

- 12.2. If a candidate is unsuccessful at the 1st semester examination he/she can apply for supplementary examination held during 3rd semester examination provided he has obtained at least 40% marks in the aggregate of other theoretical papers (Passed) excluding the marks of failed subjects. If the candidate is unsuccessful at the 2nd semester examination then he/she can apply for appearing in the 4th semester examination. If he/she passed in it he shall be declared to have passed the examination as a whole without losing his year but he shall lose his/her rank of merit.
- 12.3. If a candidate is again unsuccessful in 1st semester supplementary examination then he/she can apply for appearing next semester examination and if he/she passes in it he/she shall be declared to pass the examination as a whole and his/her rank of merit shall be lost.
- 12.4. If a candidate is again unsuccessful in the first supplementary examination he/she will apply for appearing supplementary examination which will be held along with: 1st sem. Examination in next session for 1st semester Course/papers and 2nd semester Examination in next session for 2nd sem. Course/papers.
- 12.5. The candidate shall be required to clear all back papers within three academic years from the year of the admission into the programme. If however, those who fail to clear within the above period, they shall be required to appear all the papers in subsequent years as per the rules and regulation prevalent during that period but their internal assessment marks shall be carried over.
- 12.6. If a candidate is unsuccessful in any practical papers in first semester examination he/she can apply for supplementary examination held along with next semester end examination. His/Her previous semester end examination marks (Theory) shall be carried over.

❖ **Rules for the Tabulation of Results (One mark deficiency rule):**

If a candidate fails in any course (Theory/ practicum/ viva voice) by 1 mark only then he/she shall be awarded that deficient mark to pass the examination and that shall not be shown in the mark-sheet but shall be shown in the Tabulation Rolls by adding (+) 1 mark to the Course/ Practicum / Viva-voice score.

The candidates who have failed in one or more subjects for deficiency of one mark only or missed to obtain 60% (Is' class) or 55% in aggregate (in all the semesters) by one mark only, be given one mark and allowed to pass in the subject/s or be placed in the aforesaid status. One mark should be added by plus sign in the subject/s or in the aggregate in the tabulation sheet but in the mark-sheet only totalized marks should be shown. The same shall be applicable for SC/ST candidates only, who have missed to obtain 50% marks in aggregate by one mark only.

13. **Issuance of Degree:**

After declaration of final result of the BEd, programme each successful candidate shall receive a Degree/Certificate in prescribed format with the seal and signature of the Vice-Chancellor of the University.

14. **Revision of regulation and Curriculum:**

The competent authority may from time to time revise, amend and change the regulations and the curriculum, if found necessary.

15. **Discipline:**

- All students shall be required to conduct themselves in a manner befitting the students of a national institution of high reputation, within and outside the precincts of the institution.
- Unsocial activities like ragging in any form shall not be permitted within or outside the precincts of the institution and the students found indulging in them shall be dealt with severely and dismissed from the institution.

**COURSE DETAILS
SEMESTER-I**

Course-I (1.1.1)	Childhood and Growing Up	Theory	Engagement With the Field	Credit
		50+50	25	Class Hours
1 st Half	Development and its Characteristics			
Objectives	The student teachers will be able to :-			
	<ol style="list-style-type: none"> 1. Explain the concept of growth and development and stages of development with special reference to the stage of adolescence. 2. Know about the developmental characteristics 3. Be aware of influence of heredity, environment including socio cultural factors on developmental process 4. Develop the skills of applying the principles of development in improving the teaching learning process. 			

COURSE CONTENT/SYLLABUS		7 hrs.
Unit-I	<p>Growth and developmental pattern of learners:</p> <ul style="list-style-type: none"> ● Concept of growth and development ● General characteristics of Growth and Development ● Stages and sequence of Growth and Development ● Social factors that affect growth and development- poverty, lack of opportunities, deprivation, disrupted family, poor neighborhood, poor housing <p>Stages of development:</p> <ul style="list-style-type: none"> ● Different stages of development- infancy, childhood, adolescence, Adulthood. ● Adolescence-Physical development, Emotional development, Cognitive development. ● Needs and problems of adolescents, their guidance and counselling 	7 hrs.
Unit-II	<p>Different types of Development:</p> <ul style="list-style-type: none"> ● Cognitive development- Piaget's theory and its educational implications. ● Psycho-sexual development- Freud's Theory. ● Psycho social development- Erikson's theory of psychosocial development. ● Moral and pro social development- Kohlberg's theory ● Development of self-concept and personal identity ● Communication and speech development- paralinguistic and linguistic stages of development. 	7 hrs.
Unit-III	<p>Individual differences:</p> <ul style="list-style-type: none"> ● Role of heredity, environment including physical and socio cultural factors, ● Nutrition, ● Child rearing practices and Family. 	5 hrs.
Unit-IV	<p>Development of personality:</p> <ul style="list-style-type: none"> ● Concept of Personality, types and traits of personality, ● Trait theories (Eysenck and Cattell's 16 factor, Five factor) ● Measurement of personality (Self-report and projective techniques). 	6 hrs.
2nd Half	Aspects of Development	
Objectives	The student teachers will be able to :-	
	<ol style="list-style-type: none"> 1. Know about various aspects related to development. 2. Acquainted with theories, types and factors of motivation, attention and interest. 	

	<ol style="list-style-type: none"> 3. Understand the nature of intelligence and know various theories related to it. 4. Develop skills for identifying and nurturing creativity. 	
COURSE CONTENT/SYLLABUS		
Unit-I	<p>Concept, nature, interrelationship and educational implications of</p> <ul style="list-style-type: none"> ● Instincts and Emotions ● Emotional Intelligence ● Attitude and attachment 	6 hrs.
Unit-II	<p>Motivation:</p> <ul style="list-style-type: none"> ● Extrinsic and Intrinsic Motivation ● Theories of Motivation- Maslow, Weiner and McClelland. ● Factors affecting Motivation- Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom implications. <p>Attention and Interest:</p> <ul style="list-style-type: none"> ● Concept of attention, determinants of attention and their class room application ● Attention span and its fluctuation, distraction Interest and its relation with attention 	7 hrs.
Unit-III	<p>Intelligence:</p> <ul style="list-style-type: none"> ● Concept and nature, its distribution across population ● Factor theories of intelligence (Guilford, Thurston and Gardner's theory of Multiple Intelligence.) ● Measurement of intelligence (Verbal and non-verbal tests of intelligence) ● Intelligence quotient and education 	6 hrs.
Unit-IV	<p>Creativity:</p> <ul style="list-style-type: none"> ● Concept of creativity ● The components of creativity ● Its identification and nurturance. 	7 hrs.
Unit-V	<p>Any one of the following</p> <ol style="list-style-type: none"> i. Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain. ii. List down different maladjusted behaviours of adolescents which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour. 	6 hrs.
Engagement with the Field/ Practicum		32 hrs.

	<p>iii. 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.</p> <p>iv. Observe any one successful teacher and list down the behavioural characteristics which impress you.</p> <p>v. List down few (classroom) learning situations involving insightful learning.</p>
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Audio-Video, Film Show.
<p>: Bengali Version : Course-I (1.1.1)</p> <p>শিশু ও বিকাশ অধ্যাপক (ড.) বিজল সরকার</p>	
<p>: English Version : Course-I (1.1.1)</p> <p>Childhood and Growing Up Dr. Pranab Krishna Chanda Dr. Sujit Pal Dr. Rakheebria Biswas</p>	

Course-II (1.1.2)	Contemporary India and Education	Theory	Engagement With the Field	Credit	4+1
1st Half	Education in Post-Independent India	50+50	25	Class Hours	64+32
Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Comprehend the various constitutional provisions 2. Develop the knowledge about the recommendations of various commissions and National Policies of Education. 3. Examine the problems and solutions of elementary and secondary education and find out probable solution. 4. Acquire the skill to eradicate inequality, discrimination and marginalization in education. 5. Develop an idea about National Values. 				
COURSE CONTENT/SYLLABUS					
Unit-I	Educational provision in the Constitution of India: <ul style="list-style-type: none"> ● Fundamental Rights ● Directive Principles of State Policy ● Fundamental Duties ● Centre-State Relationship ● Language Issues 				7 hrs.
Unit-II	Recommendations of various commissions after independence: <ul style="list-style-type: none"> ● Indian University Commission(1948-49) ● Secondary Education Commission(1952-53) ● Indian Education Commission(1964-66) ● National Policy of Education(1986,1992) 				8 hrs.
Unit-III	Equalization and universalization of Elementary and Secondary Education: <ul style="list-style-type: none"> ● Concept ● Problems ● Probable solutions ● Views of Swami Vivekananda 				5 hrs.
Unit-IV	Inequality, Discrimination and Marginalization in education: <ul style="list-style-type: none"> ● Concept ● Causes ● Probable solutions 				6 hrs.
Unit-V	Issues of Contemporary relevance and National Values: <ul style="list-style-type: none"> ● Concept 				6 hrs.

	<ul style="list-style-type: none"> ● Characteristics ● Relevance in education ● Relation with international understanding. ● Views of Swami Vivekanada in case of the followings: (a) Mass Education (b) Women Education (c) Technical and Vocational Education (d) Culture and Education 	
2nd Half	Policy Framework for Education in India	
	The student Teachers will be able to :-	
Objectives	<ol style="list-style-type: none"> 1. Realize the policy framework for Education in India 2. Know the contemporary issues in education 3. Develop the knowledge about various policies on education 4. Examine the role and functions of different monitoring agencies of education 5. Understand community participation and development in education 6. Acquire skill to develop educational planning and management. 	
COURSE CONTENT/SYLLABUS		
Unit-I	Contemporary issues of education: <ul style="list-style-type: none"> ● Unemployment ● Poverty ● Population explosion ● Student unrest 	7 hrs.
Unit-II	Policies on education: <ul style="list-style-type: none"> ● SSA ● RTE (2009) ● NCF (2005) ● NKC(2009) ● RMTSA ● NCF-TE (2009) 	7 hrs.
Unit-III	Role of Monitoring agencies: <ul style="list-style-type: none"> ● UGC ● NAAC ● NCTE ● NUEPA ● NCERT ● IASE ● CTE ● SCERT ● DIET 	6 hrs.

Unit-IV	Community participation and development: <ul style="list-style-type: none"> ● Women education ● Dalit education ● Tribal education ● Adult and Continuing Education ● Distance and Open Education ● Government initiatives towards educational policies 	6 hrs.
Unit-V	Educational Planning and Management: <ul style="list-style-type: none"> ● Educational Planning ● Institutional Planning ● Leadership ● Administrative structure of Secondary Education ● Quality Management ● Supervision 	6 hrs.
Engagement with the Field/ Practicum	Any one of the following :- <ol style="list-style-type: none"> i. Study the impact of Right to Education Act on schools ii. Critical Analysis of Different Committees, and Commissions on Education iii. Study of Educational Process in Private Schools iv. Planning and Implementation of Activities — <ul style="list-style-type: none"> ● Eco-Club, ● Instructional material to inculcate values, ● field visit to vocational institutes to make reports, ● awareness development about population explosion in rural / slum areas, ● creating awareness among SC/ST students about various schemes and scholarships available to them, ● survey of schools to see the implementation of various incentives of government to equalize educational opportunities 	32 hrs.
Mode of Transaction	Lectures, discussions, assignments, films on educational thinkers	
Bengali Version : Course-II (1.1.2) সমকালীন ভারতবর্ষ ও শিক্ষা অধ্যাপক (ড.) দুলাল মুখোপাধ্যায় ড. তারিণী হালদার & ড. বিনয়ক চন্দ		English Version : Course-II (1.1.2) Contemporary India and Education Prof. (Dr.) Mita Banerjee Dr. Birbal Saha & Dr. Gautam Saha Dr. Rudra Prasad Sinha & Avijit Pandit

Course-IV (1.1.4)	Language across the Curriculum	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Recognize nature, function and role of language across the curriculum 2. Acquaint with obstacles in language usage while using the language and ways to overcome them. 3. Understand importance and use of first and second language, multilingualism and impact of culture. 4. Acquire knowledge about the communication process and verbal and nonverbal communication skills. 5. Familiarize the students with barriers to (Listening, Speaking, Reading, Writing) LSRW skills and activities for developing these skills 					
COURSE CONTENT/SYLLABUS					
Unit-I	<p>Theoretical Background of Language Usage:</p> <ul style="list-style-type: none"> ● Language— Meaning and Concept ● Functions of Language ● Role of Language across curriculum ● A brief historical background of language development. ● Theories of language development— Bloomfield, Chomsky, Saussure ● Theoretical understanding of Multilingualism. 	7 hrs.			
Unit-II	<p>Understanding the Language Background :</p> <ul style="list-style-type: none"> ● Understanding home language and school language. ● Power dynamics of 'standard' language vs. 'home language'. ● Dialects. 	7 hrs.			
Unit-III	<p>Different Strategies for Language Development :</p> <ul style="list-style-type: none"> ● Nature of classroom discourse. ● Develop strategies for using language in the classroom— oral and written ● Discussion as a tool for learning. 	6 hrs.			
Unit-IV	<p>Language Interaction in the classroom:</p> <ul style="list-style-type: none"> ● Nature of questioning in the classroom. ● Types of questions—Teachers' role. ● Multicultural classroom—Teachers' role. 	6 hrs.			
Unit-V	<p>Nature of Reading Comprehension in the Content Areas:</p> <ul style="list-style-type: none"> ● Reading proficiency in the content areas— Social Sciences, 	6 hrs.			

	<p>Sciences, Mathematics.</p> <ul style="list-style-type: none"> ● Schema Theory. ● Different Texts— Expository, Narrative, Transactional. Reflective 		
Engagement with the Field/ Practicum	<p>Any two of the following :-</p> <ol style="list-style-type: none"> 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, Brainstorming v. Assignments on Developing Listening Skills— Listening to speech, directions 	64 hrs.	
Mode of Transaction	Lecture, discussion, exercises, assignments, language games in pedagogy of school subjects, illustrations on content based methodology may be provided		
<p>: Bengali Version :</p> <p>Course-IV (1.1.4)</p> <p>পাঠক্রমে ভাষার বিস্তৃতি</p> <p>অধ্যাপক (ড.) বীরবল সাহা</p> <p>শত্ৰুনাথ মাজি</p>		<p>: English Version :</p> <p>Course-IV (1.1.4)</p> <p>Language across the Curriculum</p> <p>Prof. (Dr.) Birbal Saha</p> <p>Shambhunath Majhi</p>	
Course-V (1.1.5)	Understanding Discipline and Subjects	Theory	Credit
		50	2+2
Objectives	<p>The student teachers will be able to :-</p> <ul style="list-style-type: none"> ● 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. 		

