

**Curriculum Structure
for
Two - Year Teacher Education Programmes
(B.Ed. and M.Ed.) in West Bengal**

**Following
NCTE Regulations, 2014**

Prepared by
The Curriculum Committee

Constituted by the
Department of Higher Education
Government of West Bengal
Bikash Bhavan, Salt Lake, Kolkata – 700091

COURSE DETAILS

SEMESTER-I

Course-I (1.1.1)	Childhood and Growing Up	Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
1st Half	Development and its Characteristics				
Objectives	The student teachers will be able to :- 1. Explain the concept of growth and development and stages of development with special reference to the stage of adolescence. 2. Know about the developmental characteristics 3. Be aware of influence of heredity, environment including socio cultural factors on developmental process 4. Develop the skills of applying the principles of development in improving the teaching learning process.				
COURSE CONTENT / SYLLABUS					
Unit I	Growth and developmental pattern of learners: <ul style="list-style-type: none"> • Concept of growth and development • General characteristics of Growth and Development • Stages and sequence of Growth and Development • Social factors that affect growth and development-poverty, lack of opportunities, deprivation, disrupted family, poor neighborhood, poor housing 				7 hrs.
Unit II	Stages of development: <ul style="list-style-type: none"> • Different stages of development- infancy, childhood, adolescence, Adulthood. • Adolescence- Physical development, Emotional development, Cognitive development. • Needs and problems of adolescents, their guidance and counseling 				7 hrs.
Unit III	Different types of Development: <ul style="list-style-type: none"> • Cognitive development- Piaget's theory and its educational implications. • Psycho-sexual development - Freud's Theory. • Psycho social development - Erikson's theory of psychosocial development. • Moral and pro social development- Kohlberg's theory • Development of self-concept and personal identity • Communication and speech development- paralinguistic and linguistic stages of development. 				7 hrs.
Unit IV	Individual differences: <ul style="list-style-type: none"> • Role of heredity, environment including physical and socio cultural factors, • Nutrition, • Child rearing practices and Family. 				5 hrs.

Course-I (1.1.1)	Childhood and Growing Up	Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
Unit V	Development of personality: <ul style="list-style-type: none"> • Concept of Personality, types and traits of personality, • Trait theories (Eysenck and Cattell's 16 factor, Five factor) • Measurement of personality (Self-report and projective techniques). 				6 hrs.
Suggested Readings	<ol style="list-style-type: none"> 1. Berk, L. E. (2005). Development through life span. 6th ed. Pearson. 2. Berk ,L. E (2006) Child development. Pearson and Allyn. 3. Ray, Sushil. (2012). Shiksha manavidya. Kolkata : Soma Book Agency. 4. Ghosh, Arun: Shiksha?shrai Monobigyan. 5. Sengupta, Pramodbandhu & Sharma, Prasanta: Shiksha manobigyan. 6. Rogoff, B., et. al. (1995). Development through participation in socio-cultural activity. New Directions for Child and Adolescence Development. Vol. 67; 45-65. 7. Saraswati, T. S. (1999). Adult child continuity in India: Is adolescence a myth or an emerging reality? In T. S. Saraswati, (Ed). Culture, socialization and human development: Theory, research and applications in India. New Delhi: Sage. 8. Chakraborty,U (2014) Bises Chahida Sampanna Shisu O Antarbhuktimulak Shiksha,Aaheli Publishers. 9. Sharma, N. (2003). Understanding adolescence. NBT. India. 10. Sternberg, R. J. (2013). Intelligence, competence, and expertise. In A. J. Elliot & C. S. Dweck, (Eds). Handbook of competence and motivation. Guildford Publications. 11. Chakraborty Pranab Kumar (2006). Siksha Monobijnaner Ruprekha. K. Chakraborty Publications. Kolkata. 12. Chakraborty Sonali (2009). Sikshar Monosttawik Vitti. B. B. Kundu Publications. Kolkata. 13. Chakraborty P. K., Sarkar Bijan (2014), Shikhon O Monobidya, Aaheli Publisher 14. Ghosh Sanat Kumar (2010). Nirdeshanamulak Monovidya. Classics Books. 15. Mondal Bhimchandra (2015). Adhunik Siksha Monovidyar Ruprekha. Rita Book Agency 				
2nd Half	Aspects of Development				
Objectives	The student teachers will be able to :- <ol style="list-style-type: none"> 1. Know about various aspects related to development. 2. Acquainted with theories, types and factors of motivation, attention and interest. 3. Understand the nature of intelligence and know various theories related to it. 4. Develop skills for identifying and nurturing creativity. 				

