

The Courses of Study for Two Years

D E I Ed PROGRAMME



As Per NCFTE-2009 Guidelines

WEST BENGAL BOARD OF PRIMARY EDUCATION

April 2014



AAHELI PUBLISHERS

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WEST BENGAL ELEMENTARY TEACHER EDUCATION CURRICULUM, LEADING TO

Two Year Diploma in Elementary Education through Face To Face Mode

□ Fore-Words -

I am very glad to announce that the West Bengal Board of Primary Education is going to accept the final version of the revised Two Year D.El.Ed Curriculum for implementing it from July 2014-session.

The Course is meant for the candidates who have passed the H.S. (+2) or its equivalent examination from a recognised Board/Council with 50% marks in the aggregate (45% for SC, ST, OBC, PH, Ex-Servicemen & Exempted Categories).

With the introduction of the new curriculum, syllabi and approaches to school education in West Bengal from 2013, it became an imperative for the West Bengal Board of Primary Education to review and revise the existing Two Year D.El.Ed Curriculum in accordance with the directions and guidelines of the NCFTE-2009 to accept the new challenges of school education, enshrined in the elementary school education curriculum in West Bengal updated in tune with the spirit in the NCF-2005.

The present document was first handed over to the WB BPE by the Secretary, Department of School Education for implementing the same with effect from 2014.

The West Bengal Board of Primary Education without accepting the same placed the document before a host of national and state level experts in a workshop, held in Kolkata on the 29th and 30th August, 2013.

The final version is the product of their suggestions and recommendations, received from the experts all over India in 2013 and 2014. It is expected that this revised curriculum will meet the demands of School Education through professional preparation of student-teachers.

It is hoped that student-teachers after going through the curriculum will bring about the desired changes in the class-rooms where "the destiny of India is being shaped" by

- (i) bringing the learners to the fore front of the education-process
- (ii) not treating information-giving as the sole aim of education
- (iii) creating a linkage between schools and community
- (iv) creating students' profile and bringing into account the assessment of every child's performance continuously & comprehensively

Wish the National Council for Teacher Education to look up on this curriculum as equivalent to all such curricula introduced and to be introduced as per their guidelines.

Dr Manik Bhattacharya
President
West Bengal Board of Primary Education

ACKNOWLEDGEMENT

No word is apt enough to express our gratitude to the NCTE and Ministry of Human Resource Development who on having the request from the Secretary, Department of School Education, took no time to depute their experts who are stalwarts in the field of elementary Teacher Education.

In the same way, the Principal, Regional College of Education, Bhudaneswar, deserves our special thanks for having deputed experts who have made their marks in the field of Elementary Teacher Education.

The Secretary, Department of School Education, Government of West Bengal, the Commissioner of School Education, WB, the State Project Director, PBSSM, the Joint Secretary (EE), Government of West Bengal, the Chairman, Expert Committee on School Education, the Heads of the Department of Education of different universities deserve our gratitude, because nothing would have come out but for their cooperation and active participation in the process.

I know that the list will go on expanding if I name every contributor. However, I must stop here by mentioning that Dr Aloke Bhattacharya, the Deputy Secretary, West Bengal Board of Primary Education in perfect association with Dr Koushik Chatterjee, Dr Piku Choudhury, Dr K K De, Dr A Panja, Dr Suparna Das, Dr Swati Goswami, the Principal of Nadia DIET did the real job of preparation of the document as per the guidelines of the NCFTE-2009 to meet challenges of School Curriculum, enshrined in the NCF-2005, having due consideration for the region-specificity and regional language variance.

At last, I must mention the very active role of different DIETs, PTTIs & B Ed institutions in West Bengal in the process of the revision of the curriculum. Now, the sincere and honest efforts of the experts will be prized, if the curriculum is implemented in right spirit all over West Bengal for realisation of its goals.

The West Bengal Board of Primary Education shall remain ever grateful to the experts who have already illuminated their names in the field of elementary teacher education both at the national and state levels.

Dr R C Bagchi
Secretary
West Bengal Board of Primary Education

INTRODUCTION

The National Curriculum Framework-2005 and the Right of the Children to Free and Compulsory Education Act-2009 clearly speak out the expectations of our country from a teacher. These may be summed up in the following few bullets:-

- ✓ Care and concern for the children and their all-round development
- ✓ Understanding the socio-cultural diversity, economic disparity, linguistic plurality and secular frame work of the nation
- ✓ And, therefore, acceptability of a heterogeneous classroom
- ✓ Knowledge of the needs of the children, the society, the nation and the world

□ Existing Teacher Education -

There are two forms of Teacher Education—Pre service and In-service. The aim of one is to prepare an individual for the profession, while the aim of the other is to update a teacher in accordance with the challenges of education.

The pre-service -curriculum currently focuses on learning about various pedagogic methods and techniques and never allows or puts a teacher educator into any challenging situation to prove the truth of all what he has said.

There is no construction and reconstruction of the learning experiences. Assessment is based purely on the ability of telling and explaining, not on doing things in similar situations or making things environmentally appropriate.

The in-service part of the teacher education is almost a routine work. The teachers, who are called for orientation without any concern over whether they need such trainings at all or not, mostly do not apply or have to apply the concepts in real class-room situations.

□ Our Forward Look -

A New Era of Curriculum development to begin from West Bengal to address the oft-spoken, so far unanswered questions like,

- ✓ who a quality teacher is
- ✓ what makes an innovative and reflective teacher
- ✓ For whom a teacher works
- ✓ How to give effect to the concept of inclusive Education in the real classroom situations

- ✓ How to address the diverse cultural background and multi lingual set up in classrooms
- ✓ How to accommodate the children with special needs
- ✓ How to address the problem of out of school children
- ✓ How to put the out of school children in to the mainstream of education
- ✓ How to reach the last out of school student and put him/her into the focus

□ Pedagogy revision by an Expert Committee -

Traditional instructional strategies look up on teaching as an act of informing, telling and narrating which means passivity on the part of the learners. Teachers are also taught to look upon teaching in the like way.

Teacher-educators, accordingly, taught the student-teachers about various strategies without leading them into innovations/improvement upon the existing pedagogic interventions.

The trend has its impact on the school education which is practically dominated by the teachers who have no other activity than informing the learners of certain things.

□ Pedagogic revision by an expert committee is the crying need -

Pedagogic revision implies

- Replacement of teacher centricity with learner centricity in the real sense of the term
- Bidding adieu to passive listening to and giving lectures and welcoming activity and project oriented self-learning
- Constructing the learner's own knowledge in place of giving and receiving a bagful of information
- Allowing every learner to share his/her experiences
- Moving to the community for sharing knowledge with wisdom, testing knowledge etc
- Integrating knowledge with experiences

□ Systemic Reforms -

- We want to get rid of the ever increasing load of education, but our teachers do not know how to effect it or how to de-load education to let the child grow and mature in consonance with nature, because
- The concepts arise from books and die down after the programme or the course-end-examination is over.
- Therefore, in West Bengal, we are very much worried about bringing in such pedagogic issues in the right spirit and with the pious intention of

involving the teachers very much in the process of working out the devices and trying out the same to find out its efficacies, during the course.

- Our teachers talk about School based Continuous and Comprehensive Evaluation, but cannot practise it to relieve the learners of the examination-phobia. So, there remains an ever-widening gap and disparity between what they are taught and what they practise.
- One of the major issues in the re-vision-of Two Year D.El.Ed curriculum, is to prepare the student-teachers for all sorts of challenges in the elementary education including school based activities.
- Mobilization of the Teaching Community to be acquainted with the socio-economic and cultural diversities of different states as well as different parts or districts within the state, to adopt the best practices for their classrooms, is one of the few major goals to achieve through Teacher Education.
- This will ensure respect to the national values like acculturation, acceptance, endurance and sharing in the midst of plurality and diversity.

□ How to Achieve this?

- Through excursion and field trips within the curriculum/course
- On line sharing of experiences and exchange of views
- Allowing freedom of choice to the teachers in order to contextualize Education
- Inviting others to the arena of West Bengal-specific teacher education under the National Frame Work
- Making education available through everybody's home language in a heterogeneous classroom.

□ Emphasis on Practicum -

- There should be a balance between the concepts and practices. A teacher must not ask his/her pupils to do what he/she himself/herself cannot do. Herein lies the truth of linking the classroom to the real world as envisaged in the NCF-2005, and duly endorsed by the NCETE-2009.
- Therefore, in addition to the practical activities, mentioned above, our curriculum is going to lay due stress on the school-internship programme within the course, not merely in the conventional form of practice teaching for a certain period of time, but through the adoption of certain schools as the laboratories to test the novel concepts of learner centric, activity based strategies for qualitative improvement of education through the all-round development of the child who is at the centre of all such activities
- Every such leader school within the vicinity shall be under the leadership

of a teacher educator who will act as a link between the student-teachers and the existing teachers of the school for dissemination and exposition of the innovative practices among the in-service teachers.

- Evaluation of such activities would be done continuously and comprehensively in terms of students' response and feedback, in terms of their motivation in the observed & observable, measured and measurable learning situations.
- There would be remedial measures to correct the deficient teachers through live demonstration and active participation of the teacher educator, concerned, within such course.
- However, only on successful completion of the practicum course, student-teachers would be exposed to external evaluation once in every year which is summative in nature.

