



VISVA-BHARATI

**CURRICULUM
FOR
TWO YEAR B. ED. PROGRAMME
2019 ONWARDS**

(As per NCTE Regulations & Guidelines, 2014)

**Partial modification of the B.Ed. Curriculum for Inclusion of 2nd
Pedagogy subject from 2019 onwards**

**DEPARTMENT OF EDUCATION
VINAYA-BHAVANA
(INSTITUTE OF EDUCATION)**

CURRICULUM FOR TWO-YEAR BACHELOR OF EDUCATION (B.Ed.) PROGRAMME

I. Background and Guiding Principles

The curriculum for two-year Bachelor of Education (B.Ed.) Programme of the Department of education, Vinaya Bhavana, Visva-Bharati, Santiniketan is primarily based on the guidelines and regulations-2014 of NCTE, New Delhi , UGC's guidelines for designing curricula through Choice Based Credit System (CBCS) of Higher Education as well as educational thoughts and practices of Gurudev Rabindranath Tagore.

Following are some of the important considerations that guided the development of B.Ed. curriculum of the Department of Education, Vinaya Bhavana, Visva-Bharati, Santiniketan :

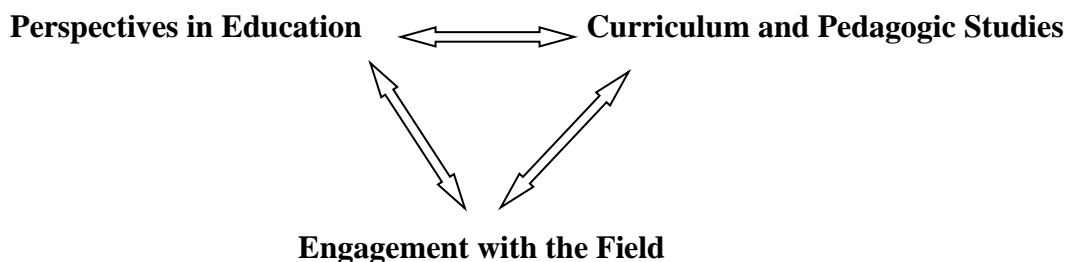
- a. Quality Improvement in Teacher Education in the light of NCFTE 2005, 2009 and 2010
- b. Vision and Values of harmonious development as viewed by Gurudev Rabindranath Tagore.
- c. Reducing the gap between theory and practice in Teacher Education
- d. Rationalizing curricular areas of Teacher Education from the standpoint of *foundations of education*, pedagogical content knowledge and teaching performance.
- e. Assessing learning with continuity in a variety of scholastic and co-scholastic areas with a scope for feedback and improvement.
- f. Linking education with Community

Objectives of the B.Ed. Curriculum:

- a. To initiate student-teachers into the teaching profession.
- b. To nurture reflective teaching practices among the student-teachers.
- c. To develop capacities for self-directed learning and ability to think, be critical and to work in groups.
- d. To provide opportunities for self-learning, reflection, assimilation, articulation and application of new and innovative ideas.
- e. To provide opportunities of multiple learning experiences.
- f. To sensitize student-teachers about emerging issues and realities in education.
- g. To develop awareness about the roles and responsibilities of the teachers in the community and provide opportunities to engage with development of community.
- h. To promote capabilities of imbibing values, duties and rights as enshrined in the Constitution of India and also in the light of vision and educational thoughts of Gurudev Rabindranath Tagore.
- i. To transform student-teachers into committed and competent teaching professionals, with humane qualities.

II. CURRICULAR AREAS

The programme shall comprise the following three broad curricular areas:



The courses/papers under each of the above stated three broad areas over four semesters are as follows:

III. Semester-Wise Scheme of the Study

The Bachelor of Education (**B. Ed.**) programme will be of two-year duration spread in to four semesters . Participants who will successfully complete the four-semester course will be eligible for the award of the B. Ed Degree. Usually each semester shall be of six months duration. Semester– I & III shall run from **July to December**, Semester–II & IV from **January to June** in the second half of the same academic year. The semester-wise scheme of study is given below:

First Semester Courses:

Paper Code	Title of the Paper	Credit	Contact Hour	Full Marks		Total Score
				Internal Examination	End Semester Examination	
B.Ed. 111	Child's Growth and Development	4	64	30	70	100
B.Ed. 112	Education in Emerging Indian Society	2	32	15	35	50
B.Ed. 113	School Organisation and Management	4	64	30	70	100
B.Ed. 114	Education for Sustainable Development	2	32	15	35	50
B.Ed. 115	Educational Technology & ICT	2	32	15	35	50
B.Ed. 116	Work Education-I	2	32	15	35	50
B.Ed. 117	Music, Drama and Art in Education	2	32	50	00	50
TOTAL		18	288	170	280	450

Second Semester Courses:

Paper Code	Title of the Paper	Credit	Contact Hour	Full Marks		Total Score
				Internal Examination	End Semester Examination	
B.Ed. 121	Learning and Teaching	2	32	15	35	50
B.Ed. 122	Assessment for Learning	4	64	30	70	100
B.Ed. 123	Pedagogical Knowledge of School Subjects-I	4	64	30	70	100
B.Ed. 124	Pedagogical Knowledge of School Subjects-II	4	64	30	70	100
B.Ed. 125	Pedagogical Practice of School Subject	2	32	50	00	50
B.Ed. 126	Work Education-II	2	32	15	35	50
TOTAL		18	288	170	280	450

Third Semester Courses:

Paper Code	Title of the Paper	Credit	Contact Hour	Full Marks		Total Score
				Internal Examination	End Semester Examination	
B.Ed. 131	Internship-Pedagogy-I	04	64	50	50	100
B.Ed. 132	Internship-Pedagogy-II	04	64	50	50	100
B.Ed. 133 *	School Experiences*	04	64	100	00	100
B.Ed. 134	Action Research and Case Study	02	32	50	00	50
B.Ed. 135**	Work Education-III**	02	32	50	00	50
B.Ed. 136***	Personality & Leadership Development***	02	32	50	00	50
TOTAL		18	288	350	100	450

Fourth Semester Courses:

Paper Code	Title of the Paper	Credit	Contact Hour	Full Marks		Total Score
				Internal Examination	End Semester Examination	
B.Ed. 141	Education in Contemporary India	4	64	30	70	100
B.Ed. 142	Curriculum Development	2	32	15	35	50
B.Ed. 143	Gender, School and Society	2	32	15	35	50
B.Ed. 144	Inclusive Education	2	32	15	35	50
B.Ed. 145	Yoga and Health Education	2	32	15	35	50
B.Ed. 146	Yoga and Health Education: Practicum	2	32	50	00	50
B.Ed. 147	Psychological Tests and Experiments	2	32	15	35	50
B.Ed. 148	Optional (Any One of the following Nine Papers)	2	32	15	35	50
B.Ed. 148.1	Peace and Values Education					
B.Ed. 148.2	Guidance and Counselling					
B.Ed. 148.3	Distance and Open Schooling					
B.Ed. 148.4	Development of Indian Education					
B.Ed. 148.5	Physical Education					
B.Ed. 148.6	Human Rights Education					
B.Ed. 147.7	Adult & Population Education					

B.Ed. 148.8	Environmental Education					
B.Ed. 149.9	Introduction to Educational Research					
	TOTAL	18	288	170	280	450

*** SCHOOL EXPERIENCE (B.Ed.133)**

ACTIVITIES	MARKS
School Visit- Whole Day's Observation Report	15
Preparation of Students' Progress Report	10
Statistical Interpretation of Students' Group Performance in specific school subject(s)	15
Peer Group Observation during practice Teaching	10
Preparation of Model lesson Plan	20
Construction of Achievement Test	15
School Experiences- Viva -Voce	15
TOTAL	100

**** WORK EDUCATION-III (B.Ed.135)**

ACTIVITIES	MARKS
Preparation of Teaching Aids (At least Two)	15
Preparation of Roll-up Black Board/ Duster/Pointer/Scale etc (Any Two)	15
Occupational Exploration	10
Campus Beautification	10
TOTAL	50

***** PERSONALITY & LEADERSHIP DEVELOPMENT (B.Ed.136)**

ACTIVITIES	MARKS
Assembly Reading	10
Village Camp/ Community Engagement	15
Games & Sports	15
Educational Film Analysis / Report	10
TOTAL	50

IV. Examination Ordinances:

1. The four-semester B. Ed. Programme will be of two years duration with a total mark of 1800.
2. The medium of instruction shall be English, Hindi and Bengali except Methodology of Teaching Language Courses / Papers (English in English, Bengali in Bengali, Hindi in Hindi, „Sanskrit in Sanskrit and Santali in Santali). The medium of examination shall be Bengali, Hindi and English except language subjects as above. The medium of question paper shall be in English except language subjects as above.

3. Ordinarily the odd Semester-I & III Examination will be held between 1st and 15th December and even Semester-II & IV Examination will be held between 1st and 15th May in every academic session.
4. The duration of Semester Examination of each theory course/ paper shall be of 03 hours for a full mark of 70 and 02 hours for a full mark of 35, except the courses/ papers involving practical activities.
5. Setting of examination question-papers and evaluation of answer scripts in various subjects shall be done by internal paper setters and internal examiners.
6. Examiners are required to submit the evaluated answer scripts to the office of the Controller of Examination preferably within a period of 10 (ten) days from the date of receipt of the answer scripts.
7. A Board of Moderators, consisting of Head, one external expert (from other university), and two internal teachers as recommended by the BOS in Education will moderate the question papers. The concerned course/ paper teachers will moderate their respective section of the question papers along with Board members.
8. Patha-Bhavana, Siksha Satra, and the schools under Rural Extension Centre (REC) of Visva-Bharati will preferably be selected for internship of student teachers.
9. Final teaching will be conducted immediately after completion of internship in teaching ordinarily in the respective schools, where internship will be carried out.
10. Practice teaching during school internship will be supervised and evaluated by the concerned method teacher and the teacher-in-charge of the practicing school. The final teaching of the B. Ed. student teachers will be evaluated by three examiners: **(1)** concerned method teacher as an internal examiner, **(2)** Head Master/Mistress or Principal of the practicing school, and **(3)** Head of the Department of Education, Vinaya-Bhavana or his/ her nominee as the common examiner.
11. Evaluation of theory courses/ papers will be done as follows:
 - (a) End Semester Examination:**
 - i. 70% marks of the theory courses/ papers of B.Ed.-111, 112, 113, 114, 115, 116, 121, 122, 123, 124, 126, 141, 142, 143,144,145, 147, 148 will be evaluated at the end of each semester by the internal examiners.
 - ii. B.Ed. 117, 125,133,134, 135, 136, 146 are practical papers which will be totally (100%) evaluated by the concerned internal teachers during the semester.

Question Pattern

For 70 marks of end semester Examination the Question Pattern shall be as under :

Sl . No	Type of Question	Out of	No of Qns. To Attempt	Marks	Total Marks
1.	Essay Type	04	02	15 x2	30
2.	Short Answer Type	08	06	6x5	30
3.	Very Short Answer Type	05	05	5x2	10
Total					70

For 35 marks of end semester Examination the Question Pattern shall be as under :

Sl . No	Type of Question	Out of	No of Qns. To Attempt	Marks	Total Marks
1.	Essay Type	03	01	10	10
2.	Short Answer Type	05	03	3x5	15
3.	Very Short Answer Type	05	05	5x2	10
Total					35

iii. **Internal Assessment:**

12. **Theory Papers: 30% marks of the theory courses/papers of B.Ed.-111, 112, 113, 114, 115, 116, 121, 122, 123, 124, 126, 141, 142, 143,144,145, 147 and 148 will be evaluated on scheduled dates (Written Test for 15 marks, Practicum/ Field engagement/ Assignment/ Viva-Voce etc for 15 marks).**

For the course/papers of 50 (35+15) Marks, obtained marks in the Internal Test (Written test-15 marks and 15 marks for practicum / / Field engagement/ Assignment/ Viva-Voce etc) will be divided by 2.

13. (a) **B.Ed. 147 (Psychological Test and Experiments)** is a laboratory and field based paper.

The internal marks 15 will be given by the concerned teacher based on student's performance shown in the classroom and note books prepared on experiments and tests. External examination will be conducted on experiments and tests which will be evaluated by the external examiner followed by viva. Viva team will consist of internal teacher and external examiner. The marking pattern of external examination will be as follows-

Activity	Marks
Experiments	10
Tests	10
Viva	15

TOTAL	35
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14. Paper **B.Ed. 126** (Work Education-II) which is field based and practical in nature. Internal Assessment of 15 marks will be evaluated by the concerned Work Education Teacher in Artistic Handicrafts / Horticulture/ /Wood work/ Weaving. In the End Semester Examination, Work Education Experiences for 35 marks will be evaluated by an External Examiner and concerned Work Education Teacher as an internal examiner in Horticulture/Artistic Handicrafts/Wood work/Weaving for 1) Practical Note Book (5 marks) and 2) practical (30 marks).
15. **B.Ed. 117** (Music, Drama and Art in Education) is performance and field based paper. In this paper the student teacher has to perform the following activities and their performance will be internally evaluated by the concerned teacher. The details are given below-

Activity	Mark
Visit to place of Music/drama/art gallery / exhibition for critical appreciation of the same such as- Sangeet Bhavana and Kala Bhavana	10
Performance in music-Vocal & instrumental- Solo/ group , preferably Rabindra Sangeet Role play/ Mono act/ One act play	10
Fine arts for creative and aesthetic appreciation	10
Innovative creations of various performing and visual arts/creative writings and communicative skills	10
Viva-voce	10
Total	50

16. **B.Ed. 125: Pedagogical Practice (Skill Development) of School Subjects** : the student teachers will perform the following activities under the observation of concerned method teacher of the department. In this semester the following activities will be performed by the student teachers before going to the school internship programme in their respective schools. Their performance will be assessed internally. The student teachers will perform 15 (fifteen) simulated teaching in front of the concerned method teacher and peer groups. The student teachers will present 15 (fifteen) micro lessons based on different teaching skills in front of the concerned method teacher and peer groups.

Activities (in 1 st Pedagogy Subject only)	Marks
Simulated teaching (Fifteen)	15
Micro Teaching (Fifteen)	15
Unit Plan	10
Peer Group Observation during simulated teaching & Micro teaching	10
TOTAL	50

B.Ed. -131 -Internship- Pedagogy-I & B.Ed.-132 -Internship- Pedagogy-II Practice Teaching (Full marks-100 + 100) : A student teacher is required to deliver a total of 50

numbers of lessons (including 1st and 2nd pedagogy Subjects). He / She is also required to maintain a Record of Practice Teaching Lessons in the teaching subjects.

- 50 marks in each pedagogy subject will be evaluated by Teacher in-charge of Practice Teaching School (25 marks) and concerned method teacher (25 marks).
- The end Semester Examination of Final Teaching for 50 marks, in each pedagogy subject, will be evaluated by the team of evaluators consisting of the Head of the Department or his/ her Nominee, Principal/ Head Master/ Head Mistress of the concerned practicing school as the External examiner and the teacher of the concerned pedagogy subject.
- Distribution of 50 Marks will be as :
 1. Final Lesson Plan - 10 marks
 2. Delivery of Final lesson- 40 marks.

The Distribution of Total Marks of 200 for Practice and Final teaching will be as :

Paper B. Ed. -131 & B. Ed. -132			Total
Practice Teaching Observation (Internal)		Final Teaching Observation (External)	
Teacher in-charge	Method Teacher	50+50	
25 + 25	25+25		
			200

B.Ed-133 : School Based Experiences (Full marks-100) the student teachers will be required to perform the following activities and submit the reports/ documents etc. to the Concerned teacher of Pedagogy School Subject-I only.

Activities	Mark
School Visit observation report (whole day report)	15
Preparation of students' Progress report	10
Statistical interpretation of students' group -performance in specific school subject(s)	15
Peer group observation during practice teaching	10
Preparation of Model Lesson Plan	20
Construction of Achievement Test	15
School Experiences Viva- voce	15
Total	100

- The performance of the student teachers in the activities like- **Preparation of Roll-up Black Board and Duster, Pointer, Scale (Any Two)**, Campus Beautification (B.Ed.-135) **Assembly Reading and Educational Film Analysis (B.Ed.-136)** will be continuously evaluated from the 1st semester to end of the 3rd semester programme and their final marking will be done in the 3rd semester.

17. **Course/Paper B.Ed. 134 (Action Research and Case Study)** is a field-based paper. In this paper the student teacher has to take up two educational problems faced during practice teaching in their respective schools, and they will prepare one Action research report and one case study report under the guidance of the supervisor. These two tasks will be performed under same supervisor and the supervisor will be allotted by the Department. The marking pattern will be as follows-

Activities	Mark
Action Research Proposal & Report : s Student teachers will undertake one Action Research & submit a Report under the supervision of the faculty member.	15
Case Study Proposal & Report : Student teachers will undertake One Case Study and submit a Report under the supervision of the faculty member.	15
Viva-Voce on above mentioned reports (10 +10)	20
TOTAL	50

18. Allotment of the supervisor to the student teachers will be done prior to visiting the practice teaching schools in the third semester.

19. A student teacher who fails to complete micro-teaching, simulated teaching and other practicum successfully in the concerned Semester s/he will not be allowed to appear the same end semester examination. Thus, s/he will not be promoted to the next Semester. However, s/he can repeat the same in the next academic session of the Semester.

20. In every course/ paper out of the practicum works, a student-teacher is required to be engaged in any one only. In Semester-I & III, the practicum works will be completed in the last week, preceding *puja* vacation and internal test in each course/ paper will be held in the first week just after *puja* vacation. In Semester-II & IV the practicum works will be completed by last week of March and internal test in each course/ paper will be held by second week of April. However, final dates for conducting all types' tests and examination may be fixed as per academic calendar of the Department.

21. a) The concerned members of faculty will have to submit the assessment output in terms of internal marks of their respective courses/ papers in the prescribed proforma (available in HOD's Office) to the Head of the Department (HOD) in Semester-I & III latest by the second week of November and in Semester-II & IV by the third week of April. However, final dates for conducting all types' tests and examination may be fixed as per academic calendar of the Department.

b) The HOD will prepare Course/ Paper-wise final consolidated statement of assessment output in terms of internal marks in duplicate. One copy of the same will be displayed on the Notice Board at least one week prior the commencement of the concerned end Semester Examination and will be kept there for at least three days to enable the students to check their marks and to

identify discrepancies with the marks, already displayed in class, if any. After necessary correction(s), if any, the Final Copy will be sent to the Controller of Examinations.

22. A candidate is required to secure a minimum of 40% marks in each individual course/ paper to pass the respective course/ paper. Candidates who fail to secure 40 % marks in any course/ paper of any Semester will be declared as failed in that particular paper/ course. A candidate may appear as 'Back/ repeat candidate' in that course/ paper and s/he shall have two consecutive chances to clear a course/ paper of any Semester Examination. S/he will be allowed to avail these chances in both semesters as the case may be. Ordinarily there will be no special chance. Chances will be counted from the year of first admission at the B. Ed. programme.
23. The internal marks will remain valid for next chance, if a candidate fails to appear for the given end semester examination. But if a candidate remains absent or scores low or zero marks in the internal assessment, s/he will not be permitted to re-appear for internal assessment after the Semester is over.
24. The BOS in Education will form a Departmental Assessment Committee (DAC) comprising the senior faculty members of the department, which will meet periodically to carry-on the following functions:
 - To develop a coordinated plan of assessment for the new academic session at the end of the previous session.
 - To suggest the respective course-teacher about assessment modalities, which may accord any or the combination of, however not limited to modalities like tutorials, tests of different kinds, seminars, projects, assignments, term-papers as the criterion for assessment.
 - To assist the Head of the Department in implementing the programme of Internal Assessment.
 - To receive marks from the Head of the Department and tabulate those.
 - To maintain a Record / Register of Internal Marks.
25. Merit Scholarship of B. Ed. Student-teachers will be awarded on the basis of merit shown in the Final Mark Sheet based on the performance of all I, II, III and IV Semesters of the B. Ed. Programme.
26. The Mark Sheet of a candidate shall reflect course/paper-wise code, title of the subject, internal marks, grading of add-on courses/papers, end-semester marks along with total marks, Grade Point Average, Cumulative Grade Point Average, and the Final Grade.
27. Candidates should have an average attendance of 75 % in every Semester to be eligible to appear for end Semester Examination of a given Semester. Candidates having 60% and more but less than 75% attendance may be allowed to appear for the end Semester Examination after paying the requisite fine as decided by the University from time to time. If attendance is less than 60% in any semester, he/she will not be allowed to appear in end Semester Examination. (Best

practices of attendance of the students in Assembly reading and classes may be followed as per NCTE guidelines).

