

Course EPC-2 (1.2F+C2)	Drama and Arts in Education	Theory	Engagement With the Field	Credit	1+1
		25	25	Class Hours	16+32
Engagement with Field / Practicum	<ul style="list-style-type: none"> Develop a creative design based on your choice for CD Cover or Book cover. Develop a design or picture based on collage work. 				32 hrs.
Mode of Transaction	Lecture, Lecture cum discussion, Workshop schedule, Slide / Film show, Project work, Demonstration, Visit, Group work and its Presentation				
Suggested Readings	<ol style="list-style-type: none"> Theory of Drama by A.Nicoll Natya Kala by Dhirubhai Thakar Natya lekhan by Dhananjay Thakar Natak desh videsman by Hasmukh Baradi Gujarati theatre no Itihas by Baradi Hasmukh Acting is Believing by Charls Mc.Gaw Art of Speech by Kethlin Rich Natya Sahitya na swaroopo by Nanda kumar pathak Bhavai by Sudahaben Desai Bhavai by Krishnakant Kadkiya Natya Manjari saurabh by G.K.Bhatt Kramik Pustak Malika by Pt. Bhatkhande Abhinav Geet Manjari by Ratanjankar NCERT, (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre 				

SEMESTER-III

Course- VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)
Pedagogy of Language Teaching	English, Bengali, Sanskrit, Hindi, Urdu & Arabic				
Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> Design appropriate teaching - learning strategy/approach suited to particular content. Be at home with the principles of constructing content analysis of school curriculum. Use ICT and various teaching aids in teaching of Languages. Understand the historical development of Language Teaching. Develop various skills related to language learning. Prepare a blueprint before entering into a class. 				

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)

COURSE CONTENT / SYLLABUS

Unit I	<p>Pedagogical Analysis:</p> <ul style="list-style-type: none"> • Concepts and Methods of Pedagogical Analysis; • The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X, XI- XII) on the following items : <ul style="list-style-type: none"> ■ Breaking of Unit into Sub-unit with no. of Periods; ■ Previous knowledge; ■ Instructional Objectives in behavioural terms; ■ Sub-unit wise concepts ■ Teaching- Learning Strategies ■ Use of teaching aids ■ Blueprint for criterion reference test Items. 	6 hrs.
Unit II	<p>Teaching Skill (As per concerned subject):</p> <ul style="list-style-type: none"> • Micro Teaching and Micro Lesson • Simulated Teaching • Integrated Teaching/ Teaching in classroom situation. 	7 hrs.
Unit III	<p>Learning Designing:</p> <ul style="list-style-type: none"> • Concept, Importance and Types • Steps of Learning Design • Qualities of Good Learning Design 	7 hrs.
Unit IV	<p>Activities in Language :</p> <ul style="list-style-type: none"> • Fair and Exhibition, • Field Trips / Excursion, • Debate, • Wall & Annual Magazine • Sahitya Sabha • Use of ICT • Use of Dictionary, Encyclopaedia and Thesaurus 	6 hrs.
Unit V	<p>Assessment of Teaching-Learning Material on Language:</p> <ul style="list-style-type: none"> • Text book review and analysis / e-book Review • Teaching learning material on Language learning 	6 hrs.
Engagement with Field / Practicum	<p>Any one of the following :-</p> <ul style="list-style-type: none"> • Identify the slow learners, low achievers and high achievers in Language from the classroom during practice teaching. (Case study) • Conducting of Action Research for selected problems. • Development and tryout of Teaching-learning strategy for teaching of particular Language concepts. • Development and use of Language laboratory. 	32 hrs.

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)
* Community-based Activities (vide details at the end of Semester-III syllabus)					96 hrs.
Mode of Transaction	Lecture, lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation				
Suggested Readings	<ol style="list-style-type: none"> 1. Bennett, W. A. (1969). Aspects of Language and Language Teaching. Cambridge: Cambridge University Press. 2. Braden K (2006). Task Based Language Education: From Theory to Practice. Cambridge: Cambridge University Press. 3. Britton James (1973). Language and Learning. London: Penguin Books. 4. Hill, L.A. and Dobbyn, M.A. Training Course, Trainer's Book, Cassell, London, 1979. 5. Richard J. and Theodore S. Rodgers T.S. Approaches and Methods in Language, Cambridge University Press, 1986. 6. Wilkins, D.A. Linguistics in Language Teaching, Edward Arnold, London, 196. Mukalel, J.C. Creative Approaches to Classroom Teaching, Discovery Publishing house, New Delhi, 1998 7. Ryburn W.N. : Suggestions for the teaching of Mother tongue in India, Oxford University Press, Mumbai. 8. Mukerjee, S.N. : Rashtra Bhasha Ki Shiksha, Acharya Book Depot, Baroda, 1965. 				