	<ul style="list-style-type: none"> 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	<p>Discipline and Subject:</p> <ul style="list-style-type: none"> 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 <p>Science as a Subject and Discipline:</p> <ul style="list-style-type: none"> Nature and history of science Place of Science in School Curriculum Science in day-to-day life Relation of Science with other school subjects 	6 hrs.
Unit-II	<p>Language as a Subject and Discipline:</p> <ul style="list-style-type: none"> 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-III	<p>Mathematics as a Subject and Discipline:</p> <ul style="list-style-type: none"> 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	<p>Social Science as a Subject and Discipline:</p> <ul style="list-style-type: none"> 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.

Engagement with the Field/ Practicum	Any two of the following activities on the content areas of the respective discipline :- i. Individual Seminar Presentation ii. Group Presentation iii. Assignment Submission			
Mode of Transaction	Group discussion, lecture-cum-discussion, pair and share, group work, panel discussion, symposium, assignments, field visits and sharing of experiences in pedagogy of school subjects, illustrations on content based methodology may be provided			64 hrs.
: Bengali Version : Course-V (1.1.5) বিষয়বস্তুর ধারণা ও সম্পর্ক অধ্যাপক (ড.) দুলাল মুখোপাধ্যায় ড. উদয়শঙ্কর কবিরাজ		: English Version : Course-V (1.1.5) Understanding Discipline and Subjects Dr. Khagendranath Chattopadhyay Dr. Papiya Upadhyay		
Course EPC-1 (1.1EPC1)	Reading and Reflecting on Texts	Theory	Engagement With the Field	Credit
		25	25	1+1
	Class 16+32 Hours			
Objectives	The student teachers will be able to :- <ul style="list-style-type: none"> 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 met cognition Learn the skills of reading comprehension and to enhance vocabulary. Acquaint with the problems of reading across curriculum 			
COURSE CONTENT/SYLLABUS				
Unit-I	Introduction to Reading :			3 hrs.
	<ul style="list-style-type: none"> Reading- Meaning and Process Importance of Reading across Curriculum Characteristics of Reading 			

Unit-II	Reading Skills: <ul style="list-style-type: none"> 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 	3 hrs.
Unit-III	Reading the Text: <ul style="list-style-type: none"> Types of Texts— Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes Importance of Different Texts in Curriculum Developing Reading Skills: <ul style="list-style-type: none"> Developing Critical Reading Skills Developing Reflective Skills Activities for Developing Reading Skills Developing Metacognition for Reading 	4 hrs.
Unit-IV	Developing Reading Skills: <ul style="list-style-type: none"> Developing Critical Reading Skills Activities for Developing Reading Skills Developing Metacognition for Reading 	3 hrs.
	Reading Comprehension: <ul style="list-style-type: none"> Developing Reading Comprehension Developing Vocabulary for Reading Problems of Reading 	3 hrs.
Engagement with the Field/ Practicum	Any one of the following :- <ol style="list-style-type: none"> 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 Divide the group and provide one text and suggest students to make different interpretations Design vocabulary games to enhance your vocabulary Read the text and provide a five words summary to each paragraph Reading and comprehension exercises Skim through the text and give suitable title to the text Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title. 	32 hrs.
Mode of Transaction	Lecture, Discussion, Exercises, Games, round table study circle, Reflective questioning, Creative literary activities, journaling, writing diary etc	

Bengali Version : Course-EPC-1 (1.1.EPC1)

: English Version :

পাঠ্যপুস্তক : পঠন ও প্রতিফলন

Course-EPC-1 (1.1.EPC1)

ড. মহুয়া বসু (চ্যাটার্জী) ❖ সন্দীপ শর্মা

Reading and Reflecting on Texts

পঠন প্রণালীর পাঠ্যপুস্তকে প্রতিফলন

Prof. (Dr.) Birbal Saha

অধ্যাপক (ড.) বীরবল সাহা ❖ শত্ৰুঘ্ন মজি

Shambhunath Majhi

Guidelines for Internal Assessment of the Theoretical papers for Semester I :

(a) The teachers, involved in the curriculum transaction of each half of Course 1.1.1 and Course 1.2.2 or a full course for course 1.1.4 and 1.1.5 will evaluate achievement and performance of the students in respective course contents by continuous internal Assessment throughout the semester.

The students will have to perform any one Individual Seminar presentation on submitted Assignment on any topic of the course contents. There is no internal assessment of Theoretical part of Course 1.1.(EPC1) in which internal Assessment on Engagement with the Field will be made.

(b) The concerned teachers will award marks out of full marks 15 and will enter the marks in the prescribed Award Lists sent by the Controller of Examinations.

Guidelines for Internal and External Assessment of the Engagement with the Field for Semester I :

(a) All the items prescribed in the curriculum are to be discussed in the class. The concerned teachers will allot the items to the students according to their choice. **Not more than 25 students will be allowed to take one item of Practicum.**

(b) For 25 marks i.e., for Course 1.1.1, 1.1.2 and 1.1. EPC 1, each student will have to perform any one assigned item and for 50 marks i.e. Course 1.1.4 and 1.1.5, each student will have to perform any two assigned items.

(c) They will have to prepare and submit the handwritten Reports/ Assignment/ Presentation / Activities etc, to the concerned teachers for their assessment and counter signature. Computerised graphical representation or diagram or pictures may be attached. Differently abled students may submit by probable means.

(d) For Course 1.1.5 (Understanding discipline and subjects), each student will perform any two activities on the content areas of the respective disciplines. For example, a student of Science discipline will have to perform two activities on the topics of Unit II.

(e) The students will prepare a file with all the items and will submit to the External Examiner appointed by the Controller of Examinations. He/she will evaluate the files along with viva-voce and will send the marks directly to the University through the Specified Award Lists.

1st Semester Book list

❖ Bengali Version :

- ❑ শিশু ও বিকাশ (Course no. - 1.1.1) — অধ্যাপক (ড.) বিজল সরকার
- ❑ সমকালীন ভারতবর্ষ ও শিক্ষা — অধ্যাপক (ড.) দুলাল মুখোপাধ্যায়, (Course no. - 1.1.2) ড. তারিণী হালদার, ড. বিনায়ক চন্দ
- ❑ পাঠক্রমে ভাষার বিস্তৃতি — অধ্যাপক (ড.) বীরবল সাহা, শম্ভুনাথ মাজি (Course no. - 1.1.4)
- ❑ বিষয়বস্তু ধারণা ও সম্পর্ক — অধ্যাপক (ড.) দুলাল মুখোপাধ্যায়, (Course no. - 1.1.5) ড. উদয়শঙ্কর কবিরাজ
- ❑ পাঠপুস্তক : পঠন ও প্রতিফলন — ড. মনুয়া বন্দু (চ্যাটার্জী), সন্দীপ শর্মা [Course EPC-1. (1.1 EPC1)]
- ❑ পঠন প্রণালীর পাঠপুস্তকে প্রতিফলন — অধ্যাপক (ড.) বীরবল সাহা ও শম্ভুনাথ মাজি [Course EPC-1. (1.1 EPC1)]
- ❑ পাঠক্রমে ভাষা শিক্ষার বিস্তৃতি — (Course no. - 1.1.4) ড. অরুণকুমার বাউড়ে
- ❑ বিএড প্র্যাকটিকাম রূপরেখা — অধ্যাপক (ড.) বিজল সরকার, অধ্যাপক (ড.) বীরবল সাহা, ড. তারিণী হালদার, অভিজিৎ পণ্ডিত
- ❑ বিএড স্থানার — অসীম কুমার মহান্তি, দেবরত সরকার

❖ English Version :

- ❑ **Childhood & Growing Up** (Course no. - 1.1.1)
— Dr. Sujit Pal, Dr. Rakheebrita Biswas, Dr. Pranab Krishna Chanda
- ❑ **Contemporary India and Education** (Course no. - 1.1.2)
— Prof. (Dr.) Birbal Saha, Avijit Pandit, Dr. Goutam Saha
Dr. Rudra Prasad Sinha Edited By Dr. Mita Banerjee
- ❑ **Language Across The Curriculum** (Course no. - 1.1.4)
— Sambhunath Maji, Dr. Birbal Saha
- ❑ **Understanding Discipline and Subject** (Course no. - 1.1.5)
— Dr. Khagendranath Chatteropadhyay, Dr. Papiya Upadhyay
- ❑ **Reading and Reflecting on Texts** Course-EPC-1 (1.1.EPC1)
— Prof. (Dr.) Birbal Saha & Shambhunath Maji
- ❑ **B.Ed. Scanner** — Sanjoy Dutta, Debaprasad Biswas

SEMESTER-II

Course-III (1.2.3)	Learning and Teaching	Theory	Engagement With the Field	Credit	4+1
		50+50	25		
1 st Half	Learning				64+32
	The student teachers will be able to :-				
	<ol style="list-style-type: none"> 1. Comprehend the range of cognitive capacities among learners. 2. Reflect on their own implicit understanding of the nature and kinds of learning. 3. Gain an understanding of different theoretical perspectives on learning 4. Demonstrate his/her understanding of different skills at different phases of instruction 				
Objectives					
COURSE CONTENT/SYLLABUS					
	Understanding Learning :				
	<ul style="list-style-type: none"> ● Nature of learning: learning as a process and learning as an outcome ● Types of learning: factual, associations, conceptual, procedural, generalizations, Principles and rules. ● Remembering and Forgetting— Factors of remembering- encoding, storage and retrieval. Information processing approach; Causes of forgetting; Strategies for effective memorization. 				
Unit-I	7 hrs.				
	Factors Influencing Learning :				
	<ul style="list-style-type: none"> ● Concept, nature and types of motivation— intrinsic, extrinsic and achievement. ● Role of teacher in addressing various factors influencing learning— a few strategies— co-operative learning, peer tutoring, collaborative learning. 				
Unit-II	6 hrs.				
	Learning Paradigms :				
	<ul style="list-style-type: none"> ● Behavioristic Learning— Concept of connectionism (Thomdike) and conditioning (Pavlov & Skinner) and their educational implications. ● Cognitive Learning— Concept of Gestalt and its educational implications; Discovery learning (Bruner), Cognitive Constructivist Learning (Piaget) ● Social Cognitive Learning— Concept (Bandura), nature and implications. Teacher as role model. 				
Unit-III	7 hrs.				

	<ul style="list-style-type: none"> ● Social Constructivist Learning– Concept of Vygotsky, nature and implications. ● Humanistic Viewpoint of Learning– Carl Rogers (Self Concept Theory) 	6 hrs.
Unit-IV	<p>Transfer of learning :</p> <ul style="list-style-type: none"> ● Concept, Importance, Nature and Types of Transfer of Learning ● overview of Theories of Transfer of Learning ● Methods of enhancing Transfer of Learning <p>Organization of Learning Experiences: Issues and Concerns:</p> <ul style="list-style-type: none"> ● Role of school– Guidance, Mental health, Co-curricular activities. ● Strategies for organizing learning for diverse learners– Brainstorming, Within class grouping, Remedial teaching, Enrichment programme 	6 hrs.
2nd Half	Teaching	
	The student teachers will be able to :	
Objectives	<ol style="list-style-type: none"> 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 	
COURSE CONTENT/SYLLABUS		
Unit-I	<p>Understanding Teaching :</p> <ul style="list-style-type: none"> ● Teaching: Concepts, definition, nature and characteristics factors affecting teaching. ● Relation between Teaching, Instruction and Training. ● Maxims of teaching. Role of teacher in effective teaching. <p>Models of Teaching :</p> <ul style="list-style-type: none"> ● Concept Attainment Model (CAM) ● Advance Organizer Model (AOM) ● Inquiry Training Model (ITM) 	6 hrs.
Unit-II	<p>Task of Teaching :</p> <ul style="list-style-type: none"> ● Task of teaching: meaning, definition and variables in teaching task. ● Phases of teaching task: pre-active, inter-active and post-active. ● Essentials of effective teaching 	6 hrs.
Unit-III		
Unit-IV	<p>Levels & Approaches of Teaching :</p> <ul style="list-style-type: none"> ● Levels of Teaching: memory, understanding and reflective levels of teaching 	7 hrs.

	<ul style="list-style-type: none"> ● Approaches to Instruction: Constructivist approach to teaching, Co-operative and Group Discussion, Games, Debate, Quiz and Seminar. ● Programmed Instruction (PI) & Computer Assisted Instruction (CAI) 	7 hrs.
Unit-V	<p>Skills of Teaching :</p> <ul style="list-style-type: none"> ● Skills of Teaching: Concepts, definition. ● Micro-teaching: Meaning and Procedure ● Developing Teaching skills: Introducing the lesson, Questioning, Use of teaching aids, Reinforcement and Illustration. ● Modification of Teacher Behaviour– Flanders Interaction Analysis of Category System (FIACS). 	
Engagement with the Field/ Practicum	<ul style="list-style-type: none"> ● Microteaching practical through simulation mode. (Five lessons in 5 skills on a particular topic are to be delivered in front of peer group under the guidance of the subject teacher) <p>Teaching Skills : (i) Introducing the lesson (ii) Questioning (iii) Use of teaching aids (iv) Reinforcement (v) Illustration. [Each skill consists of five components].</p>	32 hrs.
Mode of Transaction	Lecture, discussion, project work, field trip, assignment, seminar etc.	
<p>Bengali Version : Course-III (1.2.3) শিখন ও শিক্ষণ অধ্যাপক (ড.) বিজন সরকার</p>		
<p>English Version : Course-III (1.2.3) Learning & Teaching Dr. Mitali Panda Dr. Md. Jamal Uddin</p>		

Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Pedagogy of Language Teaching					
Bengali, English, Sanskrit, Hindi, Urdu & Arabic					
The student teachers will be able to :-					
1. Merit effective and constructive acquaintance with the basic foundations of Language teaching in India and West Bengal					

	<ol style="list-style-type: none"> 2. Acquire practical expertise in pedagogical analysis and develop behavioural competencies in teaching skills 3. Apply principles abstracted from the study of various methods and approaches as regards purpose and procedure of planning lesson 4. Work out and practice strategies for teaching language skills and communication skills 5. Credit working acquaintance with concepts of language learning assessment 6. Turn into resourceful user of different kinds of Language Test 7. Become efficient in construction of Test and Test Items 8. Explore and experience various resources for target language learning 9. Try out various means of organizing various resources for target Language Learning. 	
COURSE CONTENT/SYLLABUS		
Unit-I	<p>Foundations of Language Teaching:</p> <ul style="list-style-type: none"> ● Historical background and present status of language teaching in India. ● Origin of own languages (taken as school subject.) ● Significance of Mother tongue/Target Language ● Concept of 1st Language, 2nd Language and 3rd Language in West Bengal ● Relation between language and dialect. ● Language position and importance in Secondary School Curriculum in West Bengal. ● Aims and objectives of Language Teaching. 	6 hrs.
Unit-II	<p>Strategies of Language Teaching: (As per language concerned) :</p> <ul style="list-style-type: none"> ● Theories of Language Teaching - Behaviourist, Cognitivist, interactionist & constructivist ● Concept and importance of pedagogical analysis of language. ● Language Teaching Skills ● Behavioural/Instructional objectives of Language Teaching ● Teaching strategies for Language 	7 hrs.

