



UNIVERSITY OF CALCUTTA

Notification No. CSR/13/13

It is notified for the information of all concerned that the Syndicate in its meeting held on 26.06.2013 (vide Item no.42) resolved to approve the revised Curriculum for B.Ed. course of study, under this University, as laid down in the accompanying pamphlet.

The above will be effective from the academic session 2013-2014.

SENATE HOUSE
KOLKATA-700073
The 1st July, 2013


(Prof. Basab Chaudhuri)

Registrar

University of Calcutta

B.Ed. Curriculum

The B.Ed. Curriculum, University of Calcutta, has been revised in the light of National Curriculum Framework on Teacher Education 2009, NCTE draft curriculum 2010, NCTE Model curriculum 2011 and NAAC guidelines for Teacher Education Programmes. The objectives of the revised B.Ed. curriculum are as follows:

- To initiate student-teachers into the teaching profession.
- To prepare professionally competent Secondary and Higher Secondary School teachers to perform their roles effectively.
- To transform student-teachers into committed and competent professionals.
- To prepare student- teachers to cope with the needs and demands arising in the school context.
- To help student-teachers nurture effective citizens for the future.
- To nurture reflective teaching practices among the student-teachers.
- To provide student-teachers the opportunities for self- learning, reflection, assimilation and articulation of new ideas.
- To develop capacities for self-directed learning and ability to think, be critical and to work in groups.
- To provide opportunities to student-teachers to observe and engage with children, communicate with and relate to children.
- To provide multiple educational experiences to teachers.
- To promote capabilities for inculcating national values, goals and rights as enshrined in the Constitution of India.
- To sensitize student- teachers about emerging issues in education.
- To develop awareness about the role of the teachers in the community.
- To build a system of Secondary Teacher Education based on India's cultural ethos.

B.Ed. CURRICULUM: STRUCTURE

SEMESTER I

THEORY

CORE PAPERS

Philosophical and sociological bases of education	50 marks
Psychology of learning	50 marks
Psychology of instruction	50 marks
Evaluation in education	<u>50 marks</u>
Total	200 marks

PEDAGOGY OF SCHOOL SUBJECTS

School Subject I	50 marks
School subject II	<u>50 marks</u>
Total	100 marks
<i>Total for Theory 300 marks</i>	

PRACTICUM

IN CAMPUS

For each school subject:

TEACHING PEERS

100 MARKS

SIMULATED TEACHING

- | | | |
|---|-------|-----------------|
| • 3 Micro Teaching Skills (10 marks each) | 3x10= | 30 marks |
| • 1 Integrated Lesson | | 20 marks |
| | | 50 marks |

Mini teaching: any one of the following

- | | |
|---|-----------------|
| • 1 mini teaching using any one model of teaching | |
| • 1 computer assisted presentation | 25 marks |

Simulated teaching for any one lesson involving any one of:

- | | |
|---|-----------------|
| • Conducting practical classes for <i>laboratory</i> based subjects | |
| • Initiation of a project for <i>non laboratory</i> based subjects | 25 marks |

Total for TEACHING PEERS

100 MARKS

PREPARING TEACHING LEARNING MATERIALS

- Pedagogical analysis of a unit from the content

25 marks

Total for IN CAMPUS for two method papers

250 MARKS

GROUP ACTIVITY

- Personality development (deportment, manners, speech and communication) *through*
group discussions and mock interviews 30 marks
- Visit to a centre of learning followed by a reflective report by the group 20 marks

Total for GROUP ACTIVITY

50

MARKS

TOTAL FOR PRACTICUM

300

MARKS

TOTAL FOR SEMESTER I

600

MARKS

SEMESTER II

THEORY

CORE PAPERS

Inclusive Education	50 marks
Management and organization of education	50 marks
Teaching as a profession	50 marks
Contemporary issues in Indian education	50 marks
Total	200 marks

PEDAGOGY OF SCHOOL SUBJECTS

School subject I	50 marks
School subject II	50 marks
Total	100 marks
<i>Total for theory</i>	<i>300 marks</i>

PRACTICUM

IN CAMPUS

For each school subject:

TEACHING LEARNING MATERIALS

- any one of the following 10 marks
- Critical review and modification of one chapter of a text book
 - Preparation of content enrichment material
 - Preparation of laboratory kits

IN SCHOOL

SCHOOL INITIATION PROGRAMME

- School survey and report 15 marks
- Participation in school life 15 marks

TEACHING PRACTICE

For each school subject:

75 marks

Number of classes as per NCTE norms (individual and/ or team teaching)

MAINTAINING A JOURNAL with:

- Lesson plan
- Observation of learners during lessons
- Post teaching reflections

Peer observations (irrespective of subject)

25 marks

Total for IN SCHOOL

230 marks

GROUP ACTIVITY

COMMUNITY OUTREACH ACTIVITY followed by group reports
marks

60

(to commence from Semester I and continued in Semester II)

Any one of:

- Remedial teaching
- Literacy drive
- Computer literacy drive
- Developing health and hygiene awareness
- Contributing to environmental wellbeing
- Campaign against social ills
- Service to special centres

CO-CURRICULAR ACTIVITIES

30

marks

(to commence from Semester I and continued in Semester II)

Any one of the following activities:

- Art and cultural activities
- Subject related club activities
- Heuristic ventures
- Creative activities with camera and/ computer

