

THE COURSES OF STUDY FOR TWO YEAR D.EL.ED. PROGRAMME

As per NCFTE-2009 Guidelines

Revised by:



West Bengal Board of Primary Education

Acharya Prafulla Chandra Bhavan

DK - 7/1, Sector - II, Salt Lake

Kolkata –700091

Phone No. 033-2321-1202

E-mail : secretary.wbbpe@yahoo.com

April, 2014

CC-01: Child Studies

Maximum Marks=100

Internal=30

External=70

Pass Marks=40% of Full Marks in each of the External & Internal Evaluation

Student Contact = 90 hours

OBJECTIVES

- To understand general conceptions about child and childhood (specifically with reference to the Indian social context);
- To acquire a sensitive and critical understanding of the different social/educational/cultural realities at the core of the exploration into childhood.
- To develop an understanding of different aspects of a child's physical, motor, social and emotional development.
- To understand the developmental process of children with diverse abilities in social, cultural and political context.
- To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.
- To understand various theories of learning & cognition
- To develop the trainees as supporter, facilitator of knowledge rather than an instructor.
- To sensitize the trainees regarding developmental needs and capabilities and conceptual clarity within their socio cultural context.

Unit-1: Perspectives in Development

Class-8 Hours

- Introduction to perspectives in development – Concept of development (meaning, principles and objectives).
- Development as multidimensional and plural
- Development through the life span (stages)
- Developmental ways as continuous and discontinuous.
- Childhood as modern construct (knowledge- creator) in the context of poverty, globalization and modern culture
- Commonalities and diversities within the notion of childhood with reference to Indian context

Unit-2: Physical-Motor Development

Class-7 Hours

- Growth and Maturation
- Gross and fine motor development skills in infancy, pre-school children and elementary children
- Role of parents and teachers in providing opportunities for physical-motor development, for example, play.

Unit-3: Social Development

Class-10 Hours

- Concept of socialization: Family environment, Parent-child relationships, Child rearing practices,

- Separation of parents: Children in crèches, orphanages etc.
- Schooling: peer influences, Teacher-child relationships, out of school experiences
- Development of children through socialization process
- Personality development – Freudian stages of development
- Psycho-social development – stages as proposed by Erikson
- Social theories and Gender development-meaning of gender roles, influences of gender roles, stereotypes and gender in playground

Unit-4: Self and Moral development

Class-7 Hours

- A sense of self: Self-description, self-concept, self-esteem, social comparison, internalization and self-control
- Moral development: perspectives of Lawrence Kohlberg

Unit-5: Emotional Development

Class-8 Hours

- Development of emotions and ability to regulate them (Love, affection, fear, anger, jealousy etc.)
- Development of emotions at different stages (pre-school, late childhood and pubertal stages)
- Development of emotions as continuous and discontinuous

Unit-6: Learning-

Class- 9 Hours

- Learning: Concept of learning (meaning, principles and objectives) basic theories of learning
- Learning: ideas of behaviorism
- Basic architecture of the mind (working memory, long term memory, attention, encoding and retrieval)

Unit-7: Cognition

Class-11 Hours

- Constructivism: introduction to the concept, Piaget's theory: what is learning, structures and processes of cognitive development, children's thinking, and implications for teaching learning.
- Vygotsky's theory- introduction, the general genetic law, concept of zone of proximal development tools and symbols in development, implications for teaching.
- Individual and socio-cultural differences in cognition understanding learning difficulties, terms of exclusion and inclusion and impact.

Unit-8: Play

Class-10 Hours

- Meaning of Play: Characteristics, kinds and types of Play
- Functions of Play: Linkages with the physical, social, emotional, language, cognitive and motor development of children
- Cross Cultural & Socio-Economic differences in children's play
- Games and group dynamics, rules of games and how children learn to negotiate differences and resolve conflict.

Unit-9: Language-**Class-10 Hours**

- Perspectives in Language development (with reference to how children acquire language at early age): Skinner, Social Learning Theory of Bandura and Walters
- The use of Language: Turn taking, interaction, conversations and listening
- Bilingual or Multilingual children: Implications for teachers, multilingual classrooms, storytelling as a pedagogic tool

Unit-10: Communication**Class-10 Hours**

- How do children communicate?
- Socio-cultural variations in Language: Accents, difference in communication for a multilingual classroom.

Mode of Curriculum Transaction

- Classroom discussions for developing conceptual understanding.
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments and
- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data.

