

WITH EFFECT FROM THE ACADEMIC YEAR (2015- 2016)

Approved in the meeting of the Departmental Committee in Education on 17.11.15

Approved in the meeting of the Board of Studies in Education on 02.12.2015

NOTIFICATION NO. SFC/285/15

Dated: 30.12.2015

CURRICULUM

For

TWO-YEAR B.Ed PROGRAMME

(As per NCTE NEW REGULATION, 2014)

DEPARTMENT OF EDUCATION

RABINDRA BHARATI UNIVERSITY

56A, B.T.ROAD, KOLKATA-700050, W.B.

2015

TWO-YEAR B.Ed. PROGRAMME FOLLOWING NCTE REGULATIONS, 2014

AFFILIATION

The programme shall be governed by the Department of Education, Faculty of Arts, Rabindra Bharati University, 56A,B.T.Road, Kolkata 700050

PROGRAMME STRUCTURE

The B.Ed.. Programme in Education is divided into four Semesters to be known as Semester-I, Semester-II, Semester-III and Semester-IV. Duration of each semester is six month.

COURSE STRUCTURE FOR B.Ed. PROGRAMME UNDER SEMESTER SYSTEM

Semester I

Sl. No.	Areas	Name of Course	Course Code	Contact Hours per week		Credit	Maximum Score		Total Score
				Lecture	Engagement with the field		Internal	External	
1	BPEC	Childhood and Growing up Part I	1.1	03	00	03	10	40	50
2	BPEC	Childhood and Growing up Part II	1.2	03	00	03	10	40	50
3	BPEC	Contemporary India and Education part I	1.3	03	00	03	10	40	50
4	BPEC	Contemporary India and Education part II	1.4	03	00	03	10	40	50
5	BPEC	Gender, School and Society	1.5	03	00	03	10	40	50
6	BPEC	Creating an Inclusive School	1.6	03	00	03	10	40	50
PRACTICUM									
7	BEFC	Childhood and Growing up Part I &II	1.7	01	02	03	20	30	50
8	BEFC	Contemporary India and Education part I &II	1.8	01	02	03	20	30	50
9	BEFC	Gender, School and Society & Creating an Inclusive School	1.9	01	02	03	20	30	50
10	BEPC I	Reading and Reflecting on Texts	1.10	01	02	03	20	30	50
Total						30	140	360	500

BPEC: B.Ed. Perspective in Education Course
BCPC: B.Ed. Curriculum and Pedagogic Studies Course
BEFC: B.Ed. Engagement with the Field Course
BEPC: B.Ed. Enhancing Professional Capacities

Semester II

Sl. No.	Areas	Name of the Course	Course code	Contact Hours per week		Credit	Maximum Score		Total Score
				Lecture	Engagement with the field		Internal	External	
11	BPEC	Learning and Teaching part I	2.1	03	00	03	10	40	50
12	BPEC	Learning and Teaching part II	2.2	03	00	03	10	40	50
13	BPEC	Knowledge and Curriculum Part I	2.3	03	00	03	10	40	50
14	BPEC	Knowledge and Curriculum Part II	2.4	03	00	03	10	40	50
15	BCPC	Pedagogy of a school subject part I: Any one	2.5	03	00	03	10	40	50
16	BCPC	Pedagogy of a school subject part I: as opted	2.6	03	00	03	10	40	50
PRACTICUM									
17	BEFC	Learning and Teaching part I & II	2.7	01	02	03	20	30	50
18	BEFC	Knowledge and Curriculum Part I & II	2.8	01	02	03	20	30	50
19	BEFC	Pedagogy of a school subject part I & II	2.9	01	02	03	20	30	50
20	BEPC II	Drama and Art in Education	2.10	01	02	03	20	30	50
Total						30	140	360	500

Pedagogy subjects: Any one

1. History, Education, Music, Fine Arts (any one)
2. Mathematics
3. Bengali, English, Sanskrit (any one)

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Semester III

Sl. No.	Areas	Name of the Course	Course code	Contact Hours per week		Credit	Maximum Score		Total Score
				Lecture	Engagement with the field		Internal	External	
PRACTICUM									
21	BEFC	School internship I	3.1	00	03	02	30	10	40
22	BEFC	School internship II	3.2	00	03	03	40	10	50
23	BEFC	School internship III	3.3	00	03	03	40	10	50
24	BEFC	School internship IV	3.4	00	03	03	20	10	30
25	BEFC	School internship V	3.5	00	03	03	20	10	30
26	BEFC	School internship VI	3.6	00	03	02	40	10	50
27	BEFC	School internship VII	3.7	00	03	03	30	20	50
28	BEFC	SchoolinternshipVIII	3.8	00	03	02	30	20	50
29	BEFC	School internship IX	3.9	00	03	06	50	50	100
30	BEFC	School internship X	3.10	00	03	03	30	20	50
Total						30	330	170	500

School Internship:

- 3.1. Observation of day to day school activities
- 3.2. Observation of peer teaching
- 3.3. Interaction sessions with school teachers and with the children
- 3.4. Organization of cultural activities and organization of literary activity in school
- 3.5. Organization of morning assembly, games and physical exercises in school
- 3.6. Maintenance of school library & helping library service in school
- 3.7. Gardening activities in school with the involvement of the children
- 3.8. Aesthetic development activities such as decoration of classroom.
- 3.9. Regular classroom teaching & execution of final teaching
- 3.10. Preparation of a comprehensive report on learning difficulties of children

BEFC: B.Ed. Engagement with the Field Course

Semester IV

Sl. No.	Areas	Name of Course	Course Code	Contact hours per week		Credit	Maximum Score		Total Score
				Lecture	Engagement with the field		Internal	External	
31	BCPC	Language across the curriculum	4.1	03	00	03	10	40	50
32	BCPC	Understanding discipline and subjects	4.2	03	00	03	10	40	50
33	BCPC	Assessment for learning I	4.3	03	00	03	10	40	50
34	BCPC	Assessment for learning II	4.4	03	00	03	10	40	50
35	BCPC	Optional : any one	4.5	03	00	03	10	40	50
PRACTICUM									
36	BEFC	Language across the curriculum & Understanding discipline & Subjects	4.6	01	02	03	20	30	50
37	BEFC	Assessment for learning I& II	4.7	01	02	03	20	30	50
38	BEFC	Optional of 4.5& Co-curricular activities	4.8	01	02	03	20	30	50
39	BEPC III	Critical understanding of ICT	4.9	01	02	03	20	30	50
40	BEPC IV	Understanding the self	4.10	01	02	03	20	30	50
Total						30	150	350	500

Optional Papers

1. Tagore's Thought & Experiment in Education
2. Health and Physical Education
3. Peace & Value Education
4. Yoga Education
5. Guidance and Counseling
6. Population & Environmental Education
7. Work & Vocational Education

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SCHEME OF EXAMINATIONS

1. English or Bengali shall be the medium of instruction and examination.
2. Examinations shall be conducted at the end of each Semester as per the Academic Calendar notified by the Rabindra Bharati University.
3. The System of evaluation shall be as follows:

Each course of Sem I, II & IV will carry 50 marks, of which 20% marks shall be reserved for internal assessment based on classroom participation, seminar, tests, viva-voce, field work, assignment, practical and attendance. Courses of Sem-III are associated with school internship. The weightage given to each of these components shall be decided and announced at the beginning of the semester.

Any student who fails to participate in classes, seminars, tests, viva-voce, practical and field work will be debarred from appearing in the end semester examination in the specific course and no Internal Assessment marks will be awarded. His/her Internal Assessment marks will be awarded as and when he/she attends regular classes in the course in the next applicable semester. No special classes will be conducted for him/her during other semesters.

The remaining 40 marks in each course shall be awarded on the basis of a written examination at the end of each semester. The duration of written examination for each paper shall be two hours.

EXAMINATION POLICY:Pattern of questions for theoretical examination:

(For 40 marks)

2 marks X 5 Objective type questions (Out of 7) = 10 marks

5 marks X 4 Short type/Short note questions (Out of 6) = 20 marks

10 marks X 1 Essay type question (Out of 2) = 10 marks

ATTENDANCE REQUIREMENT

No student shall be considered to have pursued a regular course of study unless he/she is certified by the Head of the Department of Education, Rabindra Bharati University, to have attended 75% of the total number of lectures, tutorials and seminars conducted in each semester, during his/her course of study.

Semester-I

BPEC:1.1 CHILDHOOD AND GROWING UP PART I

Objectives:

To enable student-teachers to

Explain the concept of growth and development and stages of development with special reference to child & adolescence

Understand the range of abilities among learners

Understand the nature of intelligence
Acquaint with the individual differences among learners

COURSE CONTENT

Unit I :Growth & Development pattern of learners

- i) Concept of growth & development; Stages of development
- ii) Principles of development
- iii) Aspects of development: cognitive-(Piaget), Moral- (Kohlberg), Psychosocial- (Erickson) & language development

Unit II:Individual Differences among Learners

- i) Concept of difference among individual learners
- ii) Determinants of individual differences
- iii) Concept of heredity & Environment ,interrelationship between heredity & environment
- iv) Role of heredity & Environment and their educational implications.