Course-I (1.1.1)	Childhood and Growing Up	Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
COURSE CONTENT /SYLLABUS					
Unit I	Various aspects related to development: <ul style="list-style-type: none"> • Instincts and Emotions • Emotional Intelligence • Attitude and attachment 				6 hrs.
Unit II	Motivation: <ul style="list-style-type: none"> • Extrinsic and Intrinsic Motivation • Theories of Motivation-Maslow, Weiner and McClelland. • Factors affecting Motivation -Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom implications. 				7 hrs.
Unit III	Attention and Interest: <ul style="list-style-type: none"> • Concept of attention, determinants of attention and their class room application • Attention span and its fluctuation, distraction Interest and its relation with attention 				6 hrs.
Unit IV	Intelligence: <ul style="list-style-type: none"> • Concept and nature, its distribution across population • Factor theories of intelligence (Guilford, Thurston and Gardner's theory of Multiple Intelligence,) • Measurement of intelligence (Verbal and non-verbal tests of intelligence) • Intelligence quotient and education 				7 hrs.
Unit V	Creativity: <ul style="list-style-type: none"> • Concept of creativity • The components of creativity • Its identification and nurturance. 				6 hrs.
Engagement with Field / Practicum Mode of	Any one of the following :- <ol style="list-style-type: none"> i. Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain. ii. List down different maladjusted behaviours of adolescents which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour. iii. Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers. iv. Development of Question Box activities (can be carried out by student trainees during practice teaching). <ol style="list-style-type: none"> (a) To provide authentic information on physical, physiological 				32 hrs

Course-I (1.1.1)	Childhood and Growing Up	Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
	<p>and psychological changes and development during adolescence and interpersonal relationship issues pertaining to adolescents.</p> <p>(b) To list down the instances of peer pressure which may have harmful consequences for the students and the ways adopted by them to face or cope with these unfavourable situations. (Smoking, injecting drug etc.)</p> <p>v. Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same.</p> <p>vi. Observe some successful individuals and list down the behavioural characteristics which impress you.</p> <p>vii. Take interview of five low achievers and five high achievers and find out their ways of learning.</p> <p>viii. List down few (classroom) learning situations involving insightful learning.</p>				
Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Audio-Video, Film Show.				
Suggested Readings	<ol style="list-style-type: none"> 1. Bhatia, H. R. (1973). Elements of Educational Psychology, 5th edition, Orient Longman. 2. Bigge, M. L. (1982). Learning Theories for Teachers, (4th edition). New York, Harper and Row Publishers, P.P. 89-90. 3. Chauhan S. S. (2004). Advanced educational psychology. New Delhi :Vikas Publishing House. 4. Mangal, S. K. (2008). Advanced educational psychology. New Delhi : Prentice Hall of India. 5. Snowman, J. and Biehler, R. (2002). Psychology applied to teaching. New York : Houghton Mifflin. 6. Woolfolk A. R. (1995). Educational psychology. 6th ed. Boston: Allyn & Bacon. 7. Ghosh Sanat Kumar (2014). Sikshar Monostatwik Vitti. Classics Books. 8. Skinner, E. C. (1984). Educational Psychology-4th Edition. New Delhi: Prentice Hall of India Pvt. Ltd. 				
Course-II (1.1.2)	Contemporary India and Education	Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
1st Half	Education in Post-Independent India				
Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Comprehend the various constitutional provisions 2. Develop the knowledge about the recommendations of various commissions and National Policies of Education. 3. Examine the problems and solutions of elementary and secondary education and find out probable solution. 				

