

**Uniform Curriculum Structure
for
Two-Year B.Ed. Programme
in West Bengal**

**following
NCTE Regulations, 2014**

Examined and Recommended

(S) Choudhary

28/7/2015

Prof S.K. Yadav

*Former Head, Dept of Teacher Education,
NCERT, New Delhi
& presently Academic Council
in NCTE New Delhi*

Prepared by

The Curriculum Committee

Constituted by the

HIGHER EDUCATION DEPARTMENT

Government of West Bengal

Bikash Bhavan, Salt Lake, Kolkata - 700091

*Seen &
Recommended
28/7/15
(S Choudhary)
Academic Council
NCTE*

07/08/2015

Fwd: Names of Expert - spalaug552@gmail.com - Gmail

Original message -----

From: Cp

Date: 05/08/2015 17:48 (GMT+05:30)

To: Mita Banerjee

Subject: RE: Names of Expert

Dear Professor Banerjee:

Thank you very much for this email, and for informing us that you have formulated detailed syllabus for B.Ed. and M.Ed. which shall be implemented all over West Bengal. I must note that NCTE does not approve any syllabus for which the respective affiliating bodies/state governments are responsible.

However, we had facilitated your process by suggesting a list of experts and sending the draft syllabus being finalised by NCTE. The respective affiliating bodies have also liberty to adapt the model syllabus to local contexts to some extent. Since you have finalised the syllabus based on expert guidance provided by experts and which confirms to 2-year equivalent credit hours and number of marks as given in NCTE draft model syllabus, you may like to go ahead to implement from 2015-16 session as you deem fit.

We shall be glad to further facilitate such and other processes in teacher education in future.

Warm regards,

Prof. Panda

Chairperson

**CURRICULUM STRUCTURE FOR
TWO-YEAR TEACHER EDUCATION
PROGRAMMES
(B.ED., M.ED., B.P.ED. &M.P.ED.)
IN WEST BENGAL**

**FOLLOWING
NCTE REGULATIONS, 2014**

**Prepared by the Curriculum Committee
Constituted by the**

**Higher Education Department
Government of West Bengal
BikashBhavan, Salt Lake, Kolkata – 700091.**

**CURRICULUM STRUCTURE FOR TWO-
YEAR B.Ed. PROGRAMME
IN WEST BENGAL
FOLLOWING
NCTE REGULATIONS, 2014**

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**REGULATIONS FOR 2 YEAR B.Ed. PROGRAMME IN WEST BENGAL
FOLLOWING NCTE REGULATIONS, 2014**

In exercise of the powers conferred by the Government of West Bengal (Memo No.329-Edn(CS)/EE/10M-16/15 dated 6th April, 2015), the Curriculum Committee hereby makes the following Regulations:

These regulations shall be called the Regulations (for the B.Ed. Programme), with effect from 2015. They shall apply to every candidate applying for admission, registration, conduct and conferment of the B.Ed. degree within the jurisdiction of this State i.e. West Bengal.

Admissions, registrations, and conferment of B.Ed. Degree shall be guided by these regulations.

1. Course Structure:

The duration of this program is two academic years consisting of four semesters. The academic year shall commence from July 1st of every year. Each semester is roughly of 6 months duration including regular classes, assignments, practice teaching, and examinations. The program structure is as follows:

B.ED ACADEMIC CALENDAR

Semester	Duration (Tentative)	Activities
I	1st July to 31st December (1st Year)	
	❖ 1 st July to 30 th November	Theory Class, Engagement with Field and EPC 1
	❖ 1 st December to 15 th December	Examination: Theory, Engagement with Field and EPC 1 Practical
	❖ 16 th December to 31 st December	Evaluation and Publication of Result (Semester Break for the Students)
II	1st January to 30th June (1st Year)	
	❖ 1 st January to 15 th April	Theory Class, Engagement with Field and EPC 2
	❖ 16 th April to 15 th May	Teaching Internship (No External Evaluation)
	❖ 16 th May to 31 st May	Sharing the Experience with the Teacher Educators and engage with other Co-curricular activities
	❖ 1 st June to 15 th June	Examination: Theory, Engagement with Field and EPC 2 Practical
	❖ 16 th June to 30 th June	Evaluation and Publication of Result (Semester Break for the Students)
III	1st July to 31st December (2nd Year)	
	❖ 1 st July to 30 th July	Theory Class, Orientation in College for Pedagogy files of School subjects and Internship Teaching Skills.
	❖ 1 st August to 30 th November	Four months school Internship
	❖ 1 st December to 15 th December	Evaluation of School Internship
	❖ 16 th December to 31 st December	Evaluation and Publication of Result (Semester Break for the Students)
IV	1st January to 30th June (2nd Year)	
	❖ 1 st January to 31 st May	Theory Class including Optional course, EPC 3 and EPC 4, Engagement with Field
	❖ 1 st June to 15 th June	Examination: Theory, Engagement with Field and EPC 3 & 4 Practical
	❖ 16 th June to 30 th June	Evaluation and Publication of Result (Semester Break for the Students)

2. Admission criteria for B.Ed. Programme:

Any candidate who has obtained **50% marks** in Bachelor Degree /Master's Degree in Science/Social Science /Humanities or Bachelor's in Engineering or Technology with specialization in Science and Mathematics with **55% marks** are eligible for admission in B.Ed Programme. For admission, the Institution follows the prevalent rules as prescribed by The NCTE Regulations, 2014 (published in The Gazette of India: Extraordinary, Part –III, Sec-4, dated 01.12.2014). Mode of

admission is based on the total score obtained from his/her Secondary, H.S, Graduation and Post-Graduation.

Relaxation of the percentage of marks for reserved category candidate will be as per State Govt. rules. Intake capacity is as per NCTE, State Govt. & other statutory bodies.

3. Registration:

As per University guidelines.

UNIFORM CURRICULUM STRUCTURE AND EXAMINATION PATTERN FOR 2 YEAR B.ED. PROGRAMME IN WEST BENGAL FOLLOWING NCTE REGULATIONS, 2014

COURSE & CODE	COURSE NAME	MARKS			Class Teaching Hour
		Theory	Engagements with the Field	Marks(Credit)	
SEMESTER-I					
Course-I (1.1.1)	Childhood and Growing Up (1 st &2 nd half)	50+50	25	100+25 (4+1)	64+32
Course-II (1.1.2)	Contemporary India and Education (1 st &2 nd half)	50+50	25	100+25 (4+1)	64+32
Course-IV (1.1.4)	Language across the Curriculum	50	50	50+50 (2+2)	32+64
Course-V (1.1.5)	Understanding Discipline and Subjects	50	50	50+50 (2+2)	32+64
CourseEPC-1 (1.1EPC1)	Reading and Reflecting on Texts	25	25	25+25 (1+1)	16+32
TOTAL		325	175	500(13+7)	208+224
Full Marks: 500 (Credit : 20)					
SEMESTER-II					
Course-III (1.2.3)	Learning and Teaching (1 st & 2 nd half)	50+50	25	100+25 (4+1)	64+32
Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	50	50	50+50 (2+2)	32+64
Course-VIII-(A) (1.2.8A)	Knowledge and Curriculum- Part-I	50	25	50+25 (2+1)	32+32
Course-IX (1.2.9)	Assessment for Learning (1 st & 2 nd half)	50+50	50	100+50 (4+2)	64+64
CourseEPC-2 (1.2EPC2)	Drama and Arts in Education	25	25	25+25 (1+1)	16+32
TOTAL		325	175	500(13+7)	208+224
Full Marks: 500 (Credit : 20)					
SEMESTER-III					
Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject- Part-II	50	100	50+100 (2+4)	32+128
School Internship			350	350 (14)	448
TOTAL		50	450	500(2+18)	32+576
Full Marks: 500 (Credit : 20)					
SEMESTER-IV					
Course-VI (1.4.6)	Gender, School and Society	50	25	50+25 (2+1)	32+32
Course-VIII(B)(1.4.8B)	Knowledge and Curriculum- Part-II	50	25	50+25 (2+1)	32+32
Course-X (1.4.10)	Creating an Inclusive School	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Vocational/Work Education	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Health and Physical Education	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Peace Education	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Guidance and Counselling	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Environmental and Population Education	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Yoga Education	50	25	50+25 (2+1)	32+32
CourseEPC-3 (1.4EPC3)	Critical Understanding of ICT	50	50	50+50 (2+2)	32+64
CourseEPC-4(1.4EPC4)	Understanding the Self	50	50	50+50 (2+2)	32+64
TOTAL		300	200	500(12+8)	192+256
Full Marks: 500 (Credit : 20)					
Total Marks: 2000 (Credit : 80)					

Note:

a) *Optional Courses can be from among the following-Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling, and Environmental and Population Education, Yoga Education.

b) Course codes are abbreviated in the following manner:

1st Digit – Course

2nd Digit – Semester

3rd Digit/ Digits – Course No.

Example: 1.4.11 – 1(B.Ed).4 (4th Semester). 11(Course No. XI).

- Semester means effective teaching work of 16 weeks excluding admission and semester end examination period.
- One credit of teaching activities means one hour effective teaching of theory course in each week for 16 weeks: Total 16 hours teaching per credit.
- One credit for Practicum / Field work / Internship means two hour effective work in each week for 16 weeks. Total 32 hours of practicum per credit.

SEMESTER -WISE DETAILS CURRICULUM AND ASSESSMENT PATTERN:

1st Year

Semester- I: Full Marks 500 (Credit - 20)

Course Code	Course Name	Marks	Credit	Class Teaching Hours	Internship	Internal Assessment Weightage (in %)	External Assessment Weightage (in %)
1.1.1	Childhood and Growing Up	50+50	4	64	-	30	70
1.1.2	Contemporary India and Education	50+50	4	64	-	30	70
1.1.4	Language across the Curriculum	50	2	32	-	30	70
1.1.5	Understanding Disciplines and Subjects	50	2	32	-	30	70
1.1. EPC1	Reading and Reflecting on Text	25	1	16	-	100	00
Practicum/Hands on/ Students Activity /Seminar/Workshop/etc.							
Engagement with the Field (Credit-7) (Marks = 175) (224 Hours)							
Childhood and Growing Up (Credit-1= 25 Marks)							
Contemporary India and Education (Credit-1=25 marks)							
Language across the Curriculum (Credit-2=50 marks)							
Understanding Disciplines and Subjects (Credit-2=50 Marks)							
Reading and Reflecting on Text (Credit1 =25 Marks)							
NOTE: All practical activities will have both Internal as well as External Assessment (Internal-60%, External-40%)							

Semester- II: Full Marks: 500 (Credit - 20)

Course Code	Course Name	Marks	Credit	Class Teaching Hours	Internship	Internal Assessment Weightage (in %)	External Assessment Weightage (in %)
1.2.3	Learning and Teaching	50+50	4	64	-	30	70
1.2. 7a	Pedagogy of a School Subject- I	50	2	32	-	30	70
1.2. 8a	Knowledge and Curriculum- I	50	2	32	-	30	70
1.2.9	Assessment for Learning	50+50	4	64	-	30	70
1.2. EPC2	Drama and Art in Education	25	1	16	-	100	00
Practicum/Hands on Experience / Students Activity /Seminar/Workshop/etc.							
Engagement with Field (Credit-7) (Marks = 175) (224Hours)							
Learning and Teaching (Credit -1 = Marks 25)							
Pedagogy of a School Subject- I (Credit-2 =Marks 50)							
Knowledge and Curriculum- I (Credit-1 =Marks 25)							
Assessment for Learning (Credit-2 =Marks 50)							
Drama and Art in Education (Credit-1= Marks 25)							
NOTE: All practical activities will have both Internal as well as External Assessment (Internal-60%, External-40%)							

Semester- III: Full Marks: 500 (Credit: 20)

Course Code	Course Name	Marks	Credit	Class Teaching Hours	Internship	Internal Assessment Weightage (in %)	External Assessment Weightage (in %)
1.3.7b	Pedagogy of a School Subject –II	50	2	32		30	70
	School Internship	350	14	-	448	50	50

Practicum/Hands on Experience / Students Activity /Seminar/Workshop/etc.

Engagement with the Field (Credits-4) (Marks = 100) (128 Hours)

Pedagogy of a school Subject (Credit-1 = Marks 25)

Community-based Activities (Credit-3 = Marks 75)

NOTE: All practical activities will have both Internal as well as External Assessment (Internal-60%, External-40%)

Semester- IV:Full Marks: 500 (Credit: 20)

Course Code	Course Name	Marks	Credit	Class Teaching Hours	Internship	Internal Assessment Weightage (in %)	External Assessment Weightage (in %)
1.4.6	Gender School and Society	50	2	32	-	30	70
1.4.8b	Knowledge and Curriculum –II	50	2	32	-	30	70
1.4.10	Creating an Inclusive School	50	2	32	-	30	70
1.4.11	Optional Course*	50	2	32	-	30	70
1.4. EPC3	Critical Understanding of ICT	50	2	32	-	30	70
1.4. EPC4	Understanding the Self	50	2	32	-	30	70

Practicum/Hands on Experience/ Students Activity /Seminar/Workshop/etc.

Engagement with Field (Credit8) (Marks = 200) (256 Hours)

Gender School and Society (Credit 1= Marks 25)

Knowledge and Curriculum –II (Credit 1 = Marks 25)

Creating an Inclusive School (Credit 1= Marks 25)

Optional Course* (Credit 1 = Marks 25)

Critical Understanding of ICT (Credit 2 = Marks 50)

Understanding the Self (Credit 2= Marks 50)

NOTE: All practical activities will have both Internal as well as External Assessment (Internal-60%, External-40%)

***The Optional Courses are :**

1. Vocational/Work Education
2. Health and Physical Education
3. Peace Education
4. Guidance and Counselling
5. Environmental and Population Education
6. Yoga Education

4. Examination policy:**a. Pattern of questions for theoretical examination:**

(For 50 marks)

2 marks X 5 Objective type questions (Out of 7) = 10 marks

5 marks X 6 Short type/Short note questions (Out of 8) = 30 marks

10 marks X 1 Essay type question (Out of 3) = 10 marks

(For 25 Marks)

2 marks X 5 Objective type questions (Out of 7) = 10 marks

5 marks X 3 Short type/Short note questions (Out of 5) = 15 marks

- b. The Semester examination will be conducted in the combination of Semester I/III along with Semester II/IV (Supplementary) in December and Semester II/IV along with Semester I/III (Supplementary) in June of the year.**

- c. Spot evaluation procedures are to be followed for examining the theory course in respective semester and the result for each semester is to be published before commencement of following semester.
- d. A candidate shall have to clear his B.Ed course of studies within the Six (6) consecutive chances (i.e within three year from his/her date of admission).
- e. A candidate shall have to secure 40% marks separately in each course of each Semester to be declared as successful in B.Ed. Examination.
- f. A Candidate shall have to secure the requisite pass marks (50%) in the theory paper / practicum/ viva (in each module) separately.
- g. A candidate who fails to secure 50% marks in one or two courses in a semester shall be declared as back candidate in that semester.
- h. A candidate who fails to secure 50% marks in more than two courses in a semester shall be declared as failed in that semester.
- i. A candidate if failed in a particular semester shall have to appear the whole semester. In case the candidate passes in practicum and viva-voce in any Semester examination then his /her practicum/ viva-voce marks may be carried forward.
- j. A candidate who has duly filled in his examination form and paid the fees, but remain absent in any course(s) of any of the semester examinations will be deemed to have failed in that/those course(s).
- k. If any candidate does not enrol himself for appearing at any Semester examination he/she shall be deemed to have lost one chance.
- l. A back paper candidate shall have to clear his/her back course(s) within two more consecutive chances such that his/her total number of appearance in all the semester never be more than six(as stated in 4 b).
- m. In any stage it is found that the candidate cannot complete all the semesters within stipulated six chances, immediately the candidate will be declared as Disqualified (DSQ) candidate and the candidate shall have to leave or discontinue the course.
- n. After appearing at any Semester examination, a candidate may opt for cancellation of his/her enrolment at the said examination for which he has to write to the Controller of Examinations through the Head of the Institution to which he is attached within 15 (fifteen) days of completion of theory examination as well as before the publication of the result.
- o. Each candidate appearing in the B.Ed. examination shall submit the examination form duly filled in together with prescribed fees within stipulated time period before each semester.
- p. A candidate should get enrolled /registered for the first semester examination. If enrolment/registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed OR belated joining OR on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.
- q. The proposed curriculum of B. Ed. programme as per NCTE Regulations, 2014 shall replace the existing content and structure of B. Ed. programme.
- r. Notwithstanding anything covered in the above regulations, Hon'ble Vice Chancellor shall have the authority to exercise his/her decretory power from time to time.

5. School Internship:

- No external evaluation during the Internship of one month(2nd semester)
- In 3rd Semester 150 marks to be awarded by University appointed External Examiner.
- Internal Evaluation 150 marks (Method teacher-100, Principal/ Head of the Institution -50)
- Files/report submitted-50.Both external and internal examiners shall sign the files and evaluation will be made by them with equal weightage.

Six point grading system for evaluation is adopted, which is as follows:

Performance	%	Letter Grade	Grade Points
Excellent	90-100	A	5
Very Good	80-89.99	B	4
Good	70-79.99	C	3
Average	60-69.99	D	2
Fair	50-59.99	E	1
Failed	Below 50	F	0

6. Duration of Examination:

In written examination for B.Ed., all 50 marks paper will be of two hours and all 25 marks paper will be of one hour duration.

7. Medium of instructions & writing in examination:

In all the examinations, question papers shall be framed bilingually (except Language method) and answers should be written in English or Bengali (except Language).

8. Eligibility for appearing semester exams:

As per University & NCTE guidelines.

Condonation: Student must have 80% of attendance in Theory and 90% attendance in practicum in each course for appearing the examination. Students who have 79% to 65% of attendance shall apply for Condonation in the prescribed form with the prescribed fee. Students who have 64% to 50% of attendance shall apply for Condonation in prescribed form with the prescribed fee along with the Medical Certificate/ any other certificate with reasonable ground. Students who have below 50% of attendance are not eligible to appear for the examination.

- In addition to the above clause, for B.Ed., to be eligible for filling up forms of 4th semester examination candidate should complete 16 weeks of internship programme.
- Submission of all the components of internal assessment (assignments, projects etc.) is the essential precondition for appearing semester end examinations under normal circumstances.

9. Promotion to the next semester:

The student will automatically be promoted to the next and subsequent semester immediately after completion of one semester course irrespective of the performance at the examination concerned provided he/ she has appeared in the preceding semester examinations or filled up the form for that particular semester examination.

10. Rules for Review:

Candidates seeking review may apply to the Institution in a prescribed form along with requisite fees within 7 working days from the date of issue of mark-sheet subject to the following conditions:

- Application for review shall be restricted to theoretical papers only, and no application for re-examination in any practical / oral / internal assessment / dissertation / project / seminar/field work, etc. , shall be entertained.

- b. A candidate will have the option of getting his answer scripts reviewed in not more than one full paper or not more than two half papers of a semester if he secures at least 40% of the total marks in remaining papers/half papers of that semester.
- c. In case marks awarded in a paper on review exceeds the original marks obtained by more than 15% of the total marks in the paper or falls more than 15% of the original marks in the paper, the script will be referred to a third examiner and the candidate will be awarded based on the average of the best two of the marks awarded by the two examiners.

11. Rules and procedure for providing the Photocopy(ies) of assessed answer book/s:

- a. The facility of showing Photo copy/ies of assessed answer-book/s to the examinee is extended with a view to bring transparency in the examination system and ensure its credibility.
- b. This facility shall be applicable for theory papers only.
- c. The prescribed application form for showing Photocopy/ies of answer books shall have to be filled and signed by the applicant examinee only.
- d. Collection & submission of application form along with requisite fees should be within seven working days from the declaration of results

12. Supplementary Examination:

12.1. If a candidate is unsuccessful at the examination on account of failure to secure pass marks or unfit for appearing the examination for unforeseen situation, there will be a provision of supplementary examination. If the candidate obtains pass marks in the subject(s) at the supplementary examination he shall be declared to have passed the examination as a whole. For seeking supplementary examination candidate should apply to the Controller of Examinations, in a prescribed form along with requisite fees.

12.2. If a candidate is unsuccessful at the 1st semester examination he/she can apply for supplementary examination held during 3rd semester examination provided he has obtained at least 40% marks in the aggregate of other theoretical papers (Passed) excluding the marks of failed subjects. If the candidate is unsuccessful at the 2nd semester examination then he/she can apply for appearing in the 4th semester examination. If he/she passed in it he shall be declared to have passed the examination as a whole without losing his year but he shall lose his/her rank of merit.

12.3. If a candidate is again unsuccessful in 1st semester supplementary examination then he/she can apply for appearing next semester examination and if he/she passes in it he/she shall be declared to pass the examination as a whole and his/her rank of merit shall be lost.

12.4. If a candidate is again unsuccessful in the first supplementary examination he/she will apply for appearing supplementary examination which will be held along with: 1st sem. Examination in next session for 1st semester Course/papers and 2nd semester Examination in next session for 2nd sem. Course/papers.

12.5. The candidate shall be required to clear all back papers within three academic years from the year of the admission into the programme. If however, those who fail to clear within the above period,

they shall be required to appear all the papers in subsequent years as per the rules and regulation prevalent during that period but their internal assessment marks shall be carried over.

12.6. If a candidate is unsuccessful in any practical papers in first semester examination he/she can apply for supplementary examination held along with next semester end examination. His/Her previous semester end examination marks (Theory) shall be carried over.

❖ **Rules for the Tabulation of Results (One mark deficiency rule):**

If a candidate fails in any course (Theory/ practicum/ viva voice) by 1 mark only then he/she shall be awarded that deficient mark to pass the examination and that shall not be shown in the mark-sheet but shall be shown in the Tabulation Rolls by adding (+) 1 mark to the Course/ Practicum / Viva-voce score.

The candidates who have failed in one or more subjects for deficiency of one mark only or missed to obtain 60% (1st class) or 55% in aggregate(in all the semesters)by one mark only, be given one mark and allowed to pass in the subject/s or be placed in the aforesaid status. One mark should be added by plus sign in the subject/s or in the aggregate in the tabulation sheet but in the mark-sheet only totalized marks should be shown. The same shall be applicable for SC/ST candidates only, who have missed to obtain 50% marks in aggregate by one mark only.

13. Issuance of Degree:

After declaration of final result of the B.Ed. program each successful candidate shall receive a Degree/Certificate in prescribed format with the seal and signature of the Vice-Chancellor of the University.

14. Revision of regulation and Curriculum:

The competent authority may from time to time revise, amend and change the regulations and the curriculum, if found necessary.

15. Discipline:

- All students shall be required to conduct themselves in a manner befitting the students of a national institution of high reputation, within and outside the precincts of the institution.
- Unsocial activities like **ragging** in any form shall not be permitted within or outside the precincts of the institution and the students found indulging in them shall be dealt with severely and dismissed from the institution.

COURSE DETAILS:

SEMESTER-I

Course-I (1.1.1)	Childhood and Growing Up	Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
1st Half	Development and its Characteristics				
Objectives	The student teachers will be able to :- 1. Explain the concept of growth and development and stages of development with special reference to the stage of adolescence. 2. Know about the developmental characteristics 3. Be aware of influence of heredity, environment including socio cultural factors on developmental process 4. Develop the skills of applying the principles of development in improving the teaching learning process.				

