



## 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 1<sup>st</sup> July, 2013

  
(Prof. Basab Chaudhuri)

Registrar

*July 06, 2013.*

# 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

*Total for Theory 300 marks*

### **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 *laboratory* based subjects
- Initiation of a project for *non laboratory* 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
<b>Total</b>	<b>200 marks</b>

#### **PEDAGOGY OF SCHOOL SUBJECTS**

School subject I	50 marks
School subject II	50 marks
<b>Total</b>	<b>100 marks</b>
<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
  - 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
  - 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
  - Value education and its implication

- 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 |
| <ul style="list-style-type: none"> <li>• Meaning of growth and development.</li> <li>• Language development</li> <li>• Cognitive development-Piaget</li> <li>• Moral development- Kohlberg.</li> <li>• Psychosocial development- Erikson</li> </ul>   |               |
| 3. Learning:  | 7 class hours |
| <ul style="list-style-type: none"> <li>• Concept of learning</li> <li>• Behaviorism –concept, Pavlov's theory of learning. (With special reference to classroom application)</li> <li>• Thorndike's three major laws ( With special reference to classroom application)</li> <li>• Skinner and Gagne's theory of learning.( With special reference to classroom application)</li> </ul> |               |
| 4. Cognitive approaches to learning.  | 7 class hours |
| <ul style="list-style-type: none"> <li>• Information processing model</li> <li>• Discovery learning</li> <li>• Cognitive constructivism</li> </ul>  |               |

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.
- Learn about Classroom management, managing the classroom and methods of control.

## Content

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

## **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)
- Construction of achievement test

- 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 6 class hours
- 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

**COURSE NO. 105.**

**PEDAGOGY OF SCHOOL SUBJECTS**

**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. Meaning, nature and scope of Accountancy                                     | 4 class hours  |
| 2. Functions of Accountancy   | 2 class hours  |
| • The importance of Accountancy   |                |
| • The place of Accountancy at the Higher Secondary stage in West Bengal         |                |
| 3. General and specific objectives of teaching Accountancy                      | 4 class hours  |
| • Objectives of teaching Accountancy with reference to Revised Bloom's Taxonomy |                |
| 4. Teaching strategies  | 10 class hours |
| • Inductive approach  |                |
| • Deductive approach  |                |
| • Lecture   |                |
| • Discussion,   |                |
| • Project   |                |
| • Excursion   |                |
| 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   |                |

**Total** 30 class hours

- |   |                |
|---|----------------|
| 1. The Nature of Arabic as a Method Subject   | 2 Class hours  |
| • Origins of Arabic Languages   |                |
| • The nature of Arabic literature in the schools and Madrasah                                     |                |
| 2. The Need for Arabic and its place in the school Curriculum:                                    | 6 Class hours  |
| • Position of Arabic in pre and post Independent India.   |                |
| • Arabic as a language for Communication, Economy, Fostering humanity and the World-brother-hood. |                |
| • Place of Arabic in the school/Madrasah Curriculum.  |                |
| 3. Aims and Objective of teaching Arabic  | 2 Class hours  |
| • As classical language   |                |
| • As a third language in Upper Primary level  |                |
| 4. Teaching Strategies  | 12 Class hours |
| • Oral method   |                |
| • Translation method  |                |
| • Communicative approach  |                |
| • Teaching of Grammar in Arabic   |                |
| • Use of computer in the teaching learning process of Arabic                                      |                |
| 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**

**Pedagogy of Bengali**

**COURSE NO. 105-Beng**

**Total** 30 class hours



\*  $\phi h\phi i\alpha$  dl-Zl f $\ddot{E}c\mathcal{E}fe$  h $\acute{E}hqj$ -ll -L $\pm nm$  (c $^a n\acute{E}$ , n $\ddot{E}j h\acute{E}$ )

M. h $jwmj$  i $joi$  J p $j\phi qaj\phi nrjci$ -el f $\ddot{U}\phi a$

\* L $\phi haj$   $\phi nrjci$ -el ...l $! a\mathcal{E}$ , E- $\ddot{Y}n\acute{E}$  J f $\ddot{U}\phi a$

\* Nc $\acute{E}$   $\phi nrjci$ -el ...l $! a\mathcal{E}$ , E- $\ddot{Y}n\acute{E}$  J f $\ddot{U}\phi a$

\*  $\hat{a}\mathcal{Y}afWe$   $\phi nrjci$ -el ...l $! a\mathcal{E}$ , E- $\ddot{Y}n\acute{E}$  J f $\ddot{U}\phi a$

\* A $\epsilon hjc$   $\phi nrjci$ -el ...l $! a\mathcal{E}$ , E- $\ddot{Y}n\acute{E}$  J f $\ddot{U}\phi a$

\* IQ $ej$   $\phi nrjci$ -el ...l $! a\mathcal{E}$ , E- $\ddot{Y}n\acute{E}$  J f $\ddot{U}\phi a$

\* h $\acute{E}jLle$   $\phi nrjci$ -el ...l $! a\mathcal{E}$ , E- $\ddot{Y}n\acute{E}$  J f $\ddot{U}\phi a$

5.  $\phi hou$  h $\ddot{U}^1\mathcal{Y}l$   $\phi nre$  f $\ddot{U}\phi a$ l  $\phi h$ -n $\hat{O}oe$

8Class hours

\*  $\phi hou$  h $\ddot{U}^1\mathcal{Y}l$  p $jdjle$  d $jlej$  Hhw  $\phi hou$   $\phi h$ -n $\hat{O}oe$

\* BQ $lej\mathcal{S}mL$  E- $\ddot{Y}n\acute{E}$   $\phi ed\tilde{N}jle$

\*  $\phi nre$  f $\ddot{U}\phi a$   $\phi eh\tilde{N}jQe$

\* f $jlc\phi n\tilde{N}ajl$  Ai $\mathcal{E}rj$  f $\ddot{E}\ddot{U}^1\mathcal{Y}\phi aLIZ$

