WEST BENGAL EDUCATIONAL INSTITUTE (WBEI)

D.EL.ED SYLLABUS

WEST BENGAL EDUCATIONAL INSTITUTE (WBEI)

WEST BENGAL EDUCATIONAL INSTITUTE (WBEI)

Recognized by National Council for Teacher Education (NCTE)

&

Affiliated to West Bengal Board of Primary Education (WBBPE)

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

As per NCFTE-2009 Guidelines

Revised by:

West Bengal Board of Primary Education

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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 educationcurriculum in West Bengal updated in tune with the spirit in the NCF-2005.

The present document was first handed over to the WBBPE 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-teachersafter 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 toall such curricula introduced and to be introduced as per their guidelines.

Sd/-
Dr Manik Bhattacharyya
President
West Bengal Board of Primary Education

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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, Bhubaneshwar, 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 outbut 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 Bhattacharyya , 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 DIETdid 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.

Sd/-
Dr R C Bagchi
Secretary
West Bengal Board of Primary Education

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Introduction

The National Curriculum Frame work-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 haveto 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

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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

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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 NCFTE-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 throughthe 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 NCFTE-2009.

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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 NCFTE-2009.

For appropriate education of the elementary teacher educators for effective transaction of the curriculum, leading to the realization of the curriculum- goals, 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.

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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		

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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		

***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.

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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,

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

Unit-4: Self and Moral development **Class-7 Hours**

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

Unit-5: Emotional Development **Class-8 Hours**

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

Unit-6: Learning- **Class- 9 Hours**

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

Unit-7: Cognition **Class-11 Hours**

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

Unit-8: Play **Class-10 Hours**

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

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

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

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

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

Mode of Curriculum Transaction

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

Course Evaluation:

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

Internal marks-30

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

QUESTION-PATTERN FOR WRITTEN (Theoretical) EXAMINATIONS

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

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- 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
01	MCQ-Type	20 (out of twenty)	20x1	Four- option- MCQ In Methodology papers 10 for Content & 10 for Method
02	Very Short Answer Type	10 (out of twelve)	10x2	Answers to be written within 25 words
03	Short Answer Type	02 (out of Three)	07x2	Answers to be written within 250 words/
04	Essay type	01 (out of two)	16x1	Answer is to be written within 500 words

Marks-grade Point Conversion-

Range of % of Marks	Grade	Grade Point	Qualitative Evaluation
90 & above	O	9	Outstanding
80 -89	E	8	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)

List of Essential Readings

1. Cole, M., Cole, S. R. and Lightfoot, C. (2004). *The Development of Children.* New York: Worth Publishers. Chapter 1: The study of Human Development.
2. Newman, B. M. and Newman, P.H. (2007). *Theories of Human Development.* London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
3. Papalia, D. E. and Olds, S. W. (2003). *Human Development.* New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development, Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.
4. Saraswathi, T.S. (Ed.) (1999). *Culture, Socialization and Human Development: Theory, Research and Applications in India.* Sage publications. Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites.

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5. Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. *Contemporary Education Dialogue,* Vol. 2(1), 5-29.
6. Mukunda, K. V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning.* Noida: Harper Collins. Chapter 4: Child Development, 79-96.

Readings for Discussion

1. Aries, P. (1965). *Centuries of Childhood-A social history of the family life.* Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood.
2. Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook.* New York: Taylor & Francis. Chapter 1: A Brief History of Developmental Psychology
3.Kauffman et al (1993), *Exceptional Children.* Allyn & Bacon; 6th E44d edition, Boston, USA.

Advanced readings

1. Kakkar, S. (1978). *Indian Childhood: Cultural Ideas, And Social Reality.* New Delhi: Oxford.
2. Nambissan, G. (2010). Exclusion and Discrimination in Schools: Experiences of Dalit Children; Working paper series Volume 01, Number 01, Indian Institute of Dalit Studies and UNICEF.
3. Kakkar S. (1991). *The Inner World: A Psycho-analytic study of childhood and society in India.* Delhi: Oxford University Press.
4. Sandra, L. Bem (1987). Gender Schema Theory and its Implications for Child Development: raising gender a schematic children in a gender schematic society, in M.R. Walsh, (ed). *The Psychology of Women.* Harvard University Press Cambridge, 206-226.
5. Weiner, M. (1991). *The State and the Child in India: Child Labour and Education Policy in Comparative Perspective.* Princeton: Princeton University Press.

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

Bengali

MAXIMUM MARKS =100
EXTERNAL = 70
INTERNAL = 30
Pass Marks=40% of Full Marks in each of the External & Internal Evaluation
Student Contact = 90 hours

উদ্দেশ্যাবলী ঃ

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

পাঠ একক – ১
বিষয়বস্তু ঃ **৯ ঘন্টা**

প্রথম শ্রেণী থেকে অস্টম শ্রেণী পর্যন্ত পশ্চিমবঙ্গ প্রাথমিক শিক্ষা পর্ষদ এবং পশ্চিমবয মাধ্যমিক শিক্ষা পর্ষদ কর্তৃক নির্ধারিত পাঠ্যপুস্তক অনুযায়ী পর্যাপ;ত জ্ঞান অর্জন এবং বিস্তৃত ধারণা লাভ।

পাঠ একক – ২
বাংলা ভাষা শিক্ষণের উদ্দেশ্য ঃ **১০ ঘন্টা**

- 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 শিক্ষাবিদ্‌দের অভিমত।

পাঠ একক – ৩
বাংলা ভাষা শিক্ষণের বিভিন্ন পদ্ধতি ঃ **১০ ঘন্টা**

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

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

পাঠ একক – ৪ **৯ ঘন্টা**

বাংলা ভাষা শিক্ষণের বিভিন্ন স্তর এবং দক্ষতা বিকাশ ঃ

- শ্রবণ, কথন, পঠন, লিখন, সৃজনাত্মক লিখন, হস্তলিপি বানানবিধি
- শব্দ ভান্ডারের বিকাশ

পাঠ একক – ৫ **১২ ঘন্টা**

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 শ্রেণীকক্ষে ব্যবহার ও প্রয়োগ পদ্ধতি (দৃশ্য – শ্রাব্য – সক্রিয়তাভিত্তিক)
- স্বল্পমূল্যের শিক্ষণ সহায়ক উপকরণ প্রস্তুতকরণ।

পাঠ একক – ৬ **১০ ঘন্টা**

ব্যাকরণ (কার্যগত) ঃ

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

পাঠ একক – ৭ **১০ ঘন্টা**

লিখন ঃ

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

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

পাঠ একক – ৮ **৭ ঘন্টা**

প্রারম্ভিকস্তরে বাংলা ভাষা শিক্ষণ নিয়ে বিভিন্ন প্রশ্ন ঃ

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

পাঠ একক – ৯ **৭ ঘন্টা**

ভাষার স্বরূপ ঃ

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

পাঠ একক – ১০ **৬ ঘন্টা**

মূল্যায়ন ঃ

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

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হাতে কলমে অভিজ্ঞতা অর্জনের জন্য সক্রিয়তাভিত্তিক কার্যাবলী ঃ

১) **প্রকল্প** – দেওয়াল পত্রিকা – তথ্যসংগ্রহ, মাতৃভাষা দিবস পালন – বিতর্ক – আলোচনা।

২) **পাঠক্রম প্রয়োগের মাধ্যম ঃ** শ্রেণীকক্ষে মিথস্ক্রিয়া, দলগত কাজ, দলগত আলোচনা, স্বলিখন, প্রযুক্তি বিদ্যার মাধ্যমে শিখন।

৩) **মূল্যায়ন – অভ্যন্তরীন ৩০**

ক) অ্যাসাইনমেন্ট – ১০

খ) প্রকল্প – ১০

গ) বিভিন্ন ভাষাভিত্তিক কার্যাবলীতে অংশগ্রহণ –
ঘ) দেওয়াল পত্রিকা লিখন
ঙ) স্বলিখন –
চ) উপস্থিতি –
} ১০

✸ সমগ্র কার্যাবলীতে অংশগ্রহণ কিন্তু সমগ্র আইটেমের মধ্যে যে কোন তিনটি জমা দিতে হবে।

উপস্থাপনে – ১০, নম্বর তিনটির জন্য ১৫, উপস্থিতির জন্য ৫

৪) **বহির্মূল্যায়ন ঃ** ৭০ নম্বর লিখিত

নৈর্ব্যক্তিক – ২০ নম্বর (২০টি প্রশ্ন)

অতি সংক্ষিপ্ত প্রশ্ন – ১০ X ২ (১০টি থাকবে) নম্বর = ২০ নম্বর

সংক্ষিপ্ত প্রশ্ন – তিনটির মধ্যে দুটি ৭ নম্বর X ২ = ১৪নম্বর

রচনাধর্মী – ২টির মধ্যে একটি – ১৬ নম্বর

QUESTION-PATTERN FOR WRITTEN (Theoretical) EXAMINATIONS

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

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

Marks-grade Point Conversion-

Range of % of Marks	Grade	Grade Point	Qualitative Evaluation
90 & above	O	9	Outstanding
80 -89	E	8	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)

সহায়ক গ্রন্থপঞ্জী ঃ

ক) মাতৃভাষা শিক্ষণ – বিষয় ও পদ্ধতি – কৌশিক চট্টোপাধ্যায়

খ) উচ্চতম বাংলা ব্যাকরথণ – শ্রী বামনদেব চক্রবর্তী

গ) পশ্চিমবঙ্গ বাংলা অ্যাকাডেমি গৃহীত বাংলা বানানবিধি – পশ্চিমবঙ্গ বাংলা অ্যাকাডেমি

ঘ) বাংলা পড়ানোর রীতি পদ্ধতি – সত্যগোপাল মিশ্র

ঙ) ভাষার ইতিবৃত্ত – সুকুমার সেন

চ) বাংলা ভাষা পরিক্রমা – পরেশ মজুমদার

ছ) ভাষাবিদ্যা পরিচয় – পরেশ চন্দ্র ভট্টাচার্য

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

NEPALI

MAXIMUM MARKS = 100
EXTERNAL = 70
INTERNAL = 30
Pass Marks=40% of Full Marks in each of the External & Internal Evaluation
Student Contact = 90 hours

उद्देश्यहरू (OBJECTIVES)