COURSE CONTENT /SYLLABUS		
Unit I	Growth and developmental pattern of learners: <ul style="list-style-type: none"> • Concept of growth and development • General characteristics of Growth and Development • Stages and sequence of Growth and Development • Social factors that affect growth and development-poverty, lack of opportunities, deprivation, disrupted family, poor neighborhood, poor housing 	7 hrs.
Unit II	Stages of development: <ul style="list-style-type: none"> • Different stages of development- infancy, childhood, adolescence, Adulthood. • Adolescence- Physical development, Emotional development, Cognitive development. • Needs and problems of adolescents, their guidance and counseling 	7 hrs.
Unit III	Different types of Development: <ul style="list-style-type: none"> • Cognitive development- Piaget's theory and its educational implications. • Psycho-sexual development – Freud's Theory. • Psycho social development – Erikson's theory of psychosocial development. • Moral and pro social development- Kohlberg's theory • Development of self-concept and personal identity • Communication and speech development- paralinguistic and linguistic stages of development. 	7 hrs.
Unit IV	Individual differences: <ul style="list-style-type: none"> • Role of heredity, environment including physical and socio cultural factors, • Nutrition, • Child rearing practices and Family. 	5 hrs.
Unit V	Development of personality: <ul style="list-style-type: none"> • Concept of Personality,types and traits of personality, • Trait theories (Eysenck and Cattell's 16 factor, Five factor) • Measurement of personality (Self-report and projective techniques). 	6 hrs.
Suggested Readings	<ol style="list-style-type: none"> 1. Berk, L. E. (2005). Development through life span. 6th ed. Pearson. 2. Berk ,L. E (2006) Child development. Pearson and Allyn. 3. Ray, Sushil. (2012). Shiksha manovidya. Kolkata : Soma Book Agency. 4. Ghosh, Arun: Shiksha-shrai Monobigyan. 5. Sengupta, Pramodbandhu & Sharma, Prasanta: Shiksha manobigyan. 6. Rogoff, B., et. al. (1995). Development through participation in socio-cultural activity. <i>New Directions for Child and Adolescence Development</i>. Vol. 67; 45-65. 7. Saraswati, T. S. (1999). Adult child continuity in India: Is adolescence a myth or an emerging reality? In T. S. Saraswati, (Ed). <i>Culture, socialization and human development: Theory, research and applications in India</i>. New Delhi: Sage. 8. Chakraborty,U (2014) Bises Chahida Sampanna Shisu O Antarbhuktimulak Shiksha,Aaheli Publishers. 9. Sharma, N. (2003). Understanding adolescence. NBT. India. 10. Sternberg, R. J. (2013). Intelligence, competence, and expertise. In A. J. Elliot & C. S. Dweck, (Eds). <i>Handbook of competence and motivation</i>. Guildford Publications. 11. Chakraborty Pranab Kumar (2006). Siksha Monobijnaner Ruprekha. K. Chakraborty Publications. Kolkata. 12. Chakraborty Sonali (2009). Sikshar Monostawik Vitti. B. B. Kundu Publications. Kolkata. 13. ChakrabortyP.K.,SarkarBijan(2014),<i>ShikhonOMonobidya</i>, AaheliPubli 	

	<p>sher</p> <p>14. Ghosh Sanat Kumar (2010). Nirdeshanamulak Monovidya. Classics Books.</p> <p>15. Mondal Bhimchandra (2015). Adhunik Siksha Monovidyar Ruprekha. Rita Book Agency</p>	
2nd Half	Aspects of Development	
Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Know about various aspects related to development. 2. Acquainted with theories, types and factors of motivation, attention and interest. 3. Understand the nature of intelligence and know various theories related to it. 4. Develop skills for identifying and nurturing creativity. 	
COURSE CONTENT /SYLLABUS		
Unit I	<p>Various aspects related to development:</p> <ul style="list-style-type: none"> • Instincts and Emotions • Emotional Intelligence • Attitude and attachment 	6 hrs.
Unit II	<p>Motivation:</p> <ul style="list-style-type: none"> • Extrinsic and Intrinsic Motivation • Theories of Motivation- Maslow, Weiner and McClelland. • Factors affecting Motivation –Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom implications. 	7 hrs.
Unit III	<p>Attention and Interest:</p> <ul style="list-style-type: none"> • Concept of attention, determinants of attention and their class room application • Attention span and its fluctuation, distraction • Interest and its relation with attention 	6 hrs.
Unit IV	<p>Intelligence:</p> <ul style="list-style-type: none"> • Concept and nature, its distribution across population • Factor theories of intelligence (Guilford, Thurston and Gardner's theory of Multiple Intelligence,) • Measurement of intelligence (Verbal and non-verbal tests of intelligence) • Intelligence quotient and education 	7 hrs.
Unit V	<p>Creativity:</p> <ul style="list-style-type: none"> • Concept of creativity • The components of creativity • Its identification and nurturance. 	6 hrs.
Engagement with Field / Practicum	<p>Any one of the following :-</p> <ol style="list-style-type: none"> i. Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain. ii. List down different maladjusted behaviours of adolescents which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour. iii. Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers. iv. Development of Question Box activities (can be carried out by student trainees during practice teaching). <ul style="list-style-type: none"> (a)To provide authentic information on physical, physiological and psychological changes and development during adolescence and interpersonal relationship issues pertaining to adolescents. (b)To list down the instances of peer pressure which may have harmful consequences for the students and the ways adopted by 	32 hrs

	<p>them to face or cope with these unfavourable situations. (Smoking, injecting drug etc.)</p> <p>v. Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same.</p> <p>vi. Observe some successful individuals and list down the behavioural characteristics which impress you.</p> <p>vii. Take interview of five low achievers and five high achievers and find out their ways of learning.</p> <p>viii. List down few (classroom) learning situations involving insightful learning.</p>	
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Audio-Video, Film Show.	
Suggested Readings	<ol style="list-style-type: none"> 1. Bhatia, H. R. (1973). Elements of Educational Psychology, 5th edition, Orient Longman. 2. Bigge, M. L. (1982). Learning Theories for Teachers, (4th edition). New York, Harper and Row Publishers, P.P. 89-90. 3. Chauhan S. S. (2004). Advanced educational psychology. New Delhi :Vikas Publishing House. 4. Mangal, S. K. (2008). Advanced educational psychology. New Delhi : Prentice Hall of India. 5. Snowman, J. and Biehler, R. (2002). Psychology applied to teaching. New York : Houghton Mifflin. 6. Woolfolk A. R. (1995). Educational psychology. 6th ed. Boston: Allyn & Bacon. 7. Ghosh Sanat Kumar (2014). Sikshar Monostatwik Vitti. Classics Books. 8. Skinner, E. C. (1984). Educational Psychology-4th Edition. New Delhi: Prentice Hall of India Pvt. Ltd. 	

Course-II (1.1.2)	Contemporary India and Education	Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
1st Half	Education in Post-Independent India				
Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Comprehend the various constitutional provisions 2. Develop the knowledge about the recommendations of various commissions and National Policies of Education. 3. Examine the problems and solutions of elementary and secondary education and find out probable solution. 4. Acquire the skill to eradicate inequality, discrimination and marginalization in education. 5 Develop an idea about National Values. 				
COURSE CONTENT /SYLLABUS					
Unit I	Educational provision in the Constitution of India: <ul style="list-style-type: none"> • Fundamental Rights • Directive Principles of State Policy • Fundamental Duties • Centre-State Relationship • Language Issues 				7 hrs.
Unit II	Recommendations of various commissions after independence: <ul style="list-style-type: none"> • Indian University Commission(1948-49) • Secondary Education Commission(1952-53) • Indian Education Commission(1964-66) • National Policy of Education(1986,1992) 				8 hrs.
Unit III	Equalization and universalization of Elementary and Secondary Education: <ul style="list-style-type: none"> • Concept • Problems 				5 hrs.

	<ul style="list-style-type: none"> • Probable solutions • Views of Swami Vivekananda 	
Unit IV	Inequality, Discrimination and Marginalization in education: <ul style="list-style-type: none"> • Concept • Causes • Probable solutions 	6 hrs.
Unit V	Issues of Contemporary relevance and National Values: <ul style="list-style-type: none"> • Concept • Characteristics • Relevance in education • Relation with international understanding. • Views of Swami Vivekanada in case of the followings: <ol style="list-style-type: none"> a) Mass Education b) Women Education c) Technical and Vocational Education d) Culture and Education 	6 hrs.
Suggested Readings	<ol style="list-style-type: none"> 1. Banerjee, J.P. (2010) History of Education in India, Kolkata. 2. Chaube, S.P. (2008) History and Problems of Indian Education, Agarwal Publications, Agra 3. Chaudhry, N.K. (2012) Indian Constitution and Education, SHIPRA Publications, New Delhi 4. Chakraborty, A. & Islam, N. (2014) Sikshar Itihas O Sampratik Ghatanaprabaha, Classique Books, Kolkata 5. Ghosh, R. (2014) Yuge Yuge Bharater Siksha, Soma Book Agency, Kolkata 6. Sharma, R.N. (2010) History of Education in India, Atlantic, New Delhi 7. Thakur, D.K. & Haque S.H. (2010) Adhunik Bharater Sikshar Dhara, Rita Book Agency, Kolkata 8. Mukhopadhyay, D, Sarkar, B and Halder, T. (2014) Bharoter chalaman Ghatanabali, Aaheli Publishers, Kolkata. 9. Halder, K. & Nath, I. (2014) Bharotyer shikshar Samprotik Bisoy. K. Chakraborti Publications, Kolkata. 10. Tarafdar, M. (2012) Swadhin Bharater Siksha Bikasher Dhara, K. Chakraborty Publications, Kolkata 	
2nd Half	Policy Framework for Education in India	
Objectives	The student Teachers will be able to :- <ol style="list-style-type: none"> 1. Realize the policy framework for Education in India 2. Know the contemporary issues in education 3. Examine the role and functions of different monitoring agencies of education 4. Understand community participation and development in education 5. Acquire skill to develop educational planning and management. 	
COURSE CONTENT /SYLLABUS		
Unit I	Contemporary issues of education: <ul style="list-style-type: none"> • Unemployment • Poverty • Population explosion • Student unrest 	7 hrs.
Unit II	Policies on education: <ul style="list-style-type: none"> • SSA • RTE (2009) • NCF (2005) • NKC (2009) • RMSA • NCF-TE (2009) 	7 hrs.
Unit III	Monitoring agencies: <ul style="list-style-type: none"> • UGC • NAAC 	6 hrs.

	<ul style="list-style-type: none"> • NCTE • NUEPA • NCERT • IASE • CTE • SCERT • DIET 	
Unit IV	Community participation and development: <ul style="list-style-type: none"> • Women education • Dalit education • Tribal education • Adult and Continuing Education • Distance and Open Education • Government initiatives towards educational policies 	6 hrs.
Unit V	Educational Planning and Management: <ul style="list-style-type: none"> • Educational Planning • Institutional Planning • Leadership • Administrative structure of Secondary Education • Quality Management • Supervision 	6 hrs.
Engagement with Field / Practicum	Any one of the following :- <ol style="list-style-type: none"> i. Study the impact of Right to Education Act on schools ii. Critical Analysis of Different Committees and Commissions on Education iii. Study of Educational Process in Private Schools iv. Planning and Implementation of Activities – <ul style="list-style-type: none"> • Eco-Club, • instructional material to inculcate values, • field visit to vocational institutes to make reports, • awareness development about population explosion in rural / slum areas, • creating awareness among SC/ST students about various schemes and scholarships available to them, • survey of schools to see the implementation of various incentives of government to equalize educational opportunities • Preparing a presentation on rich cultural heritage of India 	32 hrs
Mode of Transaction	Lectures, discussions, assignments, films on educational thinkers	
Suggested Readings	<ol style="list-style-type: none"> 1. Aggrawal,J.C. (2010). Educational administration and management. New Delhi : Vikas Pub. House. 2. Ahuja,R. (2013) Social problems in India. New Delhi :RawatPublications. 3. Chakraborty,D.K. (2010). Sikshay byabsthapana o parikalpana. Kolkata :K. Chakraborty Publications. 4. Dash,B.N. (2013). School organization, administration and management. New Delhi :Neelkamal Publications. 5. Mohanty,J. (2012). Educational administration, management and school organization. New Delhi : Deep &Deep Publications. 6.Pal,D. <i>et al.</i> (2014) Siksha byabsthapana. Kolkata :Rita Book Agency. 7.Sing,R.P. (2007). Educational finance and the planning challenge. New Delhi :Kanishka Publishers. 8. Mondal & Kar (2012). Sikshay Byabasthapona o Prjukti vidya, Rita Book. 9.Bhatia, K. & Bhatia, B. (1983). <i>The philosophical and Sociological foundation of Education</i>. New Delhi: Doaba House. 10. Siddiqui, M. H. (2009). <i>Philosophical and Sociological foundation of Education</i>. APH Publishing Corporation, APM Publication Corporation, New Delhi. 	

Course-IV (1.1.4)	Language across the Curriculum	Theory	Engagement With the Field	Credit	2+2
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	50	50	Class Hours	32+64
Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Recognize nature, function and role of language across the curriculum 2. Acquaint with obstacles in language usage while using the language and ways to overcome them. 3. Understand importance and use of first and second language, multilingualism and impact of culture. 4. Acquire knowledge about the communication process and verbal and nonverbal communication skills. 5. Familiarize the students with of barriers to (Listening, Speaking, Reading, Writing) LSRW skills and activities for developing these skills 			
COURSE CONTENT /SYLLABUS				
Unit I	<p>Theoretical Background of Language Usage:</p> <ul style="list-style-type: none"> • Language – Meaning and Concept • Functions of Language • Role of Language across curriculum • A brief historical background of language development. • Theories of language development – Bloomfield, Chomsky, Saussure • Theoretical understanding of Multilingualism. 			7 hrs.
Unit II	<p>Understanding the Language Background:</p> <ul style="list-style-type: none"> • Understanding home language and school language. • Power dynamics of ‘standard’ language vs. ‘home language’. • Dialects. 			7 hrs.
Unit III	<p>Different Strategies for Language Development:</p> <ul style="list-style-type: none"> • Nature of classroom discourse. • Develop strategies for using language in the classroom – oral and written • Discussion as a tool for learning. 			6 hrs.
Unit IV	<p>Language Interaction in the classroom:</p> <ul style="list-style-type: none"> • Nature of questioning in the classroom. • Types of questions – Teachers’ role. • Multicultural classroom – Teachers’ role. 			6 hrs.
Unit V	<p>Nature of Reading Comprehension in the Content Areas:</p> <ul style="list-style-type: none"> • Reading proficiency in the content areas – Social Sciences, Sciences, Mathematics. • Schema Theory. • Different Texts – Expository, Narrative, Transactional. Reflexive. 			6 hrs.
Engagement with Field / Practicum	<p>Any two of the following :-</p> <ol style="list-style-type: none"> i. School Visit to Find out Communication Problem/Apprehension in Students ii. Designing Games and Exercises for Developing Listening, Speaking, Reading and Writing Skills iii. Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech iv. Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming v. Assignments on Developing Listening Skills – Listening to speech, directions 			64 hrs.
Mode of Transaction	<p>Lecture, discussion, exercises, assignments, language games In pedagogy of school subjects, illustrations on content based methodology may be provided</p>			
Suggested	<p>1. Bennett, W.A. (1969). Aspects of language and language teaching.</p>			

Readings	London : Cambridge University Press 2. Braden, K. (2006). Task based language education: From theory to practice. London: Cambridge University Press. 3. Britton, James. (1973). Language and learning. London: Penguin Books. 4. Byrnes, Heidi (2006). Advanced language learning: The contribution of Halliday and Vygotsky. Continuum International Publishing Group. 5. Pearson, J. .C. et al. (2011). <i>Human Communication</i> . (4th ed.). New York: McGraw Hill Companies Inc. 6. Floyd, K. (2009). <i>Interpersonal Communication</i> . New York: McGraw Hill Companies Inc. 7. Fromkin, V, Rodman, R & Hymes, N. (2011). <i>Introduction to Language</i> . (9 th ed.). Canada: Cengage Learning. 8. Akmajian, A. et al. (2010). <i>Linguistics: Introduction to Language and Communication</i> . (6 th ed.). Cambridge: MIT Press. 9. Fasold, R. & Connor-Linton, J. (2013). <i>An Introduction to Language and Linguistics</i> . (6 th ed.). Cambridge: Cambridge University Press.				
Course-V (1.1.5)	Understanding Discipline and Subjects	Theory 50	Engagement With the Field 50	Credit 2+2	Class Hours 32+64
Objectives	The student teachers will be able to :- <ul style="list-style-type: none"> • Know the basis of knowledge and branches of emerging knowledge. • Be aware of the emergence of various disciplines • Develop among the teacher trainees an understanding of science as a discipline. • Understand nature of Mathematics as a discipline. • Develop among the teacher trainees an understanding of language as a discipline. • Develop among the teacher trainees an understanding of social science as a discipline. 				
COURSE CONTENT /SYLLABUS					
Unit I	Discipline and Subject: <ul style="list-style-type: none"> • Education as Inter-disciplinary Field of Study • Nature and Characteristics of a Discipline • Emergence of Various Disciplines from Education • Merger of Various Disciplines into Education • Interrelation and Interdependence amongst Various School Subjects 				6 hrs.
Unit II	Science as a Subject and Discipline: <ul style="list-style-type: none"> • Nature and history of science • Scientific method; a critical view • Knowledge, understanding and science • The socio cultural perspective and the ethical consideration • Science as a discipline, place of scientific knowledge in the schema of school curriculum • Study of emergence of school science in relation to the social political and intellectual and historical context. • Curriculum syllabus and textbooks ; the paradigm shifts in the discipline , the changing notion of scientific knowledge and the need to redefine school science 				6 hrs.
Unit III	Language as a Subject and Discipline: <ul style="list-style-type: none"> • Centrality of language in education • Role of language in children’s intellectual development and learning • Language in the school curriculum; aims issues and debates • Policy issues and language at school • Language as a Medium of Communication • Phases of Language Development 				6 hrs.

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

Course EPC –1 (1.1EPC1)	Reading and Reflecting on Texts	Theory	Engagement With the Field	Credit	1+1
		25	25	Class Hours	16+32
Objectives	The student teachers will be able to :- <ul style="list-style-type: none"> • Know the meaning, process, importance and characteristics of reading. • Appreciate and apply different levels, types, techniques and methods of reading. • Acquaint with the skills of reading different types of texts. • Develop different types of reading skills through various activities and met cognition • Learn the skills of reading comprehension and to enhance vocabulary. • Acquaint with the problems of reading across curriculum 				
COURSE CONTENT /SYLLABUS					
Unit I	Introduction to Reading: <ul style="list-style-type: none"> • Reading – Meaning and Process • Importance of Reading across Curriculum 	3 hrs.			

	<ul style="list-style-type: none"> • Characteristics of Reading 	
Unit II	Reading Skills: <ul style="list-style-type: none"> • Levels of Reading- literal, interpretative, critical and creative • Types of Reading – intensive and extensive reading, Oral & Silent Reading • Reading Techniques – Skimming and Scanning. • Methodology of Reading 	3 hrs.
Unit III	Reading the Text: <ul style="list-style-type: none"> • Types of Texts – Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes • Importance of Different Texts in Curriculum 	4 hrs.
Unit IV	Developing Reading Skills: <ul style="list-style-type: none"> • Developing Critical Reading Skills • Developing Reflective Skills • Activities for Developing Reading Skills • Developing Metacognition for Reading 	3 hrs.
Unit V	Reading Comprehension: <ul style="list-style-type: none"> • Developing Reading Comprehension • Developing Vocabulary for Reading • Problems of Reading 	3 hrs.
Engagement with Field / Practicum	Any one of the following :- <ol style="list-style-type: none"> Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text Divide the group and provide one text and suggest students to make different interpretations Design vocabulary games to enhance your vocabulary Read the text and provide a five words summary to each paragraph Reading and comprehension exercises Skim through the text and give suitable title to the text Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title. 	32 hrs.
Mode of Transaction	Lecture, Discussion, Exercises, Games, round table study circle, Reflective questioning, Creative literary activities, journaling, writing diary etc	
Suggested Readings	<ol style="list-style-type: none"> Bright, J. A., and McGregor, G. P. (1970). <i>Teaching English as a Second Language</i>. ELBS: Longman. Doff, A. (1988). <i>Teach English: Training Course for Teachers</i>. Cambridge: Cambridge University Press. Hill, L. A., and Dobbyn, M. A. (1979). <i>Training Course, Trainer's Book</i>. London: Cassell. Hubbard, P., and Hywel, J. et al. (1983). <i>A Training Course for TEFL</i>. Oxford University Press.. Mukalel, J. C. (1998). <i>Approaches to English Language Teaching</i>. New Delhi: Discovery Publishing house. Mukalel, J. C. (1998). <i>Creative Approaches to Classroom Teaching</i>. New Delhi: Discovery Publishing house. Mukalel, J. C., and Ahmed, S. B. (1984). <i>Teaching English in India</i>. New Delhi: Arya Book Depot. Nagaraj, G. (1996). <i>English Language Teaching Approaches, Methods and Techniques</i>. Calcutta: Orient Longman. Richard, J., and Theodore, S., and Rodgers, T. S. (1968). <i>Approaches and Methods in Language</i>. Cambridge University Press. Venkateswaran, S. (1995). <i>Principles of Teaching English</i>. New Delhi: Vikas Publishing House. Willis, J. (1981). <i>Teaching English through English ELBS</i>. England: 	

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SEMESTER-II

Course-III (1.2.3)	Learning and Teaching	Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
1 st Half	Learning				
Objectives	The student teachers will be able to :- 1. Comprehend the range of cognitive capacities among learners. 2. Reflect on their own implicit understanding of the nature and kinds of learning. 3. Gain an understanding of different theoretical perspectives on learning 4. Demonstrate his/her understanding of different skills at different phases of instruction				
COURSE CONTENT /SYLLABUS					
Unit I	Understanding Learning: <ul style="list-style-type: none"> Nature of learning: learning as a process and learning as an outcome Types of learning: factual, associations, conceptual, procedural, generalizations, Principles and rules. Remembering and Forgetting – Factors of remembering - encoding, storage and retrieval. Information processing approach; Causes of forgetting; Strategies for effective memorization. 				7 hrs.
Unit II	Factors Influencing Learning: <ul style="list-style-type: none"> Concept, nature and types of motivation – intrinsic, extrinsic and achievement. Role of teacher in addressing various factors influencing learning—a few strategies – cooperative learning, peer tutoring, collaborative learning. 				6 hrs.
Unit III	Learning Paradigms: <ul style="list-style-type: none"> Behavioristic Learning– Concept of connectionism (Thorndike) and conditioning (Pavlov & Skinner) and their educational implications. Cognitive Learning – Concept of Gestalt and its educational implications; Discovery learning (Bruner), Cognitive Constructivist Learning (Piaget) Social Cognitive Learning – Concept (Bandura), nature and implications. Teacher as role model. Social Constructivist Learning – Concept of Vygotsky, nature and implications. Humanistic Viewpoint of Learning - Carl Rogers (Self Concept Theory) 				7 hrs.
Unit IV	Transfer of learning: <ul style="list-style-type: none"> Concept, Importance, Nature and Types of Transfer of Learning Theories of Transfer of Learning Methods of enhancing Transfer of Learning 				6 hrs.
Unit V	Organization of Learning Experiences: Issues and Concerns: <ul style="list-style-type: none"> Role of school – Guidance, Mental health, Co-curricular activities. Strategies for organizing learning for diverse learners- Brainstorming, Within class grouping, Remedial teaching, Enrichment programme 				6 hrs.
Suggested Readings	1. Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiana: Tandon Publishers. 2. Mangal, S.K. (2006). Advanced educational psychology. New Delhi: Prentice hall of India. 3. Mohanty. (1992). Educational technology. New Delhi: Deep and Deep				

	<p>Publications.</p> <ol style="list-style-type: none"> 4. Roy, Sushil. Siksha manobidya. Kolkata :Soma Book Agency. 5. Vygotsky, L. (1997). Interaction between learning and development. <i>In</i> M. Gauvain & M. Cole, (Eds). <i>Readings on the development of children</i>. New York: W. H. Freeman & Co. 6. Chatterjee, Kaushik. (2012). Siksha prajuktibidya. Kolkata : Rita publication. 7. MaityN.C.,GangulyAmlan(2014),<i>NibirShikkhonerMonostattya</i>,AaheliPublisher 8. Kumar, K. (2004). What is worth teaching? 3rd ed. Orient Black Swan. 9. Holt, J. (19964). How children fail? Rev. ed. Penguin. 10. Hall, C & Hall, E. (2003). Human relations in education. Routledge. 	
2nd Half	Teaching for Learning	
Objectives	The student teachers will be able to :-	
	<ol style="list-style-type: none"> 1. Understand the process of teaching 2. Understand and efficiently used different models of teaching. 3. Engage in teaching with proper approach. 4. Develop skills required for teaching 	
COURSE CONTENT /SYLLABUS		
Unit I	Understanding Teaching: <ul style="list-style-type: none"> • Teaching: Concepts, definition, nature and characteristics factors affecting teaching. • Relation between Teaching, Instruction and Training. • Maxims of teaching. Role of teacher in effective teaching. 	6 hrs.
Unit II	Models of Teaching: <ul style="list-style-type: none"> • Concept Attainment Model (CAM) • Advance Organizer Model (AOM) • Inquiry Training Model (ITM) 	6 hrs.
Unit III	Task of Teaching: <ul style="list-style-type: none"> • Task of teaching: meaning, definition and variables in teaching task. • Phases of teaching task: pre - active, inter-active and post-active. • Essentials of effective teaching 	6 hrs.
Unit IV	Levels & Approaches of Teaching: <ul style="list-style-type: none"> • Levels of Teaching: memory, understanding and reflective levels of teaching • Approaches to Instruction: Constructivist approach to teaching, Cooperative and Group Discussion, Games, Debate, Quiz and Seminar. • Programmed Instruction (PI) & Computer Assisted Instruction (CAI) 	7 hrs.
Unit V	Skills of Teaching : <ul style="list-style-type: none"> • Skills of Teaching: Concepts, definition. • Micro-teaching: Meaning and Procedure • Developing Teaching skills: Introducing the lesson, Questioning, Use of teaching aids, Reinforcement and Illustration. • Modification of Teacher Behavior-Flanders Interaction Analysis of Category System (FIACS). 	7 hrs.
Engagement with Field / Practicum	Any one of the following :- <ul style="list-style-type: none"> • Simulated Teaching Practical (5 lessons) • Presentation of Innovative Teaching 	32 hrs.
Mode of Transaction	Lecture, discussion, project work, field trip, assignment, seminar etc.	
Suggested Readings	<ol style="list-style-type: none"> 1. Aggarwal, J. C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas Pub House. 2. Bower, G. M. (1986). The Psychology of learning and motivation. 	

Academic Press.

3. Chauhan, S. S. (2000). *Advanced educational psychology*. New Delhi. : Vikas Publishing House.
4. Pal, Debasish *et al.* (2012). *Sikhaner manostatwa*. Kolkata : Rita Book Agency.
5. DeCecco, J.P. & Crawford, W. (1977). *Psychology of learning and instruction*. New Delhi: Prentice hall of India
6. Sen, Molay Kumar. *Siksha prajuktibigyan*. Kolkata : Soma Book Agency.
7. Mete, Jayanta, Deb, Ruma & Ghosh, Birajlakshi: *Bikash oshikhaner manostatwa*. Kolkata : Rita Book Agency.
8. Joyce, M. & Others. (1992). *Models of teaching*. New York: Holt Rinehart and Winston.
9. Sarkar, B (2014) *Shikharthi O Shikhan*. Aaheli Publishers, Kolkata.
10. Nayak, A. K. (2002) *Classroom teaching* A.P.H
11. Ohles, J.F. (1970). *Introduction to Teaching*. New York: Random House, INC.
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Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Pedagogy of Language Teaching	Bengali, English, Sanskrit, Hindi, Urdu & Arabic				
Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Merit effective and constructive acquaintance with the basic foundations of Language teaching in India and West Bengal 2. Acquire practical expertise in pedagogical analysis and develop behavioural competencies in teaching skills 3. Apply principles abstracted from the study of various methods and approaches as regards purpose and procedure of planning lesson 4. Work out and practice strategies for teaching language skills and communication skills 5. Credit working acquaintance with concepts of language learning assessment 6. Turn in to resourceful user of different kinds of Language Test 7. Become efficient in construction of Test and Test Items 8. Explore and experience various resources for target language learning 9. Try out various means of organizing various resources for target Language Learning. 				
COURSE CONTENT /SYLLABUS					
Unit I	Foundations of Language Teaching: <ul style="list-style-type: none"> • Historical background and present status of language teaching in India. • Origin of different languages (At least two including 1st Language) • Significance of Mother tongue/ Target Language • Concept of 1st Language, 2nd Language and 3rd Language in West Bengal • Relation between language and dialect. • Language position and importance in Secondary School Curriculum in West Bengal. • Analysis of the objectives of teaching language at secondary level in West Bengal. • Aims and objectives of Language Teaching. 				6 hrs.
Unit II	Strategies of Language Teaching: (As per language concerned): <ul style="list-style-type: none"> • Theories of Language Teaching • Concept and importance of pedagogical analysis of language. • Language Teaching Skills • Learning Design: definition, characteristics, importance • Behavioural/Instructional objectives of Language Teaching 				7 hrs.