**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                                     |                |

**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 stud                                |                |
| • 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   |                |

**SEMESTER 1**

**Pedagogy of Education**

**COURSE NO. 105-Edu**

**Total** 30 class hours

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

**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"> <li>• The scope of English language teaching (EFL, ESL, ESP, ELT)</li> </ul>	

- 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

- Idea of art and aesthetics – a cohesive rational discourse comprising different spheres of knowledge and skill
  - Idea and implementation of art as philosophy, science and technology
  - Concept of visual and applied nature and character of specification of natural beauty and artistic beauty
  - Reciprocal importance of art and craft – ideas with examples
2. The head for the subject and its place in school curriculum 1 class hours
- Justification of incorporation of fine and visual arts/ crafts, especially in school curriculum to enhance better understanding of all other subject and compassing development of learners
3. Aims, objectives, classification 4 class hours
- Implementation strategies of exercise of fine, visual arts/ crafts at different stages of school education
4. Teaching strategies 12 class hours
- Power point/ computer aided preparation and projection on historical development and schools of different areas of fine arts:
    - a) Pre-historic/ visual communication for mankind
    - b) Basics of Rasa shastras/ Bharata's notes and ideas/ Kamasutras/ Vishnu – dharmattara purana and others
    - c) Ajanta – Ellora – Khajuraho – Rajput – Pahasi – Ragmala schools
    - d) Maghal painting, Bazar columns
    - e) Bengal school: Abanindranath Tagore, Nandalal Bose and their contemporaries
    - f) Raja Rani Verma and western influence of method and materials
    - g) Indigenous Folk traditions, Pata – chitra, Terracotta votives and temple architecture, Kalighata Pata, Dashavatar Tasha etc
    - h) Comparatives of European and Indian Renaissance, Industrialization
    - i) Individualistic approach: emergence of new language – Jammni Roy, Rabindranath Tagore to Ganesh Pyne in the light of two big wars, famine, partitions, workers movement
    - j) Art and personal life experiences – post modernism in the light of advent of American experiments
    - k) Picasso – Cubism, Post – Cubism, Dadaism, Fobism
    - l) Happening and action art: Jackson Pollock, David Hockney, Environmental art, Installation
    - m) Summing up: Debate and review/ brainstorming
5. Pedagogic analysis of content 9 class hours
- Theory meets praxis: analysis of teaching methodology and units per necessity of the topics to be handled

- Individual and group projects – coordination and management
- Science and art of evaluation to evaluate work of art: art application
- Reviews and records of skill and knowledge development of imparting training of Fine arts education
- Importance of innovative practice and determination of uniqueness of an artwork

**SEMESTER 1**

**Pedagogy of Food and Nutrition**

**COURSE NO. 105-F.Nu**

**Total 30 class hours**

- |  |                |
|--|----------------|
| 1. The nature of Food and Nutrition as a subject: Scope of teaching Food and Nutrition   | 2 class hours  |
| • Scope of Food and Nutrition as a academic discipline   |                |
| 2. Need of teaching Food and Nutrition and its place in the school curriculum  | 5 class hours  |
| 3. Aims and objectives of teaching Food and Nutrition  | 5 class hours  |
| 4. Different methods of teaching Food and Nutrition – lecture method,<br>lecture cum demonstration, laboratory method, project method, seminar, and workshop | 10 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 1**

**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

**SEMESTER 1**

**Pedagogy of Hindi**

**COURSE NO. 105-Hin**

**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  |
| <ul style="list-style-type: none"> <li>• Evolution of the concept of History</li> <li>• Principles of teaching History – dimensions of History</li> </ul>  |                |
| 2. The need for the subject and its place in the school curriculum   | 2 class hours  |
| <ul style="list-style-type: none"> <li>• Need for the study of History with reference to NCF</li> <li>• Place of History in the school curriculum</li> </ul>   |                |
| 3. Aims and objectives of teaching the subject   | 8 class hours  |
| <ul style="list-style-type: none"> <li>• Aims – general and specific</li> <li>• Objectives – with reference to revised Bloom’s Taxonomy of Behavioural objectives</li> <li>• Values of teaching</li> </ul> |                |
| 4. Teaching strategies   | 10 class hours |
| <ul style="list-style-type: none"> <li>• Primary source and secondary source</li> </ul>  |                |

- 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 is 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

**SEMESTER 1**

**Pedagogy of Life Science**

**COURSE NO. 105-L. Sc**

**Total** 30 class hours

- |  |                |
|--|----------------|
| 1.The nature of Life Science and Life Science education  | 2 class hours  |
| <ul style="list-style-type: none"><li>• Philosophy of science teaching – Karl Popper, Kuhn</li><li>• Significance of Life Science in Education with reference to Kothari commission, Patel committee, NCERT, CBSE</li></ul>                  |                |
| 2. Need for the subject and its place in the school curriculum   | 2 class hours  |
| <ul style="list-style-type: none"><li>• Scope and need</li><li>• Place of Life Science in the school curriculum</li></ul>  |                |
| 3.Aims and objectives of teaching the subject  | 8 class hours  |
| <ul style="list-style-type: none"><li>• Values imbibed from learning Life Science</li><li>• Aims of teaching Life Science</li><li>• Objectives of teaching Life Science (Instructional objectives in details)</li><li>• Evaluation</li></ul> |                |
| 4. Teaching strategies   | 10 class hours |
| <ul style="list-style-type: none"><li>• Lecture, Heuristics, Demonstration, Problem solving, Project, Laboratory, Programmed Instruction, CAI</li><li>• Innovative strategies in India and abroad</li><li>• Use of teaching aids</li></ul>   |                |

