

Course EPC -1 (1.1EPC1)	Reading and Reflecting on Texts	Theory	Engagement With the Field	Credit	1+1
		25	25	Class Hours	16+32
<b>Mode of Transaction</b>	Lecture, Discussion, Exercises, Games, round table study circle, Reflective questioning, Creative literary activities, journaling, writing diary etc				
<b>Suggested Readings</b>	<ol style="list-style-type: none"> <li>Bright, J. A., and McGregor, G. P. (1970). Teaching English as a Second Language. ELBS: Longman.</li> <li>Doff, A. (1988). Teach English: Training Course for Teachers. Cambridge: Cambridge University Press.</li> <li>Hill, L. A., and Dobbyn, M. A. (1979). Training Course, Trainer's Book. London: Cassell.</li> <li>Hubbard, P., and Hywel, J. et al. (1983). A Training Course for TEFL. Oxford University Press..</li> <li>Mukalel, J. C. (1998). Approaches to English Language Teaching. New Delhi: Discovery Publishing house.</li> <li>Mukalel, J. C. (1998). Creative Approaches to Classroom Teaching. New Delhi: Discovery Publishing house.</li> <li>Mukalel, J. C., and Ahmed, S. B. (1984). Teaching English in India. New Delhi: Arya Book Depot.</li> <li>Nagaraj, G. (1996). English Language Teaching Approaches, Methods and Techniques. Calcutta: Orient Longman.</li> <li>Richard, J., and Theodore, S., and Rodgers, T. S. (1968). Approaches and Methods in Language. Cambridge University Press.</li> <li>Venkateswaran, S. (1995). Principles of Teaching English. New Delhi: Vikas Publishing House.</li> <li>Willis, J. (1981). Teaching English through English ELBS. England: Longman Ltd.</li> </ol>				

### SEMESTER-II

Course-III (1.2.3)	Learning and Teaching	Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
<b>1st Half</b>	<b>Learning</b>				
<b>Objectives</b>	The student teachers will be able to :- <ol style="list-style-type: none"> <li>Comprehend range of cognitive capacities among learners.</li> <li>Reflect on their own implicit understanding of the nature and kinds of learning.</li> <li>Gain an understanding of different theoretical perspectives on learning</li> <li>Demonstrate his/her understanding of different skills at different phases of instruction</li> </ol>				
<b>COURSE CONTENT / SYLLABUS</b>					
<b>Unit I</b>	<b>Understanding Learning:</b> • Nature of learning: learning as a process and learning as an outcome				7 hrs.

Course-III (1.2.3)	Learning and Teaching	Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
Unit I	<ul style="list-style-type: none"> <li>Types of learning: factual, associations, conceptual, procedural, generalizations, Principles and rules.</li> <li>Remembering and Forgetting - Factors of remembering - encoding, storage and retrieval. Information processing approach; Causes of forgetting; Strategies for effective memorization.</li> </ul>				7 hrs.
Unit II	<p><b>Factors Influencing Learning:</b></p> <ul style="list-style-type: none"> <li>Concept, nature and types of motivation - intrinsic, extrinsic and achievement.</li> <li>Role of teacher in addressing various factors influencing learning- a few strategies - cooperative learning, peer tutoring, collaborative learning.</li> </ul>				6 hrs.
Unit III	<p><b>Learning Paradigms:</b></p> <ul style="list-style-type: none"> <li>Behavioristic Learning- Concept of connectionism (Thorndike) and conditioning (Pavlov &amp; Skinner) and their educational implications.</li> <li>Cognitive Learning - Concept of Gestalt and its educational implications; Discovery learning (Bruner), Cognitive Constructivist Learning (Piaget)</li> <li>Social Cognitive Learning - Concept (Bandura), nature and implications. Teacher as role model.</li> <li>Social Constructivist Learning - Concept of Vygotsky, nature and implications.</li> <li>Humanistic Viewpoint of Learning - Carl Rogers (Self Concept Theory)</li> </ul>				7 hrs.
Unit IV	<p><b>Transfer of learning:</b></p> <ul style="list-style-type: none"> <li>Concept, Importance, Nature and Types of Transfer of Learning</li> <li>Theories of Transfer of Learning</li> <li>Methods of enhancing Transfer of Learning</li> </ul>				6 hrs.
Unit V	<p><b>Organization of Learning Experiences: Issues and Concerns:</b></p> <ul style="list-style-type: none"> <li>Role of school - Guidance, Mental health, Co-curricular activities.</li> <li>Strategies for organizing learning for diverse learners- Brainstorming, Within class grouping, Remedial teaching, Enrichment programme</li> </ul>				7 hrs.
Suggested Readings	<ol style="list-style-type: none"> <li>Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers.</li> <li>Mangal, S.K. (2006). Advanced educational psychology. New Delhi: Prentice hall of India.</li> <li>Mohanty. (1992). Educational technology. New Delhi: Deep and Deep Publications.</li> <li>Roy, Sushil. Siksha manobidya. Kolkata :Soma Book Agency.</li> <li>Vygotsky, L. (1997). Interaction between learning and development. In M. Gauvain &amp; M. Cole, (Eds). Readings on the development of children. New York: W. H. Freeman &amp; Co.</li> </ol>				