Unit III:Intelligence

- i) Concept and Nature of intelligence
- ii) Theories of intelligence
- iii) Measurement of intelligence (Verbal and Non-verbal tests of Intelligence)

References:

- Berk, L. E. (2005). Development through life span. 6th ed. Pearson.
Berk ,L.E (2006) Child development. Pearson and Allyn.
Ray, Sushil. (2012). Shikshamanovidya. Kolkata : Soma Book Agency.
Gosh, Arun:Shiksha-shrai Monobigyan.
Chakraborty,U (2014) Bises Chahida Sampanna Shisu O Antarbhuktumulak Shiksha, Aaheli Publishers.
Sharma, N. (2003). Understanding adolescence. NBT. India.
Chakraborty Pranab Kumar (2006). Siksha Monobijnaner Ruprekha.K. Chakraborty Publications.
Chakraborty Sonali (2009). Sikshar Monosttawik Vitti. B. B. Kundu Publications.
Chakraborty P.K., Sarkar Bijan (2014), Shikhon O Monobidya, Aaheli Publisher

BPEC1.2 CHILDHOOD AND GROWING UP PART II

Objectives:

To enable student-teachers to
Know about various aspects related to development.
Acquainted with childhood in the context of socialization
Understand the meaning and concept of personality of an individual

COURSE CONTENT

UNIT I: Childhood and context of Socialization:

- i) Childhood as a modern concept
- ii) Concept of socialization: Family and adult-child relationship, child rearing practices
- iii) Schooling: Peer influences, school culture, relationship with teacher expectations and school

achievement, problems of learning .

UNIT II: Adolescents:

- i) Meaning, concept and characteristics
- ii) Issues related to adolescent development: Changing family structure, information overload, sexual abuse, impact of media
- iii) Juvenile delinquency: Guidance and counseling for adolescence

UNIT III :Personality & Mental health

- i) Concept and nature of personality
- ii) Theories of personality; Types & Traits
- iii) Assessment of personality
- iv) Concept and characteristics of Mental Health
- v) Interrelationship between personality & Mental health

References:

- Berk, L. E. (2005). Development through life span. 6th ed. Pearson.
- Berk ,L.E (2006) Child development. Pearson and Allyn.
- Ray, Sushil. (2012). Shikshamanovidya. Kolkata : Soma Book Agency.
- Ghosh, Arun: Shiksha-shraimonobigyan.
- Chakraborty,U. (2014) BisesChahidaSampannaShisu O AntarbhuktimulakShiksha,Aaheli Publishers.
- Sharma, N. (2003). Understanding adolescence. NBT. India.
- Chakraborty Pranab Kumar (2006). SikshaMonobijnanerRuprekha.K. Chakraborty Publications.
- Chakraborty Sonali (2009). SiksharMonosttawikVitti. B. B. Kundu Publications. Kolkata.
- ChakrabortyP.K.,SarkarBijan(20 I 4),ShikhonO Mono bidya, AaheliPublisher

BPEC1.3 : Contemporary India and Education Part I

Objectives:

- To enable student-teachers to
- Comprehend the various constitutional provisions
- Develop the knowledge about the recommendations of various commissions and National Policies of Education
- Examine the problems and solutions of elementary and secondary education and find out probable solution.

COURSE CONTENT

Unit-I: Development of Education

- i) Development of education in India with special reference to Indian Education Commission (1964-66), National Policy on Education (1986) and Mitra Commission (1992)
- ii) Open Education in India- Concept ,nature and scope of distance education and open Learning system

Unit-II: Constitutional provisions for Education in India

- i) Directive principles of State Policy
- ii) Fundamental Rights & Duties
 - iii) Right to Education Act (RTE)
 - iv) Administrative Bodies and agencies ; UGC, NAAC, NCTE, NCERT & SCERT

Unit-III: Contemporary issues in Education

- i) Equalization of Educational opportunity
- ii) Universalization of Elementary Education
- iii) UN declaration of woman rights to education
- iv) Social Equity and Education : between region, social class, caste, gender, religious group, rich and poor
- v) Tribal Education

References:

Chaube, S.P.(2008) History and Problems of Education, Agarwal Publications, Agra
 Chaudhry, N.K.(2012) Indian Constitution and Education, SHIPRA Publications, New Delhi
 Chakraborty, A. & Islam, N.(2014) Sikshar Itihas O Sampratit Ghatanaprabaha, Classic Books, Kolkata
 Ghosh, R.(2014) Yuge Yuge Bharat Siksha, Soma Book Agency, Kolkata
 Sharma, R.N.(2010) History of Education in India, Atlantic, New Delhi
 Thakur, D.K. & Haque S.H.(2010) Adhunik Bharat Siksha Dhara, Rita Book Agency, Kolkata
 Mukhopadhyay, D., Sarkar, B and Halder, T.(2014) Bharoter Chalaman Ghatanabali, Aahel Publishers, Kolkata.

BPEC1.4: Contemporary India and Education Part II**Objectives:**

To enable student-teachers to
 Realize the policy framework for education in India
 Know the current problems in Education
 Develop the knowledge about various policies on Education
 Acquire skill to develop educational planning, management and administration.

COURSE CONTENT**Unit-I: Globalization and Modernization**

- i) Concept
- ii) Advantages & Disadvantages
- iii) Competition
- iv) Collaboration and Partnership

Unit-II: Policies on Education

- i) National Policy on Education (1968, 1986, 1992)
- ii) National Curriculum Framework (NCF-2005)
- iii) National Knowledge Commission (NKC-2009)
- iv) Delor's Commission Report

Unit –III: Educational Planning and Management

- i) Educational Planning
- ii) Institutional Planning
- iii) Educational Management
- iv) Administrative Structure of Secondary Education

References:

Aggarwall, J. C. (2010). Educational Administration and Management. New Delhi: Vikas Pub. House.

Ahuja, R. (2013). Social Problems in India, New Delhi: Rawat Publication.

Dash, B. N. (2013). Social Organization, administration and management. New Delhi: Neelkamal Publication.

Mohanty, J. (2012): Educational administration, management and school organization. New Delhi: Deep and Deep Publications.

Chaube, S. P. (2008). History and problems of Indian Education, Agarwall Publication, Agra.

Choudhury, N. K. (2012): Indian Constitution and Education, Shipra Publication, New Delhi.

Sharma, R. N. (2010): History of Education in India. Atlantic, New Delhi.

BPEC 1.5: GENDER, SCHOOL AND SOCIETY

Objectives

To enable student-teachers to

- Develop gender sensitivity among the student teachers.

- Understand the gender issues faced by the school

- Understand the paradigm shift with reference to gender studies.

Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

COURSE CONTENT

Unit I: Gender Issues:

- i) Definition of gender.
 - ii) Difference between gender and sex.
 - iii) Social construction of gender: socialization practices, gender bias, gender stereotyping and empowerment
 - iv) Concept of transgender and third gender, sex, patriarchy.
- v) Gender inequalities in schooling.

Unit II: Gender Studies and Education:

- i) Paradigm shift from women's studies.
- ii) Commissions and committees on women education and Empowerment.
- iii) Policy initiatives (including current laws) for the recognition of the concept of transgender and third gender.
- iv) Women access to and participation in formal and informal education
- v) Role of Women as protector of society and environment

Unit III: Gender Issues, Sexual Harassment and Abuse:

- i) Construction of gender in curriculum framework since independence : an analysis.
- ii) Gender and the hidden curriculum.
- iii) Agencies perpetuating violence: Family, school, work place and media (print and electronic)
- iv) Institutions redressing sexual harassment and abuse.

References:

- Basu,R.&Chakraborty, B. (2011).*Prasanga: Manabividya*. Kolkata :UrbiPrakashan.
- Bandarage, A. (1997).*Women Population and Global Crisis: A Political Economic Analysis*. London : Zed Books.
- Brock-Utne, B. (1985). *Educating for peace: A Feminist Perspective*, New York.
- Ruddick, S. (1989). *Maternal Thinking: Towards a Politics of Peace*, London.
- Di Stefano, C.(1983). 'Masculinity as ideology in political theory:Hobbesian man considered ',*Women's Studies International Forum*, Vol. 6.
- Elshtain, J.B. (1981). *Public man, private woman: woman in social and Political thought*, princeton.
- Grant, R. & Newland, K. (Eds.). (1991).*Gender and International Relations*. London.
- Viswanathan, Nalini.(1997).*Women, Gender and Development Reader*, London : Zed Publication

BPEC1.6: CREATING AN INCLUSIVE SCHOOL**Objectives**

- To enable student-teachers to
- Sensitize to the concept of inclusive education and social inclusion.
 - Familiarize with the legal and policy perspectives behind inclusion in Education.
 - Understand the types, probable causes, preventive measures of differently abled.
 - Understand street children, platform children and orphans children born and brought up in correctional homes, child labour and other socioeconomically backward children.