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**

**Pedagogy of Mathematics**

**COURSE NO. 105-Math**

**Total 30 class hours**

- |  |                |
|--|----------------|
| 1. Nature of Mathematics and Mathematics Education   | 2 class hours  |
| <ul style="list-style-type: none"> <li>• The nature of mathematics</li> <li>• The meaning and scope of mathematics education</li> </ul>  |                |
| 2. Mathematics and the school curriculum   | 2 class hours  |
| <ul style="list-style-type: none"> <li>• The need and place of mathematics in the school curriculum</li> <li>• Mathematics as part of the core curriculum</li> </ul>   |                |
| 3. Aims and objectives of teaching mathematics at the  | 6 class hours  |
| <ul style="list-style-type: none"> <li>• Upper primary and secondary stage</li> <li>• Higher secondary stage</li> </ul>  |                |
| 4. Teaching learning process   | 10 class hours |
| <ul style="list-style-type: none"> <li>• Implications of stages of cognitive development</li> <li>• Concept attainment and reinforcement</li> <li>• Constructivist approaches</li> <li>• Enhancement of visual spatial skills</li> <li>• Problem solving</li> <li>• Use of computer and calculators</li> </ul> |                |
| 5. Pedagogic analysis of content   | 10 class hours |

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

## SEMESTER 1

## Pedagogy of Music

COURSE NO. 105-Mus

**Total** 30 class hours

1. The nature of the subject and subject education 2 class hours
  - Evolution of Indian Music (prabandha gaan, marga sangeet, charja gaan, kirtan, mangal kabya, songs of 18<sup>th</sup> century, folk song, Rabindrasangeet and other songs of 19<sup>th</sup> century)
  - Profile of contemporary global music
  - Definitions of – swara, shudh and vikrita, kan swara, graha swara, nyas swara, badi – bibadi – sanbadi, shruti, jati, arohan, aborohon, pakad, purbanga, uttaranga, that, raga, alankar, dhwani, tala, haya, chhanda, bibhag, tali, khali, sampadi – bisampadi, matra
2. The need for the subject and its place in the school curriculum 2class hours
  - Place of music in school education in respect of –
    - a. Personality Development
    - b. Creativity
    - c. Aesthetic sense
3. Aims and objectives of teaching the subject 8 class hours
  - Nurturance of – musicality, musical ability, musical talent, musical aptitude, musical skill, musical creativity
  - Cultivating the – art of listening, qualities of a good listener of music
  - Acquisition of knowledge of Notation system (Reading and writing) Bhatkhande and Akarmatrik
4. Teaching strategies 10 class hours
  - Lecture
  - Lecture and demonstration

- Heuristics
  - Method of practical
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

**SEMESTER 1**                      **Pedagogy of Philosophy and Logic**                      **COURSE NO. 105-Phil**

**Total 30 class hours**

1. The nature of Philosophy and Philosophy education 2 class hours
- Concept and nature of Philosophy and logic.
  - Scope of Philosophy and Logic
2. The need for Philosophy and its place in the school curriculum 2 class hours
- Need for the study of Philosophy and Logic.
  - Place of Philosophy and Logic in school curriculum.
3. Aims and Objectives of teaching Philosophy 8 class hours
- Aims of teaching Philosophy and Logic.
  - Objectives - With reference to revised Bloom's Taxonomy of behavioural objectives.
  - Values of teaching Philosophy and Logic.
4. Teaching Strategies. 10 class hours
- (a) Teaching Methodologies.
- Lecture Method.
  - Question Answer Method
  - Discussion Method.
  - Project Method.
  - Deductive and Inductive Method.
  - Logical and Psychological Method.
- (b) Use of Teaching Aids.
- (c) Use of Blackboard.
- (d) Use of Software

(e) 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**

**Pedagogy of Physical Education**

**COURSE NO. 105-P. Edu**

**Total** 30 class hours

1. Physical Education its meaning and modern concept. 2 class hours  
Misconceptions in Physical Education.
2. The need, importance and place of physical education in the school curriculum. 2 class hours
3. Aims and objectives of physical education in schools. 8 class hours
4. Teaching Strategies: Meaning and need of methods, factors affecting the 10 class hours  
methods of teaching Physical Education. Methods of guiding  
Physical Education. Teaching Aid – types and their use.
5. (a) Pedagogical analysis on the content areas from the general description, 8 class hours  
objectives, concepts, and theories of Physical Education from the  
syllabus of classes VI – X.  
(b) Three content areas (Football, Kabaddi, Kho-Kho, Athletics etc.) from the specific  
games and sports from the syllabus.
  - A general overview and content analysis
  - Determination of behavioural objectives
  - Selection of teaching strategies
  - Achievement Test construction

**SEMESTER 1**

**Pedagogy of Physical Science**

**COURSE NO. 105-P. Sc**

**Total 30 class hours**

1. Nature of Physical Science education 2 class hours
  - Nature of science in general – science as a product and science as a process: philosophy of science, physical science as a section of natural science. The various branches of physical science
  - Science education – its past, present and future (in Indian context)
2. Need of Physical Science and its place in the school curriculum 2 class hours
  - Values of the subject
  - Position of Physical subject in the school curriculum at different stages as recommended by different committees and commissions
3. Aims and objectives of teaching Physical Science 8 class hours
  - Aims – various long term targets as – developing various process skills, scientific temper and lateral thinking
  - Objectives –
    - a. Objectives of teaching Physical Science at different levels of secondary education
    - b. Instructional objectives (emphasis on use of correct action verbs)
4. Teaching strategies 10 class hours
  - Different strategies: lecture, demonstration, problem solving, project method, laboratory method, heuristic method, programmed learning and computer aided instruction
  - Application of cognitive psychology, learner centric approaches in teaching Physical Science
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**

