs.

(e) sensitize the student - teachers to the concept of integration and built capacity in accommodating such children in regular classroom.

(f) develop competency in designing and implementing teaching-learning strategies for such children in integrated classroom setting.

(g) manage visually improved low vision, hearing impaired and speech disorder, locomotor impaired and neuromuscular disabled, mentally retarded, slow learners, emotionally disturbed , gifted and creative children. |
| Unit-I | **Concept, Nature and Provisions of Special Education in India.**

    a) Definition of Special Education; its nature, scope and objectives.
    b) History of origin and development of Special Education and welfare activities for the Children with Special Needs.
    c) Definitions of impairment, disability and handicap; classification of different types of Children with Special Needs.

Needs and Problems of Children with special needs |
| Unit- II | **Organization and Administration of Special Education in India.**

    a) Constitutional Provisions
    b) Recommendations suggested in the National Policy of Education (1986), POA (1992), RCI Act (1992), PWD Act (1995), The National Trust Act (1998).
    c) Organization and Administration of Special Education at the Central level.
    d) Organization and Administration of Special Education at the State level. |
| Unit – III | **Continuum of Special Education services provision/ alternative programmes.**

    a) Public Law: 94-142 (1995) and Individualized |

		Education Programme (IEP). b) The Jomtien World Declaration on Education for All (1990) and the Salamanca Statement and Framework for Action on Special Needs Education (1994). c) Range of placement and services options – Residential institutions, Home based programmes, centre based programmes, special school/ special day care centre, Normalization, Mainstreaming and Integration, Least Restrictive Environment (LRE), Inclusive Education, Community Based Rehabilitation. Parental involvement in the education of children with special needs		
Unit – IV	**Managing Visually Impaired, Hearing and Speech Impaired, Intellectually challenged and locomotor Impaired Children :** a) Definitions, classification and characteristic features. b) Causes and preventive measures. c) Assessment and early intervention. d) Management.			
Unit – V	**Managing children with Learning Disabled, emotionally disturbed and Slow Learners** a) Definitions, classifications and characteristic features. b) Causes and preventive measures. c) Assessment and early intervention d) Management.			
INTERNAL/PRACTICUM	**1 Term paper- 25 marks**			
Suggested Reading	1	Chauhan S S	Education of Exceptional Children	Indian Publishing Company, New Delhi
	2	NANDA,B. P. & GHOSH, S. K	Bishesh Shikshar Itihas	Rabindra Bharati University, Kolkata
	3	Hewett F M and Forner	Education of the Exceptional Learners	Allyn and Bacon, Boston and Sterling, New Delhi
	4	NANDA, B. P	Exceptional Children	Mawla Brothers, Dhaka
	5	NANDA, B. P.	Challenged Children: Problems and Management	Ankush Prakashan, Kolkata
	6	MANGAL,	Exceptional	Prentic Hall,

		S.K.	Children	New Delhi
	7	Panda	Education of Exeptional Children	Vikash Publishing House

YEAR	II	**Critical Understanding of ICT in Education**	CREDIT	1+1
Semester	IV		HOURS	16+32

Essence of the Course

The ultimate aim of teaching ICT in the discipline of Education is to disseminate the ICT skills across the disciplines and aspire for multiple trajectories of best practices as per needs of the special discipline. The constantly developing field of ICT will always need exploration of new technological advancements in the context of teaching-learning. This course aims to give an understanding of ICT and its potentials in changing social contexts. It will give a broad understanding of ICT that include computing and communication technologies. The students will be able to use basic office automation

Software and other utilities for supporting teaching-learning. An important aspect of this course is to give a sense of responsibility that comes with the technological advancements. They have to understand their role and responsibility as a user is not disconnected with their wider social roles. The choices as personal as preferring a software or a website over the other do have social and economic implications. Using technology in a classroom is an important skill for learning teachers towards ICT enabled education. This course focuses on equipping the student teachers with

1. a social perspective on the implications of ICT for larger society.
2. skills of basic computer literacy and ICT-aided learning; and
3. skills of applications of ICT in administrative and academic support systems;

OBJECTIVES :	To enable the students to :-
	• Understand the social, economic, security and ethical issues associated with the use of ICT
	• Identify the policy concerns for ICT
	• Describe a computer system;
	• Operate the Windows and/or Linux operating systems;
	• Use Word processing, Spread sheets and Presentation software;
	• Acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools.
	• Operate on Internet with safety
	• Elucidate the application of ICT for Teaching Learning
	• Develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups

COURSE CONTENT / SYLLABUS

UNIT-I	Digital Technology and Socio-economic Context	4 hrs.
	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, eGyanKosh; Virtual laboratory and Haptic technology.	
UNIT-II	MS office	4 hrs.
	MS Word MS Power Point MS Excel	

	MS Excess MS Publishing		
UNIT-III	Internet and Educational Resources		4hrs.
	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		4 hrs.
Modes of Transaction	LCD Projection Demonstration Lecture Web Surfing Designing WBI		

Practicum

Any two of the following :- 25+25=50marks

- 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 presented by the student.