	<ul style="list-style-type: none"> • Teaching strategies for Language • Relevance of Teaching Model for Language Teaching 	
Unit III	<p>Brief overview of Methods & Approaches of Language Teaching (As per language concerned):</p> <ul style="list-style-type: none"> • Methods and Approaches of Language Teaching: <ul style="list-style-type: none"> ○ Concept, Characteristics, Procedure, Importance and Limitations. • Approaches to Language Teaching: <ul style="list-style-type: none"> Teaching different content areas- objectives, importance and procedure: <ul style="list-style-type: none"> ○ Prose, ○ Poetry, ○ Drama ○ Grammar, ○ Composition • Spelling mistake – causes and method of correction 	7 hrs.
Unit IV	<p>Assessment of Language Teaching:</p> <ul style="list-style-type: none"> • Assessment (elementary concepts of Evaluation and Measurement). • Achievement Test • Properties (elements) and Areas (aspects) of a language Test. • Principles for constructing a Language Test. • Characteristics of a good Test – usability, reliability, validity. • Construction of a language question paper including general instruction with nature of options, overall coverage and marking scheme. 	6 hrs.
Unit V	<p>Learning Resources in Language Teaching:</p> <ul style="list-style-type: none"> • Meaning, type, functions, preparation and utilization of learning resources in language: Text Books, Models, Charts, Pictures, Reference Books, Computer Assisted Learning. • Language Laboratory – Component, planning, developing required activities and organizing for use. • Designing Learning activities: School Magazine, School Debating Society, Dramatization • Designing Language Games in grammatical context of language. • Creative writing: composition, short story, poem (on given clues or independently). 	6 hrs.
Engagement with Field / Practicum	<p>Any two of the following :-</p> <ul style="list-style-type: none"> • Speech and Speech Mechanism • Word Formation • Syntax • Phonetic Transcription • Identifying General and Specific Objectives with Learning Outcome • Task analysis and Content Analysis • Developing Instructional (Teaching Learning) Material • Planning Instructions 	64 hrs.
Mode of Transaction	Lecture, discussion, project work, field trip, assignment, seminar etc.	
Suggested Readings	<ol style="list-style-type: none"> 1. Bright, J. A & McGragor, G. P. (1978). Teaching English as a second language. London : ELBS & Longman. 2. Brumfit, C J & Johnson, K. (1978). The Communicative approach to language teaching. Oxford : OUP, 3. Carrol, J B. (1953). The Study of Language. Massachusetts : Harvard University Press. 4. Heaton, J B. (1982). Language testing. London : Modern English Publications Ltd. 	

	5. Heaton, J. B. (1991). Writing English language tests. Hongkong: ELBS. 6. Hornby, A. S. Oxford advanced learner's dictionary of current English, Oxford :OUP. 7. Howatt, A. P. R. (1984). A History of English language teachingOxford : OUP. 8. Johnson, J: The Communicative Approach to Language Teaching, OUP, Oxford, 1979. 9. Johnson, K. (1982). Communicative syllabus design and methodology. Oxford : Pergamon Press. 10. Ur, P. (1996). Grammar practice activities – A Practical guide for teachers. Cambridge : CUP. 11. Ur, P & Wright, A: Five-minute Activities- A Resource Book for Language Teachers. Cambridge : CUP. 12. Verma, S. K. (1994). Teaching English as a Second Language in India. <i>In</i> R K Agnihotri&A L Khanna (Eds). <i>Second Language acquisition</i> . New Delhi, 13. Weir, C. (1993). Understanding and Developing Language Test. New Delhi :Prentice Hall International Ltd. 14. Widdowson, H. (1978). Teaching language as Communication. Oxford :OUP. 15. RahaSujata,BasuBaisaly(2014), <i>BanglaSikhonPorikrama</i> ,AaheliPublisher 16. Das,G, Choudhury,N (2014) Nabarupe Sanskrit Shikshan Padhati, Aaheli Publishers ,Kolkata 17. DasGita,ChowdhuryNivedita(2014), <i>NabarupeSanskritShikkhanPoddhoti</i> , AaheliPublisher 18. Sharma, R A (1983): Technology of Teaching, International Publishing House, Meerut. 19. SardarSudhakar(2014), <i>Thoughts&PracticeinTeachingEnglish</i> ,AaheliPubl isher				
Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Pedagogy of Social Science Teaching	History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology				
Objectives	The student teachers will be able to :- 1. Appreciate the significance of teaching Social Science. 2. Be acquainted with the approaches & Methods of Teaching Social Science. 3. Be used to the application of knowledge and skills in Social Science. 4. Be acquainted with various practical aspects of Social Science.				
COURSE CONTENT /SYLLABUS					
Unit I	Foundation of Social Science Teaching: <ul style="list-style-type: none"> • Aims and objectives of Social Science Teaching. • Social Science Curriculum, Values of Social Science Teaching. • Inter relationship of various branches of Social Science • Innovations in Social Science teaching • Inculcation of National Integrity through social science teaching. 				6 hrs.
Unit II	Strategies of Social Science Teaching: <ul style="list-style-type: none"> • Features, Limitations and comparison of different methods • Lecture Method, • Interactive Method • Demonstration- observation method, • Regional Method • Heuristic Method, • Project Method • CAI 				7 hrs.

Unit III	Learning Resource in Social Science Teaching: <ul style="list-style-type: none"> • Meaning, type and importance of Learning Resources. • Quality of good social science text book. • Teaching aids in Social Science. • Improvisation of Teaching Aids. • Planning and organization of Social Science Laboratory 	6 hrs.
Unit IV	Social Science Teacher: <ul style="list-style-type: none"> • Qualifications and qualities of social science Teachers. • Professional growth of Social Science Teacher. 	6 hrs.
Unit V	Evaluation in Social Science Education: <ul style="list-style-type: none"> • Evaluation devices, evaluation programme in social studies • Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test. 	7 hrs.
Engagement with Field / Practicum	Any two of the following :- <ul style="list-style-type: none"> ➤ Visit to <ul style="list-style-type: none"> • Historical Places • Ecological Places • Commercial Places • Political Places ➤ Organization of Programmes <ul style="list-style-type: none"> • Environment Awareness • Social Awareness • Election Awareness • Blood donation • Exhibition • Demonstration of Lab-based activities wherever applicable 	64 hrs.
Mode of Transaction	Lecture, discussion, project work, field trip, assignment, seminar, Demonstration etc.	
Suggested Reading	<ol style="list-style-type: none"> 1. Arora, G. L (1988), Curriculum and Quality in Education, NCERT, New Delhi. 2. Binning and Binning. (1952). Teaching Social Studies in Secondary Schools. New York : McGraw Hills. 3. David Lambert and David Balderstone (2000). Learning to Teach Geography in Secondary School: A Companion to School Experience. Falmer, London : Routledge. 4. Kent, Ashley. (2001). Reflective Practice in Geography Teaching. Paul Chapman Educational Publishing, Ltd. 5. Pathak, Avijit. (2002). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. New Delhi : Rainbow Publishers. 6. Singer, Alan J. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates, Mahwah, New Jersey. 7. Halder Tarini (2014), <i>Itihas-Niti, Poddhoti OKausal</i>, Aaheli Publisher 8. Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi. 9. Bhattacharya, S. & Darji, D.R. (1996) Teaching of Social Studies in Indian Schools, Acharya Book Depot, Baroda. 10. Mete Jayanta, Dasgupta Jayarati (2014), <i>Adhunik Bhugol Shikkhan Poddhoti</i>, Aaheli Publisher 	

Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class	32+64

			Hours
Pedagogy of Science Teaching	Physical Science, Life Science, Computer Science & Application		
Objectives	The student teachers will be able to :- 1. Appreciate the significance of teaching Science. 2. Be acquainted with the Approaches & Methods of Teaching Science. 3. Be used to the application of scientific knowledge and skills. 4. Be acquainted with various practical aspects of science.		
COURSE CONTENT /SYLLABUS			
Unit I	Foundation of science Teaching: <ul style="list-style-type: none"> • Aims and objectives of science Teaching. • Science Curriculum, Values of Science Teaching. • Inter relationship of various branches of science. • Scientific aptitude and attitude • Innovations in science teaching 		7 hrs.
Unit II	Strategies of Science Teaching: <ul style="list-style-type: none"> • Features, Limitations and comparison of different methods • Lecture Method, • Demonstration method, • Heuristic Method, • Laboratory Method, • Project Method • CAI • Problem Solving Method. 		8 hrs.
Unit III	Planning of Science Laboratory: <ul style="list-style-type: none"> • Importance of Science Laboratory • Organization / Planning a Science Laboratory. • Equipment of Science Laboratory. 		5 hrs.
Unit IV	Learning Resource in science Teaching: <ul style="list-style-type: none"> • Meaning, type and importance of Learning Resources. • Quality of good Science text book. • Teaching aids in Science. • Improvisation of Teaching Aids. 		6 hrs.
Unit V	The Science Teacher: <ul style="list-style-type: none"> • Qualifications and qualities of Science Teachers. • Professional growth of Science Teacher. 		6hrs.
Engagement with Field / Practicum	Any two of the following :- <ul style="list-style-type: none"> • Preparation of lesson/unit plan by following different methods of teaching. • Preparation of materials & programmes to inculcate scientific attitude. • Script writing for Radio/TV/Video on science topics. • Demonstration of Science Experiments. 		64 hrs.
Mode of Transaction	Lecture, discussion, demonstration, project work, field trip, presentation by students, seminar etc.		
Suggested Readings	1. Gupta, S. K. (1991). Teaching of Physical Science in secondary schools. New Delhi: Sterling Publications 2. Nag, S. (2015). Teaching of Life Science.Kolkata :Rita Publications. 3. Sharma, R. C (1999). Modern Science Teaching. New Delhi: DhanpatRaiPublction Co. 4. Vaidea, N. (1996). Science Teaching for 21 st Century. New Delhi. Deep & Deep Publication. 5. De,K.K (2010) Bhoutabignye sikshak o Siksharti,Soma Publishers ,		

	Kolkata 6. Pal, S. Nagchowdhury, D. P., Ganguly, A. Haowladar, M. (2014) JibanBiggyanShikhshaner tattwa O Proyog, Aaheli Publishers, Kolkata 7. Pandey, P. (2014). Teaching of Computer Studies. Belur, Kolkata : RKMSM 8. Amin, J. A. (2011). Training science teachers through activities; towards constructivism. USA: Lap –lambert publishing house. 9. Harlen, W. and Elstgeest, J. (1992). UNESCO Sourcebook for Science in the Primary School: A Workshop Approach to Teacher Education. UNESCO. 10. JanaP.K.,BhatS.C.(2014),VautobiggyanShikkhan,AaheliPublisher
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Course-VII-(A) (1.2.7-A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Pedagogy of Mathematics Teaching	Mathematics				
Objectives	The student teachers will be able to :- 1. Understand the nature of mathematics and mathematics education 2. Know the Objectives of teaching mathematics and the principles of the preparation of relevant curriculum and text books. 3. Understand Teaching methodologies in mathematics education. 4. Apply Mathematics education in cross-cultural perspectives. 5. Understand the Assessment and evaluation in the teaching learning of mathematics.				
COURSE CONTENT /SYLLABUS					
Unit I	Nature and Theoretical aspects of Mathematics Education: <ul style="list-style-type: none"> • The nature of mathematics • Correlation of mathematics with other disciplines • Scope of mathematics education • Values of teaching mathematics • History of Mathematics in India • Teaching-learning of Mathematics from the view point of Skinner, Piaget, Bruner, Vygotsky&Dienes 				7 hrs.
Unit II	Aims and objectives of teaching Mathematics and preparation of relevant curriculum and text books: <ul style="list-style-type: none"> • Aims and objectives of teaching mathematics at upper primary stage, secondary stage and higher secondary stage. • Principles of curriculum construction • Principles of text book preparation 				7 hrs.
Unit III	Mathematics Teacher and Teaching learning process in Mathematics: <ul style="list-style-type: none"> • Teaching methods in mathematics- e.g. Inductive & Deductive Method, Method of analysis and synthesis, Project method, Mathematical induction, Heuristic method, Problem Solving Method. • Learning Resources in relation to Teaching of mathematics with special reference to calculator and computer. • Pedagogical analysis and learning designing. • Qualities and professional growth of Mathematics teacher. 				7 hrs.

Unit IV	Mathematics education in a cross-cultural perspective: <ul style="list-style-type: none"> • Anxiety associated with learning of Mathematics • Maths laboratory • Maths club • Connecting mathematics to the environment • Management of learning of slow and gifted learners 	5 hrs.
Unit V	Assessment and Evaluation: <ul style="list-style-type: none"> • Assessment and evaluation-meaning, scope & Types • Different types of test items • Techniques of Evaluation in Mathematics • Basic principles of construction of test items • Continuous and Comprehensive Evaluation (CCE) 	6hrs.
Engagement with Field / Practicum	Any two of the following : <ul style="list-style-type: none"> • Write an essay on nature of Mathematics and contribution of Indian Mathematicians. • Preparation of various teaching aids. • Preparation of programmed learning material for selected Units in Mathematics. • Evaluation of Mathematics text book. • Construction of various types of test items. • Construction of achievement and diagnostic tests. • Identify the slow learners, low achievers and high achievers in Mathematics from the classroom during practice teaching. (Case study) • Conducting of Action Research for selected problems. • Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts. • Use of Computer in Teaching of Mathematics. • Use of Mathematics activities for recreation. • Development and use of Mathematics laboratory. • Prepare mathematical activities in the context of socio-cultural aspects. 	64 hrs.
Mode of Transaction	Lecture, lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation	
Suggested Readings	<ol style="list-style-type: none"> 1. Teaching of Modern Mathematics – S.M. Agarwal 2. Anice, J. (2008). <i>Methods of Teaching Mathematics</i>. New Delhi: Neelkamal Publications. 3. Butler, C. H., Wren F. L. and Banks, J. H. (1971). <i>The teaching of Secondary Mathematics</i>. New York : McGraw Hill. 4. Coney, T. J., Davis, G. J., and Hen Derson, K. B. (1975). <i>Dynamics of Teaching Secondary School Mathematics</i>. Boston: Houghton - Mifflin co. 5. Ediger, M., and Rao, B. (2000). <i>Teaching Mathematics successfully</i>. New Delhi: Discovery Publishing House. 6. Kidd, P. K., Myers, S. S., Cilley David, M. (1970). <i>The Laboratory Approach to Mathematics</i>. Chicago: Science Research Associates Inc. 7. Kinney, L. B., and Purdy, C. R. (1965). <i>Teaching of Mathematics in Secondary School</i>. New York; Holt, Rinchart and Winston. 8. Koehler, M. J. & Mishra, P. (2008). Introducing technological pedagogical content knowledge. In AACTE Committee on Innovation and Technology (Eds)., <i>Handbook of technological pedagogical content knowledge (TPACK) for educators</i> . New York: Routledge. 9. PramanikSurapati(2014),<i>AdhunikGanitShikhanOShikkhon</i>,AaheliPubli sher 10. Kolb, J. R., and Bassler, O. C. (1979). <i>Learning to teach secondary School Mathematics</i>. London: In text Educational Pub. 11. Kothari, R. G., and Mistry, H. S. (2012). <i>Diagnosis of Learning</i> 	

Difficulties on Fractions and Decimals: A study on the students of upper primary schools. Germany: Lambert Academic Publishers.

Course-VIII-(A) (1.2.8A)	Knowledge and Curriculum- Part-I	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	The student teachers will be able to :- 1. Introduce themselves to perspectives in education focusing on epistemological, philosophical and sociological bases of education. 2. Distinguish between knowledge and skill, teaching and training, knowledge and information and reason and belief. 3. Understand education in relation to constitutional goal, social issues and modern values. 4. Understand the concept, scope and objectives of education. 5. ofRealize the concepts of curriculum and syllabi. 6. Design curriculum in the context school experiences, evaluation, power, ideology, process and practice & its transactional modes.				
COURSE CONTENT /SYLLABUS					
Unit I	Epistemological bases of Education: <ul style="list-style-type: none"> • Meaning of epistemology with reference to the process of knowledge building and generation. • Distinction and relationship between: Knowledge and skill. Teaching and training. Knowledge and information. Reason and belief. 				6 hrs.
Unit II	Philosophical Foundation of Education: <ul style="list-style-type: none"> • Significance of Philosophy in Education. • Brief account of the tenets of the following philosophers of education –Swami Vivekananda, Gandhi, Tagore, Aurobindo, Dewey, Dr.Sarvapalli Radhakrishnan and Sir Asutosh Mookherjee. • Relevance of the philosophy of the aforesaid philosophers in Indian education with regard to activity, discovery and dialogue. 				7 hrs.
Unit III	Sociological bases of education: <ul style="list-style-type: none"> • Constitutional goal for Indian Education. • Social issues in education –globalization, multiculturalism, secularism, education for sustainable development. • Nationalism, universalism and secularism – their interrelationship with education. • Illiteracy, poverty, socially disadvantaged groups gender inequality. 				7 hrs.
Unit IV	Concepts and scope of education: <ul style="list-style-type: none"> • Four pillars of education. • Aims of education: Personal, Social, Economic and National Development. • Education for generation, conservation and transmission of knowledge. • Agencies of education: home, school, community and media. • Types of education: formal, non-formal, informal and role of their agencies. 				6 hrs.
Unit V	Dynamics of Curriculum Development: <ul style="list-style-type: none"> • Determinants of curriculum development • Theories of curriculum development • Stage Specific Curriculum-Pre-primary, Primary, Secondary, 				6hrs.

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

Course-IX (1.2.9)	Assessment for Learning	Theory	Engagement With the Field	Credit	4+2
		50+50	50	Class Hours	64+64
1st Half	Assessment of the Learning Process				
Objectives	The student teachers will be able to :- <ul style="list-style-type: none"> Get basic knowledge of assessment for learning. Know the process of evaluation and it uses. Write educational objectives. Know different techniques of evaluation, tools of evaluation and their uses. Know different characteristics of instruments of evaluation. Know different types of teacher made tests and will construct them. Compute simple statistics to assess the learning. 				
COURSE CONTENT /SYLLABUS					
Unit I	Concept of Evaluation and Assessment: <ul style="list-style-type: none"> Meaning of Test, Measurement, Assessment and Evaluation 				6 hrs.

	<ul style="list-style-type: none"> • Distinguish among Measurement, Assessment and Evaluation • Nature and purpose of Evaluation 	
Unit II	Approaches and Techniques of Evaluation and Criteria of Assessment Procedure: <ul style="list-style-type: none"> • 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 	7 hrs.
Unit III	Psychological Test: <ul style="list-style-type: none"> • 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 	7 hrs.
Unit IV	Evaluation: <ul style="list-style-type: none"> • Types of Tests; Written Test, Oral Test, NRT, CRT, Summative Test, Formative Test, Diagnostic Test. • Scoring and Grading, Analysis of Score and Its Interpretation <ul style="list-style-type: none"> a) Tabulation of data. b) Graphical (Histogram, frequency Polygon) c) Central Tendency (Mean, Median Mode) d) Deviation – Standard. 	7 hrs.
UNIT V	Problem – Learner: <ul style="list-style-type: none"> • Problem – Learner; Concept and Types, • Identification of Problem – Learner; Observation, Case Study, Socio-Metric & Testing (Educational and Psychological) Techniques/. • Remedial Measures – Guidance & Counseling, Life-Skill Training. 	5 hrs.
Suggested Reading	1. Statistics in Psychology and Education – S. K. Mangal 2. Ebel, R.L. and Fresbie, D.A. (2009). <i>Essentials of Educational Measurement</i> . New Delhi: PHI Learning PVT. LTD. 3. Garrett, H.E. (2008). <i>Statistics in Psychology and Education</i> . Delhi: Surjeet Publication. 4. Gupta, S. K. (1994). <i>Applied Statistics for Education</i> . Mittal Publications. 5. Mehta, S. J., and Shah, I. K. (1982). <i>Educational Evaluation</i> . Ahmedabad: Anand Prakashan (Gujarati). 6. Chakraborty Pranab Kumar (2010). <i>Vidyalaya Sikshay Mulyayan</i> . B. B. Kundu and Grandsons. Kolkata. 7. BhatS.C.,JanaP.K.(2014), <i>ShikkherParimapOMullyanerGuruttoAaheliPubli sher</i>	
2nd Half	Assessment of the Learning System	
Objectives	The student teachers will be able to :- <ol style="list-style-type: none"> 1. Understand different aspects of the complexities of the learning system. 2. Know various school records designed for specific purposes. 3. Understand the relationship between school and the community. 4. Acquire knowledge about physical, infrastructural and human resources available in the schools. 5. Understand the curricular process in the school. 6. Evaluate the school effectiveness and other functional aspects of the schools. 7. Explore the students support services available and achievements of the schools. 	
COURSE CONTENT /SYLLABUS		

Unit I	Infrastructural facilities: <ul style="list-style-type: none"> • Rooms (types and numbers), • Classroom furniture, • Sanitation facility, • Drinking water, • Playground etc. • Library 	6 hrs.
Unit II	Human Resource: <ul style="list-style-type: none"> • Teaching staff (Full Time + Part Time + Para teacher) • Non –Teaching staff • Students:- Boys / Girls / SC / ST /OBC / Minority / Special Needs Children. • Teacher-student Ratio. 	6 hrs.
Unit III	Management & Record Maintenance: <ul style="list-style-type: none"> • Managing Committee • Committees for Academic Purposes • Different Committees • Fee Structure, • Number of units/ School hour/ time table / periods • Students participation – student Self – Government. • Records: <ul style="list-style-type: none"> ❖ Accounts related ❖ Staff related ❖ Student related ❖ Curriculum related 	7 hrs.
Unit IV	Special Service Provided: <ul style="list-style-type: none"> • Mid-Day Meal • Book bank for poor students • Tutorial for weaker students • Remedial teaching • Parent Teacher Association • Staff Welfare Service • Health Programme • Conducting Talent Search Examination • Providing Scholarship 	7 hrs.
Unit V	School Community relationship: <ul style="list-style-type: none"> • Community involvement in decision making. • Community Contribution to school • Meeting with community members • School response to parents. 	6hrs.
Engagement with Field / Practicum	Any two of the following :- <ul style="list-style-type: none"> • Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives • Framing measurable and non-measurable learning outcomes • Determining the objectivity given an answer key • Determining the objectivity of a tool • Finding out the content validity of the given question paper • Designing Rating scale, Questionnaire, Interview Schedule in a given a topic • Framing Different types of questions • Preparation of Blue Print and a question paper • Prepare graphs and use statistics for analysis of test result 	64hrs.
Suggested Readings:	<ol style="list-style-type: none"> 1. School Planning and Management – T.K.D. Nair 2. School Organization & Management – J. Prasad 3. Educational Management – J.C. Agarwal 4. School Management – S.K. Kochar 5. Sengupta, Madhumala, Nag, Subir and others. (2014). Educational Management. Kolkata: Rita Book Agency. 	

	6. Evaluation Framework for Govt., Govt. aided and Govt. sponsored Secondary Schools in India (2015) Ramakrishna Mission Sikshanamandira, Belur Math, Howrah.
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CourseEPC-2 (1.2EPC2)	Drama and Arts in Education	Theory	Engagement With the Field	Credit	1+1
		25	25	Class Hours	16+32
Objectives	The student teachers will be able to :- <ul style="list-style-type: none"> • Understand the use of ‘Drama’ as Pedagogy. • Use ‘Role play’ technique in the teaching learning process. • Understand the importance of dramatic way of presentation. • Integrate singing method in teaching learning process. • Understand various ‘Dance forms’ and their integration in educational practices. • Use art of drawing and painting in teaching learning process. • Develop creativity through different creative art forms. • Understand the efficacy of different art forms in education. 				
COURSE CONTENT /SYLLABUS					
Unit I	Drama and its Fundamentals : <ul style="list-style-type: none"> • Drama as a tool of learning • Different Forms of Drama • Role play and Simulation • Use of Drama for Educational and social change (Street play, Dramatization of a lesson) • Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation 				3 hrs.
Unit II	Music (<i>Gayan and Vadan</i>): <ul style="list-style-type: none"> • <i>Sur, Taal and Laya (Sargam)</i> • Vocal - Folk songs, Poems, Prayers • Singing along with “<i>Karaoke</i>” • Composition of Songs, Poems, Prayers • Integration of <i>Gayan and Vadan</i> in Educational practices 				3 hrs.
Unit III	The Art of Dance: <ul style="list-style-type: none"> • Various Dance Forms - Bharat Natyam, Kathakali, Folk dance: Garba, Bhavai, Bhangada, Bihu and various other dances. • Integration of Dance in educational practices (Action songs, <i>Nritya Natika</i>) 				3 hrs.
Unit IV	Drawing and Painting: <ul style="list-style-type: none"> • Colours, Strokes and Sketching- understanding of various means and perspectives • Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting • Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms 				3 hrs.
Unit V	Creative Art: <ul style="list-style-type: none"> • Creative writing -Story writing, Poetry writing • Model making - Clay modeling, Origami, Puppet making • Decorative Art - Rangoli, Ikebana, Wall painting (Mural) • Designing - Computer graphics, CD Cover, Book cover, Collage work • The use of different art forms in Education 				4 hrs.