Unit-III	<p>Brief overview of Methods & Approaches of Language Teaching (As per language concerned):</p> <ul style="list-style-type: none"> ● Methods and Approaches of Language Teaching: <ul style="list-style-type: none"> ◆ Concept, Characteristics, Procedure, Importance and Limitations. ● Approaches to Language Teaching: <ul style="list-style-type: none"> ◆ Spelling mistake-causes and method of correction <p>Teaching different content areas— objectives, importance and procedure :</p> <ul style="list-style-type: none"> ◆ Prose, ◆ Poetry, ◆ Drama ◆ Grammar, ◆ Composition 	6 hrs.
Unit-IV	<p>Assessment of Language Teaching:</p> <ul style="list-style-type: none"> ● Achievement Test ● Properties (elements) and Areas (aspects) of a language Test. ● Principles for constructing a Language Test. ● Construction of a language question paper including general instruction with nature of options, overall coverage and marking scheme. 	6 hrs.
Unit-V	<p>Learning Designing and Learning Resources in Language Teaching</p> <ul style="list-style-type: none"> ● Concept, Importance and Types of Learning Design ● Steps of Learning Design ● Qualities of Good Learning Design ● Meaning, type, functions, preparation and utilization of learning resources in language: Text Books, Models, Charts, Pictures, Reference Books, Computer Assisted Learning. 	6 hrs.
Engagement with the Field/ Practicum	<p>Preparation of one Learning Design (Compulsory) and any one from the following :-</p> <ul style="list-style-type: none"> ● Speech and Speech Mechanism 	64 hrs.

	<ul style="list-style-type: none"> ● Word Formation ● Syntax ● Task analysis and Content Analysis ● Developing Instructional (Teaching Learning) Material
Mode of Transaction	Lecture, discussion, project work, field trip, assignment, seminar etc.
: Bengali Version : Course-VII-(A) (1.2.7A) ভাষা শিক্ষণ তত্ত্ব (বাংলা) ড. সূজাতা রাহা ❖ বৈশালী বসু	
: English Version : Course-VII-(A) (1.2.7A) Pedagogy of Language Teaching with a Perspective of English Sudhakar Sardar	
ভাষা শিক্ষণের পদ্ধতি ও প্রয়োগ (সংস্কৃত) গীতা দাস ❖ নিবেদিতা চৌধুরী	

Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Pedagogy of Social Science teaching	History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology				
Objectives	The student teachers will be able to :- 1. Appreciate the significance of teaching Social Science. 2. Be acquainted with the approaches & Methods of Teaching Social Science. 3. Be used to the application of knowledge and skills in Social Science. 4. Be acquainted with various practical aspects of Social Science.				
COURSE CONTENT/SYLLABUS					
Unit-I	Foundation of Social Science Teaching:				6 hrs.
	<ul style="list-style-type: none"> ● Aims and objectives of Social Science Teaching. ● Social Science Curriculum, Values of Social Science Teaching. ● Inter relationship of various branches of Social Science ● Innovations in Social Science teaching ● Inculcation of National Integrity through social science teaching. 				

Unit-II	Strategies of Social Science Teaching: <ul style="list-style-type: none"> ● Features, Limitations and comparison of different methods ● Lecture Method, ● Interactive Method ● Demonstration-observation method, ● Regional Method ● Heuristic Method, ● Project Method ● CAI 	7 hrs.
Unit-III	Learning Resource in Social Science Teaching: <ul style="list-style-type: none"> ● Meaning, type and importance of Learning Resources. ● Quality of good social science text book. ● Teaching aids in Social Science. ● Improvisation of Teaching Aids. ● Planning and organization of Social Science Laboratory 	6 hrs.
Unit-IV	Learning Designing: <ul style="list-style-type: none"> ● Concept, Importance and Types of Learning Design ● Steps of Learning Design ● Qualities of Good Learning Design 	6 hrs.
Unit-V	Evaluation in Social Science Education: <ul style="list-style-type: none"> ● Evaluation devices, evaluation programme in social studies ● Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test. 	7 hrs.
Engagement with the Field/ Practicum	Preparation of one Learning Design (Compulsory) and any one from the following :- <ul style="list-style-type: none"> ➤ Visit to any one following places : <ul style="list-style-type: none"> ● Historical Places ● Ecological Places ● Commercial Places ● Political Places ➤ Organization of any one following Programmes <ul style="list-style-type: none"> ● Environment Awareness ● Social Awareness ● Election Awareness ● Blood donation ● Exhibition ● Demonstration of Lab-based activities wherever applicable 	64 hrs.
Mode of Transaction	Lecture, discussion, project work, field trip, assignment, seminar, Demonstration etc.	

: Bengali Version : Course-VII-(A) (1.2.7A)		Course-VII-(A) (1.2.7A)	
সমাজবিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (ইতিহাস)		সমাজবিজ্ঞান শিক্ষণ : তত্ত্ব ও প্রয়োগ (শিক্ষাবিজ্ঞান)	
ড. জরিণী হালদার & সৌভমকুমার বিশ্বাস		অধ্যাপক (ড.) দুলাল মুখোপাধ্যায় ড. উদয়শঙ্কর কবিরাজ	
সমাজবিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (ভূগোল)		সমাজবিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (দর্শন)	
ড. জয়রতি দাশগুপ্ত & ড. জয়ন্ত সেনে		কাকলি মুখোপাধ্যায়	

Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64

Pedagogy of Science Teaching

Physical Science, Life Science, Computer Science & Application

The student teachers will be able to :-

1. Appreciate the significance of teaching Science.
2. Be acquainted with the Approaches & Methods of Teaching Science.
3. Be used to the application of scientific knowledge and skills.
4. Be acquainted with various practical aspects of science.

COURSE CONTENT/SYLLABUS

Unit-I	Foundation of science Teaching: ● Aims and objectives of science Teaching. ● Science Curriculum, Values of Science Teaching. ● Inter relationship of various branches of science. ● Scientific aptitude and attitude ● Innovations in science teaching	7 hrs.
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Unit-II	Strategies of Science Teaching: ● Features, Limitations and comparison of different methods ● Lecture Method, ● Demonstration method, ● Heuristic Method, ● Laboratory Method, ● Project Method ● CAI ● Problem Solving Method.	8 hrs.
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Unit-III	Planning of Science Laboratory: ● Importance of Science Laboratory ● Organization/Planning a Science Laboratory. ● Equipment of Science Laboratory.	5 hrs.
Unit-IV	Learning Resource in science Teaching: ● Meaning, type and importance of Learning Resource. ● Quality of good Science text book. ● Teaching aids in Science. ● Improvisation of Teaching Aids.	6 hrs.
Unit-V	Learning Designing: ● Concept, Importance and Types of Learning Design ● Steps of Learning Design ● Qualities of Good Learning Design	6 hrs.
Engagement with the Field/ Practicum	Preparation of one Learning Design (Compulsory) and any one from the following :- ● Preparation of materials & programmes to inculcate scientific attitude. ● Script writing for Radio/TV/Video on science topics. ● Demonstration of Science Experiments.	
Mode of Transaction	Lecture, discussion, demonstration, project work, field trip, presentation by students, seminar etc.	

: Bengali Version : Course-VII-(A) (1.2.7A)

বিজ্ঞান শিক্ষণের পদ্ধতি ও প্রয়োগ (জীববিজ্ঞান)
(Pedagogy of Science teaching)

ড. দেবীপ্রসাদ নাগ চৌধুরী & ড. সুজিত পাল & অরুণ গাঙ্গুলি & ড. মিতা হাওলাদার

বিজ্ঞান শিক্ষণের পদ্ধতি ও প্রয়োগ (ভৌতবিজ্ঞান)
(Pedagogy of Science teaching)

ড. প্রতাপ কুমার জলা & ড. সুভাষচন্দ্র ভট্ট & সম্পাদনা : ড. কমলকুমার দে

Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64

Pedagogy of Mathematics Teaching

Mathematics

The student teachers will be able to :-

1. Understand the nature of mathematics and mathematics education

	<p>2. Know the Objectives of teaching mathematics and the principles of the preparation of relevant curriculum and text books.</p> <p>3. Understand Teaching methodologies in mathematics education.</p> <p>4. Apply Mathematics education in cross-cultural perspectives.</p> <p>5. Understand the Assessment and evaluation in the teaching learning of mathematics.</p>	
COURSE CONTENT/SYLLABUS		
	<p>Nature and Theoretical aspects of Mathematics Education : 7 hrs.</p> <ul style="list-style-type: none"> ● The nature of mathematics ● Correlation of mathematics with other disciplines ● Scope of mathematics education ● Values of teaching mathematics ● History of Mathematics in India ● Teaching-learning of Mathematics from the view point of Skinner, Piaget, Bruner, Vygotsky & Dienes 	
Unit-I	<p>Aims and objectives of teaching Mathematics and preparation of relevant curriculum and text books:</p> <ul style="list-style-type: none"> ● Aims and objectives of teaching mathematics at upper primary stage, secondary stage and higher secondary stage. ● Principles of curriculum construction ● Principles of text book preparation 	7 hrs.
Unit-II	<p>Mathematics Teacher and Teaching learning process in Mathematics:</p> <ul style="list-style-type: none"> ● Teaching methods in mathematics-e.g. Inductive & Deductive Method, Method of analysis and synthesis, Project method, Mathematical induction, Heuristic method, Problem Solving Method. ● Learning Resources in relation to Teaching of mathematics with special reference to calculator and computer. ● Qualities and professional growth of Mathematics teacher. 	7 hrs.
Unit-III	<p>Learning Designing:</p> <ul style="list-style-type: none"> ● Concept, Importance and Types of Learning Design ● Steps of Learning Design ● Qualities of Good Learning Design 	5 hrs.

Unit-V	<p>Assessment and Evaluation:</p> <ul style="list-style-type: none"> ● Assessment and evaluation-meaning, scope & Types ● Different types of test items ● Techniques of Evaluation in Mathematics ● Basic principles of construction of test items ● Continuous and Comprehensive Evaluation (CCE) 	6 hrs.
Engagement with the Field/ Practicum	<p>Preparation of one Learning Design (Compulsory) and any one from the following :-</p> <ul style="list-style-type: none"> ● Write an essay on nature of Mathematics and contribution of Indian Mathematicians. ● Preparation of various teaching aids. ● Preparation of programmed learning material for selected Units in Mathematics. ● Construction of achievement test. 	64 hrs.
Mode of Transaction	Lecture, lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation	
<p>: Bengali Version : Course-VII-(A) (1.2.7A)</p> <p>গণিত শিক্ষণের আধুনিক কৌশল (Pedagogy of Mathematics Teaching)</p> <p>ড. সুরপতি প্রামাণিক</p>		

Course-VIII-(A) (1.2.8A)	Knowledge and Curriculum-Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+32
<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Introduce themselves to perspectives in education focusing on epistemological, philosophical and sociological bases of education. 2. Distinguish between knowledge and skill, teaching and training, knowledge and information and reason and belief. 3. Understand education in relation to constitutional goal, social issues and modern values. 4. Understand the concept, scope and objectives of education. 5. of Realize the concepts of curriculum and syllabi. 6. Design curriculum in the context school experiences, evaluation, power, ideology, process and practice & its transactional modes. 					
OBJECTIVES					
COURSE CONTENT/SYLLABUS					
Unit-I	Epistemological bases of Education:	6 hrs.			
	<ul style="list-style-type: none"> ● Meaning of epistemology with reference to the process of knowledge building and generation. ● Distinction and relationship between: Knowledge and skill. Teaching and training. Knowledge and information. Reason and belief. 				
Unit-II	Philosophical Foundation of Education:	7 hrs.			
	<ul style="list-style-type: none"> ● Significance of Philosophy in Education. ● Brief account of the tenets of the following philosophers of education— Swami Vivekananda, Gandhi, Tagore, Aurobindo, Dewey, Dr.Sarvapalli Radhakrishnan and Sir Asutosh Mookherjee. ● Relevance of the philosophy of the aforesaid philosophers in Indian education with regard to activity, discovery and dialogue. 				
Unit-III	Sociological bases of education:	7 hrs.			
	<ul style="list-style-type: none"> ● Constitutional goal for Indian Education. ● Social issues in education—globalization, multiculturalism, secularism, education for sustainable development. ● Nationalism, universalism and secularism—their interrelationship with education. ● Illiteracy, poverty, socially disadvantaged groups gender inequality 				

Unit-IV	<p>Concepts and scope of education:</p> <ul style="list-style-type: none"> ● Four pillars of education. ● Aims of education: Personal, Social, Economic and National Development. ● Education for generation, conservation and transmission of knowledge. ● Agencies of education: home, school, community and media. ● Types of education: formal, non-formal, informal and role of their agencies. 	6 hrs.
Unit-V	<p>Concept of Curriculum:</p> <ul style="list-style-type: none"> ● Meaning, Characteristics & types of Curriculum ● Nature & Scope of Curriculum ● Necessity of Curriculum ● Principles of framing Curriculum ● Role of State in Curriculum ● Constitutional values and national culture in curriculum 	6 hrs.
Engagement with the Field/ Practicum	<p>Any one of the following :-</p> <ul style="list-style-type: none"> ● Policy analysis National Curriculum Frame works (NCF2000 & 2005). ● Identification of core, hidden, null and latent curriculum in textbooks. ● Designing an activity based curriculum. ● Analysis of School Curriculum at different stages 	32 hrs.
Mode of Transaction	Group discussion, lecture-cum-discussion, pair and share, group work, panel discussion, symposium, assignments, school visits and sharing of experiences	
<p>: Bengali Version : Course-VIII-(A) (1.2.8A)</p> <p>প্রজ্ঞা ও পাঠক্রম (প্রথম ভাগ) ড. ভারিনী হালদার</p>		<p>: English Version : Course-VIII-(A) (1.2.8A)</p> <p>Knowledge and Curriculum Dr. Kausik Chakrabarti Dr. Rakheebrita Biswas</p>