ACTION RESEARCH

60 marks

Any one of

- Case study
- School based research

Total for PRACTICUM

400 marks

Viva Voce on Practicum

100 marks

Total for SEMESTER II

800 marks

COURSE NO. 101

PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION

50 marks

30 class hours

Objectives

After the completion of the course the students will

- Develop an acquaintance with the meaning and definition of education in its wider context.
- Understand the factors of education and their interrelationship.
- Differentiate between formal, informal and non formal modes of education
- Discuss the significance of philosophy in education with reference to the basic tenets of Idealism, Naturalism and Pragmatism.
- Acquaint them with the importance of value education in modern society and suggest ways and means for imparting value education in schools.
- Understand the roles of Tagore, Gandhi and Vivekananda as 'transvaluer of values'.
- Develop an understanding of contemporary concepts like 'Education for Peace' and 'Education for Human Rights'.
- Understand Education as an instrument of socialization
- Realize the impact of education on social change.

Content

- | | |
|--|---------------|
| 1. . Concept and nature of Education: | 6 class hours |
| <ul style="list-style-type: none">• Meaning and scope of education• The four pillars of education• Factors of education and their interrelations• Formal, informal and non-formal education | |
| 2. Philosophy and education | 8 class hours |
| <ul style="list-style-type: none">• The significance of philosophy in education• The tenets of Idealism, naturalism and Pragmatism and their impact on education | |
| 3. Great educators and value education | 7 class hours |

- A brief account of the educational thoughts of Tagore, Gandhi and Vivekananda
- Education for Peace and Human Rights

4. Education and society 5 class hours
 - Education as a process of socialization
 - The role of family, teachers, school and community in the process of socialization
5. Education and social change 4 class hours
 - Socio- economic factors and their impact on education
 - Education as an instrument of social change
 - Role of education in resolving cultural conflict and cultural lag

COURSE NO. 102

Psychology of learning

50 marks

30 class hours

Objectives

After the completion of the course the students will

- Understand the importance of the knowledge of educational psychology for teachers.
- Understand the difference between growth and development.

- Understand how language development takes place.
- Understand how cognitive, moral and social development takes place.
- Get acquainted with the theories of Piaget, Kohlberg and Erikson regarding cognitive, moral and social development respectively.
- Acquire the concept of learning.
- Understand the significance and application of the theories of learning by Pavlov, Thorndike, Skinner and Gagne.
- Understand how information is processed according to cognitive constructivists.
- Understand the concept of Discovery learning.
- Be able to understand the determinants of attention, its importance in education and how to draw attention in the classroom.
- Gain knowledge of importance of motivation, the types of motivation, Maslow, Weiner and McClelland's theories on motivation and their application in the classroom.

Content:

1. Importance of educational psychology for teachers 1 class hour
2. Growth and development. 7 class hours
 - Meaning of growth and development.
 - Language development
 - Cognitive development- Piaget
 - Moral development- Kohlberg.
 - Psychosocial development- Erikson
3. Learning: 7 class hours
 - Concept of learning
 - Behaviorism –concept, Pavlov's theory of learning. (With special reference to classroom application)
 - Thorndike's three major laws (With special reference to classroom application)
 - Skinner and Gagne's theory of learning.(With special reference to classroom application)
4. Cognitive approaches to learning. 7 class hours
 - Information processing model
 - Discovery learning
 - Cognitive constructivism

5. Attention

1 class hours

- Concept of attention
- Determinants of attention

6. Motivation

7 class hours

- Concept of motivation
- Types of motivation
- Theories of motivation-

Maslow's theory of self actualization.

Weiner's attribution theory.

McClelland's achievement motivation.

factors affecting motivation (anxiety, curiosity, and interest, locus of control, self efficacy, classroom environment etc)

COURSE NO. 103

Psychology of Instruction

50 marks

30 class hours

Objectives

After the completion of the course the students will

- Acquire the concept of teaching and instruction.
- Acquire knowledge of the phases of teaching.
- Understand the implication of the models of teaching with special reference to Ausubel and Bruner
- Understand the different abilities in students.
- Understand what intelligence is, how it can be measured through tests. Uses and limitations of intelligence tests.
- Acquire the concept and implication of multiple intelligence
- Understand creativity
- Acquaint with the concept of Emotional Intelligence and its development.
- Understand different approaches to instruction.
- Get acquainted with designs of instruction.
- Come to know about Technology based Teaching strategies.

Content

- | | |
|---|---------------|
| 1. Teaching and Instruction | 6 class hours |
| <ul style="list-style-type: none">• Concept of Teaching and Instruction.• Phases of teaching.• Model of Teaching- Ausubel and Bruner. | |
| 2. Students' abilities. | 8 class hours |
| <ul style="list-style-type: none">• Intelligence: concept, nature• Uses and limitations of measurement of intelligence.• Multiple Intelligences.• Creativity-concept, factors and nurturing creativity. | |
| 3. Emotional Intelligence: | 4 class hours |
| <ul style="list-style-type: none">• Concept of emotional intelligence• Development of emotional intelligence | |
| 4. Instruction | 8 class hours |
| <ul style="list-style-type: none">• Approaches to Instruction,• Direct and Indirect Instruction,• Designs of Instruction (Skinner, Markle, and Gagne).• Technology based Teaching strategies (Web based instruction, multimedia, CD0 –ROM, Intelligent Tutoring System) | |
| 5. Classroom management | 4 class hours |
| <ul style="list-style-type: none">• Managing the classroom• Methods of control. | |

COURSE NO. 104

Evaluation in Education

50 marks

30 class hours

Objectives

After completion of this course the students will be able to

- Understand the meaning of the terms evaluation and measurement
- Understand and differentiate between formative, diagnostic and summative evaluation
- Understand and differentiate between norm referenced and criteria referenced measurement.
- Be aware of the different components and processes of portfolio assessment.
- Understand the meaning and use of taxonomies of objectives.
- Know the process of planning and development of a test.
- Know the criteria of a good measuring tool.
- Be able to write effective test items.
- Be aware of contemporary issues regarding evaluation.
- Be aware of the need and use of basic statistical measures in education.