Engagement with Field / Practicum	<p>Any one of the following :-</p> <ul style="list-style-type: none"> • Develop a script of any lesson in any subject of your choice to perform a Play / Drama. • Develop a script for the street play focusing on “Girl’s education and Women empowerment”. • Prepare a script of <i>Bhavai</i> based on some Socio-political issues. • Prepare a pictorial monograph on “Various folk dance of Gujarat”. • Prepare a pictorial monograph on “Various Dance forms in India”. • Prepare a calendar chart on “Various Musical Instruments in India”. • Develop an Audio CD based on newly composed Poems of Gujarati / Hindi language. • Prepare some useful, productive and decorative models out of the waste materials. • Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning. • Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it. • Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it. • Develop a creative design based on your choice for CD Cover or Book cover. • Develop a design or picture based on collage work. 	32 hrs.
Mode of Transaction	Lecture, Lecture cum discussion, Workshop schedule, Slide / Film show, Project work, Demonstration, Visit , Group work and its Presentation	
Suggested Reading	<ol style="list-style-type: none"> 1. Theory of Drama by A.Nicoll 2. Natya Kala by Dhirubhai Thakar 3. Natya lekhan by Dhananjay Thakar 4. Natak desh videsman by Hasmukh Baradi 5. Gujarati theatre no Itihas by Baradi Hasmukh 6. Acting is Believing by Charls Mc.Gaw 7. Art of Speech by Kethlin Rich 8. Natya Sahitya na swarupo by Nanda kumar pathak 9. Bhavai by Sudahaben Desai 10. Bhavai by Krishnakant Kadkiya 11. Natya Manjari saurabh by G.K.Bhatt 12. Kramik Pustak Malika by Pt. Bhatkhande 13. Abhinav Geet Manjari by Ratanjankar 14. NCERT, (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre 	

SEMESTER-III

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

	4. Understand the historical development of Language Teaching. 5. Develop various skills related to language learning. 6. Prepare a blueprint before entering into a class.	
COURSE CONTENT /SYLLABUS		
Unit I	Pedagogical Analysis: <ul style="list-style-type: none"> ● Concepts and Methods of Pedagogical Analysis; ● The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : <ul style="list-style-type: none"> □ Breaking of Unit into Sub-unit with no. of Periods; □ Previous knowledge; □ Instructional Objectives in behavioural terms; □ Sub-unit wise concepts □ Teaching- Learning Strategies □ Use of teaching aids □ Blueprint for criterion reference test Items. 	6 hrs.
Unit II	Teaching Skill (As per concerned subject): <ul style="list-style-type: none"> ● Micro Teaching and Micro Lesson ● Simulated Teaching ● Integrated Teaching/ Teaching in classroom situation. 	7 hrs.
Unit III	Learning Designing: <ul style="list-style-type: none"> ● Concept, Importance and Types ● Steps of Learning Design ● Qualities of Good Learning Design 	7 hrs.
Unit IV	Activities in Language : <ul style="list-style-type: none"> ● Fair and Exhibition, ● Field Trips / Excursion, ● Debate, ● Wall & Annual Magazine ● Sahitya Sabha ● Use of ICT ● Use of Dictionary, Encyclopaedia and Thesaurus 	6 hrs.
Unit V	Assessment of Teaching-Learning Material on Language: <ul style="list-style-type: none"> ● Text book review and analysis / e-book Review ● Teaching learning material on Language learning 	6 hrs.
Engagement with the field/ Practicum	Any one of the following :- <ul style="list-style-type: none"> ● Identify the slow learners, low achievers and high achievers in Language from the classroom during practice teaching. (Case study) ● Conducting of Action Research for selected problems. ● Development and tryout of Teaching-learning strategy for teaching of particular Language concepts. ● Development and use of Language laboratory. 	32 hrs.
	* Community-based Activities (vide details at the end of Semester-III syllabus)	96 hrs.
Mode of Transaction	Lecture, lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation	
Suggested Reading:	1. Bennett, W. A. (1969). Aspects of Language and Language Teaching. Cambridge: Cambridge University Press. 2. Braden K (2006). Task Based Language Education: From Theory to Practice. Cambridge: Cambridge University Press.	

	3. Britton James (1973). Language and Learning. London: Penguin Books. 4. Hill, L.A. and Dobbyn, M.A. Training Course, Trainer's Book, Cassell, London, 1979. 5. Richard J. and Theodore S. Rodgers T.S. Approaches and Methods in Language, Cambridge University Press, 1986. 6. Wilkins, D.A. Linguistics in Language Teaching, Edward Arnold, London, 196. Mukalel, J.C. Creative Approaches to Classroom Teaching, Discovery Publishing house, New Delhi, 1998 7. Ryburn W.N. : Suggestions for the teaching of Mother tongue in India, Oxford University Press, Mumbai. 8. Mukerjee, S.N. : Rashtra Bhasha Ki Shiksha, Acharya Book Depot, Baroda, 1965.
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Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)
Pedagogy of Social Science Teaching	History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology				
Objectives	The student teachers will be able to :- 1. Be aware of teaching & learning of the subject concern. 2. Examine critically the major concept, ideas, principles & values relating the subject concern. 3. Engage the students into the methods of Teaching & learning the subject. 4. Provide the students authentic historical knowledge with the proposed content & make them to be component to do pedagogical analysis of the subject.				
COURSE CONTENT /SYLLABUS					
Unit I	Pedagogical Analysis: <ul style="list-style-type: none"> ● Concepts and Methods of Pedagogical Analysis; ● The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : <ul style="list-style-type: none"> □ Breaking of Unit into Sub-unit with no. of Periods; □ Previous knowledge; □ Instructional Objectives in behavioural terms; □ Sub-unit wise concepts □ Teaching- Learning Strategies □ Use of teaching aids □ Blueprint for criterion reference test Items. 				6 hrs.
Unit II	Teaching Skill (As per concerned subject): <ul style="list-style-type: none"> ● Micro Teaching and Micro Lesson ● Simulated Teaching; ● Integrated Teaching/ Teaching in classroom situation. 				7 hrs.
Unit III	Learning Designing: <ul style="list-style-type: none"> ● Concept, Importance and Types; ● Steps of Learning Design. ● Qualities of Good Learning Design. 				7 hrs.
Unit IV	Activities in Social Science: <ul style="list-style-type: none"> ● Fair and Exhibition, ● Field Trips / Excursion, ● Debate, 				6 hrs.

	<ul style="list-style-type: none"> • Wall & Annual Magazine and • Subject Club 	
Unit V	Assessment of Social science learning: <ul style="list-style-type: none"> • Concept of Assessment and Evaluation; • Achievement Test • Text book Review 	6 hrs.
Engagement with the field/ Practicum	Any one of the following :- <ul style="list-style-type: none"> • Preparation of Learning Design • Preparation of Achievement Test • Development of skill of map • Development of skill of time line • Project • Case Study 	32 hrs.
	* Community-based Activities (vide details at the end of Semester-III syllabus)	96 hrs.
Mode of Transaction	Lecture, Discussion, Demonstration, Fieldtrip, Presentation by students In pedagogy of school subjects, illustrations on content based methodology may be provided	
Suggested Reading	1. Alan J Singer (2003). Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach. L E Association. New Jersey. 2. Arora. GL. (1988) Curriculum and Quality in Education. NCERT. New Delhi. 3. Agrawal, J.C. Teaching of Social Studies, Vikas Publishing House, New Delhi. 4. Binning, A.C. : Teaching Social Studies in Secondary Schools, McGraw Hill and Co., New York. 5. Bhattacharya, S. & Darji, D.R. : Teaching of Social Studies in Indian Schools, Acharya Book Depot, Baroda, 1966. 6. Desai, D.B. : Samaj Vidyana Shikhan, Balgovind Prakashan, Ahmedabad. 7. Greene, H.A., Jozgensen, A.N. Gerberi, J.R. : Measurement and Evaluation in the Secondary School, Mongmans, Green and Co., New York, 1959. 8. Mathias, Paul : The Teacher's Handbooks for Social Studies, Blandford Press, London, 1973. 9. Mehlinger. Howard, D. (ed.) : UNESCO, Handbook for the Teaching of Social Studies, Gareem Helm, London, UNESCO, 1981. 10. The Association of Teachers of Social Studies : Handbook for Social Studies Teaching, Holt, Rinchart and Winston, INC, New York, 1967. 11. Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi.	

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)
Pedagogy of Science Teaching	Life Science, Physical Science, Computer Science and Application				
Objectives	The student teachers will be able to :- <ol style="list-style-type: none"> 1. Be aware of teaching & learning of the subject concerned. 2. Examine critically the major concept, ideas, principles & values relating to the subject concerned. 3. Engage the students into the methods of Teaching & learning the subject. 4. Make them competent to do the pedagogical analysis of the subjectconcerned . 				
COURSE CONTENT /SYLLABUS					

Unit I	Pedagogical Analysis: <ul style="list-style-type: none"> ● Concepts and Methods of Pedagogical Analysis; ● The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : <ul style="list-style-type: none"> □ Breaking of Unit into Sub-unit with no. of Periods; □ Previous knowledge; □ Instructional Objectives in behavioural terms; □ Sub-unit wise concepts □ Teaching- Learning Strategies □ Use of teaching aids □ Blueprint for criterion reference test Items. 	6 hrs.
Unit II	Learning Designing: <ul style="list-style-type: none"> ● Concept and importance. ● Qualities of good Learning Design. ● Steps of Learning Design. 	7 hrs.
Unit III	Teaching skills: <ul style="list-style-type: none"> ● Micro-teaching ● Simulated Teaching. ● Teaching in class room situation ● Laboratory practical based demonstration skill. 	7 hrs.
Unit IV	Assessment of Science Learning: <ul style="list-style-type: none"> ● Concept of assessment and evaluation; ● Concepts of Achievement Test and Identification of Test Items under various criterion like knowledge, understanding and application and skill. ● Construction of achievement tests and their administration. ● Preparation of a continuous and comprehensive evaluation plan for a particular class (VI to XII). 	6 hrs.
Unit V	Practicum & Activities in Science: <ul style="list-style-type: none"> ● Importance of science activities ● Planning & Organization of field trip, project work, science quiz, excursion, science exhibition, science fair, science Exhibition, aquarium, bird watching etc. ● Formation and activities of Science club in school. 	6 hrs.
Engagement with the field/ Practicum	Any one of the following :- <ul style="list-style-type: none"> ● Analysis of Science Textbook. ● Survey of Science Laboratory in a school. ● Evolving suitable technique(s) to evaluate laboratory work. ● Visit to Community Science Centre, Nature Park and Science City 	32 hrs.
	* Community-based Activities (vide details at the end of Semester-III syllabus)	96 hrs.
Mode of Transaction	Lecture, Discussion, Demonstration, Fieldtrip, Presentation by students In pedagogy of school subjects, illustrations on content based methodology may be provided	
Suggested Reading	<ol style="list-style-type: none"> 1. Nag, S.(2012) Teaching of Life Science,Rita Publication,Kolkata 2. Nagchowdhury, D. P., Pal, S., Ganguly, A., Haowladar, M. (2014) Jiban Biggyan Shikhshaner tattwa O Proyog, Aaheli Publishers, Kolkata. 3. Joyce, B. and Weil, M. (2009). Models of teaching. USA: Pearson higher education. 4. Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpat rai publishing comp. 5. Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: 	

	<p>Deep and Deep.</p> <p>6. NCERT. (2006). Position paper on 'Teaching of Science'. New Delhi: NCERT.</p> <p>7. Prasad, J. (1999). <i>Practical aspects in teaching of science</i>. New Delhi: Kanishka Publication</p> <p>8. Teaching of Biological Science – Jasim Ahmad</p> <p>9. Modern Teaching of Life Science – S.M. Zaidi</p> <p>10. Teaching of Life Science – Pramila Sharma</p> <p>11. Methods of Teaching Life Science – PHI Publication</p> <p>12. Innovative Science Teaching for Physical Science Teacher- Radhamohan</p> <p>13. Modern Science teaching – R.C. Sharma</p> <p>14. Teaching of Computer Studies – PranayPandey</p>
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Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)
Pedagogy of Mathematics Teaching	Mathematics Education				
Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Know about Mathematics curriculum and text-book preparation 2. Know how does Practical activities associated with mathematical concepts 3. Understand about assessment and evaluation related to mathematics teaching-learning. 4. Apply the Concept of Pedagogical analysis of mathematics content of school level mathematics curriculum and learning designing 5. Understand about Simulated and integrated lesson 				
COURSE CONTENT /SYLLABUS					
Unit I	<p>Mathematics curriculum and Text-book preparation:</p> <ul style="list-style-type: none"> • Review of the existing curriculum of mathematics of West Bengal Board of Secondary Education in the perspective of the principles of curriculum construction and its comparison with that of the CBSE. • Review of the existing text books of mathematics of West Bengal Board of Secondary Education in the perspective of the principles of text-book preparation and its comparison with that of the CBSE. 				6 hrs.
Unit II	<p>Practical activities associated with Mathematics concepts:</p> <ul style="list-style-type: none"> • Performance of the all the practical activities stated in the text books of West Bengal Board of Secondary Education and preparation of allied teaching-learning materials. • Co-curricular activities (including Mathematics club and Mathematics laboratory) in relation to mathematics teaching. 				7 hrs.
Unit III	<p>Assessment and Evaluation related to teaching –learning of Mathematics:</p> <p>Construction of achievement tests and their administration Preparation of a Continuous and Comprehensive Evaluation plan for a particular class (VI to X).</p>				7 hrs.
Unit IV	<p>Pedagogical Analysis and learning designing of Mathematics content of school level:</p> <ul style="list-style-type: none"> • Concepts and Methods of Pedagogical Analysis; • The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : <ul style="list-style-type: none"> ▮ Breaking of Unit into Sub-unit with no. of Periods; 				

	<ul style="list-style-type: none"> □ Previous knowledge; □ Instructional Objectives in behavioural terms; □ Sub-unit wise concepts □ Teaching- Learning Strategies □ Use of teaching aids □ Blueprint for criterion reference test Items. 	6 hrs.
Unit V	<p>Simulated and Integrated Lesson:</p> <ul style="list-style-type: none"> • Simulated Micro Teaching and Integrated Teaching. • Teaching in Classroom environment. 	6 hrs.
Engagement with the field/ Practicum	<p>Any one of the following :-</p> <ul style="list-style-type: none"> • Identify the slow learners, low achievers and high achievers in Mathematics from the classroom during practice teaching. (Case study) • Conducting of Action Research for selected problems. • Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts. • Use of Computer in Teaching of Mathematics. • Use of Mathematics activities for recreation. • Development and use of Mathematics laboratory. • Prepare mathematical activities in the context of socio-cultural aspects. 	32 hrs.
	* Community-based Activities (vide details at the end of Semester-III syllabus)	96 hrs.
Mode of Transaction	Lecture, Lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation	
Suggested Reading	<ol style="list-style-type: none"> 1. Arora, S.K.(2000).<i>How to teach mathematics</i>. New Delhi: Sterling Publications 2. Kumar,S. &Jaidka, M.L. (2005). <i>Teaching of mathematics</i> .New Delhi : Anmol Publications 3. Mangal,S.K.(2003). <i>Teaching of mathematics</i>. Ludhiana: Tandon Publications 4. Sidhu, K.S.(1998). <i>Teaching of mathematics</i>. New Delhi: Sterling Publications 5. Banerjee,S. <i>GanitsikKhanpaddhati</i>. Kolkata: Rita Publications 6. Ghosh,S. <i>GanitsikKhan</i> .Kolkata:Sova Publications 7. Pramanik, S.(2014). <i>Adhunikganitsikhsn o sikshan</i>. Kolkata: Aaheli Publishers. 8. Anice, J. (2008). <i>Methods of Teaching Mathematics</i>. New Delhi: Neelkamal Publications. 9. Butler, C. H., Wren F. L. and Banks, J. H. (1971). <i>The teaching of Secondary Mathematics</i>. New York : McGraw Hill. 10. Coney, T. J., Davis, G. J., and Hen Derson, K. B. (1975). <i>Dynamics of Teaching Secondary School Mathematics</i>. Boston: Houghton - Mifflin co. 11. Ediger, M., and Rao, B. (2000). <i>Teaching Mathematics successfully</i>. New Delhi: Discovery Publishing House. 12. Kidd, P. K., Myers, S. S., Cilley David, M. (1970). <i>The Laboratory Approach to Mathematics</i>. Chicago: Science Research Associates Inc. 13. Kinney, L. B., and Purdy, C. R. (1965). <i>Teaching of Mathematics in Secondary School</i>. New York; Holt, Rinchart and Winston. 14. Koehler, M. J. & Mishra, P. (2008). <i>Introducing technological pedagogical content knowledge</i>. In AACTE Committee on Innovation and Technology (Eds.), <i>Handbook of technological pedagogical content knowledge (TPACK) for educators</i>. New York: Rutledge. 	

SEMESTER-III	School Internship	Theory	Engagement With the Field	Credit	14
		-	350	Class Hours	448
<ul style="list-style-type: none"> At least 60 learning designs should be delivered (duly prepared and approved learning designs by the Teacher Educators) During this semester the student teachers are acquainted with the overall conduct of the school activities and record keeping. It may include morning assembly, class time table, attendance register, stock register, mid-day meal, conduct of periodical meetings, purchase and consumption and co-curricular activities. Student teachers will be able to recognize the needs of In-Service Programme. Internship, as such, orients and acquaints the student teachers with the overall working of the school to make him/her fit to conduct himself/ herself in all activities of the school. 					
School Internship (*Community –based activities shall consist of the following)					
<ul style="list-style-type: none"> Organization of a rally or campaign on any social issue e.g. Polio, HIV, Electoral Rights, Gender sensitization etc. Gardening. Cleanliness of the campus and beautification Cleaning of furniture Assembly Community Games Cultural Programmes SUPW Scout & Guide /NSS Celebration of National Festivals, Teachers Day etc. First Aid Aesthetic development activities- decoration of classroom etc. 					

SEMESTER - IV

Course-VI (1.4.6)	Gender, School and Society	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	The student teachers will be able to :- 1. Develop gender sensitivity among the student teachers. 2. Understand the gender issues faced by the schools. 3. Understand the paradigm shift with reference to gender studies. 4. Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).				
COURSE CONTENT /SYLLABUS					
Unit I	Gender issues: key concepts: <ul style="list-style-type: none"> Definition of gender. Difference between gender and sex. Social construction of gender. Gender including transgender and third gender, sex, patriarchy. Gender bias, gender stereotyping, and empowerment Equity and equality in relation with caste, class, religion, ethnicity, disability and region. 				6 hrs.
Unit II	Gender studies: paradigm shifts: <ul style="list-style-type: none"> Paradigm shift from women's studies Historical backdrop: some landmarks on social reform movements of the 19th and 20th centuries with focus on women's experiences of education (with special reference to Raja Rammohan Roy, Pandit Iswar Chandra Vidyasagar, Swami Vivekananda, Rabindranath Tagore and Begam 				7 hrs.

	<p>Rokeya).</p> <p>A. Commissions and committees on women education and empowerment</p> <p>B. Policy initiatives (including current laws) for the recognition of the concept of transgender and third gender.</p>	
Unit III	<p>Gender, Power and Education:</p> <ul style="list-style-type: none"> ● Gender Identities and Socialization Practices in: <ul style="list-style-type: none"> □ Family □ Schools □ Other formal and informal organization. ● Schooling of Girls and Women Empowerment 	7 hrs.
Unit IV	<p>Gender Issues in Curriculum:</p> <ul style="list-style-type: none"> ● Curriculum and the gender question ● Construction of gender in curriculum framework since Independence: An analysis ● Gender and the hidden curriculum ● Gender in text and context (textbooks' inter- sectionality with other disciplines. ● Teacher as an agent of change 	6 hrs.
Unit V	<p>Gender, Sexuality, Sexual Harassment and Abuse:</p> <ul style="list-style-type: none"> ● Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models) ● Sites of conflict: Social and emotional ● Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions ● Agencies perpetuating violence: Family, school, work place and media (print and electronic) ● Institutions redressing sexual harassment and abuse. 	6 hrs.
Engagement with the Field / Practicum	<p>Any one of the following:</p> <ul style="list-style-type: none"> ● Visit schools and study the sexual abuse and sexual harassment cases. ● Textbook analysis for identifying gender issues, gender biases reflected in it. ● To undertake study of sex ratio and analysis of it state-wise. ● Develop an awareness programme for female infanticide and foeticide, child marriages, dowry. Sexual abuse, work place harassment in terms of drama, street play, poster, documentary, power point presentation. ● Prepare presentation on laws related to rape, dowry, re-marriage, divorce, property inheritance, trafficking etc. ● Debate on women reservation bill. ● Group activities on domestic violence and other personal issues and its remedies. ● Visits to institutions like WSRC, dowry prohibition cell, women help line, NGO working for women etc. 	32 hrs.
Mode of Transaction	Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show	
Suggested Readings	<ol style="list-style-type: none"> 1. Basu,R.&Chakraborty, B. (2011). <i>Prasanga: Manabividyā</i>. Kolkata : Urbi Prakashan. 2. Bandarage, A. (1997). <i>Women Population and Global Crisis: A Political Economic Analysis</i>. London : Zed Books. 3. Nanda,B.P.(2014) Sikhya Ekibhaban,Classiq Books,Kolkata. 4. Boserup, E. (1970). <i>Women's Role in Economic Development</i>. New York : St. Martins Press. 5. Brock-Utne, B. (1985). <i>Educating for peace: A Feminist Perspective</i>, New York. 6. Ruddick, S. (1989). <i>Maternal Thinking: Towards a Politics of Peace</i>, 	

	<p>London.</p> <p>7. Di Stefano, C. (1983). 'Masculinity as ideology in political theory: Hobbesian man considered ', <i>Women's Studies International Forum</i>, Vol. 6.</p> <p>8. Elshtain, J.B. (1981). <i>Public man, private woman: woman in social and political thought</i>, princeton.</p> <p>9. Grant, R. & Newland, K. (Eds.). (1991). <i>Gender and International Relations</i>. London.</p> <p>10. Viswanathan, Nalini. (1997). <i>Women, Gender and Development Reader</i>, London: Zed Publication.</p> <p>11. <i>India's Children: Essays on Social Policy</i> 1st Edition(2015), by A. K. Shiva Kumar (Editor), Preet Rustagi (Editor), Ramya Subrahmanian (Editor), OUP, Delhi.</p> <p>12. <i>Child Rights in India: Law, Policy, and Practice</i>(2013), by Asha Bajpai, OUP</p> <p>13. <i>Child Sexual Abuse in India and the law</i> (2000), by Maharukh Adenwalla, India Centre for Rights and Law, Delhi</p>
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Course-VIII(B) (1.4.7B)	Knowledge and Curriculum- Part-II	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Realize the concepts of curriculum and syllabi. 2. Discover the relationship between power, ideology and curriculum. 3. Design curriculum in the context of school experiences, evaluation, power, ideology, process and practice & its transactional modes. 				
COURSE CONTENT /SYLLABUS					
Unit I	<p>Concept of Curriculum:</p> <ul style="list-style-type: none"> ● Meaning , Characteristics & Types of Curriculum ● Nature & Scope of Curriculum ● Necessity of curriculum. ● Principles of framing curriculum. ● Role of State in curriculum. ● Constitutional values and national culture in curriculum. 				6 hrs.
Unit II	<p>Relationship between curriculum and syllabi:</p> <ul style="list-style-type: none"> ● Relationship between curriculum framework and syllabi. ● Process of translating syllabus into text books. ● Representation and non-representation of various social groups in curriculum framing. 				6 hrs.
Unit III	<p>Designing curriculum, school Experiences and Evaluation:</p> <ul style="list-style-type: none"> ● Principles of selecting curriculum content. ● Principles of curriculum development, Highlights of NCFTE 2009-stage-specific and subject –specific objectives of curriculum. ● Methodology of curriculum transaction. ● Curriculum evaluation (formative, summative, Micro and Macro). 				7 hrs.

Unit IV	Power, Ideology and Curriculum: <ul style="list-style-type: none"> Relationship between powers, structures of Society and knowledge. Meritocracy versus elitism in curriculum. 	7 hrs.
Unit V	Curriculum as process and practice: <ul style="list-style-type: none"> Inculcation of values, disciplines, rules and reproduction of norms in the society. Necessity and construction of Time-Table Hidden curriculum and children's resilience. Critical Analysis of text books, teachers' handbooks, children's literature. 	6 hrs.
Engagement with the field/ Practicum	Any one of the following :- <ul style="list-style-type: none"> Textbook analysis Visit to DEO, DIET, Schools to find out the role of different personnel in curriculum development process. Evaluation and preparation of a report of existing GSHSEB, IB and CBSC curriculum at different level. 	32 hrs.
Mode of Transaction	Group discussion, Lecture-cum –discussion, pair and share , group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences	
Suggested Reading	<ol style="list-style-type: none"> Ornstein, Allen C. & Francis P. Hunkins. (2003). Curriculum, foundations, principles and issues. Ornstein, Allen C., Edward F. Pojak & Stacey B. Ornstein. (2006). Contemporary issues in curriculum. Allyn & Bacon. Slattery (1995). Curriculum development in postmodern Era. (Critical Education & Practice). Wiles, Jon. (2004). Curriculum essentials- a resource for educators. Allyn & Bacon Chakraborty, Pranab Kumar (2008) Pathkram Niti o Nirman, Classic Books Publishers, Kolkata. Panday, M. (2007). Principles of Curriculum Development. New Delhi; Rajat publications Rajput, J. S. (2004). Encyclopedia of Indian Education. New Delhi: NCERT. Satyanarayan, P.V. (2004). Curriculum development and management. New Delhi: DPH. Sharma, R. (2002). Modern methods of Curriculum Organisation. Jaipur: Book Enclave. Sharma, S. R. (1999). Issues in Curriculum Administration. New Delhi: Pearl Publishing House. Socket, H. (1976). Designing the Curriculum. Britain: Pitman Press. Srivastava, H. S. (2006). Curriculum and methods of teaching. New Delhi: Shipra Publishers. Taba, H. (1962). Curriculum development theory & practice. New York: Harcourt, Brace & World Inc. Yadav, Y.P. (2006). Fundamentals of Curriculum design. New Delhi; Shri Sai Printographers 	

Course-X (1.4.10)	Creating an Inclusive School	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32

Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Sensitise to the concept of inclusive education and social inclusion 2. Familiarize with the legal and policy perspectives behind inclusion in education 3. Understand the types, probable causes, preventive measures and characteristics of different types of disability. 4. Understand street children, platform children, and orphans, children born and brought up in correctional homes, child labour and other socioeconomically backward children. 5. Know how inclusion can be practiced in mainstream class. 	
COURSE CONTENT /SYLLABUS		
Unit I	<p>Introduction to inclusive Education:</p> <ul style="list-style-type: none"> ● Concept & history of special education, integrated education and inclusive Education & their relation ● Philosophical, Sociological, Economical & Humanitarian dimensions of inclusive education ● Advantages of inclusive education for the individual and society. ● Factors affecting inclusion. 	6 hrs.
Unit II	<p>Legal and policy perspectives:</p> <ul style="list-style-type: none"> ● Important international declarations / conventions / proclamations- BMF (1993-2012), recommendations of the Salamanca Statement and Framework of Action (1994), UNCRPD (2006). ● National initiatives for inclusive education – National Policy on Education (1968, 1986), Education in the National Policy on Disability (2006), RTE Act(2009). ● Special role of institutions for the education of children with disabilities- RCI, National Institute of Different Disabilities. 	7 hrs.
Unit III	<p>Defining learners with special needs:</p> <ul style="list-style-type: none"> ● Understanding differently abled learners – concepts, definitions, characteristics, classification, causes and preventive measures of V.I, H.I, SLD, LI ● Preparation for inclusive education – School’s readiness for addressing learner with diverse needs ● Case history taking, Assessment of children with diverse needs (MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN and related others) to know their profile and to develop individualized Education Programme (IEP / ITP) ● Identification and overcoming barriers for educational and social inclusion 	7 hrs.
Unit IV	<p>Inclusion in operation:</p> <ul style="list-style-type: none"> ● Class room management and organizations, curricular adaptations, learning designing and development of suitable TLM ● Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the class room, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc. ● Technological Advancement and its applications – ICT, Adaptive and Assistive devices, equipment , aids and appliances 	6 hrs.