Education of the teacher-educators is no less important in view of the expectations of teacher education curriculum. Every teacher educator is required to be updated duly in order to cope with the new challenges of education, spelt out in the N C F-2005, endorsed duly in the NCETE-2009. Student-teachers are bound to fail in their classrooms, if the teacher-educators cannot rise to the occasion and empower the teachers accordingly along the lines spelt out in the NCETE-2009.

For appropriate education of the elementary teacher educators for effective transaction of the curriculum, leading to the realization of the curriculum- goal appropriate steps have been envisaged by the West Bengal Board of Primary Education.

The relevance of educational research, preferably in the form of short-term, classroom-problem-specific Action Research is unquestionable for the development of the learning process to ensure the desired learning outcome-oriented school Education.

Enough space in the Curriculum has been left for the teacher-educators to understand the linkage between the research in teacher education and the guarantee in the promotion of qualitative school education and also to encourage entrepreneurship in research among both the teachers and teacher-educators.

□ Eligibility for Entry into the 2 year D.El.Ed. Course

This Two Year D.El.Ed Course is meant for the candidates who have passed the H S (+2) or its equivalent examination from a recognised Board/Council with 50%/45% marks(as the case may be) in the aggregate

Course Structure - Part-1 First Year)

Total Marks : 700 (External :450; Internal : 250)

Total Hours : Theory-450hrs; Practical-180 hrs

Area	Course Code	Name	Marks	Total credit	Term End Evaluation	Internal Evaluation		
Core	CC-01	Child Studies	100	6(4+2)	4	2		
Compulsory Pedagogic Subject (CPS)	CPS-1	Language-(L1)	100	6(4+2)	4	2		
	CPS-2	Language-(L2)	100	6(4+2)	4	2		
	CPS-3	Mathematics	100	6(4+2)	4	2		
	CPS-4	Environmental Science	100	6(4+2)	4	2		
PRACTICUM	P-1	Pre-Internship (Process Based Teaching Learning Skill Enhancement)	100	6	3	3	50 (by external) (16x5Skills)	50 (by internal) Minimum 30 days
	P-2	Creative Drama, Fine Arts, Physical and Health Education	100	6	3	3	50 (by external)	50 (by internal)
TOTAL			700	42	26	16		

DELETED Syllabus

Course Structure for Part-2 (Second Year)

Total Marks : 700 (External : 310; Internal : 390)

Total Hours : Theory-270 hrs; Practical-330 hrs

Area	Course Code	Name	Marks	Total credit	Term End Evaluation	Internal Evaluation		
CORE	CC-02	Educational Studies	100	6(4+2)	4	2		
CORE	CC-03	Contemporary Studies	100	6(4+2)	4	2		
CORE	CC-04	Pedagogy Across Curriculum	100	6(4+2)	4	2		
CORE	CC-05	Computer Application In Education	100	6(4+2)	-	6		
PRACTICUM	P-3	School Internship including Practice Teaching.	200	10	5 (By External)	5 (By Internal)	Minimum 45 days	
	P-4	*School Based Activities: Physical, Emotional Health Education.	100	6		6 (By Internal)		
TOTAL			700	40	17	23		

Part-1 (First Year)

*Note: The school-based activities (P-4) for the student-teachers will start in the month of January in the first year of the course and go on till March. During this period the learners will go to the selected and allotted school and interact with the students and management of the schools in terms of the activities, mentioned in our course. The performance of the student-teachers thereon each of the activities will have to be submitted in the second year for internal evaluation only.

QUESTION-PATTERN FOR WRITTEN (Theoretical) EXAMINATIONS

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

Sl No.	TYPE of Questions	Number of Questions to be answered	Weight age	Remarks
D1	MCQ-Type	20 (out of twenty)	20x1	Four-option-MCQ In Methodology papers 10 for Content & 10 for Method
D2	Very Short Answer Type	10 (out of twelve)	10x2	Answers to be written within 25 words
D3	Short Answer Type	02 (out of Three)	07x2	Answers to be written within 250 words/
D4	Essay Type	01 (out of two)	16x1	Answer is to be written within 500 words

Marks-Grade Point Conversion

Range of % of Marks	Grade	Grade Point	Qualitative Evaluation
90 & above	O	9	Outstanding
80-89	E	00	Excellent
70-79	A	7	Extraordinary
60-69	B	6	Very Good
50-59	C	5	Good
40-49	D	4	Average
Below 40	K	Nil	Poor (Not Qualified)

PART -1 (FIRST YEAR)**CC-01: Child Studies**

Maximum Marks=100

Internal=30

External=70

Pass Marks=40% of Full Marks in each of the External & Internal Evaluation
Student Contact = 90 hours**OBJECTIVES :**

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

Unit-1: Perspectives in Development

Class-8 Hours

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

Unit-2: Physical-Motor Development

Class-7 Hours

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

Unit-3 : Social Development

Class-10 Hours

- Concept of socialization: Family environment, Parent-child relationships, Child rearing practices
- Separation of parents: Children in creches, orphanages etc.
- Schooling: peer influences, Teacher-child relationships, out of school experiences

- Development of children through socialization process
- Personality development—Freudian stages of development
- Psycho-social development—stages as proposed by Erikson
- Social theories and Gender development—meaning of gender roles, influences of gender roles, stereotypes and gender in playground

Unit-4: Self and Moral development

Class-7 Hours

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

Unit-5: Emotional Development

Class-8 Hours

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

Unit-6: Learning

Class-9 Hours

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

Unit-7: Cognition

Class-11 Hours

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

Unit-8: Play

Class-10 Hours

- Meaning of Play: Characteristics, kinds and types of Play
- Functions of Play: Linkages with the physical, social, emotional, language, cognitive and motor development of children

- Cross Cultural & Socio-Economic differences in children's play
- Games and group dynamics, rules of games and how children learn to negotiate differences and resolve conflict.

Unit-9: Language

Class-10 Hours

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

Unit-10: Communication

Class-10 Hours

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

Mode of Curriculum Transaction

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

Course Evaluation :

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

Internal marks-30

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

Bengali Version
Course No. CC-01

প্রাথমিক শিক্ষক শিক্ষণে শিশু শিক্ষা

ড. উদয়নাথের কবিরাজ

ড. উর্মি স্বপ্নবতী

COMPULSORY PEDAGOGIC STUDIES-CPS-1; L-1 (BENGALI, HINDI, URDU, NAPALI)

Maximum Marks=100

External=70

Internal=30

Pass Marks=40% of Full Marks in each of the External & Internal Evaluation
Student Contact = 90 hours

□ উদ্দেশ্যাবলি :

- শিক্ষার্থীদের ভাষাগত দক্ষতার বিকাশসাধন
- প্রারম্ভিকস্তরের মাতৃভাষা বাংলা পাঠক্রমের বিষয়বস্তু সম্বন্ধে শিক্ষার্থীদের বিজ্ঞানভিত্তিক জ্ঞান বৃদ্ধিতে সহায়তা করা।
- শিক্ষণ পদ্ধতি ও ভাষা শিখনে বাংলা ভাষার প্রাসঙ্গিক সম্বন্ধে শিক্ষার্থীদের স্পষ্ট ধারণা গঠন।
- ভৌগোলিক বিভিন্ন শিক্ষক শিখন পদ্ধতি ও ভৌগোলিক পরিচালন পদ্ধতি সম্বন্ধে সূচু ধারণা গঠন।
- প্রতিটি শিশুর পারদর্শিতার মূল্যায়ন এবং সেই অনুযায়ী প্রতিটি শিশুর নিশ্চিতকরণের নিশ্চিত প্রয়োজনীয় ধারণা গঠন।
- বাংলা ভাষার দক্ষতা অর্জন ও শিক্ষার্থীদের ভাষাগত দক্ষতা অর্জনে সহায়ক পদ্ধতি সম্পর্কে সূচু ধারণা।

পাঠ একক-১

বিষয়বস্তু :

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

পাঠ একক-২

বাংলা ভাষা শিক্ষণের উদ্দেশ্য :

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

পাঠ একক-৩

বাংলা ভাষা শিক্ষণের বিভিন্ন পদ্ধতি :

- শব্দানুক্রমিক পদ্ধতি

১০ ঘণ্টা

➤ বর্ণানুক্রমিক পদ্ধতি

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

পাঠ একক-৪

বাংলা ভাষা শিক্ষণের বিভিন্ন স্তর এবং দক্ষতা বিকাশ :

- অবগ, কথন, গঠন, লিখন, সৃজনাত্মক লিখন, হস্তলিপি বানানবিধি
- শব্দ ভাভারের বিকাশ

পাঠ একক-৫

পাঠ পরিকল্পনা ও পাঠটীকা প্রণয়ন :

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

পাঠ একক-৬

ব্যাকরণ (কার্যগত) :

- ব্যাকরণ শিক্ষার লক্ষ্য-উদ্দেশ্য-গুরুত্ব প্রয়োজনীয়তা
- পাঠ্যপুস্তকের অন্তর্ভুক্ত ব্যাকরণ শিক্ষার সুবিধা এবং অসুবিধা
- ব্যাকরণ শিক্ষাদানের বিবিধ পদ্ধতি—আরোহী-অবরোহী-সূত্র পদ্ধতি
- প্রথম থেকে অষ্টম ভৌগোলিক পর্যন্ত নির্ধারিত পাঠ্যসূচি অনুযায়ী (কার্যগত) ব্যাখ্যা, ব্যাকসমূহ এবং ব্যাকরণ ভৌগোলিক বিভাগ ইত্যাদি।