Course-III (1.2.3)	Learning and Teaching	Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
<b>Suggested Readings</b>	6. Chatterjee, Kaushik. (2012). Siksha prajuktibidya. Kolkata : Rita publication. 7. Maity N. C., Ganguly Amlan (2014), Nibir Shikkhoner Monostattya, Aaheli Publisher 8. Kumar, K. (2004). What is worth teaching? 3rd ed. Orient Black Swan. 9. Holt, J. (19964). How children fail? Rev. ed. Penguin. 10. Hall, C & Hall, E. (2003). Human relations in education. Routledge.				
<b>2nd Half</b>	<b>Teaching for Learning</b>				
<b>Objectives</b>	The student teachers will be able to :- 1. Understand the process of teaching 2. Understand and efficiently used different models of teaching. 3. Engage in teaching with proper approach. 4. Develop skills required for teaching				
<b>COURSE CONTENT / SYLLABUS</b>					
<b>Unit I</b>	<b>Understanding Teaching:</b> <ul style="list-style-type: none"> <li>Teaching: Concepts, definition, nature and characteristics factors affecting teaching.</li> <li>Relation between Teaching, Instruction and Training.</li> <li>Maxims of teaching. Role of teacher in effective teaching.</li> </ul>				6 hrs.
<b>Unit II</b>	<b>Models of Teaching:</b> <ul style="list-style-type: none"> <li>Concept Attainment Model (CAM)</li> <li>Advance Organizer Model (AOM)</li> <li>Inquiry Training Model (ITM)</li> </ul>				6 hrs.
<b>Unit III</b>	<b>Task of Teaching:</b> <ul style="list-style-type: none"> <li>Task of teaching: meaning, definition and variables in teaching task.</li> <li>Phases of teaching task: pre - active, inter-active and post-active.</li> <li>Essentials of effective teaching</li> </ul>				6 hrs.
<b>Unit IV</b>	<b>Levels &amp; Approaches of Teaching:</b> <ul style="list-style-type: none"> <li>Levels of Teaching: memory, understanding and reflective levels of teaching</li> <li>Approaches to Instruction: Constructivist approach to teaching, Cooperative and Group Discussion, Games, Debate, Quiz and Seminar.</li> <li>Programmed Instruction (PI) &amp; Computer Assisted Instruction (CAI)</li> </ul>				7 hrs.
<b>Unit V</b>	<b>Skills of Teaching :</b> <ul style="list-style-type: none"> <li>Skills of Teaching: Concepts, definition.</li> <li>Micro-teaching: Meaning and Procedure</li> </ul>				7 hrs.



Course-III (1.2.3)	Learning and Teaching	Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
Unit V	<ul style="list-style-type: none"> <li>Developing Teaching skills: Introducing the lesson, Questioning, Use of teaching aids, Reinforcement and Illustration.</li> <li>Modification of Teacher Behavior-Flanders Interaction Analysis of Category System (FIACS).</li> </ul>				7 hr
Engagement with Field / Practicum	Any one of the following :- <ul style="list-style-type: none"> <li>Simulated Teaching Practical (5 lessons)</li> <li>Presentation of Innovative Teaching</li> </ul>				32 hr
Mode of Transaction	Lecture, discussion, project work, field trip, assignment, seminar etc.				
Suggested Readings	<ol style="list-style-type: none"> <li>Aggarwal, J. C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas Pub House.</li> <li>Bower, G. M. (1986). The Psychology of learning and motivation. Academic Press.</li> <li>Chauhan, S. S. (2000). Advanced educational psychology. New Delhi: Vikas Publishing House.</li> <li>Pal, Debasish et al. (2012). Sikhner manostatwa. Kolkata : Rita Book Agency.</li> <li>DeCecco, J. P. &amp; Crawford, W. (1977). Psychology of learning and instruction. New Delhi: Prentice hall of India</li> <li>Sen, Molay Kumar. Siksha prajuktibigyan. Kolkata : Soma Book Agency</li> <li>Mete, Jayanta, Deb, Ruma &amp; Ghosh, Birajlakshi: Bikash oshikhane manostatwa. Kolkata : Rita Book Agency.</li> <li>Joyce, M. &amp; Others. (1992). Models of teaching. New York: Holt Rinehart and Winston.</li> <li>Sarkar, B (2014) Shikharthi O Shikhan. Aaheli Publishrers, Kolkata.</li> <li>Nayak, A. K. (2002) Classroom teaching A.P.H</li> <li>Ohles, J. F. (1970). Introduction to Teaching. New York: Random House INC.</li> <li>Siddiqui, Mujibul Hasan(2005) Techniques of classroom teaching A.P.H</li> </ol>				

Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Pedagogy of Language Teaching	Bengali, English, Sanskrit, Hindi, Urdu & Arabic				
Objectives	The student teachers will be able to :- <ol style="list-style-type: none"> <li>Merit effective and constructive acquaintance with the basic foundations of Language teaching in India and West Bengal</li> <li>Acquire practical expertise in pedagogical analysis and develop behavioural competencies in teaching skills</li> </ol>				



Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+3
		50	50	Class Hours	32+64
Objectives	<ol style="list-style-type: none"> <li>3. Apply principles abstracted from the study of various methods and approaches as regards purpose and procedure of planning lesson</li> <li>4. Work out and practice strategies for teaching language skills and communication skills</li> <li>5. Credit working acquaintance with concepts of language learning assessment</li> <li>6. Turn in to resourceful user of different kinds of Language Test</li> <li>7. Become efficient in construction of Test and Test Items</li> <li>8. Explore and experience various resources for target language learning</li> <li>9. Try out various means of organizing various resources for target Language Learning.</li> </ol>				
<b>COURSE CONTENT / SYLLABUS</b>					
Unit I	<b>Foundations of Language Teaching:</b> <ul style="list-style-type: none"> <li>• Historical background and present status of language teaching in India.</li> <li>• Origin of different languages (At least two including 1st Language)</li> <li>• Significance of Mother tongue/ Target Language</li> <li>• Concept of 1st Language, 2nd Language and 3rd Language in West Bengal</li> <li>• Relation between language and dialect.</li> <li>• Language position and importance in Secondary School Curriculum in West Bengal.</li> <li>• Analysis of the objectives of teaching language at secondary level in West Bengal.</li> <li>• Aims and objectives of Language Teaching.</li> </ul>				6 hrs.
Unit II	<b>Strategies of Language Teaching: (As per language concerned):</b> <ul style="list-style-type: none"> <li>• Theories of Language Teaching</li> <li>• Concept and importance of pedagogical analysis of language.</li> <li>• Language Teaching Skills</li> <li>• Learning Design: definition, characteristics, importance</li> <li>• Behavioural/Instructional objectives of Language Teaching</li> <li>• Teaching strategies for Language</li> <li>• Relevance of Teaching Model for Language Teaching</li> </ul>				7 hrs.
Unit III	<b>Brief overview of Methods &amp; Approaches of Language Teaching (As per language concerned):</b> <ul style="list-style-type: none"> <li>• Methods and Approaches of Language Teaching:                             <ul style="list-style-type: none"> <li>□ Concept, Characteristics, Procedure, Importance and Limitations.</li> </ul> </li> <li>• Approaches to Language Teaching: Teaching different content areas- objectives, importance and procedure:</li> </ul>				7 hrs.

Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+3
		50	50	Class Hours	32+64
Unit III	<ul style="list-style-type: none"> <li>□ Prose,</li> <li>□ Poetry,</li> <li>□ Drama</li> <li>□ Grammar,</li> <li>□ Composition</li> </ul> <p>• Spelling mistake - causes and method of correction</p>				7 hrs.
Unit IV	<p><b>Assessment of Language Teaching:</b></p> <ul style="list-style-type: none"> <li>• Assessment (elementary concepts of Evaluation and Measurement).</li> <li>• Achievement Test</li> <li>• Properties (elements) and Areas (aspects) of a language Test.</li> <li>• Principles for constructing a Language Test.</li> <li>• Characteristics of a good Test - usability, reliability, validity.</li> <li>• Construction of a language question paper including general instruction with nature of options, overall coverage and marking scheme.</li> </ul>				6 hrs.
Unit V	<p><b>Learning Resources in Language Teaching:</b></p> <ul style="list-style-type: none"> <li>• Meaning, type, functions, preparation and utilization of learning resources in language: Text Books, Models, Charts, Pictures, Reference Books, Computer Assisted Learning.</li> <li>• Language Laboratory - Component, planning, developing required activities and organizing for use.</li> <li>• Designing Learning activities: School Magazine, School Debating Society, Dramatization</li> <li>• Designing Language Games in grammatical context of language.</li> <li>• Creative writing: composition, short story, poem (on given clues or independently).</li> </ul>				6 hrs.
Engagement with Field / Practicum	<p><b>Any two of the following :-</b></p> <ul style="list-style-type: none"> <li>• Speech and Speech Mechanism</li> <li>• Word Formation</li> <li>• Syntax</li> <li>• Phonetic Transcription</li> <li>• Identifying General and Specific Objectives with Learning Outcome</li> <li>• Task analysis and Content Analysis</li> <li>• Developing Instructional (Teaching Learning) Material</li> <li>• Planning Instructions</li> </ul>				64 hr.
Mode of Transaction	Lecture, discussion, project work, field trip, assignment, seminar etc.				
Suggested Readings	1. Bright, J. A & McGragor, G. P. (1978). Teaching English as a second language. London : ELBS & Longman.				

Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+3	
		50	50	Class Hours	32+64	
Suggested Readings	<ol style="list-style-type: none"> <li>2. Brumfit, C J &amp; Johnson, K. (1978). The Communicative approach to language teaching. Oxford : OUP,</li> <li>3. Carrol, J B. (1953). The Study of Language. Massachusets : Harvard University Press.</li> <li>4. Heaton, J B. (1982). Language testing. London : Modern English Publications Ltd.</li> <li>5. Heaton, J. B. (1991). Writing English language tests. Hongkong: ELBS.</li> <li>6. Hornby, A. S. Oxford advanced learner's dictionary of current English, Oxford : OUP.</li> <li>7. Howatt, A. P. R. (1984). A History of English language teaching Oxford : OUP.</li> <li>8. Johnson, J: The Communicative Approach to Language Teaching, OUP, Oxford, 1979.</li> <li>9. Johnson, K. (1982). Communicative syllabus design and methodology. Oxford : Pergamon Press.</li> <li>10. Ur, P. (1996). Grammar practice activities - A Practical guide for teachers. Cambridge : CUP.</li> <li>11. Ur, P &amp; Wright, A: Five-minute Activities- A Resource Book for Language Teachers. Cambridge : CUP.</li> <li>12. Verma, S. K. (1994). Teaching English as a Second Language in India. In R K Agnihotri &amp; A L Khanna (Eds). Second Language acquisition. New Delhi,</li> <li>13. Weir, C. (1993). Understanding and Developing Language Test. New Delhi : Prentice Hall International Ltd.</li> <li>14. Widdowson, H. (1978). Teaching language as Communication. Oxford : OUP.</li> <li>15. Raha Sujata, Basu Baisaly (2014), Bangla Sikhon Porikrama, Aaheli Publisher</li> <li>16. Das, G, Choudhury. N, (2014) Nabarupe Sanskrit Shikshan Padhati, Aaheli Publishers ,Kolkata</li> <li>17. Das Gita, Chowdhury Nivedita (2014), Nabarupe Sanskrit Shikkhan Poddhoti, Aaheli Publisher</li> <li>18. Sharma, R A (1983): Technology of Teaching, International Publishing House, Meerut.</li> <li>19. Sardar Sudhakar (2014), Thoughts &amp; Practicein Teaching English, Aaheli Publisher</li> </ol>					
	Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
			50	50	Class Hours	32+64
	Pedagogy of Social Science Teaching	<b>History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology, Home Management</b>				



Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
<b>Objectives</b>	The student teachers will be able to :- 1. Appreciate the significance of teaching Social Science. 2. Be acquainted with the approaches & Methods of Teaching Social Science. 3. Be used to the application of knowledge and skills in Social Science. 4. Be acquainted with various practical aspects of Social Science.				
<b>COURSE CONTENT / SYLLABUS</b>					
<b>Unit I</b>	<b>Foundation of Social Science Teaching:</b> <ul style="list-style-type: none"> <li>• Aims and objectives of Social Science Teaching.</li> <li>• Social Science Curriculum, Values of Social Science Teaching.</li> <li>• Inter relationship of various branches of Social Science</li> <li>• Innovations in Social Science teaching</li> <li>• Inculcation of National Integrity through Social Science Teaching.</li> </ul>				6 hrs.
<b>Unit II</b>	<b>Strategies of Social Science Teaching:</b> <ul style="list-style-type: none"> <li>• Features, Limitations and comparison of different methods</li> <li>• Lecture Method,</li> <li>• Interactive Method</li> <li>• Demonstration- observation method,</li> <li>• Regional Method</li> <li>• Heuristic Method,</li> <li>• Project Method</li> <li>• CAI</li> </ul>				7 hrs.
<b>Unit III</b>	<b>Learning Resource in Social Science Teaching:</b> <ul style="list-style-type: none"> <li>• Meaning, type and importance of Learning Resources.</li> <li>• Quality of good Social Science text book.</li> <li>• Teaching aids in Social Science.</li> <li>• Improvisation of Teaching Aids.</li> <li>• Planning and organization of Social Science Laboratory</li> </ul>				6 hrs.
<b>Unit IV</b>	<b>Social Science Teacher:</b> <ul style="list-style-type: none"> <li>• Qualifications and qualities of Social Science Teachers.</li> <li>• Professional growth of Social Science Teacher.</li> </ul>				6 hrs.
<b>Unit V</b>	<b>Evaluation in Social Science Education:</b> <ul style="list-style-type: none"> <li>• Evaluation devices, evaluation programme in social studies</li> <li>• Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test.</li> </ul>				7 hrs.
<b>Engagement with Field / Practicum</b>	Any two of the following :- > Visit to <ul style="list-style-type: none"> <li>• Historical Places</li> <li>• Ecological Places</li> </ul>				64 hrs.

Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Engagement with Field / Practicum	<ul style="list-style-type: none"> <li>• Commercial Places</li> <li>• Political Places</li> <li>• Organization of Programmes</li> <li>• Environment Awareness</li> <li>• Social Awareness</li> <li>• Election Awareness</li> <li>• Blood donation</li> <li>• Exhibition</li> <li>• Demonstration of Lab-based activities wherever applicable</li> </ul>				64 hrs.
Mode of Transaction	Lecture, discussion, project work, field trip, assignment, seminar, Demonstration etc.				
Suggested Readings	<ol style="list-style-type: none"> <li>1. Arora, G. L (1988), Curriculum and Quality in Education, NCERT, New Delhi.</li> <li>2. Binning and Binning. (1952). Teaching Social Studies in Secondary Schools. New York : McGraw Hills.</li> <li>3. David Lambert and David Balderstone (2000). Learning to Teach Geography in Secondary School: A Companion to School Experience. Falmer, London : Routledge.</li> <li>4. Kent, Ashley. (2001). Reflective Practice in Geography Teaching. Paul Chapman Educational Publishing, Ltd.</li> <li>5. Pathak, Avijit. (2002). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. New Delhi : Rainbow Publishers.</li> <li>6. Singer, Alan J. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates, Mahwah, New Jersey.</li> <li>7. Halder Tarini (2014), Itihas-Niti, Poddhoti OKausal, Aaheli Publisher</li> <li>8. Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi.</li> <li>9. Bhattacharya, S. &amp; Darji, D.R. (1996) Teaching of Social Studies in Indian Schools, Acharya Book Depot, Baroda.</li> <li>10. Mete Jayanta, Dasgupta Jayarati (2014), Adhunik Bhugol Shikkhan Poddhoti, Aaheli Publisher</li> </ol>				
Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Pedagogy of Science Teaching	<b>Physical Science, Life Science, Computer Science &amp; Application, Food and Nutrition</b>				
Objectives	The student teachers will be able to :- <ol style="list-style-type: none"> <li>1. Appreciate the significance of teaching Science.</li> <li>2. Be acquainted with the Approaches &amp; Methods of Teaching Science.</li> </ol>				

Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Objectives	3. Be used to the application of scientific knowledge and skills. 4. Be acquainted with various practical aspects of science.				
<b>COURSE CONTENT / SYLLABUS</b>					
Unit I	<b>Foundation of science Teaching:</b> <ul style="list-style-type: none"> <li>Aims and objectives of science Teaching.</li> <li>Science Curriculum, Values of Science Teaching.</li> <li>Inter relationship of various branches of science.</li> <li>Scientific aptitude and attitude</li> <li>Innovations in science teaching</li> </ul>				7 hrs.
Unit II	<b>Strategies of Science Teaching:</b> <ul style="list-style-type: none"> <li>Features, Limitations and comparison of different methods</li> <li>Lecture Method,</li> <li>Demonstration method,</li> <li>Heuristic Method,</li> <li>Laboratory Method,</li> <li>Project Method</li> <li>CAI</li> <li>Problem Solving Method.</li> </ul>				8 hrs.
Unit III	<b>Planning of Science Laboratory:</b> <ul style="list-style-type: none"> <li>Importance of Science Laboratory</li> <li>Organization / Planning a Science Laboratory.</li> <li>Equipment of Science Laboratory.</li> </ul>				5 hrs.
Unit IV	<b>Learning Resource in science Teaching:</b> <ul style="list-style-type: none"> <li>Meaning, type and importance of Learning Resources.</li> <li>Quality of good Science text book.</li> <li>Teaching aids in Science.</li> <li>Improvisation of Teaching Aids.</li> </ul>				6 hrs.
Unit V	<b>The Science Teacher:</b> <ul style="list-style-type: none"> <li>Qualifications and qualities of Science Teachers.</li> <li>Professional growth of Science Teacher.</li> </ul>				6 hrs.
Engagement with Field / Practicum	Any two of the following :- <ul style="list-style-type: none"> <li>Preparation of lesson/unit plan by following different methods of teaching.</li> <li>Preparation of materials &amp; programmes to inculcate scientific attitude.</li> <li>Script writing for Radio/TV/Video on science topics.</li> <li>Demonstration of Science Experiments.</li> </ul>				64 hrs.
Mode of Transaction	Lecture, discussion, demonstration, project work, field trip, presentation by students, seminar etc.				



Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Suggested Readings	<ol style="list-style-type: none"> <li>1. Gupta, S. K. (1991). Teaching of Physical Science in secondary schools. New Delhi: Sterling Publications</li> <li>2. Nag, S. (2015). Teaching of Life Science. Kolkata :Rita Publications.</li> <li>3. Sharma, R. C (1999). Modern Science Teaching. New Delhi: Dhanpat Rai Publication Co.</li> <li>4. Vaidea, N. (1996). Science Teaching for 21st Century. New Delhi. Deep &amp; Deep Publication.</li> <li>5. De, K.K (2010) Bhoutabignye sikshak o Siksharti, Soma Publishers, Kolkata</li> <li>6. Nagchowdhury, D. P. Pal, S. Ganguly, A. Haowladar, M. (2014) Jiban Biggyan Shikshaner tattwa O Proyog, Aaheli Publishers, Kolkata</li> <li>7. Pandey, P. (2014). Teaching of Computer Studies. Belur, Kolkata : RKMSM</li> <li>8. Amin, J. A. (2011). Training science teachers through activities; towards constructivism. USA: Lap -lambert publishing house.</li> <li>9. Harlen, W. and Elstgeest, J. (1992). UNESCO Sourcebook for Science in the Primary School: A Workshop Approach to Teacher Education. UNESCO.</li> <li>10. Jana P.K., Bhat S.C. (2014), Vautobigyan Shikkhan, Aaheli Publisher</li> </ol>				
Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Pedagogy of Mathematics Teaching	<b>Mathematics</b>				
Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> <li>1. Understand the nature of Mathematics and Mathematics education</li> <li>2. Know the Objectives of teaching Mathematics and the principles of the preparation of relevant curriculum and text books.</li> <li>3. Understand Teaching methodologies in Mathematics education.</li> <li>4. Apply Mathematics education in cross-cultural perspectives.</li> <li>5. Understand the Assessment and evaluation in the teaching learning of Mathematics.</li> </ol>				
<b>COURSE CONTENT / SYLLABUS</b>					
Unit I	<p><b>Nature and Theoretical aspects of Mathematics Education:</b></p> <ul style="list-style-type: none"> <li>• The nature of Mathematics</li> <li>• Correlation of Mathematics with other disciplines</li> <li>• Scope of Mathematics education</li> <li>• Values of teaching Mathematics</li> <li>• History of Mathematics in India</li> <li>• Teaching-learning of Mathematics from the view point of Skinner, Piaget, Bruner, Vygotsky &amp; Dienes</li> </ul>				7 hrs.

Course-VII-(A) 1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2	
		50	50	Class Hours		32+6
Unit II	<b>Aims and objectives of teaching Mathematics and preparation of relevant curriculum and text books:</b> <ul style="list-style-type: none"> <li>• Aims and objectives of teaching mathematics at upper primary stage, secondary stage and higher secondary stage.</li> <li>• Principles of curriculum construction</li> <li>• Principles of text book preparation</li> </ul>					7 hrs
Unit III	<b>Mathematics Teacher and Teaching learning process in Mathematics:</b> <ul style="list-style-type: none"> <li>• Teaching methods in mathematics- e.g. Inductive &amp; Deductive Method, Method of analysis and synthesis, Project method, Mathematical induction, Heuristic method, Problem Solving Method.</li> <li>• Learning Resources in relation to Teaching of mathematics with special reference to calculator and computer.</li> <li>• Pedagogical analysis and learning designing.</li> <li>• Qualities and professional growth of Mathematics teacher.</li> </ul>					7 hrs
Unit IV	<b>Mathematics education in a cross-cultural perspective:</b> <ul style="list-style-type: none"> <li>• Anxiety associated with learning of Mathematics</li> <li>• Maths laboratory</li> <li>• Maths club</li> <li>• Connecting mathematics to the environment</li> <li>• Management of learning of slow and gifted learners</li> </ul>					5 hrs
Unit V	<b>Assessment and Evaluation:</b> <ul style="list-style-type: none"> <li>• Assessment and evaluation-meaning, scope &amp; Types</li> <li>• Different types of test items</li> <li>• Techniques of Evaluation in Mathematics</li> <li>• Basic principles of construction of test items</li> <li>• Continuous and Comprehensive Evaluation (CCE)</li> </ul>					6 hrs
Engagement with Field / Practicum	<b>Any two of the following :</b> <ul style="list-style-type: none"> <li>• Write an essay on nature of Mathematics and contribution of Indian Mathematicians.</li> <li>• Preparation of various teaching aids.</li> <li>• Preparation of programmed learning material for selected Units in Mathematics.</li> <li>• Evaluation of Mathematics text book.</li> <li>• Construction of various types of test items.</li> <li>• Construction of achievement and diagnostic tests.</li> <li>• Identify the slow learners, low achievers and high achievers in Mathematics from the classroom during practice teaching. (Case study)</li> <li>• Conducting of Action Research for selected problems.</li> </ul>					64 hrs

Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
	<ul style="list-style-type: none"> <li>• Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts.</li> <li>• Use of Computer in Teaching of Mathematics.</li> <li>• Use of Mathematics activities for recreation.</li> <li>• Development and use of Mathematics laboratory.</li> <li>• Prepare mathematical activities in the context of socio-cultural aspects.</li> </ul>				
<b>Mode of Transaction</b>	Lecture, lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation				
<b>Suggested Readings</b>	<ol style="list-style-type: none"> <li>1. Teaching of Modern Mathematics - S.M. Agarwal</li> <li>2. Anice, J. (2008). Methods of Teaching Mathematics. New Delhi: Neelkamal Publications.</li> <li>3. Butler, C. H., Wren F. L. and Banks, J. H. (1971). The teaching of Secondary Mathematics. New York : McGraw Hill.</li> <li>4. Coney, T. J., Davis, G. J., and Hen Derson, K. B. (1975). Dynamics of Teaching Secondary School Mathematics. Boston: Houghton – Mifflin co.</li> <li>5. Ediger, M., and Rao, B. (2000). Teaching Mathematics successfully. New Delhi: Discovery Publishing House.</li> <li>6. Kidd, P. K., Myers, S. S., Cilley David, M. (1970). The Laboratory Approach to Mathematics. Chicago: Science Research Associates Inc.</li> <li>7. Kinney, L. B., and Purdy, C. R. (1965). Teaching of Mathematics in Secondary School. New York; Holt, Rinchart and Winston.</li> <li>8. Koehler, M. J. &amp; 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: Routledge.</li> <li>9. Pramanik Surapati (2014), Adhunik GanitShikhan O Shikkhon, Aaheli Publisher</li> <li>10. Kolb, J. R., and Bassler, O. C. (1979). Learning to teach secondary School Mathematics. London: In text Educational Pub.</li> <li>11. Kothari, R. G., and Mistry, H. S. (2012). Diagnosis of Learning Difficulties on Fractions and Decimals: A study on the students of upper primary schools. Germany: Lambert Academic Publishers.</li> </ol>				

Course-VIII-(A) (1.2.8A)	Knowledge and Curriculum- Part-I	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
<b>Objectives</b>	The student teachers will be able to :- 1. Introduce themselves to perspectives in education focusing on epistemological, philosophical and sociological bases of education.				