28. In the course Credit (C) System, the Grade and Point (P) earned by a candidate on the basis of his/her performance in the Semester Examination shall be as follows:

Marks obtained	Grade	Point (P)	Remarks
90 % and above	S	10:00	Special
80 % to below 90 %	O+	9:00	Outstanding
70 % to below 80 %	O	8:00	Very Good
60 % to below 70 %	A	7:00	Good
50 % to below 60 %	B	6:00	Fair
40 % to below 50 %	C	5:00	Poor
Below 40 %	F	1:00	Fail

29. The results of a candidate will indicate the Grade Point Average (GPA) earned by a candidate in a Semester Examination and the Cumulative Grade Point Average (CGPA) of all subsequent Semesters on a 10 point scale in which

$$\text{Grade Point} = \text{Credit} \times \text{Point} = C \times P$$

$$\sum C \times P$$

$$\text{GPA} = \frac{\sum C \times P}{\sum C} = \frac{\text{Sum of Grade Points}}{\text{Total Credit}}$$

$$\sum C$$

The CGPA of Semester Examinations is computed as follows:

$$\sum \text{Grade Points}$$

$$\text{CGPA} = \frac{\sum \text{Grade Points}}{\sum \text{Credits}} \text{ of Semesters}$$

$$\sum \text{Credits}$$

$$= \frac{\sum (\text{Grade Points of Semesters})}{\sum (\text{Credit Points of Semesters})}$$

On the basis of CGPA, Final Grade in the Semester Examination shall be as follows:

S	More than 9 – 10
O +	More than 8 – 9
O	More than 7 – 8
A	More than 6 – 7
B	More than 5 – 6
C	More than 4 - 5

30. The prevalent rules and regulations pertaining to examinations already enunciated and incorporated in Statutes and Ordinances of Visva-Bharati from time to time will be applicable to the case(s) to which it pertains. These rules and regulations have not been reproduced in the clauses for semester, continuous evaluation and choice based credit system.

B.Ed: 111

CHILD'S GROWTH AND DEVELOPMENT

Full marks-100

OBJECTIVES:

On completion of the course the students will be able to-

- Know about the concept, characteristics, nature and principles of growth and development. Factors influencing growth and various types of development.
- Understand physical, motor, cognitive, language, emotional, moral, social and personality developments and their educational implications.
- Understand role of the home, school and community in the growth and development of the child.

UNIT-I: CONCEPT, STAGES & TYPES OF GROWTH AND DEVELOPMENT

- Concept of Growth and Development: Meaning, characteristics and nature of Growth and Development. Comparison between growth and development. Principles of Development. Educational implications of the study on growth and development.
- Stages of development: Characteristics of Infancy, early childhood, late childhood, puberty and adolescence. Nature of the problems of the adolescents.
- Physical Development: Development of height, weight, organs, structure and proportion of the body from infancy to adolescence. Factors influencing physical development of the child.
- Motor Development: Principles and sequence of motor development. Development of muscle dexterity and co-ordination, gross and fine motor skills, handedness and leg skills.

UNIT-II: LANGUAGE AND SOCIAL DEVELOPMENT

- Language Development: Behaviourist perspective- B.F. Skinner's Theory of Language Acquisition. Nativist perspective- Noam Chomsky's Theory of Language Acquisition. Educational Implications of the theories.
- Language and the brain: Language areas in the brain. Role of the teachers in developing language and communication skills in children, with special emphasis on the children with visual impairment, hearing impairment and speech difficulty.
- Social Development: Pattern of social development during childhood, puberty and adolescence. Erik Erikson's theory of psychosocial development and its educational implications. Role of home, school and community in social development and adjustment.

UNIT-III: EMOTIONAL, MORAL, AND PERSONALITY DEVELOPMENT

- Emotional Development: Characteristics and conditions of emotional development, especially the Socio-cultural influences in emotional development. Role of family, school and community in the developing the emotions.
- Moral Development: Jean Piaget's theory of Moral development and Lawrence Kohlberg's theory of Moral Development Educational implication of the theories. Social and cultural influences in moral development. Role of family and teachers in moral development.
- Development of Personality: Meaning of personality. Social, cultural and economical influences in the development of personality. Sigmund Freud's Psychoanalytical theory of personality development and it's educational implications. Role of home, school and community in the all-round development of the personality of the child.

UNIT-IV: COGNITIVE DEVELOPMENT AND CREATIVITY

- Cognitive Development: Jean Piaget's Theory of Cognitive Development-it's educational significance. The role of the teachers and school in enhancing the cognitive development of the children.

- Cognitive Development: Lev Vygotsky's Socio-cultural Theory of Cognitive Development- its educational significance. Role of family, school and community in the cognitive development of the child.
- Meaning and nature of Intelligence and Creativity, Nurturing creativity among children, role of teacher in promoting creativity among the children.
- Tagorian Perspectives on self development of the child.

PRACTICUM / FIELD ENGAGEMENT: (ANY ONE)

- 1) Make a comparative report of Piaget's Cognitive Development Theory and Piaget's Moral Development theory.
- 2) To visit a school for the students with special needs, observe and prepare a report on their communication techniques.
- 3) Submission of at least one assignment .

SUGGESTED READINGS:

1. Beckett, C. and Taylor, H. (2010). *Human Growth and Development*. Great Britain: Sage.
2. Bee, H. (1985). *The Developing Child*. USA: Harper and Row.
3. Berk, L.E. (2011). *Child Development*. New Delhi: PHI Learning Pvt. Ltd.
4. Geldard, K. and Geldard, D. (2011). *Counselling Children: A Practical Introduction*. Great Britain: Sage.
5. Hilgard, E.R., Atkinson, R.C. and Atkinson, R.L. (1975). *Introduction to Psychology*. New Delhi: Oxford and IBH Publishing Co.
6. Hurlock, E.B. (1997). *Child Development*. New Delhi: Tata McGraw Hill.
7. Keenan, T. and Evans, S. (2010). *An Introduction to Child Development*. Great Britain: Sage.
8. Kundu, C.L. (1989): *Personality Development*. New Delhi: Sterling publishers Pvt. Ltd.
9. Mangal, S.K. (2000). *Advanced Educational Psychology*. New Delhi: PHI Pvt Ltd.
10. Ormrod, J.E. (1995). *Educational Psychology: Principles and Applications*. USA: Prentice-Hall.
11. Santrock: J.W. (2007). *Child Development*. New Delhi: Tata McGraw Hill.
12. Smart, M.S. and Russell, C.S.(1973). *Children: Development and Relationships*.USA: Macmillan.
13. Wilmshurst, L. (2011). *Child and Adolescent Psychopathology: A Casebook*. USA: Sage.
14. Wood, E.R.G. and Wood, S.E. (1993). *The World of Psychology*. USA: Allyn and Bacon.
15. Woolfolk, A. (2012). *Educational Psychology*. Singapore: Pearson.
16. Mukherjee, H.B. (2013) *Education for Fullness* , Routledge
17. Tagore, Rabindranath (1980) *Our Universe*. Translated by Indu Dutt. Bombay: Jaico Publishing House.
18. Tagore, Rabindranath (1961) *The Religion of Man*. Boston: Beacon Press.

B.ED. 112

EDUCATION IN EMERGING INDIAN SOCIETY

Full Marks-50

OBJECTIVES:

Student trainees will be able to:

- Understand the concept of education in emerging Indian society.

- Understand the relationship between education and society.
- Understand the role of education in the context of National Development.
- Understand the professional role of teachers.
- Understand the role of education for national and international understanding.

Unit I: EVOLUTION OF THE CONCEPT OF EDUCATION:

- Meaning, Nature and Objectives of Education in Indian and Western Perspectives
- Agencies of Education –Formal, Informal & Non-formal
- Evolution of Educational Concepts: Teacher, Learner, Curriculum, Teaching-Learning Process, and Discipline with reference to Idealism, Naturalism and Pragmatism

Unit II: THINKERS ON EDUCATION:

- Indian Thinkers : Rabindra Nath Tagore, Mahatma Gandhi, Swami Vivekananda, J. Krishnamurti, Sri Aurobindo.
- Western Thinkers : John Dewey, Froebel, Rousseau

UNIT III: TEACHER AS A PROFESSIONAL IN THE SOCIETY

- Position of Teacher in the contemporary Indian Society.
- Qualities of a good teacher, Professional ethics of a teacher.
- Teacher as an agent of social change and continuity.
- Tagore’s perspectives on role of teacher in the society.

UNIT IV: EDUCATION AND SOCIAL CHANGE:

- Meaning of Social Change and factors influencing it;
- Nature of Social change in India -Tradition and Modernity; Role of Education in promoting desired Social Change.

PRACTICUM: (Any one)

1. Visit to Santiniketan Ashram/ Sriniketan and prepare a report on the reflections of Tagore’s Educational Ideas in Teaching and Learning Process.
2. Prepare a code of conduct for teaching profession.
3. Submission of at least one assignment.

SUGGESTED READINGS:

1. Bhatia, K., and Bhatia, B. (1983). *The philosophical and Sociological foundation of Education*. New Delhi: Dobaba House.
2. Bhattacharya, S. (2006). *Sociological Foundation of Education*: Atlantic Publishers. New Delhi
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20. Tagore, Rabindranath. *Siksha*. Kolkata: Granthan Bibhaga, Visva-Bharati.
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B.ED-113
SCHOOL ORGANISATION AND MANAGEMENT

Full Marks-50

OBJECTIVES:

On completion of the Course, the student-teachers will be able to:

1. Understand the concept of school organization and management
2. Understand about the classroom organization and Tagorian perspectives on classroom organization.
3. Understand and apply the process of management and managerial skills in the relevant field.
4. Understand about the various components of classroom management and role of teachers in this regard.

UNIT: I SCHOOL AS AN ORGANISATION:

- Concept of management and administration.
- Organization; Meaning, purpose and characteristics.
- Physical facilities in school.
- Tagore's perspective on school organization, school in open air- Path Bhavana as a role model.

UNIT: II CLASSROOM ORGANISATION:

- Meaning of Classroom Organization – Purposes , Concept of a SMART classroom
- Display area and chalk board – other facilities such as OHP/LCD and use of Multimedia.
- Characteristics of school climate–conducive, learner friendly, inclusive, vibrant.
- Tagore's perspectives on classroom and its organizations- classroom organization in Path Bhavana.

UNIT: III CLASSROOM MANAGEMENT:

- Meaning, concept and objectives of classroom management
- Dimensions of classroom management: Time, Material and Human resources .
- Principles and techniques of classroom management: Verbal and Non verbal.
- Role of a teacher in classroom management

UNIT: IV

. MANAGEMENT OF SCHOOL EDUCATION:

- Management process: Planning, organizing, directing, controlling.
- Managerial skills, technical skills, conceptual skills, human skills.
- Key responsibilities areas of principals and teachers.
- Leadership style in school management
- Decision making process – Concept of decision of making, Factors influencing decision making, participation of staff and pupils in decision making.
- Supervision in school management
- Local participation and community engagement in school management- PTA, VEC etc.

PRACTICUM: (any one)

- Visiting any nearby school and observe the organisation and management aspects On the basis of observation schedules develop a PPT and present it in the classroom.
- Visit of privately managed and government aided schools and preparation of comparative report on the administration and management aspects.

- Case studies of indiscipline problem .
- Using creative approaches in classroom management like Brain-storming, Role play etc.
- Preparation and submission of an assignment relating school management.
- Submission of at least one assignment .

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EDUCATION FOR SUSTAINABLE DEVELOPMENT

Full Marks-50

OBJECTIVES:

On completion of the course the student-teacher will be able to-

1. Understand and appreciate the concept of Sustainable Development in wider perspective.
2. Understand the relationship between Education and Individual and its role in SD
3. Understand the nature and diversified role of schools in contemporary Indian Society for Sustainable Development
4. Explores the dimensions of Human & Child Rights in School and Social context
5. Understand the relevance of Education in Socio-Cultural context and influence of Education on quality of Life.
6. Understand the need and importance of education for peace and the national and international efforts for ensuring peace.
7. Examine the changing emphasis on Education in the context of Globalization, Liberalization and Privatization.

UNIT I: MEANING AND DIMENSIONS OF SUSTAINABLE DEVELOPMENT:

- *Sustainable Development*: Meaning, Need and Components of SD, Brundtland Commission-1987 & UNESCO, Agenda (Capacity)21, Human Development, HDI
- *Issues in Sustainable Development*: Health, Nutrition and Water, Environmental Protection, Natural Resources, Bio-diversity and Ecosystem, Education, Ethics.

UNIT II: EDUCATION FOR SUSTAINABLE DEVELOPMENT:

- *Role of Education in Sustainable Development*: National and International Measures, UN Decade of ESD (2005-2014), Millennium Development Goals (MDG)
- *ESD in Socio-Cultural Context*: Education as instrument of Social change, Influence of Social Media, Changing Cinema, Television Network and Life Styles.

UNIT III: SUSTAINABLE DEVELOPMENT IN INDIAN CONTEXT:

- *Sustainable Development*: Reflections in Indian Culture and Civilization throughout literature and practices, Rabindranath Tagore's ideas, Policies
- *ICTs and sustainable Development*: Potential of ICTs in various fields in India as Health, Education, e-governance, PURA, Knowledge Society

UNIT IV: TOWARDS SUSTAINABLE DEVELOPMENT:

- *Issues in Schools*- Education for Peace, Dangers to Social Security, terrorism, war, and impact on quality of life, Students Unrest, Mental Peace and conflict, Moral and Ethical Aspects, Education of Heart, Gender Issues, Communal Harmony
- *Good Practices*: Sustainable Development Practices at Schools and Universities, Sustaining Four Hs (Head, Heart, Hand and Health), Three Es (Environment, Economy and Education) and controlling Three Ps (Population, Pollution and Poverty). Working for Community Development and enhancing Life Skills Training Programmes in Schools.

PRACTICUM: (Any One)

- Conducting a Survey in surrounding areas and Preparation of a PPT on a topic relevant to SD
- Developing a Programme for students on how they can enhance Sustainable Development in any field and upload it on social media.

- Preparing a poem, poster, animation or cartoon on any thought provoking theme related to SD and promote it online and in campus.
- Design a programme for Life Skills Training /peace education/environmental conservation/Educational Awareness as a part of community development.
- Submission of at least one assignment.

SUGGESTED READINGS:

1. Abdul Kalam, A.P.J.(2005) *Ignited Minds*, New Delhi: Penguin
2. Beg, M.A. (2014).*Inclusive Growth*, New Delhi: A.K.Publishers
3. Gandhi, M.K. (2011). *All Men are Brothers*, New Delhi: Rajpal
4. GOI (1964) '*Education Commission "Kothari Commission"*'. Ministry of Education
5. GOI (1986) *National Policy on Education*, Ministry of Human Resource Development
6. GOI (1992) *Programme of Action (NPE)*. Ministry of Human Resource Development
7. NCF (2006). *Gender Issues in Education (2005) Position Paper*. New Delhi: NCERT
8. Report of Brundtland Commission (1987) on Sustainable Development
9. Salamatullah, (1979). *Education in Social context*, New Delhi: NCERT.
10. Siddiqui, M.S. (2014) '*Corporal Punishment and RTE Act, 2009: Longing for Life with Dignity in the Classroom*' in '*Education for All*', ed. Jayanta Mete, New Delhi: APH Publishing Corporation
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EDUCATIONAL TECHNOLOGY & ICT

Full Marks-50

OBJECTIVES:

After completing the course the students will be able to:

- explain the meaning, nature and scope of ET and its importance in Educational field
- state and explain components and factors of communication.
- explain different modalities of teaching and designing instructional system.
- apply Educational Technology in formal, non-formal, informal including open and distance education system.
- define and explain models of teaching and its application.
- suggest modification of teaching behaviours by Simulation, Micro Teaching Flanders' Interaction analysis.
- develop instructional systems and design instructional strategies by different methods.
- outline different emerging trends in Educational Technology and their use.

UNIT I: MEANING, NATURE & SCOPE OF EDUCATIONAL TECHNOLOGY (ET):

- Meaning, nature and scope, Technology in Education and Technology of Education;
- Approaches of educational technology: Hardware, Software and systems approach, ET as systems approach to education
- Communication: Concept, nature, process and types of communication
- Components of Classroom communication (interactive, verbal and non-verbal) and Factors affecting classroom communication

UNIT II: MODALITIES AND MODELS OF TEACHING & MODIFICATION OF TEACHING BEHAVIOURS:

- Difference between teaching and instruction, conditioning and training, Constructivism-concept and nature
- Meaning, functions, phases and levels of teaching,
- Basic Teaching Models: Meaning, nature, functions and types
- Modification of teaching behaviors: Micro Teaching, Simulation and Classroom Verbal interaction analysis (Flanders' Interaction Analysis)

UNIT III: DESIGNING INSTRUCTIONAL SYSTEMS:

- Formulation of instructional objectives, Blooms Taxonomy
- Designing instructional strategies-Lecture, team teaching, discussion, panel discussion, seminars, conferences, tutorials and educational games.
- Programmed Learning-Origin and Types (Linear, Branching and Mathetics)
- Audio-visual media – meaning, importance and various forms.

UNIT IV : ICT IN EDUCATIONAL TECHNOLOGY :

- ICT: Nature and scope of a communication system- sender, receiver, message and the medium
- Projected and Non-projected Teaching aids
- Use of ICT in Formal, Non-formal and Informal education, Open, Distance and inclusive learning systems
- Recent trends of ICT in education: Radio Vision, Teleconferencing, CCTV, ETV and EDUSAT, NME through ICT

PRACTICUM: (any one)

- Critical analysis of an Inclusive classroom teaching
- Compare the traditional teaching and constructivist teaching approach
- Preparation of a report of classroom verbal interaction analysis (Flander's)
- Prepare a report on any ETV programme for elementary/secondary school children.
- Submission of at least one assignment .

SUGGESTED READINGS:

1. Bhatt, B. D., Sharma, S. R. (1992). Educational technology: concept and technique. New Delhi: Kanishka.
2. Dahiya, S.S. (2008). Educational technology: towards better teaches preference. Delhi: Shipra Publication.
3. Das, R.C. (1992). Educational Technology: A Basic Text. New Delhi: Sterling.
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6. Information and Communication Technologies in Education: A Curriculum for School and Programme of Teacher Development, Handbook of UNESCO.
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12. Pachauri, Suresh Chandra (2011). Educational technology. New Delhi: Aph Publishing.
13. Rao. V. (1991). Educational Technology. Delhi: Himalayan Publishing House.
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21. Tagore, Rabindranath (1961) *The Religion of Man*. Boston: Beacon Press.

WORK EDUCATION-I

Full Marks-50

OBJECTIVES:

On completion of the Course, the student-teachers will be able:

- To understand the meaning, nature, scope and objectives teaching work Education.
- To be acquainted with the Work Education Programmes and activities.
- To understand the principles of organizing work Education programme
- To be able to make selection of work Education projects for different classes.
- To be acquainted with various tools and techniques of Evaluation of work education programme.

UNIT-I : NATURE OF WORK EDUCATION & METHODOLOGY IN WORK EDUCATION:

- Meaning, nature, objective of work education.
- Work education as an activity based education, vocational education, work experience and SUPW.
- Correlation of work education with other subjects.
- Method: Doing, occupational exploration and work study
- Participation in community work, maintenance of tools, use of audio-visual aids.
- Making of soap, Phenyl, candle, chalk and Blackboard
- Card Board, Thermool work and Doormat making (with coir).

UNIT-II : WORK EDUCATION PROGRAMMES

- Classification and stages of work education programme
- Organization of work education programmes: Principles and considerations, selection of work(s)/Project(s) for different classes of secondary school.
- Role of school Head, and work education teacher for developing mutual respect among the students.
- Discipline and joy in the work education class.
- Evaluation in work education: Criteria, tools and techniques of evaluation in work education; student diary, work book, teacher's records.