Course-IX (1.2.9)	Assessment for Learning		Theory 50+50	Engagement With the Field 50	Credit Class Hours 64+64	4+2
	Assessment of the Learning Process					
1st Half	<p>The student teachers will be able to :-</p> <ul style="list-style-type: none"> ● Get basic knowledge of assessment for learning. ● Know the process of evaluation and it uses. ● Write educational objectives. ● Know different techniques of evaluation, tools of evaluation and their uses. ● Know different characteristics of instruments of evaluation. ● Know different types of teacher made tests and will construct them. ● Compute simple statistics to assess the learning. 					
Objectives						
COURSE CONTENT/SYLLABUS						
Unit-I	<p>Concept of Evaluation and Assessment:</p> <ul style="list-style-type: none"> ● Meaning of Test, Measurement, Assessment and Evaluation ● Distinguish among Measurement, Assessment and Evaluation ● Nature and purpose of Evaluation <p>Approaches and Techniques of Evaluation and Criteria of Assessment Procedure:</p> <ul style="list-style-type: none"> ● Approaches-Formative and Summative; NRT and CRT ● Techniques-observational, self-reporting, psychological and Educational tests ● Validity—Meaning, Types and Measurement ● Reliability—Meaning, Types and Measurement ● Norm and Usability 					6 hrs.
Unit-II	<p>Psychological Test:</p> <ul style="list-style-type: none"> ● Meaning and concept ● Preliminary idea about— Intelligence test, Aptitude test, Interest Inventory, Attitude test, Creativity and Personality ● Achievement test—meaning, characteristics, steps for construction and uses ● Diagnostic and prognostic test 					7 hrs.
Unit-III	<p>Evaluation:</p> <ul style="list-style-type: none"> ● Types of Tests: Written Test, Oral Test, NRT, CRT, Summative Test, Formative Test, Diagnostic Test. 					7 hrs.

	<ul style="list-style-type: none"> ● Scoring and Grading, Analysis of Score and Its Interpretation (a) Tabulation of data. (b) Graphical (Histogram, frequency Polygon) (c) Central Tendency (Mean, Median Mode) (d) Deviation— Standard. 	5 hrs.
Unit-V	<p>Problem-Learner:</p> <ul style="list-style-type: none"> ● Problem-Learner; Concept and Types, ● Identification of Problem—Learner; Observation, Case Study, Socio-Metric & Testing (Educational and Psychological) Techniques/. ● Remedial Measures— Guidance & Counseling, Life-Skill Training. 	
2nd Half	Assessment of the Learning System	
	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Understand different aspects of the complexities of the learning system. 2. Know various school records designed for specific purposes. 3. Understand the relationship between school and the community. 4. Acquire knowledge about physical, infrastructural and human resources available in the schools. 5. Understand the curricular process in the school. 6. Evaluate the school effectiveness and other functional aspects of the schools. 7. Explore the students support services available and achievements of the schools. 	
Objectives		
COURSE CONTENT/SYLLABUS		
Unit-I	<p>Infrastructural facilities:</p> <ul style="list-style-type: none"> ● Rooms (types and numbers), ● Classroom furniture, ● Sanitation facility, ● Drinking water, ● Playground etc. ● Library 	6 hrs.
Unit-II	<p>Human Resource:</p> <ul style="list-style-type: none"> ● Teaching staff (Full Time + Part Time + Para teacher) ● Non-Teaching staff ● Students:- Boys/Girls/SC/ST/OBC/Minority/Special Needs Children. ● Teacher-student Ratio. 	6 hrs.

<p>Unit-III</p> <p>Management & Record Maintenance:</p> <ul style="list-style-type: none"> ● Managing Committee ● Committees for Academic Purposes ● Different Committees ● Fee Structure ● Number of units/School hour/time table /periods ● Students participation– student Self- Government. ● Records: <ul style="list-style-type: none"> ❖ Accounts related ❖ Staff related ❖ Student related ❖ Curriculum related 	<p>7 hrs.</p>
<p>Unit-IV</p> <p>Special Service Provided:</p> <ul style="list-style-type: none"> ● Mid-Day Meal ● Book bank for poor students ● Tutorial for weaker students ● Remedial teaching ● Parent Teacher Association ● Staff Welfare Service ● Health Programme ● Conducting Talent Search Examination ● Providing Scholarship 	<p>7 hrs.</p>
<p>Unit-V</p> <p>School Community relationship:</p> <ul style="list-style-type: none"> ● Community involvement in decision making. ● Community Contribution to school ● Meeting with community members ● School response to parents. <p>Any two of the following :-</p> <ul style="list-style-type: none"> ● Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives ● Framing measurable and non-measurable learning outcomes ● Determining the objectivity given an answer key ● Determining the objectivity of a tool ● Finding out the content validity of the given question paper ● Designing Rating scale, Questionnaire, Interview Schedule in a given a topic 	<p>6 hrs.</p> <p>64 hrs.</p>
<p>Engagement with the Field/ Practicum</p>	

<ul style="list-style-type: none"> ● Framing Different types of questions ● Preparation of Blue Print and a question paper ● Prepare graphs and use statistics for analysis of test result 	<p>: Bengali Version : Course-IX (1.2.9)</p> <p>শিখনের মূল্যায়ন অধ্যাপক (ড.) কমলকৃষ্ণ দে ড. খগেন্দ্রনাথ চট্টোপাধ্যায় ড. সুভাষচন্দ্র ভট্ট</p>	<p>: English Version : Course-IX (1.2.9)</p> <p>Assessment for Learning Dr. Mitali Panda Dr. Rakheebrita Biswas</p>	<p>Theory</p> <p>25</p>	<p>Engagement With the Field</p> <p>25</p>	<p>Credit</p> <p>1+1</p>	<p>Class Hours</p> <p>16+32</p>
<p>CourseEPC-2 (1.2EPC2)</p> <p>Drama and Arts in Education</p> <p>The student-teachers will be able to :-</p> <ul style="list-style-type: none"> ● Understand the use of 'Drama' as Pedagogy. ● Use 'Role play' technique in the teaching learning process. ● Understand the importance of dramatic way of presentation. ● Integrate singing method in teaching learning process. ● Understand various 'Dance forms' and their integration in educational practices. ● Use art of drawing and painting in teaching learning process. ● Develop creativity through different creative art forms. ● Understand the efficacy of different art forms in education. <p>Objectives</p>	<p>COURSE CONTENT/SYLLABUS</p> <p>Drama and its Fundamentals :</p> <ul style="list-style-type: none"> ● Drama as a tool of learning ● Different Forms of Drama ● Role play and Simulation ● Use of Drama for Educational and social change (Street play, Dramatization of a lesson) ● Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation <p>Unit-i</p> <p>Music (Gayan and Vadan) :</p> <ul style="list-style-type: none"> ● Sur, Taal and Laya (Sargam) ● Vocal- Folk songs, Poems, Prayers ● Singing along with "Karaoke" <p>Unit-II</p> <p>3 hrs.</p>					

	<ul style="list-style-type: none"> ● Composition of Songs, Poems, Prayers ● Integration of <i>Gayan</i> and <i>Vadan</i> in Educational practices 	3 hrs.
Unit-III	<p>The Art of Dance:</p> <ul style="list-style-type: none"> ● Various Dance Forms-Bharat Natyam, Kathakali, Folk dance: Garba, Bhavai, Bhangada, Bihu and various other dances. ● Integration of Dance in educational practices (<i>Action songs, Nritya Natika</i>) 	3 hrs.
Unit-IV	<p>Drawing and Painting:</p> <ul style="list-style-type: none"> ● 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 <p>Creative Art:</p> <ul style="list-style-type: none"> ● Creative writing— Story writing, Poetry writing ● Model making—Clay modeling, Origami, Puppet making ● Decorative Art— Rangoli, Ikebana, Wall painting (Mural) ● Designing— Computer graphics, CD Cover, Book cover, Collage work ● The use of different art forms in Education 	4 hrs.
Unit-V	<p>Any one of the following :-</p> <ul style="list-style-type: none"> ● Develop a script of any lesson in any subject of your choice to perform a Play / Drama. ● Develop a script for the street play focusing on "Girl's education and Women empowerment". ● Prepare a script of Bhavai based on some Socio-political issues. ● Prepare a pictorial monograph on "Various folk dance of Gujarat". ● Prepare a pictorial monograph on "Various Dance forms in India". ● Prepare a calendar chart on "Various Musical Instruments in India". ● Develop an Audio CD based on newly composed Poems of Gujarati/Hindi language. ● Prepare some useful, productive and decorative models out of the waste materials. ● Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multivarious functioning. 	32 hrs.
Engagement with the Field/ Practicum		

<ul style="list-style-type: none"> ● 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. 	<p>Mode of Transaction</p> <p>Lecture, Lecture cum discussion, Workshop schedule, Slide/Film show, Project work, Demonstration, Visit, Group work and its Presentation</p>
<p>: Bengali Version :</p> <p>Course EPC-2 (1.2EPC2)</p> <p>শিক্ষায় নটিক ও চারুকলা</p> <p>ড. সুজাতা রায় মল্লা ✦ ড. স্মৃনা দত্ত</p> <p>তমাল গোল সম্পাদনা : কমলকান্ত দে</p>	<p>: English Version :</p> <p>Course EPC-2 (1.2EPC2)</p> <p>Drama and Arts in Education</p> <p>Dr. Jayanta Chaudhury</p>

Guidelines for Internal Assessment of the Theoretical papers for Semester II:

- (a) The teachers involved in the curriculum transaction of each half of Course 1.2.3 and Course 1.2.9 or a full course For course 1.2.7A and 1.2.8A will evaluate achievement and performance of the students in course contents by continuous Internal Assessment throughout the semester.
- The students will have to perform any one Individual Seminar presentation or submitted Assignment on any topic of the course contents. There is no Internal assessment of Theoretical part of Course 1.2(EPC2) in which Internal Assessment on Engagement with the Field will be made.
- (b) The concerned teachers will award marks out of full marks 15 and will enter the mark in the prescribed Award Lists sent by the Controller of Examinations.

Guidelines for Internal and External Assessment of the Engagement with the Field for Semester II.

- (a) All the items prescribed in the curriculum are to be discussed in the classes. The concerned teachers will allot the items to the students according to their choice. **Not more than 25 students will be allowed to take one item of Practicum.**
- (b) For 25 marks i.e., for Course 1.2.3, 1.2.8A and 1.2 EPC2, each student will have to perform any one assigned item and for 50 marks i.e. Course 1.2.7A and 1.2.9, each student will have to perform any two assigned items.

- (c) They will have to prepare and submit the handwritten Reports/ Assignment / Presentation / Activities etc., to the concerned teachers for their assessment and counter signature. Computerised graphical representation or diagram or pictures may be attached. Differently abled students may submit by probable iieeis
- (d) The students will have to prepare and submit a Report of the School Internship to the External Examiner.
- (e) The students will prepare a file with all the items and will submit to the External Examiner appointed by the Controller of Examinations. He/she will evaluate the files along with viva-voce and will send the marks to the University through the Specified Award Lists.

2nd Semester Book list

❖ Bengali Version :

- ❑ শিশন ও শিক্ষণ (Course III - 1.1.3) — অধ্যাপক (ড.) বিজন সরকার
- ❑ শিশনের মূল্যায়ন — ড. কমলকবু দে, ড. বর্গেননাথ চট্টোপাধ্যায়, ড. সুভাষচন্দ্র ভট্ট (Course IX - 1.2.9)
- ❑ শিক্ষায় নাটক ও চাবুকলা — ড. সুজাতা রায় মান্না, ড. সুমনা দত্ত, তমাল পাল (Course EPC-2 (1.2EPC2))
- ❑ প্রজ্ঞা ও পাঠক্রম [Course-VIII-(A) (1.2.8A)] — ড. তারিণী হালদার
- ❑ ভাষা শিক্ষণ তত্ত্ব (বাংলা) (Course VII A - 1.2.7A) — ড. সুজাতা রায়, বৈশালী বসু
- ❑ ভাষা শিক্ষণের পদ্ধতি ও প্রয়োগ (সংস্কৃত) — গীতা দাস, নিবেদিতা চৌধুরী (Course VII A - 1.2.7A)
- ❑ শিশনের মান নির্ণয় — ড. মুহাম্মদ আফসার আলী
- ❑ সমাজ বিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (ইতিহাস) (Course-VII-(A) -1.2.7A) — ড. তারিণী হালদার, গৌতমকুমার বিশ্বাস
- ❑ সমাজ বিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (ভূগোল) (Course-VII-(A) -1.2.7A) — ড. জয়ারতি দাশগুপ্ত, ড. জয়ন্ত মেটে
- ❑ সমাজ বিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (শিক্ষাবিজ্ঞান) (Course-VII-(A) -1.2.7A) — অধ্যাপক (ড.) দুলাল মুখোপাধ্যায়, ড. উদয়শঙ্কর কবিরাজ
- ❑ বিজ্ঞান শিক্ষণের পদ্ধতি ও প্রয়োগ (জীবনবিজ্ঞান) (Course-VII-(A) -1.2.7A) — ড. দেবীপ্রসাদ নাগ চৌধুরী, ড. সুজিত পাল, অম্মান গাঙ্গুলি, ড. মিতা হাওলাদার
- ❑ বিজ্ঞান শিক্ষণের পদ্ধতি ও প্রয়োগ (ভৌতবিজ্ঞান) (Course-VII-(A) -1.2.7A) — ড. প্রতাপকুমার জানা, ড. সুভাষচন্দ্র ভট্ট সম্পাদনা : ড. কমলকবু দে

- ❑ গণিত শিক্ষণের আধুনিক কৌশল (Course-VII-(A) -1.2.7A) — ড. সুবপতি প্রামাণিক
- ❑ সমাজবিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (দর্শন ও তর্কবিদ্যা) — কাকলি মুখোপাধ্যায়
- ❑ সমাজবিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (সাম্প্রদায়িক) — অভিজিৎ ঘোষ
- ❑ বিএড প্র্যাকটিকাম রূপরেখা — ড. চন্দন অধিকারী
- ❑ বিএড স্থানার — অসীম কুমার মহান্তি, দেবব্রত সরকার

❖ English Version :

- ❑ Pedagogy of Language Teaching With a Perspective of English (Course VII A - 1.2.7A) —Sudhakar Sardar
- ❑ Learning & Teaching—Dr. Mitali Panda, Dr. Md Jamal Uddin (Course no. - 1.2.3)
- ❑ Assessment for Learning—Dr. Mitali Panda, Dr. Rakheebrita Biswas (Course IX - 1.2.9)
- ❑ Knowledge & Curriculum [Course-VIII-(A) (1.2.8A)] — Dr. Kausik Chakrabarti, Rakheebrita Biswas
- ❑ Drama and Arts in Education [Course EPC-2 (1.2EPC2)] — Dr. Partha Chattopadhyay, Baruna Sengupta.
- ❑ B.Ed. Scanner —Asim Kumar Mahanti, Debabrata Sarkar

SEMESTER-III

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II		Theory	Engagement With the Field	Credit	2+ (1+3)
	Part-II					
Pedagogy of Language	English, Bengali, Sanskrit, Hindi, Urdu & Arabic			The student teachers will be able to :-		
Objectives	<ol style="list-style-type: none"> 1. Design appropriate teaching-learning strategy/approach suited to particular content. 2. Be at home with the principles of constructing content analysis of school curriculum. 3. Use ICT and various teaching aids in teaching of Languages. 4. Understand the historical development of Language Teaching. 5. Develop various skills related to language learning. 6. Prepare a blueprint before entering into a class. 					