Course Evaluation:

- Evaluation is process- based. A procedure for conducting evaluation in both the internal and external is as follows:-

Internal marks-30

- Distribution of the Marks
Assignment-10 marks
Internal Examination/Paper Presentation/Group wise or Individual-10 marks
Attendance – 5 Marks
Overall Participation = 5 Marks
- **External Evaluation :70 marks, Time: 3 hours**
External Marks =70

QUESTION-PATTERN FOR WRITTEN (Theoretical) EXAMINATIONS

- All theoretical papers for written examinations shall be of 70 marks each
- Of these 70 marks 20 shall be kept for Multiple Choice Type Questions with four options. In case of Content & Method papers 20 marks shall be divided into two equal halves of 10 marks, i.e 10 for contents and 10 for method portion
- There will be 10 Very Short Answer Type Questions of 2 marks each. Such answers should be written within 25 words.
- There will also be one Essay Type question to be answered within 500 words. For this answer 16 marks will be awarded. Such questions should have a reflective/creative part. Such questions should be from the methodology portion in method papers.

COMPULSORY PEDAGOGIC STUDIES-CPS-1: L-1 (Bengali, Hindi, Urdu, Napali)

Bengali

MAXIMUM MARKS =100

EXTERNAL = 70

INTERNAL = 30

Pass Marks=40% of Full Marks

in each of the External &

Internal Evaluation

Student Contact = 90 hours

উদ্দেশ্যাবলী :

- শিক্ষার্থীদের ভাষাগত দক্ষতার বিকাশসাধন
- প্রারম্ভিকস্তরে মাতৃভাষা বাংলা পাঠ্যক্রমের বিষয়বস্তু সম্বন্ধে শিক্ষার্থীদের বিজ্ঞানভিত্তিক জ্ঞান বৃদ্ধিতে সহায়তা করা।
- শিক্ষণ পদ্ধতি ও ভাষা শিখনে বাংলা ভাষার প্রাসঙ্গিক সম্বন্ধে শিক্ষার্থীদের স্পষ্ট ধারণা গঠন।
- শ্রেণীকক্ষে বিভিন্ন শিক্ষক-শিখন পদ্ধতি ও শ্রেণী পরিচালন পদ্ধতি সম্বন্ধে সূষ্ঠা ধারণা গঠন
- প্রতিটি শিশুর পারদর্শিতার মূল্যায়ন এবং সেই অনুযায়ী প্রতিটি শিশুর নিশ্চিতকরণের নিমিত্ত প্রয়োজনীয় ধারণা গঠন
- বাংলা ভাষায় দক্ষতা অর্জন ও শিক্ষার্থীদের ভাষাগত দক্ষতা অর্জনে সহায়ক পদ্ধতি সম্পর্কে সূষ্ঠা ধারণা।

পাঠ একক - ১

বিষয়বস্তু :

৯ ঘণ্টা

প্রথম শ্রেণী থেকে অষ্টম শ্রেণী পর্যন্ত পশ্চিমবঙ্গ প্রাথমিক শিক্ষা পর্যদ এবং পশ্চিমবঙ্গ মাধ্যমিক শিক্ষা পর্যদ কর্তৃক নির্ধারিত পাঠ্যপুস্তক অনুযায়ী পর্যাপ্ত জ্ঞান অর্জন এবং বিস্তৃত ধারণা লাভ।

পাঠ একক - ২

বাংলা ভাষা শিক্ষণের উদ্দেশ্য :

১০ ঘণ্টা

- মাতৃভাষা শিক্ষার লক্ষ্য ও উদ্দেশ্য এবং প্রয়োজনীয়তা
- শিক্ষার মাধ্যমরূপে মাতৃভাষার গুরুত্ব ও সংজ্ঞা
- প্রারম্ভিক স্তরে মাতৃভাষাকে মাধ্যম রূপে গ্রহণ করার সুপক্ষে বিভিন্ন কমিশন ও কমিটি এবং শিক্ষাবিদদের অভিমত।

পাঠ একক - ৩

বাংলা ভাষা শিক্ষণের বিভিন্ন পদ্ধতি :

১০ ঘণ্টা

- শব্দানুক্রমিক পদ্ধতি
- বর্ণানুক্রমিক পদ্ধতি
- বাক্যানুক্রমিক পদ্ধতি
- অভিনয় পদ্ধতি

- অনুকরণ পদ্ধতি
- অনুবন্ধ পদ্ধতি
- বিবৃতিমূলক পদ্ধতি
- আলোচনা, প্রকল্প ও ছড়ার মাধ্যমে শিক্ষাদানের পদ্ধতি

পাঠ একক - ৪

৯ ঘন্টা

বাংলা ভাষা শিক্ষণের বিভিন্ন স্তর এবং দক্ষতা বিকাশ :

- শ্রবণ, কখন, পঠন, লিখন, সৃজনাত্মক লিখন, হস্তলিপি বানানবিধি
- শব্দ ভাঙার বিকাশ

পাঠ একক - ৫

১২ ঘন্টা

পাঠ পরিকল্পনা ও পাঠটীকা প্রণয়ন :