Content

1. Evaluation: Basic concept and processes

6 class hours

- Measurement and evaluation
- Formative, diagnostic and summative evaluation
- Norm referenced and criterion referenced measurement
- Continuous comprehensive evaluation
- Portfolio assessment

2. Tools of measurement

10 class hours

Criteria of a good measuring tool: reliability, validity, objectivity

- Taxonomies of objectives: cognitive (Revised Bloom's taxonomy), affective (Krathwohl's taxonomy) and psychomotor (Simpson's taxonomy)

- Planning and development of test
- Observation schedules

3. Writing effective test items

4 class hours

- Essay type items
- Objective type items

4. Issues in contemporary evaluation system-

4 class hours

- Grading- processes, advantages and limitations
- Assessment of projects
- Institutional assessment

5. Statistics in evaluation-

- Need for quantitative methods in evaluation
- Tabulation of data and construction of bar charts
- Measures of central tendency and dispersion: mean, mode, median, range, standard deviation: their concepts and use by the teacher
- Construction of Ogives and determination of percentiles

6 class hours

Course Objectives

During and after the course, students will

- Realize the interdisciplinary nature of subject
- Participate and analyse their experience with a variety of instructional strategies appropriate to the subjects
- Create, analyse and evaluate a variety of teaching strategies in relation to subject
- Design lessons in developmentally appropriate ways
- Incorporate technology into teaching subject
- Induct the concept of reflective teaching into all activities related to teaching
- Relate the subject with environment and real life

Total 30 class hours

- | | |
|---|----------------|
| 1. The meaning and extent of computer studies | 4 Class hours |
| The basis for computer studies education as an academic discipline. | |
| 2. Computer Studies as the pivot of the contemporary life. | 3 Class hours |
| 3. Aims and objectives of | 4 Class hours |
| • Computer Literacy | |
| • Computer studies at the secondary & higher secondary stages. | |
| 4. Teaching Strategies: | 9 Class hours |
| • Lecture & Demonstration | |
| • Problem Solving & heuristics | |
| • Project Method | |
| 5. Pedagogical Analysis of content | 10 Class hours |
| • A general overview and content analysis | |
| • Determination of behavioural objectives | |
| • Selection of teaching strategies | |
| • Achievement Test construction | |

ECONOMICS

Total 30 class hours

1. Nature of Economics and Economics – Education 2 class hours
 - Nature of Economics
 - Concept and scope of Economics Education
2. The need for Economics and its place in the school curriculum 2 class hours
 - The need for Economics
 - Reasons for inclusion of Economics in the school curriculum
3. Aims and objectives of teaching Economics 7 class hours
 - Aims and objectives – meaning and difference
 - Aims and objectives of teaching Economics according to different economists and educationists
 - Aims and objectives of teaching Economics according to different commissions and educational policies
 - Aims and objectives of teaching Economics in the Indian context
4. Teaching Strategies 10 class hours
 - Methods: lecture, text – book, discussion, project and supervised study
 - Teaching aids: meaning, types, importance and uses
 - Applications of ICT in teaching Economics
5. Pedagogical analysis of Content 9 class hours
 - A general overview and content analysis
 - Determination of behavioural objectives
 - Selection of teaching strategies
 - Achievement Test construction

1. Education as a discipline	2 Class hours
<ul style="list-style-type: none"> • Nature and scope of Education as a subject • Understanding Education in relation to other subjects 	
2. Aims and objectives of teaching Education as a school subject	4 Class hours
<ul style="list-style-type: none"> • Aims: Philosophical, Psychological, Social and Economical • Objectives: Instructional and Behavioural (Bloom's taxonomy-R) 	
3. Approaches and strategies of teaching Education	10 Class hours
<ul style="list-style-type: none"> • Inductive – deductive, discovery and problem solving approach. • Lecture cum discussion • Project method • Field survey • Constructivist paradigm 	
4. Teaching strategies for advanced and slow learners	6 Class hours
<ul style="list-style-type: none"> • Reflective teaching • Brain – storming • Scaffolding • Remedial teaching 	
5. Pedagogical analysis of Content	8 Class hours
<ul style="list-style-type: none"> • A general overview and content analysis • Preparation of Taxonomic table • Determination of behavioural objectives • Selection of teaching strategies • Achievement Test construction 	

SEMESTER 1

Pedagogy of English

COURSE NO. 105-Eng

Total 30 class hours

1. English Language teaching	2 class hours
<ul style="list-style-type: none"> • The scope of English language teaching (EFL, ESL, ESP, ELT) 	