<p>Unit V:</p>	<p>Teacher preparation for inclusive school:</p> <ul style="list-style-type: none"> ● Problems in inclusion in the real class room situations; ways for overcoming the problems in inclusions. ● Review of existing educational programmes offered in secondary school (General and Special School). ● Skills and competencies of teachers and teacher educators for secondary education in inclusive settings. ● Teacher preparation for inclusive education in the light of NCF, 2005. ● Characteristics of inclusive school. 	<p>6 hrs.</p>
<p>Engagement with the field/ Practicum</p>	<p>Any one of the following:</p> <ul style="list-style-type: none"> ● Collection of data regarding children with special needs from Municipal records. ● Visit to Inclusive Schools and to observe classroom transaction of any one of such school in Baroda and make a report of the same. ● Identifying one/ two pupils with special needs in the primary schools and preparing a profile of these pupils. ● Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability (Visit to Resource Room). ● Preparation of learning design, instruction material for teaching students with disability in inclusive school. ● Developing list of teaching activities of CWSN in the school. ● Case Study of one main streamed (Inclusive) student w.r.to <ul style="list-style-type: none"> A) Role of a parent. B) Role of a teacher: Special School Teacher, General School Teacher C) Role of Counsellor. ● Visits to different institutions dealing with different disabilities and their classroom observation. 	<p>32 hrs.</p>
<p>Mode of transaction</p>	<p>Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show</p>	
<p>Suggested Readings</p>	<ol style="list-style-type: none"> 1. Apple, M.W., &Beane, J.A. (2006). Democratic schools: Lessons in powerful education. Eklavya. 2. Basu, R.,& Chakraborty, B. (2011). Prasanga: manabividya. Kolkata : Urbi Prakashan. 3. Carini, P.F. (2001). Valuing the immeasurable. In <i>Starting strong: A different look at children, schools, and standards</i> (pp. 165-181). New York: Teachers College Press. 4. Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. <i>The Reading Teacher</i>. 5. GOI. (1966). <i>Report of the education commission: Education and national development</i>. New Delhi: Managers of Publications, Ministry of Education. 6. GOI. (1986). <i>National policy of Education</i>. New Delhi: Managers of Publications, Ministry of Education. 7. Kothari, R. G, and Mistry, H. S. (2011). <i>Problems of students and Teachers of the special schools- A study of Gujarat state</i>. Germany: VDM Publication. 8. Meadow, K. P. (1980). <i>Deafness and child development</i>. Berkley, C.A.: University of California Press 9. Mithu, A and Michael, B (2005) <i>Inclusive Education: From rhetoric to Reality</i>, New Delhi: Viva Books Pvt. Ltd. 10. Sinha,D.K (2014) Some aspects of Inclusive Education,Parichay Prakasan,Kolkata. Nanda,B.P.(2014) Sikhya Ekibhaban,Classiq Books,Kolkata. 11. Nanda,B.P.(2014) Sikhya Ekibhaban,Classiq Books,Kolkata. 12. Nanda,B.P.(2012) Challenged Children: Problems and 	

	<p>Management. Ankush Prakashan, Kolkata.</p> <p>13. Nanda, B.P. (2008) School without walls in 21st Century: From exclusion to inclusion practices in education. Mittal Publications, New Delhi.</p> <p>14. Nanda, B.P. and Ghosh, S. (2010) Bishes Sikshar Itihas, Rabindra Bharati Prakasana, Kolkata.</p> <p>15. Nanda, B.P. and Zaman, S.S. (2002) Batichrom dharmi Sishu. Mawola Brothers, Dhaca, Bangladesh</p>
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Course-XI (1.4.11) Optional	Health and Physical Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	<p>The student teachers will be able to :-</p> <ul style="list-style-type: none"> • Build a scenario of Health Education in India. • Develop a Knowledge Base of the Most Common and Uncommon Diseases in India; their Diagnosis & Remediation. • Learn the Tech Related Health Risks & Learn How to Fix These. • Study the Health Education Vision & Mission of India. 				
COURSE CONTENT /SYLLABUS					
Unit I	<p>Health Education Scenario in India:</p> <ul style="list-style-type: none"> • Introduction to the concept of health, significance and importance • Identity of Educational Institutional Plants: Structure, Infra-Structure and Environment, • Emerging Health & Total Quality of the Educational Institutions, • Status of Health Education in India from Pre-Natal Education through Higher Education, • Health & Hygiene, Mess & Toilets, Disease & Dispensary, Work & Leisure, • Total Health Quality of Educational Governors, Administrators, Teachers, Students, Supporters, Libraries, Laboratories, Classrooms, Halls, Play Fields, Water Tanks, Swimming Pools, Community Pools, Roads 				6 hrs.
Unit II	<p>Most Common & Uncommon diseases in India:</p> <ul style="list-style-type: none"> • The most common diseases during the previous decade- • Heart Diseases, Cancer, HIV/AIDs, Swine Flue, Reproductive Helpless Health, Osteoporosis, Depression, • Intentional & Unintentional Injuries, Diabetes, and Obesity, Uncommon Diseases- Autistic, Cerebral Palsied, Blood Borne Diseases • Beta Thal Major, Sickle Cell Anemia, Hemophilia, Diagnosis, Prevention & Prognosis. 				6 hrs.
Unit III	<p>Tech-Related Health Risks & How to Fix Them:</p> <ul style="list-style-type: none"> • Identification of the technological health hazards- Smartphone Stress, Acne caused by the Cell Phones, Blackberry Stress Injuries to the Thumb, Radiation from the cell phones, Cell Phone Sickness, Cell Phone & Car Accidents, Allergies & Phones, Crazy Phones, • Computers Causing Wrist Pain, Back & Neck Pain, Decreased Sperm Count from the WIFI, Laptop Burns, 				7 hrs.

	<p>Laptop Headaches, Sleeping Problems from the Laptops, Decreased attention span from using Face-book,</p> <ul style="list-style-type: none"> • The Internet Causing Anxiety, Headphone Use leading to Accidents, Hearing Loss from Headphones, Visual Impairment, • Death from Social Networking, Environmental Degradation, Aggression, Social Crimes--- Evolving Controlling & Regulatory Mechanisms. 	
Unit IV	<p>Health Issues & Health Education: Vision & Mission:</p> <ul style="list-style-type: none"> • Fast Food Problems, Drinking Water Problems, • Falling Heart & Brain Entrainment Ratio, Inflated Height Weight Index, • High & Low Blood Pressure, Depression & Aggression, • Adhyatmik Troubles, Adhi- bhoutik Troubles, Adhidaivik Troubles, along with these all sorts of Medical Practices • Vision & Mission of Medical Council of India, Health Education Priorities, and immediate need of Health Education Policy of India. • Games, Sports & Athletics, Yoga Education. 	7 hrs.
Unit V	<p>First Aid- Principles and Uses:</p> <ul style="list-style-type: none"> • Structure and function of human body and the principles of first aid • First aid equipment • Fractures-causes and symptoms and the first aid related to them • Muscular sprains causes, symptoms and remedies • First aid related to haemorrhage, respiratory discomfort • First aid related to Natural and artificial carriage of sick and wounded person • Treatment of unconsciousness • Treatment of heat stroke • General disease affecting in the local area and measures to prevent them 	6 hrs.
Engagement with the field Practicum	<p>Any two of the following :-</p> <ul style="list-style-type: none"> • Surfing to know the diseases in India. • Preventive & Ameliorative measures for health hazards. • Playing Games • Athletics • Yoga • Reflective Dialogues on Serials, such as, Satyamev Jayate on Health of the People. • Preparation of inventories on myths on exercises and different type of food • Make an inventory of energy rich food and nutritious food(locally available) indicating its health value • Make an inventory of artificial food and provide critical observations from health point of view • Home remedies as health care • Role of biopolymers(DNA) in health of child • Medicinal plants and child health • Strategies for positive thinking and motivation • Preparation of first aid kit 	32 hrs.
Mode of Transaction	Lecture, discussion, workshop, practical work	
Suggested Reading	<ol style="list-style-type: none"> 1. Bhattacharyya, A.K.(2010).<i>Dimensions of Physical Education Principles, Foundation & Interpretation</i>. Kolkata:Classique Books. 2. Bucher, C.A. <i>Foundation of Physical Education</i> St. Louis: The C.V. 	

	<p>Mosby Co.</p> <p>3. Bhattacharyya, A.K. & Bhowmick, S. <i>Sarirsiksha</i>. Kolkata: PaschimbangaRajyaPustakParshad.</p> <p>4. Bandyopadhyay, K. <i>Sarir siksha parichay</i>. Kolkata :Classique Books</p> <p>5. Kar, Subhabrata & Mandal, Indranil. (2009). <i>Uchhatara sarir siksha</i>. Lalkuthipara, Suri, Birbhum :Sarir Siksha Prakashani.</p> <p>6. Gharote, M.L. <i>Applied YogaKaivalyadhama</i>, S.M.Y.M. Samiti, Lonavla</p> <p>7. Dasgupta, Rameswar, <i>Yoga Rashmi</i>. Kaivalyadhama, Lonava, Maharashtra.</p> <p>8. Kavalananda, S <i>AsanasKaivalyadhama</i>, Kaivalyadhama, Lonava, Maharashtra.</p>
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Course-XI (1.4.11) Optional	Peace & Value Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Understand the meaning and role of peace education and value education in present context. 2. Understand the components of peace education. 3. Understand different perspectives of peace education. 4. Be acquainted with methods and evaluation of value education. 				
COURSE CONTENT /SYLLABUS					
Unit I	<p>Peace Education:</p> <ul style="list-style-type: none"> • Peace Education – Meaning, Concept, Aims, Objectives, Nature, Scope and Importance. • Barriers of Peace Education – Psychological, Cultural, Political. • Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, suppression of individuality, complexes. • Violence in School, home and society. • Role of Peace Education in present context. 				6 hrs.
Unit II	<p>Social Perspective of Peace Education</p> <ul style="list-style-type: none"> • Justice – Social economics, Cultural and religions • Equality – Egalitarianism, Education for all, equal opportunity • Critical thinking: Reasoning and applying wisdom cooperation • Learning to be and learning to live together • Peace Education in Secondary Education curriculum. 				6 hrs.
Unit III	<p>Value Education</p> <ul style="list-style-type: none"> • Meaning, Concept, Nature and Sources of values. • Meaning, Concept, Nature and scope of Value Education. • Philosophical perspective, psychological perspective and sociological perspectives of Value Education. • Values in Indian Constitution and Fundamental Duties of citizens. 				7 hrs.
Unit IV	<p>General Idea about values</p> <ul style="list-style-type: none"> • Classification of Values Personal and social values a) Intrinsic and extrinsic values on the basis of personal interest & social good. 				

	<p>b) Social, moral, spiritual and democratic values on the basis of expectation of society & one's self inspiration</p> <ul style="list-style-type: none"> ● Identification of Analysis of emerging issues involving value conflicts ● Design and develop of instructional material for nurturing values ● Characteristics of Instructional material for values. 	7 hrs.
Unit V	<p>Methods & evaluation of value Education</p> <ul style="list-style-type: none"> ● Methods & Evaluation of Value Education <ul style="list-style-type: none"> a. Traditional Methods: Story Telling, Ramleela, Tamasha street play & folk songs. b. Practical Methods: Survey, role play, value clarification, Intellectual discussions ● Causes of value crisis : material, social, economic, religion evils and their peaceful solution ● Role of School Every teacher as teacher of values, School curriculum as value laden ● Moral Dilemma (Dharmasankat) and one's duty towards self and society 	6 hrs.
Engagement with the field/ Practicum	<p>Any one of the followings:</p> <ul style="list-style-type: none"> ● Develop / compile stories with values from different sources and cultures, ● Organize value based co-curricular activities in the classroom and outside the classroom, ● Develop value based learning designing s, ● Integrating values in school subjects. 	32 hrs.
Mode of Transaction	Different kinds of classroom activities like dialogues, reflective writings and presentations, meditation, anecdotes, role play, one act play, story-telling, group activities and group discussion can be used as teaching activities.	
Suggested Readings	<ol style="list-style-type: none"> 1. Nel Noddings. Peace Education: How we come to love and hate war 2. J. Delors. (2001). Learning the treasure within. 3. Page, James, Page, James Smith. Peace Education: Exploring ethical and philosophical foundations. 4. R. P. Shukla. (2010). Value education and human rights. 5. Bernard Jessie., "The Sociological study of conflict" International sociological Association, The Nature of conflict, UNESCO Paris (1957) 6. Barash, P. David Approaches to Peace, Oxford University Press, New York (2000) 7. Galtung, Johan, Peace by Peaceful Means: Peace and conflict, Development and civilization. 8. Sage Publications, New Delhi, 1996 9. Galtung, Johan, The Struggle for Peace Gujarat Vidyapith, Ahmedabad, 1984 10. Gandhi, M.k., Non-Violence in Peace and War Navajivan Publishing House, Ahmedabad, 1944 11. Galtung, J., Searching for Peace- The road to TRANSCEND, sterling Virginia (2003) 12. Harris Ian. M, : "Peace Education" Mc Farland & company, Inc Publisher London, 1998 13. Howlett, Charles F., John Dewey and Peace Education, Encyclopedia of Peace Education , Teacher college, Columbia University 2008. 	

Course-XI (1.4.11) Optional	Guidance and Counselling	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Understand guidance and counselling in details 2. Understand the mental health 3. Develop the knowledge about adjustment and maladjustment. 4. Acquire skill to develop tools and techniques. 5. Understand the idea about Abnormal Behaviour and Mental illness. 				
COURSE CONTENT /SYLLABUS					
Unit I	Overview of Guidance and Counselling: <ul style="list-style-type: none"> ● Definition & Functions ● Nature & Scope of Guidance and Counselling ● Difference between Guidance & Counselling ● Types of guidance and counselling ● Career & Vocational guidance ● Quality of a good counsellor 				6 hrs.
Unit II	Mental Health: <ul style="list-style-type: none"> ● Concept ● Characteristics ● Role of home & School ● Mental health of a teacher 				6 hrs.
Unit III	Adjustment & Maladjustment: <ul style="list-style-type: none"> ● Concept ● Purpose ● Techniques ● Criteria of good adjustment ● Causes, Prevention & Remedies of Maladjustment ● Maladjusted behaviours- Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Anti-social Behaviour. 				7 hrs.
Unit IV	Tools & Techniques: <ul style="list-style-type: none"> ● Concept of Testing & Non-testing tools ● Tests to measure- Personality, Attitude, Aptitude, Interest, Intelligence, Case study, Questionnaire, Opinionnaire, Interview, Observation, ARC & CRC. 				7 hrs.
Unit V	Abnormal Behavior and Mental illness: <ul style="list-style-type: none"> ● Meaning & Concept of normality and abnormality ● Casual factors of Abnormal Behaviour – Biological & Psychological. ● Classification of mental illness(DSM-IV) 				6 hrs.
Engagement with the field/ Practicum	Project on: Maladjusted behaviour (any one; on the basis of case study)- Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Anti-social Behaviour.				32 hrs.
Mode of Transaction	Group discussion, Lecture-cum –discussion, pair and share , group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences				
Suggested Readings	1. 1.Agrawal,R.(2010). Guidance and counselling. New Delhi : Shipra Publications.				

	<ol style="list-style-type: none"> 2. Ghosh,S.K. (2012). Sikshay sangati apasangati o nirdesana. Kolkata : Classique Books. 3. Gibson,R.L&Mitchel, M. H. (2006). Introduction to counselling and guidance. New Delhi: Pearson,PrenticeHall. 4. Nag,S&Dutt,G. (2014).Sangatibidhane paramarshadan onirdashana. Kolkata : Rita Book Agency. 5. Pal,A.K.(2013). Guidance and counseling. New Delhi : AbhijeetPublications. 6. Pal,D. (2014). Sikshay-brittite nirdeshana o paramarshadan. Kolkata : RitaPublications. 7. : RitaPublications. 8. Shrivastava,K.K. (2007). Principles of guidance and counseling. New Delhi : Kanishka Publishers Distributors. 9. Nag, S. (2015). Guidance and counseling. Kolkata:Rita Publications. 10. Mondal (2011). Nirdeshana O Poramorshodaner Ruparekha. Rita.
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Course-XI (1.4.11)	Work & Vocational Education	Theory	Engagem ent With the Field	Credit	2+1
Optional		50	25	Class Hours	32+32
Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Make a teacher-trainee aware of the modern approaches to teaching of Work Education in the perspectives of its development from traditional approaches. 2. Make the teacher-trainee acquainted with the basic skills required for the inculcation of the modern approaches to teaching of Work Education. 3. Make the teacher trainees aware of different methods of teaching suitable to different topics of Work Education. 4. Make the teacher trainees acquainted with the ways and means for managing class-room from the stand point of inclusive education. 				
COURSE CONTENT /SYLLABUS					
Unit I	<p>Aims, Objectives and Bases:</p> <ul style="list-style-type: none"> • Aims and Objectives of Teaching Work Education at Secondary level. Values of teaching Work Education at Secondary level. • Correlation of Work Education with other School Subjects. • Bases of Work Education – Psychological, Sociological, Historical and Economical. 				6 hrs.
Unit II	<p>Development of the Concept and Work & Vocational Education Teacher:</p> <ul style="list-style-type: none"> • Development of the concept of Work Education with Special reference to National Policy on Education (1986) • Work & Vocational Education Teacher <ul style="list-style-type: none"> □ Qualities & Responsibilities. □ Need for Professional Orientation. 				6 hrs.
Unit III	<p>Approaches & Methods of Teaching Work & Vocational Education:</p> <p>A. Inductive and Deductive approach</p> <p>B.Methods:</p> <ul style="list-style-type: none"> □ Lecture Cum Demonstration Method □ Laboratory Method. □ Heuristic Method. □ Problem Solving Method, □ Project Method 				7 hrs.

Unit IV	Aids, Equipment and Assistance in Teaching Work & Vocational Education: <ol style="list-style-type: none"> i. Work Education Laboratory ii. Management of Work Units: - <ol style="list-style-type: none"> a) Selection of Work projects b) Budgeting and planning c) Time allocation d) Materials and Equipment e) Disposal of finished products f) Organizational co-ordination of different agencies monitoring Network through Resource Centers – problems thereof. iii. Excursion. 	7 hrs.
Unit V	Aspects of Teaching work Education: <ul style="list-style-type: none"> ● A critical evaluation of work education syllabus prescribed by the WBBSE in (a) the exposure stage and (b) the Involvement stage. ● Concept of improvisation; its use in the teaching of Work Education. ● Ares of work education, viz. socially useful productive work (as designed by I.B. committee), ● Occupational explorations and Innovative practices. ● Removal of social distances through Work Education. 	6 hrs.
Engagement with the field/ Practicum	Project on any one: <ul style="list-style-type: none"> ● Growing of Vegetables/ Fruit / Flower ● Household wiring and Electrical gadgets repairing ● Tailoring and Needle Work ● Bamboo Work and Wood craft ● Tie-Dye and Butik Printing ● Clay Modelling ● Fruit preservation ● Cardboard Work and Book Binding ● Soap, Phenyl and Detergent making ● Wallet mast making ● Paper making and paper cutting work ● Bicycle repairing 	32 hrs.
Mode of Transaction	Lecture, discussion, workshop, practical work	
Suggested Readings	<ol style="list-style-type: none"> 1. Choudhury, J., Deb, N. and Samanta, A. (2014) Karmashiksha Shikhsan Bigyan Kala O Prajukti, Aaheli Publishers, Kolkata. 2. Achilles, C. M.; Lintz, M.N.; and Wayson, W.W. "Observations on Building Public Confidence in Education." EDUCATIONAL EVALUATION AND POLICY ANALYSIS 11 no. 3 (1989). 3. Banach, Banach, and Cassidy. THE ABC COMPLETE BOOK OF SCHOOL MARKETING. Ray Township, MI: Author, 1996. 4. Brodhead, C. W. "Image 2000: A Vision for Vocational Education." VOCATIONAL EDUCATION JOURNAL 66, no. 1 (January 1991). 5. Buzzell, C.H. "Let Our Image Reflect Our Pride." VOCATIONAL EDUCATION JOURNAL 62, no. 8 (November–December 1987). 6. Kincheloe, Joe L. Toil and Trouble: Good Work, Smart Workers, and the Integration of Academic and Vocational Education. New York: Peter Lang Publishing. (1995) 7. Kincheloe, Joe L. How Do We Tell the Workers? The Socio-Economic Foundations of Work and Vocational Education. Boulder, CO: Westview Press. (1999) 8. Lauglo, Jon; Maclean, Rupert (Eds.) "Vocationalisation of Secondary Education Revisited". Series: Technical and Vocational Education and Training: Issues, Concerns and Prospects, Vol. 1. Springer. (2005) 9. O'Connor, P.J., and Trussell, S.T. "The Marketing of Vocational Education." VOCATIONAL EDUCATION JOURNAL 62, no. 8 	

	(November–December 1987). 10. Ries, E. "To 'V' or Not to 'V': for Many the Word 'Vocational' Doesn't Work." TECHNIQUES 72, no. 8 (November–December 1997).
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Course-XI (1.4.11)	Yoga Education	Theory	Engagem ent With the Field	Credit	2+1
Optional		50	25	Class Hours	32+32
Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Understand the concept and principles of Yoga 2. Understand the ancient system of yoga 3. Develop awareness about the historical aspects of Yoga 4. Learn some meditational practices and techniques 5. Learn to maintain a healthy condition of body and mind 6. Learn the utility of yoga in modern life 				
	COURSE CONTENT /SYLLABUS				
Unit I	<p>Introduction to Yoga and Yogic Practices:</p> <ul style="list-style-type: none"> • Introduction to yoga: concept & principles • Classical approach to yoga practices viz. Kriyas, Yama, Niyama, Asana, Pranayama, • Bandha, Mudra & dhyana as per yogic texts and research based principles of Yoga, • General guidelines for performing Yoga practices. 				6 hrs.
Unit II	<p>Ancient Systems of Indian Philosophy and Yoga System:</p> <ul style="list-style-type: none"> • Ancient systems of Indian Philosophy • Yoga & Sankhya philosophy & their relationship 				6 hrs.
Unit III	<p>Historical aspects of Yoga:</p> <ul style="list-style-type: none"> • Historical aspect of the Yoga Philosophy • Yoga as reflected in Bhagwat Gita 				6 hrs.
Unit IV	<p>Introduction to Yogic texts:</p> <ul style="list-style-type: none"> • Significance to Yogic texts in the context of schools of yoga • Pantanjala Yoga Shastra: ashtanga yoga and kriya yoga in sadhna pada • Hathyogic texts (hatha pradaspika and ghera and sahita) • Complementarities between patanjala yoga and hathyoga • Meditational Procesess in Patanjala yoga sutras • Hathyogi practices : a List of selected Asana, Pranayama, Bandha, Mudra from Hathyogi texts for practical yoga sessions for advanced yoga practitioners 				7 hrs.
Unit V	<p>Yoga and Health:</p> <ul style="list-style-type: none"> • Need of yoga for a positive health for the modern man • Concept of health and disease: medical & Yogic perspectives • Concept of Panch Kosa for an Integrated & positive health • Utilitarian Value of Yoga in Modern Age 				7 hrs.
Engagement with the field/ Practicum	<p>Any one of the following :-</p> <ul style="list-style-type: none"> • Preparation of Teaching Aids on Yoga • Practical Asanas and Pranayam 				

	<ul style="list-style-type: none"> Visit to Yoga Ashramas and Centres 	32 hrs.
Mode of Transaction	Lecture, discussion, workshop, practical work	
Suggested Readings	<ol style="list-style-type: none"> Swami Shivananda Yoga Asanas : Divine Life Society, 1972. Hatha Yoga Pradipika Jha Vinay Kant (2015), Patanjalis Yoga Sutras – Commentary By Swami Vivekananda, Solar Books, Dariya Ganj, New Delhi NCERT Yoga Syllabus Raja Yoga-Vivekananda Swami-Adyar Publication, Madras Universe of Swami Vivekanand & Complete Wholistic Social Development, www.icorecase.org Yoga Education – Bachelor of Education Programme (2015), NCTE Publication, St. Joseph Press, New Delhi Yoga Education – Master of Education Programme (2015), NCTE Publication, St. Joseph Press, New Delhi 	

Course-XI (1.4.11) Optional	Environmental & Population Education	Theory	Engagemen t With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	The student teachers will be able to :- <ol style="list-style-type: none"> Understand the concept of population and environmental education Know the objectives and methods of teaching environmental and population Be aware of population and environmental education policies Help teachers students analyse the various issues related to population and environmental education. 				
COURSE CONTENT /SYLLABUS					
Unit I	Concept of population education: <ul style="list-style-type: none"> The characteristics and scope, Methodology of population education and Its importance 				6 hrs.
Unit II	Concept of environmental education: <ul style="list-style-type: none"> Its objectives and importance, Developing environmental awareness, Environmental attitude, values & pro-environmental behaviour. 				6 hrs.
Unit III	Population education policies: <ul style="list-style-type: none"> Population policy of the government of India (2000), Implementation programmes, population control, population dynamics in the context of India, Population distribution, urbanization and migration. 				7 hrs.
Unit IV	Sustainable development: <ul style="list-style-type: none"> Concept of sustainable development and education for sustainable development agenda 21, 				6 hrs.

	<ul style="list-style-type: none"> • United Nations Decade of education for sustainable development, programmes on environmental management 	
Unit V	Issues related to population and environmental education: <ul style="list-style-type: none"> • Quality of life, • Sustainable life style, • Ecofeminism, • Empowerment of women, • Environmental and social pollution, • Effect of population explosion on environment, • Adolescent reproductive health. 	7 hrs.
Engagement with the field/ Practicum	Any one of the following :- <ul style="list-style-type: none"> • Visits to polluted sites and preparation of report. • Interviewing people and reporting the inconveniences due to any of the Environmental problems. • To study innovations done by any organization to improve the local Environment. • To study the implementation of Environmental Education Programmes. • To prepare models and exhibits for general awareness of public regarding environmental hazards. • To prepare a programme for environmental awareness and to conduct the same, with school children. • To visit industries and study alternative strategies of Environmental management. • To prepare a resource material on any of the environmental problems along with a suitable evaluation strategy. • To prepare quizzes and games on environmental issues. • To study the contribution of NGOs in improving the environment of the city. 	32 hrs.
Mode of transaction	Lecture, lecture-cum-discussion, observation, debate, field visits, project, lab work, films, etc.	
Suggested Reading	<ol style="list-style-type: none"> 1. Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation. 2. Singh, Y. K. (2009). Teaching of environmental science New Delhi: APH Publishing Corporation. 3. Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot. 4. Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value Meerut: R.Lall Books Depot. 5. Sharma, V. S. (2005). Environmental education. New Delhi, Anmol publication. 6. Pal, S. And Deb, N. (2014) Paribesh Siksha, Aaheli Publishers, Kolkata 7. Yadav Saroj (1988) "Population Education", Shree Publishing House, New Delhi. 8. Bhenda, A.A. & Kavitar Tava (1985), "Principles of Population Studies", Himalaya Publishing House, Bombay. 9. Kuppaswamy B. (1975), "Population and Society in India", Popular Prakashan, Bombay. 	