- পাঠ পরিকল্পনার উদ্দেশ্য-গুরুত্ব ও প্রয়োজনীয়তা
- অনুপাঠটীকা বহু পাঠটীকা প্রস্তুতকরণ এবং অভ্যাস গঠন;
- সক্রিয়তাভিত্তিক কর্মপত্র রচনা
- শিক্ষণ সহায়ক উপকরণ সমূহের শ্রেণীকক্ষে ব্যবহার ও প্রয়োগ পদ্ধতি (দৃশ্য - শ্রাব্য - সক্রিয়তাভিত্তিক)
- সল্পমূল্যের শিক্ষণ সহায়ক উপকরণ প্রস্তুতকরণ।

পাঠ একক - ৬

১০ ঘন্টা

ব্যাকরণ (কার্যগত) :

- ব্যাকরণ শিক্ষার লক্ষ্য-উদ্দেশ্য-গুরুত্ব প্রয়োজনীয়তা
- পাঠ্যপুস্তকের অন্তর্ভুক্ত ব্যাকরণ শিক্ষার সুবিধা এবং অসুবিধা
- ব্যাকরণ শিক্ষাদানের বিবিধ পদ্ধতি - আরোহী-অবরোহী-সূত্র পদ্ধতি
- প্রথম থেকে অষ্টম শ্রেণী পর্যন্ত নির্ধারিত পাঠ্যসূচি অনুযায়ী (কার্যগত) বাগধারা, বাক্যসমূহ এবং বাক্যের শ্রেণী বিভাগ ইত্যাদি
- সমুচ্চারিত ভিন্নার্থক শব্দ - বিপরীতার্থক শব্দ-প্রতিশব্দ সম্পর্কে বিশদভাবে অবগত হওয়া

পাঠ একক - ৭

১০ ঘন্টা

লিখন :

- লিখন দক্ষতার উৎকর্ষসাধন
- অনুচ্ছেদ রচনা : বিষয়বস্তুর বাক্যসমূহ চিহ্নিতকরণ, বাক্যসমূহের যুক্তিযুক্ত বিন্যাস, সংযোগকারী শব্দ ও বাগ্‌বিধির সাহায্যে বাক্যসমূহের সংযুক্তিকরণ

- লিখনের বিভিন্নরূপ : পত্ররচনা, আবেদনপত্র, অভিযোগ পত্র, নিমন্ত্রণ পত্র, অনুমতি পত্র, বার্তা, নোটিশ, পোস্টার ইত্যাদি।
- শিখনশৈলি/ঘরানা
- নিয়ন্ত্রিত/নির্দেশিত লিখন
- অবাধ ও সৃষ্টিশীল

পাঠ একক - ৮

৭ ঘন্টা

প্রারম্ভিকস্তরে বাংলা ভাষা শিক্ষণ নিয়ে বিভিন্ন প্রশ্ন :

- বহু ভাষাভাষী ও বিধি সংস্কৃতির প্রেক্ষিতে বাংলা শিক্ষণ
- প্রথম ভাষা হিসেবে বাংলা শিক্ষণ, দ্বিতীয় ভাষা হিসেবে বাংলা শিক্ষণ বিকাশমূলক আর্থসামাজিক ও মনস্তাত্ত্বিক উপাদানসমূহ; প্রথম ভাষা আত্মস্থকরণের মূল উপকরণসমূহ
- বাংলা ভাষা শিক্ষণ সূচনার উপযুক্ত বয়ঃক্রমজনিত প্রেক্ষিত বিবেচনা

পাঠ একক - ৯

৭ ঘন্টা

ভাষার স্বরূপ :

- ভাষা বলতে কি বোঝায় : প্রথম ভাষা, দ্বিতীয় ভাষা এবং বিদেশী ভাষা
- আদান-প্রদান ও চিন্তনের মাধ্যম হিসেবে ভাষা
- ভাষা আয়ত্তীকরণ, ভাষা শিক্ষক-শিখন
- শ্রেণীকক্ষে প্রজ্ঞার নির্মাণ
- ভাষাসমৃদ্ধ শ্রেণীকক্ষের গুরুত্ব অনুধাবন

পাঠ একক - ১০

৬ ঘন্টা

মূল্যায়ন :

- নিরবচ্ছিন্ন ও সামগ্রিক মূল্যায়ন
- মৌখিক ও লিখিত পদ্ধতির মাধ্যমে মূল্যায়ন
- কার্যসম্পাদনমূলক মূল্যায়ন
- অভ্যন্তরীণ - বহিঃমূল্যায়ন
- পারদর্শিতার অভীক্ষা ও বিষয়বস্তুর বিশ্লেষণ
- রুপ্ৰিন্ট (খসড়া পত্র)
- দক্ষতাভিত্তিক প্রশ্নপত্র তৈরি এবং এককভিত্তিক নমুনা প্রশ্নপত্র সৃজন।