Course-II (1.1.2)	Theory	Engagement With the Field	Credit	4+1
	50+50	25	Class Hours	64+32
Objectives	4. Acquire the skill to eradicate inequality, discrimination and marginalization in education. 5. Develop an idea about National Values.			
COURSE CONTENT /SYLLABUS				
Unit I	Educational provision in the Constitution of India: <ul style="list-style-type: none"> • Fundamental Rights • Directive Principles of State Policy • Fundamental Duties • Centre-State Relationship • Language Issues 			7 hrs.
Unit II	Recommendations of various commissions after independence: <ul style="list-style-type: none"> • Indian University Commission(1948-49) • Secondary Education Commission(1952-53) • Indian Education Commission(1964-66) • National Policy of Education(1986,1992) 			8 hrs.
Unit III	Equalization and universalization of Elementary and Secondary Education: <ul style="list-style-type: none"> • Concept • Problems • Probable solutions • Views of Swami Vivekananda 			5 hrs.
Unit IV	Inequality, Discrimination and Marginalization in education: <ul style="list-style-type: none"> • Concept • Causes • Probable solutions 			6 hrs.
Unit V	Issues of Contemporary relevance and National Values: <ul style="list-style-type: none"> • Concept • Characteristics • Relevance in education • Relation with international understanding. • Views of Swami Vivekanada in case of the followings: (a) Mass Education (b) Women Education (c) Technical and Vocational Education (d) Culture and Education 			6 hrs.
Suggested Readings	<ol style="list-style-type: none"> 1. Banerjee, J. P (2010) History of Education in India, Kolkata. 2. Chaube, S. P (2008) History and Problems of Indian Education, Agarwal Publications, Agra 3. Chaudhry, N.K(2012)Indian Constitution and Education, SHIPRA Publications, New Delhi 4. Chakraborty, A & Islam, N (2014) SiksharItihas O Sampratitk Ghatanaprabaha, Classique Books, Kolkata 5. Ghosh, R (2014) Yuge Yuge Bharater Siksha, Soma Book Agency, Kolkata 6. Sharma, R. N (2010) History of Education in India, Atlantic, New Delhi 7. Thakur, D. K. & Haque S. H (2010) Adhunik Bharatersikshar Dhara, Rita Book Agency, Kolkata 			

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Course-II (1.1.2)		Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
Suggested Readings	8. Mukhopadhyay, D, Sarkar, B and Halder, T (2014) Bharoter chalaman Ghatanabali, Aaheli Publishers, Kolkata. 9. Halder, K. & Nath, I (2014) Bharotyer shikshar Samprotik Bisoy. K. Chakraborti Publications, Kolkata. 10. Tarafdar, M (2012) Swadhin Bharater Siksha Bikasher Dhara, K. Chakraborty Publications, Kolkata				
2nd Half	Policy Framework for Education in India				
Objectives	The student Teachers will be able to :- 1. Realize the policy framework for Education in India 2. Know the contemporary issues in education 3. Develop the knowledge about various policies on education 4. Examine the role and functions of different monitoring agencies of education 5. Understand community participation and development in education 6. Acquire skill to develop educational planning and management.				
COURSE CONTENT /SYLLABUS					
Unit I	Contemporary issues of education: <ul style="list-style-type: none"> • Unemployment • Poverty • Population explosion • Student unrest 				7 hrs.
Unit II	Policies on education: <ul style="list-style-type: none"> • SSA • RTE (2009) • NCF (2005) • NKC(2009) • RMSA • NCF-TE (2009) 				7 hrs.
Unit III	Monitoring agencies: <ul style="list-style-type: none"> • UGC • NAAC • NCTE • NUEPA • NCERT • IASE • CTE • SCERT • DIET 				6 hrs.
Unit IV	Community participation and development: <ul style="list-style-type: none"> • Women education • Dalit education 				6 hrs.

Course-II (1.1.2)		Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
Unit IV	<ul style="list-style-type: none"> • Tribal education • Adult and Continuing Education • Distance and Open Education • Government initiatives towards educational policies 				6 hrs.
Unit V	Educational Planning and Management: <ul style="list-style-type: none"> • Educational Planning • Institutional Planning • Leadership • Administrative structure of Secondary Education • Quality Management • Supervision 				6 hrs.
Engagement with Field / Practicum	Any one of the following :- i. Study the impact of Right to Education Act on schools ii. Critical Analysis of Different Committees and Commissions on Education iii. Study of Educational Process in Private Schools iv. Planning and Implementation of Activities - <ul style="list-style-type: none"> • Eco-Club, • instructional material to inculcate values, • field visit to vocational institutes to make reports, • awareness development about population explosion in rural / slum areas, • creating awareness among SC/ST students about various schemes and scholarships available to them, • survey of schools to see the implementation of various incentives of government to equalize educational opportunities • Preparing a presentation on rich cultural heritage of India 				32 hrs
Mode of Transaction	Lectures, discussions, assignments, films on educational thinkers				
Suggested Readings	<ol style="list-style-type: none"> 1. Aggrawal, J. C. (2010). Educational administration and management. New Delhi : Vikas Pub. House. 2. Ahuja, R. (2013) Social problems in India. New Delhi : Rawat Publications. 3. Chakraborty, D. K. (2010). Sikshay byabsthapana o parikalpana. Kolkata : K. Chakraborty Publications. 4. Dash, B. N. (2013). School organization, administration and management. New Delhi : Neelkamal Publications. 5. Mohanty, J. (2012). Educational administration, management and school organization. New Delhi : Deep & Deep Publications. 6. Pal, D. et al. (2014) Siksha byabsthapana. Kolkata : Rita Book Agency. 7. Sing, R. P. (2007). Educational finance and the planning challenge. New Delhi : Kanishka Publishers. 				