Course-VIII-(A) (1.2.8A)	Knowledge and Curriculum- Part-I	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	2. Distinguish between knowledge and skill, teaching and training knowledge and information and reason and belief. 3. Understand education in relation to constitutional goal, social issues and modern values. 4. Understand the concept, scope and objectives of education. 5. Realize the concepts of curriculum and syllabi. 6. Design curriculum in the context school experiences, evaluation, power ideology, process and practice & its transactional modes.				

### COURSE CONTENT / SYLLABUS

Unit I	<b>Epistemological bases of Education:</b> <ul style="list-style-type: none"> <li>• Meaning of epistemology with reference to the process of knowledge building and generation.</li> <li>• Distinction and relationship between:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Knowledge and skill.</li> <li><input type="checkbox"/> Teaching and training.</li> <li><input type="checkbox"/> Knowledge and information.</li> <li><input type="checkbox"/> Reason and belief.</li> </ul> </li> </ul>	6 hrs
Unit II	<b>Philosophical Foundation of Education:</b> <ul style="list-style-type: none"> <li>• Significance of Philosophy in Education.</li> <li>• Brief account of the tenets of the following philosophers of education -Swami Vivekananda, Gandhi, Tagore, Aurobindo, Dewey, Dr.Sarvapalli Radhakrishnan and Sir Asutosh Mookherjee.</li> <li>• Relevance of the philosophy of the aforesaid philosophers in Indian education with regard to activity, discovery and dialogue.</li> </ul>	7 hrs
Unit III	<b>Sociological Bases of Education:</b> <ul style="list-style-type: none"> <li>• Constitutional goal for Indian Education.</li> <li>• Social issues in education -Globalization, multiculturalism, secularism, education for sustainable development.</li> <li>• Nationalism, universalism and secularism - their interrelationship with education.</li> <li>• Illiteracy, poverty, socially disadvantaged groups gender inequality.</li> </ul>	7 hr
Unit IV	<b>Concepts and Scope of Education:</b> <ul style="list-style-type: none"> <li>• Four pillars of education.</li> <li>• Aims of education: Personal, Social, Economic and National Development.</li> <li>• Education for generation, conservation and transmission of knowledge.</li> <li>• Agencies of education: home, school, community and media.</li> </ul>	6 hr

Course-VII-(A) (1.2.8A)	Knowledge and Curriculum- Part-I	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Unit IV	<ul style="list-style-type: none"> <li>Types of education: formal, non-formal, informal and role of their agencies.</li> </ul>				6 hrs.
Unit V	<b>Dynamics of Curriculum Development:</b> <ul style="list-style-type: none"> <li>Determinants of curriculum development</li> <li>Theories of curriculum development</li> <li>Stage Specific Curriculum-Pre-primary, Primary, Secondary, Higher Secondary</li> <li>Curriculum reforms in India; National Curriculum Frameworks</li> </ul>				6 hrs.
Engagement with Field / Practicum	<b>Any one of the following :-</b> <ul style="list-style-type: none"> <li>Policy analysis National Curriculum Frameworks.</li> <li>Identification of core, hidden, null and latent curriculum in textbooks.</li> <li>Designing an activity based curriculum.</li> <li>Analysis of School Curriculum at different stages</li> </ul>				32 hrs.
Mode of Transaction	Group discussion, lecture-cum-discussion, pair and share, group work, panel discussion, symposium, assignments, school visits and sharing of experiences				
Suggested Readings	<ol style="list-style-type: none"> <li>Bruner, J. S. (1960 / 1977). The Process of education. Cambridge : Harward University Press.</li> <li>Edgerton, Susan Huddleston. (1997). Translating the curriculum: Multiculturalism into the Cultural Studies. London : Routledge.</li> <li>Etta, R. Hollins (1996) : Transforming curriculum for a culturally Diverse Society. New Jersey: Lawrence, Erlbaum Associates Publishers.</li> <li>MHRD, GOI, National policy on education.</li> <li>NCERT. (2005). National curriculum framework.</li> <li>Noddings, Nel. (2007). Critical lessons: what our schools should teach. Cambridge : Cambridge University Press.</li> <li>Bhatt, H. (2010). The diary of school teacher. An Azim Premji University Pub.</li> <li>Batra, P. (2005). Voice and agency of teachers: Missing link in National Curriculum 2005. Economic and Political Weekly. 43 (47)- 47(56).</li> <li>Chakraborty Pranab Kumar (2012). Pathakram Niti o Nirman. Classic Books Publishers. Kolkata.</li> <li>Tarafdar, M (2013) Sikshashrayi Samajbigyan, K.Chakraborty Publications, Kolkata.</li> <li>Aggrawal, J. C., &amp; Gupta, S. (2005). Curriculum Development. New Delhi: Shipra Publisher.</li> <li>Erickson, H.L.(2007) concept based curriculum and instruction for the thinking classroom California; Corwin press.</li> </ol>				