- Principles of learning a second language/ Second language acquisition – its meaning
2. English Language in Present day India 3 class hours
- Position- Link language, library language, global language, the English boom in India, Indian English
 - Need for the study of English with reference to its position.
 - Place of English in the school curriculum
3. Aims and Objectives 5 class hours
- Objectives of teaching English - relation of objectives to aims
 - Objectives of teaching English as set forth in the Kothari Commission, NCF 2005 & West Bengal Board of Secondary Education & West Bengal Council of Higher Secondary Education
4. Teaching Strategies 15 class hours
- Definition of Approach, Method, Technique
 - An acquaintance with the characteristic features of the Translation Method; Direct Method; Structural and Humanistic Approaches to Language Teaching Acquaintance with the basic concepts like- accuracy, fluency, appropriacy, linguistic competence, communicative competence, comprehensive input
 - Communicative language teaching-its aspects
 - English as a skill subject- developing learner-centred strategies in listening, speaking, reading, writing, grammar and vocabulary
 - Language laboratory, Use of Computers in language learning with special reference to CALL (Computer Assisted Language Learning)
5. Pedagogic Analysis of Content 5 class hours
- A general overview and content analysis
 - Determination of behavioural objectives
 - Preparing Taxonomic table
 - Selection of teaching strategies
 - Achievement Test construction

SEMESTER 1

Pedagogy of Fine Arts

COURSE NO. 105-Fin. A

Total 30 class hours

1. The nature of the subject and subject education

4 class hours

5. Pedagogical analysis of content

8 class hours

- A general overview and content analysis
- Determination of behavioural objectives
- Selection of teaching strategies
- Achievement Test construction

SEMESTER I

Pedagogy of Geography

COURSE NO. 105-Geo

Total 30 class hours

1. The nature of Geography and Geography Education

2 Class hours

- Nature of Geography – interdisciplinary nature Physical, Human Geography, Eco – Cultural Geography and Man – Environment Interaction
- Geography Education – concept, organisation of subject matter from class VI to XII , geography room and materials- equipment and evaluation

2. The need for Geography and its place in the school curriculum

4 Class hours

- Need for Geography – acquisition of knowledge, research work, environment awareness, economic planning, social, political and administrative importance and professional needs
 - Its place in the school curriculum –
 - a. Geography as a compulsory subject for elementary and secondary level and elective subject for higher secondary level
 - b. Geographical knowledge and attitude
 - c. All round development of the learner
 - d. Development of special aptitude and interest in different branches of Geography for learners
 - e. Development of the research aptitude
3. Aims and objectives of teaching Geography at school level 6 Class hours
- Aims – practical cultural aims
 - Objectives of teaching Geography – taxonomy of objectives: i) cognitive domain, ii) affective domain and iii) psycho – motor domain
4. Teaching strategies 10 Class hours
- Methods of teaching Geography: i. inductive and deductive, ii. Observation, iii. Excursion – field study, iv. Project, v. laboratory, vi. Regional, vii. Constructivist approach
 - Geography laboratory and teaching aids :audio – visuals for geography class: i) globe, ii) map, iii) pictorial and graphical charts, iv) computer and electronic devices
 - Board work and application of work sheet
5. Pedagogic analysis of content 8 Class hours
- A general overview and content analysis
 - Determination of behavioural objectives
 - Selection of teaching strategies
 - Achievement Test construction
- Content of pedagogy-
- Pedagogic content knowledge of secondary and higher secondary school syllabus of Geography – a) class level VI to VIII, b) class level IX to X, c) class level XI to XII

Total 30 class hours

1. Nature of the subject Hindi and Hindi Education 2class hours
 - Nature of Hindi as a language, definition and features 2class hours
 - Importance and status of Hindi as official language, link language and mother tongue
2. Need for Hindi and its place in the school curriculum
 - Importance of Hindi teaching ,ensuring its place in the secondary school curriculum
3. Aims and objectives of teaching the subject 8class hours
 - Aims of teaching Hindi
 - Objectives of teaching Hindi following Revised Blooms Taxonomy
 - Emphasizing listening ,reading and writing and skill for verbal expression (Teaching of pronunciation)
4. Teaching Strategies- Teaching of 10class hours

- Poetry
- Prose(Drama and Story)
- Grammar
- Creative writing

5. Pedagogical Analysis of Content 8class hours
- A general overview and content analysis
 - Determination of behavioural objectives
 - Preparation of Taxonomic table
 - Selection of teaching strategy
 - Construction of Achievement test

SEMESTER 1

Pedagogy of History

COURSE NO. 105-Hist

Total 30 class hours

- 1.The nature of the subject and subject education 2 class hours
- Evolution of the concept of History
 - Principles of teaching History – dimensions of History
2. The need for the subject and its place in the school curriculum 2 class hours
- Need for the study of History with reference to NCF
 - Place of History in the school curriculum
3. Aims and objectives of teaching the subject 8 class hours
- Aims – general and specific
 - Objectives – with reference to revised Bloom's Taxonomy of Behavioural objectives
 - Values of teaching
4. Teaching strategies 10 class hours
- Primary source and secondary source

- Division of unit into subunits and allocation of periods
 - Various teaching methodologies
 - (a) Lecture (b) Discussion (c) Question – answer (d) Biographical method
 - (f) Dramatization
 - Teaching aids
 - Students' activity
 - Use of chalk and blackboard
 - Use of software
 - Worksheet
5. Pedagogical Analysis of Content 8 class hours
- A general overview and content analysis
 - Determination of behavioural objectives
 - Selection of teaching strategies
 - Achievement Test construction