- সমুচিত ভিন্নার্থক শব্দ—বিপরীতার্থক শব্দ-প্রতিশব্দ সম্পর্কে বিশদভাবে অবগত হওয়া।

পাঠ একক-৭

লিখন :

- লিখন দক্ষতার উৎকর্ষসাধন
- অনুচ্ছেদ রচনা : বিষয়বস্তুর ব্যাকসমূহ চিহ্নিতকরণ, ব্যাকসমূহের যুক্তিসূক্ত বিন্যাস, সংযোগকারী শব্দ ও বাগবিধির সাহায্যে ব্যাকসমূহের সংযুক্তিকরণ

১০ ঘণ্টা

১। লিখনের বিভিন্নরূপ : পত্রচলন, আবেদনপত্র, অভিযোগপত্র, নিমন্ত্রণপত্র, নুমতিপত্র, বার্তা, নোটিশ, পোষ্টার ইত্যাদি।

- ২। শিখনশৈলি/ধরানা
- ৩। নিয়ন্ত্রিত/নির্দেশিত লিখন
- ৪। অবাধ ও সৃষ্টিশীল

পাঠ একক-৮

প্রাথমিকস্তরে বাংলা ভাষা শিক্ষণ নিয়ে বিভিন্ন প্রশ্ন :

- ১। বহু ভাষাভাষী ও বিধি সংস্কৃতির প্রেক্ষিতে বাংলা শিক্ষণ
- ২। প্রথম ভাষা হিসেবে বাংলা শিক্ষণ, দ্বিতীয় ভাষা হিসেবে বাংলা শিক্ষণ বিকাশমূলক আর্কশনমাজিক ও মনস্তাত্ত্বিক উপাদানসমূহ : প্রথম ভাষা আধ্যাত্মকরণের মূল উপকরণসমূহ
- ৩। বাংলা ভাষা শিক্ষণ সূচনার উপযুক্ত বয়ঃক্রমজনিত প্রেক্ষিতে বিবেচনা

পাঠ একক-৯

ভাষার স্বরূপ :

- ১। ভাষা বলতে কি বোঝায় : প্রথম ভাষা, দ্বিতীয় ভাষা এবং বিদেশি ভাষা
- ২। আদান-প্রদান ও চিহ্ননের মাধ্যমে হিসেবে ভাষা
- ৩। ভাষা আয়ত্তিকরণ, ভাষা শিক্ষক-শিখন
- ৪। প্রেক্ষিকক্ষে প্রজ্ঞার নির্মাণ
- ৫। ভাষাসমৃদ্ধ প্রেক্ষিকক্ষে গুরুত্ব অনুধাবন

পাঠ একক-১০

মূল্যায়ন :

- ১। নিরবচ্ছিন্ন ও সামগ্রিক মূল্যায়ন
- ২। মৌখিক ও লিখিত পদ্ধতির মাধ্যমে মূল্যায়ন
- ৩। কার্যসম্পাদনমূলক মূল্যায়ন
- ৪। অভ্যন্তরীণ-বাহ্যিকমূল্যায়ন
- ৫। পারদর্শিতার অভীক্ষা ও বিবরণবস্তুর বিশ্লেষণ
- ৬। দুই প্রকার (বসন্ত পত্র)
- ৭। দক্ষতাভিত্তিক প্রশ্নপত্র তৈরি এবং এককভিত্তিক নমুনা প্রশ্নপত্র সৃজন।

হাতে কলমে অভিজ্ঞতা অর্জনের জন্য সক্রিয়তাভিত্তিক কার্যাবলি

- ১। প্রকল্প—দেওয়াল পত্রিকা-তথ্যসংগ্রহ, মাতৃভাষা দিবস পালন-বিতর্ক আলোচনা।
- ২। পাঠক্রম প্রয়োগের মাধ্যমে—প্রেক্ষিকক্ষে নিখাদ্রিয়া, দলগত কাজ, দলগত আলোচনা, বলিবন, প্রযুক্তি বিদ্যার মাধ্যমে শিখন।

৭. ষষ্ঠা

৩। মূল্যায়ন—অভ্যন্তরীণ ও

ক। অ্যাসাইনমেন্ট-১০

খ। প্রকল্প-১০

গ। বিভিন্ন ভাষাভিত্তিক কার্যাবলিতে অংশগ্রহণ

ঘ। দেওয়াল পত্রিকা লিখন

ঙ। বলিবন-

চ। উপস্থিতি

সমগ্র কার্যাবলিতে অংশগ্রহণ কিছু সমগ্র আইটেমের মধ্যে যে কোন তিনটি জনা দিতে হবে। উপস্থাপনে-১০, নম্বর তিনটির জন্য ১৫, উপস্থিতির জন্য ৫

৪। বহির্মূল্যায়ন—৭০ নম্বর লিপিত

নৈবৃত্তিক—২০ নম্বর (২০টি প্রশ্ন)

অতি সংক্ষিপ্ত প্রশ্ন—১০ x ২ (১০টি থাকবে) নম্বর = ২০ নম্বর

সংক্ষিপ্ত প্রশ্ন—তিনটির মধ্যে দুটি ৭ নম্বর x ২ = ১৪ নম্বর

বিস্তার প্রশ্ন—২টির মধ্যে একটি—১৬ নম্বর

প্রাথমিক শিক্ষক শিক্ষণে

আধুনিক বাংলা শিক্ষণ পদ্ধতি

ড. মুন্সী দত্ত

(CPS-02): TEACHING SECOND LANGUAGE: ENGLISH AT THE ELEMENTARY LEVEL

Maximum Marks = 100

Internal=30

External=70

Pass Marks=40% of Full Marks in each of the External & Internal Evaluation
Student Contact = 90 hours

Objectives :

- > To help the student teachers develop a clear understanding of the pedagogy and content of the school curriculum in English at the elementary level
- > To develop an understanding of the processes of teaching-learning and acquisition of English in context
- > To enable the student teachers to facilitate acquisition of English through the constructivist approach in inclusive classrooms
- > To promote reflective teaching practice among the student teachers
- > To enable the student teachers to assess the needs and performance of every child and guarantee learning for each child accordingly
- > To develop proficiency in the language and ensure the proficiency of the learners in turn
- > To develop communicative competence of the student teachers

Unit 1: Issues of Teaching English in the Elementary level in India

Class-8 hours

- Concept of first, second and foreign language-a historical view of English as a second language (ESL) in India
- Importance of English in the multilingual context in India-English as a link language-for national and international link, English as a library language
- Language acquisition and Language Learning-concept, difference between acquisition and learning stages of acquisition, factors influencing language acquisition, importance of an acquisition-rich environment, perspectives on appropriate age for learning second language
- A historical overview of development of English language Teaching in India
- Aims and objectives of teaching English-Objectives of teaching English as per the Kothari Commission and NCF-2005, Objectives of teaching English as second language in the elementary level in West Bengal

Unit 2: Content-Proficiency

Class-15 hours

- Critical reflection upon the content of the text books from class I-VIII
- Personal response to the poems and stories in the text books

- Critical reflection on adapting the text to the individual and special needs of the diverse learners
- Reading from authentic sources beyond the text books like newspaper reports, popular and relevant stories(children's literature), rhymes, notice, popular culture and stories/folklores, from local/indigenous cultures and relating them to the text
- Reading beyond the text about topical issues like ecological issues and bio-diversity, education, equity etc and relating them to the content in the text books

Unit 3: Approaches, Methods and Techniques of Teaching English in the Elementary level

Class-10 hours

- Concept of Approach, Method and Technique - definition and difference between them, importance of approaches and methods in teacher education programs
- Structural Approach, Grammar Translation Method, Situational Language Teachings Audio-lingual method, Communicative Language Teaching, Task-based Language Teaching, Cooperative Language Teaching, Content and Language Integrated Teaching in multicultural and multilingual context, Eclectic method
- Constructivist approach to teaching English at the elementary level

Unit 4: English as a Skill Subject :

Class-10 hours

- The basic skills of language
- Teaching English as a skill based subject in the elementary level with reference to the objectives specified by the NCF 2005 and the West Bengal Board of Primary Education&West Bengal Board of Secondary Education
- Development of listening skill-importance of listening skill, types of listening, aims of teaching listening to learners at the elementary level, problems, strategies
- Development of speaking skill-importance of speaking skill, features, aims of teaching speaking to learners at the elementary level, problems, strategies
- Development of reading skill-importance of reading skill, types of reading, features, stages, aims of teaching reading to learners at the elementary level, problems, strategies/methods
- Development of writing skill-importance of writing skill, types of writing, features including mechanics of writing, aims of teaching writing to learners at the elementary level, problems, strategies
- Developing vocabulary and teaching grammar through the four basic skills-principles and strategies

☐ **Unit 5: Teaching Learning Material for teaching English including CALL (Computer Aided Language Learning)** **Class-5hours**

- Teaching Learning Material - Nature, Features, Importance in language teaching-learning, Types, Preparation of low cost TLM, principles for preparation of TLM for children with special needs
- CALL(Computer Assisted Language Learning) - Presentation of textual, graphical and multimedia information for learners at the elementary stage; Principles; Factors for effective use of CALL for diverse learners in an inclusive classroom
- Use of Realia for teaching language - nature, features, importance, strategies