COURSE CONTENT/SYLLABUS		6 hrs.
Unit-I	<p>Pedagogical Analysis:</p> <ul style="list-style-type: none"> ● Concepts and Methods of Pedagogical Analysis; ● The Pedagogical knowledge of the content from various classes (Class-VI to VIII, IX-X, XI-XII) on the following items: <ul style="list-style-type: none"> ◆ Breaking of Unit into Sub-unit with no. of Periods; ◆ Previous knowledge; ◆ Instructional Objectives in behavioural terms; ◆ Sub-unit wise concepts ◆ Teaching-Learning Strategies ◆ Use of teaching aids ◆ Blueprint for criterion reference test items. 	6 hrs.
Unit-II	<p>Teaching Skill (As per concerned subject):</p> <ul style="list-style-type: none"> ● Micro Teaching and Micro Lesson ● Simulated Teaching ● Integrated Teaching/Teaching in classroom situation. 	7 hrs.
Unit-III	<p>Language Laboratory and Creative Writing</p> <ul style="list-style-type: none"> ● Language Laboratory: Concept, Planning, Developing required activities and organizing for use ● Creative Writing: Composition, short story, poem on given clues or independently. 	7 hrs.
Unit-IV	<p>Activities in Language:</p> <ul style="list-style-type: none"> ● Fair and Exhibition, ● Field Trips/Excursion, ● Debate. ● Wall & Annual Magazine ● Sahitya Sabha ● Use of ICT ● Use of Dictionary, Encyclopaedia and Thesaurus ● Designing language Games in Grammatical context ● Dramatization 	6 hrs.
Unit-V	<p>Assessment of Teaching-Learning Material on Language:</p> <ul style="list-style-type: none"> ● Text book review and analysis/e-book Review ● Teaching learning material on Language learning <p>Any one of the following :-</p> <ul style="list-style-type: none"> ● Identify the slow learners, in Language from the classroom during practice teaching. (Case study) ● Conducting of Action Research for selected problems. ● Development and try-out of Teaching-learning strategy for teaching of particular Language concepts. ● Development and use of Language laboratory. ● One Pedagogical Analysis ● One Achievement Test construction 	32 hrs.
Engagement with the Field/ Practicum		

<p>Mode of Transaction</p> <p>Lecture, lecture cum Discussion, project work, Demonstration of A V Aid, Action Research, Visit, Group work and its Presentation</p>	<p>English Version : Course-VII-(B) (1.3.7B) Pedagogy of Language Teaching with a Perspective of English Sudhakar Sardar</p>	<p>Bengali Version : Course-VII-(B) (1.3.7B) ভাষা শিক্ষণ তত্ত্ব (বাংলা) ড. সুজাতা রাহা ✦ বৈশালী বসু ভাষা শিক্ষণের পদ্ধতি ও প্রয়োগ (সংস্কৃত) গীতা দাস ✦ নিবেদিতা চৌধুরী</p>	
<p>Course-VII-(B) (1.3.7B)</p> <p>Pedagogy of a School Subject Part-II</p>	<p>Theory</p> <p>50</p>	<p>Engagement With the Field</p> <p>25+75*</p>	<p>Credit</p> <p>2+ (1+3)</p> <p>Class Hours</p> <p>32+ (32+96)</p>
<p>Pedagogy of Social Science</p>	<p>History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology</p>	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Be aware of teaching & learning of the subject concern. 2. Examine critically the major concept, ideas, principles & values relating the subject concern. 3. Engage the students into the methods of Teaching & learning the subject. 4. Provide the students authentic historical knowledge with the proposed content & make them to be component to do pedagogical analysis of the subject. 	<p>Objectives</p>
COURSE CONTENT/SYLLABUS			
<p>Unit-I</p>	<p>Pedagogical Analysis:</p> <ul style="list-style-type: none"> ● Concepts and Methods of Pedagogical Analysis; ● The Pedagogical knowledge of the content from various classes (Class-VI to VIII, IX-X, XI-XII) on the following items: <ul style="list-style-type: none"> ◆ Breaking of Unit into Sub-unit with no. of Periods; ◆ Previous knowledge; ◆ Instructional Objectives in behavioural terms; Sub-unit wise concepts ◆ Teaching-Learning Strategies ◆ Use of teaching aids ◆ Blueprint for criterion reference test items. 	<p>6 hrs.</p>	

Unit-II	Teaching Skill (As per concerned subject): <ul style="list-style-type: none"> ● Micro Teaching and Micro Lesson ● Simulated Teaching; ● Integrated Teaching/Teaching in classroom situation. 	7 hrs.
Unit-III	Social Science Teacher <ul style="list-style-type: none"> ● Qualifications and qualities of Social Science Teachers ● Professional growth of Social Science Teacher 	7 hrs.
Unit-IV	Activities in Social Science: <ul style="list-style-type: none"> ● Fair and Exhibition, ● Field Trips / Excursion, ● Debate, ● Wall & Annual Magazine and ● Subject Club 	6 hrs.
Unit-V	Assessment of Social science learning: <ul style="list-style-type: none"> ● Concept of Assessment and Evaluation; ● Achievement Test ● Text book Review 	6 hrs.
Engagement with the Field/ Practicum	Any one of the following : <ul style="list-style-type: none"> ● One Pedagogical Analysis ● Development of skill of map ● Development of skill of time line ● Project ● Case Study ● Conduction of Action Research for selected problems 	32 hrs.
Mode of Transaction	Lecture, Discussion, Demonstration, Fieldtrip, Presentation by students in pedagogy of school subjects, illustrations on content based methodology may be provided	

: Bengali Version :
Course-VII-(B) (1.3.7B)

সমাজবিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (ইতিহাস)
ড. তারিণী হালদার

সমাজবিজ্ঞান শিক্ষণ : তত্ত্ব ও প্রয়োগ (শিক্ষাবিজ্ঞান)
অধ্যাপক (ড.) দুলাল মুখোপাধ্যায়
ড. উদয়শঙ্কর কবিরাজ

সমাজবিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (ভূগোল)
ড. জয়ারতি দাশগুপ্ত & ড. জয়ন্ত মেটে

সমাজবিজ্ঞান শিক্ষণের আধুনিক নীতি ও কৌশল (ইতিহাস)
গৌতমকুমার বিশ্বাস

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit (1+3)
		50	25+75*	Class Hours (32+96)
Pedagogy of Science	Life Science, Physical Science, Computer Science and Application			
Objectives	The student teachers will be able to :- 1. Be aware of teaching & learning of the subject concerned. 2. Examine critically the major concept, ideas, principles & values relating to the subject concerned. 3. Engage the students into the methods of Teaching & learning the subject. 4. Make them competent to do the pedagogical analysis of the subject concerned.			
COURSE CONTENT/SYLLABUS				
Unit-I	Pedagogical Analysis: <ul style="list-style-type: none"> ● Concepts and Methods of Pedagogical Analysis; ● The Pedagogical knowledge of the content from various classes (Class-VI to VIII, IX-X, XI-XII) on the following items: <ul style="list-style-type: none"> ◆ Breaking of Unit into Sub-unit with no. of Periods; ◆ Previous knowledge; ◆ Instructional Objectives in behavioural terms; ◆ Sub-unit wise concepts ◆ Teaching- Learning Strategies ◆ Use of teaching aids ◆ Blueprint for criterion reference test items. 			
Unit-II	Science Teacher <ul style="list-style-type: none"> ● Qualification and qualities of Social Science Teacher ● Professional growth of Social Science Teacher 			
Unit-III	Teaching skills: <ul style="list-style-type: none"> ● Micro-teaching ● Simulated Teaching. ● Teaching in class room situation ● Laboratory practical based demonstration skill. 			
Unit-IV	Assessment of Science Learning: <ul style="list-style-type: none"> ● Concept of assessment and evaluation; ● Concepts of Achievement Test and Identification of Test Items under various criterion like knowledge, understanding and application and skill. 			

<p>● Construction of achievement tests and their administration.</p> <p>● Preparation of a continuous and comprehensive evaluation plan for a particular class (VI to XII).</p>	<p>Practicum & Activities in Science:</p> <ul style="list-style-type: none"> ● Importance of science activities ● Planning & Organization of field trip, project work, science quiz, excursion, science exhibition, science fair, aquarium, bird watching etc. ● Formation and activities of Science club in school. 	<p>6 hrs.</p>								
<p>Unit-V</p>	<p>Any one of the following :-</p> <ul style="list-style-type: none"> ● One Pedagogical Analysis ● 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 ● One Achievement Test Construction ● Conducting of Action Research for selected problems 	<p>32 hrs.</p>								
<p>Mode of Transaction</p>	<p>Lecture, Discussion, Demonstration, Fieldtrip, Presentation by students In pedagogy of school subjects, illustrations on content based methodology may be provided</p>									
<p style="text-align: center;">: Bengali Version : Course-VII-(B) (1.3.7B)</p> <p style="text-align: center;">বিজ্ঞান শিক্ষণের পদ্ধতি ও প্রয়োগ (জীবনবিজ্ঞান)</p> <p style="text-align: center;">ড. দেবীপ্রসাদ নাগ চৌধুরী ✦ ড. সুজিত পাল ✦ অন্নান গাঙ্গুলি ✦ ড. মিতা হাওলাদার</p> <p style="text-align: center;">বিজ্ঞান শিক্ষণের পদ্ধতি ও প্রয়োগ (ভৌতবিজ্ঞান)</p> <p style="text-align: center;">ড. প্রতাপ কুমার জানা ✦ ড. সুভাষচন্দ্র ভট্ট ✦ সম্পাদনা : ড. কমলকৃষ্ণ গুপ্ত</p>										
<p>Course-VII-(B) (1.3.7B)</p>	<p>Pedagogy of a School Subject Part-II</p>	<table border="1"> <tr> <td>Theory</td> <td>Engagement With the Field</td> <td>Credit</td> <td>2+</td> </tr> <tr> <td>50</td> <td>25+75*</td> <td>Class Hours</td> <td>32+ (32+96)</td> </tr> </table>	Theory	Engagement With the Field	Credit	2+	50	25+75*	Class Hours	32+ (32+96)
Theory	Engagement With the Field	Credit	2+							
50	25+75*	Class Hours	32+ (32+96)							
<p style="text-align: center;">Mathematics Education</p>										
<p>Objectives</p>	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Know about Mathematics curriculum and text-book preparation 2. Know how does Practical activities associated with mathematical concepts 									

<p>3. Understand about assessment and evaluation related to mathematics teaching-learning.</p> <p>4. Apply the Concept of Pedagogical analysis of mathematics content of school level mathematics curriculum and learning designing</p> <p>5. Understand about Simulated and integrated lesson</p>	<p style="text-align: center;">COURSE CONTENT/SYLLABUS</p>	
<p>Unit-I</p>	<p>Mathematics curriculum and Text-book preparation:</p> <ul style="list-style-type: none"> ● Review of the existing curriculum of mathematics of West Bengal Board of Secondary Education in the perspective of the principles of curriculum construction and its comparison with that of the CBSE. ● Review of the existing text books of mathematics of West Bengal Board of Secondary Education in the perspective of the principles of text-book preparation and its comparison with that of the CBSE. 	<p>6 hrs.</p>
<p>Unit-II</p>	<p>Practical activities associated with Mathematics concepts:</p> <ul style="list-style-type: none"> ● Performance of the all the practical activities stated in the text books of West Bengal Board of Secondary Education and preparation of allied teaching-learning materials. ● Co-curricular activities (including Mathematics club and Mathematics laboratory) in relation to mathematics teaching. 	<p>7 hrs.</p>
<p>Unit-III</p>	<p>Assessment and Evaluation related to teaching-learning of Mathematics:</p> <p>Construction of achievement tests and their administration Preparation of a Continuous and Comprehensive Evaluation plan for a particular class (VI to X).</p>	<p>7 hrs.</p>
<p>Unit-IV</p>	<p>Pedagogical Analysis :</p> <ul style="list-style-type: none"> ● Concepts and Methods of Pedagogical Analysis; ● The Pedagogical knowledge of the content from various classes (Class-VI to VIII, IX-X, XI-XII) on the following items <ul style="list-style-type: none"> ◆ Breaking of Unit into Sub-unit with no. of Periods ◆ Previous knowledge; ◆ Instructional Objectives in behavioural terms; ◆ Sub-unit wise concepts ◆ Teaching-Learning Strategies ◆ Use of teaching aids ◆ Blueprint for criterion reference test items. 	<p>6 hrs.</p>

Unit-V	<p>Mathematics Education in a cross-cultural perspective</p> <ul style="list-style-type: none"> Anxiety associated with learning of Mathematics Maths Laboratory Maths Club Connecting mathematics to the environment Management of learning of slow and gifted learners <p>Any one of the following :-</p> <ul style="list-style-type: none"> Identify the slow learners, in Mathematics from the classroom during practice teaching. (Case study) Conducting of Action Research for selected problems. Development and try-out of Teaching-learning strategy for teaching of particular Mathematical concepts. Use of Computer in Teaching of Mathematics. Use of Mathematics activities for recreation. Development and use of Mathematics laboratory. Prepare mathematical activities in the context of socio-cultural aspects. One Pedagogical Analysis One Achievement Test Construction 	6 hrs.
Engagement with the Field/ Practicum		32 hrs.