**Pedagogy of Political Science**

**COURSE NO. 105-Pol. Sc**

**Total 30 class hours**

1. The nature of Political Science and Political Science Education 3 class hours
  - Place of Political Science in N.C.F. for H.S. stage
  - Concept, nature and scope of Political Science
  - Recent trends in Political Science
2. The need for the study of Political Science and its place in school curriculum 3class hours
  - Bases of teaching Political Science
  - The need for the study of the subject: reasons for including Political Science in curriculum
3. Aims and objectives of teaching Political Science at the H.S. level 4 class hours
  - Aims and objectives – meaning and differences
  - Aims and objectives of teaching Political science at the H.S. level with the special reference to different committee, commission and educational policies
  - Aims and objectives of teaching Political Science in contemporary Indian context
4. Teaching strategies 10 class hours
  - Methods: text book, lecture, discussion, project method, supervised study
  - Teaching aids: meaning, types (projective and non – projective), importance and uses
  - ICT in teaching Political Science
  - Planning of Political Science lesson – concept, need and structure
5. Pedagogic analysis of content 10 class hours
  - A general overview and content analysis
  - Determination of behavioural objectives
  - Selection of teaching strategies
  - Achievement Test construction

**Total** 30 class hours

1. Nature of Psychology 3 class hours
  - Modern concept of Psychology
  - Brief account of the development of modern scientific Psychology from Psychophysics
  - Nature of Psychology as a science
  - Subject matter of Psychology
2. Need of Psychology 4 class hours
  - Place of Psychology in modern life (a brief and general account)
  - Contributions of Psychology in the various personal, familial, social, educational, occupational and clinical aspects of human life
  - Importance of Psychology in the school curriculum – its unique nature and place in human life, correlation with other disciplines and its importance in developing understanding about self and other people
3. Aims and objectives of teaching Psychology 5 class hours
  - Cognitive – knowledge, understanding analysis, synthesis and evaluation of human behaviour around
  - Affective – development of right values, attitudes, interest and motivation related to study of human behaviour
  - Development of scientific outlook and skills towards human beings and in using psychological methods and tools
4. Teaching strategies 10 class hours
  - Class – room based lecture, discussion, seminar, workshop, modelling
  - Laboratory based – experimental studies
  - Field based – survey, project, field visit of various form
  - Observation
  - Clinical – case study
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

## Pedagogy of Sanskrit

COURSE NO. 105-Sans

**Total** 30 class hours

1. The nature of the subject and subject Education: 3 class hours
  - Place of Sanskrit in Indian History.
  - Historical Perspective of teaching Sanskrit in Indian.
  - General principles of teaching Sanskrit.
2. The need for the subject and its place in the school curriculum: 2 class hours
  - Views of different Committee and Commissions for school level Sanskrit teaching.
  - Place of Sanskrit in our school Curriculum.
3. aims and objectives of teaching the subject: 8 class hours
  - Aims and objectives for teaching Sanskrit in West Bengal in classes VII- VIII, IX-X, XI-XII in accordance to revised Bloom's Taxonomy.
- 4: Teaching Strategies: 7 class hours
  - Methods of teaching Sanskrit
    - i. Traditional Method
    - ii. Text book method
    - iii. Direct method
    - iv. Need based Eclectic Method
  - Methods of teaching different types of content with special reference to strategies and development of Lesson Plan & Pedagogical Analysis
    - i. Literature (Prose, Poetry, Drama etc)
    - ii. Language (Grammar, translation & composition according to school curriculum)
  - Basic skills of language (with special reference to Sanskrit)
    - i. Oral/ Speaking Skill- oral work, impact of phonetics on development of speech habit, strategies for correct pronunciation and fluency in speaking.
    - ii. Writing Skill- Characteristics of Devnagri Script, factors influencing handwriting, causes of spelling mistake, strategies for remedy.
  - (i) Use of audio visual teaching aids for teaching Sanskrit,  
(ii) Use of worksheet.
- 5: Pedagogic analysis of content 10 class hours
  - A general overview and content analysis
  - Determination of behavioural objectives

- Selection of teaching strategies
- Achievement Test construction

**Total** 30 class hours

1. The nature of the subject Urdu and Urdu Education 2class hours
  - National Language
  - Mother tongue
  - Communicative Language
  - Media Language
2. The need of Urdu language teaching and its place in the school curriculum 2class hours
3. Aims and objectives of Urdu language teaching 8class hours
  - Aims of teaching Urdu
  - Objectives of teaching Urdu following Revised Blooms Taxonomy
4. Teaching Strategies 10class hours
  - Teaching strategies for-Prose teaching ,Poetry, Grammar ,
  - Teaching Materials, Worksheet ,Use of blackboard and Audio visual aids
5. Pedagogic analysis of content (prose, poetry, grammar)
  - 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 Work Education**

**COURSE NO. 105-W. Edu**

**Total** 30 class hours

1. Evolution of the concept of Work Education 4 class hours
- Recommendation of Kothari Commission of 1964 – 66
  - An introduction of the idea of work experience
  - Four bases of Education – Literacy, Numeracy, Technocracy and Society.
  - Education as propounded by Prof. Satyendramohan Chattapadhyay – the aims and objectives of teaching work education.
2. Importance and significance of 2 class hours
- Basic Education, Sriniketan Scheme, Vocational Education
  - Areas of Work Education – occupational exploration, innovative and creative practices, exhibition/ workshop and field study
3. Bases of Work Education 4 class hours
- Philosophical, Psychological, Sociological and Economical
  - Four pillars of education: International Commission on Education, 1996
  - Correlation and integration of Work Education with other school subjects
  - Work Education teacher – qualities and professional responsibilities
4. Teaching strategies and work shop activities 12 class hours
- A. Teaching strategies
- Inductive and deductive method
  - Project method
  - Lecture cum demonstration method
  - Heuristic method
  - Computer based teaching method - (using power point, corel draw, photo shop etc.)
- B. Work shop activities
- Clay modelling
  - Card board work (cover – file, box, tray, pen – stand, waste paper basket etc.)
  - Creative paper cutting work
  - Spray painting
  - Envelop making
  - Needle work
  - Candle making
  - Chalk making
  - Fancy goods making
  - Low cost teaching aid making

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 6class hours
  - 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
3. Managerial Practices and Infrastructural facilities 8class hours
  - Institutional planning
  - School Plant
  - School budget
  - Organizing Co-curricular Activities