Suggested Reading

Benkler, Y. (2006). The wealth of networks: How social production transforms markets and freedom. Yale University Press.

Brian K. Williams, Stacey Sawyer (2005)Using Information Technology, 6th Edition Tata Macgrow hill _ Curtin, Dennis, Sen, Kunal, Foley, Kim, Morin, Cathy(1997)

Informa tion Technology: The Breaking Wave, Tata Macgrow hill http://en.wikibooks.org/wiki/Computers_for_Beginners. An exhaustive source for beginners.

Douglas Comer(2007) The Internet Book: Everything You Need to Know about Computer Networking and How the InternetWorks, Prentice Hall,

DSERT Karnataka. (2012). Position paper on ICT mediation in education. DSERT.

E-book: Getting Started with Libre Office 3.4 available at ttp://wiki.documentfoundation.org

Free Software, Free Society: Selected Essays of Richard M. Stallman, digital book available on www.notabug.com/2002/rms-essays.pdf

Free Software Foundation, www.fsf.org/

Information and Communication Technologies in School: A Handbook for Teachers or How ICT Can Create New, Open Learning Environments. www.unesdoc.unesco.org/images/0013/001390/139028e.pdf

Information and Communication Technology Policy in School Education 2010. www.mhrd.gov.in/sites/upload_files/mhrd/files/ReviesICT_School.pdf

MHRD. (2012). National policy on information and communication technology (ICT) in school education. MHRD, Government of India.

Castells, M. (2011). The rise of the network society: The information age: Economy, society, and culture (Vol. I, II and III). John Wiley and Sons.

National Mission in Education through ICT www.iitg.ernet.in/cet/MissionDocument_20Feb09.pdf

Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.

Schank, R.C. (2001) Virtual Learning New York: McGraw Hill.

YEAR	II	**EPC4**		CREDIT	1+1
Semester	IV	**UNDERSTANDING THE SELF**		HOURS	16+32

Essence of the course

Most of us are neither aware of our strengths nor weaknesses. The focus of the present course is on understanding the self-physical, mental, emotional and spiritual. The course culminates into realization of the universal self. Various processes for understanding the self have also been specified.

OBJECTIVES :	To enable the students to :- • 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. • Know and develop their personality through various practices. • Develop interpersonal intelligence.

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COURSE CONTENT / SYLLABUS

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UNIT-I	**Self-concept**	4 hrs.
	Meaning and Definition of self-concept Factors influencing self-concept Development of self-concept Impact of Positive and negative self-concept How self emerge in the process of socialization	
UNIT-II	**Self esteem**	3 hrs.
	Meaning and concept of self esteem Importance of self-esteem Strategies for positive Self esteem Keys to Increasing Self-Esteem Cycle of self esteem (positive & negative)	
UNIT-III	**Personality Development**	3 hrs.
	Meaning and Types of Personality Factors Affecting Personality Attributes of good personality Strategies for personality development	
UNIT-IV	**Interpersonal Intelligence**	3 hrs.
	Concept of Interpersonal Behaviour Need and Importance of Interpersonal Behaviour Strategies to Develop Interpersonal Relationship	
UNIT-V	**Emotional intelligence**	3 hrs.
	Meaning and concept of Emotional intelligence components of emotional intelligence differentiating EQ, IQ and SQ emotional intelligence for personal and professional development emotional literacy	

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Internal/practical work- 50 marks (no end semester exam)

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1 term paper regarding the course- 25 marks
    &

Any one of the following :- 25 marks
- Prepare a personal growth journal and noting the daily observations.
- Analysing the priority and scheduling priority to minimize the stress.
- Practically applying the interpersonal intelligences in various given classroom situations.
- Listing the positive and negative attributes of personality.
- Designing and applying activities to develop self-esteem.