☐ **Unit 6 : Functional Grammar and Vocabulary** **Class-10 hours**

- Parts of speech with reference to the text books of class I-VIII
- Phrases and sentences - structural and functional division of sentences, Types of sentences, framing Wh-questions, Transformation of sentences(Positive-Negative/simple-compound-complex/degree of comparison/voice/either-or/so-that/neither-nor/too-to/infinitives), Joining of sentences
- Reported speech
- Functional classification of verbs (main verbs, auxiliary verbs), different forms of verbs, tenses, subject-verb agreement with particular reference to the use in the text books of class I-VIII
- Use of Phrasal verbs
- Understanding the basic elements of phonetics, stress with special reference to the words, phrases and sentences used in the text books of class I-VIII

☐ **Unit 7: Interaction in a Language class** **Class-10 hours**

- Creating a child-centric, trauma-free homely environment for teaching English-principles, factors, strategies
- Concept of fluency, accuracy, appropriacy-significance of fluency and appropriacy in the English classroom at the elementary stage
- Learner interactional patterns; Group work and pair work-nature, principles, activities for developing the four basic skills of language
- Assigning activities according to the level of the learner; Language games - developing and using (available free of cost in various websites) various language games for developing the four basic skills of language and effective class management
- Preparation of work/activity sheets including those for children with special needs for developing the four basic skills of language
- Theme based teaching (based on the prescribed text books of Class I-VIII) in an inclusive class
- Scaffolding and gradual withdrawal of support

☐ **Unit 8: Proficiency in Framing Instructions** **Class-5 hours**

- Understanding the importance of giving and following instructions in a communicative setting
- Framing instructions for different activities for teaching English with reference to the content in the text books from Class I to Class VIII
- Framing tasks on Listening, Speaking, Reading and Writing- activities to be done at the Pre-listening/speaking/reading/writing, While- listening/speaking/reading/writing and Post-listening/speaking/reading/writing stages
- Designing activities and instructions on the basis of the types of activities given in the prescribed text books (like categorizing, sequencing, matching, justifying, cause-effect relationship etc) and writing down the objectives of designing each such activity

☐ **Unit 9 : Proficiency in Communication** **Class-5 hours**

- Understanding different types of writing for elementary level students and relevant exercises
- Conversations in given contexts and simulated real life situations,
- Preparing Teaching Journals -reflecting upon the teaching activities and preparing written accounts of teaching experiences based on students' response/feedback
- Preparing book reports on books on children's literature beyond the text books
- Reflecting and speaking on topical issues like child-labour, drop-outs, mid-day meals, equity, global warming, universalization of elementary education etc.
- Preparing wall magazines, posters related to awareness campaigns, skits etc on given themes
- Assessing Students' performance in communication-both oral and written

☐ **Unit 10: Planning and Evaluation** **Class-12 hours**

- Importance of planning activities and lessons appropriate to the level of the learners
- Lesson plans—Process based teaching and Macro teaching
- Selected five skills at the micro-level of lesson planning—integration, facilitating child-centric learning, inspiring learner to question, developing the learners' power of observation, relating performing arts with the learning situation
- Developing tools of assessment—concept of different types of questions, developing small achievement tests with proper weightage on knowledge, comprehension, application and psychomotor type of questions/activities.

- Assessment of students' performance in the four basic skills of listening, Speaking, Reading, Writing
- Creating students' profile and recording performances
- Remedial measures
- Undertaking Action Research projects under the supervision of teacher educators - for example:
 - i. Understanding the various difficulties of learning English among the students of a particular class of schools within the vicinity of the respective teacher education institute, clustering them into certain patterns and providing remedial measures

OR

- ii. Identifying the learning needs and difficulties of diverse learners with special needs in a particular class of schools in the vicinity of the Teacher Education Institution and providing measures for teaching English to such learners with individual learning needs.

□ Mode of Curriculum Transaction :

Theories to be presented with examples and hands-on experience wherever possible [like use of CALL or TLM]. Student teachers must be engaged in oral and written work for actual preparation and presentations.....

Student teachers must be engaged in preparing the activity sheets, language games, reflective teaching journals, wall magazines, book reports, lesson plans, instructions, action research activities and report and other oral and written activities which will be evaluated according to the internal marking scheme given below.

□ Internal marking scheme :

- Language games/Preparation of age and level appropriate work/activity sheets including those for children with special needs/Framing instructions for different activities for teaching English with reference to the content in the text books from Class I to Class VIII/Framing tasks on Listening, Speaking, Reading and Writing/Designing activities and instructions on the basis of the types of activities given in the prescribed text books and writing down the objectives of designing each such activity 10 [5+5]- best two
- Book Report writing/creative writing/wall magazine/Journal entries 5 [the best one]
- Listening and Speaking activities [Unit 9]- oral 5
- Project 10

Total : 30

□ Course Evaluation(External) :

- Evaluation is process-based. A procedure for conducting external evaluation is as follows:-
- External Evaluation : External hour-3 hours
External Marks =70

Teaching of English : A Teacher's Primer

Shudhakar Sardar ♦ Madhumita Mukherjee ♦ Rumpa Mandal

(CPS-03) : MATHEMATICS FOR THE ELEMENTARY TEACHER EDUCATION

Maximum Marks = 100

Internal = 30

External = 70

Pass Marks = 40% of Full Marks in each of the External & Internal Evaluation
Student Contact = 90 hours

□ Objectives :

- To enable student-teachers to develop deeper insights into the content areas of mathematics at the primary level.
- To make student-teachers aware of factors that exercise impact on the process of acquisition of mathematical knowledge
- To sensitize student teachers about the ways in which children respond to mathematical knowledge
- To help student-teachers develop skills, have deeper insights, acquire appropriate attitudes, learn effective strategies that promote effective children's learning.
- To appreciate the importance of mathematics laboratory in learning mathematics.

□ Unit-1: Perspective about Mathematical Knowledge :

- Meaning, nature and characteristics of mathematics 9 hours
- Processes in mathematics-mathematical representations, mathematical relations, reasoning, problem solving in mathematics and communication in mathematics. 2 hours
- Goals of Mathematics Education-Cognitive, Affective and Psychomotor domain 5 hours

2 hours

- Unit-2 : Perspective about Mathematical knowledge:** 10 hours
- Aims of teaching mathematics- disciplinary, utilitarian, recreational. 3 hours
 - Objectives of mathematics education of elementary level in terms of competencies/learning outcomes, development of interest and appreciation 5 hours
 - Effect of socio-cultural background of children on mathematical knowledge 2 hours
- Unit-3: Pedagogic Content Knowledge:** 7 hours
- Number : Number concepts, counting, place value, rational numbers, Arithmetic operations, Fractions, Decimals 4 hours
 - Spatial understanding and Shapes - vocabulary of special relationship, basic geometrical shapes and their characteristics, Triangle, Rectangle, Square, Circle, Sphere, Cylinder and Cone, Rectangular parallelepiped, cube. 3 hours
- Unit-4 : Pedagogical content knowledge :** 6 hours
- Measurement : Length, perimeter and area of square & rectangle circle, weight, volume, Time and money 4 hours
 - Data handling : Collection and representation of data through various methods-tables, tallies, pictogram and bar graph-interpretation of idea 2 hours
- Unit -5 : Elementary Statistics :** 8 hours
- Basic concept in statistics 1 hour
 - Tabulation of Data 2 hours
 - Graphical presentation thereof 2 hours
 - Measure of Central Tendency and dispersion 3 hours
- Unit - 6 : Conceptualization of Mathematics :** 15 hours
- Constructivist Approach in Mathematics 2 hours
 - Activity based learning, strategies for concept formation and concept attainment, structuring activities for inductive thinking and inquiry based learning, structuring learning, activities using manipulative, story problems, games, outdoor activities and real life situations 5 hours
 - Co-operative learning strategies (learning together technique) 1 hour
 - Theory of Mathematics learning : Piaget, Vygotsky, Dienes, Bruner 4 hours
 - Concept of Estimation-Measurement related 1 hour
 - Use of out of School Mathematics for conceptualization of Formal Mathematics 2 hours
- Unit-7 : Resource in Mathematics Learning:** 6 hours
- Preparation and use of learning materials in mathematics. 4 hours
 - Principles of selection and effective use of TLM 2 hours

- Unit-8 : Learning methods and approaches of Mathematics :** 7 hours
- Observation, experimentation, Demonstration, Problem Solving 4 hours
 - Project 3 hours
- Unit - 9 : Planning for Teaching Mathematics :** 10 hours
- Unit-wise process based lesson planning, Preparation of lesson notes on the basis of competencies 8 hours
 - Planning for Teaching - Addressing problems in mathematics teaching and their probable solutions. 2 hours
- Unit -10 : Assessment of mathematics Learning :** 12 hours
- Meaning and purpose of assessment and evaluations 2 hours
 - CCE in mathematics, Formative and Summative 4 hours
 - Tools of assessment in mathematics-Achievement test and diagnostic test in mathematics : construction and use 4 hours
 - Assessment of misconceptions in Mathematics 2 hours
- Mode of Curriculum Transaction :**
- Lecture Cum demonstration and hands on experiences on the productions of audio-visual materials.
- Internal Works :** Students may undertake any one of the following activities.
- Assignment on Construction of test items.
 - Preparation and demonstration of TLM for constructive class room.
 - Action Research for improvement on Mathematics Teaching and Learning.
- Course Evaluation :**
- Evaluation is process- based. A procedure for conducting evaluation in both the internal and external is as follows:-
 - **Internal marks-30**
 - Distribution of the Marks
 - Assignment-10
 - Internal Examination/Paper Presentation/Group wise or Individual -10 Marks Attendance-5 Marks
 - Overall Participation = 5 Marks
 - **External Evaluation : External hour-3 hours**
 - External Marks =70

প্রাথমিক শিক্ষক শিক্ষণে

আধুনিক গণিত শিক্ষণ পদ্ধতি

অধ্যাপক (ড.) কবলকৃষ্ণ দে ❖ অধ্যাপক শঙ্করকুমার পাল

CPS-04: ENVIRONMENTAL SCIENCES

Maximum Marks = 100

Internal = 30

External = 70

Pass Marks = 40% of Full Marks in each of the External & Internal Evaluation
Student Contact = 90 hours

Objectives :

- To prepare Teachers who understand Philosophical and epistemological basis of EVS as a composite area of study that draws upon Science and Social Science.
- The content related to Concepts in Science and Social Science is embedded within the Course.
- To help Student-Teachers understand the Scope of EVS and examine different perspectives of Curriculum organization.
- To prepare Student-Teachers to plan for and carry out classroom transaction in the light of various Theoretical and Practical viewpoints of learning and children's ideas.