COURSE CONTENT**Unit I : Introduction to Inclusive Education:**

- i) Concept & history of special education, integrated education and inclusive Education & their relation
- ii) Dimensions of inclusive education:
 - a. Advantages of inclusive education for the individual and society.
 - b. National initiatives for inclusive education–National Policy on Education (1968, 1986), Education in the National Policy for persons with Disability (2006), RTE Act(2009).

Unit II: Defining learners with special needs and Pedagogical Strategies

- i) Understanding differently abled learners - concepts, definitions, characteristics, classification, causes and preventive measures of V.I, H.I, SLD, LD & orthopaedic impairment
- ii) Classroom management and organizations, curricular adaptations, learning designing and development of suitable TLM
- iii) Pedagogical strategies to respond to individual needs of students Technological Advancement and its applications - ICT, Adaptive and Assistive devices, equipment, aids and appliances.

Unit III: Teacher preparation for Inclusive School:

- i) Problems in inclusion in the real class room situations; ways for overcoming the problems in inclusions.
- ii) Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- iii) Teacher preparation for inclusive education in the light of NCF, 2005.

References;

- Apple, M.W., & Beane, J.A. (2006). Democratic schools: Lessons in powerful education. Eklavya.
- Basu, R., & Chakraborty, B. (2011). Prasanga: manabividya. Kolkata : Urbi Prakashan.
- 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.
- Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. The Reading Teacher.
- GOI. (1966). Report of the education commission: Education and national development. New Delhi: Managers of Publications, Ministry of Education.

BEFC:1.7 CHILDHOOD AND GROWING UP PART I & PART II**Engagement With Field/Practicum:**

Any three of the following :-

- i). Take interview of five low achievers and five high achievers to identify the environmental factors behind their achievement.
- ii) Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers.
- iii) Take interview of a few and try to understand the factors that may be responsible for their behaviour.
- iv). Observe some successful students and list down the behavioural characteristics which impress you.
- v). List down different maladjusted behaviours of adolescent which you could identify from the classroom and outside classroom

BEFC- 1.8 : CONTEMPORARY INDIA AND EDUCATION PART I & PART II

Engagement With Field/Practicum:

Any three of the following:

- i) Study the impact of Right to Education Act on schools
- ii) Critical Analysis of Different Committees and Commissions on Education
- iii) Creating awareness among SC/ST students about various schemes and scholarships available to them,
- iv) Survey of schools to see the implementation of various incentives of Government to educational opportunities
- v) Field visit to vocational institutes to make reports

BEFC 1.9: GENDER, SCHOOL AND SOCIETY & CREATING AN INCLUSIVE SCHOOL**Engagement With Field/Practicum:**

Any three of the following:

- i) Textbook analysis for identifying gender issues, gender biases reflected in it.
- ii) Visit to Inclusive Schools and to observe classroom transaction of any one of such school and make a report of the same.
- iii) Identifying one/ two pupils with special needs in the secondary schools and preparing a profile of these pupils.
- iv) Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability (Visit to Resource Room).
- v) Preparation of learning design, instruction material for teaching students with disability in inclusive school.
- vi) Case Study of one mainstreamed (Inclusive) student w.r.to
 - a) Role of a parent.
 - b) Role of a teacher: Special School Teacher, General School Teacher
 - c) Role of Counsellor

BEFC 1.10: ENHANCING PROFESSIONAL CAPACITIES I**EPC1: Reading & Reflecting on Texts****Objectives**

To enable student-teachers to

Know the meaning, process, importance and characteristics of reading.

Appreciate 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 metacognition

Learn the skills of reading comprehension and to enhance vocabulary.

Acquaint with the problems of reading across curriculum

COURSE CONTENT

Unit I: Introduction to Reading:

- i) Reading - Meaning and Process
- ii) Importance of Reading across Curriculum
- iii) Characteristics of Readings
- iv) Levels of Reading- literal, interpretative, critical and creative
- v) Types of Reading - intensive and extensive reading, Oral & Silent Reading
- vi) Reading Techniques - Skimming and Scanning.
- vii) Methodology of Reading

Unit II: Reading the Text & Comprehension:

- i) Types of Texts - Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes
- ii) Importance of different Texts in curriculum
- iii) Reading Comprehension-meaning
- iv) Developing Reading Comprehension

Unit III: Developing Reading Skills:

- i) Developing Critical Reading Skills
- ii) Developing Reflective Skills
- iii) Activities for Developing Reading Skills
- iv) Developing Metacognition for Reading

Engagement with Field /Practicum

Any three of the following :-

- i. 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
- ii. Divide the group and provide one text and suggest students to make interpretations
- iii. Design vocabulary games to enhance your vocabulary
- iv. Read the text and provide a five words summary to each paragraph
- v. Reading and comprehension exercises
- vi. Skim through the text and give suitable title to the text
- vii. Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.

References:

- Bright, J. A., and McGregor, G. P. (1970). Teaching English as a Second Language. ELBS: Longman.
- 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..
- 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.
- Venkateswaran, S. (1995). Principles of Teaching English. New Delhi: Vikas Publishing House.
- Willis, J. (1981). Teaching English through English EIBS. England

BPEC 2.1: Learning and Teaching Part I

Objectives :

To enable student-teachers to

Comprehend the range of cognitive capacities among learners.

Reflect on their own implicit understanding of the nature and kinds of learning.

Gain an understanding of different theoretical perspectives on learning.

Demonstrate his/her understanding of different skills at different phases of instruction.

COURSE CONTENT

Unit I: Understanding Learning

- i) Nature of learning: learning as a process and learning as an outcome
- ii) Types of learning: factual, associations, conceptual, procedural, generalizations, Principles and rules.
- iii) 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

- i) Concept, nature and types of motivation - intrinsic, extrinsic and achievement.
- ii) Role of teacher in addressing various factors influencing learning-a few strategies - cooperative learning, peer tutoring, collaborative learning.
- iii) Role of school - Guidance, Mental health, Co-curricular activities.

Unit III : Learning Paradigms

- i) Behavioristic Learning- Concept of connectionism (Thorndike and conditioning (Pavlov & Skinner) and their educational implications.
- ii) Cognitive Learning - Concept of Gestalt and its educational implications; Discovery learning (Bruner), Cognitive Constructivist Learning (Piaget)
- iii) Social Constructivist Learning - Concept of Vygotsky, nature and implications.

References:

- Chatterjee, Kaushik (2012). Sikshaprajuktibidya publication.
- Hall, C & Hall, E. (2003). Human relations in education. Routledge.
- Holt, J. (1996). How children fail? Rev. ed. Penguin
- Kumar, K. (2004). What is worth teaching? 3rd ed. Orient Black Swan
- Maity N.C., Ganguly Amlan (2014), Nibir Shikhhoner Monostattya, Aaheli Publisher
- Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers.
- Mangal, S.K. (2006). Advanced educational psychology. New Delhi: Prentice hall of India.
- Mohanty. (1992). Educational technology. New Delhi: Deep and Deep Publications.
- Roy, Sushil. Sikshamanobidya. Kolkata :Soma Book Agency.
- Vygotsky, L. (1997). Interaction between learning and development.

BPEC 2.2: Learning and Teaching Part II

Objectives:

To enable student-teachers to

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

COURSE CONTENT**Unit I :Understanding Teaching**

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

Unit II :Models of Teaching:-

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

Unit III :Task of Teaching:-

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

References:

- Aggarwal, J. C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas Pub House.
- Bower, G. M. (1986). The Psychology of learning and motivation. Academic Press.
- DeCecco, J.P. & Crawford, W. (1977). Psychology of learning and instruction. New Delhi: Prentice hall of India
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- Sen, Molay Kumar. Sikshaprajuktibigyan. Kolkata : Soma Book Agency.
- Siddiqui, MujibulHasan(2005)Techniques of classroom teaching A.P.H
- Nayak, A. K. (2002)Classroom teaching A.P.H

BPEC 2.3: Knowledge and Curriculum-Part-I

Objectives:

To enable student-teachers to

Introduce in education focusing on philosophical and sociological bases of education.

Understand education in relation to constitutional goal, social issues and modern values.

Understand psychological foundation of education.

Design curriculum in the context school experiences, evaluation, power, ideology, process and practice and its transactional modes.

COURSE CONTENT

Unit –I: Philosophical Foundation of Education

- i) Meaning of Education and Philosophy. Relationship between education and philosophy.
- ii) Significance of philosophy in education
- iii) Nature of knowledge and knowledge getting process
- iv) Ideas of educational thinkers- Tagore, Gandhi, Rousseau and John Dewey.