- शिक्षक- शिक्षार्थीमा विचार - विनिमय दक्षता अर्जन गर्नमा भाषाको केन्द्रिय विषयको रूपमा योगदान।
- प्रारम्भिक शिक्षा स्तरमा शिक्षक - शिक्षार्थीलाई नेपाली पाठ्यक्रम अनि पाठ्यसूचि सम्बन्धि शिक्षण विज्ञान अनि विषय वस्तुको आन्तरिकता(insight)बुझ्नमा सहायता गर्नु।
- नेपाली भाषा विषय ज्ञान अर्जन अनि सिकाई प्रणालीको बोध विकास गराउनु।
- शिक्षक- शिक्षार्थी श्रेणी प्रकिया अनि संचालन विषयमा सम्पन्न बनाउनु।
- प्रत्येक शिशुको किया - कलाप मूल्यांकन गरी त्यस अनुरूप शिक्षा प्रदान गर्न सक्षम बनाउनु।
- भाषामा दक्षता अर्जन गरी त्यही अनुरूप शिक्षार्थीहरूको कौशल निर्दिष्ट गराउनु।

UNIT -1 एकाई - 1 *Class = 10 hrs*

- प्रथम श्रेणीदेखि आठौं श्रेणीसम्म पश्चिम बंगाल प्राथमिक शिक्षा पर्षद अनि पश्चिम बंगाल
- माध्यमिक शिक्षा परिषदद्वारा निर्देशित पाठ्यपुस्तकको पर्याप्त अनि विस्तृत जानकारी।

UNIT -2एकाइ—2 *Class = 4hrs*

- मातृभाषाको परिभाषा अनि महत्व ।
- मातृभाषा शिक्षणको लक्ष्य, उद्देश्य अनि प्रयोजनियता।
- प्रारम्भिक स्तरमा शिक्षाको माध्यम मातृभाषा - विभिन्न मतामत।

UNIT - 3 एकाई - 3 *Class = 6 hrs*

- भाषाको परिभाषा - भाषाको दुइ रूप - कथित भाषा र लिखित भाषा, लिखित भाषाको रूपमा पद्य
- र गद्यभाषाको रूप - बोलचालको भाषा र साहित्यिक भाषा।
- शुद्ध भाषा बोल्ने अनि लेख्ने दक्षता अर्जन विधि
- लिपि- नेपाली भाषामा प्रचलित देवनागरी अनि नन्दी - नागरी लिपि।
- नेपाली भाषा शिक्षणमा देखा परेका विभिन्न कठिनाइहरू - कारण अनि निवारणका उपायहरू।

UNIT – 4एकाई- 4 *Class = 8 hrs*

- प्रथम भाषा मातृभाषा, द्वितीय भाषा अनि आदान - प्रदानको भाषा।
- आदान - प्रदान अनि चिन्तनको रूपमा भाषा।
- श्रेणी कक्षामा भाषाद्वारा बौद्धिक विकास।
- समाजभित भाषाको सम्बन्ध।
- पूर्व बाल्यावस्था अनि बाल्यावस्थामा भाषा सिकाई प्रकिया।
- भाषाको दक्षता, कर्तव्य अनि उत्तरदायित्व।

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UNIT - 5 एकाई –5 *Class = 12 hrs*

भाषा शिक्षणका विभिन्न स्तर अनि दक्षता विकास

- **श्रवण**सुनाई श्रवणको महत्व - आंशिक सुनाई अनि एकाग्र सुनाई, श्रवण दक्षता विकासको क्षेत्रमा बाल गीत, बाल कविता, लघु कथा - कहानीको महत्व। कान कम्ति सुन्ने विद्यार्थीहरूका निम्ति श्रेणी कक्षामा उपाय। सरल, सहज निर्देशना, जन घोषणा, टेलिफोन मार्फत बातचित, श्रेणी कोठाभित्र आलोचना, रेडियो अनि दुरदर्शन संवाद, खेलकूद धारावाहिक विवरण, इत्यादि ध्यानपूर्वक सुन्नु।
- **कथन**बोलाई- श्रवण अनि कथनको सक्रियता माध्यमले बोलाई अभ्यास, बातचित, आवृति, लघुकथा, बालगीत, बाल कविता सुन्नु भन्नु। श्रेणीमा बातचितको निम्ति अभ्यास।
- **पठन** पढाई - पठनको महत्व - आदर्श पठनको आवश्यकता अनि महत्व - सस्वर पठन - उद्देश्य अनि महत्व। मौन पठन - व्यक्तिगत पठन - सामूहिक पठन आवश्यकता अनि महत्व।
- सम्पूर्ण तथ्य अनि निर्दिष्ट तथ्य जानकारी हेतु पठन। ज्ञान अनि दक्षता अर्जन गर्न शब्दकोश, विश्वकोश, इन्टरनेट व्यवहार ।कहानी, कविता, पहेली, खेलकूद निर्देश सम्बन्धि विभिन्न पाठ्य सामाग्री पठन - समाचार, महान् तथा अमृतवाणी पठन।
- लेखनलेखाई- लेखनको महत्व - लेखन अभ्यास - आर्दश लेखन, अनुलेखन, प्रतिलेखन, श्रुति लेखन, सृजनात्मक लेखन।
- हस्तलिपि- सुन्दर हस्तलिपिको महत्व, सुन्दर हस्तलिपि अभ्यास गठन विधि।
- भन्ने, सुन्ने, पढ्ने अनि लेख्ने क्षेत्रमा विभिन्न चिन्ह प्रयोग।
- हिज्जे प्रणाली - शुद्ध हिज्जे लेखन प्रणाली, हिज्जे भूल हुने कारणहरू अनि निराकरणका उपाय।
- शब्द भण्डार निर्माण - नयाँ- नयाँ शब्दको अर्थ जान्नु अनि त्यसको बोलचाल र वाक्यमा प्रयोग। शब्द भण्डार विकासको निम्ति विभिन्न पत्र - पत्रिका, कविता, कथा, कहानी पठन अनि लेखन अभ्यास।

UNIT - 6 एकाई –६ *Class = 10 hrs*

नेपाली भाषा शिक्षणका विभिन्न पद्धतिहरू

- प्रथम श्रेणीदेखि आठौं श्रेणीसम्म सरकारद्वारा अनुमोदित नेपाली भाषाको पाठ्य पुस्तक अनुसरण गरी तिनका समालोचनात्मक प्रस्तुतिकरण।
- वर्णक्रमिक पद्धति, शब्दक्रमिक पद्धति, वाक्य क्रमिक पद्धति, बाल गीत, बाल कविता पद्धति, अनुकरण र अभिनय पद्धति, वर्णनात्मक अनि आलोचना पद्धति, अनुबन्ध पद्धति, प्रकल्प पद्धति।
- पाठ्य पुस्तक बाहिर निर्भर योग्य सुत्रपाठ- जस्तै - समाचार पत्र, पारसांगिक अनि आञ्चलिक लोक कथा, कहानी, शिशु साहित्य पाठ, इत्यादि।

UNIT - 7 एकाई –७ *Class = 12 hrs*

व्याकरण शिक्षण कार्यगत

- व्याकरण शिक्षणको लक्ष्य, उद्देश्य अनि प्रयोजनियता।
- व्याकरण शिक्षण पद्धति - आगमन पद्धति, निगमन पद्धति, सुत्र पद्धति।
- आठौं श्रेणीसम्म निर्देशित पाठ्यसुचि अनुरूप कार्यगत व्याकरणको प्रयोग।
- सम्मोचारित, विपरीतार्थक, पर्यायवाची, अनेकार्थ भिन्नार्थ शब्दको जानकारी र प्रयोग विधि।
- विभिन्न किसिमका पत्र रचना, निबन्ध रचना, आवेदन, प्रतिवेदन रचना, अनुच्छेद रचना, भाव संक्षेप र भाव विस्तार।

UNIT - 8 एकाई –८ *Class = 10 hrs*

भाषा शिक्षण सिकाई उपकरण

- भाषा शिक्षण सिकाई सहायक उपकरणहरूको महत्व अनि आवश्यकता।
- कम मूल्य अनि बिनामूल्य भाषा शिक्षण सहायक उपकरणहरू तयारी अनि प्रदर्शन।
- दृश्य उपकरणहरू - पाठ्य पुस्तक, चार्ट, नक्सा, पाकेट बोर्ड, फ्ल्यास कार्ड, ब्ल्याकबोर्ड, इत्यादि।

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❖ दृश्य- श्रव्य उपकरणहरू - सिडी, रेडियो, टेलिभिजन, प्रोजेक्टर, पावर पोइन्ट प्रस्तुतिकरण।

UNIT - 9 एकाई -9 *Class = 8 hrs*

पाठ परिकल्पना अनि पाठ योजना तयारी

❖ पाठ परिकल्पना - उद्देश्य, महत्व अनि आवश्यकता।
❖ अणु अनि बृहत पाठ योजना तयारी अनि अभ्यास गठन।
❖ वर्कशीट अनि मूल्यांकन (प्रश्न पत्र) तयारी
❖ किया (Activity) आधारित मूल्यांकन।

UNIT - 10 एकाई -10 *Class = 10 hrs*

मूल्यांकन अनि यसका प्रयोग साधन

❖ भाषा सिकाईमा अनवरत अनि सार्थक मूल्याङ्कनको महत्व अनि प्रयोग।
❖ साक्षात्कार, कथा - कहानी, छातचित, इत्यादि माध्यम मूल्यांकन।
❖ गद्य, पद्य पठन माध्यम मूल्यांकन, हिज्जे अनि उच्चारण माध्यम मूल्यांकन।
❖ आन्तरिक अनि बाह्य मूल्यांकन।
❖ कार्य सम्पादन अनि अंश ग्रहण मार्फत मूल्यांकन।
❖ प्रगति जाँच पत्र (Achievement Test) तयारी - विषय विश्लेषण, ब्लू प्रीन्ट तयारी, दक्षता आधारित
❖ प्रश्नपत्र तयारी, एकाई जाँच पत्र तयारी।

Mode of Curriculum Transaction

Interactive class Room teaching Learning, Group Learning, Group Discussion, SelfLearning, Learning through ICT, Library study.

Activities/Tasks for Hands on experience

Project work, wall magazine, Reporting, Collection of Literally and other Information, Observation of Mother Language Day (21st Feb), Observation of Nepali Language recognition Day (22nd August) Debate/Discussion/ Collection of Rhymes etc.