Suggested Reading
Stevens, N. (2008). *Learning to Coach.* United Kingdom: Howtobooks.
Rohrer, J. (2002). *ABC of Awareness.* Oberurnen: UTD Media.
Adair, J. & Allen, M. (1999). *Time Management and Personal Development.* London: Hawksmere.
Simanowitz, V. and Pearce, P. (2003). *Personality Development.* Beckshire: Open University Press.
Sinha M. P. & Ghoshal C. P (2015).: Kishore Kishorider Jibon Kushalata Siksha, Progressive Publishers , Kolkata

YEAR	II	**EPC 5**	CREDIT	1+1
Semester	IV	**YOGA EDUCATION**	HOURS	16+32

Essence of the course

Yoga demands integration of the whole. Yoga presumes observing sound health wherein all the subsystems are fully functional, individually and in relation to each other. Sri Aurobindo says that to me "Yoga begins when everything else ceases to be". Yoga demands full emersion facilitating re-creation of the self. India has a rich yoga tradition. Student teachers need to practice yoga. The course introduces various Indian schools of yoga.

OBJECTIVES :	To enable the students to :- • Understand the concept and principles of Yoga • Understand the ancient system of yoga • Develop awareness about the historical aspects of Yoga • Learn some meditational practices and techniques • Learn to maintain a healthy condition of body and mind • Learn the utility of yoga in modern life

<div align="center">COURSE CONTENT / SYLLABUS</div>

UNIT-I	**Introduction to Yoga and Yogic Practices**	
	Introduction to yoga: concept & 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.	3 Hour
UNIT-II	**Ancient Systems of Indian Philosophy and Yoga System**	
	Ancient systems of Indian Philosophy Yoga & Sankhya philosophy & their relationship	3 Hour
UNIT-III	**Historical aspects of Yoga**	
	Historical aspect of the Yoga Philosophy Yoga as reflected in Bhagwat Gita	3 Hour
UNIT-IV	**Introduction to Yogic texts**	
	Significance to Yogic texts in the context of schools of yoga Pantanjala 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 Procesess in Patanjala yoga sutras Hathyogi practices : a List of selected Asana, Pranayama, Bandha, Mudra from Hathyogi texts for practical yoga sessions for advanced yoga practitioners	4 Hour

UNIT-V	**Yoga and Health**	
	Need of yoga for a positive health for the modern man Concept of health and disease: medical & Yogic perspectives Concept of Panch Kosa for an Integrated & positive health Utilitarian Value of Yoga in Modern Age	3 Hour
Mode of Transaction	Lecture, discussion, workshop, practical work	

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PRACTICAL WORK

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Any one of the following :- 25 marks

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

&

1 term paper regarding yoga education – 25 marks

Suggested Reading
Swami Shivananda Yoga Asanas : Divine Life Society, 1972.
Hatha Yoga Pradipika
Jha Vinay Kant (2015), Patanjalis Yoga Sutras – Commentary By Swami Vivekananda, Solar Books, Dariya Ganj, New Delhi
NCERT Yoga Syllabus
Raja Yoga-Vivekananda Swami-Adyar Publication, Madras
Universe of Swami Vivekanand & Complete Wholistic Social Development, www.icorecase.org
Yoga Education – Bachelor of Education Programme (2015), NCTE Publication, St. Joseph Press, New Delhi
Yoga Education – Master of Education Programme (2015), NCTE Publication, St. Joseph Press, New Delhi
Yoga Education – Diploma in Elementary Education (2015), NCTE Publication, St. Joseph Press, New Delhi
Yoga Sutras - Patanjali Maharashi

B.Ed Examination Rules:

- ❖ The B.Ed course is of 2 years consisting of 4 semester (2 semester each in year).
- ❖ The academic session commences on 1st July every year.
- ❖ The end semester examination will be held in June and December every year as per schedule.
- ❖ The end semester examination will be held on end of each semester and internal assessment of each semester will be held during the semester.

The B. Ed. Examination of Jadavpur University will be conducted on 2000 Marks allotted to eighteen course and school internship which are as follows:

Course No	Course Name	Total Marks		Credit
		Internal/practicum	**End semester**	

BED1.1	Childhood and Growing Up	25	100	5
BED1.2	Contemporary India and Education	25	100	5
BED2.3	Learning and Teaching	25	100	5
BED1.4	Language across the Curriculum	50	50	4
BED1.5	Understanding Disciplines and Subjects	50	50	4
BED4.6	Gender, School and Society	25	50	3
BED2.7a	Pedagogy of a School Subject- I	50	50	4
BED3.7b	Pedagogy of a School Subject- II	25	50	3
BED2.8a	Knowledge and Curriculum- I	25	50	3
BED4.8b	Knowledge and Curriculum- II	25	50	3
BED2.9	Assessment of Learning	50	100	6
BED4.10	Creating an Inclusive School	25	50	3
BED4.11	Optional Course**	25	50	3
BED1.EPC1	Reading and Reflecting on Text	50	----	2
BED2.EPC2	Drama and Art in Education	50	----	2
BED4.EPC3	Critical Understanding of ICT	50	50	4
BED4.EPC4	Understanding the Self	50	----	2
BED4.EPC5	Yoga Education	50	----	2
BED3.SI	School Internship	75	350(final teaching& during internship)	17
		750	1250	Total = 80
		2000		