Unit-II: Sociological Foundation of Education

- i) Relation between education and sociology. Education as a process of socialization
- ii) Social issues in education: a) globalization, industrialization, modernization and education for sustainable development, b) Nationalism, Universalism and Secularism-their interrelationship.
- iii) Contemporary social Challenges and role of education : (a) Poverty, (b) Illiteracy, (c) Casteism, (d) Communalism

Unit-III: Psychological Foundation of Education

- i) Relation between education and psychology
- ii) Significance and scope of educational psychology
- iii) Schools of psychology and their contribution to education- Behaviourism, Cognitivism and Constructivism

References:

- Aggrawal, J.C., & Gupta, S. (2005). Curriculum Development. New Delhi: Shipra Publication.
- Chakraborty Pranab Kumar (2012). Pathakram Niti o Nirman. Classic Books Publishers. Kolkata.
- Erickson, H.L. (2007) concept based curriculum and instruction for the thinking classroom California: Corwin press.
- MHRD, GOL, National policy on education.
- NCERT, (2005). National curriculum framework.

BPEC 2.4: Knowledge and Curriculum Part-II

Objectives:

To enable student-teachers to

Realize the concept of curriculum

Design curriculum in the context of school experiences, change and renewal

COURSE CONTENT**Unit-I: Curriculum as a field of study:**

- i) Meaning, characteristics, components and types of curriculum
- ii) Nature and scope of curriculum
- iii) Importance of curriculum
- iv) Foundations of curriculum; philosophical, Psychological and Socio-Cultural

Unit-II: Designing Curriculum, School experience and Evaluation:

- i) Approaches of curriculum development at school level-Administrative model, Grassroot Model, Demonstration Model and system Analysis Model
- ii) Principles of selecting curriculum content.
- iii) Curriculum implementation: Meaning and factors of curriculum implementation
- iv) Curriculum Evaluation: Meaning, Concept and Approaches of evaluation-Formative, Summative, Micro and Macro.

Unit-III: Curriculum Change and Renewal

- i) Meaning and sources of curriculum
 - ii) Types and Forms of curriculum change, Role of teacher in generating dynamic curricular experiences
 - iii) Curriculum Innovation; Meaning and steps of successful implementation of innovations..
- iv) Selection and development of learning resources (text books, teaching –learning Materials and resources outside the school-local environment, community and media)

References:

- 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, H.
- (1962). Curriculum development theory & practice. New York: Harcourt, Brace & World inc.

Objectives

To enable student-teachers to
 constructive acquaintance with the foundations of language teaching in West Bengal
 acquire practical expertise in pedagogical analysis
 develop behavioural competencies in teaching skills
 practice strategies for teaching language skills and communication skills
 explore and experience various resources for language learning.

COURSE CONTENT

Unit I: Foundations of Language (as opted) Teaching:

- i) Historical background and present status of language teaching in West Bengal.
- ii) Origin of language (under consideration)
- iii) Aims and Objectives of teaching language at secondary school
- iv) Concept of 1st, 2nd and 3rd Language and importance in Secondary School Curriculum in West Bengal

Unit II :Strategies & Approaches of Language (as opted)Teaching:

- i) Concept and importance of pedagogical analysis of language.
- ii) Language teaching skills
- iii) Behavioural/Instructional objectives of language Teaching
- iv) Teaching strategies for language

Unit III :Learning Resources and their Organizations in Language (as opted) Teaching:

- i) Meaning, type, functions, preparation and utilization of language resources.
- ii) Learning resources in language: Text Books, Models, Charts, Pictures, Reference Books, Computer Assisted Learning.
- iii) Language Laboratory - Component, planning, developing activities and organizing for use.
- iv) Designing learning activities: School Magazine, School Debating Society, Dramatization
- v) Designing Language Games in grammatical context of language.
- vi) Creative writing: composition, short story, poem

References

- Bright, J. A & McGrigor, G. P. (1978). Teaching English as a second language. London : ELBS & Longman.
- Brumfit, C J & Johnson, K. (1978). The Communicative approach to language teaching. Oxford University Press
- Carroll, J B. (1953). The Study of Language. Massachusetts : Harvard University Press.
- Das Gita, Chowdhury Nivedita (2014), Nabarupe Sanskrit Shikhan Poddhoti, Aaheli Publisher
- Heaton, J B. (1982). Language testing. London : Modern English Publications Ltd.
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- Howatt, A. P. R. (1984). A History of English language teaching Oxford : OUP.
- Johnson, J (1979): The Communicative Approach to Language Teaching, OUP, Oxford,.
- Johnson, K. (1982). Communicative syllabus design and methodology. Oxford : Pergamon Press.
- Raha Sujata, Basu Baisaly (2014), Bangla Sikhon Porikrama, Aaheli Publisher
- Yerma, S. K. (1994). Teaching English as a Second Language in India. Lzr R K Agnihotri & A L

Khanna (Eds). Second language acquisition. New Delhi,
 Weir, C. (1993). Understanding and Developing Language Test. New Delhi : Prentice Hall International Ltd.
 Widdowson, H. (1978). Teaching language as Communication. Oxford: OUP.

BCPC: 2.5 Pedagogy of a School subjects Part I (Any one; History, Education, Music, Fine Arts)
Objectives

To enable student-teachers to
 constructive acquaintance with the foundations of language teaching in West Bengal
 acquire practical expertise in pedagogical analysis
 develop behavioural competencies in teaching skills
 practice strategies for teaching language skills and communication skills
 explore and experience various resources for social science learning.

COURSE CONTENT

Unit I: Foundation of Social Science (as opted) Teaching:

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

Unit II: Strategies & Approaches of Social Science (as opted) Teaching:

- i) Features, Limitations and comparison of different methods
- ii) Lecture Method,
- iii) Demonstration- observation method.
- iv) Regional Method
- v) Heuristic Method.
- vi) Project Method
- vii) CAI

Unit III: Learning Resource and their Organizations in Social Science (as opted) Teaching:

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

References:

Bhattacharya, S. & Darji, D.R. (1996) Teaching of Social Studies in Indian Schools, Acharya

Book Depot

Baroda Binning and Binning. (1952). Teaching Social Studies in Secondary Schools. New York: McGraw Hills.

Pathak, Avijit. (2002). Social Implications of Schooling: Knowledge, Pedagogy and consciousness. New Delhi : Rainbow Publishers.

Singer, Alan J. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates, Mahwah, New Jersey.

Halder Tarini (2014), Itihas - Niti, Poddhoti O Kausal, Aaheli Publisher

Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications, Pvt. Ltd., New Delhi.

BCPC 2.5 Pedagogy of a School subjects Part I (Mathematics)

Objectives

To enable student-teachers to
 constructive acquaintance with the foundations of mathematics teaching in West Bengal
 acquire practical expertise in pedagogical analysis
 develop behavioural competencies in teaching skills
 practice strategies for teaching mathematical skills and communication skills
 explore and experience various resources for mathematics learning.

COURSE CONTENT

Unit I; Foundations of Mathematics Education:

- i) The nature & Scope of mathematics education
- ii) Correlation of mathematics with other disciplines
- iii) Aims and objectives of teaching Mathematics and preparation of relevant curriculum
- iv) History of Mathematics in India
- v) Teaching-learning of Mathematics from the view point of Skinner, Piaget, Bruner, Vygotsky & Dienes

Unit II : Strategies & Approaches of Mathematics Teaching

Teaching methods in mathematics-

- i) Inductive & Deductive Method,
- ii) Method of analysis and synthesis,
- iii) Project method,
- iv) Mathematical induction,
- v) Heuristic method,
- vi) Problem Solving Method

Unit III: Learning Resources and their Organisation

- i) learning Resources in relation to Teaching of mathematics with special reference to calculator and computer.
- ii) Maths laboratory
- iii) Maths club
- iv) Connecting mathematics to the environment
- v) Management of learning of slow and gifted

References:

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 – Mifflinco.
- 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.
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- Kolb, J. R., and Bassler, O. C. (1979). Learning to teach secondary School Mathematics. London: In text Educational Pub.
- Pramanik Surapati (2014), Adhunik Ganit Shikhan O Shikkhon, Aaheli Publisher

BCPC 2.6: Pedagogy of a School subjects Part II (Any one ; Bengali, English, Sanskrit)

Objectives:

- To enable student-teachers to
- Design appropriate teaching learning strategies/approaches suited to particular content
- Be at home with the principles of constructing content analysis of school curriculum.
- Use ICT and various teaching aids in teaching of Languages.
- Understand the historical development of language teaching
- Develop various skills related to language learning
- Prepare a blue print before entering into a class

Unit I: Pedagogical Analysis and Teaching Language (as opted) Skills

- i) Concept and Methods of Pedagogical Analysis
- ii) The pedagogical knowledge of the content at various classes (class VI-VIII, IX-X, XI-XII).
- iii) Lesson Plan
- iv) Micro-teaching & Stimulated teaching
- v) Teaching in classroom situation

Unit II : Learning Designing of Language (as opted)

- i) Concept, Importance and Types
- ii) Steps of learning designing
- iii) Qualities of a good learning design

Unit III: Activities in language (as opted)

- i) Fair and Exhibition

- ii) Field trips/Excursion
- iii) Debate
- iv) Wall & Annual Magazine
- v) Sahitya Sabha
- vi) Use of ICT

References:

- Bennett, W. A. (1969). Aspects of Language and Language Teaching. Cambridge: Cambridge University Press.
- Braden K (2006). Task Based Language Education: From Theory to Practice. Cambridge: Cambridge University Press
- Britton James (1973). Language and Learning. London: Penguin Books.
- Hill, L.A. and Dobbyn, M.A. Training Course, Trainer's Book Cassell, London, 1979.
- Richard J. and Theodore S. Rodgers T.S (1986). Approaches and Methods in Language, Cambridge University Press,.
- Ryburn W.N. (1966) : Suggestions for the teaching of Mother tongue in India, Oxford University Press, Mumbai.
- Mukerjee, S.N. (1965) : Rashtra Bhasha Ki Shiksha, Acharya Book Depot, Baroda,.