4. Administrative structure of Secondary education 7class 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
<ul style="list-style-type: none"> <li>• Nature and characteristics of a profession</li> <li>• Teaching as a profession: Concept &amp; Controversies</li> <li>• Code of conduct and professional ethics</li> <li>• Developing identity as a teacher</li> <li>• Balancing personal aspiration &amp; professional pressure</li> </ul>	
2. Professional Growth of teachers	6 class hours
<ul style="list-style-type: none"> <li>• Pre service and in service training and education,</li> <li>• Extension and community development activities</li> <li>• Role of Government and Teacher organisations</li> </ul>	
3. Developing competencies	3 class hours
<ul style="list-style-type: none"> <li>• Subject related competencies</li> <li>• Quality teaching : competency, commitment and performance</li> <li>• Expository competencies: verbal, nonverbal and performance</li> <li>• Organisational competencies: preparing annual school calendar &amp; timetable</li> </ul>	
4. Related issues	6 class hours
<ul style="list-style-type: none"> <li>• Professionalism, accountability &amp; autonomy</li> <li>• Dealing with crisis of learners: bullying, violence, cyber- crime &amp; suicide</li> <li>• Corporal punishment</li> <li>• Teacher stress &amp; burnout</li> </ul>	
5. Understanding teacher as professional	10 class hours
<ul style="list-style-type: none"> <li>• Expectations and responsibilities of a teacher</li> <li>• Teacher as an academician</li> <li>• The pastoral role of the teacher</li> <li>• Teacher as a guide and counsellor</li> </ul>	

## **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 Link 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
<ul style="list-style-type: none"> <li>• Concept</li> <li>• Inequality in Indian Education</li> <li>• Recommendations of Kothari Commission</li> <li>• National Policy on Education, 1986, and its review of 1992</li> <li>• Programmes for disadvantaged sections of society in Last Five Year Plan</li> <li>• Critical Observations</li> </ul>	
4 Universalization of Secondary Education	4 class hours
<ul style="list-style-type: none"> <li>• Rastria Madhyamik Shiksha Aviyan</li> <li>• Objectives and Goals</li> <li>• Implementation and Obstacles</li> <li>• Programmes in Last Five Year Plan</li> </ul>	
5 Education in a Liberal Economy	5 class hours
<ul style="list-style-type: none"> <li>• Concept</li> <li>• Private, Public Partnership model</li> <li>• Impact on Quantity and Quality of Education <ul style="list-style-type: none"> <li>School Education</li> <li>Professional Education</li> </ul> </li> </ul>	

**COURSE NO. 205**

**PEDAGOGY OF SCHOOL SUBJECTS**

**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

**SEMESTER 2**

**Pedagogy of Accountancy**

**COURSE NO. 205-Acc**

**Total** 30 class hours

- |  |               |
|--|---------------|
| 6. Relation of Accountancy with other subjects – Economics, Business Organisation, Science and Mathematics   | 6 class hours |
| 7. Ways and means of assessing the needs of the learners. Devising strategies for advanced learners and slow learners  | 6 class hours |
| 8. Vocationalisation and professionalization of the subject Accountancy  | 6 class hours |
| 9. Change of Accountancy with globalisation of environment, impact of Accountancy with change of technology, role of Accountancy in everyday life  | 6 class hours |
| 10. Critical Analysis of Class XI – XII (WBCHSE) Syllabus  | 6 class hours |
| <ul style="list-style-type: none"><li>• Breadth and depth of topics</li><li>• Inclusion or exclusion of topics</li><li>• Connectivity to everyday life and environment</li><li>• Questioning style in examinations</li></ul> |               |

**SEMESTER 2**

**Pedagogy of Arabic**

**COURSE NO. 205-Arb**

**Total** 30 class hours

6. Relation of Arabic with other subjects 4 Class hours
- Language across the curriculum
  - Teaching Arabic language through Arabic literature (Prose, Poetry, Rhetoric, Prosody, etc.)
  - Correlation of Arabic literature with other subjects
  - Utilization of Bengali (mother tongue) and English in teaching Arabic
7. Further teaching (Advanced and Remedial) 6 Class hours
- Assessing the needs of advanced learners and devising strategies to provide those needs
  - Remedial teaching in Arabic
  - Collaborative teaching strategies
8. Related issues (Sociological Parameters) 6 Class hours
- Significance and importance of socio-cultural context related to Arabic literature
  - Factors affecting a third language classroom – fear, diffidence, silence, errors, teaching attitude, etc.
  - Prominent Authors/ Poets/ Essay writers, and their master-pieces in respect of Sociology and Arabic literature
9. Connecting the Arabic to environment and everyday life 6 Class hours
- The environmental concept and awareness in Arabic literature
  - Ecological issues related to schools-classroom and society
  - Concept and importance of Taharat, Tazkiah, Adle and Huquq
10. Critical analysis of the Arabic syllabus 8 Class hours
- Syllabus of Classes VII and VIII as Prescribed by WBBSE or  
Syllabus of Classes XI and XII as Prescribed by WBBSE *or*  
Syllabus of Fazil first and second year as Prescribed by WBBME or  
Syllabus of Alim first and second year as Prescribed by WB the significance of the topics with respect to-

- Breadth and depth of topics
- Inclusion or exclusion of topics
- Connectivity to everyday life and environment
- Questioning style in examinations