Course Evaluation:

- Evaluation is process- based. A procedure for conducting evaluation in both the internal and external areas 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 : hour-3 hours**
  External Marks =70

QUESTION-PATTERN FOR WRITTEN (Theoretical) EXAMINATIONS:

- All theoretical papers for written examinations shall be of 70 marks each

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- 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
01	MCQ-Type	20 (out of twenty)	20x1	Four- option- MCQ In Methodology papers 10 for Content & 10 for Method
02	Very Short Answer Type	10 (out of twelve)	10x2	Answers to be written within 25 words
03	Short Answer Type	02 (out of Three)	07x2	Answers to be written within 250 words/
04	Essay type	01 (out of two)	16x1	Answer is to be written within 500 words

Marks-grade Point Conversion-

Range of % of Marks	Grade	Grade Point	Qualitative Evaluation
90 & above	O	9	Outstanding
80 -89	E	8	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)

सन्दर्भ पाठ्य पुस्तकहरू (Reference Books)

१. पहिलो श्रेणीदेखि पाँचौं श्रेणी सम्म पश्चिम बंगाल प्राथमिक शिक्षा पर्षदद्वारा प्रकाशित नेपाली पाठ्य पुस्तकहरू।

२. छैटौं श्रेणीदेखि आठौं श्रेणीसम्म पश्चिम बंगाल माध्यमिक शिक्षा परिषदद्वारा प्रकाशित नेपाली पाठ्य पुस्तकहरू।

३. नेपाली भाषा शिक्षण- चैतन्य पान्डेय, साझा प्रकाशन, काठमाडौं।

४. प्राथमिक शिक्षक प्रशिक्षण डी• एल• एड• कोर्स २वर्षे

दूर शिक्षा माध्यम स्टडी बुक -

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विषय वस्तु ज्ञान अनि नेपाली भाषा शिक्षण पद्धति- प्रकाशकः पश्चिम बंगाल प्राथमिक शिक्षा पर्षद्।
५. माध्यमिक नेपाली ब्याकरण र रचना - शिवराज शर्मा।
६. सरल नेपाली ब्याकरण - भाइचन्द्र प्रधान।
७. मुना - बाल पत्रिका
८. बाल कविता - नैनसिंह योज्जन।
९. बाल कविता - डा॰ पारस मणि प्रधान।
१०. पश्चिम बंगाल प्राथमिक शिक्षा पर्षद्द्वारा प्रकाशित सार्विक मूल्यांकन पत्र।
११. नेपाली भाषा तथा अन्य भाषामा प्रकाशित सान्दर्भिक विभिन्न पत्र - पत्रिका तथा खबर कागजहरू।

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

URDU

Maximum Marks=100
Internal=30
External=70
Pass Marks=40% of Full Marks in each of the External & Internal Evaluation
Student Contact = 90 hours

مقاصد:

- زیر تربیت اساتذہ کے اظہار کی صلاحیت کو اجالنے اور منجملہ زبان کی ترقی میں معاونت کرنا۔
- ابتدائی سطح پر فہرست مضامین پر مبنی اردو نصاب اور تعلیمی تکنیک (اصول و طریقہ تعلیم) سے زیر تربیت اساتذہ میں بصیرت افروز دلچسپی پیدا کرنا۔
- اردو اسباق کے اکتسابی عمل کو بہتر طور پر سمجھنے کے لئے بہت افزائی کرنا۔
- زیر تربیت اساتذہ کو درجاتی نظم و ضبط پیدا کرنے میں سہولت و اہم کرنا۔
- زیر تربیت اساتذہ کو ہر طالب علم کی کارکردگی کو تعین کرنے اور انفرادی طور پر اس کے بہتر اکتسابی عمل کی ضمانت دینا۔
- زیر تربیت اساتذہ کو زبان پر قابل قدر لیاقت حاصل کرنے اور اس کے ذریعے عام متعلمین میں اردو کی مناسب لیاقت پیدا کرنا۔

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مادری زبان کی تعلیم : اردو کی تعلیم ابتدائی سطح پر

Unit – 1 : Contact hours = 10 hours

سبق کی اکائی:1 : زبان کی نوعیت

☆ زبان کی تعریف: مادری، ثانوی اور غیر ملکی زبان

☆ عوامی اور ادبی زبان

☆ زبان کی تعلیم کی ضرورت اور درجات میں اس کی ترسیل کی اہمیت۔

☆ زبان کی شکلیں: تقریری اور تحریری (نظم ونثر)

Unit – 2 : Contact hours = 4 hours

سبق کی اکائی : 2 : سننا اور بولنا

☆ زبان کی تعلیم کے مختلف مدارج (سننا، بولنا، اہمیت اور معیار)

☆ بات چیت ، نظم خوانی، قصہ خوانی اور تلفظ کی ادائیگی، بحث ومباحثہ

Unit – 3 : Contact hours = 6 hours

سبق کی اکائی:3 : پڑھنا

☆ پڑھنے کے طریقے: بلند خوانی، خاموش خوانی، زیرِ لب خوانی (تحت وترنم) اور ان کی اہمیت

☆ مختلف اسباق کے مضامین کا علم

☆ مضامین (نثر ونظم) کے مفاہیم سے واقفیت

☆ زیرِ تبصرہ اسباق کے تجزیے

☆ علمی صلاحیت کی ترقی کے مختلف لغات، انٹرنیٹ وغیرہ کا استعمال

☆ درسی کتاب کے مختلف اسباق کی تعلیم میں تجزیاتی تبصرے کا استعمال

☆ پڑھائی کے لئے ماحول سازی (پڑھائی کا مخصوص کمرہ، لائبریری وغیرہ)

Unit – 4 : Contact hours = 8 hours

سبق کی اکائی :4 : لکھنا

☆ لکھنے کی اہمیت اور اصول: جملوں کی ترکیب وتحلیل

☆ لکھنے کی مختلف صورتیں: عرضی نویسی، مضمون نویسی، خطوط نویسی، دعوت نامہ، خبر نگاری، نوٹس، پوسٹر وغیرہ

☆ املا اور ان کے مسائل وان کے حل

☆ بولنے، پڑھنے اور لکھنے کے مرحلے میں رموز واوقاف کا استعمال، خوش خطی

Unit – 5 : Contact hours = 12 hours

سبق کی اکائی : 5 : قواعد

☆ درجہ اول سے آٹھویں درجہ تک کے مخصوص مضامین (نظم ونثر) کے تجزیے

☆ اسباق میں شامل قواعد کی ترکیب وتحلیل اور انفرادی اسباق کے مطابق درجہ بندی۔

☆ رموز اوقاف (حرکات وسکنات)

☆ فاعل، فعل اور مفعول، فعل کی اقسام

☆ اسم کی اقسام، جملے کے اقسام

☆ زمانہ، تذکیر وتانیث، تحلیل صرفی، ترکیب نحوی

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مادری زبان کی تعلیم : اردو کی تعلیم ابتدائی سطح پر

Unit – 6 : Contact hours = 10 hours

سبق کی اکائی : 6:اردو کی ابتدائی تعلیم سے متعلق مختلف سوالات

☆اردو کی تعلیم کے معیار

☆اردو کی تعلیم کے انتظامات (عوامی اور حکومتی سطح پر)

☆اردو کے نصاب پر تبصرہ

Unit – 7 : Contact hours = 12 hours

سبق کی اکائی:7 :اردو زبان کی تعلیم کے طریقے

☆ لکھنے کے طریقے:طریقِ تہجی،طریق الصوت،لکیروں کا طریقہ،جملہ واری،لفظ واری،قصہ واری طریقے

☆ بچوں کی خصوصیات اور نفسیات کے اثرات

☆بچوں کی دلچسپی کو اجاگر کرنے کے طریقے

Unit – 8 : Contact hours = 10 hours

سبق کی اکائی :8 :تدریس کا عمل ۔اسباق کے حوالے سے

☆درجہ اول تا درجہ ہشتم کے مضامین کا مفصل تجزیہ

☆درسی اسباق کے علاوہ خارجی ذرائع میں اخبار کی خبریں پڑھنا،عوامی دلچسپی کے قصے کہانیاں پڑھنا،بچوں کا ادب (نظم ونثر) پڑھنا وغیرہ

☆ سننے اور بولنے کی صلاحیت پیدا کرنے کے لئے بچوں سے گفتگو کرنا،نظم وغزل پڑھوانا اور غلطیوں کو درست کرنا

☆زبان کی درستگی کے لئے قواعد کی تعلیم اور اس کے استعمال کی اہمیت اجاگر کرنا

Unit – 9 : Contact hours = 8 hours

سبق کی اکائی : 9 :طلبا و طالبات کا تعین قدر(Evaluation)

☆ سننے کا بولنے اور لکھنے کے دوران بچوں کا مسلسل تعین قدر

☆زبانی اور تحریری طریقے سے تعین قدر

☆مفوضہ کام کی تکمیل کے حوالے سے تعین قدر

Unit – 10 : Contact hours = 10 hours

سبق کی اکائی : 10 :نصاب کی منصوبہ بندی

☆مختلف نوعیت کے مضامین کے ذریعہ اردو کی تدریس

☆طفل مرکوز تعلیم کے لئے اسباق کی اکائیوں پر مبنی تدریسی منصوبے

☆درجات میں سرگرم عملی پروگرام مرتب کرنا

☆خود تحصیلی کے لئے مختلف لوازم کی فراہمی

☆تعین قدر کے لوازمات مہیا کرنا

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

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

- **External Evaluation : External hour-3 hours**
  External Marks =70

QUESTION-PATTERN FOR WRITTEN (Theoretical) EXAMINATIONS

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

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

Marks-grade Point Conversion-

Range of % of Marks	Grade	Grade Point	Qualitative Evaluation
90 & above	O	9	Outstanding
80 -89	E	8	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)

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Reference:

- Kumar, K. (2007). *The Child's Language and the Teacher.* India: National Book Trust
- Sinha. S.(2000). Acquiring Literacy in Schools. Redesigning Curricula : A Symposium on working a framework for School education. Spetember,493
- Agnihotri, R.K.(1995). Multilingualism as a classroom resource. In K.Heugh, A. Sieruhn and P. Pluddemonn (Eds) Multilingual education for South Africa, Johannesburg, South Africa: Heinemann. 3-7.
- Rhodes, L.K. and Shanklin N.L.(1993). Windows into Literacy. UK: Heinemann, The University of Michigan. Chapter 4: Assessing Language System and Strategies in Reading.
- Mason, J.M.and Sinha, S. (1992). Emerging Literacy in the Early Childhood Years. Applying a Vygotskain Model of Learning and Development in B.Spodek (Ed) Handbook of research on the education of young children. New York : Macmillan, 137-150.
- Prescribed Textbook of Elementary classes I – VIII being studied in West Bengal including evaluation manual and statement of the Expert Committee on the approaches and methodology.