BCPC 2.6 Pedagogy of a School subjects Part II (Any one ; History, Education, Music, Fine Arts)

Objectives:

- To enable student-teachers to
- Design appropriate teaching learning strategies/ approaches suited to particular content
- Be at home with the principles of constructing content analysis of school curriculum.
- Use ICT and various teaching aids in teaching of social science.
- Understand the historical development of social science teaching
- Develop various skills related to social science learning
- Prepare a blue print before entering into a class

Unit I: Pedagogical Analysis and Teaching Social Sciences (as opted) Skills

- i) Concept and Methods of Pedagogical Analysis
- ii) The pedagogical knowledge of the content from various classes (class VI-VIII, IX-X, XI-XII).
- iii) Lesson Plan
- iv) Micro-teaching & Simulated teaching
- v) Teaching in classroom situation

Unit II : Learning Designing of Social Sciences (as opted)

- i) Concept, Importance and Types
- ii) Steps of learning designing
- iii) Qualities of a good learning design

Unit III: Activities in social science (as opted)

- i) Fair and Exhibition

- ii) Field trips/Excursion
- iii) Debate
- iv) Wall & Annual Magazine
- v) Use of ICT

References:

- Alan J Singer (2003). Social Studies for Secondary Schools: Teaching to I-earn, Learning to Teach. L E Association. New Jersey.
- Arora. GL. (1988) Curriculum and Quality in Education. NCERT. New Delhi.
- 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. (1966): Teaching of Social Studies in Indian Schools, Acharya Book Depot, Baroda,.
- Desai, D.B. (1978): Samaj Vidyana Shikhan, Balgovind Prakashan, Ahmedabad.
- Mathias, Paul (1973) : The Teacher's Handbooks for Social Studies, Blandford Press, London,
- Mehlinger. Howard, D. (ed.) (1981): UNESCO, Handbook for the Teaching of Social Studies, Gareem Helm, London, UNESCO,.
- Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt.

BCPC 2.6: Pedagogy of a School subjects Part II (Mathematics)

Objectives:

- The student-teachers will be able to
- Design appropriate teaching learning strategies/approaches suited to particular content
- Be at home with the principles of constructing content analysis of school curriculum.
- Use ICT and various teaching aids in teaching of Mathematics.
- Understand the historical development of Mathematics Education
- Develop various skills related to Mathematics
- Prepare a blue print before entering into a class

Unit I: Pedagogical Analysis and Teaching Skills

- i) Concept and Methods of Pedagogical Analysis
- ii) The pedagogical knowledge of the content at classes (class VI-VIII, IX-X, XI-XII).
- iii) Lesson Plan
- iv) Micro-teaching & Simulated teaching
- v) Teaching in classroom situation

Unit II : Learning Designing

- i) Concept, Importance and Types
- ii) Steps of learning designing
- iii) Qualities of a good learning design

Unit III: Activities in Mathematics

- i) Fair and Exhibition

- ii) Field trips/Excursion
- iii) Debate
- iv) Wall & Annual Magazine
- v) Use of ICT

References:

- Arora, S.K.(2000).Flow to teach mathematics. New Delhi: Sterling Publications
- Kumar,S. &Jaidka, M.L. (2005). Teaching of mathematics .New Delhi : Anmol Publications
- Mangal,S. K. (2003). Teaching of mathematics. Ludhiana: Tandon Publications
- Sidhu, K.S.(1998). Teaching of mathematics. New Delhi: Sterling Publications
- Pramanik, S.(2014). Adhunik ganitsikshn o sikshan. Kolkata: Aaheli Publishers.
- 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.
- Kinney, L. B., and Purdy, C. R. (1965). Teaching of Mathematics in Secondary School. New York; Holt, Rinehart 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

BEFC 2.7 Learning and Teaching Part I& Part II

Engagement with Field / Practicum

Any three of the following :-

- i) Simulated Teaching Practical(5 skills)
- ii) Presentation of Innovative Teaching
- iii) Participation and Observation of co-curricular activities in any institution
- iv) Lab based activities

BEFC 2.8 :Knowledge and Curriculum-Part-I&Part-II

Engagement with the Field/ practicum

Any three of the following:-

- i) Text Book Analysis.
- ii) Visit to DIET,
- iii) Visit to primary school
- iv) Visit to secondary school

BEFC 2.9: Pedagogy of a School subjects Part I&Part II (Any One):

1. Engagement with Field / Practicum for Language

Any three of the following :-

Preparation of report on

- i).Speech and Speech Mechanism
- ii).Word Formation
- iii).Syntax
- iv).Phonetic Transcription
- v).Identifying General and Specific Objectives with Learning outcome
- vi).Task analysis and Content Analysis
- vii).Developing Instructional (Teaching Learning) Material
- viii).Planning Instructions

2.Engagement with Field / Practicum for Social Science

Any three of the following :-

Preparation of report on

- i) Historical Places of the locality
- ii) Ecological Places
- iii) Environment Awareness
- iv) Social Awareness
- v) Blood donation
- iv) Exhibition
- vii) Demonstration of Lab-based activities wherever applicable

3.Engagement with Field / Practicum for Mathematics

Any three of the following :

- i).Preparation of various teaching aids.
- ii).Preparation of programmed learning material for selected units in Mathematics.
- iii).Evaluation of Mathematics text book.
- iv).Construction of achievement and diagnostic tests.
- v).Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts.
- vi).Use of Computer in Teaching of Mathematics.
- vii).Use of Mathematics activities for recreation.
- viii).Development and use of Mathematics laboratory.
- ix).Prepare mathematical activities in the context of sociocultural aspects.
- x).Preparation of document on the contribution of one Indian mathematician

EPC II : Drama and Art in Education

Objectives :

To enable student-teachers to
 Understand the use of drama, music and dance as pedagogy
 Understand the dramatic way in teaching learning process
 Use art of drawing and painting in teaching learning process
 Develop creativity through different creative art forms

COURSE CONTENT

Unit I : Drama ,Music and Dance and their Fundamentals

- a) Drama ,Music and Dance as a tool of learning
- b) Different forms of Drama ,Music and Dance
- c) Integration of Drama ,Music and Dance and their educational practices

Unit II : Drawing and Painting

- a) Different forms of Drawing-colours,Strokes,sketching
- b) Different forms of painting-Worli Art, Madhubani art, Glass painting,Fabric painting etc.
- c) Use of drawing and painting in Education

Unit III : Creative art

- a) Creative writing-story writing, Poetry writing
- b) Model making-Clay modeling, Puppet making
- c) Decorative Art - Rangoli, wall painting etc.

Engagement with Field / Practicum

Any three of the following :-

- i)Develop a script of any lesson in any subject of your choice to perform play/Drama
- ii)Prepare a calendar chart on various Musical instrument in India.
- iii)Visit an institution /faculty of performing arts and submit report.
- iv)Develop a design or picture based on collage work
- v) Develop a creative design based on your choice for Book / CD cover

Reference:

NCERT,(2006) Position paper by National focus group on Arts,Music ,Dance and Theatre

Course Objectives:

To equip student-teachers to cater to diverse needs of learners in school.

To engage student- teachers actively in teaching at schools with systematic supervisory support and feedback from faculty.

To train student-teachers consolidate and reflect on their teaching experience during the school internship.

School Internship:

3.1. Observation of day to day school activities and report of an in depth study of one activity.

3.2. Observation of peer teaching in two selected subjects with criticism (10 lessons per subject) with respect to the following skills such as introduction of a lesson, explanation, questioning, using of black board, reinforcement and conclusion of a lesson and a comprehensive report thereon.

3.3. At least six interaction sessions with school teachers considering the academic calendar, resource organization, actual classroom practices etc. and six with the children with respect to identifying students' difficulties and suggestive remedies and a detailed report thereon.

3.4. Organization of at least two cultural activities and organization of one literary activity in school and a detailed report thereon.

3.5. Organization of morning assembly , games and physical exercises in school and a detailed report thereon.

3.6 Maintenance of school library & helping library service in school and a detailed report thereon.

3.7. Gardening activities in school with the involvement of the children and a detailed report thereon.

3.8. Aesthetic development activities such as decoration of classroom.

3.9. Regular classroom teaching : Delivery of minimum 60 lessons and execution of final teaching on the subject opted and submission of lessons.

3.10 Preparation of a comprehensive report on learning difficulties of children in a selected subject at a specific class on the basis of observation during teaching.