**SEMESTER 2**

**Pedagogy of Bengali**

**COURSE NO. 205-Beng**

**Total** 30 class hours

6. Relation of the subject with other subject

2 Class hours

\* AeÉ ijoi p-%o hijwmi ijoi Aeahâe

\* AeÉ çho-ul p-%o hijwmi ijoi Aeahâe

7. Further teaching (advanced and remedial)

6 Class hours

\* pw-njde£ fijW Lj-L h-m, E-ÿnÉ J fÜça

\* hçÜç£ç/ fËçaijhje çnrjbÑ£-cl çnrjcje

\* çfçR-u fsj Abhi çh-no çnö-cl SeÉ pw-njde£ fijW

8. Related issues (sociological parameters)

8 Class hours

\* j§mÉ-hj-dl çhLjn J piçqaÉfjW

\* çhnÄjue J hijwmi ijoi çnrjl Ae£qj

\* ijoiçnrju NejideÉ-jl i"çjLj

\* hijwmi hjeje pjpeÉj J fËçaljl

9. Connecting the subject to environment and everyday life

6 Class hours

\* çl-hn p-Qaeaju hijwmi piçqa-âÉl i"çjLj, EcjqlZ J çh-nÔoe

\* hijÜ'h Açî"aj, hijwmi piçqaÉ J fËjaÉçqL S£he

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

8 Class hours

-k -Lj-ej HLçV

\* jdeçnrj foÑ-cl oø-cnj -nËçZI fijWÉœ²j çh-nÔoe J fkÑj-mjQej

\* EµQ jideçjL çnrj pwp-cl HLjcn/àjcn -nËçZI fijWÉœ²j çh-nÔoe J fkÑj-mjQej

**Total** 30 class hours

6. Application of computers in other subjects, in particular, in mathematics, physical Science	3 Class hours
7. Further Teaching <ul style="list-style-type: none"><li>• Identification &amp; nurturance of talented learners</li><li>• Special techniques to teach the disabled.</li></ul>	4 Class hours
8. Related issues Computers in evaluation ,administration & library <ul style="list-style-type: none"><li>• Role of Computers in nonformal &amp; informal education</li><li>• Social Netwoking : advantages &amp; disadvantages</li><li>• Cyber crime</li></ul>	8 Class hours
9. Connecting computers to everyday life: Personal,Social,Business,Education& Research	6 Class hours
10. Critical Analysis of class IX-X(WBBSE) &class XI-XII(WBCHSE) Syllabii with respect to <ul style="list-style-type: none"><li>• Significance and feasibility of the topics</li><li>• Theoretical and practical balance of the topic.</li><li>• Effectiveness of recommended text books</li><li>• Range,depth &amp; sequence of topic</li><li>• Need for inclusion &amp; exclusion of the topic</li></ul>	9 Class hours

**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
- Effective utilisation of resources
  - Work sheets, self – instructional materials
  - Educational resource room
  - Development of low cost TLM
7. Related issues: 4 Class hours
- Use of software and computer simulation in teaching
  - Computer assisted evaluation
8. Classroom Management 8 Class hours
- 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
- 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
- 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

**Total** 30 class hours

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

8class 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.

**SEMESTER 2**

**Pedagogy of Fine Arts**

**COURSE NO. 205-Fin. A**

**Total** 30 class hours

Unit 6: Relation of the subject with other subjects	2 class hours
<ul style="list-style-type: none"> <li>• Relation of art and design elements with Life Science, History, Physical Science, Music, Theatre, Geography, Language, Mathematics and Geometry, Statistics, Geology, Accountancy, Philosophy</li> </ul>	
Unit 7: Further teaching: performance enhancement lecture method with live demonstration:	12 class hours
<ul style="list-style-type: none"> <li>• Drawing and painting: sketches, flower foliage study, nature study, still life, water colours, tempera, gouache, collage, pastel and oil on canvas</li> <li>• Clay modelling, plaster of Paris work, magic clay work, toy making, fabric work, needle work, terracotta, mixed media 2D and 3D poster design, logo design</li> </ul>	
8. Related issues (Sociological)	4 class hours
<ul style="list-style-type: none"> <li>• Art and literacy programme</li> <li>• Art and stage performance</li> <li>• School decoration (interior and exterior)</li> </ul>	
9. Art, environment and daily life	4 class hours
<ul style="list-style-type: none"> <li>• Art and gardening in and around school premises</li> <li>• Floral and dry flower/ foliage décor</li> <li>• Preparation of gift items with nature friendly elements without using animal or human parts, plastics or harmful chemicals</li> <li>• Extra art activities to include unemployed youth in and around school community</li> </ul>	
10. Critical evaluation and proposals for evaluative modifications for effective use of Fine arts curriculum of Class IX – X and Class XI – XII syllabi	8 class hours

**SEMESTER 2**

**Pedagogy of Food and Nutrition**

**COURSE NO. 205-F.Nu**

**Total 30 class hours**

6. Relation of Food and Nutrition with other subjects Physical Science, Life Science, Home Management and Dietetics	2 class hours
---	---------------

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"> <li>• Relation of Geography with science subjects( Physical Science, Life Science, Mathematics and Statistic)</li> </ul> |               |

- Relation of Geography with Social Science subjects ( Economics, Political Science, Sociology and History)
  - Relation of Geography with Language, Fine Arts and craft etc.t
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

- Motivating students with negative attitude to the subject
8. Related issues 8 class hours
- Assisting HM/ FRM as an academic subject
  - Socio – economic issues of HM/ FRM
  - Consumer awareness
  - Health and population education and HM/ FRM
9. HM/ FRM and the environment 6 class hours
- The relation of HM/ FRM with different aspects of the environment: family, neighbourhood, nature
10. Critical analysis of class XI and XII (WBCHSE) syllabus 8 class hours

**SEMESTER 2**

**Pedagogy of Life Science**

**COURSE NO. 205-L. Sc**

**Total 30 class hours**

6. Relation of the subject with other subject 2 class hours
- Correlation and integration of Life Science with different branches of science and social science
7. Further teaching (advanced and remedial) 6 class hours
- Teaching for gifted and slow learners
  - Remedial teaching strategies
8. Related issues 8 class hours
- Ethical issues (gene cloning, genetic manipulation use of live specimens, genetic cropping, nature or nurture)

9. Connecting the subject to the environment and everyday life 6 class hours
- Role of Life Science teacher in  
Sustainable development, environmental bio-technology,  
Conservation and bio- diversity values, pollution and control (food adulteration), eco-clubs,  
science club, excursion, quiz, museum etc.
- 10: Critical analysis of the Life Science syllabi of class IX – X (WBBSE)  
or class XI – XII (WBCHSE) syllabus with respect to 8 class hours
- 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 Mathematics