SEMESTER 1

COURSE NO. 105-H.Man

Pedagogy of Home Management/ Family Resource Management

Total 30 class hours

1. The nature of Home Management/ Family Resource Management (FRM) as a school subject 2 class hours
- The different domains of HM/ FRM
 - The scope of Home Management and Education
2. The need for HM/ FRM as a subject in school 2 class hours
- The place of HM/ FRM as a core subject in the school curriculum
3. The aims and objectives of teaching HM/ FRM in school 8 class hours
- Skill development in HM/ FRM
4. Teaching strategies 10 class hours
- Lecture, discoveries, discussions, demonstration, laboratory, heuristics, projects
5. Pedagogical analysis of content 8 class hours

5. Pedagogic analysis of content

8 class hours

- A general overview and content analysis
- Determination of behavioural objectives
- Selection of teaching strategies
- Achievement Test construction

COURSE NO.201

Management and Organization of Education

50 marks
30 class hours

Objectives

After completion of this course the students will be able to

- Understand the principles and utility of good managerial practices
- Know the administrative structure of Secondary education
- Be encouraged to implement the principles of a democratic institution
- Be encouraged to conduct Action Research for solving problems at school

Content

1. Introduction to management and administration

3 class hours

- Concept and principles of management
- Concept of quality management and excellence in education

2. Managerial Practices for Human Resource Development

- Concept and training of human resource in education
- Manpower Planning
- Concept of leadership, styles of leadership
- Functions and qualities of head of the institution and teachers

6class hours

3. Managerial Practices and Infrastructural facilities

8class hours

- Institutional planning
- School Plant
- School budget
- Organizing Co-curricular Activities

4. Administrative structure of Secondary education

7 class hours

- Administrative Structure of Secondary Education at the National level
- Constitutional Provisions related to educational administration
- Role of NCERT, SCERT & NCTE
- Administrative structure of Secondary Education at the state level- Directorate, Secretariat, Board and Council, Role of School Managing Committee, Role and function of District Education Officer
- School Supervision

5. Action Research for solving problems

6 class hours

- Concept
- Steps
- Inference
- Limitations

COURSE NO. 202

TEACHING AS A PROFESSION

50 marks
30 class hours

Objectives

After completion of this course the student will be able to

- Understand the nuances of professionalism
- Realize the role of teachers as professionals
- Be encouraged to develop competencies to act as professionals

- Understand the value of networking among colleagues at professional level

Content

1. Professionalism and Teaching 5 class hours
 - Nature and characteristics of a profession
 - Teaching as a profession: Concept & Controversies
 - Code of conduct and professional ethics
 - Developing identity as a teacher
 - Balancing personal aspiration & professional pressure
2. Professional Growth of teachers 6 class hours
 - Pre service and in service training and education,
 - Extension and community development activities
 - Role of Government and Teacher organisations
3. Developing competencies 3 class hours
 - Subject related competencies
 - Quality teaching : competency, commitment and performance
 - Expository competencies: verbal, nonverbal and performance
 - Organisational competencies: preparing annual school calendar & timetable
4. Related issues 6 class hours
 - Professionalism, accountability & autonomy
 - Dealing with crisis of learners: bullying, violence, cyber- crime & suicide
 - Corporal punishment
 - Teacher stress & burnout
5. Understanding teacher as professional 10 class hours
 - Expectations and responsibilities of a teacher
 - Teacher as an academician
 - The pastoral role of the teacher
 - Teacher as a guide and counsellor

COURSE NO. 203

INCLUSIVE EDUCATION

50 Marks
30 class hours

Objectives

After the completion of the course the students will able to

- Understand the difference between impairment, disability and handicap
- Know about the types and behavioural characteristics of exceptional children
- Know about the general causes of disability
- Be able to identify exceptional children
- Be able to manage classroom in inclusive setting.
- Understand the concept and significance of inclusion.
- Be acquainted with the role of the teacher, school administration and parents

Contents

1. Inclusion: Definition, types, role of teachers, school administration, parents, Peer group and community. 4 class hours
2. Impairment, Disability, Handicap
Types of Exceptionality (Definition and Classification)
General causes of disability 6 class hours
3. Behavioural Characteristic of exceptional children. 8 class hours
4. Identification of exceptionality by the class teacher. 4 class hours
5. Educational Management for exceptional children in inclusive setting

8 class hours

(Note: Types of Exceptionality will include VI, HI, MR, LD, Autism, CP, ADHD, Gifted)

COURSE NO. 204

Contemporary Issues in Indian Education

50 marks
30 class hours

Objectives

After the completion of the course the students will be able to

- Know about the Constitutional directives in the context of education
- Develop insight into the necessity of universalization of secondary education, equalization of educational opportunity, vocationalization of secondary education, distance education
- Understand the language issue in education.
- Understand the importance of quality in professional education.
- Be aware of the issues of equality in education
- Be aware of education in the global village

Content

1 Constitutional Provisions Regarding Education in India

10 class hours

- Features of the constitution on India
 - Preamble, directive principles of the State Policy and Fundamental Rights and Duties
 - Federal structure: State, Union and Concurrent lists
- Right of Children to Free and Compulsory Education Act (RTE, 2009)
 - Right of children
 - Responsibility of Centre, States, local bodies, and parents
 - Responsibility of schools and teachers
 - School management committee
 - Curriculum of Elementary Education
 - Protection of rights of children
- Critical observations
 - Right to education and RTE, 2009
 - Implementation and obstacles to RTE, 2009

2 Languages in School Education

4 class hours

- State Languages and Official Language in India
- Importance of Regional language/ mother tongue in secondary Level
- Views of Rabindranath Tagore and Noam Chomsky
- Views of Commissions: Mudaliar and Kothari
- The 3 language formula: implementation realities