BCPC 4.1 : Language across the curriculum

Objectives:

To enable student-teachers to

Recognize 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 toLSRW(Listening, Speaking, Reading, Writing) skills and activities for developing these Skills.

COURSE CONTENT

Unit I:Theoretical Background of Language Usage

- i) Language - Meaning and Concept
- ii) Functions of Language
- iii) Role of Language across curriculum
- iv) A brief historical background of language development.
- v) Theories of language development - Bloomfield, Chomsky,Saussure

Unit II :Understanding the Language Background

- i)Understanding home language and school language.
- ii)Power dynamics of ‘standard language’ vs. ‘home language’.
- iii)Dialects.
- iv) Multicultural classroom - Teachers’ role.

Unit III :Different Strategies for Language Development

- i) Nature of classroom discourse
- ii) Develop strategies for using language in the classroom – oral and written
- iii) Discussion as a tool for learning
- iv) Reading proficiency in the content areas - Social Sciences, Sciences, Mathematics
- v) Schema Theory

References:

- Bennett, W.A. (1969). Aspects of language and language teaching London : Cambridge University Press
- Braden, K. (2006). Task based language education: From theory to practice.London: Cambridge University Press.
- Britton, James. (1973). Language and learning. London: Penguin Books.
- Byrnes, Heidi (2006). Advanced language learning: The contribution of Halliday and Vygotsky. Continuum International Publishing Group.
- Pearson, J. .C. et al. (2011).*Human Communication*. (4th ed.). NewYork: McGraw Hill

Companies Inc.

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

Fromkin, V, Rodman, R & Hymes, 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.

BCPC 4.2 :Understanding discipline and subjects

Objectives:

To enable student-teachers to

Know the basis of knowledge and branches of emerging knowledge.

Be aware of the emergence of various disciplines

Develop among the teacher trainees an understanding of science as a discipline.

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

Unit I :Disciplines and Subjects :

- i) Education as Inter-disciplinary Field of Study
- ii) Nature and Characteristics of a Discipline
- iii) Emergence of various disciplines from education
- iv) Merge of Various Disciplines into Education
- v) Interrelation and Interdependence amongst various school subjects

Unit II : Mathematics and Science as Subjects and Disciplines

- i) Science as a discipline, place of scientific knowledge in the schema of school curriculum
- ii) Study of emergence of school science in relation to the social political and intellectual and historical context.
- iii) Curriculum syllabus and text books ; the paradigm shifts in the discipline , the changing notion of scientific knowledge and the need to redefine school science
- iv) Place of Mathematics in School Curriculum.
- v) Mathematics in Day-to-day life.
- vi) Relationship of Mathematics with other Subjects.

Unit III :Language and social science Subjects and Disciplines

- i) Role of language in children's intellectual development and Learning.
- ii) Language in the school curriculum; aims issues and debates.
- iii) Language as a Medium of Communication.
- iv) Need of Studying Social Science through Interdisciplinary Perspectives.
- v) Place and Relevance of Social Science in School Curriculum.

References:

- National Curriculum Frame Work. 2005. New Delhi: NCERT.
- National Curriculum Frame Work Teacher Education. 2009. New Delhi : NCTE.
- Purkait, B. R. (2010). Milestones of ancient, mediaeval education in India. Kolkata: New Central Book Agency.
- Purkait, B.R.(2010).Milestones in modern Indian education. Kolkata: New Central Book Agency.
- Mukhopadhyay, Nrisingha Prasad. Ancient Indian education
- Mukherjee, R. K. Ancient Indian education
- Chakravarti, U. (1998). Rewriting history: The life and times of PanditaRamabai. Zubaan.
- Ghosh, S. C. (2007). History of education in India. Rawat Pub.
- 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 York, McGraw Hill & Co.

BCPC 4.3 : Assessment for Learning I

Objectives:

- To enable student-teachers to
 - Get basic knowledge of assessment.
 - Know the process of evaluation and its uses.
 - Write educational objectives.
 - Know different techniques of evaluation, tools of evaluation and their uses.
 - Know different characteristics of instruments of evaluation.
 - Know different types of teacher made tests and will construct them.
 - Compute simple statistics to assess the learning.

COURSE CONTENT

Unit-I: Concept of Evaluation and Assessment

- i) Meaning of assessment, measurement, tests, examination and evaluation and their interrelationship.
- ii) Differences among Measurement, assessment, Evaluation, Examination and Test.
- iii) Nature and purpose of evaluation.
- iv) Approaches of Formative, Summative, Norm referenced and Criterion referenced test.
- v) Criteria of Assessment Procedure - reliability, validity, norm and usability.

Unit-II: Techniques of Evaluation

- i) Different types of tests- Formative, Summative test, Diagnostic test, Prognostic test, Criterion and Norm-referenced and achievement test construction and standardization.
- ii) Tabulation of data, graphical representation of data.
- iii) Measures of Central tendency
- iv) Measures of Variability

Unit-III: Problem-learner

- i). Problem learner-concept and types.
- ii). Identification of Problem learner, Observation, Case study, Sociometric and Testing.
- iii). Causes of Problem learner.
- iv). Remedial measures –Guidance and counseling .
- v). Life skill training.

References :

- Statistics in Psychology and Education-S.K. Mangal.
- 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.
- Chakraborty Pranab Kumar(2010). VidyalayaShikshayMulyayan. B.B. Kundu and Grandsons. Kolkata.

BCPC 4.4 : Assessment for Learning II

Objectives:

To enable student-teachers to

Understand different aspects of the complexities of the learning system.

Understand the relationship between school and community.

Acquire knowledge about physical, infrastructure and human resources available in the schools.

Explore the students support services available and achievements of the schools.

COURSE CONTENT

Unit-I: Assessment of the Learning System

- i) Infrastructural facilities: building, library, subject room, laboratory, classroom furniture, workshop, Hobby centre, gymnasium, playground, sanitation facility, Drinking water etc.
- ii) Human Resources: Teaching staff, Non-Teaching staff, Students:
(Boys/Girls/SC/ST/OBC/Minority) Special need children, Teacher - Student ratio.

Unit-II: Administration and Planning of School Education

- i) Role of State Government in School administration- West Bengal Board of Secondary Education and West Bengal council of Higher Secondary Education.
- ii) Administrative structure of Secondary Education with special reference to Managing Committee, Academic Council, Finance Committee of the respective school.
- iii) School community relationships.

Unit-III: School Services

- i) Students self-government and discipline.
- ii) Organization of co-curricular activities, library, Physical education etc.
- iii) Time Table.
- iv) Health Services, sanitation, Sex education etc.
- v) Special services such as Mid day meal, Remedial teaching, Parent teacher Association, Tutorial for weaker section, conducting talent search examination.

BCPC-4.5: Optional (Any one)

- 1. Tagore's Thought & Experiment in Education**
- 2. Health and Physical Education**
- 3. Peace & Value Education**
- 4. Yoga Education**
- 5. Guidance and Counseling**
- 6. Population & Environmental Education**
- 7. Work & Vocational Education**

BCPC 4.5.1: Tagore's Thought & Experiment in Education

Objectives:

To enable student-teachers to

Acquaint with the philosophical & educational thought of Tagore

Know the Tagore's experiment in education

Study the relevance of Tagore's thought & experiment in modern education

Unit I: Philosophical & Educational Thought of Tagore

- i) Tagore's Philosophy of life
- ii) Tagore's Philosophy of education-a) education for fullness b) education for individual as well as community development c) education for creative activity d) teaching learning process e) text Book reformation f) examination reformation g) mother tongue as medium of instruction h) cultural heritage in education

Unit II: Tagore's Experiment in Education

- i) SikshaSatra-model of rural school
- ii) Sriniketan model of integrated rural development
- iii) Sriniketan model and Viswabharati
- iv) Method of teaching in vernacular, Sanskrit, English, Science, social Science, Nature Study and aesthetic education(Dance, Drama, Music, Drawing)

Unit III: Relevance of Tagore's Thought & Experiment in Modern Education

- i) Critical study of major weaknesses of the then system of education as identified by Tagore and the present condition of education
- ii) Relevance of Tagore's thought on education for modernization of the existing educational system

References :

Education for Fullness: H.B Mukherjee

BCPC 4.5.2: Health and Physical Education

Objectives

To enable student-teachers to

Build a scenario of Health Education in India.

Develop a Knowledge Base of the Most Common and Uncommon Diseases in India; their Diagnosis & Remediation.

Learn the Tech Related Health Risks & Learn How to Fix These.

Study the Health Education Vision & Mission of India.