**COURSE NO. 205-Math**

**Total** 30 class hours

6. Relation of mathematics 4 class hours
- Within its branches
  - With other subjects
7. Further teaching for 4 class hours
- Advanced learners
  - Slow learners
8. Associated considerations 6 class hours
- Fear of mathematics – its sources and remedies
  - Creating a positive image of mathematics
  - Mathematics laboratory and club
9. Connecting mathematics to the environment: 8 class hours
- Household

- Nature
- Business
- Sports
- Aesthetics
- Leisure

10. Critical analysis of the class IX and X (WBBSE) and Class XI and XII (WBCHSE) syllabi with respect to 8 class hours
- 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 Music**

**COURSE NO. 205-Mus**

**Total 30 class hours**

6. Relation of the subject with other subjects 2 class hours
- Intra – subject relation with different forms of music and instruction
  - Inter – subject relation with other school subject and Fine Arts
7. Further teaching (advanced and remedial) 6 class hours
- Brainstorming, scaffolding
  - Remedial teaching, training and grooming of voice
8. Related issues (Sociological Parameter) 8 class hours
- Music therapy
  - Music appreciation
  - Role of mass media
  - Music as a profession
9. Connecting the subject to environment and everyday life 6 class hours

- Observance of special days (eg: Banasrijan, Rabindrajayanti, Sharodotsav, Teachers' Day, Condolence etc.)
- Social awareness programme (eg: Polio, Malaria etc.)
- Cultural and traditional observance (eg: Bhadu, Tusu, Manasa Puja etc.)

10. critical analysis of the class IX – X (WBBSE) *or* class XI – XII (WBCHSE) syllabus 8 class hours

With respect to the –

- Depiction of content areas
- Sequencing of content
- Correlation between theory and practical
- Modifications, alterations, additions
- Emphasis on creativity

**SEMESTER 2**

**Pedagogy of Philosophy and Logic**

**COURSE NO. 205-Phil**

**Total** 30 class hours

- |  |               |
|--|---------------|
| 6. Relation of the subject with other subjects.                                | 2 class hours |
| (i) Correlation ---Meaning and Importance.                                     |               |
| (ii) Correlation of Philosophical topics with other subjects.                  |               |
| 7. Further teaching (advanced and remedial)                                    | 6 class hours |
| (i) Assessing the needs of the advanced learners in Philosophy and Logic.      |               |
| (ii) Strategies to cater those needs.  |               |
| (iii) Identification of problem areas for remedial teaching.                   |               |
| 8. Related Issues (sociological parameters)                                    | 8 class hours |
| (i) Status of philosophy and Logic in Secondary schools                        |               |
| (ii) Attitude of the society towards the subject according to market value.    |               |
| (iii) Role of Philosophy and Logic in constructing viewpoints and perspective. |               |
| 9. Connecting the subject to the environment and everyday life.                | 6 class hours |
| • Human and the environment – Dualistic and Materialistic view.                |               |

- Practical use of Philosophy and logical thinking.
- The community and the individual.
- Biases based on gender and culture.

The above topics are to be developed through projects.

10. Critical analysis of the class [ (XI – XII) -- WBCHSE] Philosophy and Logic syllabus	8 class hours
---	---------------

## SEMESTER 2

## Pedagogy of Physical Education

COURSE NO. 205-P. Edu

**Total** 30 class hours

6. Relationship of physical education with General Education.	2 class hours
7. Remedial teaching,	6 class hours
8. Related Issues (Sociological Parameters)	4 class hours
a. Physical Education as a profession.	
b. Games and Sports as man's cultural heritage	
c. Socialization of individuals and groups through games and sports	
d. National integration through games and sports	
9. Annual Sports, Observation of Play Day, Intramural competition, Observation of traditional sports etc.	10 class hours
10. Critical analysis of the Class IX-X (WBBSE) <i>or</i> Class XI-XII (WBCHSE) Syllabus	8class hours

**SEMESTER 2**

**Pedagogy of Physical Science**

**COURSE NO. 205-P. Sc**

**Total 30 class hours**

- |   |               |
|---|---------------|
| 6. Relation of Physical Science with other subjects and within its branches   | 2 class hours |
| • Intra disciplinary interrelationships   |               |
| • Inter disciplinary interrelationships   |               |
| 7. Further teaching   | 6 class hours |
| • Advanced learners – their identification, and nurturance  |               |
| • Backward learners – diagnosis, remedial measures and their mainstreaming  |               |
| 8. Related issues (sociological parameter of science)   | 8 class hours |
| • Indigenous science for the survival of culture and society  |               |
| • Social nature of scientific knowledge and sociological parameters influencing growth of science                                   |               |
| • Kuhn’s sociological theory of paradigm shift of scientific knowledge  |               |
| 9. Connecting Physical Science to environment and daily life  | 6 class hours |
| • Physical Science teaching and sustainable development , integration of environment related issues with physical science education |               |
| • Physical Science and agriculture, transport, communication, industry, medicine, resource management                               |               |

- Propagation popularization of science, people's science movement, activities of different science organization for enhancing science – technology literacy

10. Critical analysis of IX – X or XI – XII syllabus (WBBSE/ WBCHE) 8 class hours

- Analysis of any one among the following in view of different parameters used for curriculum evaluation:
  - Secondary (IX, X) Physical Science curriculum (WBBSE)
  - Higher secondary (XI – XII) Physics curriculum (WBCHE)
  - Higher secondary (XI – XII) Chemistry curriculum (WBCHE)

## SEMESTER 2

## Pedagogy of Political Science

COURSE NO. 205-Pol. Sc

**Total** 30 class hours

6. Relation of Political Science with other subject 4 class hours

- Meaning, need and types of correlation
- Correlation with – History, Economics, Sociology, Ethics, Psychology, Philosophy

7. Further teaching (advanced and remedial) 4 class hours

- Advanced teaching strategies for brilliant and average students through reflective discussion
- Strategies for teaching slow learners and/ differently abled