Mode of Transaction Lecture, Lecture cum Discussion, project work, Demonstration of AV Aid, Action Research, Visit, Group work and its Presentation

: Bengali Version :
Course-VII-(B) (1.3.7B)

গণিত শিক্ষণের আধুনিক কৌশল

ড. সুবীর সেন

SEMESTER-III	Theory	Engagement With the Field	Credit	14
	School Internship	350	Class Hours	448

- At least 60 learning designs should be delivered (duly prepared and approved learning designs by the Teacher Educators)
- During this semester the student teachers are acquainted with the overall conduct of the school activities and record keeping. It may include morning assembly, class time table, attendance register, stock register, mid-day meal, conduct of periodical meetings, purchase and consumption and co-curricular activities.
- Student teachers will be able to recognize the needs of In-Service Programme.

- Internship, as such, orients and acquaints the student teachers with the overall working of the school to make him/her fit to conduct himself/ herself in all activities of the school.

School Internship

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

- Organization of a rally or campaign on any social issue e.g. Polio, HIV, Electoral Rights, Gender sensitization etc.
- Gardening.
- Cleanliness is and around the campus and beautification
- Cleaning of furniture
- Assembly
- Community Games
- Cultural Programmes
- SUPW
- Scout & Guide /NSS
- Celebration of National Festivals, Teachers Day etc.
- First Aid
- Aesthetic development activities-decoration of classroom etc.

: Bengali Version :

স্কুল ইন্টার্নশিপ (School Internship)

অধ্যাপক (ড.) দুলাল মুখোপাধ্যায় ♦ ড. উদয়শংকর কবিরাজ

Components and distribution of marks for evaluation of teaching :

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

Components and distribution of marks for Files / Reports :

Components	External Evaluation by the External Examiner	Internal Evaluation by the Subject Teacher
At least 2 teaching aids used during Teaching Internship	10	10
File containing 60 Learning Design	5	5
Viva Voce	10	10
Total	25	25

Guidelines for Internal Assessment of the Theoretical papers for Semester III:

- (a) The subject teachers involved in tiro curriculum transaction of Course 1.2.7B will evaluate achievement and performance of the students in respective course contents by continuous internal Assessment throughout the semester. The students will have to perform anyone individual Seminar presentation on submitted Assignment on any topic of the course contents.
- (b) The subject teachers will award marks out of full marks 15 and will enter the marks in the prescribed 'Aware' Lists sent by the Controller of Examinations.

Guidelines for internal and External Assessment of the Engagement with the Field for Semster III.

- (a) All the items prescribed in the curriculum of Course 1.2.7B are to be discussed in the classes. The subject teachers will allot the items to the students according to their choice. Not more than 10 students will be allowed to take one item of Practicum.
- (b) They will have to prepare and submit the handwritten Reports/Assignment / Presentation / Activities etc., to the concerned teachers for their assessment and counter signature. Computerised graphical representation or diagram or pictures may be attached. Differently abled students may submit by probable means.
- (c) For Community-based Activities each student will perform any three activities from the lists prescribed in the syllabus.
- (d) The students will have to submit three files one containing 60 Learning Designs delivered during Internship, one for Course 1.3.76 and the other for Community-based Activities to the External Examiner appointed by the Controller of Examinations. He/she will evaluate the files along with viva-voce and will send the Marks directly to the University through the Specified Award Lists.

3rd Semester Book list

❖ Bengali Version : [Course-VII-(B) (1.3.7B)]

- ষুল ইন্টর্নশিপ— অধ্যাপক (ড.) দুলাল মুখোপাধ্যায়; ড. উদয়শঙ্কর কবিরাজ
- ভাষা শিক্ষণের পদ্ধতি ও প্রয়োগ (বাংলা) —ড. সূজাতা রাহা, বৈশালী বসু
- ভাষা শিক্ষণের পদ্ধতি ও প্রয়োগ (সংস্কৃত) —গীতা দাস, নিবেদিতা চৌধুরী
- সমাজবিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (ইতিহাস) — ড. তারিণী হালদার
- সমাজবিজ্ঞান শিক্ষণের আধুনিক নীতি ও কৌশল (ইতিহাস)—গৌতমকুমার বিশ্বাস
- সমাজবিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (ভূগোল) — ড. জয়রতি দাশগুপ্ত, অধ্যাপক (ড.) জয়ন্ত মেটে
- বিজ্ঞান শিক্ষণের পদ্ধতি ও প্রয়োগ (জীববিজ্ঞান)—ড. দেবীপ্রসাদ নাগ চৌধুরী, ড. সুজিত পাল, অম্লান গাঙ্গুলি, ড. মিতা হাওলাদার
- বিজ্ঞান শিক্ষণের পদ্ধতি ও প্রয়োগ (ভৌতবিজ্ঞান) — ড. প্রতাপ কুমার জানা, ড. সুভাষচন্দ্র ভাট, সম্পাদনা : ড. কমলকৃষ্ণ দে
- গণিত শিক্ষণের আধুনিক কৌশল — ড. সুবীর সেন
- সমাজবিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (দর্শন ও তর্কবিদ্যা)—কাকলি মুখোপাধ্যায়
- সমাজবিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (শিক্ষাবিজ্ঞান) — অধ্যাপক (ড.) দুলাল মুখোপাধ্যায়, ড. উদয়শঙ্কর কবিরাজ

❖ English Version : [Course-VII-(B) (1.3.7B)]

- Pedagogy of Language Teaching With a Perspective of English —Sudhakar Sardar
- Pedagogy of Science Teaching (Physical Science) — Dr. Md. Jamal Uddin

SEMESTER-IV

Course-VI (1.4.6)	Gender, School and Society	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives					
The student teachers will be able to :-					
<ol style="list-style-type: none"> 1. Develop gender sensitivity among the student teachers. 2. Understand the gender issues faced by the schools. 3. Understand the paradigm shift with reference to gender studies. 4. Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy). 					

Unit-I	<p>Gender issues: key concepts:</p> <ul style="list-style-type: none"> ● Definition of gender. ● Difference between gender and sex. ● Social construction of gender. ● Gender including transgender and third gender, sex, patriarchy. ● Gender bias, gender stereotyping, and empowerment ● Equity and equality in relation with caste, class, religion, ethnicity, disability and region. 	6 hrs.
Unit-II	<p>Gender studies: paradigm shifts:</p> <ul style="list-style-type: none"> ● Paradigm shift from women's studies ● Historical backdrop: some landmarks on social reform movements of the 19th and 20th centuries with focus on women's experiences of education (with special reference to Raja Rammohan Roy, Pandit Iswar Chandra Vidyasagar, Swami Vivekananda, Rabindranath Tagore and Begam Rokeya). A. Commissions and committees on women education and empowerment B. Policy initiatives (including current laws) for the recognition of the concept of transgender and third gender. 	7 hrs.
Unit-III	<p>Gender, Power and Education:</p> <ul style="list-style-type: none"> ● Gender Identities and Socialization Practices in: <ul style="list-style-type: none"> ◆ Family ◆ Schools ◆ Other formal and informal organization. ● Schooling of Girls and Women Empowerment 	7 hrs.
Unit-IV	<p>Gender Issues in Curriculum:</p> <ul style="list-style-type: none"> ● Curriculum and the gender question ● Consideration of gender issues in curriculum framework with reference to NCF, 2005: An analysis ● Gender and the hidden curriculum ● Gender in text and context (textbooks' inter- sectionality with other disciplines. ● Teacher as an agent of change 	6 hrs.
Unit-V	<p>Gender, Sexuality, Sexual Harassment and Abuse:</p> <ul style="list-style-type: none"> ● Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models) 	6 hrs.

<p>Engagement with the Field/ Practicum</p>	<ul style="list-style-type: none"> ● Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions ● Agencies perpetuating violence: Family, school, work place and media (print and electronic) ● Institutions redressing sexual harassment and abuse. <p>Any one of the following:</p> <ul style="list-style-type: none"> ● Visit schools and study the sexual abuse and sexual harassment cases. ● Textbook analysis for identifying gender issues, gender biases reflected in it. ● To undertake study of sex ratio and analysis of a local community (at least 10 families) ● Develop an awareness programme for female infanticide and foeticide, child marriages, dowry, Sexual abuse, work place harassment in terms of drama, street play, poster, documentary, power point presentation. ● Prepare presentation on laws related to rape, dowry, 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. 	32 hrs.
<p>Mode of Transaction</p>	<p>Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show</p>	

: Bengali Version :
Course-VI (1.4.6)

: English Version :
Course-VI (1.4.6)

লিজাবেশিফ্ট বিদ্যালয় ও সমাজ
(Gender, School & Society)

অধ্যাপক (ড.) দুলাল মুখোপাধ্যায়
ড. তারিণী হালদার
ড. উদয়শঙ্কর কবিরাজ

Gender, School & Society

Palash Das

Sourovi Thakur

Course-VIII-(B) (1.4.7B)	Knowledge and Curriculum-Part-II	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	<p>The student teachers will be able to :</p> <ol style="list-style-type: none"> 1. Realize the concepts of curriculum and syllabi. 2. Discover the relationship between power, ideology and curriculum. 3. Design curriculum in the context of school experiences, evaluation, power, ideology, process and practice & its transactional modes. 				
COURSE CONTENT/SYLLABUS					
Unit-I	Dynamics of Curriculum Development	6 hrs.			
	<ul style="list-style-type: none"> ● Determinants of curriculum development ● Theories of curriculum development ● Stage Specific Curriculum-Pre-primary, Primary, Secondary, Higher Secondary ● Curriculum reforms in India; National Curriculum Framework 2000 and 2005 				
Unit-II	Relationship between curriculum and syllabi:	6 hrs.			
	<ul style="list-style-type: none"> ● Relationship between curriculum framework and syllabi. ● Process of translating syllabus into text books. ● Representation and non-representation of various social groups in curriculum framing. 				
Unit-III	Designing curriculum, school Experiences and Evaluation:	7 hrs.			
	<ul style="list-style-type: none"> ● Principles of selecting curriculum content. ● Principles of curriculum development, Highlights of NCFTE 2009-stage-specific and subject-specific objectives of curriculum. ● Methodology of curriculum transaction. ● Curriculum evaluation (formative, summative, Micro and Macro). 				
Unit-IV	Power, Ideology and Curriculum:	7 hrs.			
	<ul style="list-style-type: none"> ● Relationship between powers, structures of Society and knowledge. ● Meritocracy versus elitism in curriculum. 				
Unit-V	Curriculum as process and practice:	6 hrs.			
	<ul style="list-style-type: none"> ● Inculcation of values, disciplines, rules and reproduction of norms in the society. 				

	<ul style="list-style-type: none"> ● Necessity and construction of Time-Table ● Hidden curriculum and children's resilience. ● Critical Analysis of text books, teachers' handbooks, children's literature. 				
Engagement with the Field/ Practicum	<p>Any one of the following :-</p> <ul style="list-style-type: none"> ● Textbook analysis (as prescribed in the uniform curriculum of WBUTTEPA) ● Visit to SCERT, DIET, Schools to find out the role of different personnel in curriculum development process. ● Evaluation and preparation of a report of existing WBBSE, WBCHSE, ICSE, ISC, and CBSE curriculum at different level. ● Construction of time-table of any two classes with justification 				32 hrs.
Mode of Transaction	Group discussion, Lecture-cum-discussion, pair and share, group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences				
	<p>English Version - Course-VIII (B) (1.4.7B)</p> <p>Knowledge and Curriculum (Part-II)</p> <p>Prof. (Dr.) Mita Banerjee Dr. Sujit Pal</p>				
	<p>Bengali Version :</p> <p>Course-VIII (B) (1.4.7B)</p> <p>প্রজ্ঞা ও পাঠক্রম (দ্বিতীয় ভাগ)</p> <p>ড. তারিণী হালদার & ড. সন্তোষ মুখার্জী</p>				
Course-X (1.4.10)	Creating an Inclusive School	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	<p>The student teachers will be able to :</p> <ol style="list-style-type: none"> 1. Sensitise to the concept of inclusive education and social inclusion 2. Familiarize with the legal and policy perspectives behind inclusion in education 3. Understand the types, probable causes, preventive measures and characteristics of different types of disability. 4. Understand street children, platform children, and 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. 				
	COURSE CONTENT/SYLLABUS				
Unit-I	Introduction to inclusive Education:	6 hrs.			
	<ul style="list-style-type: none"> ● Concept & history of special education, integrated education and inclusive Education & their relation 				

	<ul style="list-style-type: none"> Philosophical, Sociological, Economical & Humanitarian dimensions of inclusive education Advantages of inclusive education for the individual and society. Factors affecting inclusion. 	7 hrs.
Unit-II	<p>Legal and policy perspectives:</p> <ul style="list-style-type: none"> Important international declarations/conventions/proclamations-BMF (1993-2012), recommendations of the Salamanca Statement and Framework of Action (1994), UNCRPD (2006). National initiatives for inclusive education-National Policy on Education (1968, 1986), Education in the National Policy on Disability (2006), RTE Act(2009). Special role of institutions for the education of children with disabilities-RCI, National Institute of Different Disabilities. 	7 hrs.
Unit-III	<p>Defining learners with special needs:</p> <ul style="list-style-type: none"> Understanding differently abled learners-- concepts, definitions, characteristics, classification, causes and preventive measures of V.I, H.I, SLD, LI Preparation for inclusive education- School's readiness for addressing learner with diverse needs Assessment of children with diverse needs (MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN and related others) to know their profile and to develop individualized Education Programme (IEP/ITP) Identification and overcoming barriers for educational and social inclusion 	6 hrs.
Unit-IV	<p>Inclusion in operation:</p> <ul style="list-style-type: none"> Class room management and organizations, curricular adaptations, learning designing and development of suitable TLM Pedagogical strategies to respond to individual needs of students: Co-operative learning strategies in the class room, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc. Technological Advancement and its applications-ICT, Adaptive and Assistive devices, equipment , aids and appliances 	6 hrs.
Unit-V	<p>Teacher preparation for inclusive school:</p> <ul style="list-style-type: none"> Problems in inclusion in the real class room situations; ways for overcoming the problems in inclusions. 	6 hrs.