3 Equalization of Educational Opportunity

7 class hours

- Concept
- Inequality in Indian Education
- Recommendations of Kothari Commission
- National Policy on Education, 1986, and its review of 1992
- Programmes for disadvantaged sections of society in Last Five Year Plan
- Critical Observations

4 Universalization of Secondary Education

4 class hours

- Rastriya Madhyamik Shiksha Aviyan
- Objectives and Goals
- Implementation and Obstacles
- Programmes in Last Five Year Plan

5 Education in a Liberal Economy

5 class hours

- Concept
- Private, Public Partnership model
- Impact on Quantity and Quality of Education
 - School Education
 - Professional Education

Course Objectives

During and after the course, students will

- Realize the interdisciplinary nature of subject
- Participate and analyse their experience with a variety of instructional strategies appropriate to the subject s
- Create, analyse and evaluate a variety of teaching strategies in relation to subject
- Design lessons in developmentally appropriate ways
- Incorporate technology into teaching subject
- Induct the concept of reflective teaching into all activities related to teaching
- Relate the subject with environment and real life

Total 30 class hours

6. Relation of the subject with other subjects 4 class hours
- Meaning need and types of correlation
 - Correlation with: Mathematics, Statistics, Commerce, Geography, History, Political Science, Education
7. Further Teaching 4 class hours
- Strategies for teaching advanced learner
 - Strategies for teaching slow learners
8. Related issues 8 class hours
- Fear of Economics dealing with dynamic and complex issues – overpopulation and its consequences, slow pace of industrialisation and unemployment, rural – urban immigration rapid urbanization, price – hike and standard of living
 - Uncertainty about professional openings
 - Greater tendency among urban learners for taking up economics as specialisation over rural learners
9. Connecting Economics to environmental and everyday life 8 class hours
- Economic activities – environmental pollution
 - Economics and sustainable development
 - Market related decisions
 - Monetary decisions
10. Critical Analysis of Class XI – XII (WBCHSE) Syllabus 6 class hours
- Breadth and depth of topics
 - Inclusion or exclusion of topics
 - Connectivity to everyday life and environment
 - Questioning style in examinations

Total 30 class hours

- | | |
|--|---------------|
| 6. Materials and resources for teaching Education | 6 Class hours |
| <ul style="list-style-type: none"> • Effective utilisation of resources • Work sheets, self – instructional materials • Educational resource room • Development of low cost TLM | |
| 7. Related issues: | 4 Class hours |
| <ul style="list-style-type: none"> • Use of software and computer simulation in teaching • Computer assisted evaluation | |
| 8. Classroom Management | 8 Class hours |
| <ul style="list-style-type: none"> • Organising large and small classes • Class teaching, Small group learning and individualised learning situations • Maintaining discipline in the classroom | |
| 9. Connecting the subject to environment and & everyday life | 4 Class hours |
| <ul style="list-style-type: none"> • Action Research for solving educational problems
(Problem, Steps, Conclusion, Limitations) | |
| 10. Critical evaluation of Education syllabus at XI – XII level with respect to | 8 Class hours |
| <ul style="list-style-type: none"> • The significance of the topics • The articulation of the concepts (Horizontal, vertical, sequence, continuity and balance) • Connectivity to everyday life and environment • Need for inclusion / exclusion of topics • Methods of evaluation/ question patterns | |

6. Interrelation 2 class hours
- Language across the curriculum
 - Teaching English Language through English literature, Correlation of English Literature with other subjects
7. Further Teaching - 6 class hours
- Reflective Teaching
 - Devising strategies to cater to the needs of advanced learners
 - Remedial Teaching in English
 - Collaborative Teaching strategies in the context of further teaching
8. ELT, Environment and Real Life 6 class hours
- An acquaintance with Content-based –instruction and Theme-based approach as a means of integrating ELT with ecological issues
 - Popular culture as a resource in ELT
 - Contextualisation in the teaching of English
9. Sociological Issues 8 class hours
- Second Language Acquisition and learning-Importance of the socio-cultural context of second language learners
 - Factors affecting a second language classroom- fear, diffidence, silence, errors, teacher attitude
 - Bilingualism- Problems and Advantages
 - Multilingualism as a resource Teaching a large class
10. Curriculum Analysis 8 class hours
- Critical analysis of the English (B) syllabus of Secondary (IX-X) level as prescribed by WBBSE or Higher Secondary (XI-XII) level as prescribed by WBCHSE.

7. Assessing the needs and devising strategies for the advanced learner. Remedial teaching in Food and Nutrition using computer simulation in the context of further teaching.	5 class hours
8. Need for teaching community nutrition- inclusion of deficiency (Nutritional) disorders in the school level curriculum of Food and Nutrition, relating teaching Food and Nutrition with vocational education. Contribution of the subject in school and community programme like Mid-day meal, IDD Control Programme, National Nutritional Anaemia Prophylaxis Programme, National Prophylaxis Programme for Nutritional Blindness.	10 class hours
9. Assessing the need of teaching therapeutic nutrition, food preservation, food adulteration in everyday life	5 class hours
10. Critical analysis of the class – XI to XII [WBCHSE] syllabus	8 class hours