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)
Pedagogy of Social Science Teaching	History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology, Home Management				
Objectives	The student teachers will be able to :- <ol style="list-style-type: none"> 1. Be aware of teaching & learning of the subject concern. 2. Examine critically the major concept, ideas, principles & values relating the subject concern. 3. Engage the students into the methods of Teaching & learning the subject. 4. Provide the students authentic historical knowledge with the proposed content & make them to be component to do pedagogical analysis of the subject. 				

COURSE CONTENT / SYLLABUS

Unit I	Pedagogical Analysis: <ul style="list-style-type: none"> • Concepts and Methods of Pedagogical Analysis; • The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X, XI- XII) on the following items : 	6 hrs.
---------------	---	--------

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)
Unit I	<ul style="list-style-type: none"> ○ Breaking of Unit into Sub-unit with no. of Periods; ○ Previous knowledge; ○ Instructional Objectives in behavioural terms; ○ Sub-unit wise concepts ○ Teaching- Learning Strategies ○ Use of teaching aids ○ Blueprint for criterion reference test Items. 				6 hrs.
Unit II	<p>Teaching Skill (As per concerned subject):</p> <ul style="list-style-type: none"> • Micro Teaching and Micro Lesson • Simulated Teaching; • Integrated Teaching/ Teaching in classroom situation. 				7 hrs.
Unit III	<p>Learning Designing:</p> <ul style="list-style-type: none"> • Concept, Importance and Types; • Steps of Learning Design. • Qualities of Good Learning Design. 				7 hrs.
Unit IV	<p>Activities in Social Science:</p> <ul style="list-style-type: none"> • Fair and Exhibition, • Field Trips / Excursion, • Debate, • Wall & Annual Magazine and • Subject Club 				6 hrs
Unit V	<p>Assessment of Social science learning:</p> <ul style="list-style-type: none"> • Concept of Assessment and Evaluation; • Achievement Test • Text book Review 				6 hrs
Engagement with Field / Practicum	<p>Any one of the following :</p> <ul style="list-style-type: none"> • Preparation of Learning Design • Preparation of Achievement Test • Development of skill of map • Development of skill of time line • Project • Case Study 				32 hrs
	<p>* Community-based Activities (vide details at the end of Semester-III syllabus)</p>				96 hrs
Mode of Transaction	<p>Mode of Transaction Lecture, Discussion, Demonstration, Fieldtrip Presentation by students In pedagogy of school subjects, illustrations on content based methodology may be provided</p>				

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)
Suggested Readings	<ol style="list-style-type: none"> 1. Alan J Singer (2003). Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach. L E Association. New Jersey. 2. Arora. GL. (1988) Curriculum and Quality in Education. NCERT. New Delhi. 3. Agrawal, J.C. Teaching of Social Studies, Vikas Publishing House, New Delhi. 4. Binning, A.C. : Teaching Social Studies in Secondary Schools, McGraw Hill and Co., New York. 5. Bhattacharya, S. & Darji, D.R. : Teaching of Social Studies in Indian Schools, Acharya Book Depot, Baroda, 1966. 6. Desai, D.B. : Samaj Vidyana Shikhan, Balgovind Prakashan, Ahmedabad. 7. Greene, H.A., Jozgensen, A.N. Gerberi, J.R. : Measurement and Evaluation in the Secondary School, Mongmans, Green and Co., New York, 1959. 8. Mathias, Paul : The Teacher's Handbooks for Social Studies, Blandford Press, London, 1973. 9. Mehlinger. Howard, D. (ed.) : UNESCO, Handbook for the Teaching of Social Studies, Gareem Helm, London, UNESCO, 1981. 10. The Association of Teachers of Social Studies : Handbook for Social Studies Teaching, Holt, Rinchart and Winston, INC, New York, 1967. 11. Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi. 				

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)

Pedagogy of Science Teaching	Life Science, Physical Science, Computer Science and Application, Food & Nutrition
------------------------------	---

Objectives	The student teachers will be able to :
	<ol style="list-style-type: none"> 1. Be aware of teaching & learning of the subject concerned. 2. Examine critically the major concept, ideas, principles & values relating to the subject concerned. 3. Engage the students into the methods of Teaching & learning the subject. 4. Make them competent to do the pedagogical analysis of the subjects concerned.