Unit-1 : Basic Concept of EVS :

Class-6 Hours.

- Meaning, Nature and Characteristics of EVS.
- Process in EVS - representations, relations, reasoning, problem solving in day-to-day activities and communication in life skills.

Unit-2 : Aims and objectives of EVS :

Class-6 Hours

- Aims of Teaching EVS-Multi disciplinary, Utilitarian.
- Objectives of EVS in terms of Competencies/Learning outcomes in terms of contextualization, development of interest and appreciation.

Unit - 3: Curriculum Construction of EVS Learning :

Class-8 Hours

- Principles of Curriculum Construction
- Organization of Curriculum Construction.

Unit - 4: Approaches and Methods for Teaching -Learning of EVS:

Class-10 Hours

- Approaches-Transmission, Child-Centric, Discovery, Constructivism.

- Methods-Story telling, Observation, Discussion, Dramatization, Discovery, Local Field Study, Demonstration, Problem-solving, Project, Experimentation.

Unit-5 : Resource and Materials for Teaching - Learning EVS: Class-10 Hours

- Preparation and use of Teaching-Learning - Materials (LTM) in EVS.
- Use of Local Resources in EVS Learning
- Organizing Resource Rooms in Schools for preserving Audio-Visual Teaching Aids (ET Lab)
- Organizing Library for preserving Text Books, Teachers' Hand Books, Reference Books and some periodicals.
- Organizing Laboratory as Science resource room.

Unit-6 : (Knowledge) Critical analysis of the Contents of EVS meant for class I to V. Class-9 Hours

Unit-7 : (Knowledge) Critical analysis of the contents of EVS meant for class VI to VII Class-9 Hours

Unit-8 : Lesson Planning of EVS Learning. Class-10 Hours

- Unit and Sub-Unit based Lesson Planning (Micro and Macro), preparation of lesson notes on the basis of competencies (Micro)
- Maintaining Note Books (Micro & Macro) for evaluation of lesson plan along with Work-Sheet with each and every Lesson Plan.

Unit-9

- Action Research for improvement of Teaching-Learning of EVS Class-11 Hours
- Preparation of Project

Unit-10 : Learning Assessment in EVS : Class-11 Hours

- Tools and Techniques of Evaluation
- Construction of Achievement Test
- Knowledge of CCE in EVS.

Mode of Curriculum Transaction :

Participatory, Group Learning, Peer-Group Learning, Observation, Presentation and Discussion. Course Evaluation: Evaluation is process- based. A procedure for conducting evaluation in both the internal and external is as follows:-

☐ Internal : 30

Submission of Note Books: 5,

Lesson Plans: 5,

Achievement Tests: 10,

Projects: 10

☐ External Evaluation :- 3 hours

External Marks = 70

প্রাথমিক শিক্ষায় পরিবেশবিজ্ঞান শিক্ষণ

অধ্যাপক (ড.) কমলকান্ত দে ✧ অধ্যাপক অমলেন্দু পাঁজা ✧ ড. শ্রুতিকর্ষ ঝাংগ

PRACTICUM COURSE : Part-I

P-01: PRE-INTERNSHIP : PROCESS BASED TEACHING LEARNING SKILL ENHANCEMENT

TOTAL MARKS = 100

EXTERNAL = 50

INTERNAL = 50

Pass Marks=50% of Full Marks in each of the External & Internal Evaluation
Student Contact = 90 hours

☐ Objectives :

- To help the student teachers understand necessity of integration, facilitating child-centric learning, inspiring learner to question, developing the learners' power of observation, relating performing arts with the learning situation
- To expose the student-teachers to five selected teaching skills and help them understand their implications in terms of the defined behavioural components
- To help them use the skills and the behavioural components in teaching
- To ensure their professional development in teaching strategies
- To help them plan process-based teaching with due emphasis on all the five skills

The List of the Teaching Skills, prescribed by the Expert Committee of the WBSPB on the Curriculum, Syllabi & Text Book Development for Elementary Teacher Education in West Bengal.

নং	দক্ষতা	আচরণের পরিবর্তন
১.	সময়সম সাধন দক্ষতা	(i) শিক্ষার্থীর দ্বারা অন্যান্য বিষয়ের সাথে সময়সম সাধন। (ii) শিক্ষার্থীর কাছ থেকে দৃষ্টান্ত গ্রহণ (iii) শিক্ষার্থীর দ্বারা যথাযথ উদাহরণ (iv) সাধারণীকরণ (Generalization)
২.	নিম্ন কেন্দ্রিক শিখন পরিচালনা দক্ষতা	(i) শিক্ষার্থীর সক্রিয় অংশগ্রহণ (ii) ধারাবাহিকতা বজায় রেখে মত প্রকাশ (iii) শিক্ষার্থীর মধ্যে পারস্পরিক মিথস্ক্রিয়া (iv) শিক্ষার্থীর দ্বারা সিদ্ধান্ত গ্রহণ
৩.	শিক্ষার্থীকে প্রশ্ন করতে উৎসাহী করার দক্ষতা	(i) শিক্ষার্থীর দ্বারা প্রশ্নকরণ (ii) প্রশ্নকরণের নমনীয়তা (iii) প্রশ্নকরণে পরিমিত বোধ (iv) বিষয়ের সাথে সম্পর্কিত প্রশ্ন
৪.	শিক্ষার্থীর পর্যবেক্ষণ করার ক্ষমতা বিকাশের দক্ষতা	(i) শিক্ষার্থীদের পর্যবেক্ষণকরণ (ii) পুনরায় চাহিদা অনুসারে পর্যবেক্ষণকরণ (iii) শিক্ষার্থীর দ্বারা কার্যকারণ সম্পর্ক স্থাপন (iv) পর্যবেক্ষণ ও চিত্রের প্রতিফলনকরণ
৫.	শিখন পরিবিধিতির সঙ্গে কুৎসলীশিল্পের (Performing Art) সংযোগ সাধনের দক্ষতা	(i) বিষয় সমূহে প্রত্যেক অংশগ্রহণ (ii) সৃজনাত্মক সৃষ্টি (iii) বিষয়ের নটিয়া যুগান্তকরণ (iv) বিষয়ের প্রতিফলন

☒ Evaluation : Internal & External

50 marks for Internal Evaluation

Demonstration of 5 lessons on the selected five skills :

Observation and reflection :

Preparation of Lesson Notes :

50 marks for external evaluation

5 lesson notes in the note book on five selected skills:

Demonstration on two skills before the external evaluator: 2 x 15 marks = 30

5 x 5 marks = 25
5 x 2 marks = 10
15 marks

5 x 4 marks = 20
5 x 1 marks = 5

The skills to be demonstrated will be selected by the external evaluator on the spot.

■ Note :

- i. Pre-Internship-Process Based Skill Enhancement will require the student-teachers to practice the selected teaching skills in small components within the institution under the guidance and counselling of the teacher-educators
- ii. The entire lot of such student-teachers will be divided into small groups, consisting of 10 members each
- iii. The teacher-educator will first demonstrate a skill and ask the student-teachers to observe, reflect and critically comment on the presentation
- iv. Then, each student will perform on the same skill. While one performs, others will observe, reflect and critically comment on the presentation
- v. The process will be repeated in other four skills also
- vi. During this process-based-skill-enhancement-activities, the student-teachers will be assessed continuously and comprehensively as per the guidelines, given
- vii. For external evaluation evaluators will be required to evaluate as per the guidelines given.
- viii. In all cases and for all practical purposes, evaluation in both internal and external modes must have consistency in quantification

PRE-INTERSHIP & SCHOOL INTERSHIP

[Micro & Macro Teaching]

Dr. B. Chackraborty

Madhumita Mukherjee

Edited by : Professor, (Dr.) Kamal Krishna De

PRACTICUM COURSE : Part-I

P-02 : CREATIVE DRAMA, FINE ARTS, PHYSICAL AND HEALTH EDUCATION

Maximum Marks = 100

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

65 marks for Term End Evaluation

Pass Marks = 50% of Full Marks in each of the External & Internal Evaluation
Student Contact = 90 hours

□ Objectives :

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

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

□ Unit -1 : Indian Music & Instrument

Class - 5 hours

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

□ Unit - 2 Practice, leading to performance

Class -10 hours

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

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

Class -10 hours

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

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

□ UNIT-4 : Drama

Class -10 hours

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

UNIT-5 : Fine Arts :

Class-8 hours

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

Unit - 6 : Teaching & Learning through Creative Drama and Fine Arts (Project activity)

Class-7 hours

Integrating Creative Drama and Fine Arts with other curricular areas
Presentation of Concepts through Creative Drama and Fine Arts (posters, cartoons etc)

Group C : Physical and Health Education : Full Marks=40, Class Hours: 40 hours

Unit 7 : Health : (workshop Activities)

Class -10 hours

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

Unit-8 : First Aid : (Workshop Activities)

Class-6 hours

- Treatment of wounds, hemorrhage, fracture, dislocation, shock, burning, snakebite, drowning, artificial Respiration, sports injuries, application of ice.