UNIT-III : WORK EDUCATION BASED ON RABINDRANATH TAGORE AND RATHINDRANATH TAGORE'S VISION: ARTISTIC HANDICRAFTS & WEAVING

Basic knowledge about materials and equipment's required as well as usefulness of the products in the following:

Artistic Handicrafts

- Aim and objectives, principles and method of teaching Artistic Handicrafts
-
- Fabric work(with fabric paint), Batik work and Tie and Dye
- Painting, Pat Painting, Design , Woodcut print

Weaving

- Aims, Objectives and principles of Weaving

- Tailoring, embroidery, weaving and knitting.

**UNIT-IV : WORK EDUCATION BASED ON RABINDRANATH TAGORE
AND RATHINDRANATH TAGORE'S VISION:
HORTICULTURE & WOOD WORK**

Horticulture

- Aims, Objectives and principles of horticulture
- Cultivation of cereals (Paddy, Wheat) and Jute.
- Propagation of Horticultural Crops
- Vegetable, flower gardening
- Kitchen garden

Wood Work

- Aims, Objectives and principles of Wood Work
- Wood Work as one of the oldest art and craft.
- Values of wood work as an educational craft

PRACTICUM: (ANY ONE)

- ***Horticulture:*** Preparation of a project on seasonal plants/ a flower garden for any secondary school, and preparation of a herbarium sheet of different plant leaves.
- ***Artistic Handicrafts:*** Preparation of a project on handicrafts for any secondary school class, participation in a classroom workshop and submission of its report, make a project for participation in an exhibition.
- ***Weaving:*** Preparation of a project on handicrafts for any secondary school class, participation in a classroom workshop and submission of a report, make a project for participation in an exhibition.
- ***Wood Work:*** Card Preparation of a project on handicrafts for any secondary school class, participation in a classroom workshop and submission of a report, make a project for participation in an exhibition.

SUGGESTED READINGS:

1. *Daogo Surer Disksha*— Prof Nikhil Chakraborti
2. *Batik-O-Tex- Print*— Manindra Kumar Chakraborti & Lalita Chatterjee
3. *Kanther Kaj* (wood work)— Laxmiswar Sinha
4. *Madhyasikshar Rupantor-Karma Siksha*— S.P.Chttopadhyay
5. *On the Edges of Time*— Rathindranath Tagore
6. *Sadharan Sikshay Karmasiksha* – H.B.Majumder and N.P.Banerjee
7. *Sangeet o Shikshaneeti* by Prof. Nikhil Chakraborty
8. *Tant -O-Rong*— T. Basu
9. *The Meaning of Arts* - By Rabindranath Tagore
10. *Work Education*— *What, Why and How* (in Bengali)- S.P.Chakraborty
11. *Work-oriented General Education* –Eugene Staley

B.Ed. 121
LEARNING AND TEACHING

Full marks-50

OBJECTIVES:

To enable students:

- To understand the process of Learning and their Utility in the Teaching Learning Process.
- To recognize & describe the major theoretical approaches to learning as well as understand the implications of these approaches for teaching-learning process.
- Learn the factors affecting learner's environment.
- To understand the Concept and Process of teaching.
- Conceptualise a framework for understanding teaching-learning situation as well as the method of analysing and reflecting upon learning episodes.

UNIT I- UNDERSTANDING THE PROCESS OF LEARNING

- Meaning and concept of learning, Characteristics of learning.
- Approaches to Learning: Behaviourism, Constructivism, Social Constructivism and implications of these approaches for classroom teaching-learning process.
- Factors influencing learning & teaching process (Learner, teacher and method or process related; Motivation; Attention and Memory etc)

UNIT II- LEARNING ENVIRONMENT

- The physical environment and Inclusive environment in the classroom for all learners.
- Space for the parents and the community: identification of barriers, strategies for strengthening partnership between school and parents and community.
- Learning paths and learning styles.

UNIT III- TEACHING

- Concept and nature of teaching
- Reflective teaching: concept and strategies for making teachers reflective practitioners
- Different Theories and Models of Teaching: Concept Attainment; Inquiry Training; Advance Organiser model, inductive teaching model.

UNIT IV- TEACHING TECHNOLOGY

- Concept of pedagogy and andragogy.
- Simulated and Microteaching.
- Approaches to student teaching.

PRACTICUM (Any one):

The students may undertake any one of the following activities and present the report:

- 1) Engaging Learner's in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.
- 2) Use of children's out of the school experience and local knowledge during construction of knowledge in a subject area and presentation of a paper in a seminar.
- 3) Critical analysis of learning situation in schools and out of the schools/preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.
- 4) Submission of at least one assignment .

SUGGESTED READINGS

- Bruner, J.S. (1990) Acts of meaning. Cambridge, M.A.: Harvard University Press.
- Bruner, R.F. (1978). *Psychology applied to teaching*. Boston: Houghton Mifflin.
- Dandapani, S. (2001) *Advanced educational psychology, (2nd edition)*, New Delhi, Anmol publications pvt Ltd.
- Gardner, H. (1983) frames of Mind: The theory of multiple intelligence. New York: Basic Books.
- NCERT (2005) National curriculum framework, New Delhi.
- Piaget, J. (1999) Judgment and reasoning in the child. London: Routledge.
- Vygotsky. L. (1986) Thought and language (A. Kazulin, Trans). Cambridge, M.A.: MIT Press
- NCERT (2005): National Curriculum Framework.
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- NCTE (1998): Perspectives in Teacher Education.
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ASSESSMENT FOR LEARNING

Full marks-100

OBJECTIVES:

To enable the students to

- Understand the nature Meaning of Measurement and Evaluation
- Acquaint with the Approaches and techniques
- Formulate research-worthy problem
- Construct of an Achievement Test
- develop skill to write and evaluate research report
- develop the concept of Statistical Measurement

UNIT I: CONCEPT OF EVALUATION AND ASSESSMENT:

- Meaning of Test, measurement, Assessment and Evaluation
- Distinguish among measurement, Assessment and Evaluation
- Nature and purpose of Evaluation
- Tagore's perspectives in student's assessment in academic field.

UNIT –II: APPROACHES AND TECHNIQUES OF EVALUATION AND CRITERIA OF ASSESSMENT PROCEDURE:

- Approaches-Formative and Summative; NRT and CRT
- Techniques- observational, self-reporting, Psychological and Educational tests
- Validity- Meaning, Types and Measurement
- Reliability - Meaning, Types and Measurement
- Norm and Usability

UNIT-III: PSYCHOLOGICAL TEST:

- Meaning and concept
- Preliminary idea about – Intelligence test, Aptitude test, Interest Inventory, Attitude test, Creativity and Personality
- Achievement test- meaning, characteristics, steps for construction and uses
- Diagnostic and prognostic test

UNIT-IV: STATISTICAL TECHNIQUES:

- Different Types of Scales:- Nominal, Ordinal, Interval and Ratio
- Organisation and Graphical Representation of Data:- Frequency distribution table, histogram, Polygon and ogive
- Measures of Central Tendency :- Mean, Median and Mode
- Variability:-Range, mean deviation, Quartile Deviation and Standard Deviation
- Derived Scores:- Z-scores, Standard Scores and T-Scores

PRACTICUM: (Any One)

- Planning of an achievement test and development and procurement of certain achievement test items.
- Data processing and interpretation of any achievement test of school students.
- School visits followed by presentation on examination and evaluation practices in schools.
- Survey of students' interest in academic and co-academic activities.
- Presentation of papers on issues and concerns/trends in examination, assessment and evaluation policies.
- Preparation of an assignment.

SUGGESTED READINGS:

- Bransford, J., Brown, A. L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington. DC: National Academy Press.
- Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.
- Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Alexandria. VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.
- Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
- Harper (Jr.), A.E. & Harper, E.S. (1990).Preparing Objective Examination: A Handbook for Teachers students and Examiners. New Delhi: Prentice-Hall India Pvt. Ltd.
- Natrajan V. and Kulshreshta S.P. (1983). Assessing non-Scholastic Aspects-Learners Behaviour. New Dlehi: Association of Indian Universities.
- NCERT (1985). Curriculum and Evaluation. New Delhi: NCERT.
- NCERT (2000). Grading in Schools. New Delhi: NCERT.
- Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Norris N. (1990) Understanding Educational Evaluation. Kogan Page Ltd.
- Singh H.S.(1974) Modern Educational Testing. New Delhi: Sterling Publication.

PEDAGOGICAL KNOWLEDGE OF BENGALI

Full Marks-50

OBJECTIVES:

- To understand method of teaching different contents in Bengali as methodology of teaching.
- To understand various approaches for successful planning of teaching and learning Bengali.
- To understand the nature, characteristics, aims and objectives of Bengali.

UNIT-I:

- Language as mother tongue: Definition, language and place of Mother tongue in life and education.
- Language Teacher: The professional Ethics accountability and characteristics of language teacher.
- Need and significance of phonetics symptoms and morphology in teaching language.

UNIT-II:

- Aims and objectives of language teaching: Objectives in the context of the present needs at different levels in the school curriculum.
- Rabindranath Tagore and language teaching: Tagorean Model and principles of teaching language: Tagorean view of teaching Mother tongue and other languages.

UNIT-III:

- Skills development: listening, speaking, reading, writing, spelling and pronunciation importance, characteristics and procedure physical and psychological factors in activities.

UNIT-IV:

- Lesson and Unit planning: Lesson plan, Unit plan and teaching aids preparation, Blue print and Questionnaire preparation, Unit test, Evaluation (Prose, Poetry etc).

PRACTICUM: (Any one)

1. Arrangement and publishing a journal for language and literature.
2. Literary conference and competeting.
3. Debates, reciting
4. Acting and exhibition.
5. Viva and book or syllabus review.

SUGGESTED READING:

1. Banglabhasa porichoy- Rabindranath Tagore
2. Shabdo Tattwa- - Rabindranath Tagore
3. Siksha- - Rabindranath Tagore
4. Santiniketan bramhacharyasram
5. Sishu
6. Adhyapaka
7. Mastermashai
8. Lok sahitya
9. Adhunik sahitya
10. Santiniketan
11. Sahityer pathe
12. Chhanda
13. Nirob kabi o Asikhita kabi

14. Bastugata o Bhabgato kabita
15. Bangla Siksha Paddhati- dr. S.Misra
16. Bangla Paranor Riti-S.G. Misra
17. Bangla Sikshar Padhati- K.Chattopadhyay
18. Bharate Bangla Sikshar Biswakosh- S.R. Sharma

PEDAGOGICAL KNOWLEDGE OF ENGLISH

Full Marks-50

OBJECTIVES:

On completion of the course, the student-teachers will be able to:

- Know the historical evolution, importance and nature of English language.
- Formulate specific objectives in behavioural terms for classroom teaching.
- Understand the problems of teaching English as second language in India.
- Learn various methods and Techniques of teaching English

UNIT I: NATURE OF ENGLISH. OBJECTIVES AND ITS TEACHING

- English Language : Features, Morphology and Syntax, Aims & Objectives at different levels of teaching English
- Objectives in behavioral terms, Blooms Taxonomy-General and Specific Aims, Problems of Teaching English in Indian Schools

UNIT II: DEVELOPMENT OF SKILLS AND CONTENT:

- Content Analysis: Book content from secondary school text-book (NCERT, WBBSE etc.) and analyse it from pedagogical, socio-cultural and psychological perspectives
- Developing Four Skills: understanding four skills-listening, speaking, reading and writing (LSRW)

UNIT III: STRATEGIES FOR TEACHING ENGLISH:

- Methods of Teaching English- Principles and Maxims of Teaching English, Teaching Different forms as prose, poetry, grammar, drama, composition.
- Innovative Strategies: Story-reading and shared reading, Role Playing, Projects, Reading Cards (CIEFL), Talking Books, constructivism, cooperative learning, Computer Assisted Learning and Instruction (CAL/CAI), Language games – PMSTEL (Progressive Mastery of Skills of Teaching English Language), Multi-Media Approach, Video Clippings (Movie, U-Tube)

UNIT IV: PLANNING OF TEACHING:

- Instruction Planning: Need and importance of Unit and Lesson Planning, Various approaches, Writing a Lesson Plan
- Training: Measures for Professional development of the Teacher, qualities of an English Teacher, Training Components

PRACTICUM: (ANY ONE)

1. Pedagogical analysis of any part from secondary school English Syllabus.
2. Conducting a survey in nearby schools on the problems of teaching and learning English and prepare a report.

SUGGESTED READINGS:

1. Carol Evans (2012) Teaching English. London: SAGE
2. Chaudhury, M. (2012). *Methodology of Teaching English*. New Delhi: Pearson
3. Harmer, J. ((1985): *The Practice of English Language Teaching*, London: Longman.
4. Richards & Rogers (1983): *Approaches and Methods in Language Teaching*, London:
5. Sweetking, M. (1964). *Teaching Poetry in the High School*. Macmillan: New York.

PEDAGOGICAL KNOWLEDGE OF HINDI

Full Marks-50

OBJECTIVES:

- Understand the aspects of linguistic behavior in Hindi language.
- Understand the position and content of Hindi language taught at secondary level.
- Understand the constitutional provisions and historical preview of Hindi language.
- Understand the role of Hindi in India; in nation and in International arena.
- Understanding multilingualism and its implication in classroom situation.
- Understand and develop linguistic systems and other language skills of Hindi language used in classroom teaching.
- Understand the use of different strategies used in Hindi teaching.

UNIT I: ASPECTS OF LINGUISTIC BEHAVIOUR IN HINDI TEACHING:

- Verbal and non-verbal communication, Human and non-human communication, defining features of human system of communication, language and mind, language and society, language as rule governed behaviour, speech and writing.
- Origin and development of Hindi language: pre-independence to modern times (language of media).
- Multilingualism and language teaching; using multilingual recourse in language classroom, Tagore's views in teaching Language.

UNIT II LINGUISTIC SYSTEMS IN HINDI:

- Organization of sounds: basic concepts in phonology.
- Nature and construction of words, its meaning and changes (with respect to use, history and geographical effects)
- Nature and structure of Sentences, its meaning and changes (with respect to use, history and geographical effects)

UNIT III TRANSACTIONAL STRATEGIES IN TEACHING HINDI:

- Developing language Skills: Receptive skills and productive skills.
- Lesson planning and its importance in classroom teaching, Instructional objectives (with respect to Bloom's Taxonomy), Unit and Lesson planning in Hindi: Concept, construction and administration, Advantages and limitations of lesson planning.
- Preparation of lesson planning in Prose, Poetry, Grammar, Drama and Composition.

UNIT IV NATURE OF HINDI TEACHING IN INDIA:

- Aims and objectives of teaching Hindi as First language and second language.
- Role of mother tongue in teaching Hindi at secondary level, problems of teaching Hindi for both Hindi and non-Hindi speaking learners.
- Role of Hindi in India: as National Language and Contact Language; International language, and School Curriculum.
- Policies and recommendations in propagation of Hindi Language (1949, Article 343), Three language system.

PRACTICUM (ANY ONE):

- Exercises in improving vocabulary in Hindi of Secondary students.
- Exercises to find out the effects of Globalization/ media on Hindi language.

- Exercises to find out linguistic problems in teaching tribal students of nearby places.
- Rabindranath Tagore's naturalistic view in reference to language learning.
- Studying the Patriarchal approach of writing Hindi textbooks in secondary level.
- Critical analysis of both Corporate and Government level Schools in reference to language learning.

SUGGESTED READINGS:

- Agarwal, V. (1996). Hindi Bhasha atit se aaj tak. New Delhi: Rastrapati Estate
- Hooper, R (Ed.). (1971). The Curriculum: Context, Design and Development. Edinberg: The Open University.
- Kumar, V.V. (2004). Shiksha Mano Vigyan. New Delhi: Arjun Publishing House.
- Mathur, S.S. (2005). Shikshan Kala. Agra: Vinod Pustak Mandir
- Narang, B. (1995). Adhunik Shikshan Vidhiyan. Ludhiyana: Prakash Brothers Publishing
- Prashad, V. (20070. Adhunik Hindi Vyakaran aur Rachana. New Delhi: Bharti Bhawan
- Tiwari, B. (2005). Bhasha Vigyan. New Delhi: Kitab Mahal Distributers
- Tiwari, B. (2006). Rajbhasha Hindi. New Delhi: Prabhat Publications

PEDAGOGICAL KNOWLEDGE OF SANSKRIT

Full Marks-50

OBJECTIVES:

On completion of the course, the student-teachers will be able to:

1. Understand the nature, and impotence of Sanskrit as classical language.
2. Understand the place of Sanskrit in school curriculum.
3. Understand the aims, objectives & principles Sanskrit teaching
4. Understand various educational inputs of becoming a good Sanskrit teacher
5. Acquaint with the innovations in Sanskrit teaching and use them during internship in teaching
6. Understand and develop skills for assessing learning in Sanskrit.

UNIT-I: NATURE OF SANSKRIT LANGUAGE:

- Meaning Needs and scope of Sanskrit. Development of Sanskrit Language and literature. Sanskrit as medium of instruction.
- Historical; Background: The Position of Sanskrit in India & its cultural, practical, literary, linguistic & scientific values. Position of Sanskrit language in Three Language Formula , Recommendations of Sanskrit Commission (1956),
- Sanskrit in Schools: Place of Sanskrit language in School curriculum (State Policies & Central Policy) in the light of Sanskrit language. Tagore's thoughts and practices in teaching Sanskrit. Relation of Sanskrit language with regional languages of India.

UNIT-II: INSTRUCTIONAL OBJECTIVES:

- Aims and Objectives of Sanskrit Teaching: Objectives of Sanskrit language & Objectives of teaching Sanskrit. Objectives of teaching Sanskrit at different levels Primary, Secondary & Higher (Traditional & Modern). Instructional objective of teaching Sanskrit (Bloom's Taxonomy).
- Four Skills Development: Development of four language skills: Listening, Speaking, Reading & Writing, . Fundamental language principles of teaching Sanskrit.
- Teaching Different Components: Objectives & Principles of teaching Sanskrit: Prose, Poetry & Grammar. . Concept & different approaches of lesson plan: Prose, Poetry & Grammar & Unit plan .Creative writing in Sanskrit language. Requisites of a good Sanskrit teacher.

UNIT-III: STRATEGIES FOR TEACHING SANSKRIT LANGUAGE:

- Activity Based Learning: Activity Based Teaching and Learning in Sanskrit language & Constructivist Approach in teaching Sanskrit.. Co-operative Learning Programmed learning, Virtual classroom teaching in Sanskrit language.
- Methods & Techniques: Teaching Sanskrit at different stages: Traditional, Translation, Direct, Bhandarakar, Text Book, Play-way, Project, Vyasa, Khandanvaya, Dandanvaya.
- Inductive, Deductive, Lecture, Shivira, Group work, Oral approach & Structural approach. Teaching of Translation in Sanskrit language & Translation of Sanskrit into Roman script.
- Learning Resources: Resources for Ancient period for teaching Sanskrit language. Meaning, importance, principles, types and preparation of learning resources in Sanskrit language.

UNIT-IV: LEARNING RESOURCES:

- Different Types of Resources: Print Resources,, Audio Resources , Visual Resources, Audio-Visual Resources ,None projected Resources , projected Resources & Open Access Resource. Using of Library, Language laboratory, Language Club &, Excursion. Teaching of Sanskrit in Jnana Darshana & Sanskrit language outside the classroom.

- CCE in Schools: Continuous & Comprehensive Evaluation System & Grading System in Sanskrit language .Construction of unit tests: Design and blue print; item construction; marking scheme; question-wise analysis.