Course-IX (1.2.9)	Assessment for Learning	Theory 50+50	Engagement With the Field 50	Credit Class Hours	4+2 64+64
1st Half	<b>Assessment of the Learning Process</b>				
Objectives	<p>The student teachers will be able to :-</p> <ul style="list-style-type: none"> <li>• Get basic knowledge of assessment for learning.</li> <li>• Know the process of evaluation and it uses.</li> <li>• Write educational objectives.</li> <li>• Know different techniques of evaluation, tools of evaluation and their uses.</li> <li>• Know different characteristics of instruments of evaluation.</li> <li>• Know different types of teacher made tests and will construct them.</li> <li>• Compute simple statistics to assess the learning.</li> </ul>				
<b>COURSE CONTENT / SYLLABUS</b>					
Unit I	<b>Concept of Evaluation and Assessment:</b> <ul style="list-style-type: none"> <li>• Meaning of Test, Measurement, Assessment and Evaluation</li> <li>• Distinguish among Measurement, Assessment and Evaluation</li> <li>• Nature and purpose of Evaluation</li> </ul>				6 hrs.
Unit II	<b>Approaches and Techniques of Evaluation and Criteria of Assessment Procedure:</b> <ul style="list-style-type: none"> <li>• Approaches-Formative and Summative; NRT and CRT</li> <li>• Techniques- observational, self-reporting, psychological and Educational tests</li> <li>• Validity- Meaning, Types and Measurement</li> <li>• Reliability - Meaning, Types and Measurement</li> <li>• Norm and Usability</li> </ul>				7 hrs.
Unit III	<b>Psychological Test:</b> <ul style="list-style-type: none"> <li>• Meaning and concept</li> <li>• Preliminary idea about - Intelligence test, Aptitude test, Interest Inventory, Attitude test, Creativity and Personality</li> <li>• Achievement test- meaning, characteristics, steps for construction and uses</li> <li>• Diagnostic and prognostic test</li> </ul>				7 hrs.
Unit IV	<b>Evaluation:</b> <ul style="list-style-type: none"> <li>• Types of Tests; Written Test, Oral Test, NRT, CRT, Summative Test, Formative Test, Diagnostic Test.</li> <li>• Scoring and Grading, Analysis of Score and Its Interpretation               <ol style="list-style-type: none"> <li>a) Tabulation of data.</li> <li>b) Graphical (Histogram, frequency Polygon)</li> <li>c) Central Tendency (Mean, Median Mode)</li> <li>d) Deviation - Standard.</li> </ol> </li> </ul>				7 hrs.
Unit V	<b>Problem - Learner:</b> <ul style="list-style-type: none"> <li>• Problem - Learner; Concept and Types,</li> </ul>				5 hrs.



Course-IX (1.2.9)	Assessment for Learning	Theory	Engagement With the Field	Credit	4+2
		50+50	50	Class Hours	64+64
Unit V	<ul style="list-style-type: none"> <li>• Identification of Problem - Learner; Observation, Case Study, Socio-Metric &amp; Testing (Educational and Psychological) Techniques/.</li> <li>• Remedial Measures - Guidance &amp; Counseling, Life-Skill Training.</li> </ul>				5 hrs.
Suggested Readings	<ol style="list-style-type: none"> <li>1. Statistics in Psychology and Education - S. K. Mangal</li> <li>2. Ebel, R.L. and Fresbie, D.A. (2009). Essentials of Educational Measurement. New Delhi: PHI Learning PVT. LTD.</li> <li>3. Garrett, H.E. (2008). Statistics in Psychology and Education. Delhi: Surjeet Publication.</li> <li>4. Gupta, S. K. (1994). Applied Statistics for Education. Mittal Publications.</li> <li>5. Mehta, S. J., and Shah, I. K. (1982). Educational Evaluation. Ahmedabad: Anand Prakashan (Gujarati).</li> <li>6. Chakraborty Pranab Kumar (2010). Vidyalaya Sikshay Mulyayan. B. B. Kundu and Grandsons. Kolkata.</li> <li>7. Bhat S. C., Jana P. K. (2014), Shikkher Parimap O Mullyaner Gurutto Aaheli Publisher</li> </ol>				
2nd Half	<b>Assessment of the Learning System</b>				
Objectives	<p><b>The student teachers will be able to :-</b></p> <ol style="list-style-type: none"> <li>1. Understand different aspects of the complexities of the learning system.</li> <li>2. Know various school records designed for specific purposes.</li> <li>3. Understand the relationship between school and the community.</li> <li>4. Acquire knowledge about physical, infrastructural and human resources available in the schools.</li> <li>5. Understand the curricular process in the school.</li> <li>6. Evaluate the school effectiveness and other functional aspects of the schools.</li> <li>7. Explore the students support services available and achievements of the schools.</li> </ol>				
<b>COURSE CONTENT / SYLLABUS</b>					
Unit I	<p><b>Infrastructural facilities:</b></p> <ul style="list-style-type: none"> <li>• Rooms (types and numbers),</li> <li>• Classroom furniture,</li> <li>• Sanitation facility,</li> <li>• Drinking water,</li> <li>• Playground etc.</li> <li>• Library</li> </ul>				6 hrs.
Unit II	<p><b>Human Resource:</b></p> <ul style="list-style-type: none"> <li>• Teaching staff (Full Time + Part Time + Para teacher)</li> <li>• Non -Teaching staff</li> <li>• Students:- Boys / Girls / SC / ST / OBC / Minority / Special Needs Children.</li> <li>• Teacher-student Ratio.</li> </ul>				6 hrs.

Course-IX (1.2.9)	Assessment for Learning	Theory	Engagement With the Field	Credit	
		50+50	50		Class Hours
					4+2 64+64
Unit III	<p><b>Management &amp; Record Maintenance:</b></p> <ul style="list-style-type: none"> <li>• Managing Committee</li> <li>• Committees for Academic Purposes</li> <li>• Different Committees</li> <li>• Fee Structure,</li> <li>• Number of units/ School hour/ time table / periods</li> <li>• Students participation - student Self - Government.</li> <li>• Records:                             <ul style="list-style-type: none"> <li>❖ Accounts related</li> <li>❖ Staff related</li> <li>❖ Student related</li> <li>❖ Curriculum related</li> </ul> </li> </ul>				7 hrs.
Unit IV	<p><b>Special Service Provided:</b></p> <ul style="list-style-type: none"> <li>• Mid-Day Meal</li> <li>• Book bank for poor students</li> <li>• Tutorial for weaker students</li> <li>• Remedial teaching</li> <li>• Parent Teacher Association</li> <li>• Staff Welfare Service</li> <li>• Health Programme</li> <li>• Conducting Talent Search Examination</li> <li>• Providing Scholarship</li> </ul>				7 hrs.
Unit V	<p><b>School Community relationship:</b></p> <ul style="list-style-type: none"> <li>• Community involvement in decision making.</li> <li>• Community Contribution to school</li> <li>• Meeting with community members</li> <li>• School response to parents.</li> </ul>				6 hrs.
Engagement with Field / Practicum	<p><b>Any two of the following :-</b></p> <ul style="list-style-type: none"> <li>• Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives</li> <li>• Framing measurable and non-measurable learning outcomes</li> <li>• Determining the objectivity given an answer key</li> <li>• Determining the objectivity of a tool</li> <li>• Finding out the content validity of the given question paper</li> <li>• Designing Rating scale, Questionnaire, Interview Schedule in a given a topic</li> <li>• Framing Different types of questions</li> <li>• Preparation of Blue Print and a question paper</li> <li>• Prepare graphs and use statistics for analysis of test result</li> </ul>				64 hrs.