Course-II (1.1.2)		Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
Suggested Readings	8. Mondal & Kar (2012). Sikshay Byabasthapona o Prjukti vidya, Rita Book. 9. Bhatia, K. & Bhatia, B. (1983). The philosophical and Sociological foundation of Education. New Delhi : Doaba House. 10. Siddiqui, M. H. (2009). Philosophical and Sociological foundation of Education. APH Publishing Corporation, APM Publication Corporation, New Delhi.				
Course-IV (1.1.4)	Language across the Curriculum	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Objectives	The student teachers will be able to :- 1. Recognize nature, function and role of language across the curriculum 2. Acquaint with obstacles in language usage while using the language and ways to overcome them. 3. Understand importance and use of first and second language, multilingualism and impact of culture. 4. Acquire knowledge about the communication process and verbal and nonverbal communication skills. 5. Familiarize the students with of barriers to (Listening, Speaking, Reading, Writing) LSRW skills and activities for developing these skills				
COURSE CONTENT / SYLLABUS					
Unit I	Theoretical Background of Language Usage: <ul style="list-style-type: none"> Language - Meaning and Concept Functions of Language Role of Language across Curriculum A brief historical background of language development. Theories of language development - Bloomfield, Chomsky, Saussure Theoretical understanding of Multilingualism. 				7 hrs.
Unit II	Understanding the Language Background: <ul style="list-style-type: none"> Understanding home language and school language. Power dynamics of 'standard' language vs. 'home language'. Dialects. 				7 hrs.
Unit III	Different Strategies for Language Development: <ul style="list-style-type: none"> Nature of classroom discourse. Develop strategies for using language in the classroom - oral and written Discussion as a tool for learning. 				6 hrs.
Unit IV	Language Interaction in the classroom: <ul style="list-style-type: none"> Nature of questioning in the classroom. Types of questions - Teachers' role. Multicultural classroom - Teachers' role. 				6 hrs.
Unit V	Nature of Reading Comprehension in the Content Areas: <ul style="list-style-type: none"> Reading proficiency in the content areas - Social Sciences, Sciences, Mathematics. 				6 hrs.

Course-IV (1.1.4)	Language across the Curriculum	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Unit V	<ul style="list-style-type: none"> • Schema Theory. • Different Texts - Expository, Narrative, Transactional, Reflexive. 				6 hrs.
Engagement with Field / Practicum	Any two of the following :- i. School Visit to Find out Communication Problem/Apprehension in Students ii. Designing Games and Exercises for Developing Listening, Speaking, Reading and Writing Skills iii. Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech iv. Assignments on Developing Speaking Skills - Oral Presentations, Debate, Elocution, Discussion, Brain-storming v. Assignments on Developing Listening Skills - Listening to speech, directions				64 hrs.
Mode of Transaction	Lecture, discussion, exercises, assignments, language games In pedagogy of school subjects, illustrations on content based methodology may be provided				
Suggested Readings	<ol style="list-style-type: none"> 1. Bennett, W.A. (1969). Aspects of language and language teaching. London : Cambridge University Press 2. Braden, K. (2006). Task based language education: From theory to practice. London: Cambridge University Press. 3. Britton, James. (1973). Language and learning. London : Penguin Books. 4. Byrnes, Heidi (2006). Advanced language learning: The contribution of Halliday and Vygotsky. Continuum International Publishing Group. 5. Pearson, J. C. et al. (2011). Human Communication. (4th ed.). New York: McGraw Hill Companies Inc. 6. Floyd, K. (2009). Interpersonal Communication. New York: McGraw Hill Companies Inc. 7. Fromkin, V, Rodman, R & Hymes, N. (2011). Introduction to Language. (9th ed.). Canada: Cengage Learning. 8. Akmajian, A. et al. (2010). Linguistics: Introduction to Language and Communication. (6th ed.). Cambridge: MIT Press. 9. Fasold, R. & Connor-Linton, J. (2013). An Introduction to Language and Linguistics. (6th ed.). Cambridge: Cambridge University Press. 				