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

आवश्यक शिक्षा विज्ञान सम्मत पाठ परिचय
सी. पी. एस - ०१ (प्रथम भाषा हिन्दी)
क्रेडिट - 4 + 2

पूर्णांक - 100
आन्तरिक - 30
वाह्य - 70
उत्तीर्णांक - 40
समय - 90 घन्टा

उद्देश्य :-

- छात्रोंकी भाषागत दक्षता का विकास करना
- प्राथमिक स्तर पर मातृभाषा हिन्दी पाठ्य क्रम की विषय वस्तु के सम्बन्ध मे छात्रोको विज्ञान आधारित ज्ञान वृद्धि में सहायता करना।
- शिक्षण पद्धति एवं भाषा शिक्षण में हिन्दी भाषा की प्रासङ्गिकता के सम्वन्ध में स्पष्ट धारणा गठन
- प्रत्येक शिशु की पारदर्शिता के मूल्यांकन एवं उसके अनुसार प्रत्येक शिशु के निश्चयन हेतु प्रयोजनीय धारणा गठन ।

श्रेणी कक्ष में विभिन्न शिक्षक - शिक्षण पद्धति एवं श्रेणी परिचालन पद्धति के सम्बन्ध में स्पष्ट धारणा गठन

- हिन्दी भाषा में दक्षता अर्जन एवं छात्रों की भाषागत दक्षता वृद्धि में सहायक पद्धति के सम्वन्ध में स्पष्ट धारणा गठन ।

पाठ इकाई -1

विषय वस्तु : 9 - घन्टा

प्रथम श्रेणी से अष्टम श्रेणी तक पश्चिम वंगाल में प्राथमिक शिक्षा पर्षद एवं प. वं. माध्यमिक शिक्षा पर्षद द्वारा निर्धारित पाठय पुस्तकों की विस्तृत जानकारी राखना।

पाठ इकाई - 2

हिन्दी भाषा शिक्षण के उद्देश्य : 10 - घन्टा

- मातृभाषा हिन्दी शिक्षण के उद्देश्य, लक्ष्य व प्रयोजनीयता
- शिक्षा का माध्यम मातृ भाषा के औचित्य के सम्वन्ध में शिक्षाविदों के मत
- शिक्षा का अधिकार

पाठ इकाई -3

हिन्दी शिक्षण की विभिन्न पद्धतियाँ 10 - घन्टा

- शव्दानुक्रमिक पद्धत्ति
- वर्णानुक्रमिक पद्धत्ति
- वाक्यानुक्रमिक पद्धत्ति
- बालगीत पद्धत्ति
- बाल कविता पद्धत्ति
- अनुकरण पद्धत्ति
- अभिनय पद्धत्ति
- अनुवंध पद्धत्ति
- वर्णनात्मक पद्धत्ति
- आलोचनात्मक पद्धत्ति
- प्रकल्प पद्धत्ति

पाठ्य पुस्तक के एलाह निर्भरयोग्य सूत्रों से पाठ : जैसे समाचार पत्र से वार्ता पाठ, प्रासंगिक लोकप्रिय काहानी पाठ शिशु साहित्य पाठ आदि।

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पाठ इकाई -4 9 - घन्टा

भाषा शिक्षण के विभिन्न स्तर एवं दक्षता विकास

श्रवण, कथन, पठन, लेखन, हस्तलेखन, सृजनात्मक लेखन,शव्द भंडार, वर्तनी प्रणाली का विकास

पाठ इकाई -5 12 - घन्टा

पाठ परिकल्पना एवं पाठ योजना रचना

पाठ परिकल्पना - उद्देश्य, महत्व एवं प्रयोजनीयता

सूक्ष्म एवं वृहत पाठ योजना निर्माण एवं अभ्यास गठन

सक्रियता आधारित कर्मपत्र रचना

शिक्षण सहायक उपकरण - प्रकार एवं प्रस्तुतीकरण

अल्पमूल्य एवं मूल्यहीन वस्तुओं द्वारा उपकरणों का निर्माण

पाठ इकाई -6 10 - घन्टा

व्याकरण (कार्यगत)

व्याकरण - लक्ष्य, उद्देश्य, प्रयोजीनयता

पाठ्य पुस्तक आधारित व्याकरण शिक्षण सम्वन्धी सुविधा - असुविधा

व्याकरण शिक्षण की विविध पद्धतियाँ

आगमन, निगमन, सूत्रात्मक, पद्धति

प्रथम श्रेणी से अष्टम श्रेणी आधारित कार्यगत वाकधारा, वाक्यसमूह, वाक्यों के प्रकार, समोच्चरित शव्द, विपरीतार्थक शव्द, अनेकार्थक शव्द, पययिवाची शव्द मुहावरे एवं लोकोक्तियाँ

पाठ इकाई - 7 10 - घन्टा

लेखन

लेखन दक्षता के साधन

विषयवस्तु के वाक्य समूहों की पहचान करना अनुच्छेद रचना वाक्यों की युक्ति संगत सजावट, संयुक्त वाक्य व वाक् विधि सहायता से वाक्यों का संयुक्ती करण

लेखन के विभिन्न रूप : पत्र रचना आवेदन पत्र, अभियोग पत्र, निमंत्रण पत्र, वार्ता, नोटिस, पोस्टर इत्यादि

लेखन शैली

नियोजित / निर्देशित लेखन

निरन्तर एवं रचनात्मक लेखन

पाठ इकाई - 8 7 - घन्टा

हिन्दी भाषा शिक्षण सम्वन्धी विभिन्न प्रश्न

प्रथम भाषा के रूप में हिन्दी शिक्षण, द्वितीय भाषा के रूप मे हिन्दी शिक्षण - विकास मूलक आर्थिक, सामाजिक, मनोवैज्ञानिक उपादान

प्रथम भाषा के अन्तर्ग्रहण के मुख्य उपकरण

हिन्दी शिक्षक द्वारा छात्रों की आयु के अनुसार सापेक्षित विवेचन

पाठ इकाई - 9 7 - घन्टा

भाषा का स्वरूप :

भाषा से क्या समझते हैं : प्रथम भाषा, द्वितीय भाषा एवं विदेशी भाषा

आदान -प्रदान एवं चिन्तन के माध्यम के रूप में भाषा

भाषा का स्वांगीकरण, भाषा शिक्षण एवं प्रशिक्षण

श्रेणी कक्ष में वैद्धिक विकास

भाषा समृद्ध श्रेणी कक्ष में हिन्दी भाषा का महत्वारोपण

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पाठ इकाई -10 6 - घन्टा

मूल्यांकन :

सतत एवं समग्र मूल्यांकन

मौखिक एवं लिखित माध्यम से मूल्यांकन

साक्षात्कार कहानी कथन इत्यादि के माध्यम से कथन एवं श्रवण का मूल्यांकन, उच्चारित पाठ-

गद्य-पद्य पाठ के माध्यम से पठनबोध का मूल्यांकन

कार्य सम्पादन युक्त मूल्यांकन

आंतरिक एवं वाह्य मूल्यांकन

ब्लु प्रिन्ट

दक्षता आधारित प्रश्न पत्र तैयार करना एवं इकाई आधारित नमूना प्रश्न पत्र निर्माण

हाथ और कलम की अभिज्ञता अर्जन हेतु सक्रियता आधारित कार्य :

१) प्रकल्प - दीवाल पत्रिका, तथ्य संग्रह, मातृभाषा दिवस पालन, तर्क-वितर्क - आलोचना।

२) पाठ्क्रम प्रयोग के माध्यम : श्रेणी कक्ष में, आपसी वार्तालाप, दलगत कार्य, दलगत आलोचना, स्वशिक्षण, तकनीकी विद्या के माध्यम से शिक्षण

३) मूल्यांकन - आन्तरिक - ३०

क) असाइनमेन्ट

ख) प्रकल्प

ग) भाषा आधारित विभिन्न कार्यक्रमों में अंशग्रहण

घ) दीवाल पत्रिका लेखन

ङ) स्वलेखन

च) उपस्थिति

छ) सभी कार्यों में अंशग्रहण किन्तु सभी कार्यों में से किन्ही तीन कार्यों कों जमा करना होगा।

प्रस्तुतीकरण :- १०, तीन कार्य हेतु - १५, उपस्थिति हेतु - ५,

वाह्य मूल्यांकन - ७० अंक (लिखित)

वस्तुनिष्ठ प्रश्न - २० अंक (२० प्रश्न)

अति संक्षिप्त प्रश्न १० x २ = २० (१० प्रश्न)

संक्षिप्त प्रश्न - तीन प्रश्नों में सें २, ७ x २ = १४

रचनात्मक प्रश्न - २ प्रश्नों में सें १,(१६ अंक)

संदर्भ पाठय पुस्तकें

१) एन सी इ आर टी की हिन्दी पाठय पुस्तकें (शिक्षण - प्रशिक्षण सम्वंधी)

२) हिन्दी भाषा शिक्षण पद्धति - भोलानाथ तिवारी

३) हिन्दी भाषा शिक्षण पद्धति - भोलानाथ तिवारी

४) हिन्दी भाषा शिक्षण पद्धति - सुकुमार सेन

५) हिन्दी भाषा शिक्षण पद्धति - विद्या गर्ग

६) हिन्दी व्याकरण व रचना - डा: वासुदेव प्रसाद

७) हिन्दी व्याकरण व रचना - आर.पी. विश्वेन्दु

८) प. व. प्राथमिक शिक्षा पर्षद एवं प.व.मा. शि.पर्षद द्वारा प्रकाशित हिन्दी भाषा पाठय पुस्तकें

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QUESTION-PATTERN FOR WRITTEN (Theoretical) EXAMINATIONS

- All theoretical papers for written examinations shall be of 70 marks each
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- Apart from these there will be two Short Answer Type Questions of 7 marks each, to be answered within 250 words.
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(CPS-02): Teaching Second Language: English at the Elementary Level

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 students 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

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- 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 Teaching& Audio-lingual method, Communicative Language Teaching, Task-based Language Teaching, Co-operative 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- 12 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

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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-12hours**

- 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-5hours**

- 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

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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-13 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……

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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 the 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

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
01	MCQ-Type	20 (out of twenty)	20x1	Four- option- MCQ In Methodology papers 10 for Content & 10 for Method

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02	Very Short Answer Type	10 (out of twelve)	10x2	Answers to be written within 25 words
03	Short Answer Type	02 (out of Three)	07x2	Answers to be written within 250 words/
04	Essay type	01 (out of two)	16x1	Answer is to be written within 500 words

Marks-grade Point Conversion-

Range of % of Marks	Grade	Grade Point	Qualitative Evaluation
90 & above	O	9	Outstanding
80 -89	E	8	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)

List of Reference Books

1. Lightbown, P. M & Spada, N. (1999). *How Languages are Learned* Oxford: Oxford University Press
2. Maley, A. & Duff, A. (1991). *Drama techniques in language learning: A resource book of communication activities for language teachers (2nd ed.).* Cambridge: Cambridge University Press.
3. Morgan, J. & Rinvolucri, M. (1983). *Once upon a time: Using stories in the language classroom.* Cambridge:. Cambridge University Press.
4. Wright, A. (1989). *Pictures for Language Learning.* Cambridge: Cambridge University Press.