SEMESTER 2

Pedagogy of Geography

COURSE NO. 205-Geo

Total 30 class hours

- | | |
|---|---------------|
| 6. Relation of Geography with other subjects | 3 class hours |
| <ul style="list-style-type: none"> • Relation of Geography with science subjects(Physical Science, Life Science, Mathematics and Statistic) | |

- Relation of Geography with Social Science subjects (Economics, Political Science, Sociology and History)
 - Relation of Geography with Language, Fine Arts and craft etc.
7. Further teaching (advanced and remedial) 4 Class hours
- Advanced teaching for gifted learners
 - Remedial teaching for slow learners and challenged students
8. Related issues (Sociological Parameters) 8 Class hours
- Population explosion: Gender discrimination, Old – age problems, Migration, Unemployment etc.
 - Urbanization: Changing land use pattern, Ground water Depletion, Traffic flow Congestion, etc.
 - Industrialization: Loss of forest covers, Displacement of people, Pollution, etc.
 - Climate Change: Health Problems, Damage to Crop Cultivation, Impact of cyclones, Floods and Droughts etc.
 - Natural hazards & Disasters: Impact of desertification, land Slide, Volcanic activity, Earth quake and Tsunami.
 - Energy and water crisis: Sustainable Development.
 - Remote Sensing and Geographical Information System (GIS).t
9. Connecting Geography to environment and everyday life 9 Class hours
- Climate change and its impact – Depletion of Ozone Layer, Global Warming, Rise of Sea level and loss of coastal land and associated social problems.
 - Wetland Depletion and associated problems Loss of Biodiversity and its Conservation
 - Over exploitation of Ground Water & Water Crisis.
 - Environmental pollution (land, air and water).
10. Critical analysis of the syllabus of class IX- X (WBBSE) or 6 class hours
class XI-XII (WBCHSE) Syllabus. With respect to
- The significance of the topics
 - The articulation of the concepts (Horizontal, vertical, sequence, continuity, and balance)
 - Connectivity to everyday life and environment
 - Need for inclusion/ exclusion of topics
 - Methods of evaluation/ question patterns

SEMESTER 2

Pedagogy of Hindi

COURSE NO. 205-Hin

Total 30 class hours

6. Relation of the subject with other subjects - 2 class hours
- History, Geography, Social Science, Political Science, Psychology, Physical and Life Science, Mathematics, Arts etc

7. Further teaching	6class hours
• Remedial and Diagnostic teaching strategy	
8. Sociological Parameters	8class hours
Related issues (Sociological indicator)	
• Hindi literature and Value judgement, attitude, Morality, Duties, Globalization, Liberation	
• Role of Media and Communication	
9. Connecting the subject to environment and everyday life	6class hours
• Relation of life and environment with Hindi Language and Literature	
10. Critical Analysis of the class IX-X (WBBSE) / class XI-XII (WBCHSE) syllabus	8 class hours

SEMESTER 2

Pedagogy of History

COURSE NO. 205-Hist

Total 30 class hours

6. Relation of the subject with other subjects	2 class hours
• Correlation of History with Literature, Geography, Economics, Political Science, Natural Science, Mathematics and Education	
7. Further teaching	6 class hours
• Teaching advanced and slow learners	

- Assessing the needs of advanced learners and strategies to cater to those needs
 - Remedial teaching in History
 - Collaborative teaching strategies
8. Related issues (Sociological parameters) 8 class hours
- Social solidarity
 - Unity in diversity
 - National integration
 - International understanding
 - Position of women in society and gender bias
 - History vs. Myth
9. Connecting the subject to environment and everyday life 6 class hours
- Tracing evolution of concepts and issues of environment – projects and case studies
 - Local History and Regional History – heritage study
 - History through excursions
10. Critical analysis of the syllabus of class IX – X (WBBSE) or XI – XII (WBCHSE) syllabus
- With respect to 8 class hours
- Breadth and depth of content
 - Presentation of topics
 - Need for inclusion/ exclusion of content
 - Scope of independent conclusions
 - Evaluation/ questioning style

SEMESTER 2

COURSE NO. 205-H.Man

Pedagogy of Home Management/ Family Resource Management

Total 30 class hours

6. Interrelation of HM/ FRM with other school subjects in particular, Nutrition, Life Science, Physical Science Mathematics and Geography. 2 class hours
7. Further teaching 6 class hours
- Catering to advanced and eager learners

১. বাংলাভাষার প্রকৃতি এবং বাংলা ভাষা শিক্ষা

2 Class hours

- মাতৃভাষার সংজ্ঞা। ভাষা শিক্ষার মাতৃভাষার গুরুত্ব।
- সাহিত্য কাকে বলে। স্বল্পশিল্পতা-বাংলাভাষা-সাহিত্যচর্চা
- বাংলা সাহিত্যের ইতিহাস পাঠের প্রয়োজনীয়তা ও যুগবিভাগের গুরুত্ব।

২. বাংলাভাষার প্রয়োজনীয়তা ও বিদ্যালয় পাঠ্যক্রমে বাংলাভাষার গুরুত্ব

2 Class hours

- শিক্ষার মাধ্যম হিসাবে বাংলা ভাষা ও সাহিত্য শিক্ষার প্রয়োজনীয়তা
- পশ্চিমবঙ্গ মধ্যশিক্ষা পর্ষদ (মাধ্যমিক/উচ্চমাধ্যমিক) পাঠ্যক্রমে বাংলাভাষার স্থান