PRACTICUM: (Any One):

- Analysis of a unit/ chapter in Sanskrit test book to identify the concepts, principles & processes.
- Preparation of Model Lesson Plan,
- Preparation of Model Unit Plan,
- Construction of an achievement test in Sanskrit language,
- A Critical Study of the High School Syllabus in Sanskrit.
- Seminar Presentation

SUGGESTED READINGS:

- Aggarwal, J. C. (2006) Essentials of Educational Techology: Teaching Learning, New Delhi : Vikas Publishing House Pvt. Ltd.
- Chattarajee, Pampa (2009) Sanskrit Shikshana, Kolkata: Rita Publication
- Devanathan R & Upadhyaya B (1991) Method of Teaching Sanskrit Grammar, Baranasi: Bharatiya Vidya Sansthan,
- Devanathan, R. (1997) Three Language Formula and Sanskrit , Thiruvendipuram: Daya Prakashana
- Laxminarayana, C. & Singh, F. (1994)Sanskrita Shikshanam, Jayapur:Shree Prakashana
- Nalachakravarthy, K (1996)Sanskrita Adhyapanam, Tirupati: Shree Vekatatamba Publication
- NCERT (2005) NCF-2005, New Delhi: NCERT
- Safaya, R. (1997) Teaching of Sanskrit , Chandigarh: Haryana Sahitya Academy
- Srisundara, G. S. (1992) Sanskrit Shikshaner Ruparekha,Kolkata
- Tagore, Rabindranath (2009) Patha Sankalana, Kolkata: Granthanabibhaga, Visva-Bharati.
- Tyagi & Pathaka (1994) Shafala Shikshanakala , Agra: Vinod Pustaka Mandir

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PEDAGOGICAL KNOWLEDGE OF ECONOMICS

Full Marks-50

OBJECTIVES:

On completion of the course the student-teachers will be able to:

- Know the historical evolution, importance and nature of Economics.
- Formulate specific objectives in behavioral terms for classroom teaching.
- Understand various methods to teach Economics in secondary schools.
- Prepare lesson plan and teaching-aids to teach course material.
- Assess the learners and understand continuous evaluation system.
- Apply innovative approaches to develop interest, various skills and attitudes.

UNIT I: NATURE OF ECONOMICS AND CORRELATION OF ECONOMICS AND QUALITIES OF A TEACHER IN TEACHING ECONOMICS:

- Economics as Discipline: Origin, Nature and development of Economics as a Discipline, The language of Economics and special terms, aims and Objectives of Teaching Economics at secondary school level. Importance of Economics in the curriculum.,
- Correlation: Meaning of correlation, Need of correlation, Relationships of Economics with other disciplines.
- Qualities: Discuss the qualities of an Effective teacher in Economics

UNIT II: AIMS AND OBJECTIVES AND INSTRUCTION PLANNING IN ECONOMICS TEACHING:

- Content Analysis: Book content from secondary school text-book and analyze it from pedagogical, socio-Economic and psychological perspectives, Making Units for teaching and selecting teaching aids for a given content.
- Aims & Objectives: General and specific aims and objectives of teaching Economics, objectives in behavioral terms, Blooms Taxonomy
- Instruction Planning: Need and importance, Making Unit and Lesson Planning Rabindranath Tagore's vision for teaching Social Sciences

UNIT III: STRATEGIES FOR TEACHING ECONOMICS:

- Principals of Teaching: Principals and Maxims of Teaching Economics, Methods of Teaching Economics-Inductive-deductive, Problem Method, Project Method
- Innovative Strategies: Story-telling on economic events, Problem-Solving, Community Resources, Field Trips, Survey, Cooperative Societies
- *Technology*: Computer Assisted Learning and Instruction (CAL/CAI), Multi-Media Approach, Internet and Audio-Visual Aids.

UNIT IV: ASSESSMENT FOR ECONOMICS LEARNING:

- Evaluation: Meaning and purpose, Continuous and Comprehensive Evaluation (CCE), Formative and Summative and Diagnostic Assessments in Economics
- Techniques of Evaluation: Different Types of Tests, Preparation of Diagnostic and Achievement Tests
- Unit Test: Preparation of Unit Test Question Paper, Design and blue print, item construction, marking scheme, question-wise analysis.

PRACTICUM: (Any One)

- Pedagogical analysis of any part from secondary school Economics Syllabus.
- Preparation of a multimedia presentation on a topic from Text Book content

- Developing teaching aids on a topic from secondary school Economics Book.
- Conducting a survey in nearby area on any economic issue and prepare a report.
- Preparing a Economics Terminology Note-Book

SUGGESTED READINGS:

- Aggarwal, J.C. (1993). Teaching of Social Studies-A Practical Approach. New Delhi: Vikas Pub. House
- Benjamin, S.B. et. Al(1971). Handbook on Formative and Summative Asesment of Student Learning. Bombay: McGrawHills
- Bining, A.C. & Bining, D.H. (1992). Teaching Social Studies in Secondary Schools. Bombay: Tata McGrawHills
- Kochhar, S.K. (1990). Teaching of Social Studies. New Delhi: New Delhi
- NCERT (2011) New Delhi: Computers and Communication Technology (CCT)
- NCERT (2011) New Delhi: Media Studies for Class XI-XII.
- Singh. S. (2007) Modern Methods of Teaching Economics, New Delhi: Srishti Book Depot.
- Tagore, Rabindranath . Dhanavijnana. Kolkata: Granthanabibhaga, Visva-Bharati.
- Tagore, Rabindranath .Samabvaya Tattva, Kolkata: Granthanabibhaga, Visva-Bharati.
- Telugu Academy. (2003). B.Ed. Social Studies-Teaching Methods. Hyderabad

PEDAGOGICAL KNOWLEDGE OF EDUCATION

Full Marks-50

OBJECTIVES:

On completion of the course, the student teachers will be able to:

- Understand education in historical, contemporary and futuristic perspectives.
- Acquire knowledge about aims and general objectives of teaching education.
- Develop ability to identify difficulties in learning concepts and generalization and provide suitable remedial instruction.
- Understand the methods of teaching with regard to various dimensions of Education.
- Understand various educational inputs of becoming a good teacher.

UNIT 1: NATURE OF EDUCATION:

- Meaning of Education: Eastern and Western concepts.
- Tagore's views on aims of education and his approach to curriculum.
- Delors' four pillars of education: (learning to know, to do, to live together and to be).

UNIT 2: OBJECTIVES AND INSTRUCTIONAL PLANNING IN EDUCATION:

- Concept of instructional and behavioral objectives with respect to cognitive, affective and psychomotor domains.
- Lesson plan: Concept, composition and criteria of a good lesson plan, principles and steps of developing a lesson plan, specimen of a model lesson plan.
- Unit plan: Concept, composition and criteria of a good unit plan, principles and steps of developing a unit plan, specimen of a model unit plan.

UNIT 3: STRATEGIES FOR TEACHING VARIOUS CONTENTS IN EDUCATION:

- Teaching method: Lecture, dialogue, demonstration, discussion, Project, field study.
- Brain storming, problem solving method of teaching, cooperative and collaborative strategies of learning.
- Teaching aids: Types and its optimal utilization of teaching aids in terms of timing, focus, thrust, clarity, appeal & potency.

UNIT 4: LEARNING RESOURCES IN EDUCATION:

- Learning resources in Education: Print Resources: such as text book and work book.
- Audio Resources such as educational radio broadcast and audio programmes – an analysis of their formats, strengths and limitations.
- Visual Resources such as Projected and Non-projected visual Resources such as- graph, map, chart, poster, models, material,.
- Computer Assisted Instruction, personalized system of instruction, and self-paced activity.

PRACTICUM: (Any One)

1. Stating instructional objectives for a lesson in education and identifying learning outcomes
2. Identification of learning difficulties experienced by students in a lesson and evaluation of the remedial strategies adopted by the teacher
3. Construction of test items to assess learning outcomes/a unit test/ a diagnostic test/an achievement test in education
4. Preparation and presentation of a report on structural and functional aspect of a school system in Patha-Bhavana / Siksha-Satra of Visva-Bharati, Ramkrishan Mission school, Saraswati Sishu Mondir, DAV school, Satya Sai Baba School, Krishnamurthy foundation school, Christian missionary school, Central school, State-run school, Public school (DPS).

SUGGESTED READINGS:

- Bhaya, H. (2012) Tagore on Education. Kolkata: DEYS.
- Brown, F.G (1976).Principles of Educational and Psychological Testing. N.Y: Holt. Rinehart and Winston
- Delors, J. (1996).Learning: The Treasure Within. Paris: UNESCO Publishing.
- Govt. of India (1991).Towards an Enlightened and Humane Society – NPE 1986: A Review. New Delhi: Government of India.
- Mookerjee. R. K. (2003). Ancient Indian Education. Delhi: Motilal Banarasi Dass Publishers Pvt. Ltd.
- Moon, B. & Mayes, A.S. (eds) (1995). Teaching and Learning in Secondary School. London: Routledge.
- Mukherjee, H. B. (2013) Education for Fullness. New Delhi: Routledge.
- NCTE. (2003). Conceptual Inputs for Secondary Teacher Education Instructional Role. New Delhi: NCTE.
- NCTE. (1998). Policy Perspectives in Teacher Education critique and Documentation. NCTE, New Delhi.
- NCERT. (2000). National Curriculum Framework 2000.New Delhi: NCERT.
- NCERT. (2005). National Curriculum Framework 2005.New Delhi: NCERT.
- Pandey, R. S. (2005). Major Philosophies of Education. Agra: Vinod Pustak Mandir.
- Radhakrishnan, S. (1984). True Knowledge. Delhi: Orient Paperbacks.
- Radhakrishnan, S. (2006) .The Foundation of Civilization – Ideas and Ideals. Delhi: Orient Paperbacks.
- Srivastava , H.S. & Shoarie J. P. (1989). Instructional objectives of school subjects. New Delhi: NCERT.
- Stanley, J. C. & Hopkins, K.D. (1972).Educational and Psychological Measurement & Evaluation. New Delhi: Prentice Hall of India.
- Wiersma, W & Stephen G. J. (1985). Educational Measurement and Testing. Boston: Allyn and Bacon INC.
- Tagore, R. (). Siksha. Kolkata: Granthan Bibhaga, Visva-Bharati.
- Mukherjee, H.B. (2013) Education for Fullness , Routledge
- Tagore, Rabindranath (1980) *Our Universe*. Translated by Indu Dutt. Bombay: Jaico Publishing House.
- Tagore, Rabindranath (1961) *The Religion of Man*. Boston: Beacon Press.

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PEDAGOGICAL KNOWLEDGE OF GEOGRAPHY

Full Marks-50

OBJECTIVES:

On completion of the course, the student-teacher will be able to understand:

- The nature, characteristics and historical review of Geography as a discipline.
- The role, importance, status, objectives and problems of teaching Geography in Secondary School.
- The preparation of lesson plans and teaching-aids for classroom teaching.
- The appropriate use of various methods and techniques of teaching Geography.
- The knowledge and skills of preparing question paper, unit plan, lesson plan and plans of evaluation of students' progress in Geography.

UNIT-I: NATURE OF GEOGRAPHY AND GEOGRAPHY EDUCATION

- Modern concepts of geography. Nature of Geography: Interdisciplinary nature: Physical and Human Geography, Economic – Social- Cultural Geography, Man- environment relationship , Correlation of Geography with other school subjects
- Geography Education: Concept, aims and objectives.

UNIT-II: OBJECTIVES, INSTRUCTIONAL PLANNING AND ASSESSMENT IN TEACHING GEOGRAPHY

- Objectives of teaching Geography: Taxonomy of Objectives such as Cognitive Domain (Bloom's Taxonomy and Revised Bloom's Taxonomy), Affective Domain and Psychomotor Domain; Writing instructional objectives in behavioural terms.
- Principles of teaching Geography at school level and its place in secondary school curriculum.
- Meaning of syllabus and curriculum: Principles for construction of Geography curriculum.

UNIT-III STRATEGIES FOR TEACHING GEOGRAPHY

- Concept of unit plan and lesson plan
- Method of teaching Geography: i) Inductive and Deductive, ii) Observation, iii) Excursion/ Field trip/ Exploration, iv) Project, v) Regional and Comparative, vi) Laboratory, vii) Study of local Geography, viii) Constructivist Approach.

Teaching Technology of Geography:

- Understanding of important teaching skills (planning and practice): Micro Teaching, and Simulated Teaching,

Learning Resources in Geography

- Concept of teaching aid, its characteristics and types
- Geography laboratory: concept, need, space allocation
- Teaching Geography by using statistics and graphs.
- Place of practical work in Geography.

UNIT -IV ASSESSMENT FOR GEOGRAPHY LEARNING

- Concept of evaluation Grading system
- Concept of continuous and comprehensive evaluation.
- Preparation of test items, tools of measurement and evaluation: essay type. Objective type test and framing questionnaire in Geography.
- Preparation of achievement test, diagnostic test, remedial measures.

PRACTICUM: (Any One)

1. A critical study of higher school syllabus and text books of WBBSE or WBCHSE.
2. Preparing question paper on the basis of prescribed text-book of secondary school standard.
3. Preparation of Power Point Slides on a given topic for presentation.
4. Preparation of evaluation tests and teaching aids.
5. Action research on different problems of teaching and learning Geography in nearby schools.

SUGGESTED READINGS

- Bining, A.C. and Bining, D.H. (1952), *Teaching the Social Studies in Secondary School*, N.Y.: McGraw Hill Book Company
- Bossing, N.L. (1970), *Teaching in Secondary School*, New Delhi: American Publishing Co. Pvt.
- Bernard, M. C. (1953), *Principles and Practice of Geography Teaching*, London: University Tutorial Press.
- Burton, W. H. (1953), *Principles and Practice of Geography Teaching*, London: University Tutorial Press.
- Dhanija Neelam (1993), *Multimedia Approaches in Teaching Social Studies*, New Delhi: Harmen Publishing House.
- Kochar, S. K. (1963), *The Teaching of Social Studies*, Delhi: University Publishers.
- Mofatt, M.R. (1955), *Social Studies Instruction*, New York: Prentice Hall.
- Mouley, D.S. Rajput Sarla & Verma, P.S. (1990) NCERT (1968), *Nagrik Shastra Shikshan, National Curriculum for Primary & Secondary Education: A Frame Work*, Revised Version, New Delhi: NCERT.
- Quillen, I.J. & Hanna, L. A. (1943), *Education for Social Competence, Curriculum Sc Instruction in Secondary School Social Study*. Chicago: Scott, Foreman & Co.
- Rao, M.S.,(2006), *Teaching of Geography*, Anmol Publishing (P) Ltd., New Delhi.
- Ruhela, S. P. & Khan, R.S., *Samajik Vigyan Shikshan*, Kota Open University, BE-5.
- UNESCO (1981), *Handbook for Teaching of Social Studies*, Paris: UNESCO.
- Slev, E.B. (1950), *Teaching Social Studies in High School*, Boston: DC., Heath & Co.
- Tewari, Dipak.(2008), *Methods of Teaching Geography*, Crescent Publisher, New Delhi.
- Zaidi, S.N.(2004), *Modern Teaching of Geography*, Anmol Publishing (P) Ltd., New Delhi.
- Tagore, Rabindranath. *Visva Parichaya - Akash Tattva*. Kolkata, Granthan Bibhaga, Visva-Bharati

PEDAGOGICAL KNOWLEDGE OF HISTORY

Full Marks-50

COURSE OBJECTIVES:

After completion of this course the student-teachers will be able to:

- Justify the importance of teaching History at the secondary level.
- Examine critically the major Concepts, Natures and Objectives of teaching History.
- Outline the Values of teaching History for National Integration and International Understanding.
- Acquire the ability to develop Instructional Support Materials for effective teaching.
- Develop understanding of various Skills and Methods of teaching History and utilize by integrating these understandings in Lesson Planning for effective teaching.
- Describe the role of History teacher in the emerging National and International Context.
- Understand controversial Issues in the light of History and handle them effectively.

UNIT I: FOUNDATIONS OF HISTORY

- Define History, Explain Historiography and its role, Nature and Scope of History, Modern Concept of History.
- Aims and Objectives of teaching History at Secondary Stage.
- Values of teaching History: Disciplinary, Informative, Educational, Ethical, Cultural, Political, Intellectual, National and International.
- Importance of Local, Regional, National and World History for National Integration and International Understanding.
- Co-relation of History with other subjects: Literature, Geography, Political Science, Economics, Science, Music etc.

UNIT II: HISTORY CURRICULUM: ISSUES AND PRINCIPLES

- Place of History in school Curriculum, Criteria of a good History text book.
- Principles of selecting History Curriculum with special reference to NCF and organizing the subject matter of History.
- Review and Evaluation of History syllabus, Text-books at Secondary and Senior Secondary stages.
- Controversial Issues as part of History, types of Controversies, identifying some major Controversial Issues in Indian and World History, Selection of Controversial Topics, teaching Controversial Issues.

UNIT III: METHODS AND TEACHING-LEARNING STRATEGIES

- General Principles and Maxims of Teaching History
- Methods of Teaching History: Textbook Method, Lecture Method, Story-telling Method, Discussion Method, Biographical Method, Play Method, Dramatization, source method, Field Trip, Project Method, Excursion and Field Work, Museum.
- Concept, Needs, Principles and Steps of Lesson Planning, Blooms Taxonomy and writing of a Lesson Plan.
- Concept, Needs and Principles of Unit Planning, Steps in Unit Planning, writing of Unit Plan, Differences between Lesson Planning and Unit Planning.

UNIT IV: LEARNING RESOURCES

- Importance of Teaching Aids, types of Teaching Aids, some important Teaching Aids for History, History room, History Museum.

- Use of Computers for generating Multi-Media presentations for teaching History, preparation of Power Point presentations and Slides for projection through Computers.
- Importance of Time and Chronology in History, Teaching Chronology and development of Time-Sense in History, Time Lines, Time Chart, Maps, Chronological, Genealogical Tables.
- Continuous and Comprehensive Evaluation (CCE) in History.
- Tagorian perspectives on pedagogy.

PRACTICUM (ANY ONE):

- Production of at least two Power Point presentations and Slides.
- Content analysis of a History textbook to identify points that can be utilized for developing the feeling of National integration and International understanding.
- Visit to any historical place and preparation of a report.
- A small project based on the study of a historical event in the locality, personalities, monuments, buildings or institutions.
- Collections of news paper cuttings related to Controversial Issues and give your suggestions to handle them effectively in the light of History.

SUGGESTED READINGS:

- Agrawal, J.C. (2010). Teaching of History, New Delhi: Vikas Publishing House.
- Bhakta, B.B. (2010). Abhinab Itihas Shikshan Paddhati, Kolkata: Rita Book Agency.
- Burton, W.H. (1972). Principles of History Teaching, London: Methuen.
- Carr, E.H. (1961). What is History, New York: Macmillan.
- Chaudhary, K. P. (1975). The Effective Teaching of History in India, New Delhi: NCERT.
- Colling Wood, R.G. (1961). The Idea of History, London: Oxford University Press.
- Dhanija, Neelam (1993). Multimedia Approaches in Teaching Social Studies, New Delhi: Harman Publishing House.
- Ghate, V.D. (1962). The Teaching of History, Bombay: Oxford University Press.
- Gunning, Dennis (1978). The Teaching of History, London: Goom Helm Ltd.
- Johnson, H. (1962). Teaching of History, New York: Macmillan.
- Khan S.U. (1998). History Teaching-Problems, Prospective and Prospect, New Delhi: Heera.
- Kochar, S. K. (1972). The Teaching of History, Delhi: Sterling Publishers.
- NCERT. (1972). Preparation and Evaluation of Textbook in History, New Delhi: NCERT.
- NCERT. (1975). The Curriculum for the Ten-Year School, New Delhi: NCERT.
- Tagore, Rabindranath. Itihash Parichaya. Kolkata: Granthan Bibhaga, Visva-Bharati.

PEDAGOGICAL KNOWLEDGE OF LIFE SCIENCE

Full Marks-50

OBJECTIVES:-

- Recognize the important of teaching life sciences in school education.
- Better understanding Life science through content and methodological enrichment.
- Acquire qualities and responsibilities, required for teaching life science.
- Develop appropriate skill-set to present Life-Science teaching in tune with learners' learning style.
- Acquire competencies for planning Life-Science instruction.
- Acquire competencies for developing tools and techniques for evaluating Life-Science Education, conducting pedagogical analysis and planning action research.
- Acquire competencies for developing balanced curriculum of Life-Science at school level.

UNIT 1: NATURE AND SCOPE OF LIFE SCIENCE:

- Nature of Life science.
- Scope and importance of Life science.
- Place of Life science in Today's school curriculum.
- Usefulness of Life science in Daily life.
- Intellectual improvement.
- Cultural and moral significance.
- Vocational importance
- Correlation of science.
- Correlation among the principle branches of science.
- Correlation of science with other Disciplines.
- Correlation of science with society.
- Correlation of science with Environment.
- Correlation of science with different functions and festivals of Santiniketan and Sriniketan.