COURSE CONTENT / SYLLABUS *

Unit I	Pedagogical Analysis: <ul style="list-style-type: none"> • Concepts and Methods of Pedagogical Analysis; • The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items: 	6 hrs.
--------	---	--------

Two-Year B.Ed. Programme		Theory	Engagement With the Field	Credit
Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	50	25+75*	Class Hours
Unit I	<ul style="list-style-type: none"> ○ Breaking of Unit into Sub-unit with no. of Periods; ○ Previous knowledge; ○ Instructional Objectives in behavioural terms; ○ Sub-unit wise concepts ○ Teaching- Learning Strategies ○ Use of teaching aids ○ Blueprint for criterion reference test Items. 			
Unit II	Learning Designing: <ul style="list-style-type: none"> • Concept and importance. • Qualities of good Learning Design. • Steps of Learning Design. 			
Unit III	Teaching skills: <ul style="list-style-type: none"> • Micro-teaching • Simulated Teaching. • Teaching in class room situation • Laboratory practical based demonstration skill. 			
Unit IV	Assessment of Science Learning: <ul style="list-style-type: none"> • Concept of assessment and evaluation: • Concepts of Achievement Test and Identification of Test Items under various criterion like knowledge, understanding and application and skill. • Construction of achievement tests and their administration. • Preparation of a continuous and comprehensive evaluation plan for a particular class (VI to XII). 			
Unit V	Practicum & Activities in Science: <ul style="list-style-type: none"> • Importance of science activities • Planning & Organization of Field Trip, Project Work, Science Quiz, Excursion, Science Exhibition, Science Fair, Science Exhibition, Aquarium, Bird Watching etc. • Formation and activities of Science club in school. 			
Engagement with Field / Practicum	Any one of the following : <ul style="list-style-type: none"> • Analysis of Science Textbook. • Survey of Science Laboratory in a school. • Evolving suitable technique(s) to evaluate laboratory work. • Visit to Community Science Centre, Nature Park and Science City 			
	*Community-based Activities (vide details at the end of Semester-III syllabus)			

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)
Mode of Transaction	Lecture, Discussion, Demonstration, Fieldtrip, Presentation by students In pedagogy of school subjects, illustrations on content based methodology may be provided				
Suggested Readings	<ol style="list-style-type: none"> 1. Nag, S.(2012) Teaching of Life Science,Rita Publication,Kolkata 2. Nagchowdhury, D. P., Pal, S., Ganguly, A., Haowladar, M. (2014) Jiban Biggyan Shikhshaner tattwa O Proyog, Aaheli Publishers, Kolkata. 3. Joyce, B. and Weil, M. (2009). Models of teaching. USA: Pearson higher education. 4. Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpat rai publishing comp. 5. Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: Deep and Deep. 6. NCERT. (2006). Position paper on 'Teaching of Science'. New Delhi: NCERT. 7. Prasad, J. (1999). Practical aspects in teaching of science. New Delhi: Kanishka Publication 8. Teaching of Biological Science - Jasim Ahmad 9. Modern Teaching of Life Science - S.M. Zaidi 10. Teaching of Life Science - Pramila Sharne 11. Methods of Teaching Life Science - PHI Publication 12. Innovative Science Teaching for Physical Science Teacher- Radhamohan 13. Modern Science teaching - R.C. Sharma 14. Teaching of Computer Studies - PranayPandey 				

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)
Pedagogy of Mathematics Teaching	Mathematics Education				
Objectives	The student teachers will be able to :- <ol style="list-style-type: none"> 1. Know about Mathematics curriculum and text-book preparation 2. Know how does practical activities associated with mathematical concepts 3. Understand about assessment and evaluation related to mathematics teaching-learning. 4. Apply the concept pedagogical analysis of mathematics content of school level mathematics curriculum and learning designing 5. Understand about simulated and integrated lesson 				