Advanced Readings

1. Parrot M. (1993). *Tasks for language teachers* Cambridge: Cambridge University Press
2. Richards, J. & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms.* Cambridge: Cambridge University Press
3. Slatterly, M. & Willis, J. (2001). *English for primary teachers: A handbook of activities & classroom language.* Oxford: Oxford University Press
4. Brewster, E., Girard, D. and Ellis G. (2004). *The Primary English Teacher's Guide.* Penguin. (New Edition)
5. Ellis, G. and Brewster, J. (2002), *Tell it again! The new Story-telling Handbook for Teachers.* Penguin.
6. NCERT, (2005). National Curriculum Framework, 2005. New Delhi: NCERT.
7. NCERT, (2006). Position Paper National Focus Group on *Teaching of English.* New Delhi: NCERT
8. Scott, W. A. and Ytreberg, L. H. (1990). *Teaching English to Children.* London: Longman.
9. Slatterly, M. and Willis, J. 2001, *English for Primary Teachers: A Handbook of Activities and Classroom Language,* Oxford: Oxford University Press.
10. Fogarty, R. (2006). *Literacy Matters: Strategies Every Teacher Can Use.* USA: Corwin Press pp. 59-62.
11. Wyse, D. and Jones, R. (2001). *Teaching English, Language and Literacy.* New York: Routledge Falmer, pp. 169-175. *Unit 5*

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12. Browne, A. (2007). *Teaching and Learning Communication, Language and Literacy.* London, UK: Paul Chapman, 175-210.
13. Sahi, J. and Sahi, R. (2008). *Learning through Art.* Eklavya, Bangalore, 125-137
14. Cameron, L. (2001) *Teaching Languages to Young Learners,* Cambridge: Cambridge University Press.
15. Curtain, H. A. and Dahlberg, C. A. (2004). *Languages and Children: Making the Match.* Boston: Pearson.
16. Tomlinson, B. (Eds.) (1998). *Materials Development in Language Teaching.* United Kingdom: Cambridge University Press.
17. Techniques and Principles in Language Teaching - Diane Larsen – Freeman: Oxford University Press
18. A glossary of Literary Terms - M.H. Abrams : Mac Millan India Ltd.
19. English Language Teaching Approaches, Methods, Techniques Geetha Nagraj : Orient Blackswan Jack C. Richards
20. Approaches and Methods in Language Teaching - Theodore S. Rodgers : Cambridge University Press
21. Essential English Grammar Reference & Practice for Indian Students -Raymond Murphy : Cambridge University Press
22. Communicate Syllabus Design & Methodology- Keith Johnson : Pergamon Press
23. A Handbook of English Education -G.E.B. Col & C.S. Bhandari : Orient Longman
24. English Language Education - Sourcebook for the Diploma in Teacher Education : Tamilnadu Textbook Corporation
25. Continuous and Comprehensive Evaluation - Teachers' Handbook for Primary Stage -S. Rajput, SKS Goutam, A.D. Tewari, S. Kumar, K. Chandrasekhar: NCERT
26. A Handbook of Evaluation in English - Dr. Mamata Agarwal : NCERT
27. National Curriculum Framework 2005 – NCERT : NCERT
28. English Grammar - Digby Beaumont & Colin Granger : Heinemann
29. Approach Paper of the Expert Committee on School Curriculum & Syllabi November, 2011 - Expert Committee on West Bengal School Education :Govt of West Bengal
30. Introduction to Educational Technology(Third Revised Edition-1990) - (Late)K. Sampath A PanneerselvamS Santhanam : Sterling Publishers Pvt. Ltdm
31. The Prescribed Books of Elementary & Secondary School Education - Government of West Bengal: Saraswaty Press Ltd
32. Evaluation Guide Book - Government of West Bengal: Saraswaty Press Ltd

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(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 – 1 Class- : 9 hours

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

Unit-2 : Perspective about Mathematical knowledge – 2 Class- : 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 back ground of children on mathematical knowledge **2 hours**

Unit-3: Pedagogic Content Knowledge – 1 Class- : 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 parallelopiped, cube. **3 hours**

Unit–4 : Pedagogical content knowledge – 2 Class- : 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**

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Unit – 5 : Elementary Statistics Class- : 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 Class- : 15 hours

- Constructivist Approach in Mathematics **2hours**
- 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 Class-: 6 hours

- Preparation and use of learning materials in mathematics. **4 hours**
- Principles of selection and effective use of LTM **2 hours**

Unit-8 : Learning methods and approaches of Mathematics Class-: 7 hours

- Observation, experimentation, Demonstration, Problem Solving **4 hours**
- Project **3 hours**

Unit – 9 : Planning for Teaching Mathematics : Class-: 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 Class-: 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 teaching aids for constructive class room.

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- 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

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
01	MCQ-Type	20 (out of twenty)	20x1	Four- option- MCQ In Methodology papers 10 for Content & 10 for Method
02	Very Short Answer Type	10 (out of twelve)	10x2	Answers to be written within 25 words
03	Short Answer Type	02 (out of Three)	07x2	Answers to be written within 250 words/
04	Essay type	01 (out of two)	16x1	Answer is to be written within 500 words

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Marks-grade Point Conversion-

Range of % of Marks	Grade	Grade Point	Qualitative Evaluation
90 & above	O	9	Outstanding
80 -89	E	8	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)

Reference :

1. Agarwal, S.M (2008) : Teaching Modern Mathematics
2. NCERT – Content cum Methodology of teaching Mathematics
3. Kulbir Singh Sidhu : Teaching of Mathematics , Sterling Publisher
4. Rubi Fatima (2008) : Teaching Aids in Mathematics , Kanishka Publication
5. NCERT (2008) : Source book on assessment for I to V Maths
6. NCERT : Objective based test item in Mathematics.

Essential Readings

1. Haylock, D. (2006). *Mathematics Explained for Primary teachers.* New Delhi: Sage Publication, Chapter 22: Measurement, 247-263.
2. Lieback, P. (1984). *How children learn mathematics: a guide for parents and teachers.* London: Penguin.
3. Skemp, Richard R. *Mathematics in the Primary School.* London: Rouledge. Chapter 3: The formation of Mathematical Concepts, Chapter 4: The Construction of Mathematical Knowledge, Chapter 5: Understanding Mathematical Symbolism, 49-71, 72-89, 90-108.
4. Post, Thomas, R. (1992). *Teaching Mathematics in Grades K-8, Research-Based Methods.* Callifornia: Allyn and Bacon, Chapters 1,Chapter 4, Chapter 5, Chapter 6, and Chapter7.
5. Zevenbergen, R., Dolley, S. And Wright Robert J., (2005), *Teaching Mathematics in Primary Schools.* Australia: Allen & Unwin; (First South Asian Edition). Chapter 2, Chapter 3, Chapter 7 and Chapter .
6. Carraher, T. N., Schliemann A. D. and Carraher, D. W. (1988). Mathematical concepts in everyday life. In G. B. Saxe & M. Gearhart (Eds.). *Children's mathematics. New Directions for Child Development.* San Francisco: Jossey-Bass, 71-87.
7. IGNOU, AMT – 01 *Teaching of Primary School Mathematics.* New Delhi: IGNOU.
8. IGNOU, LMT – 01, *Learning Mathematics.* New Delhi: IGNOU.
9. Wood, D. (1998). The Mathematical Mind. In *How Children Think and Learn.* UK: Blackwell Publishing, Chapter 8, 225-255.

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Advanced Readings

1. Briggs, M. and Davis, S. (2007). *Creative Teaching: Mathematics in the early years and primary classroom,* UK: Routledge.
2. Ball, D.L., Thames, M.H. and Phelps G. (2008). Content Knowledge for Teaching: What Makes It Special? *Journal of Teacher Education,* 59(5), 389-407.
3. Douglas, H. Clements, Julie, S. (2009). Learning and Teaching Early Math: The Learning Trajectories Approach. UK: Routledge
4. Nunes, T. and P. Bryant, (Eds.) (1996). *Children doing mathematics.* UK:Blackwell publishers limited.
5. Orton A. (2004). *Learning Mathematics, issues, theory and classroom practice.* London: Continuum, pp. 1-26, 156-174, 175-193.
6. Richard R.S. (2002). *Understanding mathematical symbolism in Mathematics In Primary Schools.* UK: Routledge.
7. Document on Approaches & Methodology of School Education – By Expert Committee on School Education , West Bengal

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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.
- Goals of EVS Educations – Cognitive, affective and psychomotor domain.

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

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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

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.

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

Marks-grade Point Conversion-

Range of % of Marks	Grade	Grade Point	Qualitative Evaluation
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80 -89	E	8	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)

Reference Books:

- NCTE & NCERT Publication.
- Prescribed Text Books of Elementary & Secondary School Education under WBBPE & WBBSE
- SCERT Publication
- NCERT, (2005). *National Curriculum Framework.* New Delhi: NCERT.
- NCERT, (2005). *Syllabus for Elementary Classes*- Volume I. New Delhi: NCERT.
- Raina, V. and Singh, D. P. (2001). What is Science. *Dispatch,* October-December.
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- Harlen, W. Elstgeest, J. (1998). *UNESCO Source Book for Science in the Primary School,* New Delhi: NBT.
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- Centre for Science and Environment, *Citizen's Reports,* New Delhi. especially the 2nd Report.
- Mishra, A. (2004). *Aaj bhi Kharein hai Talaab,* Gandhi Peace Foundation, 5th Edition.
- Sainath, P. (1996). *Everybody Loves a Good Drought- Stories from India's Poorest Districts,* Penguin Books.
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- Driver, R., Squires, A., Rushworth, P. and Wood-Robinson, V. (2006). *Making Sense of Secondary Science: Research into Children's Ideas,* London: Routledge Falmer.
- George, Alex M. (2007). *Children's Perception of Sarkar- A critique of Civics Text books,* Bhopal: Eklavya.
- NCERT, (2008). *Source Book on Assessment for Classes I–V.* Chapter 2:
- Environmental Studies, New Delhi: NCERT.

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PRACTICUM COURSE : Part-I

P-1: 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 WBBPE on the Curriculum, Syllabi & Text Book Development for Elementary Teacher Education in West Bengal.