UNIT II: AIMS AND OBJECTIVES OF TEACHING LIFE SCIENCE:

- Goal, aims and objectives.
- Bloom's Taxonomy of educational objectives.
- Cognitive Domain and its classification.
- Affective domain and its classification.
- Psychomotor domain and its classification.
- Revised Bloom's Taxonomy: A Taxonomy for Learning, Teaching, Assessing.
- Significance of Bloom' Taxonomy.
- General aims and objectives of Teaching Life science
- Cognitive Aims and objectives.
- Affective Aims and objectives.
- Psychomotor Aims and objectives.
- Difference between General and Specific objectives.
- Concept of instructional objectives.
- Formulation of instructional objectives or Writing specific objectives in Behavioural Terms.
- Recommendation of some committees about objectives of Teaching Life science-
- Taradevi Report
- Kothari commission(1964-66)
- The Patel committee(1977)

- Recommendation of N.C.E.R.T and N.C.T.E.
- Tagore's concept of Science Teaching.

UNIT III: METHODS OF TEACHING LIFE SCIENCE:

- Teaching Learning Approaches.
- Inductive Approaches.
- Deductive Approaches.
- Inductive-deductive Approaches.
- Lecture Method
- Lecture Demonstration Methods.
- Problem solving Methods or scientific Method
- Project Method.
- Laboratory Method
- Heuristic or Discovery Method.
- Assignment Method.
- Discussion Method
- Some innovative Method.
- Tagorian Nature Study Method.

UNIT IV: UNIT PLANNING AND LESSON PLANNING:

- Pre-requisite for a good planning.
- Unit planning
- Characteristic Features of a Good Unit.
- Steps Involved in unit planning.
- Unit plan format Model.
- Lesson planning
- Advantages of lesson planning.
- Criteria or qualities of a good lesson plan.
- Major steps involved in lesson planning
- Format of lesson plan.

PRACTICUM: (Any one)

1. Developing scientific models, static and live, in Life Science.
2. Standardization of test on Life Science
3. Preparation and demonstration of slide
4. Review of research papers from standard journals on methodology of teaching Life-Sciences
5. Dissection display along with video clippings not less than 5 minutes duration/ still display of ten sequential plates.

SUGGESTED READINGS:

- Agarwal D.D (2001). Modern Methods of Teaching Biology. New Delhi: Sarup & Sons,
- Ahmad J. (2011). Teaching of Biological Sciences. New Delhi: PHI Learning Pvt. Ltd.
- Bhaskara Rao, D (2000). Teaching of Biology. Gunter: Nagarjuna Publishers.
- Bloom, Benjamin, S., Ed. (1958). Taxonomy of Educational Objectives, Handbook I- Cognitive Domain. New York: Harcourt Brace & World Inc.
- Chikara, M.S. and S.Sarma(1985). Teaching of Biology. Ludhiana: Prakash brothers. Clark
- Julia V(1996). Redirecting Science Education. California: Corwin Press inc.
- Ediger, Marlow and D.B.Rao(2000). Teaching Science Successfully. New Delhi :Discovery Publishing House.
- Gupta S.K. (1983). Technology of Science Education. Delhi: Vikas Publishing House.
- Hassard J. (2000). Science as Inquiry. New Jersey: Good Year Books.
- Krathwohl, David R., Ed.(1964). Taxonomy of Educational Objectives, Handbook II Affective Domain. New York: David Mckay.
- Mohan .R (2004). Innovative Science Teaching – for Physical Science Teachers. New Delhi:

Prentice Hall India Limited.

- New UNESCO Source Book for Science Teaching (1978). New Delhi: Oxford & IBH.
- Tagore, Rathindranath. *Prana Tattva*. Kolkata: Granthan Bibhaga, Visva-Bharati.

PEDAGOGICAL KNOWLEDGE OF MATHEMATICS

Full Marks-50

OBJECTIVES:

On completion of course the student-teachers will be able to:

- Get a clear perspective of the nature of mathematics and its historical development with special emphasis on contributions of Indian mathematicians.
- Acquire skills in teaching mathematics.
- Recognize mathematics outside the classroom.
- Acquire competencies of selecting and structuring instructional strategies.
- Understanding on Gurudeva's perspective for effective teaching & learning.
- Have skill of transacting the different kinds of mathematical knowledge.
- Acquire skills in preparation and use of support materials for teaching specific topics in mathematics.
- Get competencies for planning mathematics instruction, developing tools for evaluating mathematical learning, conducting pedagogical analysis, and planning action research.

UNIT I: NATURE OF MATHEMATICS:

- Nature of Mathematics- Axiomatic, Mathematical Propositions, Scientific, Intuition & Logic in mathematical thinking, Language of mathematics
- Historical development of mathematics with special reference to Indian mathematics and Indian mathematicians (Ramanujam, Aryabhata, Bhaskaracharya)
- Contribution of Mathematicians (Euclid, Pythagoras)
- Mathematics Curriculum at School Level, Enrichment Content and recreational mathematics

UNIT II: OBJECTIVES AND INSTRUCTION PLANNING IN MATHEMATICS:

- Formulation of objectives in specific Behavioral Terms; Need and Importance of Planning Instruction
- Unit Planning and Lesson Planning : Guiding Principles and Suggested Format; Gurudeva's perspective for planning a effective lesson
- Textbooks, workbooks, reference books, and teacher guides; Learning by Exposition, Learning by Discovery
- Project and Problem solving Approach of learning; Psychology of Mathematics learning- Vygotskyan perspectives, Zone of proximal development; Constructivism, Cooperative learning, collaborative learning, contextual learning

UNIT III: LEARNING RESOURCES IN MATHEMATICS:

- Mathematics laboratory – concept and need, space and equipment for setting up a mathematics laboratory
- Utilization of learning resources in Mathematics: Charts and pictures, weighing and measuring instruments, drawing instruments, models, concrete materials, surveying instruments
- Bulletin boards, Mathematics club, field trips and visits.
- Mathematical kit, Calculators, Computers, Smart boards, Multimedia presentations; Mathematics outside the classroom

UNIT IV: ASSESSMENT FOR MATHEMATICS LEARNING:

- Evaluation – meaning and purpose
- Comprehensive and continuous evaluation in Mathematics
- Error analysis, Diagnostic tests, Identification of hard spots and remedial measures.
- Tools and Techniques for Formative and Summative Assessments of learner achievement in Mathematics.

PRACTICUM: (ANY ONE)

- Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus.
- Preparation of a multimedia presentation on a topic from enrichment content
- Developing few constructivist lesson plan on a topic of secondary school mathematics along with teaching aids.
- Analyzing errors committed by secondary school children in mathematics and preparing a remedial plan.
- Developing an Action Research proposal for a problem related to teaching and learning of Mathematics.

SUGGESTED READINGS:

- A John, Van de walle, Karen S.Karp, Jennifer M. Bay (2012), Elementary and Middle School Mathematics: Teaching Developmentally, Amazon Books, Canada, ISBN-13: 978-0132612265
- Carey L.M. (1988), Measuring and Evaluating School Learning, Allyn and Bacon, Boston.
- Chambers Paul(2010),Teaching Mathematics, Sage Publication South Asia, ISBN: 9788132105268
- Chapman L.R. (1970),The Process of Learning Mathematics, Pergamum Press, New York.
- David H., Maggie M. and Louann H. Lovin (2007) ,Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners , Amazon Books, Canada, ISBN-13: 978-1557668660
- David Wood (1988),How Children Think and Learn, Blackwell, Publishers Ltd., New York.
- Intel (2003), Intel Innovation in Education, Intel teach to the Future – Student’s Work Book.
- James, A. (2005).Teaching of Mathematics, Neelkamal Publication, New Delhi.
- *Keeley Page and Tobey Rose Cheryl (2011), Mathematics Formative Assessment, Sage Publications, Canada, ISBN: 9781412968126*
- Kumar, S.2009), Teaching of Mathematics, Anmol Publications, New Delhi.
- Mangal S.K. (1993),Teaching of Mathematics, Arya Book Depot, New Delhi
- NCERT ,Content cum Methodology of Teaching Mathematics for B.Ed., New Delhi.
- NCERT(2005),National curriculum framework for teacher education, New Delhi
- NCTE (2009),National curriculum for teacher Education, New Delhi
- *Schiro stefen Michael, Oral Storytelling and Teaching Mathematics, Sage Publications, , Canada, ISBN: 9780761930105*
- Sumner, W.L., Teaching of arithmetic & elementary mathematics, Oxford publications, New Delhi.
- W. Servais and T. Varga (1971),Teaching School Mathematics: A UNESCO Source book, Penguin Books, UNESCO
- IGNOU (2000), Teaching of Mathematics (ES-342) Blocks 1-4, IGNOU, New Delhi.
- N.C.E.R.T (2006), Text Books of Mathematics for class-VI to X NCERT, New Delhi.
- Shankaran and H.N. Gupta (1984), Content-cum-Methodology of teaching Mathematics, NCERT, New Delhi.
- Siddhu, K.S. (1990). Teaching of Mathematics, Sterling Publishers, New Delhi.

PEDAGOGICAL KNOWLEDGE OF MUSIC

Full Marks-50

OBJECTIVES:

On successful completion of the course the student-teacher will be able to:

- Understand the nature, importance and historical review of music.
- Understand the aims and objectives of teaching music.
- Acquaint themselves with the various methods and approaches of teaching music.
- Understand the place of music in school curriculum.
- Understand and develop skills in the process of evaluation in music.
- Acquaint themselves with the innovations in teaching music.

UNIT I: NATURE OF MUSIC:

- Nature of Music- Classical, semi-classical and folklore. Language of music.
- Historical development of Indian music.
- Music as or creative expression of man, Tagore's musical creativity in a nutshell.
- Educational value of music with special reference of its inclusion in secondary school curriculum.

UNIT II: OBJECTIVES AND INSTRUCTION PLANNING IN MUSIC:

- Aims and objectives of teaching music at secondary level.
- Formulation of objectives in specific Behavioural Terms.
- Need and importance of Planning Instruction with special reference to Change in behaviour-pattern in the form of concentration (manan), practice, creation, presentation and popularity.
- Synthesize music with other school subjects.
- Unit Planning and Lesson Planning : Guiding Principles and Suggested Format
- Process of preparing lesson plan in Rabindra Sangeet, Droot Khayal and traditional Baul song.
- Observation of teaching steps.

UNIT III: STRATEGIES FOR TEACHING MUSIC:

- Methods and techniques of teaching music at different stages of learning.
- Development of communication skills through music.
- Introducing Rabindra sangeet, Folk song, Kirtan, Ragas (Considering the difficulty Value), Rhythmic patterns and various notation systems (Akar matrik & Bhatkhande System).
- Practice of Alankars and Tans for voice training.

UNIT IV: LEARNING RESOURCES AND EVALUATION:

(A) Learning Resources in Music

- Teaching aids in music and its use. Preparation of appropriate teaching aids.
- Visual aids-still motion pictures, scrap books, chart, notation books.
- Audio aids-tape recorder, recorder, radio, tuning fork and sonometer.
- Audio visual aids-television, film and other modern aids.

- Method of using accompaniments (tabla, tanpura and other instruments) in supporting music.

(B) Evaluation for Music Learning

- Evaluation-meaning and purpose, comprehensive and continuous evaluation in music, diagnostic tests and remedial measures.
- Development of the blueprint of test items-objective type, short answers type and essay type, marking scheme.

PRACTICUM: (ANY ONE)

- Critical review and evaluate the present syllabus of music for secondary school.
- Perform two songs of Rabindranath Tagore's in his characteristic style (one from Prakriti Paryaya or Swadesh Paryaya and one Rabindra Sangeet of Classical pattern).
- Perform other Bengali songs (at least two songs from the following composers)—Dwijendralal Roy, Atul Prasad Sen, Rajanikanta Sen & Najrul Islam.
- Construction and analysis of an achievement test for measuring specific outcomes both cognitive and psychomotor.
- Develop an action research proposal for a problem related to teaching and learning of music.

SUGGESTED READINGS:

- *Dao go Surer Diksha* -By Prof. Nikhil Chakraborty (Published by Anima Prakashani).
- *Gitabitaner Jagat*- By Suvash Chooudhury (Published by Papyrus Publisher).
- *Rabindranather Gitinatya O Nrityanaty*- By Pronoy Kundu (Published by Oriental Book Company)
- *Ragraginir Elakaye Rabindrasangeet*- By Prafullyo Chackraborty (Published by Paschimbanga Ragya Sangeet Academy).
- *Sangeet Chinta*- By Rabindranath Tagore (Published by Visva-Bharati Prakashani).
- *Sangeet O Sikshanity*- By Prof. Nikhil Chakraborty (Published by Manan Publisher.)

PEDAGOGICAL KNOWLEDGE OF PHILOSOPHY

Full Marks-50

OBJECTIVES:

On completion of the course, the student-teachers will be able to have:

- Clear perspective of the nature of philosophy and its historical development with special emphasis on contributions of Indian and Western philosophy.
- Better understanding of Philosophy through content enrichment.
- Understanding of the important place of philosophy in school curriculum.
- Understanding on Gurudeva's perspective for effective teaching & learning.
- Competencies of selecting and structuring instructional strategies and support materials for teaching specific topics in philosophy.
- Competencies for planning philosophical instruction, developing tools for evaluating philosophical learning, conducting pedagogical analysis and planning action research.

UNIT I: NATURE OF PHILOSOPHY:

- Meaning, Nature and Scope of Philosophy,
- Historical Development of Philosophy with special reference to Indian and Western perspective,
- Need and Importance of Philosophy in Higher Secondary School Curriculum
- Significance of Philosophy Teaching

UNIT II: OBJECTIVES AND INSTRUCTION PLANNING IN PHILOSOPHY:

- Formulation of objectives in specific Behavioral Terms; Need and Importance of Planning Instruction
- Unit Planning and Lesson Planning : Guiding Principles and Suggested Format; Gurudeva's perspective for planning a effective lesson
- Different types of Philosophical Methods and Analysis;
- Psychology of learning- Vygotskyan perspectives, Zone of proximal development; Constructivism, Cooperative learning, collaborative learning, contextual learning

UNIT III: LEARNING RESOURCES IN PHILOSOPHY:

- Uses, Significance and Preparation of Teaching Aids viz. Audio, Visual, Audio-Visual with reference to Dale
- Excursion, Journals, Periodicals
- Websites of Philosophy, INFLIBNET, Virtual Libraries, field trips and visits, Multimedia presentations,
- Philosophy outside the classroom

UNIT IV: ASSESSMENT FOR PHILOSOPHY LEARNING:

- Evaluation – meaning and purpose; Comprehensive and continuous evaluation in Philosophy
- Tools and Techniques for Formative and Summative Assessments of learner achievement in Philosophy
 - Diagnostic tests and Remedial measures,
- Development of test items- Objective type, Short answer type and essay type, Construction and Analysis of Achievement Test,

PRACTICUM: (ANY ONE)

1. Pedagogical analysis of a unit of content from secondary school philosophy syllabus
2. Preparation of a multimedia presentation on any topic
3. Construction of a question paper based on current CBSE format, preparing its scoring key and marking scheme
4. Construction of achievement test in philosophy
5. Execution of action research and writing report

SUGGESTED READINGS:

- Victor, P. George (2002), *Teaching Philosophy in the Twenty First Century*, D. K. Print world (P) Ltd., New Delhi, ISBN-81-246-0205-0.
- Scheffler, Israel (1956), *Philosophical Models of Teaching*, Harvard Educational Review.
- Ortman, E.J. (1962). *Philosophy of Teaching*, New York: Philosophical Library, Inc.
- Fletcher, B.A. (1961). *A Philosophy for the Teacher*, New York: Oxford University Press.
- Passmore, J. (1980). *The Philosophy of Teaching*, London, Gerald Duckworth & Co. Ltd.
- Scheffler, Israel, (1973). *Reason and Teaching*, London
- Pandey, R.S. (2012). *Philosophizing Education*. Kanishka Publishers, Distributers, New Delhi
- Brookfield, S. (1990). *The skillful teacher*. San Francisco: Jossey-Bass. Chism, N. V. N. (1998). Developing a philosophy of teaching statement.
- Goodyear, G. E. & Allchin, D. (1998). Statement of Teaching Philosophy. *To Improve the Academy 17*, 103- 22. Stillwater, OK: New Forums Press.
- Grasha, A. F. (1996). *Teaching with style: A practical guide to enhancing learning by understanding teaching and learning styles*. Pittsburgh, PA: Alliance Publishers.
- Haugen, Lee (1998). *Writing a Teaching Philosophy Statement*. Center for Teaching Excellence, Iowa State University
- Montell, Gabriela (2003). *What's Your Philosophy on Teaching, and Does it Matter?* The Chronicle of Higher Education (Chronicle Careers), March 27, 2003.
- Broudy, H.S. (1954). *Building a Philosophy of Education*, Prentice Hall, Inc, New York.
- Gutek, G.L., (1988). *Philosophical and Indio-logical perspective on Education*, Prentice Hall, New Jersey.

PEDAGOGICAL KNOWLEDGE OF PHYSICAL SCIENCES

Full Marks-50

OBJECTIVES:

On successful completion of the course, the student-teachers will be able to:

- Understand clear perspective of the nature of Physical Science and its historical development.
- Understand the aims and objectives of teaching physical science and its relationship with other branches of science.
- Appreciate the role of science in day life and its relevance to modern society.
- Develop adequate skills to select and use different methods of teaching the content of physical science.
- Develop abilities and competencies for planning for teaching physical sciences, organizing laboratory facilities and equipment and designing pupil centered teaching learning experiences.
- Develop skills to design and use various evaluation tools to measure learning achievement in physical sciences.

UNIT I: NATURE OF PHYSICAL SCIENCE:

- Nature and scope of physical science
- Science and modern Indian society: Relationship of science and society.
- Impact of physical science with special reference to issues related with environment, industrialization and disarmament
- Physical Science as a process and as a body of knowledge, Science-technology-society interfaces.
- Physical Science Curriculum at School Level, Enrichment Content and recreational Physical Science.

UNIT II: OBJECTIVES AND INSTRUCTION PLANNING IN PHYSICAL SCIENCE:

- Aims and objectives of teaching Physical Science of the secondary level
- Formulation of objectives in specific behavioural terms.
- Need and Importance of Planning Instruction
- Pedagogical analysis of a unit of content of secondary school Physical Science Text Book.
- Unit Planning and Lesson Planning : Guiding Principles and Suggested Format
- Gurudeva's perspective for planning a effective lesson.

Unit III: Strategies for teaching Physical Science

- Textbooks, workbooks, reference books, and teacher guides
- Learning by Exposition- Concept Attainment Model & Advance Organizer Model
- Project and Problem solving Approach of learning
- Computer Assisted Instruction (CAI)
- Constructivism, Cooperative learning, collaborative learning, contextual learning

UNIT IV: LEARNING RESOURCES IN PHYSICAL SCIENCE:

- Physical Science laboratory, Utilization of learning resources in Physical Science: Charts and pictures, drawing instruments, models, concrete materials

- Equipments for Physical Science
- Bulletin boards, Physical Science club, field trips and visits.
- Calculators, Computers, Smart boards, Multimedia presentations.
- Physical Science outside the classroom.

PRACTICUM: (ANY ONE)

- Pedagogical analysis of a unit of content from secondary school Physical Science Syllabus.
- Planning a Physical Science project for Secondary school children
- Constructing work cards for the preparation of an improvised apparatus
- Construction of achievement test Physical Science unit
- Preparation of self-study material on one unit.

SUGGESTED READINGS:

- Fensham P.J. (1994) *The content of Science : A constructive Approach to its Teaching and Learning*, The Falmer Press, Washington, D.C
- Leckstein, John Murrey (1988) *Basic Skills – Science*, John Murrey Boston
- Mangal S.K. (2004) *Teaching of Physical Science*, Arya Book Depot, Delhi.
- NCERT (1982) *Teaching Science in Secondary Schools*, NCERT, New Delhi.
- NCERT (1987) *Example or Material on (VI-X), some Curricular Areas*, NCERT, New Delhi.
- NCERT (2006) *Science Text books of Classes*, NCERT, New Delhi
- Ralph, E. Martin & Others (1994) *Teaching Science for all Children*, Allyn and Bacon
- Sharma, R.C (2005) *Modern Science Teaching*, Dhanpat Rai & Sons, Delhi.
- Siddiqui N.N & Siddiqui M.N (1994) *Teaching of Science Today & Tomorrow*, Dooba House, Delhi
- Sundarajan, S. (1995) *Teaching Science in Middle School : A Resource Book*, Orient Longman, Hyderabad
- Tripathi Sahil (2004) *Teaching of Physical Science*, Dominant Publications, Delhi.
- Vaidya Narendra (2003) *Science Teaching in Schools*, Deep & Deep, New Delhi.
- Vanaja M. (2006) *Teaching of Physical Science*, Neelkamal Publications, Hyderabad.
- Tagore, Rabindranath. *Visva Parichaya – Atomic Structure*. Kolkata: Grantham Bibhaga, Visva-Bharati.