৩. বাংলাভাষা শিক্ষার লক্ষ্য ও উদ্দেশ্য

8Class hours

মাতৃভাষার ও সাহিত্য শিক্ষার উদ্দেশ্য

১। আচরণের শিখনস্বাভাবিক উদ্দেশ্য

ক. বৈদিক ক্ষেত্র/প্রাথমিক ক্ষেত্র

খ. প্রাক্কৈলিক ক্ষেত্র

গ. মনঃসংগঠনমূলক ক্ষেত্র

২। বিকাশধর্মী উদ্দেশ্য

ক. গ্রহণধর্মিতা-

• প্রবনের বিকাশের উপায়সমূহ

• পঠনের প্রকারভেদ - সরব ও নীরব পাঠ, ধারণা-বাদনা-চর্চনা পাঠ, আদর্শ পাঠ

খ. প্রকাশধর্মিতা

• কখনের বিকাশে শিক্ষকের ও বিদ্যালয়ের ভূমিকা, উদ্যোগবিধি

• লিখন- লিখনের সৌপর্ধ্যয়ন,

৪. শিক্ষন কৌশল

10 Class hours

ক. বাংলা ভাষা ও সাহিত্যশিক্ষার কৌশল

• শিক্ষন কৌশলের ধারণা, বাংলা ভাষা ও সাহিত্যশিক্ষার ক্ষেত্রে শিক্ষন কৌশলের প্রয়োজনীয়তা, ব্যবহার, উপযোগিতা

• প্রদর্শনধর্মী ধারণা, উদ্দেশ্য ও উপযোগিতা, প্রশ্নের ধরণ, আদর্শ প্রশ্নের বৈশিষ্ট্য

• বাংলা ভাষা ও সাহিত্যশিক্ষাদানের বিভিন্ন পদ্ধতি - বক্তৃতা, আলোচনা, প্রতিপাদন, তুলনামূলক পাঠদান, সক্রিয়তা ভিত্তিক পদ্ধতি

• ব্র্যাকবের্ডের ব্যবহার

• কালের পাতা

• বিভিন্ন ধরণের প্রদীপন ব্যবহারের কৌশল (দৃশ্য, শ্রাব্য)

খ. বাংলা ভাষা ও সাহিত্যশিক্ষাদানের পদ্ধতি

• কবিতা শিক্ষাদানের গুরুত্ব, উদ্দেশ্য ও পদ্ধতি

• গদ্য শিক্ষাদানের গুরুত্ব, উদ্দেশ্য ও পদ্ধতি

• দ্রুতপঠন শিক্ষাদানের গুরুত্ব, উদ্দেশ্য ও পদ্ধতি

- অনুবাদ শিক্ষাদানের গুরুত্ব, উদ্দেশ্য ও পদ্ধতি
- রচনা শিক্ষাদানের গুরুত্ব, উদ্দেশ্য ও পদ্ধতি
- ব্যাকরণ শিক্ষাদানের গুরুত্ব, উদ্দেশ্য ও পদ্ধতি

৫. বিষয় বস্তুর শিক্ষন পদ্ধতির বিশ্লেষণ

8Class hours

- বিষয় বস্তুর সাধারণ ধারণা এবং বিষয় বিশ্লেষণ
- আচরনমূলক উদ্দেশ্য নির্ধারণ
- শিক্ষন পদ্ধতি নির্বাচন
- পারদর্শিতার অভীক্ষা প্রযুক্তিকরণ

SEMESTER 1 Pedagogy of Computer Science

COURSE NO. 105-Com. Sc

Total 30 class hours

1. The meaning and extent of computer studies

4 Class hours

6. Relation of the subject with other subject

2 Class hours

- অন্য ভাষার সঙ্গে বাংলা ভাষার অনুবন্ধন
- অন্য বিষয়ের সঙ্গে বাংলা ভাষার অনুবন্ধন

7. Further teaching (advanced and remedial)

6 Class hours

- সংশোধনী পাঠ কাকে বলে, উদ্দেশ্য ও পদ্ধতি
- বুদ্ধিদীপ্ত/ প্রতিভাবান শিক্ষার্থীদের শিক্ষাদান
- পিছিয়ে পড়া অথবা বিশেষ শিশুদের জন্য সংশোধনী পাঠ

8. Related issues (sociological parameters)

8 Class hours

- মূল্যবোধের বিকাশ ও সাহিত্যপাঠ
- বিশ্বায়ন ও বাংলা ভাষা শিক্ষার অনীহা
- ভাষাশিক্ষার গনমাধ্যমের ভূমিকা
- বাংলা বানান সমস্যা ও প্রতিকার

9. Connecting the subject to environment and everyday life

6 Class hours

- পরিবেশ সচেতনতায় বাংলা সাহিত্যের ভূমিকা, উদাহরণ ও বিশ্লেষণ
- বাস্তব অভিজ্ঞতা, বাংলা সাহিত্য ও প্রাত্যহিক জীবন

10. Critical analysis of the class IX-X (WBBSE)/Class XI-XII (WBCHSE) syllabus

8 Class hours

যে কোনো একটি

- মধ্যশিক্ষা পর্যায়ের ষষ্ঠ-দশম শ্রেণির পাঠ্যক্রম বিশ্লেষণ ও পর্যালোচনা
- উচ্চ মাধ্যমিক শিক্ষা সংসদের একাদশ/দ্বাদশ শ্রেণির পাঠ্যক্রম বিশ্লেষণ ও পর্যালোচনা

SEMESTER 2

Pedagogy of Computer Science

COURSE NO. 205-Com. Sc

Total 30 class hours