নং	দক্ষতা	আচরনের পরিবর্তন
১.	সমন্বয় সাধন দক্ষতা	(i) শিক্ষার্থীর দ্বারা অন্যান্য বিষয়ের সাথে সমন্বয় করণ। (ii) শিক্ষার্থীর কাছ থেকে দৃষ্টান্ত গ্রহণ (iii) শিক্ষার্থীর দ্বারা যথাযথ উদাহরণ (iv) সাধারণীকরণ (Generalization)
২.	শিশু কেন্দ্রিক শিখন পরিচালন দক্ষতা	(i) শিক্ষার্থীর সক্রিয় অংশগ্রহণ (ii) ধারাবাহিকতা বজায় রেখে মত প্রকাশ (iii) শিক্ষার্থীর মধ্যে পারস্পরিক মিথষ্ক্রিয়া (iv) শিক্ষার্থীর দ্বারা সিদ্ধান্ত গ্রহণ
৩.	শিক্ষার্থীকে প্রশ্ন করতে উৎসাহী করার দক্ষতা	(i) শিক্ষার্থীর দ্বারা প্রশ্নকরণ (ii) প্রশ্নকরণের নমনীয়তা (iii) প্রশ্নকরণে পরিমিতি বোধ (iv) বিষয়ের সঙ্গে 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 চিন্তার প্রতিফলনকরণ
৫.	শিখন পরিস্থিতির সঙ্গে কৃৎকলাশিল্পের (Performing Art) সংযোগ সাধনের দক্ষতা	(i) বিষয় সমূহে প্রত্যক্ষ অংশগ্রহণ (ii) সৃজণাত্মক সৃষ্টি (iii) বিষয়ের নাট্য রূপান্তরকরণ (iv) বিষয়ের প্রতিফলন

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Evaluation : Internal & External

50 marks for Internal Evaluation

Demonstration of 5 lessons on the selected five skills :	**5 x 5 marks = 25**
Observation and reflection :	**5 x 2 marks = 10**
Preparation of Lesson Notes :	**15 marks**

50 marks for external evaluation

5 lesson notes in the note book on five selected skills:	**5x4 marks=20**
Demonstration on two skills before the external evaluator :	**2x15 marks=30**

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 counseling 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**

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PRACTICUM COURSE : Part-I

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

Maximum Marks=100
35 marks for round the year performance as a part of the CCE
65 marks for Term End Evaluation
Pass Marks=50% of Full Marks in each of the External & Internal Evaluation
Student Contact = 90 hours

Objectives:

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

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

Unit – I : Indian Music & Instrument **Class – 5 hours**

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

Unit – 2Practice, 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

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UNIT-5: Fine Arts: **Class – 8 hours**

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

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

Class – 7 hours

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

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

Unit-7: Health: (workshop Activities) **Class – 10 hours**

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

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

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

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Arrangement of an annual exhibition of health and hygiene

Unit -9:**Track and Field Events** **Class-20 hours**

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

Unit-10 : **Project Work** **Class-5 hours**

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

Mode of Curriculum Transaction:

1) Debate and discussion for theoretical parts

For Practical Parts

2) Group Activities
3) Project Activities
4) Performances

Only Internal Evaluation:

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

Term End Evaluation

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

Reference :

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

WEST BENGAL EDUCATIONAL INSTITUTE (WBEI)

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-03	School Internship including Practice Teaching.	200	10	5 (By External)	5 (By Internal)	Minimum 45 days	
	P-04	✶School Based Activities: Physical, Emotional Health Education.	100	6		6 (By Internal)		
TOTAL			700	40	25	23		

✶**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.

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CC-02: EDUCATIONAL STUDIES

Maximum Marks=100
Internal=30
External=70
Pass Marks=40% of Full Marks in each of the External & Internal Evaluation
Student Contact = 90 hours

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

Unit-I: Philosophical understanding of Education **Class-7 hours**

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

Unit-2: Factors of Education **Class-8 hours**

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

Unit-3: Learning, Learner and Teaching **Class-7 hours**

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

Unit-4: Knowledge and Curriculum **Class-8 hours**

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

Unit-5: Great Educators: **Class-11 hours**

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

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

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

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

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

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

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

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

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

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

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

Mode of Curriculum Transaction

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

WEST BENGAL EDUCATIONAL INSTITUTE (WBEI)

Course Evaluation:

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

Internal marks-30

Distribution of the Marks

Assignment-10

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

Attendance – 5 Marks

Overall Participation = 5 Marks

External Evaluation : External hour-3 hours

External Marks =70

QUESTION-PATTERN FOR WRITTEN (Theoretical) EXAMINATIONS

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

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

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Marks-grade Point Conversion-

Range of % of Marks	Grade	Grade Point	Qualitative Evaluation
90 & above	O	9	Outstanding
80 -89	E	8	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)

Essential Readings

1. Haylock, D. (2006). *Mathematics Explained for Primary teachers.* New Delhi: Sage Publication, Chapter 22: Measurement, 247-263.
2. Lieback, P. (1984). *How children learn mathematics: a guide for parents and teachers.* London: Penguin.
3. Skemp, Richard R. *Mathematics in the Primary School.* London: Rouledge. Chapter 3: The formation of Mathematical Concepts, Chapter 4: The Construction of
4. Mathematical Knowledge, Chapter 5: Understanding Mathematical Symbolism, 49- 71, 72-89, 90-108.
5. Post, Thomas, R. (1992). *Teaching Mathematics in Grades K-8, Research-Based Methods.* Callifornia: Allyn and Bacon, Chapters 1,Chapter 4, Chapter 5, Chapter 6, and Chapter7.
6. Zevenbergen, R., Dolley, S. And Wright Robert J., (2005), *Teaching Mathematics inPrimary Schools.* Australia: Allen & Unwin; (First South Asian Edition). Chapter 2, Chapter 3, Chapter 7 and Chapter 9.
7. Carraher, T. N., Schliemann A. D. and Carraher, D. W. (1988). Mathematical concepts in everyday life. In G. B. Saxe & M. Gearhart (Eds.). *Children's mathematics. New Directions for Child Development.* San Francisco: Jossey-Bass, 71-87.
8. IGNOU, AMT – 01 *Teaching of Primary School Mathematics.* New Delhi: IGNOU. IGNOU, LMT – 01, *Learning Mathematics.* New Delhi: IGNOU.
9. Wood, D. (1998). The Mathematical Mind. In *How Children Think and Learn.* UK: Blackwell Publishing, Chapter 8, 225-255.

Advanced Readings :

2. 1. Briggs, M. and Davis, S. (2007). *Creative Teaching: Mathematics in the early years and primary classroom,* UK: Routledge.
3. 2. Ball, D.L., Thames, M.H. and Phelps G. (2008). Content Knowledge for Teaching: What Makes It Special? *Journal of Teacher Education,* 59(5), 389-407.
4. 3. Douglas, H. Clements, Julie, S. (2009). Learning and Teaching Early Math: The Learning Trajectories Approach. UK: Routledge
5. 4. Nunes, T. and P. Bryant, (Eds.) (1996). *Children doing mathematics.* UK:Blackwell publishers limited.
6. 5. Orton A. (2004). *Learning Mathematics, issues, theory and classroom practice.* London: Continuum, pp. 1-26, 156-174, 175-193.
7. 6. Richard R.S. (2002). *Understanding mathematical symbolism in Mathematics In Primary Schools.* UK: Routledge.

WESTBENGAL EDUCATIONAL INSTITUTE (WBEI)

(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

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

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

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

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

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

Disability identification, assessment and teaching strategies –

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

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

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

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

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

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

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

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

Mode of Curriculum Transaction

- Classroom discussions for developing conceptual understanding.
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments and

Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data

Course Evaluation:

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

Internal marks-30

- Distribution of the Marks

  Assignment-10

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

  Attendance – 5 Marks

  Overall Participation = 5 Marks

External Evaluation : External hour-3 hours

External Marks =70

QUESTION-PATTERN FOR WRITTEN (Theoretical) EXAMINATIONS

- All theoretical papers for written examinations shall be of 70 marks each
- Of these 70 marks 20 shall be kept for Multiple Choice Type Questions with four options. In case of Content & Method papers 20 marks shall be divided into two equal halves of 10 marks, i.e 10 for contents and 10 for method portion
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- Apart from these there will be two Short Answer Type Questions of 7 marks each, to be answered within 250 words.
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Sl No.	TYPE of Questions	Number of Questions to be answered	Weight age	Remarks
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Marks-grade Point Conversion-

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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)

Essential Readings:

1. NCERT (2006) *Social and Political Life-I.* Class VI Textbook. Unit 2 and 3.
2. NCERT (2007) *Social and Political Life-II.* Class VII Textbook, Chapter 1 and 2.
3. NCERT (2008) *Social and Political life-III.* Class VIII Textbook, Unit 1, 2 and 4.
4. IGNOU Unit 10 Indian national movement in Block-3 *Emergence of Independent India.* In (FHS) Foundations Course in Humanities and Social Sciences.
5. Kasturi, K. (2008). Of Public Purpose and Private Profit. *Seminar* No. 582, February (Special Economic Zones Issue)
6. Constitution of India with reference to the provisions for Indian Education
7. The Government of India Notification of the RTE-Act-2009
8. UNICEF document on RTE-Act-2009
9. Deshpande, S. (2004). *Contemporary India: A Sociological View.* New Delhi: Penguin Chapter 5: Caste inequalities in India Today.
10. Sen, A. and Dreze, J. (1997). *India: Economic development and social Opportunity.* Delhi: Oxford India Paperbacks. Introduction, Chapter 1: Radical Needs and Moderate Reforms. Chapter 3: Agrarian Politics and Rural Development in West Bengal, Chapter 5: Morality, Fertility and Gender Bias in India: A District-Level Analysis
11. Baquer, A. and Sharma, A. (1998). *Disability Vs Challenges.* New Delhi: Can Publishers.
12. Bhattacharjee, N. (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India.* New Delhi: Sage.

(In addition, currrent thoughts & ideas published in Indian Educational Journals are to be studied)

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CC-04: Pedagogy Across Curriculum

Full Marks:100
External:70; Internal:30
Pass marks: 40% of full marks in each of External and Internal evaluation
Student Contact hours: 90 hours

Objectives:

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

Unit 1: Pedagogic Practice and Process of Learning **Class-6 hours**

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

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

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

Unit 3: Integrative Teaching in Pedagogy across curriculum **Class- 5 hours**

- Concept of Integrated teaching-learning

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

Unit 4: Knowledge and Methods of Enquiry **Class- 5 hours**

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

Unit 5: Learner and their Context **Class -6 hours**

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

Unit 6: Use of ICT for Pedagogy across Curriculum **Class -10 hours**

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

Unit 7: Integration of Values and Performing Arts through Pedagogy across Curriculum
Class- 10 hours

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

Unit 8: Pedagogy across Curriculum for Class I-V **Class -15hours**

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

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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 CurriculumTransaction:

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

Internal Marking Scheme:

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

External Evaluation : External Examination hour-3 hours

External Marks =70

QUESTION-PATTERN FOR WRITTEN (Theoretical) EXAMINATIONS

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

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- 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
01	MCQ-Type	20 (out of twenty)	20x1	Four- option- MCQ In Methodology papers 10 for Content & 10 for Method
02	Very Short Answer Type	10 (out of twelve)	10x2	Answers to be written within 25 words
03	Short Answer Type	02 (out of Three)	07x2	Answers to be written within 250 words
04	Essay type	01 (out of two)	16x1	Answer is to be written within 500 words

Marks-grade Point Conversion-

Range of % of Marks	Grade	Grade Point	Qualitative Evaluation
90 & above	O	9	Outstanding
80 -89	E	8	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)

Essential Readings

1. Batra, P. (Ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges.* New Delhi: Sage.
2. Bruner, J. (1996). In *The Culture of Education.* Cambridge: Harvard University Press, Chapter 2: Folk Pedagogy, 44-65.
3. Dewey, J. (1897). *My Pedagogic Creed.* School Journal, Vol. 54.
4. Driver, R. (1981). Pupils' Alternative Frameworks in Science. *European Journal of Science Education.* 3(1), 93-101.
5. Ghai, A. (1992). Play and the Mentally Handicapped Child. New Delhi: *Sankalp.* September.
6. Holt, J. (1990). *Learning All the Time.* New York: Addison-Wesley Publishing Co.