Course EPC-3 (1.4EPC3)	Critical Understanding of ICT	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	16 + 32
Objectives	The student teachers will be able to :-				

	<ol style="list-style-type: none"> 1. Understand the social, economic, security and ethical issues associated with the use of ICT 2. Identify the policy concerns for ICT 3. Describe a computer system; 4. Operate the Windows and/or Linux operating systems; 5. Use Word processing, Spread sheets and Presentation software; 6. Acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools. 7. Operate on Internet with safety 8. Elucidate the application of ICT for Teaching Learning 9. Develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups 	
COURSE CONTENT /SYLLABUS		
Unit I	Digital Technology and Socio-economic Context: <ul style="list-style-type: none"> • Concepts of information and communication technology; Universal access VS Digital Divide - issues and initiatives; • Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; IT@ School Project; • Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, e Gyan Kosh; Virtual laboratory and Haptic technology. 	4 hrs.
Unit II	MS office: <ul style="list-style-type: none"> • MS Word • MS Power Point • MS Excel • MS Access • MS Publisher 	4 hrs.
Unit III	Internet and Educational Resources: <ul style="list-style-type: none"> • Introduction to Internet • E-mail, Search Engines, Info-Savvy Skills; Digital Age Skills, safe surfing mode; • Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics. • General Introduction to E-learning, Mobile-learning, distance learning, On-line learning, • Virtual University, Wikipedia, Massive Open Online Courses (MOOCs); • Social networking 	4 hrs.
Unit IV	Techno-Pedagogic Skills: <ul style="list-style-type: none"> • Media Message Compatibility • Contiguity of Various Message Forms • Message Credibility & Media Fidelity • Message Currency , Communication Speed & Control • Sender-Message-Medium-Receiver Correspondence 	4 hrs.
Engagement with the field/ Practicum	Any two of the following :- <ul style="list-style-type: none"> • Installation of Operating systems, Windows, installation of essential Software and Utilities; • Projects that may involve the hardware like LCD Projector, digital camera, camcorder, scanner, Printer, interactive white board and software like word processors (MS Word/Libre Office), spread sheet and Slide Presentation (PPT/impress); and/or Creating and using Blogs and Google Groups, Google Docs. 	32 hrs.

	<ul style="list-style-type: none"> Develop a report on preparing a learning designing on any topic from your methods while using internet resources. They report should mention the details of navigating, searching, selecting, saving and evaluating the authenticity of the material and also mention how it adds or justify the facts, _figures(data), graphics, explanation and logic of the topic. Teaching with a multimedia e-content developed by the student. 	
Modes of Transaction	LCD Projection, Demonstration, Lecture, Web Surfing, Designing WBI	
Suggested Readings	<ol style="list-style-type: none"> Benkler, Y. (2006). The wealth of networks: How social production transforms markets and freedom. Yale University Press. Brian K. Williams, Stacey Sawyer (2005) Using Information Technology, 6th Edition Tata Macgrow hill _ Curtin, Dennis, Sen, Kunal, Foley, Kim, Morin, Cathy(1997) Information Technology: The Breaking Wave, Tata Macgrow hill http://en.wikibooks.org/wiki/Computers_for_Beginners. An exhaustive source for beginners. Douglas Comer(2007) The Internet Book: Everything You Need to Know about Computer Networking and How the Internet Works, Prentice Hall, DSERT Karnataka. (2012). Position paper on ICT mediation in education. DSERT. 	

CourseEPC-4 (1.4EPC4)	Understanding the Self	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	16 + 32
Objectives	The student teachers will be able to :- <ul style="list-style-type: none"> Understand the meaning and importance of self-concept and self-esteem. Be aware of different factors related to self-concepts and self-esteem. Understand the concept and importance of yoga and well-being. Be sensitized about the interrelationships of yoga and well-being. Know and develop their personality through various practices. Develop interpersonal intelligence. 				
COURSE CONTENT /SYLLABUS					
Unit I	Self-concept: <ul style="list-style-type: none"> Meaning and Definition of self-concept Importance of self-concept Components of self-concept Factors influencing self-concept Development of self-concept Impact of Positive and negative self-concept 				4 hrs.
Unit II	Self-esteem: <ul style="list-style-type: none"> Meaning and concept of self esteem Importance of self-esteem Types of self esteem Strategies for positive behaviour Keys to Increasing Self-Esteem 				4 hrs.
Unit III	Personality Development: <ul style="list-style-type: none"> Meaning and Types of Personality Factors Affecting Personality Attributes of good personality Strategies for personality development 				4 hrs.
Unit IV	Interpersonal Intelligence: <ul style="list-style-type: none"> Concept of Interpersonal Behaviour 				

	<ul style="list-style-type: none"> • Need and Importance of Interpersonal Behaviour • Strategies to Develop Interpersonal Relationship 	2 hrs.
Unit V	Emotional intelligence: <ul style="list-style-type: none"> • Meaning and concept of Emotional intelligence • components of emotional intelligence differentiating EQ, IQ and SQ <ul style="list-style-type: none"> • emotional intelligence for personal and professional development 	2 hrs.
Engagement with the field/ Practicum:	Any one of the following :- <ul style="list-style-type: none"> • Inspirational clips finding and understanding the meaning behind that. • Prepare a personal growth journal and noting the daily observations. • Analysing the priority and scheduling priority to minimize the stress. • Practically applying the interpersonal intelligences in various given classroom situations. • Listing the positive and negative attributes of personality. • Doing and classifying different types of yoga and their effects on well-being. • Designing and applying activities to develop self-esteem. 	32 hrs.
Mode of transaction	Lecture-cum-discussion, workshop sessions, assignments, presentations by students	
Suggested Reading	<ol style="list-style-type: none"> 1. Stevens, N. (2008). <i>Learning to Coach</i>. United Kingdom: Howtobooks. 2. Rohrer, J. (2002). <i>ABC of Awareness</i>. Oberurnen: UTD Media. 3. Adair, J. & Allen, M. (1999). <i>Time Management and Personal Development</i>. London: Hawksmere. 4. Simanowitz, V. and Pearce, P. (2003). <i>Personality Development</i>. Beckshire: Open University Press. 	

**CURRICULUM STRUCTURE FOR
TWO-YEAR TEACHER EDUCATION
PROGRAMMES
(B.ED., M.ED., B.P.ED. &M.P.ED.)
IN WEST BENGAL**

**FOLLOWING
NCTE REGULATIONS, 2014**

**Prepared by the Curriculum Committee
Constituted by the**

**Higher Education Department
Government of West Bengal
BikashBhavan, Salt Lake, Kolkata – 700091.**

**CURRICULUM STRUCTURE FOR
TWO-YEAR B.P.Ed. PROGRAMME
IN WEST BENGAL
FOLLOWING
NCTE REGULATIONS, 2014**

**Prepared by the Curriculum Committee
Constituted by the**

**Higher Education Department
Government of West Bengal
BikashBhavan, Salt Lake, Kolkata – 700091**

REGULATIONS RELATING TO CONDUCT OF EXAMINATION OF BACHELOR OF PHYSICAL EDUCATION (B.P.ED) PROGRAMME UNDER SEMESTER SYSTEM (I+I+I+I) WITH EFFECT FROM 2015 – 2017 SESSION

1. In all there shall be 17 (Seventeen) theoretical papers. Total distribution of marks for B.P.Ed. course under four semester will be as follows:

Semester	Theory Course	Practical Course	Teaching Practice	Total
I	04 Papers = 300 marks	200 marks	----	500 marks
II	04 Papers = 400 marks	150 marks	----	550 marks
III	04 Papers = 400 marks	----	200	600 marks
IV	05 Papers = 400 marks	150 marks	----	550 marks
Total	17 Papers = 1500 marks	500 marks	200	2200 marks

The candidates will be evaluated out of 2200 mark (Semester I, II, III and IV) including theory course, practicum and teaching practice.

2. Each candidate appearing in the B.P.Ed. Examination shall submit the examination form duly filled in along with the prescribed fees within stipulated time period before each semester.
3. **Condonation:** Student must have 80% of attendance in Theory and 90 % in Practicum in each course for appearing in the examination. Students who have 79% to 65% of attendance shall apply for condonation in the prescribed form with the prescribed fee. Students who have below 50% of attendance shall apply for condonation in prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 50% of attendance are not eligible to appear for the examination.
4. **Examinations:**
- There shall be examinations at the end of each semester, for first semester in the month of November /December: for second semester in the month of May / June. A candidate who does not obtain pass marks in the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in November /December or May / June.
 - A candidate should get enrolled /registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed or belated joining or on medical grounds, such

candidates will not be permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

5. A candidate shall be allowed to write in Bengali or in English language in the University examinations.
6. If a candidate after completion of regular course of study in any of the semester fails to enroll as a candidate to present him/her in the examination or appears but fails to complete the respective semester examination due to any reason, he/she will have a chance to appear in the same examination in the following semester.
7. To pass a particular semester examination a candidate must secure at least 40% marks in the theory course for CIA and external examination and 50% marks for the practical courses.
8. If a candidate fails to secure 50% marks in any of the theory course or 50% marks in any of the practical course in a semester he/she will have to appear in the respective theory and practical course alongwith the following semester examination.
9. If a candidate fails to secure 50% marks in teaching practice he/she will have one chance to qualify the same.
10. Questions are to be set in Bengali and in English version as well.
11. A candidate shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme.
12. A candidate of either semester shall be allowed to attend classes of following semester if he/she does not have two back papers either in theory, practical course or teaching practice.
13. Format of question papers for four units: Each question paper shall have five questions and the patterns are as follows:

Question No.	Description	Marks
1	Answer in detail (Long question) Or Answer in detail (Long question) (from Unit 1)	15
2	Answer in detail (Long question) Or Answer in detail (Long question) (from Unit 2)	15
3	Answer in detail (Long question) Or Answer in detail (Long question) (from Unit 3)	15
4	Write short notes: Any two out of four (From Unit 4)	15
5	M.C.Q. type questions (10 out of 12 questions) (Three questions from each unit)	10
	Total	70

14. (a) Each theory paper will be set by two examiners and one of them will act as an examiner
- (b) For evaluation of practical course and teaching practice the external examiner be appointed in such a way that he/she does not represent the home college or department.
- (c) Re assessment system of answer scripts to be exercised by the university.

- (d) For each theory, practical and teaching practice 30% marks are assigned for CIA and 70% marks for term end examination.
15. Spot evaluation procedures to be followed for examining the theory course in respective semester and the result for each semester is to be published before commencement of following semester.
 16. Provision of awarding two (+01) grace mark for securing 1st class in the final end semester examination be rest upon the discretionary authority of the Hon'ble Vice Chancellor.
 17. A Board of Studies for B.P.Ed. course shall be formed with 07 (Seven) members (As per provision of the University Statuette. The B.O.S. shall recommend the panel of paper setters, examiners, moderators and head examiners and shall forward the same to the Hon'ble Vice Chancellor for approval.
 18. The proposed curriculum of B.P.Ed. programme as per NCTE Regulations, 2014 shall replace the existing content and structure of B.P.Ed. course.
 19. Notwithstanding anything covered in the above regulations, Hon'ble Vice Chancellor shall have the authority to exercise his discretionary power from time to time.

Duration of the Course

Bachelor of Physical Education (B.P.Ed.) is a professional programme of two academic year duration consists of four semesters Choice Based Credit System (CBCS) meant for preparing teachers of Physical Education.

However, the students shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme.

Intake: As per NCTE norms

Eligibility Criteria:

As per with the NCTE norms and regulations which has been notified in the Gazette.

Admission Procedure:

- (1) Physical Fitness Test – 5 (Five) test items from AAHPERD Youth Fitness Test
 marks 10 X 5 = 50
 (50 Yard Dash, 600 Yard Run & Walk, Standing Broad Jump, Shuttle Run & Bent Knee Sit Ups)
- (2) Knowledge Test – (Covering the syllabus of Physical Education) =15 marks
 (a) Multiple Choice Questions: 10 marks
 (b) Small Answer Type : 05 marks
 (Maximum 100 words)
- (3) Personality Test - = 05
 marks
 (Knowledge about recent and past of the Country/State, Vocabulary and Expression)

The CBCS System

All programmes shall run on Choice Based Credit System (CBCS). It is an instructional package developed to suit the needs of students, to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

Course

The term course usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise Lectures/tutorials/laboratory work/field work/outreach activities/project work/vocational training/viva/seminars/term papers/assignments/ presentations/ self-study etc. or a combination of some of these.

Semesters

An academic year is divided into two semesters. Each semester will consist of 17-20 weeks of academic work equivalent to 100 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June including examination and evaluation. The institution shall work for a minimum of 36 working hours in a week (five or six days a week).

Credits

The term 'Credit' refers to a unit by which the programme is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or one and half / two hours of practical work/field work per week. The term 'Credit' refers to the weight given to a course, usually in relation to the instructional hours assigned to it. The total minimum credits, required for completing a B.P.Ed. programme is 55 credits.

Provision of Bonus Credits (Maximum 06 Credits in each Semester)

Sr. No.	Special Credits for Extra Co-curricular Activities	Credit
1	Sports Achievement at State level Competition (Medal Winner)	1
	Sports Achievement National level Competition (Medal Winner)	2
	Sports participation (International level Competition)	4
2	Inter Uni. Participation (Any one game)	2
3	Inter College Participation (min. two game)	1
4	National Cadet Corps / National Service Scheme	2
5	Blood donation / Cleanliness drive / Community services	2
6	Mountaineering – Basic Camp, Advance Camp / Adventure Activities	2
7	Organization / Officiating – State / National level in any two game	2
8	News Reporting / Article Writing / Book Writing / Progress Report Writing	1
9	Research Project	4

Students can earn maximum 06 Bonus credits in each semester by his/her participation in the above mentioned activities duly certified by the Head of the institution / Department. This Bonus credit will be used only to compensate loss of credits in academic activities.

Examinations:

i. There shall be examinations at the end of each semester, for first semester in the month of November /December: for second semester in the month of May / June. A candidate

who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in December or June.

ii. A candidate should get enrolled /registered for the first semester examination. If enrolment/registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed OR belated joining OR on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall rejoin the semester in the subsequent term of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

Condonation: Student must have 80% of attendance in Theory and 90% attendance in practicum in each course for appearing the examination. Students who have 79% to 65% of attendance shall apply for Condonation in the prescribed form with the prescribed fee. Students who have 64% to 50% of attendance shall apply for Condonation in prescribed form with the prescribed fee along with the Medical Certificate/ any other certificate with reasonable ground. Students who have below 50% of attendance are not eligible to appear for the examination.

Pattern of Question Papers

Question Papers shall have five questions corresponding to four units of each theory course.

B.P.Ed.: Format of Question Paper for 4 Units

Each question paper shall have five questions. The pattern will be as follows:

Question No.	Description	Marks
1	Answer in detail (Long Question) or Answer in detail (Long Question) (Form Unit 1)	15
2	Answer in detail (Long Question) or Answer in detail (Long Question) (Form Unit 2)	15
3	Answer in detail (Long Question) or Answer in detail (Long Question) (Form Unit 3)	15
4	Write short notes: any two out of four (Form Unit 4)	15
5	M.C.Q. Type Questions (10 out of 12 Que.) (3 Questions. from each unit)	10
Total		70

Evaluation

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade point. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are:

One Test	15 Marks
Seminar/ Quiz	5 Marks
Assignments	5 Marks
Attendance	5 Marks
Total	30 Marks

Attendance shall be taken as a component of continuous assessment. In addition to continuous evaluation component, the end semester examination, which will be written type examination of at least 3 hours duration for full paper (70 marks) and 2 hours for half paper (35 marks), would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 30:70. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on an end-semester practical examination.

Minimum Passing Standard

The minimum passing standard in case of theory and practical papers for CIA (Continuous Internal Assessment) and External Examinations shall be 40%, i.e. 12 marks out of 30 marks and 28 marks out of 70 marks respectively for theory courses. The minimum passing for both CIA & external examination shall be 50%, i.e. 15 marks out of 30 and 35 marks out of 70 marks for the practical courses.

Grading System

Once the marks of the CIA (Continues Internal Assessment) and SEA (Semester End Assessment) for each of the courses are available, both (CIA and SEA) will be added. The marks thus obtained for each of the courses will then be graded from the first semester onwards. The average performance within any semester from the first semester is indicated by Semester Grade Point Average (SGPA) while continuous performance (including the performance of the previous semesters also) starting from the first semester is indicated by Cumulative Grade Point Average (CGPA).

Classification of Final Results

For the purpose of declaring a candidate to have qualified for the Degree of Bachelor of Physical Education in the First class / Second class / Pass class, the marks and the corresponding CGPA earned by the candidate in Core Courses will be the criterion. It is further provided that the candidate should score First / Second Class separately in both the grand total and end Semester (External) examinations.

Award of the B.P.Ed. Degree

A candidate shall be eligible for the award of the degree of the B.P.Ed. only if he/she has earned the minimum required credit including Bonus Credits of the programme prescribed above.

Letter Grades and Grade Points

i. Two methods-relative grading or absolute grading– have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students in the course and the grades are awarded based on a cut-off mark or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods.

ii. The grades for each course would be decided on the basis of the percentage marks obtained at the end-semester external and internal examinations as per following table:

Grade Conversion Table (GCT)

Six point grading system for evaluation will be adopted as per the following table:

Percentage	Grade Point	Latter Grade	Description
90-100	5	A	Excellent
80-89.99	4	B	Very Good
70-79.99	3	C	Good
60-69.99	2	D	Average
50-59.99	1	E	Fair
Below 50	0	F	Failed

Note:

- (1) SGPA is calculated only if the candidate passes in all the courses i.e. get minimum E grade in all the courses.
- (2) CGPA is calculated only when the candidate passes in all the courses of all the previous and current semesters.
- (3) The cumulative grade point average will be calculated as the average of the SGPA of all the semesters continuously, as shown above.
- (4) For the award of the class, CGPA shall be calculated on the basis of
 - (a) Marks of each Semester End Assessment
 - (b) Marks of each Semester Continuous Internal Assessment for each course.

The final Class for B.P.Ed. Degree shall be awarded on the basis of last CGPA (grade) from all the four semester examinations.

Grievance Redressal Committee:

The college/department shall form a Grievance Redressal Committee for each course in each college/department with the course teacher / Principal / Director and the HOD of the faculty as the members. This Committee shall solve all grievances of the students.

Revision of Syllabi:

1. Syllabi of every course should be revised according to the NCTE.
2. Revised Syllabi of each semester should be implemented in a sequential way.
3. In the courses, where units / topics related to governmental provisions, regulations or laws, that change to accommodate the latest developments, changes or corrections are to be made consequentially as recommended by the Academic Council.
4. All formalities for revisions in the syllabi should be completed before the end of the semester for implementation of the revised syllabi in the next academic year.

COURSE STRUCTURE: AIMS AND OBJECTIVES

Semester – I: To enhance the basic knowledge on Physical Education including history and Olympic movement, concept on human body and its functioning, concept on Health and Environment, concept on the theory of games and sports and introduction of indigenous games and some mass demonstration activities.

Semester – II: To impart knowledge of the educational technology and teaching methodology, yoga education, sports management and introduction of Aerobics and Racket Sports.

Semester – III: To enhance knowledge on Sports training, use of ICT in the field of sports and games, Physiotherapy, measures of rehabilitation, application of psychology in physical education and in the society and introduction of teaching practice.

Semester – IV: To impart knowledge on measurement and evaluation, on application of statistics and research and mechanics of movements, on the influence of gender on physical education and sports, on adapted physical education, on different games along with combative sports.

COURSE STRUCTURE FOR BACHELOR OF PHYSICAL EDUCATION (B.P.ED.) PROGRAMME

SEMESTER – I			
COURSE CODE	PAPER TITLE	MARKS	CREDIT
	PART – A THEORY COURSE		
BCC – 101	History, Principles and Foundations of Physical Education & Olympic Movement	100	4
BCC – 102	Anatomy and Physiology	100	3
BCC – 103	Health Education & Environmental Studies	50	2
BCC – 104	Theory of Games & Sports, Officiating and Coaching	50	2
	PART – B PRACTICUM		
BPCC - 101	Track and Field (Running Events)	50	1
BPCC - 102	Swimming / Gymnastics / Shooting	50	1
BPCC - 103	Indigenous Sports: Kabaddi / Malkamb / Lezium / March Past	50	1
BPCC - 104	Mass Demonstration Activities: Kho-Kho / Dumbbell / Tipri / Wands / Hoops / Umbrella	50	1
	Total	550	15

SEMESTER – II			
COURSE CODE	PAPER TITLE	MARKS	CREDIT

	PART – A	THEORY		
	COURSE			
BCC - 201	Yoga Education		100	2
BCC - 202	Educational Technology and Methods of Teaching in Physical Education		100	2
BCC - 203	Sports Management		100	2
BCC - 204	Contemporary Issues in Physical Education		100	4
	PART – B	PRACTICUM		
BPCC - 201	Track and Field (Jumping Events)		50	1
BPCC - 202	Aerobics/Gymnastics/Swimming		50	1
BPCC - 203	Racquet Sports: Badminton/Table Tennis/Squash/Tennis		50	1
		Total	550	13

SEMESTER – III			
COURSE CODE	PAPER TITLE	MARKS	CREDIT
	PART – A	THEORY	
	COURSE		
BCC - 301	Sports Training		100
BCC - 302	ICT in Physical Education & Sports Sciences		100
BCC - 303	Sport Psychology & Sociology		100
BCC - 304	Sports Medicine, Physiotherapy and Rehabilitation		100
	PART – B	TEACHING PRACTICES	
BTPCC - 301	Teaching Practice		200
		Total	600
			12

SEMESTER – IV			
COURSE CODE	PAPER TITLE	MARKS	CREDIT
	PART – A	THEORY	
	COURSE		
BCC - 401	Measurement and Evaluation in Physical Education		100
BCC - 402	Kinesiology & Biomechanics		100
BCC - 403	Basics of Research and Statistics in Physical Education		100
BCC - 404	Adapted Physical Education		50
BCC - 405	Gender Studies		50
	PART – B	PRACTICUM	
BPCC - 401	Track & Field / Gymnastics / Swimming (Any one out of three)		50
BPCC - 402	Team Games (Any two)		50
BPCC - 403	Combative Sports		50
		Total	550
			15

TOTAL CREDITS	
Semester I	Total Credits: 15 Theory: 11 Practical: 4
Semester II	Total Credits: 13 Theory: 10 Practical: 3
Semester III	Total Credits: 12 Theory: 11 Practical: 1
Semester IV	Total Credits: 15 Theory: 12 Practical: 3
Total Course Credit	55
Theory Credit	44
Practicum Credits	11

COURSE DETAILS

SEMESTER - I

PART – A		THEORY PAPER				
Paper – I	Subject: HISTORY, PRINCIPLES AND FOUNDATIONS OF PHYSICAL EDUCATION& OLYMPIC MOVEMENT					
Course Code: BCC– 101 Marks : 100	Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage
	4	64	64	30	70
UNITS / CREDIT	CONTENT					
Unit – 1 Credit - 1	History, Principles and Foundations of Physical Education & Olympic Movement					
1.1	Meaning, Definition and Scope of Physical Education					
1.2	Aim and Objectives of Physical Education					
1.3	Misconceptions about Physical Education					
1.4	Relationship of Physical Education with General Education					
1.5	Physical Education as an Art and Science					
Unit – 2 Credit - 1	Historical Development of Physical Education in India					
2.1	Indus Valley Civilization Period. (3250 BC – 2500 BC)					
2.2	Vedic Period (2500 BC – 600 BC)					
2.3	Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320					
2.4	AD – 1000 AD)					
2.5	Medieval Period (1000 AD – 1757 AD)					
2.6	British Period (Before 1947) with reference to development of Physical Education in West Bengal					
2.7	Physical Education in India (After 1947) with reference to development of Physical Education in West Bengal					
2.7	Contribution of Akhadas, Vyayamshalas and Bratachari movement					
Unit–3 Credit– 1/2	Foundation of Physical Education					
3.1	Philosophical foundation:					
3.1.1	Idealism					
3.1.2	Pragmatism					
3.1.3	Naturalism					
3.1.4	Realism, Humanism and Existentialism					

Unit– 4 Credit – 1	Principles of Physical Education
4.1	Biological
4.1.1	Evolution of Man, Biped position: Advantages and disadvantages
4.1.2	Age, Gender Characteristics
4.1.3	Body Types
4.1.4	Anthropometric differences
4.2	Psychological
4.2.1	Learning types, learning curve
4.2.2	Laws and principles of learning
4.2.3	Attitude, interest, cognition, emotions
4.3	Sociological
4.3.1	Socialization through Physical Education
4.3.2	Leadership
4.3.3	Social integration, cohesiveness and facilitation
Unit–5 Credit– 1/2	Olympic Movement
5.1	Origin of Olympic Movement
5.1.1	History of ancient Olympic movement
5.1.2	Significant stages in the development of the modern Olympic movement
5.2	Modern Olympic Games
5.2.1	Significance of Olympic Ideals, Olympic Rings, Olympic Flag, Olympic oath
5.2.2	
5.2.3	Olympic Code of Ethics
	IOC and its Structure and function

References

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3. Deshpande, S. H. (2014). *Physical Education in Ancient India*. Amravati: Degree college of Physical education.
4. Mohan, V. M. (1969). *Principles of Physical Education*. Delhi: Metropolitan Book Dep.
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9. Dr. Ajmer Singh, Dr. Jagdish Bains, Jagtar Singh Gill, Dr. R.S. Brar and Dr. Nirmaljit Rathee *Essentials of Physical Education*
10. Reet Howell, Maxwell Howell, A.K.Uppal *Foundation of P.E.*
11. Dr. M.L.Kamlesh *Foundation of Physical Education*,
12. Dr. N. P. Sharma, *Sports History*, KSK publishers & Distributors
13. Bucher, C. A. (n.d.) *Foundation of Physical Education*. St. Louis: The C.V. Mosby Co.
14. Osborne, M. P. (2004). *Magictree house fact tracker: ancient greece and the olympics: a nonfiction companion to magic tree house: hour, of the Olympics*. New York: Random House Books for Young Readers.