8. Related issues (Sociological Parameters) 8 class hours

- Democracy, equity
- Human rights
- Child rights
- Right to gender equality
- Environmental issues
- Poverty
- Diversity: cultural and individual differences

9. Connecting Political Science with environment 8 class hours

- Knowledge of constitution and values
- Knowledge of democracy and citizenship
- Knowledge of local self-government

- Promotion of peace in the society
- Community knowledge
- Public opinion and its importance and
- Role of mass media

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

## SEMESTER 2

## Pedagogy of Psychology

COURSE NO. 205-Psycho

**Total** 30 class hours

6. Relation with other subject 3 class hours

- Relation of Psychology with Education, Sociology, Physiology and other biological science, Anthropology, Management, Mathematics, Media sciences and Cybernetics (general)

7. Role of Psychology in diagnosis of psychological problem 4 class hours

- Developing diagnostic tests for learning difficulties, learning related behaviour problems and also in remedial teaching

8. Related issues 9 class hours

- Teaching psychology to eliminate social evils like prejudice, social conflicts, unhealthy life style, injustice etc.
- Teaching Psychology for the development of egalitarianism, democratic spirits, healthy interpersonal relationship, group and community living and familial and social adjustment

9. Connecting Psychology to environment and everyday life 6 class hours

Teaching to formulate specific projects with a view to encourage the learners –

- To observe human behaviour in everyday life and interpret from psychological points of view
- To help people solve everyday problems with their psychological knowledge at various spheres of life
- To collect qualitative and quantitative data on man – environment relationship

10. Critical analysis of the contents 8 class hours

All topics in the XI – XII syllabus (Any one topic or a significant part of it may be assigned for critical analysis in the examination)

- Topic/ subtopic
- Main theme
- Concepts involved
- Sequence of the concepts
- Whether appropriate for H.S. level
- Suggested modification, if any

## SEMESTER 2

## Pedagogy of Sanskrit

## COURSE NO. 205-Sans

**Total** 30 class hours

6. Relation of the subject with other subjects. 4 class hours
- Relation of Sanskrit to- (a) Bengali, (b) other Indian Languages, (c) Cultural History of India, (d) Science, (e) Social Science, (f) Indology- correlation as a teaching technique to foster interest in the language.
7. Further Teaching (Advanced and Remedial) 8 class hours
- Assess the needs of advanced learners.
  - Strategies like dramatization, recitation, dramatic reading, listening to radio/ TV news, use of reference books, dictionary, magazines and journals/ Bulletin of Sanskrit to be used for advanced learners.
  - Causes of backwardness and Remedial teaching in Sanskrit.
8. Related Issues: 6class hours
- Spoken Sanskrit and its efficacy in elementary classes.
  - Need for Professional orientation of a Sanskrit Teacher.
  - Agencies of Sanskrit education- Rastriya Sanskrit Sansthan, Sanskrit Universities, Sanskrit Institution in India and abroad.
9. Connecting the subject to environment and everyday life: 6 class hours
- Connecting Sanskrit teaching to environmental issues- ways and means.
  - Connecting Sanskrit teacher education to real life-
    - Club activities
    - Listening & reading activities.
    - Wall magazines etc.
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

**SEMESTER 2**

**Pedagogy of Urdu**

**COURSE NO. 205-Urd**

**Total 30 class hours**

6. Relation of Urdu language with other subjects like History, Geography, Social Science, Political Science and Psychology etc.	2 class hours
7. Further teaching (advanced and remedial)-Evaluation in Urdu teaching <ul style="list-style-type: none"> <li>• Aims and characteristics</li> <li>• Advanced and remedial work in Urdu teaching</li> </ul>	6 class hours
8. Relationship of Urdu language and literature with national and universal aspects <ul style="list-style-type: none"> <li>• Humanism</li> <li>• Brotherhood and duties towards nation etc.</li> </ul>	8 class hours
9. Connecting Urdu with life and environment <ul style="list-style-type: none"> <li>• the correlates of Urdu language and literature with life, thinking and our environment</li> </ul>	6class hours
10. Critical analysis of the class IX-X (WBBSE) /Class XI-XII (WBCHSE) syllabus	8 class hours

**Total** 30 class hours

6. Relation of the subject to the environment and everyday life 2 class hours  
 and to develop attitude, interest and skill
- Developing social, creative and productive skill through Work Education Programme
  - Removal of social distance and alienation through Work Education Programme
7. Aids, equipment and assistance in teaching Work Education 6 class hours
- Teaching aids – Edgar Dale’s Cone of Experience
  - Concept regarding preparation of low cost teaching aids of different work projects using software
  - Management of work units-
    - a. Budgeting and planning
    - b. School complex
    - c. Materials and equipments
    - d. Time allocation
    - e. Excursion/ field study
8. Aspects of teaching Work Education 4 class hours
- A critical evaluation of Work Education syllabus prescribed by WBBSE in – (a) the exposure stage and (b) the involvement stage
  - Problems of implementing Work Education Programme in secondary school and its solutions
9. Evaluation of Work Education 4 class hours
- Critical study on the existing evaluation system proposed by WBBSE
  - Tools of evaluation – Rating scale, check list, observation schedule, work diary, teacher’s record book
- Specific teaching strategies for conducting the following classes
10. Activities in Work Education 8 class hours
- Soap and phenyl making
  - Electrical house wiring/ gadget/ transistor/ computer repairing
  - Paddy/ wheat cultivation
  - Jute/ mushroom/ medicinal plant cultivations

- Kitchen gardening/ flori culture
- Horticulture
- Spinning and weaving
- Designing, dyeing and drawing
- Tailoring and sewing
- Clay modelling
- Work book
- Work book

10. Computer application in teaching Work Education

6 class hours

- Concepts of computer fundamentals
- Word processing
- Spread sheet
- Concept of net – working
- Presentation package – creation of a lesson – unit through presentation packages Teaching of the following (IX - X)
- Computer based work (using power point, corel draw, photo shop etc.)