

Part – I
1st Year

PART-1 (FIRST YEAR)**CC-01 : CHILD STUDIES**

Maximum Marks=100

Internal—30

External—70

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

Unit-1 : Perspectives in Development : • Class-8 Hours

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

Unit-2 : Physical-Motor Development : • Class-7 Hours

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

Unit-3 : Social Development : • Class-10 Hours

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

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

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

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

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

Unit-6 : Learning : • Class-9 Hours

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

Unit-7 : Cognition : • Class-11 Hours

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

Unit-8 : Play : • Class-10 Hours

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

Unit-9 : Language : • Class-10 Hours

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

Unit-10 : Communication : • Class-10 Hours

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

Mode of Curriculum Transaction :

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

সৃজনী প্রকাশনের বই :

শিশু-সমীক্ষা শিক্ষণ সোপান • বিশ্বরূপ বন্দ্যোপাধ্যায়

CC-01 • CHILD STUDIES

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CPS-01 • BENGALI (FIRST LANGUAGE-L₁)

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

পাঠ একক-১ •

৯ ঘন্টা

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

পাঠ একক-২

১০ ঘন্টা

বাংলা ভাষা শিক্ষণের উদ্দেশ্য :

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

পাঠ একক-৩

১০ ঘন্টা

বাংলা ভাষা শিক্ষণের বিভিন্ন পদ্ধতি :

- শব্দানুক্রমিক পদ্ধতি।
- বর্ণানুক্রমিক পদ্ধতি।
- বাক্যানুক্রমিক পদ্ধতি।
- অভিনয় পদ্ধতি।
- অনুকরণ পদ্ধতি।
- অনুবন্ধ পদ্ধতি।
- বিবৃতিমূলক পদ্ধতি।
- আলোচনা, প্রকল্প ও ছড়ার মাধ্যমে শিক্ষাদানের পদ্ধতি।

পাঠ একক-৪

৯ ঘন্টা

বাংলা ভাষা শিক্ষণের বিভিন্ন স্তর এবং দক্ষতা বিকাশ :

- শ্রবণ, কথন, পঠন, লিখন, সৃজনাত্মক লিখন, হস্তলিপি, বানানবিধি।
- শব্দ ভাষার 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 শ্রেণিকক্ষে ব্যবহার ও প্রয়োগ পদ্ধতি (দৃশ্য-শ্রাব্য-সক্রিয়তাভিত্তিক)।
- স্বল্পমূল্যের শিক্ষণ সহায়ক উপকরণ প্রস্তুতকরণ।

পাঠ একক-৬

১০ ঘন্টা

ব্যাকরণ (কার্যগত) :

- ১. ব্যাকরণ শিক্ষার লক্ষ্য-উদ্দেশ্য-গুরুত্ব-প্রয়োজনীয়তা।
- ২. পাঠ্যপুস্তকের অন্তর্ভুক্ত ব্যাকরণ শিক্ষার সুবিধা এবং অসুবিধা।
- ৩. ব্যাকরণ শিক্ষাদানের বিবিধ পদ্ধতি—আরোহী-অবরোহী-সূত্র পদ্ধতি।
- ৪. প্রথম থেকে অষ্টম শ্রেণি পর্যন্ত নির্ধারিত পাঠ্যসূচি অনুযায়ী (কার্যগত) বাগধারা, ব্যাক্যসমূহ এবং বাক্যের শ্রেণি বিভাগ ইত্যাদি।
- ৫. সমুচ্চারিত ভিন্নার্থক শব্দ—বিপরীতার্থক শব্দ—প্রতিশব্দ সম্পর্কে বিশদভাবে অবগত হওয়া।

পাঠ একক-৭

১০ ঘন্টা

- ১. লিখন দক্ষতার উৎকর্ষসাধন।
- ২. অনুচ্ছেদ রচনা : বিষয়বস্তুর বাক্যসমূহ চিহ্নিতকরণ, বাক্যসমূহের যুক্তিযুক্ত বিন্যাস, সংযোগকারী শব্দ ও বাগবিধির সাহায্যে বাক্যসমূহের সংযুক্তিকরণ।
- ৩. লিখনের বিভিন্নরূপ : পত্র রচনা, আবেদন পত্র, অভিযোগ পত্র, নিমন্ত্রণ পত্র, অনুমতি পত্র, বার্তা, নোটিশ, পোস্টার ইত্যাদি।
- ৪. শিখনশৈলি/ঘরানা।
- ৫. নিয়ন্ত্রিত/নির্দেশিত লিখন।
- ৬. অবাধ ও সৃষ্টিশীল।

পাঠ একক-৮

৭ ঘন্টা

প্রারম্ভিক স্তরে বাংলা ভাষা শিক্ষণ নিয়ে বিভিন্ন প্রশ্ন :