হাতে কলমে অভিজ্ঞতা অর্জনের জন্য সক্রিয়তাভিত্তিক কার্যাবলী :

- ১) প্রকল্প - দেওয়াল পত্রিকা - তথ্যসংগ্রহ, মাতৃভাষা দিবস পালন - বিতর্ক - আলোচনা।
২) পাঠক্রম প্রয়োগের মাধ্যম : শ্রেণীকক্ষে মিথস্ক্রিয়া, দলগত কাজ, দলগত আলোচনা, সুলিখন, প্রযুক্তি বিদ্যার মাধ্যমে শিখন।

৩) মূল্যায়ন - অভ্যন্তরীণ ৩০

- ক) অ্যাসাইনমেন্ট - ১০
খ) প্রকল্প - ১০
গ) বিভিন্ন ভাষাভিত্তিক কার্যাবলীতে অংশগ্রহণ -
ঘ) দেওয়াল পত্রিকা লিখন
ঙ) সুলিখন -
চ) উপস্থিতি -
- } ১০

* সমগ্র কার্যাবলীতে অংশগ্রহণ কিন্তু সমগ্র আইটেমের মধ্যে যে কোন তিনটি জমা দিতে হবে।
উপস্থাপনে - ১০, নম্বর তিনটির জন্য ১৫, উপস্থিতির জন্য ৫

৪) বহির্মূল্যায়ন : ৭০ নম্বর লিখিত

- নৈর্ব্যক্তিক - ২০ নম্বর (২০টি প্রশ্ন)
অতি সংক্ষিপ্ত প্রশ্ন - ১০ X ২ (১০টি থাকবে) নম্বর = ২০ নম্বর
সংক্ষিপ্ত প্রশ্ন - তিনটির মধ্যে দুটি ৭ নম্বর X ২ = ১৪ নম্বর
রচনাধর্মী - ২টির মধ্যে একটি - ১৬ নম্বর

QUESTION-PATTERN FOR WRITTEN (Theoretical) EXAMINATIONS

- All theoretical papers for written examinations shall be of 70 marks each
- Of these 70 marks 20 shall be kept for Multiple Choice Type Questions with four options. In case of Content & Method papers 20 marks shall be divided into two equal halves of 10 marks, i.e 10 for contents and 10 for method portion
- There will be 10 Very Short Answer Type Questions of 2 marks each. Such answers should be written within 25 words.
- There will also be one Essay Type question to be answered within 500 words. For this answer 16 marks will be awarded. Such questions should have a reflective/creative part. Such questions should be from the methodology portion in method papers.
- Apart from these there will be two Short Answer Type Questions of 7 marks each, to be answered within 250 words.
- In all sections, excepting the MCQ-section, there should be one or two questions in excess of the number which a trainee has to write compulsorily.

PRACTICUM COURSE : Part-I

P-02 : Creative Drama, Fine Arts, Physical and Health Education

Maximum Marks=100

35 marks for round the year performance as a part of the CCE

65 marks for Term End Evaluation

Pass Marks=50% of Full Marks in each of the External & Internal Evaluation

Student Contact = 90 hours

Objectives:

- To ensure all round development of professionalism within the student-teachers
- To help them understand how to integrate Music, Drama, Fine Arts and Physical and Health Education
- To inculcate value-sense and value-judgment within the student-teachers
- To provide for joyful environment in the learning environment

Group A: Music : Full Marks=30, Class hours:25 hours

Unit – I : Indian Music & Instrument

Class – 5 hours

- Preliminary Ideas of Indian Music
- Preliminary Ideas of Notation –
- Preliminary Knowledge of Instrument –
- Structure of Tabla , Harmonium

Unit – 2 Practice, leading to performance

Class – 10 hours

- Prayer Song -5
- Seasonal Song-5
- Folk Song- 5
- Patriotic Song- 5
- Rhyme Songs – Based on the New Text Books of Classes-I-VIII

Unit – 3: Teaching & Learning through Music(Project activity)

Class – 10 hours

- Integrating songs and music with other curricular areas Presentation of Concepts through songs and rhymes

Group B : Creative Drama and Fine Arts Full Marks=30, Class Hours:25

UNIT-4: Drama

Class – 10 hours

- Concept of Drama & Stage
- Folk Drama & Stage
- Single Acting & Group Acting
- Dance Drama
- Mime Acting