	<ul style="list-style-type: none"> Review of existing educational programmes offered in secondary school (General and Special School). Skills and competencies of teachers and teacher educators for secondary education in inclusive settings. Teacher preparation for inclusive education in the light of NCF, 2005 and NCFTE, 2009 Characteristics of inclusive school. 	32 hrs.
Engagement with the Field/ Practicum	<p>Any one of the following:</p> <ul style="list-style-type: none"> Collection of data regarding children with special needs from Municipal records. Visit to Inclusive Schools and to observe classroom transaction of any one of such school in West Bengal and make a report of the same. Identifying one/ two pupils with special needs in the primary schools and preparing a profile of these pupils. Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability (Visit to Resource Room). Preparation of learning design, instruction material for teaching students with disability in inclusive school. Developing list of teaching activities of CWSN in the school. Case Study of one main streamed (Inclusive) student w.r.to (A) Role of a parent. (B) Role of a teacher: Special School Teacher, General School Teacher (C) Role of Counsellor. Visits to different institutions dealing with different disabilities and their classroom observation. 	
Mode of Transaction	Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show	
<p>অন্তর্ভুক্তিমূলক বিদ্যালয় সংগঠন</p> <p>ড. উম্মি চক্রবর্তী</p>		<p>Creating an Inclusive School</p> <p>Dr. Md. Jamal Uddin</p>
<p>: Bengali Version : Course-X (1.4.10)</p>		<p>: Bengali Version : Course-X (1.4.10)</p>

Course-XI (1.4.11) Optional	Health and Physical Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	<p>The student teachers will be able to :-</p> <ul style="list-style-type: none"> ● 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/SYLLABUS				
Unit-I	<p>Health Education Scenario in India :</p> <ul style="list-style-type: none"> ● Introduction to the concept of health, significance and importance ● Identity of Educational Institutional Plants: Structure, Infrastructure and Environment. ● Emerging Health & Total Quality of the Educational Institutions, ● Status of Health Education in India from Pre-Natal Education through Higher Education, ● Health & Hygiene, Mess & Toilets, Disease & Dispensary, Work & Leisure. ● Total Health Quality of Educational Governors, Administrators, Teachers, Students, Supporters, Libraries, Laboratories, Classrooms, Halls, Play Fields, Water Tanks, Swimming Pools, Community Pools, Roads 				6 hrs.
Unit-II	<p>Most Common & Uncommon diseases in India:</p> <ul style="list-style-type: none"> ● The most common diseases during the previous decade, ● Heart Diseases, Cancer, HIV/AIDS, Swine Flu, Reproductive Helpless Health, Osteoporosis, Depression, ● Intentional & Unintentional Injuries, Diabetes and Obesity, Uncommon Diseases – Autistic, Cerebral Palsied, Blood Bome Diseases ● Beta Thal Major, Sickle Cell Anemia, Hemophilia, Diagnosis, Prevention & Prognosis. 				6 hrs.
Unit-III	<p>Tech-Related Health Risks & How to Fix Them:</p> <ul style="list-style-type: none"> ● Identification of the technological health hazards- Smartphone Stress, Acne caused by the Cell Phones, Blackberry Stress Injuries to the Thumb, Radiation from the cell phones, Cell Phone Sickness, Cell Phone & Car Accidents, Allergies & Phones, Crazy Phones, 				7 hrs.

	<ul style="list-style-type: none"> ● Computers Causing Wrist Pain, Back & Neck Pain, Decreased Sperm Count from the WIFI, Laptop Burns, Laptop Headaches, Sleeping Problems from the Laptops, Decreased attention span from using Face-book, ● The Internet-Causing Anxiety, Headphone Use leading to Accidents, Hearing Loss from Headphones, Visual Impairment. ● Death from Social Networking, Environmental Degradation, Aggression, Social Crimes—Evolving Controlling & Regulatory Mechanisms. 	7 hrs.
Unit-IV	<p>Health Issues & Health Education: Vision & Mission:</p> <ul style="list-style-type: none"> ● Balanced Diet-nature and importance, Fast Food Problems, Drinking Water Problems ● Falling Heart & Brain Entrainment Ratio, Inflated Height Weight Index, ● High & Low Blood Pressure, Depression & Aggression, ● Adhyatmik Troubles, Adhi- bhoutik Troubles, Adhidaivik Troubles, along with these all sorts of Medical Practices ● Vision & Mission of Medical Council of India, Health Education Priorities, and immediate need of Health Education Policy of India. ● Games, Sports & Athletics, Yoga Education. 	6 hrs.
Unit-V	<p>First Aid- Principles and Uses:</p> <ul style="list-style-type: none"> ● Structure and function of human body and the principles of first aid ● First aid equipment ● Fractures-causes and symptoms and the first aid related to them ● Muscular sprains causes, symptoms and remedies ● First aid related to haemorrhage, respiratory discomfort ● First aid related to Natural and artificial carriage of sick and wounded person ● Treatment of unconsciousness ● Treatment of heat stroke ● General disease affecting in the local area and measures to prevent them 	32 hrs.
Engagement with the Field/ Practicum	<p>Any two of the following :</p> <ul style="list-style-type: none"> ● Surfing to know the diseases in India and write a report on any five diseases in West Bengal ● Reflective Dialogues on Digital Media on Health of the people. 	

	<ul style="list-style-type: none"> ● Reflective Dialogues on Serials, such as, Satyamev Jayate on Health of the People. ● Preparation of inventories on myths on exercises and different type of food ● Make an inventory of energy rich food and nutritious food (locally available) indicating its health value ● Make an inventory of artificial food and provide critical observations from health point of view ● Home remedies as health care ● Role of biopolymers(DNA) in health of child ● Medicinal plants and child health ● Strategies for positive thinking and motivation ● Preparation of first aid kit
Mode of Transaction	Lecture, discussion, workshop, practical work
Bengali Version : Course-XI (1.4.11) Optional স্বাস্থ্য ও শারীর শিক্ষা (Health and Physical Education) ড. সুদীপ দাস ❖ শেখ সাহা আনাম ❖ সুন্দরা বিষ্ণু	

Course-XI (1.4.11) Optional	Theory	Engagement With the Field	Credit	2+1
	Peace & Value Education	50	Class Hours	32+32
Objectives	The student teachers will be able to : <ol style="list-style-type: none"> 1. Understand the meaning and role of peace education and value education in present context. 2. Understand the components of peace education. 3. Understand different perspectives of peace education. 4. Be acquainted with methods and evaluation of value education. 			
COURSE CONTENT/SYLLABUS				
Unit-I	Peace Education : <ul style="list-style-type: none"> ● Peace Education— Meaning, Concept, Aims, Objectives, Nature, Scope and Importance. ● Barriers of Peace Education— Psychological, Cultural, Political. ● Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, suppression of individuality, complexes. 			

	<ul style="list-style-type: none"> ● Violence in School, home and society. ● Role of Peace Education in present context. 	
Unit-II	Social Perspective of Peace Education : <ul style="list-style-type: none"> ● Justice— Social economics, Cultural and religions ● Equality— Egalitarianism, Education for all, equal opportunity ● Critical thinking— Reasoning and applying wisdom co-operation ● Learning to be and learning to live together ● Peace Education in Secondary Education curriculum. 	6 hrs.
	Value Education : <ul style="list-style-type: none"> ● Meaning, Concept, Nature and Sources of values. ● Meaning, Concept, Nature and scope of Value Education. ● Philosophical perspective, psychological perspective and sociological perspectives of Value Education. ● Values in Indian Constitution and Fundamental Duties of citizens. 	7 hrs.
Unit-III		
Unit-IV	General Idea about values : <ul style="list-style-type: none"> ● Classification of Values ● Personal and social values (a) Intrinsic and extrinsic values on the basis of personal interest & social good. (b) Social, moral, spiritual and democratic values on the basis of expectation of society & one's self inspiration ● Identification of Analysis of emerging issues involving value conflicts ● Design and develop of instructional material for nurturing values ● Characteristics of Instructional material for values. 	7 hrs.
	Methods & evaluation of value Education : <ul style="list-style-type: none"> ● Methods & Evaluation of Value Education <ol style="list-style-type: none"> a. Traditional Methods—Story Telling, street play & folk songs. b. Practical Methods—Survey, role play, value clarification, Intellectual discussions ● Causes of value crisis— material, social, economic, religion evils and their peaceful solution ● Role of School Every teacher as teacher of values, School curriculum as value laden ● Moral Dilemma (Dharmasankat) and one's duty towards self and society 	6 hrs.
Unit-V		

New BEd Syllabus

	<ul style="list-style-type: none"> ● Role of home & School ● Mental health of a teacher 	7 hrs.
Unit-III	<p>Adjustment & Maladjustment:</p> <ul style="list-style-type: none"> ● Concept ● Purpose ● Techniques ● Criteria of good adjustment ● Causes, Prevention & Remedies of Maladjustment ● Maladjusted behaviours- <p>Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Anti-social Behaviour.</p>	7 hrs.
Unit-IV	<p>Tools & Techniques:</p> <ul style="list-style-type: none"> ● Concept of Testing & Non-testing tools ● Tests to measure- Personality, Attitude, Aptitude, Interest, Intelligence, Case study, Questionnaire, Opinionnaire, Interview, Observation, ARC & CRC. 	7 hrs.
Unit-V	<p>Abnormal Behaviour and Mental illness:</p> <ul style="list-style-type: none"> ● Meaning & Concept of normality and abnormality ● Casual factors of Abnormal Behaviour- Biological & Psychological. ● Classification of mental illness(DSM-IV) 	6 hrs.
Engagement with the Field/ Practicum	<p>Project on:</p> <p>Maladjusted behaviour (any one; on the basis of case study) - Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Antisocial Behaviour.</p>	32 hrs.
Mode of Transaction	Group discussion, Lecture-cum-discussion, pair and share, group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences	

: English Version :

Course-XI (1.4.11) Optional

Guidance and Counselling

Dr. Rakheebrita Biswas

Aabriti Sharma

: Bengali Version :

Course-XI (1.4.11) Optional

নির্দেশনা ও পরামর্শদান

ড. মহুয়া বসু (চ্যটিজী)

রাকেশ মুখার্জী

নির্দেশনা ও পরামর্শদান

কাকলি মুখোপাধ্যায়

New BEd Syllabus

Engagement with the Field/ Practicum	<p>Any one of the followings:</p> <ul style="list-style-type: none"> ● Develop/compile stories with values from different sources and cultures, ● Organize value based co-curricular activities in the classroom and outside the classroom, ● Develop value based learning designings, ● Integrating values in school subjects. 	32 hrs.																
Mode of Transaction	Different kinds of classroom activities like dialogues, reflective writings and presentations, meditation, anecdotes, role play, one act play, story-telling, group activities and group discussion can be used as teaching activities.																	
<p>: Bengali Version : Course-XI (1.4.11) Optional শান্তির জন্য শিক্ষা ড. বিনায়ক চন্দ</p>																		
Course-XI (1.4.11) Optional	<table border="1"> <thead> <tr> <th>Guidance and Counselling</th> <th>Theory</th> <th>Engagement With the Field</th> <th>Credit</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>25</td> <td>2+1</td> </tr> <tr> <td></td> <td></td> <td></td> <td>32+32</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Class Hours</td> </tr> </tbody> </table>	Guidance and Counselling	Theory	Engagement With the Field	Credit		50	25	2+1				32+32				Class Hours	
Guidance and Counselling	Theory	Engagement With the Field	Credit															
	50	25	2+1															
			32+32															
			Class Hours															
Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Understand guidance and counselling in details 2. Understand the mental health 3. Develop the knowledge about adjustment and maladjustment. 4. Acquire skill to develop tools and techniques. 5. Understand the idea about Abnormal Behaviour and Mental illness. 																	
<p>COURSE CONTENT/SYLLABUS</p>																		
Unit-I	<p>Overview of Guidance and Counselling:</p> <ul style="list-style-type: none"> ● Definition & Functions ● Nature & Scope of Guidance and Counselling ● Difference between Guidance & Counselling ● Types of guidance and counselling ● Career & Vocational guidance ● Quality of a good counsellor 	6 hrs.																
Unit-II	<p>Mental Health:</p> <ul style="list-style-type: none"> ● Concept ● Characteristics 	6 hrs.																