Readings for Discussion

1. Delpit, Lisa D. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People Children. *Harward Educational Review* 58(3), 280-298.
2. Holt, J. (1964). *How Children Fail.* USA: Pitman Publishing Corporation.
3. Johnson, D.W. and Johnson, R.T. (1999). *Learning Together and Alone: Cooperative Competitive and individualistic learning.(5th edition). Boston:* Allyn & Bacom.

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4. Kamii, C. (1974). Pedagogical Principles Derived from Piaget"s theory: Relevance for Educational Practice. In Milton Schwebel and Jane Raph. (eds.) *Piaget in Classroom.* London: Routledge and Kegan Paul, 199-215. *(Available in Hindi: Translation-RRCEE).*
5. NCERT (2006). 1.2 *Position paper, National Focus Group on Teaching of Mathematics.* New Delhi: NCERT.
6. Sarangapani, P. (2003). *Construction of School Knowledge.* New Delhi: Sage Publications.

Advanced Reading

1. Donovan, M. S. and Bransford, J. D. (Ed.) (2005). *How students learn.* Washington DC: The National Academies Press, Chapter 1: Introduction 1-26, Chapter 13: Pulling Threads 569-590.
2. Ghai, A. and Anima, S. (1991). Play and the Mentally Handicapped child. *Digest,* Vol. 4 (1) 13-14.
3. Pollard, A. (2002). *Reflective Teaching.* London: Continuum, Chapter 3: Developing an Evidence-informed Classroom. 42-69.

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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	: Work Sheet	2 hours
4.4	: Uses of Charts and Graphs in Excel Sheet	4 hours

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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	2hour
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	3 hour
7.5.2	: Uses of Web in Teaching-Learning System	1 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

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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 x 10=50
3. Preparation of Marksheet in Excel Sheet 10
4. Drawing Statistical Figures using data in Excel Sheet 10

Reference :

1. Minhas, D.S (2009) : Dynamic Memory Conception Course. Fusion Books, Delhi, (Translated)
2. N.C.E.R.T : Learning Computer, 3 Vols.
3. W.B.B.P.E : Computer Application in Education (2012), W.B.B.P.E.

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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 2014-16session.

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 participationof all the students (overall) 10 marks
- Critical Observation of delivery of Lessons of others in the group(overall) 10marks
- 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

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- 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) : 2x 40 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)**

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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 schoolsfor 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 Magazins/Exhibition of TLM/Beautification of School Surrounddings.
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 repeatation 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 Schema for School Based Activities

Four Indicators for Assessment of Five School based Activities:

1. Report Book: 05
2. Participation: 05

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(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: 70as 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)

Marks-grade Point Conversion-

Range of % of Marks	Grade	Grade Point	Qualitative Evaluation
90 & above	O	9	Outstanding
80 -89	E	8	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)

WEST BENGAL EDUCATIONAL INSTITUTE (WBEI)

SL	NAME OF THE EXPERTS PRESENT IN THE PREVIOUS WORKSHOP HELD ON 29TH& 30TH AUG, 2013
1	PROF P.C. MAHAPATRA, CHAIRMAN, ERC, NCTE
2	PROF. B.N. PANDA, RIE, BHUBANESWAR
3	SRI ARNAB ROY (IAS), PRINCIPAL SECRETARY, SCHOOL EDUCATION DEPT
4	SRI RAJESH SINHA (IAS), COMMISSIONER OF SCHOOL EDUCATION, WEST BENGAL
5	SRI SAMAR GHOSH, JT. SECRETARY, (EE) SCHOOL EDUCATION,
6	DR. MANIK BHATTACHARYYA, PRESIDENT, WBBPE
7	DR. R.C. BAGCHI SECRETARY, WBBPE
8	PROF. AVEEK MAJUMDAR, CHAIRMAN, SYLLABUS COMMITTEE ON SCHOOL EDUCATION
9	Dr. R.N. DE, MEMBER SECRETARY SYLLABUS COMMITTEE ON SCHOOL EDUCATION
10	SMT. RAJNI DWIBEDI, JUNIOR FACULTY, VIDYABHAWAN EDN. RESOURCE CENTRE, UDAYPUR
11	SRI MANISH JAIN, ASSTT. PROF., SCHOOL OF EDUCATIONAL STUDIES, DR. B.R. AMBEDKAR UNIVERSITY
12	GOUTAM KC, ADDITIONAL SPD, PBSSM
13	MD. DABIRUL ISLAM, DEPUTY SPD, PBSSM
14	SRI ABHIJIT BHOWMICK, DSPD-I, PBSSM
15	DR. ALOKE BHATTACHARYA, DEPUTY SECRETARY, WBBPE
16	DR. BISWARANJAN MANNA, PRINCIPAL, DIET, HOWRAH - SCIENCE
17	DR. IMAN ALI, PRINCIPAL, DIET, MURSHIDABAD - EDU & SCIENCE
18	DR. SANDHYA DAS, PRINCIPAL, DIET, SOUTH 24 PARGANAS - SCIENCE
19	SRI K.A. SADAT, PRINCIPAL, DIET, HOOGHLY - MATHS & EDUCATION
20	SRI KAZI AINAL HOQUE, PRINCIPAL, DIET, BANKURA
21	SMT. SABITA DEBROY, PRINCIPAL, MIDNAPORE GOVT. PTTI FOR WOMEN, BENGALI
22	SMT. MIRA LAMA, PRINCIPAL, DIET, JALPAIGURI - ENGLISH
23	SMT. SWAPNA GHOSH, PRINCIPAL, DIET, NORTH 24 PARGANAS - ENGLISH
24	SRI AMALENDU SHEE, SR. LECTURER-IN-CHARGE, DIET, MALDA - SOCIAL SCIENCE
25	PROF. (DR) KOUSHIK CHATTERJEE, ASST. PROF, SATYAPRIYA ROY COLLEGE (B.ED)
26	PROF. (DR) KAMAL KRISHNA DE, STATE CO-ORDINATOR, BRIDGE COURSE
27	PROF. AMALENDU PANJA, MEMBER CORE FACULTY, BRIDGE COURSE
28	PROF. SUPARNA DAS, MEMBER CORE FACULTY, BRIDGE COURSE
29	PROF (DR) SWATI GOSWAMI, MEMBER CORE FACULTY, BRIDGE COURSE
30	PROF SUJIT MUKHERJEE, SENIOR CONSULTANT, WBBPE
31	DR. PUSPA RANJAN SARKAR, CONSULTANT, WBBPE
32	PROF UJJWAL PANDA, SIDHU KANU UNIVERSITY
33	PROF NITA MITRA (CHANDA), READER, SILIGURI B.ED. COLLEGE
34	PROF. ABHIJIT GUHA, RKM SIKSHAN MANDIRA, BELUR
35	PROF. CHANDRIMA MITRA, SCOTTISH CHURCH B.ED. COLLEGE
36	PROF. GOUTAM BANERJEE, RKM SIKSHAN MANDIRA, BELUR
37	DIPAK KR SING, PRINCIPAL, NIGAMANANDA, HISTORY
38	PROF NIMAI MAITI, KOLKATA UNIVERSITY
39	PROF DEBABRATA DEBNATH, GOURBANGA UNIVERSITY
40	PROF (DR) NANDI NEOGI, VIDYASAGAR UNIVERSITY
41	PROF (DR.) CHITRALEKHA MEHRA , BURDWAN UNIVERSITY
42	PROF (DR) ASHIS GUPTA, PRINCIPAL VIDYASAGAR B.ED COLLEGE
43	ABDUL MANNAN, CALCUTTA UNIVERSITY
44	DEBASISH MIRDHA, HEAD, DEPTT. OF EDUCATION, JADAVPUR UNIVERSITY
45	DR. ABDUL ODUD, HEAD OF THE DEPT, WEST BENGAL STATE UNIVERSITY, NORTH 24 PGS
46	DR. SUDIP SUNDAR DAS, HOD, DEPT. OF PHYSICAL EDUCATION, JADAVPUR UNIVERSITY
47	DR. MALAYENDU DINDA, LECTURER, BRAHMANANDA COLLEGE OF EDUCATION
48	DR. BIDYUT KUMAR BHUI, LECTURER, FAKIR CHAND COLLEGE, B.ED
49	SRI MILAN KUMAR SAHA, PRINCIPAL, DIET, DAKSHIN DINAJPUR - MATHS, EDUCATION
50	SRI PARITOSH PRAMANICK, LECTURER-IN-CHARGE, DIET, PURULIA - HISTORY
51	SRI SOMNATH ROY, PRINCIPAL, DIET, NADIA
52	SRI TAPAN KUMAR MALLICK, PRINCIPAL, DIET, BURDWAN
53	SUKDEB HAZRA, PRINCIPAL, SABRAKONE GOVT PTTI
54	ABDUL WADOOD, PRINCIPAL, NALIKUL, URDU MEDIUM GOVT. PTTI
55	ALOK RANJAN MAITY, LECTURER IN CHARGE, RADHANAGAR GOVT. PTTI - BENGALI
56	CHANDAN BISWAS, PRINCIPAL, RAJA RAMMOHAN ROY GOVT. PTTI, HOOGHLY - MATHS & NATURAL SCIENCE
57	SUSHMITA BISWAS, PRINCIPAL, SHAKTIGARH GOVT. SPON. PTTI, UNIT-2, BURDWAN - EDUCATION
58	SWAMI JITASANGANANDA, PRINCIPAL, RAHARA BOYS' HOME GOVT. PTTI - BENGALI
59	DR. SANGITA CHAUDHURY, PRINCIPAL, PURULIA GOVT SPON PTTI - ENGLISH & HISTORY