UNIT-5: Fine Arts:**Class – 8 hours**

- Arts in Practice Different forms of Visual Arts
Basic Concept of Colors
Shapes & Forms
Perspective
Balance
Rhythm
Dimensions
- Drawing & Painting – Sketching- Pastel /Water Colour
- Alpana – Design / Pattern/ Ornamentation
- Clay Work – Modelling/ Relief Work
- Paper Art
- Collage
- Craft with waste / discarded materials Tie& Die and Fabric Painting
- Graphics – Calligraphy/Prints
- Puppets
- TLM

Unit – 6 Teaching & Learning through Creative Drama and Fine Arts (Project activity)**Class – 7 hours**

Integrating Creative Drama and Fine Arts with other curricular areas

Presentation of Concepts through Creative Drama and Fine Arts (posters, cartoons etc)

Group C : Physical and Health Educat Full Marks=40, Class Hours: 40 hours**Unit-7: Health: (workshop Activities)****Class – 10 hours**

- Physical Education, aims objectives of Physical Education
- Personal Health and Hygiene – care of teeth, eyes, ear, nose, nails, clothing, bathing etc.
- Charts for communicable disease and its prevention
- Preparation for charts for School health Programme –Campus Cleaniing,
- Sanitation, air pollution, sound pollution etc.
- Special Activities: Physically challenged children
- Good habits for maintenance of good posture – sitting on the floor and chair/desk during reading, standing, walking, stair climbing Picking-up and object from the floor.
- Measuring Height and weight for assessing BMI and Growth.

Unit-8: First Aid(workshop Activities)**Class-6 hours**

- Treatment of wounds, hemorrhage, fracture, dislocation, shock, burning, snakebite, drowning, artificial Respiration, sports injuries, application of ice.
- Dressing and bandage of the skull, collar bone, shoulder, limbs and joints, splint, (uses of different sizes)

Arrangement of an annual exhibition of health and hygiene

Unit -9:Track and Field Events

Class-20 hours

- Fundamental Skills of Running, Jumping, Throwing, walking.
- Fundamental Skills of the Games (Any Three)
Football, Volleyball, Cricket, Throw ball, Kabaddi, Khoko
- Yoga – Suryanamaskar, Padmasana, Chakrasana, Paschimatyasana, Halasana, Bhujangasana, Salvasana, Dhanurasana, Vajrasana, Savasana,Pranayama. Forward role and backward role, cart wheel, Hand, Stand, and Arching
- Recreational Games and Rhythmic Games

Unit-10 : Project Work

Class-5 hours

- Integrating Physical & Health Education with other curriculum areas
- Social Services around the locality of the institutions pertaining to health, visit to the surrounding of the locality with students.

Mode of Curriculum Transaction:

- 1) Debate and discussion for theoretical parts

For Practical Parts

- 2) Group Activities
- 3) Project Activities
- 4) Performances

Only Internal Evaluation:

1. 35 marks for round the year performance, achievement including project, group and individual activities as a part of the CCE (10+10+15)

Term End Evaluation

2. Oral Evaluation of 30 marks on theoretical parts (10 for each section)
3. 35 marks for summative evaluation (Performance based) at the end of the Year (10+10+15)

Reference :

- (i) NCTE & NCERT Published Books
- (ii) the Books prescribed by the WBBPE and WBBSE for elementary School Education
- (iii) The Prescribed Text-books(subject-based) Class-I-VIII

CC-02: EDUCATIONAL STUDIES

Maximum Marks=100

Internal=30

External=70

Pass Marks=40% of Full Marks in each of the External & Internal Evaluation

Student Contact = 90 hours

- to understand and explore the meaning, aims, purposes of education
- to develop understanding of philosophical, sociological and historical dimensions of education
- to identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more informed, meaningful understanding of them
- to expose students to divergent educational thoughts, perspectives and practices, which will help them in creating secure, egalitarian and pedagogically sound learning situations

Unit-I: Philosophical understanding of Education

Class-7 hours

- Understanding the basic assumptions about Human nature, Society, Learning and aims of Education
- Relationship between Schooling and Education and exploring various educative process in Human Societies.