- Dressing and bandage of the skull, collar bone, shoulder, limbs and joints, splint, (uses of different sizes) Arrangement of an annual exhibition on health and hygiene

Unit -9 : Track and Field Events

Class-20 hours

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

Unit-10 : Project Work

Class-5 hours

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

Mode of Curriculum Transaction :

- 1) Debate and discussion for theoretical parts

For Practical Parts :

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

Only Internal Evaluation :

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

Term End Evaluation :

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

কৃৎ-কনা, চাবুশিষ, স্বাস্থ্য ও শারীর শিক্ষা

উস্জাতা মাঠা ❖ ওমান পান ❖ অস্জাত সামন্ত

PART - 2 (SECOND YEAR)

CC-02: EDUCATIONAL STUDIES

Maximum Marks=100

Internal=30

External=70

Pass Marks=40% of Full Marks in each of the External & Internal Evaluation
Student Contact = 90 hours

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

☐ Unit-1 : Philosophical understanding of Education

Class-7 hours

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

☐ Unit-2 : Factors of Education

Class-8 hours

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

☐ Unit-3 : Learning, Learner and Teaching

Class-7 hours

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

☐ Unit-4 : Knowledge and Curriculum

Class-8 hours

- Child's construction of knowledge: attaining knowledge through activity and experience
- Definition of Curriculum and types of Curriculum.

- Factors of curriculum
- Purposes of Education, Needs and abilities of Education

☐ Unit-5 : Great Educators:

Class-11 hours

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

☐ Unit-6 : Education Politics and Society

Class-10 hours

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

☐ Unit-7 : Structure and process of Indian Education system

Class-10 hours

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

☐ Unit-8 : School Effectiveness and School Standards

Class-10 hours

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

☐ Unit-9 : School Leadership and Management

Class-9 hours

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

☐ Unit-10 : Change facilitation in Education :

Class-10 hours

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

☐ Mode of Curriculum Transaction :

- Classroom discussions for developing conceptual understanding.

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

❑ **Course Evaluation :**

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

❑ **Internal marks-30 -**

Distribution of the Marks

Assignment-10

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

Attendance - 5 Marks

Overall Participation = 5 Marks

External Evaluation : External hour-3 hours

External Marks =70

প্রাথমিক শিক্ষক শিক্ষণে
শিক্ষা অধ্যায়ন

অধ্যাপক (ড) দুলাল মুখোপাধ্যায় * ড. উদয়শঙ্কর করিরাঙ্গ

(CC-03) CONTEMPORARY STUDIES

Maximum Marks = 100

Internal = 30

External = 70

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

Student Contact = 90 hours

❑ **Objectives :**

- To make the student-teachers aware of the interdisciplinary concepts, ideas and concerns of education
- To help them gain an understanding of structure of Indian Nation States
- To help them understand Historical perspective and development of Indian education

- To throw light on RTE Act-2009 and provisions therein for ensuring quality elementary education for all
- To expose the student-teachers to the Indian Constitution with reference to elementary education
- To enlighten the student-teachers on ICT in Education, Inclusive Education, Education for Children with Special Needs (CWSN) etc.

❑ **Unit 1: India: the freedom struggle and Independence** **Class-6 hours**

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

❑ **Unit 2: Structure of Indian nation State (Pre and Post Independence Era)** **Class-10 hours**

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

❑ **Unit 3: Constitution of India and education** **Class-9 hours**

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

❑ **Unit 4: Right to Education Act 2009** **Class-10 hours**

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

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

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

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

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

- Understanding and Exploring the nature of assessment for inclusive education

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

Disability Identification, assessment and teaching strategies-

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

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

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

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

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

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

- Educational status, opportunities and experiences of Dalits, Tribal, and Religious Minorities in India
- Marginalization and education of Children from slums and distress migration
- Impact of electronic media on children
- Understanding youth culture in the present times and the impact of internet and other visual mediums

□ **Mode of Curriculum Transaction :**

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

□ **Course Evaluation :**

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

□ **Internal marks-30 -**

- Distribution of the Marks

Assignment-10

Internal Examination/Paper Presentation/Group wise or Individual-10
Marks Attendance - 5 Marks

Overall Participation = 5 Marks

□ **External Evaluation : External hour-3 hours -**

External Marks =70

প্রাথমিক শিক্ষা শিক্ষণ
সমকালীন শিক্ষা

অধ্যাপক (ড.) কমলকান্ত দেব ড. উদয়নাথনাথ কবিরাজ

ড. স্মৃতির্ষ বসু ড. বিশ্বজিৎ সান্দ্র

CC-04 : Pedagogy Across Curriculum

Full Marks : 100

External :70; Internal:30

Pass marks : 40% of full marks in each of External and Internal evaluation
Student Contact hours : 90 hours

□ **Objectives :**

- To ensure quality instruction and develop learners with good understanding of the contents and their inter and intra relationship.
- To develop an understanding of the concept of Pedagogy across Curriculum
- To facilitate an understanding of the historical and philosophical perspectives of pedagogy across curriculum
- To develop an understanding of how children learn and the importance of socio-cultural, economic and political context in the process
- To clarify differences between interdisciplinary and multidisciplinary approaches and generate awareness about the importance of interdisciplinary approach for integrated teaching-learning at the elementary level

- To develop a clear understanding of the practice of pedagogy across curriculum for application in teaching elementary school subjects like LI, L2, Mathematics and Environmental Science
- To engage the student teachers in various activities related to Pedagogy across Curriculum that are to be assessed continuously and comprehensively.
- To understand and apply the appropriate mode of transaction of the content materials to make learning situation vibrant and active.
- ☐ **Unit 1 : Pedagogic Practice and Process of Learning** **Class-6 hours**
 - Concept of Pedagogy and Pedagogy across Curriculum-meaning, features, objectives
 - Critical understanding of the process of concept-formation
 - Constructivist approach in pedagogy across curriculum
 - Aspects of child-centric education and creation of non-intimidating environment for knowledge construction
- ☐ **Unit 2: Historical and Philosophical Perspectives of Pedagogy across Curriculum** **Class-5 hours**
 - Philosophical bases of pedagogy across curriculum
 - History of the development of pedagogy across curriculum
 - Constructivist approach and pedagogy across curriculum
 - Development of skills through pedagogy across curriculum-nature, principles, significance
 - Pedagogy across curriculum for inclusive education
- ☐ **Unit 3 : Integrative Teaching in Pedagogy across curriculum** **Class-5 hours**
 - Concept of Integrated teaching-learning
 - Concept of interdisciplinary approach - difference with multidisciplinary approach
 - Significance of interdisciplinary approach in integrated teaching at the elementary level
 - Socio-cultural aspects in pedagogy across curriculum
- ☐ **Unit 4 : Knowledge and Methods of Enquiry** **Class- 5 hours**
 - Concept of knowledge, information and their differences
 - Concept of Knowledge Construction - case studies related to teaching of elementary school subjects
 - Methods of Enquiry, different types of thinking - scientific, mathematical, social, higher order thinking
 - Relation between knowledge, curriculum, text books, learners and pedagogy

- Basic tenets of enquiry based learning, contextualization, project based learning
- ☐ **Unit 5: Learner and their Context** **Class-6 hours**
 - Alternative frameworks of children's thinking
 - Everyday concepts and situational cognition
 - Pedagogy across curriculum for contextualization-language, social relations, identity, equity, rights and their relation through education
 - Eradication of Child and adult misconceptions
- ☐ **Unit 6: Use of ICT for Pedagogy across Curriculum** **Class-10 hours**
 - Role of ICT in education
 - Use of ICT for pedagogy across curriculum
 - Capacity development in the use of ICT for integrated teaching
 - Significance of ICT in catering to diverse needs of children with special needs in an inclusive classroom
- ☐ **Unit 7: Integration of Values and Performing Arts through Pedagogy across Curriculum** **Class-10 hours**
 - Value education- importance at elementary stage, integration through pedagogy across curriculum
 - Types of performing arts, their relevance in education at elementary level
 - Integration of performing arts-principles, significance, strategies
 - Integration of performing arts for learner motivation with special reference to inclusive setting
- ☐ **Unit 8 : Pedagogy across Curriculum for Class I-IV** **Class -15hours**
 - Content analysis for teaching in interdisciplinary approach
 - Plan and Design of relevant teaching learning material for pedagogy across curriculum-Year Plan, Unit Plan,, Lesson Plan, Writing Instructional Objectives, Instructional Aids, Instructional Strategies.
 - Concept mapping and integrative teaching for inclusive classroom
- ☐ **Unit 9: Pedagogy across Curriculum for Class VI-VIII** **Class -15 hours**
 - Content analysis for teaching in interdisciplinary approach
 - Plan and Design of relevant teaching learning material for pedagogy across curriculum-Year Plan, Unit Plan,, Lesson Plan, Writing Instructional Objectives, Instructional Aids, Instructional Strategies.
 - Concept mapping and integrative teaching for inclusive classroom
- ☐ **Unit 10: Evaluation** **Class-15 hours**
 - Monitoring the progress during and after lesson
 - Follow-up activities- Maintenance of student profile, reporting progress

- Diagnosis and diagnostic tests in L-1, L-2, Mathematics and Environmental Science
- Remedial Measures.