PEDAGOGICAL KNOWLEDGE OF STATISTICS

Full Marks-50

OBJECTIVES:

On completion of course the student-teachers will be able to:

- Clear perspective of the nature of statistics and its historical development.
- Acquire skills in teaching statistics.
- Acquire competencies of selecting and structuring instructional strategies.
- Understanding on Gurudeva's perspective for effective teaching & learning.
- Get skill of transacting the different kinds of statistical knowledge.
- Acquire skills in preparation and use of support materials for teaching specific topics in statistics.
- Have competencies for planning statistics instruction, developing tools for evaluating statistical learning, and conducting pedagogical analysis.

UNIT I: NATURE OF STATISTICS:

- Nature of Statistics, Historical development of Statistics, Contribution of Statisticians (Laplace, Karl Pearson, Spearman, Gauss, R A Fisher),
- Perspectives on psychology of teaching and learning of statistics-constructivism and enactivism
- Psychological of Statistics learning- Vygotskyan perspectives, Zone of proximal development.
- Statistics Curriculum at School Level, Enrichment Content and recreational statistics

UNIT II: OBJECTIVES AND INSTRUCTION PLANNING IN STATISTICS:

- Aims and objectives of teaching statistics of the secondary level
- Formulation of objectives in specific Behavioral Terms.
- Need and Importance of Planning Instruction
- Pedagogical analysis of a unit of content of secondary school statistics of at least one: Central Tendency, Variability, Correlation, Regression & Prediction, Normal Probability Curve.
- Unit Planning and Lesson Planning : guiding principles and suggested format
- Gurudeva's perspective for planning a effective lesson

UNIT III: STRATEGIES FOR TEACHING STATISTICS:

- Textbooks, workbooks, reference books, and teacher guides
- Learning by Exposition, Learning by Discovery
- Project and Problem solving Approach of learning
- Computer Assisted Instruction (CAI)
- Constructivism, Cooperative learning, collaborative learning, contextual learning

UNIT IV: LEARNING RESOURCES IN STATISTICS:

- Statistics laboratory, Utilization of learning resources in Statistics: Charts and pictures, drawing instruments, models, concrete materials, surveying instruments
- Bulletin boards, Statistics club, field trips and visits.
- Calculators, Computers, Smart boards, Multimedia presentations.
- Statistics outside the classroom

PRACTICUM: (ANY ONE)

- Pedagogical analysis of a unit of content from secondary school Statistics Syllabus.
- Preparation of a multimedia presentation on a topic from enrichment content
- Developing few constructivist lesson plan on a topic of secondary school statistics along with teaching aids.
- Analyzing errors committed by secondary school children in statistics and preparing a remedial plan.
- Developing an Action Research proposal for a problem related to teaching and learning of Statistics.

SUGGESTED READINGS:

- Carey L.M. (1988), *Measuring and Evaluating School Learning*, Allyn and Bacon, Boston.
- Chapman L.R. (1970), *The Process of Learning Mathematics*, Pergamon Press, New York.
- David Wood(1988), *How Children Think and Learn*, Blackwell, Publishers Ltd., New York.
- NCERT(2005), *National curriculum framework for teacher education*, New Delhi
- NCTE (2009), *National curriculum for teacher Education*, New Delhi
- Aggarwal, Y.P. (1988), *Statistical Methods: Applications and Computation*, New Delhi: Sterling
- Garrett, H.E. (1967), *Statistics in Psychology and Education*, Simons Pvt. Ltd., Bombay.
- Asthana, Bipin (2005), *Measurement and Evaluation in Psychology and Education (Eighth Edition)*, Vinod Pustak Mandir, Agra.
- Langley, R. (1973), *Practical Statistics for Non Mathematical People*, David & Charles, New York.
- Tagore, Rabindranath. *Dhana Vijnana*. Kolkata: Granthan Bibhaga, Visva-Bharati.
- Tagore, Rabindranath. *Chayanika*. Kolkata: Granthan Bibhaga, Visva-Bharati.

CURRICULUM DEVELOPMENT

Full Marks-50

OBJECTIVES:

To students are expected to:

- Develop understanding of underlying principles of curriculum development
- Develop understanding for different types of model of curriculum development
- Develop understanding of underlying principles of instructional strategies
- Develop understanding of underlying principles of evaluation
- Develop understanding for teaching competences and skills
- Develop understanding for instructional media

UNIT I: INTRODUCTION TO CURRICULUM:

- Curriculum: The Concept; Bases of Curriculum
- The Curriculum Process and its Stages
- Major Approaches to Curriculum
- Role of Curriculum in Teaching and Learning
- Tagore's views on School Curriculum.

UNIT II: CURRICULUM PLANNING:

- Nature of Discipline and Curriculum Planning
- Basic Considerations in Curriculum Planning
 - Developmental
 - Social
 - Economic
 - Environmental
 - Teacher Related
- Philosophical & Psychological Foundation of Curriculum
- Trends in Curriculum

UNIT III: CONSTRUCTION & DEVELOPMENT OF CURRICULUM:

- Approach to Curriculum Development
- Models of Curriculum Development
 - Tyler's, Taba's, Saylor's & Alexander's, Miller and Seller's
- Process of Curriculum Development
- Role of Teacher in Curriculum Development

UNIT IV: CURRICULUM EVALUATION:

- Concept, Need & Importance of Curriculum Evaluation; Sources of Curriculum Evaluation
- Norm Referenced Testing & Criterion Referenced Testing; Formative & Summative Evaluation
- Evaluation during Curriculum Development; Evaluation during Curriculum Implementation; Interpretation of Evaluation Result
- Restructuring Curriculum

PRACTICUM: (Any One)

- Visit an educational institution of your choice, observe and list the functions of curriculum team.
- Prepare some curricular activities in your subject area for: (i) elementary students (ii) secondary students (iii) higher secondary students-other than that prescribed in text-book.
- Develop criteria for developing a curricular material of your choice (Text book, Work book, Journal, Manual, Reference Book etc.)
- List the aspects you would consider for evaluating a curricular material.
- Develop a few activities to integrate into curriculum at school level.
- Submission of at least one assignment .

Suggested Reading

- Arora, G.L. (1988). *Curriculum and Quality in Education*, NCERT, New Delhi.
- Goodson, I.F. (1994). *Studying Curriculum: Cases & Methods*, Open University Press, Buckingham.
- Gwynn, J.M. (1960). *Curriculum Principles and Social Trends*, The Macmillan Company, New York.
- NCERT (2005). *National Curriculum- A Framework*, NCERT, New Delhi.
- Popham, W.J. (1993). *Educational Evaluation*, Allyn & Bacon, New York.
- Pratt, David (1995). *Curriculum Development*, Open University Press.
- Mukherjee, H.B. (2013) *Education for Fullness* , Routledge
- Tagore, Rabindranath (1980) *Our Universe*. Translated by Indu Dutt. Bombay: Jaico Publishing House.
- Tagore, Rabindranath (1961) *The Religion of Man*. Boston: Beacon Press.

B. Ed. 126
WORK EDUCATION II

Full Marks-50

OBJECTIVES:

After completion of the course the students' teachers will be able-

- To understand the importance and relevance of Practices in work education
- To be acquainted with different kinds practical activities relating work education.
- To understand the techniques and methodologies involved in Artistic handicraft, Horticulture, Weaving and Woodwork.
- To understand the relationship between world of Work and world of learning.
- To develop specific skills of production.
- To be acquainted with methods of evaluation of practical work .

WORK EDUCATION EXPERIENCES:

A student-teacher is required to choose any one out of the following four areas of Work Education: 1. Horticulture, 2. Artistic Handicrafts, 3. Wood work, 4. Weaving .

AREA ONE: ARTISTIC HANDICRAFTS

Orientation on Artistic Handicrafts

- Aim and objectives, principle and method of teaching Artistic Handicrafts
- Place of Artistic Handicrafts in life and country' economy
- Value of Artistic Handicraft as an educational craft
- Management of artistic handicrafts class: freedom, discipline and order in classroom
- Maintenance of records, workbook, year's planning
- Tools, technique and criteria for evaluating artistic handicraft
- Knowledge about drawing and designing and their uses
- Properties and uses of types of dyes and chemicals uses in artistic handicrafts
- Selection and method of preparation for batik and bandhni works
- Selection and preparation process for clay modelling, clay terracotta work and pot painting
- Equipping artistic handicraft's classroom and its up-keep

Hands-on experience

- Designing: Study of designs from nature, Alpana designs, Pot painting.
- Modelling: Clay and plaster Paris modeling
- Printing: wood-cut, lino-cut
- Use of Scrap Materials: Making of doll and puppet
- Paper work: Masks, Collage, Card Board Work.
- Batik and Bandhni
- Visiting a production centre in Artistic Handicrafts and submitting a report on it
- Maintenance of workbook.

AREA TWO : HORTICULTURE

Orientation on Horticulture

- Aim and objectives of undertaking different project under horticulture at secondary school level and scope of horticulture
- Preservation and processing of fruits and vegetables (Jam, Jelly, Sauce, Ketchup, Squash, Pickle)
- Plant: External parts and function of a plant
- Tillage: Objectives, importance and uses of tillage

- Weed: Garden weed and control of weed
- Cultivation of fruits (Mango, Guava, Banana, Litchi, Coconut)
- Manure and Fertilizer: Essential elements for plant nutrition, effects of major elements on plant growth, methods for preparation of compost green manure
- Cultivation of commercial flowers (Race, Dahlia, Chrysanthemum)
- Medical Plants
- Bonsai
- Irrigation and Drainage: Different methods of irrigation and drainage
- Plant Protection: Protection of flowers, fruit and kitchen garden

Hands-on experience

- Planning and layout of flower and kitchen gardens.
- Cultivation of common seasonal flowers and vegetables.
- Plantation of ornamental and seasonal plants in pot
- Visiting a nursery and horticulture farm and submitting a report on it
- Maintenance of workbook.

AREA THREE: WEAVING

Orientation on Weaving

- Aim and objectives, principle and method of teaching weaving as a craft
- Place of weaving in life and country's economy
- Weaving as one of the oldest art and craft
- Values of weaving as an educational craft
- Weaving and Textile Technology: properties and classification of textile fibers
- Acquaintance with the terms in weaving and different machineries, tool and equipments and their uses
- Classification of loom
- Basic knowledge about different types of yarns, common fabrics , textile processes, methods of cloth preparation, types of textile designs
- Equipping a weaving classroom and its up-keep

Hands-on experience

- Weaving: Muffler (Woolen / Cotton), Side Bag with Cloth and Handle
- Steaching: Table cloth, Pillow cover, and Ashan.
- Appliques.
- Tapastry
- Visiting a production centre in weaving and submitting a report on it
- Maintenance of work Book

AREA FOUR: WOOD WORK

Orientation on Wood Work

- Aim and Objectives, Principle and method of teaching wood work as a craft
- Place of weaving in life and country's economy.
- Wood Work as one of the oldest art and craft and its value as an educational craft
- Timber: Growth, and identification of different kind of timbers,
- Wood: Defects and enemies of wood , seasoning and preservation of wood

- Acquaintance with wood work machineries ,tools and equipments and their uses
- Equipping a wood work classroom and its up-keep

Hands-on experience

- Preparation of measuring scale of one and half feet
- Preparation of Duster and Pointer to be used in classroom teaching
- Preparation of shoe pieces
- Inlay work in wood
- Use of Scrap wood: toys, show piece
- Planning a Wood work Project/job-drawing the diagram, selection of appropriate type of tool and wood for the job
- Execution of at least six jobs of different types and of graded difficulties (as decided of the beginning of a particular session).
- Visiting a production centre in weaving and submitting a report on it
- Maintenance of workbook

B.ED. 131

MUSIC, DRAMA AND ARTS IN EDUCATION

Full marks-50

OBJECTIVES:

- To understand the importance of Music, Drama and Arts in Education
- To understand the relevance of Music, Drama and Arts in life / Society
- To be acquainted with practical aspects / knowledge of Music, Drama and Arts
- To acquire / develop skills with regard to Music, Drama and Arts
- To be able to perform / produce events/ programmes / products with regard to Music, Drama and Arts.
- To be able to organize events/ programmes relating Music, Drama and Arts

Sl no.	Activities
1	Visit to place of Music/Drama/Art exhibition with critical appreciation of the same such as-Sangeet Bhavana and Kala Bhavana
2	Performance in Music- Vocal & Instrumental – Solo/Group Role play/ Mono act/ one act play
3	Fine arts for creative and aesthetic appreciation
4	Innovative creations of various performing and visual arts/Creative writings and communicative skills
3	Viva-voce

B.ED-132
PEDAGOGICAL KNOWLEDGE OF SCHOOL SUBJECTS-B

Full Mark-50

In this paper the student teachers will perform the following activities. The performance of the student teachers will be evaluated internally.

Sl No.	Activities
1	Simulated teaching
2	Micro Teaching
3	Unit Plan
4	Peer Group Observation during simulated teaching & Micro teaching

B.Ed. 133
SCHOOL INTERNSHIP

Full Marks-300

A. PRACTICE TEACHING

Full marks-100

A student teacher is required to deliver 50 numbers of lessons in the Teaching Subject. He / She is also required to maintain a Record of Practice Teaching Lesson in the teaching subject.

B. SCHOOL-BASED EXPERIENCES

Full marks-200

SI No.	Activities
1	Preparation of teaching aids (At least two)
2	Preparation of rollup Blackboard/ Duster/ Pointer/ scale etc. (Any Two)
3	School Visit observation report (whole days report)
4	Preparation of students progress report
5	Statistical interpretation of students' group -performance in specific school subject(s)
6	Peer group observation during practice teaching
7	Lesson plan submission
8	Assembly Reading
9	Village Camp/ Community engagement
10	Occupational Exploration
11	Game/Sports
12	Construction of Achievement Test
	School Experience Viva

B.Ed. 141
CONTEMPORARY INDIA AND EDUCATION

Full marks-100

OBJECTIVES:

After completion of the course the students' teachers will be able to-

- Understand about the concept of national development and its different indicators.
- Understand about the various programmes related to universalisation elementary education and its implementation.
- Understand about the various programmes related to secondary education and its implementation
- Understand about the various contemporary issues in education.

UNIT I: EDUCATION FOR NATIONAL DEVELOPMENT

- Indicators of National Development: Concept, Human Development Index, Education as development indicator
- Educational Development in India- A Review since Independence.
- Role of Education in National Development: As reflected in NCF-2005
- Tagore's perspectives on education its' role in National development.

UNIT II: ELEMENTARY EDUCATION

- Constitutional provision of education
- Recommendations of various commissions and committees related to elementary education since independence.
- Universalization of Elementary Education- issues and concerns, Role of SSA.
- Right to Education Act 2009

UNIT III: SECONDARY EDUCATION

- Concept, aims and problems of Secondary Education
- Secondary Education Commission 1952-53, Education Commission 1964-66 –their recommendations on secondary education
- Universalization of secondary Education – Role of RMSA
- Salient features of NPE 1986 and Revised Policy 1992 and National Knowledge Commission (NKC) with reference to School Education.

UNIT IV: CONTEMPORARY ISSUES IN EDUCATION

- Equality of Educational Opportunity Constitutional Provisions,
- Minorities and Weaker sections, Promotional Strategies for Educational uplift.
- Human and Child Rights: Corporal Punishment and Life with dignity in Classroom,
- Tagore's Child in 'Crescent Moon', Role of NCPCR.

PRACTICUM: (Any one)

- Prepare an assignment on the topic given by the course teacher.
- Analysis of different reports of various Educational commissions and committees' like-SSA, RMSA, NPE 1986, RTE, NKC etc.
- Prepare a report based on observation on any topic chosen by the course teacher.

SUGGESTED READINGS:

- Abdul Kalam, A.P.J.(2005) *Ignited Minds*, New Delhi: Penguin
- Anand, C.L. et.al. (1983) *Teacher and Education in Emerging Indian Society*, NCERT
- Beg, M.A. (2014). *Inclusive Growth*, New Delhi: A.K.Publishers
- Gandhi, M.K. (2011). *All Men are Brothers*, New Delhi: Rajpal

- GOI (1964) *Education Commission “Kothari Commission”*. Ministry of Education
- GOI (1986) *National Policy on Education*, Ministry of Human Resource Development
- GOI (1992) *Programme of Action (NPE)*. Ministry of Human Resource Development
- Ministry of Law and Justice (2009) *Right to Education*. Govt of India
- Mohanty, J., (1986) *School Education in Emerging Society*, New Delhi: MacMillan
- NCERT (1993) *Teacher and Education in Emerging Indian Society*, New Delhi
- NCF (2006). *Gender Issues in Education (2005) Position Paper*. New Delhi: NCERT
- Ozial, A.O. *Hand Book of School Administration and Management*, London: Macmillan.
- Tagore, R.N. (1961). *Crescent Moon*, Santiniketan: Visva-Bharati Press.
- Mukherjee, H.B. (2013) *Education for Fullness*, Routledge
- Tagore, Rabindranath (1980) *Our Universe*. Translated by Indu Dutt. Bombay: Jaico Publishing House.
- Tagore, Rabindranath (1961) *The Religion of Man*. Boston: Beacon Press.

GENDER SOCIETY AND EDUCATION

Full Marks-50

COURSE OBJECTIVES:

- To enable the student teachers to know the historical development and present scenario of Indian women education.
- To enable the student teachers to realize the need women education for social sustainability.
- To orient the student teachers with the various aspect women empowerment.
- To acquaint the student teachers with approaches to overcome gender gap.

UNIT I: PERSPECTIVES OF WOMEN EDUCATION

- Concept, Nature, objectives and importance of women education.
- Development of women Education in Ancient, medieval India.
- Development of women education in pre-independent period.
- Tagore's view about the emancipation of women through education and Women in Ashram life of Santiniketan.

UNIT II: WOMEN AND EDUCATION IN CONTEMPORARY INDIA

- Status of Indian women education in the 21st Century.
- Problems in the way of women education.
- Provisions of women education in various educational commissions after her independence.
- Provisions of women education in Indian Constitution and in various five year plan period.

UNIT III: GENDER, EDUCATION AND EMPOWERMENT

- Need of education for women empowerment
- Agencies of women education (Both Govt & NGOs)
- Establishment of Women's Study Centre (WSC)
- Women education and social change

UNIT: IV APPROACHES OF WOMEN EDUCATION

- Role teacher and as a human being to overcome gender gap at Secondary level as well as in society.
- Teaching strategies for Women Education at Secondary level
- Women and Mass Media
- Researches in Women Education

Practicum: (Any One)

1. Organizing village camp to promote gender equality and preparation of report.
2. Preparing a syllabus on any one of the following-
 - A. Women Education
 - B. Gender and Society
 - C. Women and Equality
 - D. Empowerment of women
3. Collection of basic relevant information about the status of women in the adjoining localities (at least two localities) and preparation of report.

SUGGESTED READINGS:

- Agarwal, S.P. (2001) Women's Education in India. Guwahati. Eastern Book House.
- Athreya, Venkatesh B. and Rani, S.C. (1996) Literacy and Empowerment. Sage, New Delhi.
- Bhattacharya, Sabyasachi, J. Bera, C.R. Yagati and B.M. Sankhdher (2001) The Development of Women's Education in India 1850-1920. Kaniskha Publisher, New Delhi.

- Dutt, S. (2000) *Women and Education*. Anmol Pub. New Delhi.
- Menon, L. (1998): *Women Empowerment and Challenges of Change*. Kaniskha Publisher, New Delhi.
- National Human Develop Report.
- UNO, (1999) *World Survey Report on the Role of Women in Development: Globalisation, Gender and work*, New York.
- Mukherjee, H.B. (2013) *Education for Fullness* , Routledge
- Tagore, Rabindranath (1980) *Our Universe*. Translated by Indu Dutt. Bombay: Jaico Publishing House.
- Tagore, Rabindranath (1961) *The Religion of Man*. Boston: Beacon Press.