WEST BENGAL EDUCATIONAL INSTITUTE (WBEI)

SL	NAME OF THE EXPERTS PRESENT IN THE PREVIOUS WORKSHOP HELD ON 29TH& 30TH AUG, 2013
60	KRISHNA BHATTACHARYYA, PRINCIPAL, SAROJNALINI GOVT. PTTI - BENGALI
61	NIKHIL KR. LAHA, PRINCIPAL-IN-CHARGE, SHAKTIGARH GOVT. SPON. PTTI, UNIT-I, BURDWAN - EDU & SCIENCE
62	CHAND MOHAMMAD, URDU MEDIUM GOVT. PTTI. NALIKUL, HOOGHLY
63	REKHA MONDAL, PRINCIPAL, SHYAMPAHARI GOVT. PTTI - NATURAL SCIENCE
64	RINA NATTABARMAN, LECTURER-IN-CHARGE, RAMGANJ GOVT. PTTI - EDUCATION
65	SADHAN KUMAR MAHANTI, PRINCIPAL, SARENGA GOVT SPON. PTTI - GEOGRAPHY & PSYCHOLOGY
66	SAMARENDRA NATH SINHA ROY, LECTURER-IN-CHARGE, KATWA GOVT PTTI - BENGALI
67	SANAT KUMAR PAL, PRINCIPAL, JALPAIGURI GOVT PTTI - MATHS
68	SANGHITA NAYAK CHAKRABORTY, PRINCIPAL, KRISHNAGAR GOVT PTTI - SCIENCE
69	SHYAMAPRASAD ROY, PRINCIPAL, DHARMADA GOVT. PTTI - EDUCATION
70	SMT. ANIMA BARAI, PRINCIPAL, GOVT. SP. PTTI, BELTALA, KOLKATA - BENGALI
71	SMT. SUVRA MALLICK, PRINCIPAL , CALCUTTA WOMENS' PTTI - SOCIAL SCIENCE
72	SOMA CHATTERJEE, PRINCIPAL, CHITTARAN TEACHERS TRAINING INSTITUTE
73	SRI MANINDRA BHUJEL, PRINCIPAL, KALIMPONG GOVT. PTTI - NEPALI LANGUAGE
74	SRI SAKTIPADA JANA, LECTURER (ART EDUCATION), KELOMAL GOVT. PTTI
75	SRI SHYAMAPRASAD SANTRA, LECTURER, ART EDUCATION, SABRAKONE GOVT. PTTI
76	SRI R.P. SINGH, PRINCIPAL, SALKIA GOVT. SPONSORED PTTI, (HINDI SPECIALIST)
77	SRI SUJIT DAS, PHYSICAL INSTRUCTOR, KATWA GOVT. PTTI - PHY EDU, HEALTH & HYGINE
78	SMT. SWARUPA CHAKRABORTY, LECTURER, RAMGANJ GOVT. PTTI - EDUCATION
79	SMT. SUPRIYA SAMANTA HALDAR, VIDYASAGAR BANI BHAWAN PTTI - MATHS
80	SWAMI DIVYAGANANANDA, SR. LECTURER, RKM SIKSHAN MANDIR, BELUR MATH
81	SRI SUBIRESH BHATTACHARYA, PRINCIPAL, FAKIR CHAND COLLEGE, DIAMOND HARBOUR - BENGALI
82	SRI ABHEDANANDA PANIGRAHI, NSOU, FACULTY
83	SMT. MOUSUMI MUKHERJEE, CO-ORDINATOR, PEDAGOGY, PBSSM
84	SMT. NANDITA DUTTA, LECTURER, DIET, SOUTH 24 PARGANAS - ENGLISH
85	SRI JANAJIT CHAKRABORTY, DIET, HOOGHLY - ENGLISH
86	SRI RABINDRANATH KARMAKAR, PRINCIPAL, DAVID HARE TRAINING COLLEGE - BENGALI
87	SMT. RASHIDA KHATUN, PRINCIPAL, BISHNUPUR PUBLIC PTTI, BANKURA - MATH
88	RATNA D. ROGARIO (ASST. LECTURER), LORETO R.C. PTTI, CONVENT RD. KOL-14
89	RATUL KUMAR GUHA, MEMBER, EXPERT COMMITTEE ON SCHOOL EDUCATION
90	SOUMYA SUNDAR MUKHOPADHYAY, MEMBER, EXPERT COMMITTEE ON SCHOOL EDUCATION
91	DR. PURNENDU CHATTERJEE, MEMBER, EXPERT COMMITTEE ON SCHOOL EDUCATION
92	SUMAN SANTRA, LECTURER, DIET, UTTAR DINAJPUR - COMPUTER APPLICATION
93	SRI PINAKI RANJAN CHATTERJEE, PRINCIPAL, CHAPRA PTTI, NADIA - ENGLISH & ZOOLOGY
94	SRI SAURAV MANNA, PRINCIPAL, KHARAGPUR TRIBAL PTTI (PRIVATE)
95	SMT. ADITI ROY, LECTURER, MEDINIPUR WOMEN TEACHERS TRAINING COLLEGE
96	SMT. ALPANA MAZUMDER, LECTURER, KRISHNANAGAR GOVT PTTI - MUSIC
97	SMT. MINAKSHI CHATTERJEE, LECTURER (MUSIC) BRAHMO PTTI
98	SMT. MUNNA GANGULY, LECTURER (MUSIC) SAROJ NALINI PTTI
99	ANIRUDDHA MUKHOPADHYAY, LECTURER IN ART, KRISHNAGAR GOVT PTTI
100	ARUNDHUTI DUTTA, LECTURER, VIDYASAGAR BANIBHAWAN PTTI
101	SMT. MADHUMITA MUKHERJEE, PRINCIPAL, SONARGAON VIVEKANANDA INST. FOR PTT, S24 PGS - ENGLISH
102	DILIP KUMAR BHUNIA, PRINCIPAL, EDUGATE TTI - EDUCATION
103	DR. HIMANGSHU BARIK, PRINCIPAL, GOBINDAPUR ACADEMY PTTI, MURSHIDABAD - INCLUSIVE EDUCATION & ART
104	CHANCHAL KUMAR MAITI, LECTURER, SONARGAON VIVEKANANDA INSTITUTE FOR PTT
105	AMIT KUMAR TUNDA, PRINCIPAL, REAPARA PTTI, PURBA MEDINIPUR, (PRIVATE)
106	DR. M. GHOSHAL, PANCHAKOT PTTI
107	PHYSICAL INSTRUCTOR, SONAR GAON VIVEKANANDA INSTITUTE FOR PTTI
108	MD. NASIR, HEADMASTER, BELGACHIA URDU HIGH SCHOOL (CO-ED) - URDU LANGUAGE
109	MRS. BANI DAS, HEADMISTRESS, BELTALA GIRLS' PRIMARY SCHOOL (DAY) KOLKATA - MATHS
110	SRI AKHILESH PANDEY, HEAD MASTER, RANI RASHMANI HIGH SCHOOL

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SL	GROUP	NAME OF THE EXPERTS PRESENT IN THE WORKSHOP HELD ON 25TH&26TH APRIL, 2014
1	CORE	PROF. (DR) KOUSHIK CHATTERJEE, ASST. PROF, SATYAPRIYA ROY COLLEGE OF EDUCATION, SALT LAKE
2		DR. SANDHYA DAS, PRINCIPAL, DIET, SOUTH 24 PGS, JOYNAGAR
3		SMT. SWAPNA GHOSH, PRINCIPAL, DIET, NORTH 24 PARGANAS
4		SRI SOMNATH ROY, PRINCIPAL, DIET, NADIA
5		SMT PIKU CHOWDHURY, SATYAPRIYA ROY COLLEGE OF EDUCATION, SALT LAKE
1	LANGUAGE	PROF (DR) SWATI GOSWAMI, MEMBER CORE FACULTY, BRIDGE COURSE, WBBPE
2		SMT. ANIMA BARAI, PRINCIPAL, GOVT. SP. PTTI, BELTALA, KOLKATA
3		SMT PIKU CHOWDHURY, SATYAPRIYA ROY COLLEGE OF EDUCATION, SALT LAKE
4		SMT. MIRA LAMA, PRINCIPAL, DIET, JALPAIGURI
5		SMT. MADHUMITA MUKHERJEE, PRINCIPAL, SONARGAON VIVEKANANDA INST. FOR PTT
6		SRI R.P. SINGH, PRINCIPAL, SALKIA GOVT. SPONSORED PTTI, (HINDI)
7		SRI AKHILESH PANDEY, HEAD MASTER, RANI RASHMANI HIGH SCHOOL
8		SRI MANINDRA BHUJEL, PRINCIPAL, KALIMPONG GOVT. PTTI
9		SMT. SANDHYA GURUNG, TEACHER-IN-CHARGE, DARJEELING SRK GOVT. SPONSORED PTTI
10		MD. NASIR, HEAD MASTER, BELGACHIA URDU HIGH SCHOOL
11		MD. SHAFIQUE, LECTURER, URDU MEDIUM GOVT. PTTI
12		ABDUL WADOOD, PRINCIPAL, URDU MEDIUM GOVT. PTTI
1	EVS & SOCIAL SCIENCE	PROF. AMALENDU PANJA, MEMBER CORE FACULTY, BRIDGE COURSE, WBBPE
2		PROF. SUPARNA DAS, MEMBER CORE FACULTY, BRIDGE COURSE, WBBPE
3		SMT. SANGITA CHOWDHURY, PRINCIPAL-IN-CHARGE, PURULIA GOVT SPONS. PTTI
1	COMPUTER & MATHS	PROF. (DR) KAMAL KRISHNA DE, STATE CO-ORDINATOR, BRIDGE COURSE, WBBPE
2		SRI SUBRATA BISWAS, JUNIOR RESEARCH FELLOW, SCERT
3		SRI MADHUSUDAN KAYAL, PRINCIPAL, DIET, BIRBHUM
4		DR. K.A. SADAT, PRINCIPAL, DIET, HOOGHLY
1	PRACTICUM	SRI SUJIT DAS, PHYSICAL INSTRUCTOR, KATWA GOVT. PTTI
2		SMT. ADITI ROY, LECTURER, ART & CRAFT, MEDINIPUR WOMEN TEACHER TRAINING COLLEGE
3		SMT. ALPANA MAZUMDER, LECTURER, (MUSIC) KRISHNANAGAR GOVT PTTI
4		SRI CHANCHAL KR. MAITI, LECTURER, PHYSICAL EDUCATION, SONARGAON VIVEKANANDA INST. FOR PTT
5		SRI SHAKTIPADA JANA, ART & CRAFT TEACHER, KELOMAL GOVT. PTTI

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