□ Mode of Curriculum Transaction :

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

□ Internal Marking Scheme :

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

External Evaluation : External Examination hour-3 hours

External Marks =70

পাঠ্যক্রমে শিক্ষণবিজ্ঞান

ড. মিতালি পণ্ডা ✧ ড. উদয়শঙ্কর স্বরিরাজ ✧ বিশ্বজিৎ সামন্ত

CC - 05: COMPUTER APPLICATION IN EDUCATION

Maximum Marks=100

Internal = 30

External =70

Pass Marks = 40% of Full Marks in each of the External & Internal Evaluation
Student Contact = 90 hours

□ Objectives :

- > To prepare the student-teachers for the emerging ICT- dependent-class-room transactions
- > To acquaint them with the basic operations in computer system
- > To help them understand Computer Aided Learning (CAL) and prepare CAL materials and plan such lessons
- > To help them use computer for learning enhancement programme.

□ Unit-1 : Basic Concept in Computer

Class : 9 hours

- 1.1 : Introduction 1 hour
- 1.2 : Objectives of the unit 1 hour
- 1.3 : Some common Functions/Operations of Computer 2 hours
- 1.4 : Various Features of the Computer System 3 hours
- 1.5 : Computer Configuration 2 hours

□ Unit-2 : Computer Operating System

Class: 10 hours

- 2.1 : Introduction 1 hour
- 2.2 : Objectives of the Unit 1 hour
- 2.3 : Computer Memory 2 hour
- 2.4 : Operating System 3 hour
- 2.5 : Computer Network 3 hour

□ Unit - 3 : Word Processing System In Computer

Class: 11 Hours

- 3.1 : Introduction 1 hour
- 3.2 : Objectives of the Unit 1 hour
- 3.3 : Some General Characteristics of Word Processing System in Computer 4 hours
- 3.4 : Mail Merge 3 hours
- 3.5 : Printing Documents 2 hours

□ Unit-4 : MS Excel

Class: 11 hours

- 4.1 : Introduction 1 hour
- 4.2 : Objectives of the Unit 1 hour
- 4.3 : Worksheet 2 hours

- 4.4 : Uses of Charts and Graphs in Excel Sheet 4 hours
 4.5 : Use of Formula in Excel (very Simple Form) 3 hours

□ Unit-5 : Using Power Point in Teaching Learning Process Class:12 hours

- 5.1 : Introduction 1 hour
 5.2 : Objectives of the Unit 1 hour
 5.3 : Basic Concepts of Power Point 2 hours
 5.4 : Preparations through Power Point 5 hours
 5.5 : Slide Show and Slide Printing 1 hour
 5.6 : Planning Lessons by Using Power Point 1 hour

□ Unit-6: Computer Aided Learning Class:17 hours

- 6.1 : Introduction
 6.2 : Objectives of the Unit 1 hour
 6.3 : Computer Aided Learning-Concept Formation & Method Application 2 hours
 6.4 : Preparation of Learning-Teaching Materials by using Computer 2 hours

- 6.5 : Application of the Learning-Teaching Materials 3 hours
 6.6 : Application of CAL Materials in the Instructional System 4 hours
 6.7 : Project Activities on Preparation of CAL Materials 5 hours

□ Unit-7 : Web Based Learning Class: 17 hours

- 7.1 : Introduction 1 hour
 7.2 : Objectives of the Unit 1 hour
 7.3 : World Wide Web (www) 1 hour
 7.3.1 : Conceptual Frame Work of WWW 1 hour
 7.4 : Fundamentals of Internet 2 hour
 7.4.1 : Concept of Some Fundamentals used in Internet 2 hour
 7.5 : Uses of Internet 3 hour

7.5.1 : Downloading Information from Internet & using the same for the development of Children

7.5.2 : Uses of Web in Teaching-Learning System 3 hour

7.5.3 : Importance of Email in Communication and Teaching-Learning System 1 hour

7.5.4 : Creating Password for Net Work Security 1 hour

□ Unit-8: Virus Protection in Computer Class: 3 hours

- 8.1 : Concept of Virus in Computer 1 hour
 8.2 : Fire Wall Protection in Computer 1 hour
 8.3 : Uses of Anti Virus for Security 1 hour

□ Transaction Modalities :

1. Lecture and demonstration with hands on experiment 20 hour
 2. Practical 70 hour

□ Evaluation :

1. Formative Evaluation : 30 Marks
 2. Sessional Work :
 (a) Preparation of CAL Materials on Bengali,
 (b) English,
 (c) Maths, Science
 (d) Social Science, and
 (e) EVS } - 5 × 10 = 50
 3. Preparation of Marksheet in Excel Sheet 10
 4. Drawing Statistical Figures using data in Excel Sheet 10

প্রাথমিক শিক্ষক শিক্ষণে
 শিক্ষায় কম্পিউটারের প্রয়োগ

অবগান সামগ্র

SCHOOL INTERNSHIP INCLUDING
 PRACTICE TEACHING (P-03)

- PRACTICUM: P-3 School Internship including Practice Teaching: marks: 200
- To observe children and the teaching learning process in a systematic manner.
 - To learn to relate to and communicate with children.
 - To evaluate school textbooks and other resource material critically in the context of children's development and pedagogic approach used.
 - To develop a repertoire of resources which can be used by the intern later in her teaching-textbooks, children's literature, activities and games, excursions
 - To reflect critically on practice by visiting a learning centre
 - To experience the school in its totality, activities in addition to classroom teaching, include school activities and interaction with parents.
 - To assume the role of a regular teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process.

- To be able to innovate within existing systemic limitations.
- To learn to conduct meaningful classroom activities by careful selection and organization of such activities.
- To critically reflect on her own school experiences and keep records of the same.
- To learn to assess different aspects of children's learning without a focus only on achievement.

□ Practice Teaching :

Practice teaching will be held in the second year. Minimum 40 lessons should be practiced in 45 days consuming 150 study hours. This means at least 3 hours will be used every day of the allotted 45 days. At least ten lessons should be executed in each of the four method subjects (Language-1, Language-2, and Mathematics & Environmental Science).

- The following marking scheme for assessment of performances of the student-teachers in the face-to-face mode will be accepted with effect from 2014-16 session.

□ Macro: 200 marks (100 for internal evaluation & 100 for external evaluation)

- The following marking scheme for assessment of performances of the student-teachers in the face-to-face in the area of Macro teaching will be followed with effect from 2014 session.

□ Internal Evaluation of 100 marks on macro lessons shall be mainly on the basis of the :

- Planning lessons (Lesson note book): (over all) 10 marks
- Use of learning teaching materials, interactive devices to ensure participation of all the students (overall) 10 marks
- Critical Observation of delivery of lessons of others in the group (overall) 10 marks
- Executing Four Lessons on four subject-areas
- In real class room situation 60 marks
- Overall Participation 10 marks

□ For External Evaluation of Macro Lessons-100 marks

- Four Final Lesson notes on four subject-areas within the periphery of primary education (other than those assessed internally) : 4x5 marks
- Classroom-demonstration on any two, one of which must be on language): 2x40 marks

(Introducing the topic: 5, Ensuring learner-centricity: 10, Use of Teaching Learning Materials: 10 addressing students' problems and providing support on the spot: 10, Over all class room management and conducting activities: 5)

INTERNSHIP INCLUDING PRACTICE TEACHING

Dr. B. Chackraborty

PRACTICUM: P-4 SCHOOL BASED ACTIVITIES: P4

- 1 : Activity-1: Addressing School Assembly on Special Occasions for commemoration and Awareness-creation
- 2 : Activity-2: Organization of Educational Excursion
- 3 : Activity-3: Organization of Awareness Campaign in the locality for Preservation of Environment through Performing Arts.
- 4 : Activity-4: Preparation of Achievement Test
- 5 : Activity-5: Organization of Quiz/Brainstorming/Role Play/Debate in subject Areas
- 6 : Activity-6: Organization of Independence Day/Republic Day/Gandhi Jayanti/any Public Holiday through Musical Performances.
- 7 : Activity-7: Conducting Action Research
- 8 : Activity-8: Developing Learning Materials (holding workshops in the schools for the purpose)
- 9 : Activity-9: Selection of a Topic & Preparation of Power Point Presentation
- 10 : Activity-10: Preparation of School & Class Time Table
- 11 : Activity-11: Conducting a Case Study
- 12 : Activity-12: Holding March Past on special occasions
- 13 : Activity-13: Drill Display
- 14 : Activity-14: Different Sports Event
- 15 : Activity-15: Preservation of Cultural Heritage/Organizing School Magazines/Wall Magazines/Exhibition of TLM/Beautification of School Surroundings.
- 16 : Activity-16: Preparation of Extension Activities to correlate textbook-based activities

Note : The school-based-activities (P-4) for the student -teachers will start in the month of January in the first year of the course and go on till March. During this period the learners will go to the selected and allotted school and interact with the students and management of the schools in terms of the activities mentioned in our course. The performance of the student-teachers thereon each of the activities will have to be submitted in the second year for internal evaluation only.