Course-V (1.1.5)	Understanding Discipline and Subjects	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Objectives	The student teachers will be able to :- <ul style="list-style-type: none"> • Know the basis of knowledge and branches of emerging knowledge. • Be aware of the emergence of various disciplines • Develop among the teacher trainees an understanding of science as a discipline. 				

Course-V (1.1.5)	Understanding Discipline and Subjects	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Objectives	<ul style="list-style-type: none"> • Understand nature of Mathematics as a discipline. • Develop among the teacher trainees an understanding of language as a discipline. • Develop among the teacher trainees an understanding of social science as a discipline. 				
COURSE CONTENT / SYLLABUS					
Unit I	Discipline and Subject: <ul style="list-style-type: none"> • Education as Inter-disciplinary Field of Study • Nature and Characteristics of a Discipline • Emergence of Various Disciplines from Education • Merger of Various Disciplines into Education • Interrelation and Interdependence amongst Various School Subjects 				6 hrs.
Unit II	Science as a Subject and Discipline: <ul style="list-style-type: none"> • Nature and history of science • Scientific method; a critical view • Knowledge, understanding and science • The socio cultural perspective and the ethical consideration • Science as a discipline, place of scientific knowledge in the schema of school curriculum • Study of emergence of school science in relation to the social political and intellectual and historical context. • Curriculum syllabus and textbooks ; the paradigm shifts in the discipline , the changing notion of scientific knowledge and the need to redefine school science 				6 hrs.
Unit III	Language as a Subject and Discipline: <ul style="list-style-type: none"> • Centrality of language in education • Role of language in children's intellectual development and learning • Language in the school curriculum; aims issues and debates • Policy issues and language at school • Language as a Medium of Communication • Phases of Language Development 				6 hrs.
Unit IV	Mathematics as a Subject and Discipline: <ul style="list-style-type: none"> • Nature and History of Mathematics • Place of Mathematics in School Curriculum • Mathematics in Day-to-day life • Relationship of Mathematics with Other Subjects 				7 hrs.
Unit V	Social Science as a Subject and Discipline: <ul style="list-style-type: none"> • Nature and Philosophy of Social Science • Social Science as an Area of Study 				7 hrs.

Course-V (1.1.5)	Understanding Discipline and Subjects	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Unit V	<ul style="list-style-type: none"> Need of Studying Social Science through Interdisciplinary Perspectives Place and Relevance of Social Science in School Curriculum 				7 hrs.
Engagement with Field / Practicum	Any two of the following :- i. Policy analysis National curriculum frame works ii. Identification of core, hidden, null and latent curriculum in textbooks. iii. Review of the books for constructing an activity curriculum.				64 hrs.
Mode of Transaction	Group discussion, lecture-cum -discussion, pair and share , group work, panel discussion, symposium, assignments, field visits and sharing of experiences In pedagogy of school subjects, illustrations on content based methodology may be provided				
Suggested Readings	<ol style="list-style-type: none"> 1. National Curriculum Frame Work. 2005. New Delhi: NCERT. 2. National Curriculum Frame Work Teacher Education. 2009. New Delhi : NCTE. 3. Purkait, B. R. (2010). Milestones of ancient, mediaeval education in India. Kolkata: New Central Book Agency. 4. Purkait, B. R. (2010). Milestones in modern Indian education. Kolkata: New Central Book Agency. 5. Mukhopadhyay, Nrisingha Prasad. Ancient Indian education 6. Mukherjee, R. K. Ancient Indian education. 7. Chakravarti, U. (1998). Rewriting history: The life and times of Pandita Ramabai. Zubaan. 8. Ghosh, S. C. (2007). History of education in India. Rawat Pub. 9. Sidhu, K. B. (1974). The Teaching of Mathematics. New Delhi: Sterling Pub. (p). Ltd. 10. Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpat rai publishing comp. 11. Binning A.C. & Binning A.H. : Teaching Social Studies in Secondary Schools, New York, McGraw Hill & Co. 				