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)
COURSE CONTENT / SYLLABUS					
Unit I	Mathematics curriculum and Text-book preparation: <ul style="list-style-type: none"> Review of the existing curriculum of mathematics of West Bengal Board of Secondary Education in the perspective of the principles of curriculum construction and its comparison with that of the CBSE. Review of the existing text books of mathematics of West Bengal Board of Secondary Education in the perspective of the principles of text-book preparation and its comparison with that of the CBSE. 				6 hrs.
Unit II	Practical activities associated with Mathematics concepts: <ul style="list-style-type: none"> Performance of the all the practical activities stated in the text books of West Bengal Board of Secondary Education and preparation of allied teaching-learning materials. Co-curricular activities (including Mathematics club and Mathematics laboratory) in relation to mathematics teaching. 				7 hrs.
Unit III	Assessment and Evaluation related to teaching -learning of Mathematics: <ul style="list-style-type: none"> Construction of achievement tests and their administration Preparation of a Continuous and Comprehensive Evaluation plan for a particular class (VI to X). 				7 hrs.
Unit IV	Pedagogical Analysis and learning designing of Mathematics content of school level: <ul style="list-style-type: none"> Concepts and Methods of Pedagogical Analysis; The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X, XI- XII) on the following items : <ul style="list-style-type: none"> Breaking of Unit into Sub-unit with no. of Periods; Previous knowledge; Instructional Objectives in behavioural terms; Sub-unit wise concepts Teaching- Learning Strategies Use of teaching aids Blueprint for criterion reference test Items. 				6 hrs.
Unit V	Simulated and Integrated Lesson: <ul style="list-style-type: none"> Simulated Micro Teaching and Integrated Teaching. Teaching in Classroom Environment. 				6 hrs.
Engagement with Field / Practicum	Any one of the following :- <ul style="list-style-type: none"> Identify the slow learners, low achievers and high achievers in Mathematics from the classroom during practice teaching. (Case study) Conducting of Action Research for selected problems. 				32 hrs.

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)
Engagement with Field / Practicum	<ul style="list-style-type: none"> • Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts. • Use of Computer in Teaching of Mathematics. • Use of Mathematics activities for recreation. • Development and use of Mathematics laboratory. • Prepare mathematical activities in the context of socio-cultural aspects. 				32 hrs.
	* Community-based Activities (vide details at the end of Semester-III syllabus)				96 hrs.
Mode of Transaction	Lecture, Lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation				
Suggested Readings	<ol style="list-style-type: none"> 1. Arora, S.K.(2000).How to teach mathematics. New Delhi: Sterling Publications 2. Kumar,S. &Jaidka, M.L. (2005). Teaching of mathematics .New Delhi : Anmol Publications 3. Mangal,S.K.(2003). Teaching of mathematics. Ludhiana: Tandon Publications 4. Sidhu, K.S.(1998). Teaching of mathematics. New Delhi: Sterling Publications 5. Banerjee,S. GanitsikKhanpaddhati. Kolkata: Rita Publications 6. Ghosh,S. GanitsikKhan .Kolkata:Sova Publications 7. Pramanik, S.(2014). Adhunikganitsikshn o sikshan. Kolkata: Aaheli Publishers. 8. Anice, J. (2008). Methods of Teaching Mathematics. New Delhi: Neelkamal Publications. 9. Butler, C. H., Wren F. L. and Banks, J. H. (1971). The teaching of Secondary Mathematics. New York : McGraw Hill. 10. Coney, T. J., Davis, G. J., and Hen Derson, K. B. (1975). Dynamics of Teaching Secondary School Mathematics. Boston: Houghton – Mifflin co. 11. Ediger, M., and Rao, B. (2000). Teaching Mathematics successfully. New Delhi: Discovery Publishing House. 12. Kidd, P. K., Myers, S. S., Cilley David, M. (1970). The Laboratory Approach to Mathematics. Chicago: Science Research Associates Inc. 13. Kinney, L. B., and Purdy, C. R. (1965). Teaching of Mathematics in Secondary School. New York; Holt, Rinchart and Winston. 14. Koehler, M. J. & Mishra, P. (2008). Introducing technological pedagogical content knowledge. In AACTE Committee on Innovation and Technology (Eds.), Handbook of technological pedagogical content knowledge (TPACK) for educators. New York: Rutledge. 				

SEMESTER III	School Internship	Theory	Engagement With the Field	Credit	14
		—	350	Class Hours	44

- At least 60 learning designs should be delivered (duly prepared and approved learning designs by the Teacher Educators)
- During this semester the student teachers are acquainted with the overall conduct of the school activities and record keeping. It may include morning assembly, class timetable, attendance register, stock register, mid-day meal, conduct of periodical meeting, purchase and consumption and co-curricular activities.
- Student teachers will be able to recognize the needs of In-Service Programme.
- Internship, as such, orients and acquaints the student teachers with the overall working of the school to make him/her fit to conduct himself/ herself in all activities of the school.

School Internship

(*Community-based activities shall consist of the following)

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

SEMESTER-IV

Course- VI (1.4.6)	Gender, School and Society	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32

Objectives	The student teachers will be able to :- 1. Develop gender sensitivity among the student teachers. 2. Understand the gender issues faced by the schools. 3. Understand the paradigm shift with reference to gender studies. 4. Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).
------------	---

COURSE CONTENT / SYLLABUS

Unit I	Gender Issues: Key Concepts: <ul style="list-style-type: none"> • Definition of gender. • Difference between gender and sex. 	6 hrs
--------	---	-------