Course-XI (1.4.11) Optional	Work & Vocational Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives					
The student teachers will be able to :					
1. Make a teacher-trainee aware of the modern approaches to teaching of Work Education in the perspectives of its development from traditional approaches.					
2. Make the teacher-trainee acquainted with the basic skills required for the inculcation of the modern approaches to teaching of Work Education.					
3. Make the teacher trainees aware of different methods of teaching suitable to different topics of Work Education.					
4. Make the teacher trainees acquainted with the ways and means for managing class-room from the stand point of inclusive education.					
COURSE CONTENT/SYLLABUS					
Unit-I	Aims, Objectives and Bases:	6 hrs.			
	<ul style="list-style-type: none"> ● Aims and Objectives of Teaching Work Education and Vocational Education. Values of teaching Work Education and Vocational Education. ● Correlation of Work Education with other School Subjects. ● Difference between Work Education and Vocational Education ● Bases of Work Education and Vocational Education—Philosophical, Psychological, Sociological, Historical and Economical. 				
Unit-II	Development of the Concept and Work & Vocational Education Teacher:	6 hrs.			
	<ul style="list-style-type: none"> ● Development of the concept of Work Education with Special reference to National Policy on Education (1986) ● Work & Vocational Education Teacher <ul style="list-style-type: none"> ◆ Qualities & Responsibilities. ◆ Need for Professional Orientation. 				
Unit-III	Approaches & Methods of Teaching Work & Vocational Education:	7 hrs.			
	A. Inductive and Deductive approach B. Methods: <ul style="list-style-type: none"> ◆ Lecture Cum Demonstration Method ◆ Laboratory Method. ◆ Heuristic Method. ◆ Problem Solving Method, ◆ Project Method 				
Unit-IV	Aids, Equipment and Assistance in Teaching Work & Vocational Education:	7 hrs.			

	i. Work Education Laboratory ii. Management of Work Units:- (a) Selection of Work Projects (b) Budgeting and planning (c) Time allocation (d) Materials and Equipment (e) Disposal of finished products (f) Organizational co-ordination of different agencies monitoring Network through Resource Centers-problems thereof. iii. Excursion.		6 hrs.
Unit-V	Aspects of Teaching work Education & Vocational Education:	6 hrs.	
	<ul style="list-style-type: none"> ● A critical evaluation of work education syllabus prescribed by the WBBSE in (a) the exposure stage and (b) the involvement stage. ● Concept of improvisation; its use in the teaching of Work Education and Vocational Education ● Ares of work education, viz. socially useful productive work (as designed by LB. committee), ● Occupational explorations and Innovative practices in Work Education and Vocational Education ● Removal of social distances through Work Education and Vocational Education. 		
	Project on any one :	32 hrs.	
	<ul style="list-style-type: none"> ● Growing of Vegetables/Fruit/Flower ● Household wiring and Electrical gadgets repairing ● Tailoring and Needle Work ● Bamboo Work and Wood craft ● Tie-Dye and Butik Printing ● Clay Modelling ● Fruit preservation ● Cardboard Work and Book Binding ● Soap, Phenyl and Detergent making ● mast making ● Paper making and paper cutting work ● Bicycle repairing 		
	Engagement with the Field/ Practicum		
	Mode of Transaction	Lecture, discussion, workshop, practical work	
Bengali Version :: Course-XI (1.4.11) Optional			
কর্মশিক্ষা ও বৃত্তি শিক্ষা			
ড. জয়ন্ত চৌধুরী ♦ অরুণাভ সামন্ত			

Course-XI (1.4.11) Optional	Yoga Education		Theory 50	Engagement With the Field 25	Credit Class Hours 32+32	2+1
The student teachers will be able to :-						
<ol style="list-style-type: none"> 1. Understand the concept and principles of Yoga 2. Understand the ancient system of yoga 3. Develop awareness about the historical aspects of Yoga 4. Learn some meditational practices and techniques 5. Learn to maintain a healthy condition of body and mind 6. Learn the utility of yoga in modern life 						
COURSE CONTENT/SYLLABUS						
Introduction to Yoga and Yogic Practices:						
<ul style="list-style-type: none"> ● 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. 						
Unit-I					6 hrs.	
Ancient Systems of Indian Philosophy and Yoga System:						
<ul style="list-style-type: none"> ● Ancient systems of Indian Philosophy ● Yoga & Sankhya philosophy & their relationship 						
Unit-II					6 hrs.	
Historical aspects of Yoga:						
<ul style="list-style-type: none"> ● Historical aspect of the Yoga Philosophy ● Yoga as reflected in Bhagwat Gita 						
Unit-III					6 hrs.	
Introduction to Yogic texts:						
<ul style="list-style-type: none"> ● Significance to Yogic texts in the context of schools of yoga ● Pantanjala Yoga Shastra: ashtanga yoga and kriya yoga in sadhana pada ● Hathyogic texts (hatha pradaspika and ghera and sahita) ● Complementarities between patanjala yoga and hathyoga ● Meditational Processes 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 						
Unit-IV					7 hrs.	
Yoga and Health:						
<ul style="list-style-type: none"> ● 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 						
Unit-V					7 hrs.	

Engagement with the Field/ Practicum	Any one of the following :-		32 hrs.	
	<ul style="list-style-type: none"> ● Preparation of Teaching Aids on Yoga ● Practical Asanas and Pranayam ● Visit to Yoga Ashramas and Centres 			
Mode of Transaction Lecture, discussion, workshop, practical work				
Bengali Version :: Course-XI (1.4.11) Optional				
যোগ শিক্ষা বিশিষ্ট সমস্ত				
Course-XI (1.4.11) Optional	Environmental & Population Education	Theory	Engagement With the Field	Credit Class Hours 32+32
		50	25	
The student teachers will be able to :-				
<ol style="list-style-type: none"> 1. Understand the concept of population and environmental education 2. Know the objectives and methods of teaching environmental and population 3. Be aware of population and environmental education policies 4. Help teachers students analyse the various issues related to population and environmental education. 				
COURSE CONTENT/SYLLABUS				
Unit-I	Concept of population education:		6 hrs.	
<ul style="list-style-type: none"> ● The characteristics and scope, ● Methodology of population education and ● Its importance 				
Unit-II	Concept of environmental education:		6 hrs.	
<ul style="list-style-type: none"> ● Its objectives and importance, ● Developing environmental awareness, ● Environmental attitude, values & pro-environmental behaviour. 				
Unit-III	Population education policies:		7 hrs.	
<ul style="list-style-type: none"> ● Population policy of the government of India (2000), ● Implementation programmes, population control, ● Population dynamics in the context of India, ● Population distribution, urbanization and migration. 				
Unit-IV	Sustainable development:		6 hrs.	
<ul style="list-style-type: none"> ● Concept of sustainable development and education for sustainable development 				

	<ul style="list-style-type: none"> ● agenda 21, ● United Nations Decade of education for sustainable development, programmes on environmental management 	7 hrs.
Unit-V	<p>Issues related to population and environmental education:</p> <ul style="list-style-type: none"> ● Quality of life, ● Sustainable life style, ● Ecofeminism, ● Empowerment of women, ● Environmental and social pollution, ● Effect of population explosion on environment, ● Adolescent reproductive health. <p>Any one of the following :-</p> <ul style="list-style-type: none"> ● Visits to polluted sites and preparation of report. ● Interviewing people and reporting the inconveniences due to any of the Environmental problems. ● To study innovations done by any organization to improve the local Environment. ● To study the implementation of Environmental Education Programmes. ● To prepare models and exhibits for general awareness of public regarding environmental hazards. ● To prepare a programme for environmental awareness and to conduct the same, with school children. ● To visit industries and study alternative strategies of Environmental management. ● To prepare a resource material on any of the environmental problems along with a suitable evaluation strategy. ● To prepare quizzes and games on environmental issues. ● To study the contribution of NGOs in improving the environment of the city. 	32 hrs.
Engagement with the Field/ Practicum		
Mode of Transaction	Lecture, lecture-cum-discussion, observation, debate, field visits, project, lab work, films, etc.	

Bengali Version :
Course-XI (1.4.11) Optional

পরিবেশ শিক্ষা ও জনশিক্ষা
ড. সুজিত পাল ❖ ড. পরিমল সরকার

English Version :
Course-XI (1.4.11) Optional

Environmental and
Population Education
Sanjoy Dutta

CourseEPC-3 (1.4EPC3)	Critical Understanding of ICT	Theory	Engagement With the Field	Credit	2+2
	50	50	50	Class Hours	16+32
Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Understand the social, economic, security and ethical issues associated with the use of ICT 2. Identify the policy concerns for ICT 3. Describe a computer system; 4. Operate the Windows and/or Linux operating systems; 5. Use Word processing, Spread sheets and Presentation software; 6. Acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools. 7. Operate on Internet with safety 8. Elucidate the application of ICT for Teaching Learning 9. Develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups 				
COURSE CONTENT/SYLLABUS					
Unit-I	<p>Digital Technology and Socio-economic Context:</p> <ul style="list-style-type: none"> ● Concepts of information and communication technology; Universal access VS Digital Divide-issues and initiatives; ● Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; IT@ School Project; ● Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, e-Gyan Kosh; Virtual laboratory and Haptic technology. 				4 hrs.
Unit-II	<p>MS office:</p> <ul style="list-style-type: none"> ● MS Word ● MS Power Point ● MS Excel ● MS Access ● MS Publisher 				4 hrs.
Unit-III	<p>Internet and Educational Resources:</p> <ul style="list-style-type: none"> ● 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. 				4 hrs.

<ul style="list-style-type: none"> ● General Introduction to E-learning, Mobile-learning, distance learning, On-line learning. ● Virtual University, Wikipedia, Massive Open Online Courses (MOOCs); ● Social networking 	<p>Techno-Pedagogic Skills:</p> <ul style="list-style-type: none"> ● Media Message Compatibility ● Contiguity of Various Message Forms ● Message Credibility & Media Fidelity ● Message Currency, Communication Speed & Control ● Sender-Message-Medium-Receiver Correspondence 	<p>4 hrs.</p> <p>Any two of the following :-</p> <ul style="list-style-type: none"> ● 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 learning designing 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 multimediae-content developed by the student.
<p>Unit-IV</p> <p>Engagement with the Field/ Practicum</p>		<p>32 hrs.</p>

Bengali Version :
Course EPC-3 (1.4EPC3)

English Version :
Course EPC-3 (1.4EPC3)

তথ্য ও যোগাযোগ প্রযুক্তির ক্রমবিকাশ

Critical Understanding of ICT

ড. বিশ্বজিৎ সেন & দিবেশ কুমার দে

Dibesh kumar Dey

<p>Course EPC-4 (1.4EPC4)</p>	<p>Yoga Education: Self Understanding and Development</p>	<p>The student teachers will be able to :-</p> <ul style="list-style-type: none"> ● Understand the meaning and importance of self-concept and self-esteem.
	<p>Theory 50</p>	
	<p>Engagement With the Field 50</p>	
	<p>Credit 2+2</p>	
	<p>Class Hours 16+32</p>	

<ul style="list-style-type: none"> ● Be aware of different factors related to self-concepts and self-esteem. ● Understand the concept and importance of yoga and well-being. ● Be sensitized about the interrelationships of yoga and well-being. ● Record a brief history of the history of development of yoga through the ages. ● Discuss how yoga and yoga practices are important for healthy living. 	<p>COURSE CONTENT/SYLLABUS</p> <p>Unit-I</p> <p>Introduction to Yoga and Yogic Practices :</p> <ul style="list-style-type: none"> ● Yoga: meaning and initiation ● History of development of yoga ● Astanga Yoga or raja yoga ● The streams of Yoga ● The schools of Yoga: Raja Yoga and Hatha Yoga ● Yogic practices for healthy living <p>Unit-II</p> <p>Introduction to Yogic Texts :</p> <ul style="list-style-type: none"> ● Historicity of yoga as a discipline ● Classification of yoga and yogic texts ● Understanding astanga Yoga of Patanjali ● Hatha yogic practices ● Meditational processes <p>Unit-III</p> <p>Yoga and Health :</p> <ul style="list-style-type: none"> ● Need of yoga for positive health ● Role of mind in positive health as per ancient yogic literature ● Concept of health, healing and disease: yogic perspectives ● Potential cause of ill health ● Yogic principles of healthy living ● Integrated approach of yoga for management of health ● Stress management through yoga and yogic dietary considerations <p>Self-concept :</p> <ul style="list-style-type: none"> ● Meaning and Definition of self-concept ● Importance of self-concept 61 ● Components of self-concept ● Factors influencing self-concept ● Development of self-concept ● Impact of Positive and negative self-concept <p>Self-esteem:</p> <ul style="list-style-type: none"> ● Meaning and concept of self esteem ● Importance of self-esteem 	<p>4 hrs.</p>		<p>4 hrs.</p>		<p>4 hrs.</p>
	<p>Unit-IV</p>					<p>2 hrs.</p>
	<p>Unit-V</p>					<p>2 hrs.</p>

<ul style="list-style-type: none"> Types of self esteem Strategies for positive behaviour Keys to Increasing Self-Esteem 	<p>32 hrs.</p> <p>Any one of the following :-</p> <ul style="list-style-type: none"> General guidelines for performance of the practice of yoga for the beginners Guidelines for the practice of kriyas Guidelines for the practice of asanas Guidelines for the practice of pranayama Guidelines for the practice of kriya yoga Guidelines for the practice of meditation Select yoga practices for persons of average health for practical yoga sessions Supine position Prone position Sitting position Standing position Kriyas Mudras Pranayamas Inspirational clips finding and understanding the meaning behind that. Analysing the priority and scheduling priority to minimize the stress. Designing and applying activities to develop self-esteem.
<p>Engagement with the Field/ Practicum</p>	
<p>Mode of Transaction</p>	<p>Lecture-cum-discussion, workshop sessions, assignments, presentations by the students</p>

Bengali Version :

Course EPC-4 (1.4EPC4)

যোগশিক্ষা : আত্মউপলব্ধি ও বিকাশ

ড. সৃজিত পাল & ড. উদয় শঙ্কর কবিরাজ & অভিজিৎ পণ্ডিত

: English Version :

Course EPC-4 (1.4EPC4)

Yoga Education: Self Understanding and Development
Biswajit Samanta

Guidelines for Internal Assessment of the Theoretical papers for Semester IV :

- (a) The teachers involved in the curriculum transaction of Course 1.4.6; 1.4.8B, 1.4.10; 1.4.11, 1.4 EPC3 and 1.4 EPC4 will evaluate achievement and performance of the students in respective course contents by continuous Internal Assessment throughout the semester.
- The students will have to perform any one Individual Seminar presentation on submitted Assignment on topic of the course contents.
- (b) The concerned teachers will award marks out of full marks 15 and will enter the marks in the prescribed Lists sent by the Controller of Examinations.

Guidelines for Internal and, Eternal Assessment of the Engagement with the Field for Semester IV :

- (a) All the items prescribed in the curriculum are to be discussed in the classes. The concerned teachers will allot the items to the students according to their choice. Not more than 25 students will be allowed to take one item of Practicum.
- (b) For 25 marks i.e., for Course 1.4.6, 1.4.8B, 1.4.10 and 1.4.11, each student will have to perform any one item and for 50 marks i.e. Course 1.4 EPC3 and 1.9 EPC4, each student will have to perform any two items.
- (c) They will have to prepare and submit the handwritten Reports/ Assignment/ Presentation / Activities etc., to the concerned teachers for their assessment and counter signature. Computerised graphical representation or diagram or pictures may be attached. Differently abled students may submit by probable means.
- (d) The students will prepare a file with all the items and will submit to the External Examiner appointed by the Controller of Examinations. He/she will evaluate the files along with viva-voce and will send the marks directly to the University through the Specified Award Lists.