INCLUSIVE EDUCATION

Full Marks-50

OBJECTIVES:

- To acquire the concept, Importance and Objectives of inclusive education.
- To explain the Concept, Characteristics, Causes, Prevention and Remedies for Various Disabilities.
- To acquire basic knowledge on Teaching Learning Strategies, Vocational Training and Curriculum Adjustment for Disabled.
- To understand the policy perspectives, Schemes and role of the National Institutes and Other agencies for rehabilitation of Disabled.
- To develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.
- To realize the causes of educational backwardness of socially disadvantaged sections.
- To know about several Efforts, Schemes and Programmes for Empowerment of disadvantaged sections.

UNIT-I: AN INTRODUCTION TO INCLUSIVE EDUCATION

- Inclusive Education: Meaning, Concept, Objectives and Scope
- Concept of Special Education, Historical Perspective (In India and the World)
- Concept of Impairment, Disability and Handicap
- Various disabilities: Types, Concepts, Characteristics and causes
- Prevention and Remedies for Various Disabilities

UNIT-II: TEACHING LEARNING STRATEGIES FOR DISABLED

- Need and process of early identification
- Special, Integrated and Inclusive Education
- Curriculum adjustment and adaptation, Classroom Management, Peer tutoring, Assistive devices, Barrier free Environment and Teaching Strategies
- Vocational Training, Employment and Rehabilitation, Individualized Education Programme and Computer Assisted Instruction
- Use of Information and Communication Technologies, Multi-Sensory Approach

UNIT-III: POLICY PERSPECTIVE AND LEGAL FRAMEWORK

- International Declarations, Salamanca Statement, UNESCAP Decade for Person with Disabilities and other Declarations
- Provisions of Indian Constitution, NPE, 1986; Mental Health Act, 1987; RCI Act, 1992; PWD, Act, 1995; National Trust Act, 1999; National Policy on Disabilities, 2006
- Schemes for Education of Disabled: Integrated Education for the Disabled Children, Sarva Siksha Abhiyan, Inclusive Education for Child and Youth with Disabilities, District Primary Education Programme, Project Integrated Education for Disabled
- Concessions: Transport, Age Concession, Reservation, Exemption from Examination Fee, Family Pension
- National Institutes and National Handicap Finance and Development Corporation

UNIT-IV: EDUCATIONAL EMPOWERMENT OF DISADVANTAGED SECTIONS

- Empowerment of Minorities: Educational Problems, Present Status, National and State Commissions, Recommendations of various Commissions, Schemes and Programmes for Educational Empowerment.
- Empowerment of Weaker Sections (SCs, STs, OBCs): Reasons of Educational backwardness, Present Status, Indian Constitution and Weaker Sections, National Commission for Weaker Sections, Schemes and Programmes for Educational Empowerment.
- Empowerment of Women: Women: Historical background, Problems of Women Education, Present Status, Recommendations of various committees and commissions, NPEW, National Mission, Schemes and Programmes for Educational Empowerment.
- Child Rights and Education: Child Labour, Recommendations of various committees and commissions, Schemes and Programmes for Educational Empowerment.

PRACTICUM (Any One):

1. Visit any one Institution for Children with Visually Impaired, Hearing Impairment, Mental Retardation or Orthopaedically Handicapped and make a report. The report must include reflections on problems faced by Disabled Children, resources, infrastructure, assistive devices, aids and appliances and support services.
2. Critical review of policies programmes and schemes for Children with Disability/ Deprived Sections of the society.
3. Case Study of any two Children with Disability and make an Individualized Education Programme.
4. Conduct surveys of various schools to identify various forms of inequality with reference to Disadvantaged Sections of the society and submit a report.
5. Prepare an assignment.

SUGGESTED READINGS:

- Agrawal, R. (2011). Education for Disabled Children, New Delhi: Shipra Publications.
- Ainscow, M., Booth. T. (2003). The Index for Inclusion: Developing Learning and Participation in Schools, Bristol: Centre for Studies in Inclusive Education.
- Baine, D. (1988). Handicapped children in developing countries: Assessment curriculum and instruction, Alberta: University of Alberta.
- Baver. A. M. & Shea, M. (1989). Teaching exceptional students in your classroom, Boston: Allyn and Bacon.
- Beg, M.A. (2014). Inclusive Growth, New Delhi: A.K.Publishers.
- Chatterjee S.K. (2000). Educational Development of scheduled castes.
- Chauhan, S. S. (1989). Education of Exceptional Children, New Delhi: Indus Publishing Company.
- Cowels, M. (1969). Perspectives in the education of Disadvantaged children.
- Dash, N. (2006). Inclusive Education, New Delhi: Atlantic Publication.
- Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Chennai: Heinemann Educational publishers, Multivista Global Ltd.
- Mani, M.N.G. (2000). Inclusive Education-In Indian Context, Coimbatore: IHRDC, Sri Ramkrishna Mission Vidyalaya.
- NCERT (2006). National focus group report on education of SCs and STs. New Delhi: NCERT.
- NCF (2006). Gender Issues in Education (2005) Position Paper, New Delhi: NCERT.
- Panda, K.C. (1997). Education of Exceptional Children, New Delhi: Vikas Publication.
- Pandey. R.S. and Advani, Lal (1995). Perspective in Disability and Rehabilitation, New Delhi: Vikas Publishing House.
- RCI, (2008). Status of Disability in India-2008, New Delhi: Rehabilitation Council of India.

- Sharma, P.L. (1990). Teachers handbook on IED-Helping children with special needs, New Delhi: NCERT.
- Sharma P.L. (2003) Planning Inclusive Education in Small Schools, RIE Mysore
- Salamatullah, (1979). Education in Social context, New Delhi: NCERT.
- UNESCO. (2004). *Education for All: The Quality Imperative. EFA Global Monitoring Report*. Paris.
- UNESCO (1997). International Consultation on Early Childhood Education and Special Educational Needs. Paris
- Wehman, P & Melaughlin P. T. (1981). Programme Development in Special Education, New Delhi: Paul McGraw hill Publishers.
- Yadav, S.K. (1986). Education Schemes for scheduled castes.
- Mukherjee, H.B. (2013) Education for Fullness , Routledge
- Tagore, Rabindranath (1980) *Our Universe*. Translated by Indu Dutt. Bombay: Jaico Publishing House.
- Tagore, Rabindranath (1961) *The Religion of Man*. Boston: Beacon Press.

Online Resources:

<http://en.unesco.org/>

<http://www.mhrd.gov.in>

<http://www.nuepa.org/depa.html>

<http://www.pib.nic.in/newsite/mainpage.aspx>

<http://www.rehabcouncil.nic.in>

<http://www.socialjustice.nic.in>

<http://www.ncsc.nic.in>

<http://www.ncst.nic.in/index.asp?langid=1>

<http://www.ncbc.nic.in/Home.aspx?ReturnUrl=%2f>

<http://ncw.nic.in>

<http://ncm.nic.in>

YOGA AND HEALTH EDUCATION

Full Marks-50

COURSE OBJECTIVES:

- To help understand the meaning, Definition and the various types of yoga.
- To understand different types of Asanas , Pranayams and their effect to promote a sound physical and mental health.
- To practice different types of Asanas and Pranayams.
- To make students aware regarding various types of communicable diseases , their prevention and first aid.
- To help understand the importance of Health Education.

UNIT I: CONCEPTULIZATION OF YOGA

- The meaning and Concept of Yoga; Scope , Need and Objective of Yoga History of Yoga,.
- Types of Yoga : Jnana Yoga, Karma Yoga, Bhakti Yoga, Raja Yoga, Hatha Yoga and Kundalini Yoga
- Metaphysical basis of Yoga : Twenty five Principles of Yoga

UNIT-II: EIGHT LIMBS OF YOGA AND CURRICULUM

- Eight limbs of yoga : The five Yamas (observances); The five Niyamas (abstinences); Asans (The right postures); Pranayam (controlling the breath); Pratyahara (controlling the senses); Dharana (concentration) and its methods; Dhyana (meditation) and its kinds; Samadhi and its various types
- Surya Namaskar,Pranayam and Different Asans and their effects to promote a sound physical and mental health
- Place of Yoga in school Curriculum and International Day of Yoga.

UNIT III:

- Health Education Definition, Scope, areas, aims and objectives.
- Communicable diseases- transmission of disease, Prevention and confront.
- First aid knowledge- Measures to be adopted of wounds, Burns, Bites, Eclectic, Injuries, Drowning, Artificial respiration and external massage of the heart.

UNIT IV:

- Mental and Emotional health,
- Factors of healthful Institution Environment, communicable diseases transmission of diseases, Prevention and control.
- Factors on which mental and emotional health depends, measures to be adopted to secure the mental health of the pupil.

PRACTICUM:

A.Assessment on conducting practical (15 marks) on

- i. first aids,
- ii. Asanas / Surya Namaskar.
- iii. Status survey of Health Awareness of neighborhood village/ school

B. Practices of Yoga (50 Marks)

For technicalities and Practices of Yoga, weekly Demonstration classes will be taken by the Yoga Instructor which will be followed by personal practices. Selected asanas and pranayam will be demonstrated and practiced Semester wise.

SUGGESTED READINGS:

- Yoga Asanas in theory and Practice Monghur, Bihar School of Yoga.
- Sachitra Yoga-Vayam, Nilmoni Das, Ironman Publishing House, Kol- 700009
- Teaching of Physical Education and Health Education, B.D. Bhat
- Accident First Aid, Yudenich, V.V
- Health and Physical Education- S.C Roy

ACTION RESEARCH AND CASE STUDY

Full Marks-50

Instruction:

Two classes in each will be conducted to orient the teacher trainees regarding the process and reporting of Action research and case study.

Sl no.	Activities
1	Teacher Trainees will undertake one action research under the supervision of the faculty member.
2	Teacher Trainees will prepare one case study report under the supervision of the faculty member.
3	Viva-voce on above mentioned reports

B.ED 146.1
PEACE AND VALUE EDUCATION

Full Marks-50

Objectives:

On completion of the course the student teachers will be able to

1. Understand the concept and types of values in life and relevance of peace.
2. Get an insight into the strategies of inculcation of values among children.
3. Develop awareness about the different agencies and sources of values in life.
4. Develop skills and techniques needed to teach value and peace education.
5. Work for active role of the teacher in maintaining peace and values.
6. Get motivation by the work of renowned Philosophers, Sufis & Saints and noble laureate people in the field of peace and maintaining values in society.

Unit: 1- Introduction and Sources of Values

1. Values and Types: Concept, Nature and significance, Meaning and importance of value education. Different types of values-Intellectual, Social, Spiritual, Aesthetic, and Economic, Health Democratic and cultural.
2. Basic human values-Truth, Beauty, Goodness, Love, Peace, Non-Violence.
3. Contemporary Values-Scientific Temper, Intellectual Honesty, Social service and Protection of Environment.
4. Sources of value education- Religion, Life of Historical and Spiritual Personalities, Spiritual Traditions, Political and Social System Indian Constitution, UNO.

Unit: 2-Approaches and Strategies to Value Education

1. Role of Social Agencies: Family, Educational Institutions, Communities, Mass Media (Print & Electronic), Social Media, Social Organizations.
2. Activities and Strategies: reflections on songs, scripture Passages, parables, stories, Case Study, Role play, Skit, Poetry, Music, interreligious studies, moral education, anecdotes, Teachings and practices of Sufis and Saints.
3. Role of teachers in value education

Unit: 3- Understanding Peace Education

1. Awareness of Peace: Meaning, Relevance, foundations of peace values, inner and outer peace. Need of Peace Education
2. Threats and Challenges to peace: increasing stresses, conflicts, feelings of insecurity, domestic violence and economic factors resulting in poor quality of life. Communal violence, Fanaticism, Terrorism, Regionalism, increasing crimes, Wars.
3. Peace and Conflict: Internal and External factors, Poverty, Economic Disparities, Political and Social factors. Cultural, ethnographic and Environmental conditions

Unit: 4: Approaches to Peace Education

1. Philosophies of Peace: Mahatma Gandhi, Krishnamurthy, Rabindra Nath Tagore, Martin Luther King and Dalai Lama
2. Efforts for Peace Building by Nobel Peace Laureates: Kailash Satyarthi, Ang Sang Su Ki, Nelson Mandela, Malala Yusufzai.

3. Global Concerns: Role of National and International Agencies, Human Rights, Quality of Life, Security, Educational Uplift, Sustainable Economic Development.
4. Maintaining Peace: Life Skills Education, constructivist approaches in teaching, removing tensions, examination fear, stress, corporal punishment , violence and conflicts at school level

Practicum/Activity:(Any One)

1. Organize seminar / Group Discussion / Symposium / Workshop on any of the topics prescribed.
2. Organize educational exhibition on any of the following topics:
 - a. Cultural Heritage,
 - b. National Integration
 - c. Secularism
 - d. Role of Family
 - e. Values in Different Religion

Suggested Readings:

Abdul Kalam, A.P.J. (2013) *My Journey*. New Delhi: Rupa Publications

Abdul Kalam, A.P.J. (2013) *You Are Unique*. Bangalore: Punya Publications

Aurora, G. L. (1995). *Child Centred Education-for Learning without Burden*, Gurgaon: Krishna Publishing Co.

Bagchi, et. al. (2008). *Value Education*, Jaipur; University Book House (P) Ltd.

Dholakia R. P. (2001). *Eternal Human Values and World Religions*. New Delhi: NCERT.

Gandhi, M. K. (2011) *All Men Are Brothers: Life and Thoughts of Mahatma Gandhi in his Own Words*. Delhi: Rajpal & Sons.

Gupta N. L. (2000). *Human Values in Education*. New Delhi: Concept Publishing Company.

Khan, A.U. (1995) *Pearls of Wisdom-Sayings of the Great Sufis*. New Delhi: Kitab Bhavana

Khera, Shiv. (2012) *You Can Win*. New Delhi: MacMillan

Sen, Amartya. (2011) *Identity and Violence*. Delhi: Rajpal & Sons

Singh Y. K., Ruchika, N. (2005). *Value Education*, Delhi: APH Publishing Co.

B.Ed.146.2

GUIDANCE AND COUNSELING

Full Marks-50

OBJECTIVES:

On completion of this course, the students will be able to:

- Understand the meaning, characteristics, types, nature, scope and ethical issues of guidance and counseling.
- Acquire knowledge about guidance and counseling services, techniques of data collection and skills & qualities required to be a counselor.
- Identify the children and adolescents who require guidance and counseling.
- Collect data and Organize guidance and counseling services in their educational institution.
- To develop an understanding of adjustment, mental health with special reference to adolescent stage.

Unit- 1 CONCEPT OF GUIDANCE

- Meaning, characteristics, principles nature, scope and need of Guidance.
- Types of guidance- educational, vocational and personal.
- Mode of guidance service- individual and group
- Relationship, Comparison and ethical issues in guidance and counselling.

Unit- 2 COMPONENTS AND ORGANISATION OF GUIDANCE SERVICES

- Techniques and tools for collecting data for guidance: Cumulative records, Rating scales, Interview and Psychological tests and online testing services, career information, and Resource sharing.
- Organizing Guidance Service at different levels of education (elementary, secondary and higher).
- Types of guidance service- Orientation, Information, Individual Inventory, Counseling, Preparation, Placement, Follow-up, and Research & Evaluation.
- Role of home, school and community in providing guidance service (all three types of guidance).

Unit- 3 THEORETICAL FOUNDATION OF COUNSELLING

- Meaning, characteristics, principles, nature, scope and need of Counseling.
- Types of counseling- individual and group & Approaches of counseling- Directive, Non-directive and Eclectic
- Techniques in counselling: Testing and Non Testing techniques.
- Techniques of counseling- psychoanalytic, behaviouristic and humanistic and Counseling Skills-Building Trust: Listening, attending, building rapport, demonstrating empathy, observing, Interview (types of Interview), procedure of conducting interview: preparation, process, interpretation, recording, and termination.

Unit- 4: MENTAL HEALTH AND ADJUSTMENT

- Meaning, Concept of mental health, Factors affecting mental health, criteria of good mental health and Role of guidance personnel in promoting positive mental health at school
- Meaning and process of adjustment, adjustment mechanisms.
- Techniques of stress management, conflict resolution and mediation and violence prevention programs and models.

PRACTICUM:

Undertake any one of the following activities:

1. Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a counsellor and prepare a brief report.
2. Plan a minimum guidance programme for a school at the secondary stage.

3. Prepare a detailed outline of a class talk and career talk for secondary school students on identified themes or especially on the 'Need for guidance services in schools'.
4. Interact with the counsellor with regard to the process of counselling, nature of problems of the students/clients and write a report on this.
5. Administer a test of Intelligence on a group of high school students and prepare a report.

SUGGESTED READINGS:

0. Aggarwal, R. (2006) Educational Vocational Guidance and counseling, New Delhi: Shipra Publication.
1. Aggarwal, R. (2010) Elementary Guidance and counseling, New Delhi: Shipra Publication.
2. Anastasi, A. & Urbina, S. (1997). Psychological Testing, 7th Ed., Upper saddle River. NJ: Prentice Hall.
3. Bala Rajni (2007) Guidance and Counseling: modern review, New Delhi: Alfa Publication.
4. Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). Guidance and Counselling: A theoretical Perspective; Volume-I, New Delhi: Vikas Publishing.
5. Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). Guidance and Counselling: A theoretical Perspective; Volume-II, New Delhi: Vikas Publishing.
6. Chauhan, S.S. (2007). Principle and Techniques of Guidance. New Delhi: Vikas Publishing House.
7. Gibson & Mitchell, M. (2008). Introduction to Counseling and Guidance. New Delhi: PHI Learning.
8. Gibson, R. L. & Marianne M. H. (2008)., Introduction to Counseling and Guidance. New Delhi: Prentice Hall.
9. Kochhar, S. K. (2006). Educational and vocational guidance in secondary education. New Delhi: Sterling Publications
10. Madhukumar, I. (2007). Guidance and Counselling. New Delhi: Authors Press.
11. Mathur, S S (2007) Fundamentals of Guidance & Counseling, 2nd Edition. Agra: Aggarwal Publication.
12. Naik, D. (2007) Fundamentals of Guidance and counselling. New Delhi: Adhyayan publishers.
13. Pandey, V.C. (2006) Educational Guidance & Counseling. New Delhi: Isha Books.
14. Rao, S. N. & Hari, H. S. (2004) Guidance and counselling. New Delhi: Discovery pub.
15. Rao, S. N.(2006) Counselling and guidance. New Delhi: McGraw hill.
16. Saraswat, R. K. & Gaur, J. S. (1994). Manual for Guidance Counselors. NCERT: New Delhi.
17. Saxena, A. (2006). Organization of Guidance service. New Delhi: Rajat Publications.
18. Saxena, A. (2007). Introduction to Educational & Vocational Guidance. New Delhi: Rajat Publications.
19. Sharma, R. A.(2006) Fundamentals of Guidance and Counselling. Meerut: R Lal Book Depot.
20. Sharma, S. (2007). Career Guidance & Counseling. New Delhi: Kanishka Publishers.
21. Varky, B. G. & Mukhopadhyay, M.(2006). Guidance and Counselling. New Delhi: Sterling Publications.

DISTANCE AND OPEN SCHOOLING

Full Marks-50

COURSE OBJECTIVES:

1. To orient students with the nature and need of distance education in the present day Indian society.
2. To expose students to different kinds of information and communication technologies and enable them to be familiar with their use in teaching-learning process.
3. To enable students to understand various modes of Student-support- services and develop in them skills to manage such services for various kinds of programmes through distance education.
4. To enable students to evaluate distance education programmes and to develop in them the ability to enhance the quality and standards of such programmes.

UNIT I: Distance Education: Genesis, concept, need, nature and scope of distance education.

UNIT II: Mode & Methods of Distance Education: Print & non –print Instructional Materials; Counseling and evaluation in distance education.

UNIT III: IGNOU and NOS: Genesis, objectives, programmes and functions of Indira Gandhi National Open University (IGNOU); Genesis, relevance, programmes and functions of National Open School (NOS).