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16. A World History of Physical Education Culture, Philosophy, Comparative: D.B. Van Dalen & B. L. Bennett
17. Sports History, Dr. N. P. Sharma, KSK publishers & Distributors

Paper – II		Subject: ANATOMY AND PHYSIOLOGY				
Course Code: BCC– 102	Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage
Marks: 100	3	48	1 C : 32	80	30	70
UNITS / CREDIT		CONTENT				
Unit–1 Credit– ½		Introduction				
1.1		Definition and importance of studying Anatomy and Physiology in				
1.2		Physical Education				
1.3		Cell, Function of cell Tissue, Types of tissue				
Unit– 2 Credit – 2		Systems: Effect of Exercise on Various Systems				
2.1		Circulatory System: Heart, Its function, Mechanism of circulation, Cardiac Cycle, Blood Composition and function				
2.2		Skeletal System: Bone, Clarification and function, Anatomical difference between male and female				
2.3		Muscular System: Structure of muscle, Types of muscle, Functions				
2.4		Nervous System: Central and Autonomic Nervous System, Synapse				
2.5		Endocrine System: Glands, location, secretion and function of different endocrine glands of human				
2.6		Digestive and Excretory System: Parts of digestive tract, Process of digestion, Digestive juice				
Unit–3 Credit – ½		Effect of Exercise on Different Systems				
3.1		Types of Muscular Contraction, Effect of exercise on Muscular System				
3.2		Cardiac output, Stroke Volume, Athletic Heart, Effect of exercise on				
3.3		Circulatory System				
3.4		O ₂ Debt, Second Wind, Vital Capacity, Effect of Exercise on Respiratory System				

References

1. Gupta, A. P. (2010). *Anatomy and Physiology*. Agra: SumitPrakashan.
2. Gupta, M. and Gupta, M. C. (1980). *Body and Anatomical Science*. Delhi: Swaran Printing Press.
3. Guyton, A.C. (1996). *Textbook of Medical Physiology*, 9th edition. Philadelphia: W.B. Saunders.
4. Karpovich, P. V. (n.d.). *Philosophy of Muscular Activity*. London: W.B. Saunders Co.
5. Lamb, G. S. (1982). *Essentials of Exercise Physiology*. Delhi: Surjeet Publication.
6. Moorthy, A. M. (2014). *Anatomy Physiology and Health Education*. Karaikudi: Madalayam Publications.
7. Morehouse, L. E. & Miller, J. (1967). *Physiology of Exercise*. St. Louis: The C.V. Mosby Co.
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9. Sharma, R. D. (1979). *Health and Physical Education*, Gupta Prakashan.

10. Singh, S. (1979). *Anatomy of Physiology and Health Education*. Ropar: Jeet Publications.

Paper - III		Subject: HEALTH EDUCATION AND ENVIRONMENTAL STUDIES				
Course Code: BCC- 103	Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage
Marks: 50	2	32		32	15	35
UNITS / CREDIT	CONTENT					
Unit-1 Credit- 1/2	Health Education					
1.1	Concept, Dimensions, Spectrum and Determinants of Health					
1.2	Aim, objectives and Principles of Health Education					
1.3	Definition of Health, Health Education, Health Instruction, Health Supervision					
1.4	Health Services and guidance instructions in personal hygiene					
Unit-2 Credit - 1/2	Health Problems in India					
2.1	Communicable and Non Communicable Diseases					
2.2	Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population,					
2.3	Environmental Hygiene for school					
2.4	Objectives of school health service, Role of health education in school					
2.5	Health Services - Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, First- Aid and emergency care					
Unit-3 Credit - 1/2	Environmental Sciences					
3.1	Definition, Scope, Need and Importance of environmental studies.					
3.2	Concept of environmental education and Historical background of environmental education,					
3.3	Celebration of various days in relation with environment.					
3.4	Plastic recycling & probation/prohibition of plastic bag / cover.					
3.5	Role of school in environmental conservation and sustainable development.					
Unit-4 Credit- 1/2	Natural Resources and related environmental issues					
4.1	Water resources, Food resources and Land resources					
4.2	Definition, effects and control of- Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution					
4.4	Management of environment and Govt. Policies. Role of pollution control board.					

References

1. Agrawal, K.C. (2001). *Environmental Biology*. Bikaner: Nidhi publishers Ltd.
2. Frank, H. & Walter, H., (1976). *Turners School Health Education*. Saint Louis: The C.V. Mosby Company.
3. Nemir, A. (N.D.). *The School Health Education*. New York:Harber and Brothers.
4. Odum, E.P. (1971). *Fundamental of Ecology*. U.S.A.: W.B. Saunders Co.

Paper – IV		Subject: THEORY OF GAMES & SPORTS, OFFICIATING AND COACHING				
Course Code: BCC– 104	Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage
Marks: 50	2	32		32	15	35
UNITS / CREDIT	CONTENT					
Unit–1 Credit – ½	Introduction of Officiating and Coaching					
1.1	Concept of officiating and coaching					
1.2	Philosophy of Officiating and Coaching					
1.3	Duties of coach in general, pre, during and post game.					
1.4	Responsibilities, Qualities and Qualifications of a coach on and off the field					
Unit–2 Credit – ½	Theories of Sports and Games					
2.1	General Introduction of specialized games and sports: Athletics, Badminton, Basketball, Cricket, Football, Gymnastic, Hockey, Handball, Kabaddi, Kho-Kho, Tennis, Volleyball and Yoga (Any two)					
2.2	Each game or sports to be dealt under the following heads					
2.2.1	History and development of the Game and Sports					
2.2.2	Ground preparation, dimensions and marking					
2.2.3	Standard equipment and their specifications					
2.2.4	Ethics of sports and sportsmanship					
Unit –3 Credit – 1	Advance Training (for particular specialized Games or Sports)					
3.1	Concept of Conditioning and warming up.					
3.2	Role of weight training in games and sports.					
3.3	Teaching of fundamental skill & their mastery (technique, tactic and different phases of					
3.4	skill acquisition).					
3.5	Recreational and Lead up games					
	Strategy – Offence and defence, Principles of offence and defence.					

References

1. Bunn, J. W. (1968). *The Art of Officiating Sports*. Englewood cliffs N.J. Prentice Hall.
2. Bunn, J. W. (1972). *Scientific Principles of Coaching*. Englewood cliffs N. J. Prentice Hall.
3. Dyson, G. H. (1963). *The Mechanics of Athletics*. London: University of London Press Ltd.
4. Lawther, J.D. (1965). *Psychology of Coaching*. New York: Pre. Hall.
5. Singer, R. N. (1972). *Coaching, Athletic & Psychology*. New York: M.C. Graw Hill.
6. O.P. Sharma *Rules of Games & Sports*. Khel Sahitya Kendra

**PART – B
PRACTICUM
SEMESTER – I**

Course Code: BPC-101	Subject: Track and Field (Running Events)	Full Marks – 50
Credit – 1 Teaching Hours – 16, Internship/Practical – 1C-32, Total Teaching Hours – 48, Weightage on Internal Assessment – 25 & on External Assessment – 25		
Course Code: BPC-101	Running Event	
Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks. Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug Ground Marking, Rules and Officiating Hurdles: Fundamental Skills- Starting, Clearance and Landing Techniques. Types of Hurdles Ground Marking and Officiating.		
Relays: Fundamental Skills		
Various patterns of Baton Exchange Understanding of Relay Zones Ground Marking Interpretation of Rules and Officiating.		
Course Code: BPC-102	Subject: Gymnastics/ Swimming/ Shooting (Any One out of Three)	Full Marks – 50
Credit – 1 Teaching Hours – 16, Internship/Practical – 1C-32, Total Teaching Hours – 48, Weightage on Internal Assessment – 25 & on External Assessment – 25		
Course Code: BPC-102	Gymnastics: Floor Exercise	
Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Head stand, Jumps-leap, scissors leap. Vaulting Horse Approach Run, Take off from the beat board, Cat Vault, Squat Vault.		
Course Code: BPC-102	Swimming: Fundamental Skills	
Entry into the pool. Developing water balance and confidence Water fear removing drills. Floating-Mushroom and Jelly fish etc. Gliding with and without kickboard. Introduction of various strokes Body Position, Leg, Kick, Arm pull, Breathing and Co ordination. Start and turns of the concerned strokes. Introduction of Various Strokes. Water Treading and Simple Jumping. Starts and turns of concerned strokes. Rules of Competitive swimming-officials and their duties, pool specifications, seeding heats and finals, Rules of the races.		
Course Code: BPC-102	Shooting Fundamental Skills	
Basic stance, grip, Holding rifle/ Pistol, aiming target Safety issues related to rifle shooting Rules and their interpretations and duties of officials		

Course Code: BPC-103	Subject: Indigenous Sports: Kabaddi / Malkambh / Bratachari / Lezium / Mass P.T. Exercise / March Past (Any two out of these)
Full Marks– 50	
Credit – 1 Teaching Hours – 16, Internship/Practical – 1C-32, Total Teaching Hours – 48, Weightage on Internal Assessment – 25 & on External Assessment – 25	
Course Code: BPC-103	Kabaddi
Fundamental Skills: Skills in Raiding-Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing. Skills of Holding the Raider-Variou formations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques. Additional skills in raiding-Bringing the antis in to particular position, Escaping from various holds, Techniques of escaping from chain formation, Combined formations in offence and defense. Ground Marking, Rules and Officiating	
Course Code: BPC-103	Malkambh
Salaami, Hold, Saadiudi, Bagaludi, Dashrangudi, Bagliudi, Veludi, Soydoro, Phirki, Padmasana, T.Balance, Pataka, Landing. Rope Malkhamb-Salaami, PadmasanaChadh,	
Course Code: BPC-103	Brotochari
Brotochari Sabdhan, Bishram, Brotochari Pan, Brotochari Byam, Brotochari Gan (6)	
Course Code: BPC-103	Lezuim
Ghati: Aath Aawaaz, Bethakawaaz, AagePaon, Aagekadam, Do pherawaaz, Chau pherawaaz, Kadamtaal, Pavitra, Uchhakupavitra, Kadampavitra. Hindustani: Char Awaaz, EkJagah, AantiLagaav, Pavitra, Do Rukh, Chau Rukh, Chau rukhbethak, Momiya.	
Course Code: BPC-103	Marching
Sabdhan, Bishram, Diane moor, Biye moor, Piche moor, Diane ghum, Biye ghum, Kadam tal, Tej Chal, Samne salute, Dine dekh	
Course Code: BPC – 104	Subject: Mass Demonstration Activities: Kho-Kho/ Dumbells/Tipri/Wands/Hoops/Umbrella Full
Marks – 50	
Credit – 1 Teaching Hours – 16, Internship/Practical – 1C-32, Total Teaching Hours – 48, Weightage on Internal Assessment – 25 & on External Assessment – 25	
Course Code: BPC – 104	Kho Kho
General skills of the game-Running, chasing, Dodging, Faking etc. Skills in chasing-Correct Kho, Moving on the lanes, Pursuing the runner, Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole, Diving, Judgement in giving Kho, Rectification of Foul. Skills in Running-Zig zag running, Single and double chain, Ring play, Rolling in the sides, Dodging while facing and on the back, fakes on the pole, fake legs, body arm etc, Combination of different skills. Ground Marking Rules and their interpretations and duties of officials.	
Course Code: BPC – 104	Dumbells/ Wands/ Hoops/ Umbrella/Tipri

Apparatus/ Light apparatus Grip
 Attention with apparatus/ Light apparatus
 Stand – at – ease with apparatus/ light apparatus
 Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight count and Sixteen count.
 Standing Exercise, Jumping Exercise, Moving Exercise and Combination of above all

SEMESTER - II

PART – A		THEORY PAPER				
Paper - V	Subject: YOGA EDUCATION					
Course Code: BCC– 201	Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage
Marks: 100	2	32	2C:64	96	30	70
UNITS / CREDIT	CONTENT					
Unit – 1 Credit – 1/2	Introduction of Yoga					
1.1	Meaning and Definition of Yoga					
1.2	Aim and Objectives of Yoga					
1.3	The Yoga Sutras: General Consideration					
1.4	Need and Importance of Yoga in Physical Education and Sports					
Unit – 2 Credit – 1/2	Foundation of Yoga					
2.1	The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi					
2.2	Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga					
Unit – 3 Credit – 1/2	Yogic Practices					
3.1	Effect of Asanas and Pranayamas on various systems of the body					
3.2	Classification of Asanas with special reference to Physical Education and Sports					
3.3						
3.4	Influences of relaxative, meditative posture on various system of the body Types of Bandhas, Mudras and Kriyas					
Unit – 4 Credit – 1/2	Yoga Education					
4.1	Basic, applied and action research in Yoga					
4.2	Difference between yogic practices and physical exercises					
4.3	Yoga as active healthy life					
4.4	Yoga as therapy					

References

1. Brown, F. Y.(2000). *How to use yoga*. Delhi:Sports Publication.
2. Gharote, M. L. &Ganguly, H. (1988). *Teaching methods for yogic practices*. Lonavla: Kaivalyadhama.
3. Rajjan, S. M. (1985). *Yoga strenthening of relaxation for sports man*. New Delhi:Allied Publishers.
4. Shankar, G.(1998). *Holistic approach of yoga*. New Delhi:Aditya Publishers.
5. Shekar,K. C. (2003). *Yoga for health*. Delhi: Khel Sahitya Kendra.
6. Gharote, M.L. *Applied Yoga*, Lonavla, Kaivalyadhama
7. Swami Kuvalananda, *Asanas* Kaivalyadhama, Lonavla, Maharashtra

PART – A							THEORY PAPER						
Paper - VI		Subject: EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION											
Course Code: BCC– 202	Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage							
Marks: 100	2	32	2C:64	96	30	70							
UNITS / CREDIT		CONTENT											
Unit – 1 Credit – 1/2		Introduction											
1.1		Education and Education Technology- Meaning and Definitions											
1.2		Types of Education- Formal, Informal and Non- Formal education.											
1.3		Educative Processes											
1.4		Importance of Devices and Methods of Teaching.											
Unit – 2 Credit – 1/2		Teaching Technique											
2.1		Teaching Techniques – Lecture method, Command method, Demonstration method, Imitation method, Project method etc.											
2.2		Teaching Procedure – Whole method, Whole – part – whole method, Part – whole method.											
2.3		Presentation Technique – Personal and Technical preparation											
2.4		Command- Meaning, Types and its uses in different situations.											
Unit-3 Credit – 1/2		Teaching Aids											
3.1		Teaching Aids – Meaning, Importance and its criteria for selecting teaching aids.											
3.2		Types of Teaching aids – Audio aids, Visual aids, Audio – visual aids,											
3.3		Meaning, Principles and advantage of team teaching.											
3.4		Difference between Teaching Methods and Teaching Aid.											
Unit-4 Credit – 1/2		learning designing and Teaching Innovations											
4.1		Meaning, Types and principles of learning designing.											
4.2		General and specific learning designing.											
4.3		Meaning, Types and steps of Micro and Macro teaching.											
4.4		Simulation Teaching - Meaning, Types and steps of simulation teaching											

References:

1. Bhardwaj, A. (2003). *New media of educational planning*. New Delhi: Sarup of Sons.
2. Bhatia, & Bhatia, (1959). *The principles and methods of teaching*. New Delhi: Doaba House.
3. Kochar, S.K. (1982). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
4. Sampath, K., Pannirselvam, A. & Santhanam, S. (1981). *Introduction to educational technology*. New Delhi: Sterling Publishers Pvt. Ltd.
5. Walia, J.S. (1999). *Principles and methods of education*. Jullandhar: Paul Publishers.

PART – A		THEORY PAPER	
Paper - VII	Subject: SPORTS MANAGEMENT		

Course Code: BCC- 203	Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage
Marks: 100	2	32	2C:64	96	30	70
UNITS / CREDIT	CONTENT					
Unit – 1 Credit – 1/2	Introduction					
1.1	Brief introduction of Sports Management (Meaning, Definition, Purpose and Scope)					
1.2	Essential Skills of Sports Manager					
1.3	Planning and their basic principles,					
1.4	Program planning: Meaning, Importance, Principles of program planning in physical education.					
Unit – 2 Credit – 1/2	Office Management, Record, Register & Budget					
2.1	Office Management: Meaning, definition, functions and kinds of office management					
2.2	Records and Registers: Maintenance of attendance Register, Stock register, Cash register, Physical efficiency record, Medical examination Record.					
2.3	Budget: Meaning, Importance of Budget making,					
2.4	Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget.					
2.5	Principles and Scope of Budgeting					
Unit-3 Credit – 1/2	Facilities, & Time-Table Management					
3.1	Facilities and Equipment management: Types of facilities: Infrastructure- indoor, outdoor, academic & administrative blocks, research wing, library etc.					
3.2	Care and Maintenance of school building, Gymnasium, swimming pool, Play fields, Play grounds					
3.3	Equipment: Need, importance, purchase, care and maintenance.					
3.4	Time Table Management: Meaning, Need, Importance and Factor affecting time table.					
3.5	Sports Management System in School, College and University					
Unit-4 Credit – 1/2	Competition Organization					
4.1	Importance of Tournament,					
4.2	Types of Tournament and its organizational structure - Knock-out, League or Round Robin, Combination and challenge Tournaments.					
4.3	Organizational structure of Athletic Meet					
4.4	Intramurals & Extramural					

References:

1. Broyles, F. J. & Rober, H. D. (1979). *Administration of sports, Athletic programme: A Managerial Approach*. New York: Prentice hall Inc.
2. Bucher, C. A. (1983). *Administration of Physical Education and Athletic programme*. St. Lolis: The C.V. Hosby Co.
3. Kozman, H.C. Cassidy, R. & Jackson, C. (1960). *Methods in Physical Education*. London: W.B. Saunders Co.
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6. Thomas, J. P.(1967). *Organization & administration of Physical Education*. Madras: Gyanodayal Press.
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PART – A							THEORY PAPER						
Paper - VIII	Subject: CONTEMPORARY ISSUES IN PHYSICAL EDUCATION												
Course Code: BCC–204	Credit	Class Teaching Hours	Internship/Practicum			Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage					
Marks: 100	4	64				64	30	70					
UNITS / CREDIT	CONTENT												
Unit – 1 Credit – 1	Concept of Fitness and Wellness												
1.1	Definition, Physiological, Psychological and Sociological objectives of Fitness and Wellness												
1.2	Fitness: Types of Fitness and Components of Fitness												
1.3	Importance and scope Fitness and Wellness												
Unit – 2 Credit – 1	Principles of Exercise Program												
2.1	Means of Fitness development – aerobic and anaerobic exercises												
2.2	Exercises and Heart rate Zones for various aerobic exercise intensities												
2.3	Concept of free weight Vs Machine, Sets and Repetition etc.												
2.4	Concept of designing different fitness training program for different age groups.												
Unit-3 Credit – 1	Introduction to Sports Nutrition												
3.1	Meaning and Definition of Sports Nutrition												
3.2	Role of Nutrition in sports												
3.3	Carbohydrate, Protein, Fat, Vitamins, Minerals, Water- Meaning, classification and their functions												
3.4	Role of hydration during exercise, Water balance, Nutrition-daily calorie requirement and expenditure												
Unit-4 Credit – 1	Nutrition and Weight Management												

4.1	Concept of BMI (Body mass index), Obesity and its hazard, Myth of Spot reduction, Dieting versus exercise for weight control, Common Myths about Weight Loss
4.2	Health Risks Associated with Obesity, Obesity - Causes and Solutions for Overcoming Obesity.
4.3	Nutrition – Daily calorie intake and expenditure, Determination of desirable body weight
4.4	Weight management program for sporty child, Role of diet and exercise in weight management. Design diet plan and exercise schedule for weight gain and loss

References:

1. Difiore, J.(1998). *Complete guide to postnatal fitness*. London: A & C Black,.
2. Giam, C.K &The, K.C. (1994). *Sport medicine exercise and fitness*. Singapore: P.G. Medical Book.
3. Mcglynn, G., (1993). *Dynamics of fitness*. Madison: W.C.B Brown.
4. Sharkey, B. J.(1990). *Physiology of fitness*, Human Kinetics Book.

**PART – B
PRACTICUM
SEMESTER – II**

Course Code: BPC-201	Subject: Track and Field (Jumping Events)	Marks – 50
Credit – 1 Teaching Hours – 16, Internship/Practical – 1C-32, Total Teaching Hours – 48, Weightage on Internal Assessment – 25 & on External Assessment – 25		
Jumping Event		
High Jump (Straddle Roll/Fosbury flop) Approach Run, Take off, Clearance over the bar, Landing		
Course Code: BPC-202	Subject: Gymnastics/Yoga/Swimming/Aerobics	Marks – 50
Credit – 1 Teaching Hours – 16, Internship/Practical – 1C-32, Total Teaching Hours – 48, Weightage on Internal Assessment – 25 & on External Assessment – 25		
Course Code: BPC-202	Gymnastics	
Parallel Bar Mount from one bar, Straddle walking on parallel bars, Single and double step walk, Perfect swing, Shoulder stand on one bar and roll forward, Roll side, Shoulder stand, Front on back vault to the side(dismount) Horizontal /Single Bar: Grip, Swings, Fundamental Elements, Dismount Uneven Parallel Bar: Grip, Swings, Fundamental Elements, Dismount		
Course Code: BPC-202Yoga		
Surya Namaskara, Pranayams, Corrective Asanas, Kriyas, Asanas Sitting, Standing, Laying Prone Position Laying Spine Position		
Course Code: BPC-202Swimming		
Introduction of water polo game		

Fundamental skills, Swimming with the ball, Passing, Catching, Shooting, Goal keeping, Rules of the games and responsibility of officials	
Introduction of Diving sports	
Basic Diving Skills from spring boards	
Basic Diving Skills from platform	
Course Code: BPC-202	Aerobics
Introduction of Aerobics	
Rhythmic Aerobics - dance	
Low impact aerobics and High impact aerobics	
Aerobics kick boxing	
Postures – Warm up and cool down	
THR Zone – Being successful in exercise and adaptation to aerobic workout.	
Course Code: BPC-203	Subject: Racquet Sports: Badminton/Table Tennis/ Squash/Tennis
	Marks – 50
Credit – 1 Teaching Hours – 16, Internship/Practical – 1C-32, Total Teaching Hours – 48, Weightage on Internal Assessment – 25 & on External Assessment – 25	
Course Code: BPC-203	Badminton
Fundamental Skills	
Racket parts, Racket grips, Shuttle Grips.	
The basic stances.	
The basic strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and underarm	
Drills and lead up games	
Types of games-Singles, doubles, including mixed doubles.	
Rules and their interpretations and duties of officials.	
Course Code: BPC-203	Table Tennis
Fundamental Skills	
The Grip-The Tennis Grip, Pen Holder Grip.	
Service-Forehand, Backhand, Side Spin, High Toss.	
Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick Shot, Loop, Drive.	
Stance and Ready position and foot work.	
Rules and their interpretations and duties of officials.	
Course Code: BPC-203	Squash
Fundamental Skills	
Service- Under hand and Over hand, Service Reception	
Shot- Down the line, Cross Court, Drop, Half Volley	
Tactics – Defensive, attacking in game, Rules and their interpretations and duties of officials.	
Course Code: BPC-203	Tennis
Fundamental Skills.	
Grips- Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip.	
Stance and Footwork.	
Basic Ground strokes-Forehand drive, Backhand drive	
Basic service., Basic Volley, Over-head Volley, Chop	
Tactics – Defensive, attacking in game	
Rules and their interpretations and duties of officials.	

PART – A							THEORY PAPER						
Paper - IX				Subject: SPORTS TRAINING									
Course Code: BCC– 301				Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage				
Marks: 100				3	48	1C:32	80	30	70				
UNITS / CREDIT				CONTENT									
Unit – 1 Credit – 1/2				Introduction to Sports Training									
1.1				Meaning and Definition of Sports Training									
1.2				Aim and Objectives of Sports Training									
1.3				Principles of Sports Training									
1.4				System of Sports Training – Basic Performance, Good Performance and High Performance Training									
Unit – 2 Credit – 1				Training Components									
2.1				Strength – Means and Methods of Strength Development									
2.2				Speed – Means and Methods of Speed Development									
2.3				Endurance - Means and Methods of Endurance Development									
2.4				Coordination – Means and Methods of coordination Development									
2.5				Flexibility – Means and Methods of Flexibility Development									
Unit – 3 Credit – 1/2				Training Process									
3.1				Definition and Types of Training Load									
3.2				Principles of Intensity and Volume of stimulus									
3.3				Technical Training – Meaning and Methods									
3.4				Tactical Training – Meaning and Methods									
Unit – 4 Credit – 1				Training programming and planning									
4.1				Periodisation – Meaning and types									
4.2				Aim, Objectives and Content of Periods – Preparatory, Competition, Transitional etc.									
4.3				Planning – Training sessions									
4.4				Talent Identification and Development									

PART – A							THEORY PAPER						
Paper - X				Subject: ICT IN PHYSICAL EDUCATION AND SPORTS SCIENCES									
Course Code: BCC– 302				Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage				
Marks: 100				2	32	2C:64	96	30	70				
UNITS / CREDIT				CONTENT									
Unit – 1 Credit – 1/2				Introduction to Computer Application									
1.1				Meaning, need and importance of information and communication technology (ICT).									
1.2				Application of Computers in Physical Education									
1.3				Components of computer, input and output device									

1.4	Application software used in Physical Education and sports
Unit – 2 Credit – 1/2	MS Word
2.1	Introduction to MS Word
2.2	Creating, saving and opening a document
2.3	Formatting, Editing features, Drawing tables
2.4	Page setup, Paragraph alignment, Spelling and grammar check, Printing option, Inserting, Page number, Graph, Footnote and Notes
Unit – 3 Credit – 1/2	MS Excel
3.1	Introduction to MS Excel
3.2	Creating, saving and opening spreadsheet
3.3	creating formulas
3.4	Format and editing features- adjusting columns' width and row- height for understanding charts.
Unit – 4 Credit – 1/2	MS Power Point
4.1	Introduction to MS Power Point
4.2	Creating, saving and opening a PPT. file
4.3	Format and Editing features- slide show , design , inserting slide number Picture ,graph ,table
4.4	4.4. Preparation of Power point presentations and Animation
4.5	

References

1. Irtegov, D. (2004). *Operating system fundamentals*. Firewall Media.
2. Marilyn, M.& Roberta, B.(n.d.).*Computers in your future*. 2nd edition, India: Prentice Hall.
3. Milke, M.(2007). *Absolute beginner's guide to computer basics*. Pearson Education Asia.
4. Sinha, P. K. & Sinha, P. (n.d.).*Computer fundamentals*. 4th edition, BPB Publication.