Unit-2: Factors of Education

Class-8 hours

- Factors of Education-teacher, Learner, Curriculum, School
- Child centric education and its importance
- Learners in context: situating learner in the Socio-political and cultural context

Unit-3: Learning, Learner and Teaching

Class-7 hours

- Learning-Concept and nature
- Learning- Knowledge and skills
- Different ways of learning
- Meaning of teaching and its relationship with learning and learner

Unit-4: Knowledge and Curriculum

Class-8 hours

- Child's construction of knowledge: attaining knowledge through activity and experience
- Definition of Curriculum and types of Curriculum.
- Factors of curriculum
- Purposes of Education, Needs and abilities of Education

Unit-5: Great Educators:

Class-11 hours

- Indian Thinkers- Gandhi, Aurobindo, Tagore, Vidyasagar, Vivekananda
- Western Thinkers- Rousseau, Dewey, Froebel, Montessori, Piaget

Unit-6: Education Politics and Society**Class-10 hours**

- Political nature of Education
- Role of Education in reproducing dominance and challenging marginalization with reference to class, caste, Gender and Religion
- Teacher and Society: A critical appraisal of teachers' status

Unit-7: Structure and process of Indian Education system**Class-10 hours**

- Types of schools within different Administration Bodies
- Roles and responsibilities of Educational Functionaries
- Relationships between support organization and the School
- What is School culture, organization, Leadership and Management? What is the role of School Activities such as Assemblies, Annual Days etc. in the creation of School culture

Unit-8 : School Effectiveness and School Standards**Class-10 hours**

- What is School effectiveness and how it is measured?
- Understanding and developing standards in Education
- Classroom management and the Teacher
- Lesson plans, Preparation for transaction and inclusive education
- Communication in the classroom and multiple learning levels in the classroom

Unit-9 : School Leadership and Management**Class-9 hours**

- Administrative Leadership
- Team Leadership
- Pedagogical Leadership
- Leadership for change
- Change Management

Unit- 10 : Change facilitation in Education:**Class-10 hours**

- SarvaShikshaAbhiyan (SSA) experiences
- Equity in Education
- Incentives and schemes for Girl Children
- Issues in Educational and School reform
- Preparing for and facilitating change in Education

Mode of Curriculum Transaction

- Classroom discussions for developing conceptual understanding.
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments and
- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data.

Course Evaluation:

- Evaluation is process- based. A procedure for conducting evaluation in both the internal and external is as follows:-

Internal marks-30

Distribution of the Marks

Assignment-10

Internal Examination/Paper Presentation/Group wise or Individual-10 Marks

Attendance – 5 Marks

Overall Participation = 5 Marks

External Evaluation : External hour-3 hours

External Marks =70

QUESTION-PATTERN FOR WRITTEN (Theoretical) EXAMINATIONS

- All theoretical papers for written examinations shall be of 70 marks each
- Of these 70 marks 20 shall be kept for Multiple Choice Type Questions with four options. In case of Content & Method papers 20 marks shall be divided into two equal halves of 10 marks, i.e 10 for contents and 10 for method portion
- There will be 10 Very Short Answer Type Questions of 2 marks each. Such answers should be written within 25 words.
- There will also be one Essay Type question to be answered within 500 words. For this answer 16 marks will be awarded. Such questions should have a reflective/creative part. Such questions should be from the methodology portion in method papers.
- Apart from these there will be two Short Answer Type Questions of 7 marks each, to be answered within 250 words.
- In all sections, excepting the MCQ-section, there should be one or two questions in excess of the number which a trainee has to write compulsorily.

SI No.	TYPE of Questions	Number of Questions to be answered	Weight age	Remarks
01	MCQ-Type	20 (out of twenty)	20x1	Four- option- MCQ In Methodology papers 10 for Content & 10 for Method
02	Very Short Answer Type	10 (out of twelve)	10x2	Answers to be written within 25 words
03	Short Answer Type	02 (out of Three)	07x2	Answers to be written within 250 words/
04	Essay type	01 (out of two)	16x1	Answer is to be written within 500 words

(CC-03):Contemporary Studies

Maximum Marks=100

Internal=30

External=70

Pass Marks=40% of Full Marks in each of the External & Internal Evaluation

Student Contact = 90 hours

OBJECTIVES:

- To make the student-teachers aware of the interdisciplinary concepts, ideas and concerns of education
- To help them gain an understanding of structure of Indian Nation States
- To help them understand Historical perspective and development of Indian education
- To throw light on RTE Act-2009 and provisions therein for ensuring quality elementary education for all
- To expose the student-teachers to the Indian Constitution with reference to elementary education
- To enlighten the student-teachers on ICT in Education, Inclusive Education, Education for Children with Special Needs (CWSN) etc.

Unit 1: India: the freedom struggle and Independence

Class-6 hours

- Impact of colonialism and anti-colonial struggle
- Education in Pre and Post-Independence India

Unit 2: Structure of Indian nation State (Pre and Post Independence Era)

Class-10 hours

- Institutional Structures of the Indian Nation State; Continuities and Breaks with the colonial apparatus
- Constitutional vision of Independent India: then and now
- Democratic systems and institutional structures: party system and electoral politics. The centre and the state, the judiciary, legislature and executive.