- ❖ All internal assessment will be conducted by the faculty members of the department.
- ❖ All internal activities will assess by concern course teacher(s) and return to the student teachers after assessment.
- ❖

- ❖ All internal marks of each semester will submit to the HOD prior to the commencement of end semester examination.
- ❖ All end semester examination will be conducted (paper setters & examiners') by the faculty members of the department.
- ❖ Each 50 marks of end semester examination of all courses will be distributed as follows:

  One 12 marks question $12 \times 1 = 12$ out of **two** questions

  Four 7 marks questions $7 \times 4 = 28$ out of **six** question

  Five 2 marks questions $2 \times 5 = 10$ out of seven question
- ❖ The time of end semester examination of each courses of each semester will be **two** hours for 50 marks.
- ❖ Each candidate shall choose **one pedagogy of school subjects** which it must be the major subject studied at the UG/PG level . in case of lack of availability of offered subject by the department, the pedagogy of school subject m ay be chosen from the following:
  - ➢ For International Relation/pol. sc, philosophy ,sociology, economics and other social science subjects , every student choose either history or education(pedagogy of social science)
  - ➢ For chemistry, physics, it will be Physical science (pedagogical of Science)
  - ➢ For Comparative Literature, it will be either English or Bengali (pedagogy of Language)

    The list may changed by the department from time to time as per the availability of teacher or change in rules. Student will get opportunity to select/change their pedagogy of school subject within fifteen days from commencement of session.

- ❖ **School Internship:-** School Internship may be conducted in two phases, Semester -II (4 weeks) and semester-III (16 weeks), as per availability of schools.

  Total 425 marks is allotted for school internship out of which 75 marks for internal assessment and 350 marks for internship.

  75 marks for internal assessment will be divided into two parts— 50 marks for free teaching in simulative way and 25 mars fo conducting Action Research.

  In semester- II out of 4 weeks one week will be devoted to observation of school and rest of weeks student teachers will practice teaching-learning in simulative way. it will be a free teaching. It will be supervised by a senior faculty member (not necessary by the method teacher) and assessed accordingly. There is no need of written lesson plan or note book.

  A student teacher will conduct a Action research during his/her school internship in content area or behavioural problems of the learner under the supervision of senior faculty member(s) who has experienced in guidance research work in education. Each student teacher will submit the action research report in prescribed format to the supervisor on completion of the internship prior to final teaching.

  350 marks for internship will be assessed as follows:

  100 marks will be awarded by method teaches in their concern method subject on the bases of following activities of students:

  Planning for class teaching-20

  Teaching efficiency and effectiveness- 20

  Classroom management – 10

  Use of teaching aids – 20

Innovative approach – 20

Attendance – 10.

50 marks will be awarded by the faculty member(s) other than method teachers including HOD.

200 marks will be awarded for final teaching. Out of 200 marks 100 marks will be awarded by the External examiner appointed by the university and rest of 100 marks will be awarded jointly by HOD plus concern method teacher and one senior faculty member other than method teachers. The average of the marks awarded by these three examiners will be added to the marks awarded by the external examiner to determine the total marks of Final Teaching.

There is no need of submitting practical book, lesson plan, teaching aids or any other related matter to the department. These are necessary for conducting teaching-learning during internship and others activities. Concern teacher will assess all the activities during the internship and return to the student teachers after assessment.

HOD will coordinate the whole internship programme.

❖ The qualifying marks of each course(both internal assessment and end semester) each semester will be 40 %. The gradation /credit award will be determined as per Jadavpur University examination rules.

❖ Supplementary, number of opportunity to seat for the semester examination, review and others examination related matters(which is not mentioned here) will be determined as per the Jadavpur University rules. In case of any discrepancy the matter will be resolved by the HOD in consultation with departmental Board of Studies and university authority (if necessary).

❖ No candidate will be allowed to sit for the each end semester Examination of the Jadavpur University unless he/ she has attended at least 75% of the classes in the each semester