Course EPC -1 (1.1EPC1)	Reading and Reflecting on Texts	Theory	Engagement With the Field	Credit	1+1
		25	25	Class Hours	16+32
Objectives	The student teachers will be able to :- <ul style="list-style-type: none"> Know the meaning, process, importance and characteristics of reading. Appreciate and apply different levels, types, techniques and methods of reading. Acquaint with the skills of reading different types of texts. 				

Course EPC -1 (1.1EPC1)	Reading and Reflecting on Texts	Theory	Engagement With the Field	Credit	1+1
		25	25	Class Hours	16+32
Objectives	<ul style="list-style-type: none"> Develop different types of reading skills through various activities and met cognition Learn the skills of reading comprehension and to enhance vocabulary. Acquaint with the problems of reading across curriculum 				
COURSE CONTENT / SYLLABUS					
Unit I	Introduction to Reading: <ul style="list-style-type: none"> Reading - Meaning and Process Importance of Reading across Curriculum Characteristics of Reading 				3 hrs.
Unit II	Reading Skills: <ul style="list-style-type: none"> Levels of Reading- literal, interpretative, critical and creative Types of Reading - intensive and extensive reading, Oral & Silent Reading Reading Techniques - Skimming and Scanning. Methodology of Reading 				3 hrs.
Unit III	Reading the Text: <ul style="list-style-type: none"> Types of Texts - Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes Importance of Different Texts in Curriculum 				4 hrs.
Unit IV	Developing Reading Skills: <ul style="list-style-type: none"> Developing Critical Reading Skills Developing Reflective Skills Activities for Developing Reading Skills Developing Metacognition for Reading 				3 hrs.
Unit V	Reading Comprehension: <ul style="list-style-type: none"> Developing Reading Comprehension Developing Vocabulary for Reading Problems of Reading 				3 hrs.
Engagement with Field / Practicum	Any one of the following :- i. Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text ii. Divide the group and provide one text and suggest students to make different interpretations iii. Design vocabulary games to enhance your vocabulary iv. Read the text and provide a five words summary to each paragraph v. Reading and comprehension exercises vi. Skim through the text and give suitable title to the text vii. Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.				32 hrs.

Course EPC -1 (1.1EPC1)	Reading and Reflecting on Texts	Theory	Engagement With the Field	Credit	1+1
		25	25	Class Hours	16+32
Mode of Transaction	Lecture, Discussion, Exercises, Games, round table study circle, Reflective questioning, Creative literary activities, journaling, writing diary etc				
Suggested Readings	<ol style="list-style-type: none"> 1. Bright, J. A., and McGregor, G. P. (1970). Teaching English as a Second Language. ELBS: Longman. 2. Doff, A. (1988). Teach English: Training Course for Teachers. Cambridge: Cambridge University Press. 3. Hill, L. A., and Dobbyn, M. A. (1979). Training Course, Trainer's Book. London: Cassell. 4. Hubbard, P., and Hywel, J. et al. (1983). A Training Course for TEFL. Oxford University Press.. 5. Mukalel, J. C. (1998). Approaches to English Language Teaching. New Delhi: Discovery Publishing house. 6. Mukalel, J. C. (1998). Creative Approaches to Classroom Teaching. New Delhi: Discovery Publishing house. 7. Mukalel, J. C., and Ahmed, S. B. (1984). Teaching English in India. New Delhi: Arya Book Depot. 8. Nagaraj, G. (1996). English Language Teaching Approaches, Methods and Techniques. Calcutta: Orient Longman. 9. Richard, J., and Theodore, S., and Rodgers, T. S. (1968). Approaches and Methods in Language. Cambridge University Press. 10. Venkateswaran, S. (1995). Principles of Teaching English. New Delhi: Vikas Publishing House. 11. Willis, J. (1981). Teaching English through English ELBS. England: Longman Ltd. 				

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
1st Half	Learning				
Objectives	The student teachers will be able to :- <ol style="list-style-type: none"> 1. Comprehend range of cognitive capacities among learners. 2. Reflect on their own implicit understanding of the nature and kinds of learning. 3. Gain an understanding of different theoretical perspectives on learning 4. Demonstrate his/her understanding of different skills at different phases of instruction 				
COURSE CONTENT / SYLLABUS					
Unit I	Understanding Learning: <ul style="list-style-type: none"> • Nature of learning: learning as a process and learning as an outcome 				7 hrs.