PART – A						
THEORY PAPER						
Paper - XI	Subject: SPORTS PSYCHOLOGY AND SOCIOLOGY					
Course Code: BCC– 303	Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage
Marks: 100	3	48	1C:32	80	30	70
UNITS / CREDIT	CONTENT					
Unit – 1 Credit – 1/2	Introduction					
1.1	Meaning, Importance and scope of Sports Psychology and Sports Sociology					
1.2	General characteristics of Various Stages of growth and development					
1.3	Types and nature of individual differences; Factors responsible for Heredity and environment					
1.4	Psycho-social aspects of Human behavior in relation to Physical Education and Sports					
Unit – 2 Credit – 1 1/2	Sports Psychology					
2.1	Nature of learning, theories of learning, Laws of learning, Plateau in Learning & transfer of training					

2.2	Meaning and definition of personality, characteristics of personality, Dimension of personality, Personality and Sports performance
2.3	Nature of motivation: Factors influencing motivation; Motivation and techniques and its impact on sports performance.
2.4	Mental Preparation Strategies: Attention focus, Self- talk, Relaxation, Imagery.
2.5	Aggression and Sports; Meaning and nature of anxiety, Kinds of anxiety
2.6	Stress: Meaning and nature, Types of stress, Anxiety, Arousal and their effects on sports performance
Unit – 3 Credit – 1/2	Relation between Social Science and Physical Education.
3.1	Orthodoxy, customs, Tradition and Physical Education.
3.2	Festivals and Physical Education.
3.3	Socialization through Physical Education.
3.4	Social Group life, Social conglomeration and Social group, Primary group and Remote group.
Unit – 4 Credit – 1/2	Culture : Meaning and Importance.
4.1	Features of culture,
4.2	Importance of culture.
4.3	Effects of culture on people life style.
4.4	Different methods of studying Observation/Inspection method, Questionnaire method, Interview method

References:

1. Ball, D. W. & Loy, J. W. (1975). *Sport and social order; Contribution to the sociology of sport*. London: Addison Wesley Publishing Co., Inc.
2. Blair, J. & Simpson, R. (1962). *Educational psychology*, New York: McMillan Co.
3. Cratty, B. J. (1968). *Psychology and physical activity*. Eaglewood Cliffs. Prentice Hall.
4. Kamlesh, M.L. (1998). *Psychology in physical education and sport*. New Delhi: Metropolitan Book Co.
5. Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1978). *Sport and social system*. London: Addison Wesley Publishing Company Inc.
6. Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981). *Sports culture and society*. Philadelphia: Lea & Febiger.
7. Mathur, S.S., (1962). *Educational psychology*. Agra. Vinod Pustak Mandir.
8. Skinnner, C. E., (1984.). *Education psychology*. New Delhi: Prentice Hall of India.
9. William, F. O. & Meyer, F. N. (1979). *A handbook of sociology*. New Delhi: Eurasia Publishing House Pvt Ltd.

PART – A						
THEORY PAPER						
Paper - XII	Subject: SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION					
Course Code: BCC– 304	Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage
Marks: 100	3	48	1C:32	80	30	70

UNITS / CREDIT	CONTENT
Unit – 1 Credit – 1/2	Introduction
1.1	Brief Introduction of Physiotherapy
1.2	Need and Importance of Physiotherapy
1.3	Different types of physiotherapy
1.4	Guiding principles of Physiotherapy
Unit – 2 Credit – 1	Sports Medicine
2.1	Meaning and concept of Sports Medicine
2.2	Aim and Objectives of Sports Medicine
2.3	Common regional injuries and their management-shoulder, elbow, wrist, knee and ankle
2.4	Low back problem and management, stretching and strengthening exercise in sports.
Unit – 3 Credit – 1/2	Doping
1.1	Concept and meaning of Doping
1.2	Types of Doping and Doping-agents
1.3	Effects of Doping and dope tests
1.4	Role of oxygen- physical training, oxygen debt, second wind, vital capacity.
Unit – 4 Credit – 1	Athletic Care, First Aid and Rehabilitation
4.1	Rehabilitation in sports- Meaning, Principles, Means and Methods
4.2	Diagnosis of injuries-signs and symptoms of injuries
4.3	Different forms of Hydrotherapy and Thermotherapy- hot and cold packs, whirlpool, contrast bath, infra-red, short wave diathermy and ultrasound
4.4	First Aid- meaning and principles, Athletic bandage and massage-its classification, indication & contraindication, general principles of massage

References

1. Dick, W. F. (1980). *Sports training principles*. London: Lepus Books.
2. Harre, D. (1982). *Principles of sports training*. Berlin: Sporulated.
3. Jensen, R. C. & Fisher, A.G. (1979). *Scientific basis of athletic conditioning*. Philadelphia: Lea and Fibiger, 2ndEdn.
4. Matvyew, L.P. (1981). *Fundamental of sports training*. Moscow: Progress Publishers.
5. Singh, H. (1984). *Sports training, general theory and methods*. Patials: NSNIS.
6. Uppal, A.K., (1999). *Sports Training*. New Delhi: Friends Publication.
7. Basics of Sports Training Methodology, Oleksandr Krasilshchikov, Sports & Spiritual Science

PART – C
TEACHING PRACTICE
SEMESTER – III

Course Code: BTECC-301	Subject: Teaching Practice	Full Marks – 200
Credit – 1 Teaching Hours – 16, Internship/Practical – 7C: 224, Total Teaching Hours – 240, Weightage on Internal Assessment – 60 & on External Assessment – 140		
Course Code	Activities	Marks

4.2	Johnson Basketball Test
4.3	McDonald Soccer Test
4.4	S.A.I Volleyball Test
4.5	S.A.I Hockey Test

References

1. Bangsbo, J. (1994). *Fitness training in football: A scientific approach*. Bagsvaerd, Denmark: Ho Storm.
2. Barron, H. M., & Mchee, R. (1997). *A practical approach to measurement in physical education*. Philadelphia: Lea and Febiger.
3. Barron, H.M. & Mchee, R. (1997). *A Practical approach to measurement in physical education*. Philadelphia: Lea and Febiger.
4. Kansal, D.K. (1996). *Test and measurement in sports and physical education*. New Delhi: D.V.S. Publications.
5. Mathews, D.K., (1973). *Measurement in physical education*, Philadelphia: W.B.SoundersCompnay.
6. Pheasant, S. (1996). *Body space: anthropometry, ergonomics and design of work*. Taylor & Francis, New York.
7. Phillips, D. A., & Hornak, J. E. (1979). *Measurement and evaluation in physical education*. New York: John Willey and Sons.
8. Sodhi, H.S., & Sidhu, L.S. (1984). *Physique and selection of sports- a kinanthropometric study*. Patiala: Punjab Publishing House.

PART – A						
THEORY PAPER						
Paper – XIV	Subject: KINESIOLOGY AND BIOMECHANICS					
Course Code: BCC– 402	Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage
Marks: 100	3	48	1C:32	80	30	70
UNITS / CREDIT	CONTENT					
Unit – 1 Credit – 1/2	Introduction to Kinesiology and Sports Biomechanics					
1.1	Meaning and Definition of Kinesiology and Sports Biomechanics					
1.2	Importance of Kinesiology and Sports Biomechanics to Physical Education Teacher, Athletes and Sports Coaches.					
1.3	Terminology of Fundamental Movements					
1.4	Fundamental concepts of following terms – Axes and Planes, Centre of Gravity, Equilibrium, Line of Gravity					
Unit – 2 Credit – 1/2	Fundamental Concept of Anatomy and Physiology					
2.1	Classification of Joints and Muscles					
2.2	Types of Muscle Contractions					
2.3	Posture – Meaning, Types and Importance of good posture.					

2.4	Fundamental concepts of the following terms- Angle of Pull, All or None Law, Reciprocal Innervations
Unit – 3 Credit – 1	Mechanical Concepts
3.1	Force - Meaning, definition, types and its application to sports activities
3.2	Lever - Meaning, definition, types and its application to human body.
3.3	Newton's Laws of Motion – Meaning, definition and its application to sports activities.
3.4	Projectile – Factors influencing projectile trajectory.
Unit – 4 Credit – 1	Kinematics and Kinetics of Human Movement
4.1	Linear Kinematics – Distance and Displacement, speed and velocity, Acceleration
4.2	Angular kinematics – Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration.
4.3	Linear Kinetics – Inertia, Mass, Momentum, Friction.
4.4	Angular Kinetics – Moment of inertia ,Couple, Stability.

References

1. Bunn, J. W. (1972). *Scientific principles of coaching*. Englewood Cliffs, N.J.: Prentice Hall Inc.
2. Hay, J. G. & Reid, J. G.(1982). *The anatomical and mechanical basis of human motion*. Englewood Cliffs, N.J.: prentice Hall Inc.
3. Hay, J. G. & Reid, J. G.(1988). *Anatomy, mechanics and human motion*. Englewood Cliffs, N.J.: prentice Hall Inc.
4. Hay, J. G. (1970). *The biomechanics of sports techniques*. Englewood Cliffs, N.J.: Prentice Hall, Inc.
5. Simonian, C.(1911). *Fundamentals of sport biomechanics*. Englewood Cliffs, N.J.: Prentice Hall Inc.

PART – A							THEORY PAPER						
Paper – XV		Subject: RESEARCH AND STATISTICS IN PHYSICAL EDUCATION											
Course Code: BCC– 403		Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage						
Marks: 100		2	32	2C:64	96	30	70						
UNITS / CREDIT		CONTENT											
Unit – 1 Credit – 1/2		Introduction to Research											
1.1		Definition of Research											
1.2		Need and importance of Research in Physical Education and Sports.											
1.3		Scope of Research in Physical Education & Sports.											
1.4		Classification of Research											
1.5		Research Problem, Meaning of the terms, Location and criteria of Selection of Problem, Formulation of a Research Problem, Limitations and Delimitations.											
Unit – 2 Credit – 1/2		Survey of Related Literature											
2.1		Need for surveying related literature.											
2.2		Literature Sources, Library Reading											

2.3	Research Proposal- Meaning and Significance of Research Proposal.
2.4	Preparation of Research proposal / project.
2.5	Research Report: A group project is to be undertaken by a small batch of students under the supervision of a teacher, wherein it is expected to survey school facilities of physical education, health assessment programme evaluation, fitness status of the students, staff and other stakeholders etc. and submit the report to the institution.
Unit – 3 Credit – 1/2	Basics of Statistical Analysis
3.1	Statistics: Meaning, Definition, Nature and Importance
3.2	Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, Construction of Tables
3.3	Graphical Presentation of Class Distribution: Histogram, Frequency Curve. Cumulative Frequency Polygon, O-give, Pie Diagram
Unit – 4 Credit – 1/2	Statistical Models in Physical Education and Sports
4.1	Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Uses, Advantages, Disadvantages and Calculation from Group and Ungrouped data
4.2	Measures of Variability: Meaning, importance, computing from group and ungroup data
4.3	Percentiles and Quartiles: Meaning, importance, computing from group and ungroup data

References

1. Best, J.W. (1963). *Research in education*. U.S.A.: Prentice Hall.
2. Bompa, T. O. &Haff, G. G. (2009). *Periodization: theory and methodology of training, 5th ed.*Champaign, IL: Human Kinetics.
3. Brown, L. E., &Ferrigno, V. A. (2005). *Training for speed, agility and quickness*, 2nd ed. Champaign, IL: Human Kinetics.
4. Brown, L.E. & Miller, J., (2005). *How the training work*. In: *Training Speed, Agility, and Quickness*. Brown, L.E. &Ferrigno, V.A &Ferrigno, V.A., eds. Champaign, IL: Human Kinetics.
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9. Thomas, J.R., & Nelson J.K. (2005). *Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.
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11. Uppal, A. K. (1990). *Physical fitness: how to develop*. New Delhi: Friends Publication.
12. Verma, J. P. (2000). *A text book on sports statistics*. Gwalior: Venus Publications.

PART – A							THEORY PAPER									
Paper – XVI			Subject: ADAPTED PHYSICAL EDUCATION													
Course Code: BCC– 404			Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage								
Marks: 50			2	32		32	15	35								
UNITS / CREDIT			CONTENT													
Unit – 1 Credit – 1/2			Introduction													
1.1	Meaning of handicapped and disabled															
1.2	Historical development of adapted Physical Education															
1.3	Education for handicapped children – meaning and purpose															
1.4	Relation between special education, adapted physical education and physical education															
1.5																
Unit – 2 Credit – 1/2			Types of Disabilities and their causes													
2.1	Hearing disabled, Visual impairments, Orthopedically handicapped, Mentally retarded															
2.2	Cerebral Palsy: Hearing disability, Behavioural disorder and other health impaired conditions															
2.3	Adapted physical education programme for the disabled															
2.4	Programme organisation and administration: Adjustment problems of handicapped, Teaching methods for the disabled, safety needs.															
Unit – 3 Credit – 1/2			Competitive Sports for the Handicapped													
3.1	Sports associations for the handicapped															
3.2	National Organisations for the disabled															
3.3	Government plans and actions for the disabled															
3.4	Placement of disabled individuals															
Unit – 4 Credit – 1/2			Assessment technique													
4.1	Assessment technique for disabled persons – assessing basic physical and motor proficiency															

PART – A							THEORY PAPER									
Paper – XVII			Subject: GENDER STUDIES													
Course Code: BCC– 404			Credit	Class Teaching Hours	Internship/ Practicum	Total Teaching Hours	Internal Assessment Weightage	External Assessment Weightage								
Marks: 50			2	32		32	15	35								
UNITS / CREDIT			CONTENT													
Unit – 1 Credit – 1/2			Concept on Gender													
1.1	Meaning and concept on gender															
1.2	Types															
1.3	Transgender and third gender, sex, patriarchy.															
1.4	Gender bias, gender stereotyping, and empowerment															
1.5	Equity and equality in relation with caste, class, religion, ethnicity, disability and region.															
Unit – 2 Credit – 1/2			Gender studies													

2.1	Paradigm shift from women's studies
2.2	Historical backdrop: some landmarks on social reform movements of the 19 th and 20 th centuries with focus on women's experiences of education with special reference to RajaRammohan Roy, PanditIswar Chandra Vidyasagar, Swami Vivekananda and Rabindranath Tegore.
2.3	
2.4	Commissions and committees on women education
Unit – 3	Credit – 1/2
	Gender and Education
3.1	Gender Identity
3.2	Socialisation Practices in Family, Schools, and Other formal and informal organization.
3.3	
3.4	Schooling of Girls and Women Empowerment
Unit – 4	Credit – 1/2
	Gender Issues in Physical Education Curriculum
4.1	Curriculum and the gender question Teacher as an agent of change Sexuality Sexual harassment Agencies perpetuating violence: Family, school, work place and media

References:

1. Basu, R. & Chakraborty, B. (2011). *Prasanga: Manabividyā*. Kolkata : Urbi Prakashan.
2. Bandarage, A. (1997). *Women Population and Global Crisis: A Political Economic Analysis*. London : Zed Books.
3. Maguise, P. (1987). *Doing Participatory Research: A Feminist Approach*, Amherst, M.A.
4. Boserup, E. (1970). *Women's Role in Economic Development*. New York : St. Martins Press.
5. Brock-Utne, B. (1985). *Educating for peace: A Feminist Perspective*, New York.
6. Ruddick, S. (1989). *Maternal Thinking: Towards a Politics of Peace*, London.
7. Di Stefano, C. (1983). "Masculinity as ideology in political theory: Hobbesian man considered", *Women's Studies International Forum*, Vol. 6.
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PART – B PRACTICUM SEMESTER – IV

Course Code: BPC-401	Subject: Track and Field/Gymnastics/Swimming : Throwing Events (Any one of the three)
Full Marks – 50	
Credit – 1 Teaching Hours – 16, Internship/Practical – 1C-32, Total Teaching Hours – 48,	
Weightage on Internal Assessment – 25 & on External Assessment – 25	
Course Code: BPC-401	Throwing Event
Discus Throw, Javelin, Hammer throw, shot-put	
Basic Skills and techniques of the Throwing events	
Ground Marking / Sector Marking	
Interpretation of Rules and Officiating.	

Grip, Stance, Release, Reserve/ (Follow through action)	
Rules and their interpretations and duties of officials	
Course Code: BPC-401	Gymnastics
Floor Exercise, Balancing Beam exercise and Exercises on the Bar (Horizontal and Parallel) will be decided by the University.	
Course Code: BPC-401	Swimming
Events will be decided by the University	

Course Code: BPC-402	Team Games (Any Two)	Full Marks – 50
Credit – 1 Teaching Hours – 16, Internship/Practical – 1C-32, Total Teaching Hours – 48, Weightage on Internal Assessment – 25 & on External Assessment – 25		
Course Code: BPC-402	Base Ball	
Fundamental Skills		
Player Stances – walking, extending walking, L stance, cat stance.		
Grip – standard grip, choke grip,		
Batting – swing and bunt.		
Pitching –		
Baseball : slider, fast pitch, curve ball, drop ball, rise ball, change up, knuckle ball, screw ball,		
Softball: windmill, sling shot,		
Starting position: wind up, set.		
Fielding		
Catching: basics to catch fly hits, rolling hits,		
Throwing: over arm, side arm.		
Base running		
Base running: single, double, triple, home run,		
Sliding: bent leg slide, hook slide, head first slide.		
Rules and their interpretations and duties of officials.		
Course Code: BPC-402	Netball	
Fundamental Skills		
Catching: one handed, two handed, with feet grounded, in flight.		
Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).		
Footwork: landing on one foot; landing on two feet; pivot; running pass.		
Shooting: one hand; two hands; forward step shot; backward step shot.		
Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.		
Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).		
Intercepting: pass; shot.		
The toss-up.		
Role of individual players		
Rules and their interpretations and duties of officials.		
Course Code: BPC-402	Cricket	
Fundamental Skills		
Batting-Forward and backward defensive stroke		
Bowling-Simple bowling techniques		
Fielding-Defensive and offensive fielding		

Catching-High catching and Slip catching Stopping and throwing techniques Wicket keeping techniques	
Course Code: BPC-402	Football
Fundamental Skills	
Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick Trapping-trapping rolling the ball, trapping bouncing ball with sole Dribbling-With instep, inside and outer instep of the foot. Heading-From standing, running and jumping. Throw in Feinting-With the lower limb and upper part of the body. Tackling-Simple tackling, Slide tackling. Goal Keeping-Collection of balls, Ball clearance-kicking, throwing and deflecting.	
Course Code: BPC-402	Hockey
Fundamental Skills	
Player stance & Grip Rolling the ball Dribbling Push Stopping Hit Flick Scoop Passing – Forward pass, square pass, triangular pass, diagonal pass, return pass, Reverse hit Dodging Goal keeping – Hand defence, foot defence Positional play in attack and defense. Rules and their interpretations and duties of officials. Rules and their interpretations and duties of officials. Ground Marking.	
Course Code: BPC-402	Softball
Fundamental Skills	
Catching: one handed, two handed, with feet grounded, in flight. Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce). Footwork: landing on one foot; landing on two feet; pivot; running pass. Shooting: one hand; two hands; forward step shot; backward step shot. Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed. Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in). Intercepting: pass; shot. The toss-up. Role of individual players Rules and their interpretations and duties of officials.	
Course Code: BPC-402	Volleyball
Fundamental Skills	
Players Stance-Receiving the ball and passing to the team mates, The Volley (Over head pass),	

<p>The Dig(Under hand pass). Service-Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service. Rules and their interpretations and duties of officials.</p>
<p>Course Code: BPC-402 Handball</p>
<p>Fundamental Skills-Catching, Throwing, Ball Control, Goal Throws-Jump Shot, Centre Shot, Dive Shot, Reverse Shot, Dribbling-High and Low, Attack and Counter Attack, Simple Counter Attack, Counter Attack from two wings and centre, Blocking, Goal keeping, Defense. Rules and their interpretations and duties of officials.</p>
<p>Course Code: BPC-402 Basketball</p>
<p>Fundamental Skills Player stance and ball handling Passing-Two Hand chest pass, Two hand Bounce Pass, One Hand Base ball pass, Side Arm Pass, Over Head pass, Hook Pass. Receiving-Two Hand receiving, One hand receiving, Receiving in stationary position, Receiving while jumping, Receiving while running. Dribbling-How to start dribble, How to drop dribble, High dribble, Low dribble, Reverse dribble, Rolling dribble. Shooting-Layup shot and its variations, one hand set shot, One hand jump shot, Hook shot, Free throw. Rebounding-Defensive rebound, Offensive rebound, Knock out, Rebound Organization. Individual Defensive-Guarding the man with the ball and without the ball. Pivoting. Rules and their interpretations and duties of the officials.</p>
<p>Course Code: BPC-403 Combative Sports: Martial Art/ Karate/ Judo/ Fencing/ Boxing/ Taekwondo/ Wrestling/Lathi (Any two out of these)</p>
<p>Full Marks – 50</p>
<p>Credit – 1 Teaching Hours – 16, Internship/Practical – 1C-32, Total Teaching Hours – 48, Weightage on Internal Assessment – 25 & on External Assessment – 25</p>
<p>Course Code: BPC-403 Boxing</p>
<p>Fundamental Skills Player stance Stance - Right hand stance, left hand stance. Footwork – Attack, defense. Punches – Jab, cross, hook, upper cut, combinations. Defense slip – bob and weave, parry/block, cover up, clinch, counter attack Tactics – Toe to toe, counter attack, fighting in close, feinting Rules and their interpretations and duties of officials.</p>
<p>Course Code: BPC-403 Martial Arts/Karate</p>
<p>Fundamental Skills Player Stances – walking, hand positions, front-leaning, side-fighting. Hand Techniques - Punches (form of a punch, straight punch, and reverse punch), Blocks (eight basic). Leg Techniques - Snap kicks, stretching straight leg, thrust kicks, sidekicks, round house. Forms - The first cause Katas. Self Defense - against punches, grabs and strikes, against basic weapons (knife, club</p>

sticks).

Sparring - One step for middle punch, high punch and groin punch. (Defended by appropriate block from eight basic blocks).

Rules and their interpretations and duties of officials.

Course Code: BPC-403

Taekwondo

Fundamental Skills

Player Stances – walking, extending walking, L stance, cat stance.

Fundamental Skills – Sitting stance punch, single punch, double punch, triple punch.

Punching Skill from sparring position – front-fist punch, rear fist punch, double punch, and four combination punch.

Foot Techniques (Balgisul) – standing kick (soseochagi), Front kick (AP chagi), Arc kick (BandalChagi), Side kick, (YeopChagi), Turning kick (DollyoChagi), Back kick (Twit Chagi), Reverse turning kick (BandaedollyoChagi), Jump kick (TwimyoChagi), Poomsae (Forms) – Jang, Yi Jang, Sam Jang, Sa Jang, O Jang, Yook Jang, Chil Jang, Pal Jang (Fundamental Movement – eye control, concentration of spirit, speed control, strength control, flexibility, balance, variety in techniques)

Sparring (Kyorugi) – One Step Sparring (hand techniques, foot techniques, self defense techniques, combination kicks), Free Sparring.

Board Breaking (Kyorugi) – eye control, balance, power control, speed, point of attack.

Rules and their interpretations and duties of officials.

Course Code: BPC-403

Judo

Fundamental skills

Rei (Salutation)-Ritsurei(Salutation in standing position), Zarai (Salutation in the sitting position)

Kumi kata (Methods of holding judo costume)

Shisei (Posture in Judo)

Kuzushi (Act of disturbing the opponent posture)

Tsukuri and kake (Preparatory action for attack)

Ukemi (Break Fall)-UrhiroUkemi (Rear

break Fall), Yoko Ukemi (Side Break Fall), Mae

Ukemi (Front Break Fall), Mae mawariUkemi (Front Rolling break fall)

Shin Tai (Advance or retreat foot movement)-Suri-ashi (Gliding foot), Twugi-ashi (Following footsteps), Ayumi-ashi (Waling steps)

Tai Sabaki (Management of the body)

NageWaze (Throwing techniques)-HizaGuruma (Knee wheel), SesaeTwurikomi-ashi (Drawing ankle throw), De ashihari (Advance foot sweep), O Goshi (Major loinm), SeoiNage (Shoulder throw).

Katamawaze(Grappling techniques)-Kesagatame (Scaff hold), Kata gatame (Shoulder hold),

Kami shihogatama (Locking of upper four quarters), Method of escaping from each hold.

Course Code: BPC-403

Wrestling

Fundamental Skills

Take downs, Leg tackles, Arm drag.

Counters for take downs, Cross face, Whizzer series.

Escapes from under-sit-out turn in tripped.

Counters for escapes from under-Basic control back drop, Counters for stand up.

Pinning combination-Nelson series(Half Nelson, Half Nelson and Bar arm), Leg lift series, Leg cradle series, Reverse double bar arm, chicken wing and half Nelson.

Escapes from pinning: Wing lock series, Double arm lock roll, Cridge.

Standing Wrestling-Head under arm series, whizzer series

Referees positions.

Course Code: BPC-403	Fencing
Fundamental Skill	
Basic Stance - on-guard position (feet and legs)	
Footwork – advance, retire, lunge, Step-lunge	
Grip – hold a foil correctly, Etiquette – salute and handshake to coaches and partners	
Hit a target (glove, mask, person) at riposte distance	
Lunge from an on-guard position.	
Attack - simple attacks from sixte – direct, disengage, doublé attack, compound attacks	
high line – one-two and cut-over disengage, Cut-over attack, Low line attacks	
Semi circular parries – octave and septime	
Understand the layout of a piste.	
Compound or successive parries.	
Lateral parry and direct riposte	
Fence a bout – judges etc. salutes and handshakes	
Rules and their interpretations and duties of officials.	
Course Code: BPC-403	Lathi
Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises.	

N.B. Practicum/Student activity/Seminar assignment/Project File/Work Shop /volunteering, etc. Theory & Practical Assessment Weightage shall detailed be in the syllabus.

Practicum assessment on field – 12 credit and 4 credit for game/activity theory.

In addition to the number of hours mentioned in the course structure table. Time has to be provided for library work, self study, planning, field visits, taking up add on courses (vocational sports education) and so on.

ACADEMIC CALENDER FOR B.P.ED. PROGRAMME

The Board of Studies shall prepare the Academic Calender for the course for the entire session of the two year programme. This will include Academic Activities (Teaching Learning), Internal and External Examinations (Practical) for each semester, School Internship and Final Theory Examination for the semester concerned.

Any change in the said programme shall be brought to the notice of the Chairperson of the Board of Studies of the concerned University for necessary action.

Necessary regulations for conducting B.P.Ed. Examination under semester system shall be followed by the respective University of the state. The University authority shall formulate guidelines in this respective Department or Institute offering B.P.Ed. programme before the commencement of the session.