UNIT IV: Learning at a Distance: Student-support-services in distance education and their management; Technical and vocational programmes through distance education; Programmes for women through distance education; Distance education and rural development.

PRACTICUM: (Any one)

- Prepare an assignment on the topic selected by the course teacher
- Seminar Presentation

SUGGESTED READINGS:

1. Aitchison. J. & Aitchison. J. (1907). Text Design in Distance Education: Print & Facilitating Adult Learning;. Pretoria; University of South Africa.
2. Bate, A. W. (ed.) (1984). The Role of Technology in Distance Education. London.
3. Datta, R. (1985). Distance Education in India. New Delhi: Open School.
4. Satyapal. Anand (1979). University Without Walls. Delhi,:Vilas Publishing House Pvt. Ltd.
5. Sharma. R. A. (1994). Distance Education: Theory, Practice & Research. Merrut: loyal Book Depot.

DEVELOPMENT OF INDIAN EDUCATION

Full Marks-50

OBJECTIVES:

1. To help students understand the developments of education in ancient India.
2. To enable the students to acquire knowledge about the characteristics features of Vedic Education
3. To enable the students understand about the impact of Heterodox Indian Traditions on education.
4. To acquaint students with cross-border impacts on Indian education.

UNIT – I: VEDIC TRADITION OF EDUCATION:

- Salient features of Education in the four Vedas.
- Salient features of Education in the Upanishads
- Educational Implications of Srimad Bhagabat Gita.

UNIT –II: EDUCATIONAL TRADITION IN SMRITIS AND DARSHANAS

- Salient features of Education in the Smritis
- Advaita Vendata with special reference to their educational Implications.
- Yoga Darshan (Patanjali Yoga Sutra) with special reference to their educational Implications

UNIT- III: EDUCATION IN HETERODOX INDIAN TRADITIONS

- Charvak Philosophy and its educational implications
- Buddhist Tradition and its educational Implications
- Jain Tradition and its educational Implications

UNIT-IV: CROSS-BORDER IMPACT ON INDIAN EDUCATION

- Islamic educational thought and its impact on Indian system of education
- Colonial impact on Indian education system
- Cross boarder impact on Indian higher education

PRACTICUM:

- Content analysis of the School Curriculum for identifying ancient Indian values.
- Observation of School activities / co-curricular practices reflecting the ideas / practices of Vedic / Islamic/ Buddhist/ Jain tradition
- Observation and reporting of Colonial impact on Indian system of education.
- Seminar Presentation / Group Discussion / Interaction
- Organisation of Debates & dialogues on different developmental issues of education

SUGGESTED READINGS:

1. Altekar, A. S. (1951). Education is Ancient India. Banaras: The India Book House.
2. Biswas, A. & Agrawal, S. P. (1994). Development of Education in India: A Historical survey of Educational Documents before & after Independence. New Delhi: Concept Publication.
3. Chatterjee, C. (1957). Vedantic Education. Lucknow: Gauranga Cultural Research Institute.
4. Hiriyana, M. (1983). Outlines of Indian Philosophy. Bombay: Blackie & Son.
5. Hiriyana, M. (1949). The Essentials of Indian Philosophy .London: George Allen & University.
6. J. P. Banerjee (1985). Education in Indian Past, Present and Future. Vol. 1. Calcutta: Central Library.
7. Keay, F. E. (1980). Ancient Indian Education: Origins, Development & Ideals. New Delhi: Cosmo Publications.
8. Khan, Md. Shasif (1990). Education, religion & the modern age. New Delhi: Asia Publications House.
9. Mitra, Veda (1964). Education is Ancient India. New Delhi: Arya Book Depot.
10. Mookherjee, R. K. (1960). Ancient Indian Education: Brahminical & Buddhist. Delhi: Motilal Banarasi Das.
11. Nurullah S. S. and Naik J. P. (1951). History of Education in India (1800-1947). Calcutta: Macmillan & Co Ltd.

B.Ed. 146.5
PHYSICAL EDUCATION

Full Marks-50

COURSE OBJECTIVES:

- To help the student teachers to be acquainted with the importance of Physical Education Programme in respect of all-round development of the students and for developing Personality traits.
- To help the student teachers to acquire knowledge of preparing fixture and track marking with provision of staggers.
- To enable the student teachers in planning Physical Education activities to deal with the problems and solutions.

UNIT I: Physical Education-its meaning, aims and objectives, the significance of child's growth and development to Physical Education, Bio-Physical difference in boys and girls and their implications.

UNIT II: Organising Annual Athletic meet including laying out of double bend track with provision of stagger; Preparation of fixture knock-out and league.

UNIT III: Organising physical Education Programme in Educational Institutions; problems and solutions.

UNIT IV: Role of Physical Education in personality development and the role of the teachers in handling with delinquent children.

PRACTICUM (Any One):

Assessment (to be assessed internally):

1. Conducting Annual Athletic Meet.
2. Prepare practical note book on yoga and track marking.

SUGGESTED READINGS:

1. Foundation of Physical Education- Charles A. Bucher
2. Shari Siksha Prosonga- Ganguly Subir Kumar
3. Teaching Physical and Health Education- Bhatt B.D and Sharma S.R
4. Principles and History of Physical Education- Sathyaresam R.C
5. Health and physical Education- Roy S.C

B. Ed: 146.6
Human Rights Education

Full Marks-50

OBJECTIVES:

On completion of the course students will be able to-

1. Develop the idea of Human Rights Education and its historical development in western and Indian perspective
2. Develop an understanding about the emerging issues related to human rights and challenges to its protection.
3. Realize the problems of socially disadvantaged groups and weaker sections
4. Understand the mechanism of the human rights protection in India
5. Realize the need of human rights education and its provision in India.
6. Know about various Acts and Legal provisions for the Protection of various rights in India.
7. Understand the working of various national and international agencies of Human Rights Protection

Unit: 1- Concept of Human Rights and its Historical Development:

1. Human rights – Meaning and Concept (Theories) Generational Classification of human rights
2. Magna Carta (1215) , English Bill of Rights (1689), the Bill of Rights of the Constitution of the United States of America, the French Declaration of the Rights of Man and of Citizen (1789),
3. United Nations (System) and Universal Declaration of Human Rights (UDHR),1948
4. Fundamental Rights in Indian Constitution-their background, overview and contemporary debates, Directive Principles of State Policy and Fundamental Duties as Constitutional Obligations

Unit: 2- Emerging Issues in Human Rights

1. Challenges to Democratic State and Civil Society, Good Governance and State Accountability, Communalism and Terrorism, Corruption and Muscle Power
2. Debates on Big Dams, Displacement and Rehabilitation, Tribal Rights and Forest Protection Environmental Issues and Sustainable Development, Traditions, Culture and Human Rights
3. Human Rights Violations of Weaker Sections-Children, Women, Scheduled Castes and Scheduled Tribes, Backward Classes
4. Human Rights Violations of Marginalized/Disadvantaged Groups- Minorities, Refugees, Aging Persons, Physically and Mentally Challenged, Prisoners, Unorganized Workers and others

Unit: 3- Human Rights Protection Mechanism in India

1. Human Rights Law Enforcement Agencies, Judicial System, Adjudication Process and Judicial Activism

2. Remedies: Writs, Public Interest Litigation (PIL), Judicial Review, Right to Information Act (RTI), Protection of Human Rights Act 1993
3. Institutional Mechanisms-National/State Commissions for Human Rights, Women, Scheduled Castes, Scheduled Tribes, Backward Classes , Minorities, Minority Educational Institutions and others
4. Role of Civil Society Organizations, NGOs and Media

Unit: 4- Promotion of Human Rights Education in India

1. Right to Education and Universalization of Education, National Policy of Education and Human Rights
2. Human Rights Education – India and International, Problems and Prospects
3. Some Acts for Protecting Human Rights-Protection of Civil Rights Act, 1955, SC and the ST (Prevention of Atrocities) Act, 1989, Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, Pre-Conception and Pre-natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994, Environment (Protection) Act, 1986, Prevention of Domestic Violence Act 2006, RTE-2009

Practicum:

1. Visit to nearby village and contact to the people. Prepare a report on the identification of problems / instances of Human rights violation of the villagers and suggest measures in the light of existing legal provisions.
2. Conduct a survey to any educational institute and contact at least 50 students to know their problems and awareness of their rights.
3. Prepare a poster showing diagrammatically the historical development of Human Rights Provisions.
4. Prepare a Ppt/documentary/ profile based on survey of any of weaker sections i.e. Women/Child/Minority/Minority Institution etc. regarding their educational and socio-economic status.

Suggested Readings:

Agrawal, J.C., Education for Values, Environment and Human Rights, Shipra Publications, Delhi

Bhakry, Savita, (2006) Children in India and their Rights, NHRC, New Delhi

Darren J. O'Byrne, (2005) Human Rights An Introduction, Pearson Education, Singapore

Jed. P. K. (2002). Educating Human Rights. Agra: Bhargava Book House.

Jois, Rama M. (1997). Human Rights and Indian Values. New Delhi: NCTE.

Kar N. N. (1999). Value Education: A philosophical study. Ambala Kantt: The Associated publisher.

Karlekar, Malavika (1964). Education in India. In Douglas Ray et al. (eds.), Education for human Rights: *An International Perspective*; Paris: UNESCO International Bureau of Education.

Kothari, Ashish, et. Al. Environment and Human Rights, New Delhi (2006)

Kothari, Miloon, et al, (2006)The Human Rights to Adequate Housing and Land,NHRC, New Delhi

Macwan, Martin, (2006) Dalit Rights, NHRC, New Delhi

Mani V.S., (1998)Human Rights in India: An Overview, Institute for the World Congress on Human Rights, New Delhi,

Mehta, P.L. and Neena Verma, (1995) Human Rights under the Indian Constitution, Deep and Deep, New Delhi

Mohit, Anuradha, et al. (2006)Rights of the Disabled, NHRC, New Delhi

National Council for Teacher Education, (1996)Human Rights and National Values: Self-Learning Module, Vols. I-III, New Delhi

Nirmal, C.J., (1999)Human Rights in India, OUP, New Delhi

Pachauri, S.K., (1995) Children and Human Rights, APH Pub., Delhi

Pachauri, S.K., (1999)Women and Human RightsAPH Pub., Delhi

Pal, R.M.(ed.) (1995) Human Rights Education, PUDR, New Delhi

B.ED. 146.7

ADULT AND POPULATION EDUCATION

Full Marks-50

OBJECTIVES:

- To acquaint the student teachers an understanding of the definition concept, need and importance of Population Education and adult education.
- To familiarize with the concept, need and importance of family planning and effect of population growth.
- To know the methodology of integrated curriculum development approach in population education.
- To understands the national policies and programmes of Adult Education in India.

CONTENT:

UNIT I POPULATION EDUCATION

- Meaning, concept, definition, scope and need for population education.
- Development of aims and objectives of population education in India:
- Population education Vs Sex Education and Family Planning Education.

UNIT II FAMILY PLANNING EDUCATION AND PROBLEMS OF POPULATION GROWTH

- Small family norm – planned parenthood – need, importance and measures – Agencies, Institutions, offering services in family planning, alternative strategies and incentives in family planning programmes; family planning programme in India.
- Problems related to population growth: Social, economic, educational and environmental (special reference to India).

UNIT III POPULATION EDUCATION IN SCHOOLS AND TEACHER TRAINING COLLEGES

- Curriculum and Methodology: Integrated specialized approach, Co-curricular activities,
- Role of Teacher in creating awareness and use of mass media: newspaper, radio, T.V etc.

UNIT IV ADULT EDUCATION

- Concept and need for adult education, difference between literacy and functional literacy. Formal, informal and Non-formal education.
- Differences in the traditional and functional literacy programme.
- Adult literacy – its origin, development and growth during 19th and 20th centuries with specific reference to adult literacy in India.
- **Andragogy – Methodology of Teaching Adult**
Characteristics of adult learners – psychology of adult learners, analyzing adult need, motivating adult for education, use of various media for adult education.
- **Adult education at different level**
Adult Education in National Planning – 1978 and NPE – 1986
Adult Education in Government Planning, Role of NGO's and mass media in Adult Education, Role of Educational Institutes in Adult Education, Adult Education and UNESCO.

PRACTICUM: (Any one)

- Chalk out an adult education programme.
- Write a review on Human Development Report.
- Write a report on Indian Census
- Critically analyse contemporary issues in population education and adult education.

SUGGESTED READINGS

- Aggarwal, J.C.& S.P. Aggarwal.(1982) *Role of UNESCO in Adult Education*, Vikas Publication House Pvt. Ltd., New Delhi.
- Aggarwal, S.N.(1977), *India's Population Problems*, Tata Mc Graw Hill Pub. Co. Ltd., III Edition.
- Asha A. Bhende and Tara Kanitkar.(1988), *Principles of Population Studies*, Himalayan Pub. House, Bombay.
- Chandana, R.C(1994), *Geography of Population Education*, Kalyani

Publishers, New Delhi.

- Chandra, A. & Shah, A.(1987)., *Non-formal Education for All*, Sterling Publishing Pvt. Ltd. L – 10 Green, Part Extension New Delhi, 1987.
- Cruz L de La.(1980) *Population Education: Its nature and role*, UNESCO (ROEAP), Bangkok,
- Devadas, R.P. (1979). *Planning and programme for Adult Education*, University of Madras.
- Ghosh, B.N (1978). *Population Theories and Demographic analysis*, Meenakshi Prakashan, New Delhi
- Jayagopal, R.(1985), *Adult Learning Psycho – Social Analysis in Indian Context*, Department of Adult and Continuing Education, University of Madras, Chennai.
- Kundu, C.L. (1988). *Adult Education*, Research Future Directions, Kurushetra University, Kurushetra.
- Mahanty, S.B., *Life-Long and Adult Education*, Ashish Publishing House, 8/81, Panjabibagh, New Delhi, 1988.
- Sheshadri, C & J.L. Pandey. (1991). *Population Education: A National Source Book*, ND, NCERT.
- Singh, R.P.(1979). *Non-Formal Education – An Alternative to Formal System*, Bahari Publications Private Limited, New Delhi.

ENVIRONMENTAL EDUCATION

Full Marks-50

OBJECTIVES:

- To enable the student teachers to know the historical development environmental education in India as well as in abroad.
- To enable the student teachers to realize the need environmental education for sustainable development.
- To orient the student teachers with the various aspects environmental education.
- To acquaint the student teachers with approaches to overcome various environmental issues.

UNIT-1: PERSPECTIVES OF ENVIRONMENTAL EDUCATION:

- Concept, Nature, objectives and importance of environmental education.
- Development of environmental Education.
- Values and knowledge related with Environmental Education
- Importance of environment in Tagore's education philosophy.

UNIT- II : CONTEMPORARY ISSUES RELATED TO ENVIRONMENT

- Environmental pollution and Ozone layer depletion.
- Depletion of natural resources, population explosion and related Environmental problems and sustainable development.
- Pollution (Air, water, & soil), Green house effect and Global warming.
- Global climatic change.

UNIT – III: ECOLOGY, ITS IMBALANCE AND VARIOUS LAWS TO PROTECT ECOLOGY

- Concept, Components, classification , factors of ecosystem
- Structure of ecosystem
- Energy flow concept, and laws of energy flow
- Various environment acts and laws at both national and International level related to land, air, water, and wildlife.

UNIT- IV: APPROACHES TO ENVIRONMENTAL EDUCATION:

- Principles of curriculum Formation of environmental education in Secondary level
- Instructional strategies for Environmental Education at Secondary level
- Man-Nature interface.
- Trends of researches in Environmental Education

PRACTICUM: (any one)

4. Organising village camp to promote environmental awareness and preparation of report.
5. Collection of basic relevant information about the status of social and physical environment in the adjoining localities (at least two localities) and preparation of report.

SUGGESTIVE READINGS:

1. Panda. V.C. (2005): Environmental Education. Isha Books. N. Delhi.
2. Odum. E (1971) Fundamentals of Ecology. W.B. Saunders Co. London.
3. Beaumont,J.R., M.Padersen and D.B.Whittaker (1993): Managing Environment. Butterworth- Heinemann Ltd. Oxford Press.
4. Sharma. R.C. (1981): Environmental Education. Metropolitan Books Pvt. Ltd. N. Delhi.
5. Desh.B. & Ramanath. N.L. (1987): Environmental Education for Environmental Education Planning and Conservation, Natraj Publication, Dehradun.

INTRODUCTION TO EDUCATIONAL RESEARCH

Full Marks-50

OBJECTIVES:

After attending the course, participants are expected to be able to:

- Comprehending the concept and purpose of educational research
- Identifying the types of research
- Develop research proposal on the specified topic of research
- Carry out minor research study in their work-situation
- Recognizing teachers' potential to canyon research
- Apply statistical techniques to analyze data

UNIT: I

- Meaning and characteristics of research
- Educational research-what and why
- Research: the scientific method of acquiring knowledge
- Educational research: The major steps

UNIT: II

- Educational research: The types
- Identifying problems and framing Hypothesis
- Reviewing Research Literature
- Research Ethics

UNIT: III

- Standardized measurement and assessment in Educational Research
- Research Tools & Techniques
- Sampling and mode *of* collecting data
- Sampling in Research and error factor

UNIT: IV

- Qualitative data analysis in Educational Research
- Writing Research Report
- Considerations for identifying probable research topics for action research
- Format of a Research Proposal

PRACTICUM:

Students will be engaged in one of the following activity followed by submission of report.

- i) Analyzing a problem related to curriculum following educational research methodology and deduces solution of that problem.
- ii) Analyzing a problem related to pedagogy following educational research methodology and deduces solution of that problem.
- iii) Analyzing a problem related to students behaviour following educational research methodology and deduces solution of that problem.
- iv) Analyzing a problem related to teachers behaviour following educational research methodology and deduces solution of that problem.
- v) Analyzing a problem related to behaviour of the supporting staff following educational research methodology and deduces solution of that problem.

SUGGESTED READINGS:

1. Best, J. W. & Khan, J. V.: Research in Education, PHI, New Delhi, 1990.

2. Carr, E.H. (1964). *Studies in Revolution*, New York: Grossett and Dunlap.
3. Felder, R. M., and Brent, R. (1999). How to Improve Teaching Quality: *Quality Management Journal*, v. 6, p. 9-21.
4. Garrett, H.E.: *Statistics in Psychology and Education*; Longman, New York, 1958.
5. Gijlers, H., and Jong, T. D. (2005). The relation between Prior Knowledge and Students' Collaborative Discovery Learning Process: *J. of Research in Science Teaching*, v. 42, p. 264-282.
6. Gronlund, N.E. & Linn: *Measurement & Evaluation in Teaching*, Maxwell Macmillan, New York, 1985.
7. Guilford, J.P.: *Fundamental Statistics in Psychology and Education*, McGraw Hill, New York, 1965.
8. Hewton, E. (1975). *Project Work in Universities: Physics Education*.
9. Jakobeit, Cord. (1999). 'The World Bank and Human Development', *Development and Cooperation*, No.6 (Nov/Dec): 4 -5.
10. Keeves, J. P. (Ed.): *Educational Research, Methodology and Measurement: An International Hand book*, Pargamon Press, Oxford, 1997.
11. Koul, L: *Methodology of Educational Research*; Vikas Publishing House, New Delhi, 2003.
12. Payne, D.A & Mc. Morris, R.S.: *Educational and Psychological Measurement*,
13. Reynolds, M. C. (ed.): *Knowledge Base for the Beginning Teachers*, Pargamon Press, Oxford, 1990.
14. Richards, J. (1992). *Poor Image Prevails*, Professional Engineering, January 9, Southampton: Mechanical Engineering Publications.
15. Sen, Amartya. (2000). *Development as Freedom*: Oxford University Press. New Delhi.
16. Sing, A.: *Monograph on Internal Assessment*; AIU- Publication Cell, New Delhi,
17. Tilak, J.B.G. (2001): 'Education and Development', *Indian Social Science Review*, 3 (2): pp. 219-266. New Delhi.
18. Van Dalen, D.B.. *Understanding Educational Research: An Introduction*, McGraw-Hill, New York, 1999.
19. Willam, W& Stephen J.G.: *Educational Measurement and Testing*, Allyn and Bacon Inc, Boston, 1985.
20. Ziman, J. (1991). *Reliable Knowledge: An exploration of the grounds for belief in science*, Cambridge: Cambridge University Press.