Unit 3: Constitution of India and education

Class-9 hours

- Constitution and Education; Concurrent status of education
- Reservation as an egalitarian policy
- Equality and justice in the Indian constitution, different school system and the idea of common neighborhood school

Unit 4: Right to Education Act 2009

Class-10 hours

- Policies, acts and provisions
- Historical perspective of right to education act
- Right to Education Act 2009 & relevant Government Notifications in West Bengal

Unit-5 : ICT in Education**Class-9 hours**

- 21st Century Skills
- Meaning & Scope of ICT
- History and evolution of ICT
- ICT and Teaching-Learning Process --- Computer Literacy, Computer Aided Learning.

Unit 6: Inclusive Education**Class-10 hours**

- Concept & Forms of inclusion and exclusions in Indian education (marginalized sections of society, gender, children with special needs)
- Historical and Contemporary Perspectives to Disability and Inclusion
- Inclusive Education and Integration
- Addressing Inequality and Diversity in Indian classroom : pedagogical and curriculum concerns – scope for flexibility as and when required
- Understanding and Exploring the nature of assessment for inclusive education

Unit 7: Children with Special Needs**Class-10 hours**

Disability identification, assessment and teaching strategies –

- (i) Visual Impairment
- (ii) Auditory Impairment
- (iii) Mild Mental Retardation
- (iv) Orthopedically handicapped
- (v) Range of Learning Difficulties and approaches and skills for teaching children with learning difficulties

Unit 8: Gender, School and Society**Class-10 hours**

- Social Construction of Masculinity and Feminity- a brief exposition with focus on contemporary developments
- Including gender-balance in school Curriculum, Text-books, classroom processes, peer-interaction and teacher-student interactions

Unit 9: Contemporary Indian issues - 1**Class-8 hours**

- Critical Appraisal of constitutional values as practiced in an educational institution
- First Generation Learners in school
- Role of education in Democracy
- Education for Peace
- Language within School

Unit 10: Contemporary Indian issues - 2**Class-8 hours**

- Educational status, opportunities and experiences of Dalits, Tribal, and Religious Minorities in India
- Marginalization and education of Children from slums and distress migration
- Impact of electronic media on children

- Understanding youth culture in the present times and the impact of internet and other visual mediums

Mode of Curriculum Transaction

- Classroom discussions for developing conceptual understanding.
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments and Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data

Course Evaluation:

- Evaluation is process- based. A procedure for conducting evaluation in both the internal and external is as follows:-

Internal marks-30

- Distribution of the Marks
Assignment-10
Internal Examination/Paper Presentation/Group wise or Individual-10 Marks
Attendance – 5 Marks
Overall Participation = 5 Marks

External Evaluation : External hour-3 hours

External Marks =70

QUESTION-PATTERN FOR WRITTEN (Theoretical) EXAMINATIONS

- All theoretical papers for written examinations shall be of 70 marks each
- Of these 70 marks 20 shall be kept for Multiple Choice Type Questions with four options. In case of Content & Method papers 20 marks shall be divided into two equal halves of 10 marks, i.e 10 for contents and 10 for method portion
- There will be 10 Very Short Answer Type Questions of 2 marks each. Such answers should be written within 25 words.
- There will also be one Essay Type question to be answered within 500 words. For this answer 16 marks will be awarded. Such questions should have a reflective/creative part. Such questions should be from the methodology portion in method papers.
- Apart from these there will be two Short Answer Type Questions of 7 marks each, to be answered within 250 words.
- In all sections, excepting the MCQ-section, there should be one or two questions in excess of the number which a trainee has to write compulsorily.

CC-04: Pedagogy Across Curriculum

Full Marks:100

External:70; Internal:30

Pass marks: 40% of full marks in each of External and Internal evaluation

Student Contact hours: 90 hours

Objectives:

- To ensure quality instruction and develop learners with good understanding of the contents and their inter and intra relationship.
- To develop an understanding of the concept of Pedagogy across Curriculum
- To facilitate an understanding of the historical and philosophical perspectives of pedagogy across curriculum
- To develop an understanding of how children learn and the importance of socio-cultural, economic and political context in the process
- To clarify differences between interdisciplinary and multidisciplinary approaches and generate awareness about the importance of interdisciplinary approach for integrated teaching-learning at the elementary level
- To develop a clear understanding of the practice of pedagogy across curriculum for application in teaching elementary school subjects like L1, L2, Mathematics and Environmental Science
- To engage the student teachers in various activities related to Pedagogy across Curriculum that are to be assessed continuously and comprehensively.
- To understand and apply the appropriate mode of transaction of the content materials to make learning situation vibrant and active.