COURSE CONTENT

Unit I: Health Education Scenario in India:

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

Unit II: Most Common & Uncommon diseases in India:

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

Unit III: Health Issues, First Aid & Health Education: Vision & Mission:

- i) Health issues- Fast Food Problems, Drinking Water Problems, Falling Heart & Brain Entrainment Ratio, Inflated Height & Weight Index, High & Low Blood Pressure, Depression & Aggression, Adhyatmik troubles, Adhibhoutik troubles, Adhidaivik troubles, along with these all sorts of Medical Practices
- ii) First Aid principles, equipments- a) Fractures-causes and symptoms and the first aid related to them, b) Muscular sprains causes, symptoms and remedies, c) First aid related to hemorrhages, respiratory discomfort d) First aid related to Natural and artificial carriage of sick and wounded person e) Treatment of unconsciousness f) Treatment of heat stroke g) General disease affecting in the local area and measures to prevent them
- iii) Vision & Mission of Medical Council of India, Health Education Priorities, and immediate need of Health Education Policy of India. a) Games, Sports & Athletics, b) Yoga Education.

References:

- Bhattacharyya, A.K.(2010). Dimensions of Physical Education Principles, Foundations & Interpretation, Kolkata Clsique Books.
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Bhattacharyya, A.K. & Bhowmick, S. Sarirsitsha. Kolkata: Paschim Banga Rajya Pustak Parshad.
 Bandyopadhyay, K. Sarirsikshaparichay. Kolkata : Classique Books
 Kar, Subhabrata & Mandal, Indranil. (2009). Uchhatarasarir Shiksha Lalkuthipara, Suri, Birbhum
 : Sarir Siksha Prakashani.
 Gharote, M.L. Applied Yoga Kaivalyadhama, S.M.Y.M. Samiti, Lonavla
 Dasgupta, Rameswar, Yoga Rashmi. Kaivalyadhama, Lonava, Maharashtra.
 Kuvalananda, S Asanas Kaivalyadhama, Kaivalyadhama, Lonava, Maharashtra.

BCPC 4.5.3: Peace & Value Education

Objectives

To enable student-teachers to
 Understand the meaning and role of peace education and value education in present context.
 Understand the components of peace education.
 Understand different perspectives of peace education.
 Be acquainted with methods and evaluation of value education.

COURSE CONTENT

Unit I: Peace Education & Social Perspective

- i) Peace Education - Meaning, Concept, Aims, Objectives,
- ii) Nature, Scope and Importance.
- iii) Barriers of Peace Education - Psychological, Cultural, Political.
- iv) Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, suppression of individuality, complexes. Violence in School, home and society.
- v) Role of Peace Education in present context.
- vi) Social Perspective of Peace Education
- vii) Justice - Social economics, Cultural and religions
- viii) Equality - Egalitarianism, Education for all, equal opportunity
- ix) Peace Education in Secondary Education curriculum.

Unit II: Value Education

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

Unit III : Methods & Evaluation of Value Education

- i) Methods & Evaluation of Value Education (a). Traditional Methods: Story Telling, Ramleela, Tamasha street play & folk songs, (b). Practical Methods: Survey, role play, value clarification, Intellectual discussions
- ii) Causes of value crisis : material, social, economic, religion evils and their peaceful solution
- iii) Role of School Every teacher as teacher of values, School curriculum as value laden
- iv) Moral Dilemma (Dharmasankat) and one's duty towards self and society

References

- Barash, P. David Approaches to Peace, Oxford University Press, New York (2000)
- Galtung, Johan, Peace by Peaceful Means: Peace and conflict, Development and civilization. Sage Publications, New Delhi, 1996
- Galtung, Johan, The Struggle for Peace Gujarat Vidyapith Ahmedabad, 1984
- Gandhi, M.k., Non-Violence in Peace and War Navajivan Publishing House, Ahmedabad, 1944
- Galtung, J., Searching for Peace- The road to transcendence sterling Virginia (2003)
- Hanis Ian. M, (1998): "Peace Education" Mc Farland & company, Inc Publisher London,
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- Nel Noddings. Peace Education: How we come to love and hate war
- J. Delors. (2001). Learning the treasure within.
- Page, James, Page, James Smith. Peace Education: Exploring ethical and philosophical foundations.
- R. P. Shukla. (2010). Value education and human rights.

BCPC 4.5.4 : Yoga Education

Objectives

- To enable student-teachers 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

COURSE CONTENT

Unit I: Introduction to Yoga and Yogic Practices:

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

Unit II: Introduction to Yogic texts:

- i) Significance to Yogic texts in the context of schools of yoga
- ii) Patanjala Yoga Shastra: ashtanga yoga and kriya yoga in sadhna pada
- iii) Hathyogic texts (hatha pradarsana and ghera and sahita)
- iv) Complementarities between patanjala yoga and hatha yoga
- v) Meditational Processes in Patanjala yoga sutras
- vi) Hatha yogi practices : List of selected Asana, Pranayama, Bandha, Mudra from Hathyogi texts for practical yoga sessions for advanced yoga practitioners

Unit III: Yoga and Health:

- i) Need of yoga for a positive health for the modern man
- ii) Concept of health and disease: medical & Yogic perspectives
- iii) Concept of PanchKosa for an Integrated & positive health

iv) Utilitarian Value of Yoga in Modern Age

References:

Swami Shivananda Yoga Asanas : Divine Life Society, 1972. Hatha Yoga Pradipika
 Jha Vinay Kant (2015), Patanjali's Yoga Sutras - Commentary By Swami Vivekananda, Solar Books,
 Dariyaganj, New Delhi
 NCERT Yoga Syllabus
 Raja Yoga-Vivekananda Swami-Adyar Publication, Madras
 Universe of Swami Vivekananda & 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

BCPC 4.5.5: Guidance and Counselling

Objectives

To enable student-teachers to
 Understand guidance and counselling in details
 Understand the mental health
 Develop the knowledge about adjustment and maladjustment.
 Acquire skill to develop tools and techniques.
 Understand the idea about abnormal behaviour and mental illness.

COURSE CONTENT

Unit I: Overview of Guidance and Counselling:

- i) Nature & Scope of Guidance and Counselling
- ii) Difference between Guidance & Counselling
- iii) Types of guidance and counselling
- iv) Quality of a good counsellor

Unit II: Adjustment & Maladjustment

- i) Concept
- ii) Purpose
- iii) Techniques
- iv) Criteria of good adjustment
- v) Causes, Prevention & Remedies of Maladjustment
- vi) Maladjusted behaviours-
 Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency,
 Substance Abuse, Disorder, Anti-social Behaviour.

Unit III: Abnormal Behavior and Mental illness

- i) Meaning & Concept of normality and abnormality
- ii) Casual factors of Abnormal Behaviour – Biological & Psychological.

- iii) Classification of mental illness (DSM-IV)
- iv) Concept of Testing & Non-testing tools for assessing mental illness
- v) Tests to measure- Personality, Attitude, Aptitude, Interest, Intelligence, Case study, Questionnaire, Opinionnaire, Interview, Observation, CRC.

References:

- Agrawal, R. (2010). Guidance and counseling. New Delhi : Shipra Publications.
- Ghosh, S.K. (2012). Sikshaysangatiapasangati o nirdeshana. Kolkata : Classique Books.
- Gibson, R.L. & Mitchel, M. H. (2006). Introduction to counseling and guidance. New Delhi: Pearson, Prentice Hall.
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- Pal, A.K. (2013). Guidance and counseling. New Delhi : Abhijeet Publications.
- Pal, D. (2014). Sikshay-brittitenirdeshana o paramarshadan. Kolkata: Rita Publications.
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- Nag, S. (2015). Guidance and counseling. Kolkata: Rita Publications.
- Mondal (2011). Nirdeshana O Poramorshodaner Ruparekha. Rita.

BCPC 4.5.6: Population & Environmental Education

Objectives

- To enable student-teachers to
- Understand the concept of population and environmental education
- Know the objectives and methods of teaching environmental and population
- Be aware of population and environmental education policies
- Help students to analyze the various issues related to population and environmental education.

COURSE CONTENT

Unit I: Concept of population & Environmental Education:

- i) Characteristics, objectives, scope and importance
- ii) Methodology of population education and its importance
- iii) Developing environmental awareness,
- iv) Environmental attitude, values & pro-environmental behaviour.

Unit II: Population Education Policies:

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

Unit III : Issues related to Population and Environmental Education

- i) Quality of life,
- ii) Sustainable life style,
- iii) Ecofeminism,
- iv) Empowerment of women,

- v) Environmental and social pollution,
- vi) Effect of population explosion on environment,
- vii) Adolescent reproductive health.

References:

- Kumar, A. (2009). A text book of environmental science. New Delhi:APH Publishing Corporation.
- Singh, Y. K. (2009). Teaching of environmental science. New Delhi:APH Publishing Corporation.
- Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
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- Sharma, V. S. (2005). Environmental education. New Delhi, Anmol publication.
- Pal, S. And Deb, N. (2014) Paribesh Siksha, Aaheli Publishers, Kolkata
- Yadav Saroj (1988) "Population Education", Shree Publishing House, New Delhi.
- Bhenda, A.A. & Kavitar Tava (1985), Principles of Population Studies. Himalaya Publishing House, Bombay.
- Kuppuswamy B. (1975), "Population and Society in India", Popular Prakashan, Bombay.