Course-IX (1.2.9)	Assessment for Learning	Theory	Engagement With the Field	Credit	4+2
		50+50	50	Class Hours	64+64
Suggested Readings	<ol style="list-style-type: none"> <li>1. School Planning and Management - T. K. D. Nair</li> <li>2. School Organization &amp; Management - J. Prasad</li> <li>3. Educational Management - J. C. Agarwal</li> <li>4. School Management - S. K. Kochar</li> <li>5. Sengupta, Madhumala, Nag, Subir and others. (2014). Educational Management. Kolkata: Rita Book Agency.</li> <li>6. Evaluation Framework for Govt., Govt. aided and Govt. sponsored Secondary Schools in India (2015) Ramakrishna Mission Sikshanamandira, Belur Math, Howrah.</li> </ol>				

Course EPC-2 (1.2EPC2)	Drama and Arts in Education	Theory	Engagement With the Field	Credit	1+1
		25	25	Class Hours	16+32

Objectives	<p>The student teachers will be able to :-</p> <ul style="list-style-type: none"> <li>• Understand the use of 'Drama' as Pedagogy.</li> <li>• Use 'Role play' technique in the teaching learning process.</li> <li>• Understand the importance of dramatic way of presentation.</li> <li>• Integrate singing method in teaching learning process.</li> <li>• Understand various 'Dance forms' and their integration in educational practices.</li> <li>• Use art of drawing and painting in teaching learning process.</li> <li>• Develop creativity through different creative art forms.</li> <li>• Understand the efficacy of different art forms in education.</li> </ul>				
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### COURSE CONTENT / SYLLABUS

Unit I	<p><b>Drama and its Fundamentals :</b></p> <ul style="list-style-type: none"> <li>• Drama as a tool of learning</li> <li>• Different Forms of Drama</li> <li>• Role play and Simulation</li> <li>• Use of Drama for Educational and social change (Street play, Dramatization of a lesson)</li> <li>• Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation</li> </ul>	3 hrs.
Unit II	<p><b>Music ( Gayan and Vadan ):</b></p> <ul style="list-style-type: none"> <li>• Sur, Taal and Laya (Sargam)</li> <li>• Vocal - Folk songs, Poems, Prayers</li> <li>• Singing along with "Karaoke"</li> <li>• Composition of Songs, Poems, Prayers</li> <li>• Integration of Gayan and Vadan in Educational practices</li> </ul>	3 hrs.



Course EPC-2 (1.2EPC2)	Drama and Arts in Education	Theory	Engagement With the Field	Credit
		25	25	Class Hours
Unit III	<p><b>The Art of Dance:</b></p> <ul style="list-style-type: none"> <li>• Various Dance Forms - Bharat Natyam, Kathakali, Folk dance: Garba, Bhavai, Bhangada, Bihu and various other dances.</li> <li>• Integration of Dance in educational practices (Action songs, Nritya Natika)</li> </ul>			3 hr
Unit IV	<p><b>Drawing and Painting:</b></p> <ul style="list-style-type: none"> <li>• Colours, Strokes and Sketching- understanding of various means and perspectives</li> <li>• Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting</li> <li>• Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms</li> </ul>			3 hr
Unit V	<p><b>Creative Art:</b></p> <ul style="list-style-type: none"> <li>• Creative writing -Story writing, Poetry writing</li> <li>• Model making - Clay modeling, Origami, Puppet making</li> <li>• Decorative Art - Rangoli, Ikebana, Wall painting (Mural)</li> <li>• Designing - Computer graphics, CD Cover, Book cover, Collage work</li> <li>• The use of different art forms in Education</li> </ul>			4 hr
Engagement with Field / Practicum	<p><b>Any one of the following :</b></p> <ul style="list-style-type: none"> <li>• Develop a script of any lesson in any subject of your choice to perform a Play / Drama.</li> <li>• Develop a script for the street play focusing on "Girl's education and Women empowerment".</li> <li>• Prepare a script of Bhavai based on some Socio-political issues.</li> <li>• Prepare a pictorial monograph on "Various folk dance of Gujarat".</li> <li>• Prepare a pictorial monograph on "Various Dance forms in India".</li> <li>• Prepare a calendar chart on "Various Musical Instruments in India".</li> <li>• Develop an Audio CD based on newly composed Poems of Gujarati / Hindi language.</li> <li>• Prepare some useful, productive and decorative models out of the waste materials.</li> <li>• Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning.</li> <li>• Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it.</li> <li>• Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.</li> </ul>			32 hr

Course EPC-2 (2EPC2)	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"> <li>Develop a creative design based on your choice for CD Cover or Book cover.</li> <li>Develop a design or picture based on collage work.</li> </ul>				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"> <li>Theory of Drama by A.Nicoll</li> <li>Natya Kala by Dhirubhai Thakar</li> <li>Natya lekhan by Dhananjay Thakar</li> <li>Natak desh videsman by Hasmukh Baradi</li> <li>Gujarati theatre no Itihas by Baradi Hasmukh</li> <li>Acting is Believing by Charls Mc.Gaw</li> <li>Art of Speech by Kethlin Rich</li> <li>Natya Sahitya na swaroopo by Nanda kumar pathak</li> <li>Bhavai by Sudahaben Desai</li> <li>Bhavai by Krishnakant Kadkiya</li> <li>Natya Manjari saurabh by G.K.Bhatt</li> <li>Kramik Pustak Malika by Pt. Bhatkhande</li> <li>Abhinav Geet Manjari by Ratanjankar</li> <li>NCERT, (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre</li> </ol>				

## 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"> <li>Design appropriate teaching - learning strategy/approach suited to particular content.</li> <li>Be at home with the principles of constructing content analysis of school curriculum.</li> <li>Use ICT and various teaching aids in teaching of Languages.</li> <li>Understand the historical development of Language Teaching.</li> <li>Develop various skills related to language learning.</li> <li>Prepare a blueprint before entering into a class.</li> </ol>				