□ Evaluation (Only Internal) :

Out of these only five activities will be taken up for assessment. For assessment the following scheme will be used :

Out of the 16 activities, performed, a student-teacher will report finally 5 activities. The evaluator is to see that all the trainees do not submit the reports of the same 5 activities. In order to avoid this repetition the evaluator may select 5 activities by drawing lots for every trainee. Each activity will be assessed on 20 marks (maximum). (20 x 5 = 100 marks)

□ Evaluation Scheme for School Based Activities :

Four indicators for Assessment of Five School based Activities:

1. Report Book: 05
2. Participation: 05

(Each trainee will have to be certified by the Head of the School to which he/she will be attached, regarding the execution of each Activity)

3. Language used for reporting: 05
4. Over-all impression of the evaluator: 05

□ Evaluation: Scheme & Guideline (General)

The evaluation scheme consists of continuous evaluation and course end written test. The marks division for theoretical courses will be 30% for internal and 70% for external evaluation. For a course of 100 marks the marks distribution will be 30: 70 as well.

However, evaluation-procedure given at the end of each course will be followed, keeping in mind the uniformity in the question-pattern and marking system.

□ Continuous Evaluation (Internal)

- Course based term-paper.
- Development of learner portfolio.
- Project work- group and individual.
- Preparation of content enrichment material.
- School-based practical activities.
- Teaching Practice- for each school subjects.
- Number of classes as per NCTE norms
- Lesson plan,
- Observation of Lessons of learners during lesson,
- Peer observations (irrespective of subjects)

প্রাথমিক শিক্ষক শিক্ষায়

বিদ্যালয়ভিত্তিক কার্যাবলি

অধ্যাপক (ড.) কমলকান্ত দে ✧ মধুমিতা মুখার্জী ✧ ভাসানি বিশ্বাস

DEIED Part - I (First Year)

CC-01

প্রাথমিক শিক্ষক শিক্ষণে শিশু শিক্ষা
ড. উদয়শঙ্কর কবিরাজ ✧ ড. উর্মি চক্রবর্তী

CPS-1

প্রাথমিক শিক্ষক শিক্ষণে
আধুনিক বাংলা শিক্ষণ পদ্ধতি
ড. শূরা দত্ত

CPS-2

Teaching of English : A Teacher's Primer
Shudhakar Sardar ✧ Madhumita Mukherjee ✧ Rumpa Mandal

CPS-3

প্রাথমিক শিক্ষায় গণিত শিক্ষণ
অধ্যাপক (ড.) কমলকান্ত দে ✧ অধ্যাপক শঙ্করকুমার পাল

CPS-4

প্রাথমিক শিক্ষায় পরিবেশবিজ্ঞান শিক্ষণ
অধ্যাপক (ড.) কমলকান্ত দে ✧ অধ্যাপক অমলেন্দু পাঁজা ✧ ড. স্মৃতিকর্ষ বাগ

P-1&3

PRE-INTERSHIP & SCHOOL INTERSHIP

[Micro & Macro Teaching]

Dr. B. Chackraborty
Madhumita Mukherjee

Edited by : Professor, (Dr.) Kamal Krishna De

P-02

কৃৎ-কলা, চারুশিল্প, স্বাস্থ্য ও শারীর শিক্ষা
ড. সুজাতা মাহা ✧ তমাল পাল ✧ অরুণাভ সামন্ত

DELETED Part - II (Second Year)

CC-012)

প্রাথমিক শিক্ষক শিক্ষণে
শিক্ষা অধ্যায়ন

অধ্যাপক (ড.) দুলাল মুখোপাধ্যায় • ড. উদয়শঙ্কর কবিরাজ

প্রাথমিক শিক্ষক শিক্ষণে

সমকালীন শিক্ষা

অধ্যাপক (ড.) কামলকান্ত দে • ড. উদয়শঙ্কর কবিরাজ
ড. মৃত্তিকান্ত বাল • বিশ্বজিৎ সামন্ত

CC-014)

পাঠ্যক্রমে শিক্ষণবিজ্ঞান

ড. হিতাঙ্গি লতা • ড. উদয়শঙ্কর কবিরাজ • বিশ্বজিৎ সামন্ত

CC-015)

প্রাথমিক শিক্ষক শিক্ষণে

শিক্ষায় কম্পিউটারের প্রয়োগ

অরুণাভ সামন্ত

P-013)

INTERNSHIP INCLUDING PRACTICE TEACHING

Dr. B. Chakraborty

P-014)

প্রাথমিক শিক্ষক শিক্ষায়
বিদ্যালয়ভিত্তিক কার্যাবলি

অধ্যাপক (ড.) কামলকান্ত দে • মৃণালিনী মুখার্জী • অরুণাভ সামন্ত

Part - I & II

**ডিএলএড
জ্ঞানার**

(Question & Answer with Suggestion)

অসীমকুমার মহান্তি
দেবব্রত সরকার

আমাদের প্রকাশনায় B.Ed. (2 Year)-এর অন্যান্য বই

SEMESTER-I

- পিশু ও হিজল ড. বিজন সরকার
- সমকালীন ভারতবর্ষ ও শিক্ষা অধ্যাপক (ড.) মৃণাল মুখোপাধ্যায়
- ড. তারিণী হাজনার • ড. বিনোদ চন্দ
- পাঠ্যপুস্তক ভাষার বিবৃতি
- ড. হীরবল সাহা • শঙ্কুনাথ মালি
- হিরবরতুর ধারণা ও সম্পর্ক অধ্যাপক (ড.) মৃণাল মুখোপাধ্যায়
- ড. উদয়চন্দ্র সরকার

SEMESTER-II

- পিশু ও শিক্ষণ ড. বিজন সরকার
- প্রজ্ঞা ও পাঠ্যপুস্তক (প্রথম ভাগ) ড. তারিণী হাজনার
- নটিক ও শিক্ষণ চারুকলা ড. মাল্ল • ড. দত্ত • গাল
- Assessment for Learning
- Dr. Mitaili Panda • Rakheeburta Biswas

SEMESTER-III & IV

Pedagogy of Language Teaching

- ভাষা শিক্ষণ তত্ত্ব (বাংলা) ড. নৃজাতা রায় • বৈশাখী বসু
- Pedagogy of Language Teaching With a Perspective of English Sudhakar Sardar
- ভাষা শিক্ষণের পদ্ধতি ও প্রয়োগ (সংস্কৃত) বীরা দাস • নিবেদিতা চৌধুরী

Pedagogy of Science Teaching

- বিজ্ঞান শিক্ষণের পদ্ধতি ও প্রয়োগ (জীবনবিজ্ঞান) ড. দেবী প্রদাস নাগ চৌধুরী • ড. সুজিত পাল • ড. অরিন্দম গাঙ্গুলি • ড. নিত্যা হাজনার
- বিজ্ঞান শিক্ষণের পদ্ধতি ও প্রয়োগ (ভৌতবিজ্ঞান) ড. প্রতাপ হুমার জাল • ড. সুভাষচন্দ্র ভাট • সম্পাদনা : ড. অমলকুমার দে

Pedagogy of Mathematics Teaching

- গণিত শিক্ষণের আধুনিক কৌশল ড. সুপতি প্রামাণিক

SEMESTER-IV

- বিজ্ঞানবিদ্যা বিদ্যালয় ও সমাজ অধ্যাপক (ড.) মৃণাল মুখোপাধ্যায় • ড. উদয়চন্দ্র সরকার
- প্রজ্ঞা ও পাঠ্যপুস্তক (দ্বিতীয় ভাগ) ড. তারিণী হাজনার • ড. সত্যেন্দ্র মুখার্জী
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- কম্পিউটার ও বুদ্ধিগণনা ড. অরুণচৌধুরী • গান্ধ
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- যোগাযোগ ব্যক্তিগত শিক্ষণ ড. সুজিত পাল • ড. করিমজাম • পণ্ডিত
- ডায় ও যোগাযোগ প্রযুক্তির বর্তমানতা ড. বিজিত দেব • বিবেক কুমার দে

Childhood and Growing up

- Dr. Sujit Pal • Rakheeburta Biswas • Dr. P.K. Chand
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- পাঠ্যপুস্তক : নতুন ও অভিযোজন ড. মৃণাল বসু (জ্যোতিষী) • সঙ্গীত শর্মা

Learning & Teaching

- Dr. Mitaili Panda • Dr. Md Jamal Uddin
- শিক্ষণের মূল্যায়ন অধ্যাপক (ড.) অমলকুমার দে • ড. সুভাষচন্দ্র ভাট
- ড. খণ্ডোজনাথ চট্টোপাধ্যায়

Pedagogy of Social Science Teaching

- সমাজবিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (ইতিহাস) ড. তারিণী হাজনার • যৌতম কুমার বিশ্বাস
- সমাজবিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (ভূগোল) ড. জয়ান্তি দাসগুপ্ত • সম্পাদনা : ড. জগদ্ব মোহ
- সমাজবিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (নর্ন ও ভূগোল) ককলি মুখোপাধ্যায়
- সমাজবিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (শিক্ষাবিজ্ঞান) অধ্যাপক (ড.) মৃণাল মুখোপাধ্যায় • ড. উদয়চন্দ্র সরকার

শারিত্র জ্ঞান শিক্ষা

- নির্দেশনা ও পরামর্শদান ককলি মুখোপাধ্যায়
- নির্দেশনা ও পরামর্শদান ড. মৃণাল বসু (জ্যোতিষী) • রাকেশ মুখার্জী
- পরিবেশ শিক্ষা ও অনলিষ্টতা ড. সুজিত পাল • ড. অরিন্দম সরকার
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