BCPC 4.5.7: Work & Vocational Education

Objectives

To enable student-teachers to

Make a teacher-trainee aware of the modern approaches to teaching of Work Education in the perspectives of its development from traditional approaches.

Make the teacher-trainee acquainted with the basic skills required for the inculcation of the modern approaches to teaching of Work Education.

Make the teacher trainees aware of different methods of teaching suitable to different topics of Work Education.

Make the teacher trainees acquainted with the ways and means for managing class-room from the stand point of inclusive education.

COURSE CONTENT

Unit I: Nature of Work Education

- i) Aims and Objectives of Teaching Work Education at Secondary level. Values of teaching Work Education at Secondary level.
- ii) Correlation of Work Education with other School Subjects.
- iii) Bases of Work Education - Psychological, Sociological, Historical and Economical.

Unit II : Methods of Teaching Work & Vocational Education:

- i) Inductive and Deductive Method
- ii) Lecture Cum Demonstration Method
- iii) Laboratory Method.
- iv) Heuristic Method.
- v) Problem Solving Method,
- vi) Project Method

Unit III Aspects of Teaching work Education & Vocational Education:

- i) Management of Work Units: -a) Selection of Work projects b) Budgeting and planning c) Time allocation d) Materials and Equipment e) Disposal of finished products f) Organizational co-ordination of different agencies monitoring Network through Resource Centers -
- ii) Excursion.
- iii) Aspects of Teaching work Education: a) A critical evaluation of work education syllabus prescribed by the WBBSE in the exposure stage and the Involvement stage b) Concept of improvisation; its use in the teaching of Work Education & Vocational Education.
- iv) Areas of work education, viz. socially useful productive work
- vi) Occupational explorations and Innovative practices.
- vii) Removal of social distances through Work Education.

References:

- Choudhury, J., Deb, N. and Samanta, A. (2014) Karmashiksha Shikhsan Bigyan Kala O Prajukti, Aaheli Publishers, Kolkata.
- Achilles, C. M.; Lintz, M.N.; and Wayson, W.W. "Observations on Building Public Confidence in Education. Educational Evaluation And Policy Analysis 11 no. 3 (1989).
- Banach, Banach, and Cassidy. The Abc Complete Book Of School Marketing. Ray Township, MI: Author, 1996.
- Brodhead, C. W. Image 2000: A Vision for Vocational Education. Vocational Education Journal 66, no. I (January 1991).
- Kincheloe, Joe L. Toil and Trouble: Good Work, Smart Workers, and the Integration of Academic and Vocational Education. New York: Peter Lang Publishing. (1995)
- Lauglo, Jon; Maclean, (2005) Rupert (Eds.) Vocationalization of Secondary Education. Revisited". Series: Technical and Vocational Education and Training: Issues, Concerns and Prospects, Vol. 1. Springer
- O'Connor, P.J., and Trussell, S.T. "The Marketing of Vocational Education." Vocational Education Journal 62. no. 8

BEFC 4.6 : Language across the Curriculum & Understanding Discipline and Subjects

Engagement with Field / Practicum

Any three of the following :-

- i). School Visit to Find out Communication Problem / Apprehension in Students
- ii). Designing Games and Exercises for Developing Listening, Speaking, Reading and Writing Skills
- iii). Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech
- iv). Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming
- v). Assignments on Developing Listening Skills - Listening to speech, directions.
- vi). Policy analysis of National curriculum frame works
- vii). Identification of core, hidden, null and latent curriculum in text books.
- viii). Review of the books for constructing an activity curriculum

BEFC 4.7 : Assessment for Learning I & Learning II**Engagement with Field/ Practicum:**

Any three of the following:

- i) Writing educational objectives, learning experience and corresponding evaluation techniques.
- ii) Framing measurable and non-measurable learning outcomes.
- iii) Designing a Questionnaire in a given topic .
- iv) Preparation of Blue Print and a Question Paper.
- v) Prepare graph, and use of statistics for analysis of results.

BEFC 4.8 : Optional of 4.5 & Co-curricular Activities

- i) Engagement with Field/ Practicum from any optional paper from course 4.5
- ii) Preparation of wall-magazine at the department of Education, RBU
- iii) Celebration of any day of National importance

BEPC 4.9 : ENHANCING PROFESSIONAL CAPACITIES III**EPC III: Critical Understanding of ICT****Objectives**

To enable student-teachers 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**Unit I : Digital Technology and Socio-economic Context:**

- i) Concepts of information and communication technology; Universal access VS Digital Divide – issues and initiatives;
- ii) Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and
- iii) Communication Technology (ICT) in School Education in India; IT@ School Project;
- iv) Components and Objectives of National Mission on Education through ICT (NMEICT),
- v) Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, e GyanKosh;

Unit II: Techno-Pedagogic Skills:

- i) MS office: MS Word, MS Power Point, MS Excel, MS Access, MS Publisher, Media Message Compatibility
- ii) Contiguity of Various Message Forms
- iii) Message Credibility & Media Fidelity
- v) Sender-Message-Medium-Receiver Correspondence

Unit III : Internet and Educational Resources:

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

Engagement with the field/ Practicum

Any three of the following :-

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

References

- 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 Macgrows Hill
- Douglas Comer (2007) The Internet Book: Everything You Need to Know about Computer Networking and How the Internet Works, Prentice Hall,
- DSERT Karnataka. (2012). Position paper on ICT mediation in education. DSERT.

BEFC-4.10 : ENHANCING PROFESSIONAL CAPACITIES IV

EPCIV : Understanding the Self

Objectives

To enable student-teachers 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.
 Know to develop their personality through various practices.
 Develop interpersonal intelligence.

COURSE CONTENT

Unit I : Self-concept

- i) Meaning and Definition of self-concept
- ii) Importance of self-concept
- iii) Components of self-concept
- iv) Factors influencing self-concept
- v) Development of self-concept
- vi) Impact of positive and negative self-concept

Unit II : Self-esteem

- i) Meaning and concept of self esteem
- ii) Importance of self-esteem
- iii) Types of self-esteem
- iv) Strategies for positive behaviour
- v) Keys to Increasing Self-Esteem

Unit III : Interpersonal & Emotional Intelligence

- i) Concept of Interpersonal Behaviour
- ii) Need and Importance of Interpersonal Behaviour
- iii) Strategies to Develop Interpersonal Relationship
- iv) Meaning and concept of Emotional intelligence
- v) Components of emotional intelligence
- vi) Differentiating EQ, IQ and SQ
- vii) Emotional intelligence for personal and professional development

Engagement with the field/ Practicum:

Any one of the following:-

- i) Analyzing the priority and scheduling priority to minimize the stress.
- ii) Practically applying the interpersonal intelligences in various classroom situations.
- iii) Listing the positive and negative attributes of personality.
- iv) Doing and classifying different types of yoga and their effects on well-being.
- v) Designing and applying activities to develop self-esteem.

References:

- Stevens, N. (2008). Learning to Coach. United Kingdom: Howto books.
 Rohrer, J. (2002). ABC of Awareness. Oberurnen: UTD Media.
 Adair, J. & Allen, M. (1999). Time Management and personal Development. London: Hawksmere.
 Simanowitz, Y. and Pearce, P. (2003). Personality Development. Beck shire: Open Univ. Press.

SCHEME OF EVALUATION

Semesters	Area	Courses	Max. Score		Total score	Mode of Examination
			Internal	External		
Sem.-I	BPEC	1.1-1.6	10x6=60	40x6=240	300	BPEC-External through written examination BEFC & BEPC- through viva-voce-jointly by External& Internalfaculty members
	BEFC	1.7-1.9	20x3=60	30x3=90	150	
	BEPC	1.10	20x1=20	30x1=30	50	
Sem.-II	BPEC	2.1-2.4	10x4=40	40x4=160	200	BPEC & BCPC - External through written examination BEFC & BEPC-through viva-voce-jointly by External& Internalfaculty members
	BCPC	2.5-2.6	10x2=20	40x2=80	100	
	BEFC	2.7-2.9	20x3=60	30x3=90	150	
	BEPC	2.10	20x1=20	30x1=30	50	
Sem.-III	School Internship	3.1	30	10	40	Viva-voce-jointly by External & Head, department of Education
		3.2	40	10	50	
		3.3	40	10	50	
		3.4	20	10	30	
		3.5	20	10	30	
		3.6	40	10	50	
		3.7	30	20	50	
		3.8	30	20	50	
		3.9	50	50	100	
		3.10	30	20	50	
Sem.-IV	BCPC	4.1-4.5	10x5=50	40x5=200	250	BCPC -External through written examination BEFC & BEPC through viva-voce-jointly by External& Internal faculty members
	BEFC	4.6-4.8	20x3=60	30x3=90	150	
	BEPC	4.9-4.10	20x2=40	30x2=60	100	
Total			800	1200	2000	

BPEC: B.Ed. Perspective in Education Course
BCPC: B.Ed. Curriculum and pedagogic Studies Course
BEFC: B.Ed. Engagement with the Field Course
BEPC: B.Ed. Enhancing Professional Capacities