Unit 1: Pedagogic Practice and Process of Learning

Class-6 hours

- Concept of Pedagogy and Pedagogy across Curriculum – meaning, features, objectives
- Critical understanding of the process of concept-formation
- Constructivist approach in pedagogy across curriculum
- Aspects of child-centric education and creation of non-intimidating environment for knowledge construction

Unit 2: Historical and Philosophical Perspectives of Pedagogy across Curriculum Class-5 hours

- Philosophical bases of pedagogy across curriculum
- History of the development of pedagogy across curriculum
- Constructivist approach and pedagogy across curriculum
- Development of skills through pedagogy across curriculum – nature, principles, significance
- Pedagogy across curriculum for inclusive education

Unit 3: Integrative Teaching in Pedagogy across curriculum

Class- 5 hours

- Concept of Integrated teaching-learning

- Concept of interdisciplinary approach – difference with multidisciplinary approach
- Significance of interdisciplinary approach in integrated teaching at the elementary level
- Socio-cultural aspects in pedagogy across curriculum

Unit 4: Knowledge and Methods of Enquiry

Class- 5 hours

- Concept of knowledge, information and their differences
- Concept of Knowledge Construction – case examples from elementary school subjects
- Methods of Enquiry, different types of thinking – scientific, mathematical, social, higher order thinking
- Relation between knowledge ,curriculum, text books, learners and pedagogy
- Basic tenets of enquiry based learning, contextualization, project based learning

Unit 5: Learner and their Context

Class -6 hours

- Alternative frameworks of children's thinking
- Everyday concepts and situated cognition
- Pedagogy across curriculum for contextualization – language, social relations, identity, equity, rights and their relation through education
- Eradication of Child and adult misconceptions

Unit 6: Use of ICT for Pedagogy across Curriculum

Class -10 hours

- Role of ICT in education
- Use of ICT for pedagogy across curriculum
- Capacity development in the use of ICT for integrated teaching
- Significance of ICT in catering to diverse needs of children with special needs in an inclusive classroom

Unit 7: Integration of Values and Performing Arts through Pedagogy across Curriculum

Class- 10 hours

- Value education- importance at elementary stage, integration through pedagogy across curriculum
- Types of performing arts , their relevance in education at elementary level
- Integration of performing arts – principles, significance, strategies
- Integration of performing arts for learner motivation with special reference to inclusive setting

Unit 8: Pedagogy across Curriculum for Class I-V

Class -15hours

- Content analysis for teaching in Interdisciplinary approach
- Plan and Design of relevant teaching learning material for pedagogy across curriculum- Year Plan, Unit Plan., Lesson Plan, Writing Instructional Objectives, Instructional Aids, Instructional Strategies.
- Concept mapping and integrative teaching for inclusive classroom

Unit 9: Pedagogy across Curriculum for Class VI-VIII**Class -15 hours**

- Content analysis for teaching in Interdisciplinary approach
- Plan and Design of relevant teaching learning material for pedagogy across curriculum- Year Plan, Unit Plan., Lesson Plan, Writing Instructional Objectives, Instructional Aids, Instructional Strategies.
- Concept mapping and integrative teaching for inclusive classroom

Unit 10: Evaluation**Class -15 hours**

- Monitoring the progress during and after lesson
- Follow-up activities- Maintenance of student profile, reporting progress
- Diagnosis and diagnostic tests in L-1, L-2, Mathematics and Environmental Science
- Remedial Measures.

Mode of Curriculum Transaction:

Theory based study with relevant examples from text books of different subjects of the classes of the elementary level. Use of ICT in Unit 6 and 10 should be practical based and student teachers must actually learn to use ICT for pedagogy across curriculum. Units 8 and 9 must be practical oriented as well. Collating and analyzing child and adult conceptions of socio-cultural and natural phenomena for transaction of pedagogy across curriculum must be done.

Internal Marking Scheme:

- Content Analysis -10
- Demo class[pedagogy across curriculum]-10
- Development of Teaching learning material for integrative teaching-5
- Use of ICT for pedagogy across curriculum-5

External Evaluation : External Examination hour-3 hours**External Marks =70****QUESTION-PATTERN FOR WRITTEN (Theoretical) EXAMINATIONS**

- All theoretical papers for written examinations shall be of 70 marks each
- Of these 70 marks 20 shall be kept for Multiple Choice Type Questions with four options. In case of Content & Method papers 20 marks shall be divided into two equal halves of 10 marks, i.e 10 for contents and 10 for method portion
- There will be 10 Very Short Answer Type Questions of 2 marks each. Such answers should be written within 25 words.
- There will also be one Essay Type question to be answered within 500 words. For this answer 16 marks will be awarded. Such questions should have a reflective/creative part. Such questions should be from the methodology portion in method papers.
- Apart from these there will be two Short Answer Type Questions of 7 marks each, to be answered within 250 words.