- ১. বহু ভাষাভাষী ও বিধি সংস্কৃতির প্রেক্ষিতে বাংলা শিক্ষণ।
- ২. প্রথম ভাষা হিসেবে বাংলা শিক্ষণ, দ্বিতীয় ভাষা হিসাবে বাংলা শিক্ষণ বিকাশমূলক আর্থ-সামাজিক ও মনস্তাত্ত্বিক উপাদানসমূহ, প্রথম ভাষা আত্মস্থকরণের মূল উপকরণসমূহ।
- ৩. বাংলা ভাষা শিক্ষণ সূচনার উপযুক্ত বয়ঃক্রমজনিত প্রেক্ষিত বিবেচনা।

পাঠ একক-৯

৭ ঘন্টা

ভাষার স্বরূপ :

- ১. ভাষা বলতে কী বোঝায় : প্রথম ভাষা, দ্বিতীয় ভাষা এবং বিদেশী ভাষা।
- ২. আদান-প্রদান ও চিন্তনের মাধ্যম হিসেবে ভাষা।
- ৩. ভাষা আয়ত্তীকরণ, ভাষা শিক্ষক-শিখন।
- ৪. শ্রেণিকক্ষে প্রজ্ঞার নির্মাণ।
- ৫. ভাষাসমৃদ্ধ শ্রেণিকক্ষের গুরুত্ব অনুধাবন।

পাঠ একক-১০

৬ ঘন্টা

মূল্যায়ন :

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

সৃজনী প্রকাশনের বই :

বাংলা শিক্ষণ সোপান • সুদর্শন বিশ্বাস ও মিনতি বিশ্বাস
CPS-01 : BENGALI (LANGUAGE-L₁)

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

MAXIMUM MARKS : 100

Internal-30

External-70

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

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.

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- A historical overview of development of English language Teaching in India.
 - Aims and objectives of teaching English—objectives of teaching English as per the Kothari Commission and NCF-2005, objectives of teaching English as second language in the elementary level in West Bengal.

Unit 2 : Content : Proficiency • Class-15 hours

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

Unit 3 : Approaches, Methods and Techniques of Teaching

English in the Elementary level • Class-15 hours

- Concept of Approach, Method and Technique—definition and difference between them, importance of approaches and methods in teacher education programmes.
- 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.

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- 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 Materials for teaching English including CALL (Computer Aided Language Learning) • Class-5 hours

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

Unit 6 : Functional Grammar & 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.

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- 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–12 hours

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

Unit 8 : Proficiency in Framing Instructions • Class–5 hours

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

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

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

Unit 10 ; Planning and Evaluation • **Class-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.....

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

Internal marking scheme :

- Language games/Preparation of age and level appropriate work/activity sheets including those for children with special needs/
Framing instructions for different activities for teaching English with reference to the content in the text books from Class 1 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

সৃজনী প্রকাশনের বই :

**ENGLISH SHIKSHAN SOPAN • Sudarshan Biswas
CPS-02 • ENGLISH (SECOND LANGUAGE)**

CSP-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.

Unit-1 : Perspective about Mathematical • Class : 9 hours

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

Unit-2 : Perspective about Mathematical • Class : 10 hours

- Aims of teaching mathematics—disciplinary, utilitarian, recreational.
- Objectives of mathematics education of elementary level in terms of competencies/learning outcomes, development of interest and appreciation.
- Effect of socio-cultural back ground of children on mathematical knowledge.

Unit-3 : Pedagogic Content • Class : 7 hours

- Number : Number concepts, counting, place value, rational numbers, Arithmetic operations, Fractions, Decimals.
- Spatial understanding and Shapes—vocabulary of special relationship, basic geometrical shapes and their characteristics, Triangle, Rectangle, Square, Circle, Sphere, Cylinder and Cone, Rectangular parallelepiped, cube.

Unit-4 : Pedagogical Content • Class : 6 hours

- Measurement : Length, perimeter and area of square & rectangle circle, weight, volume, Time and money.
- Data handling : Collection and representation of data through various methods—tables, tallies, pictogram and bar graph—interpretation of idea.

Unit-5 : Elementary Statistics : • Class : 8 hours

- Basic concept in statistics.
 - Tabulation of data.
 - Graphical presentation thereof.
 - Measure of Central Tendency and dispersion.
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Unit-6 : Conceptualization of Mathematics • Class : 15 hours

- Constructivist Approach in Mathematics.
 - 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.
 - Co-operative learning strategies (learning together technique).
 - Theory of Mathematics learning : Piaget, Vygotsky, Dienes, Bruner.
 - Concept of Estimation–Measurement related.
 - Use of out of School Mathematics for conceptualization of Formal Mathematics.
-

Unit-7 : Resource in Mathematics Learning • Class : 6 hours

- Preparation and use of learning materials in mathematics. • Principles of selection and effective use of TLM.
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**Unit-8 : Learning methods and approaches
of Mathematics Class : 7 hours**

- Observation, experimentation, Demonstration, Problem Solving.
 - Project.
-

Unit-9 : Planning for Teaching Mathematics • Class : 10 hours

- Unit wise process based lesson planning, Preparation of lesson notes on the basis of competencies.
 - Planning for Teaching–Addressing problems in mathematics teaching and their probable solutions.
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Unit-10 : Assessment of mathematics Learning • Class : 12 hours

- Meaning and purpose of assessment and evaluations.
- CCE in mathematics, Formative and Summative.
- Tools of assessment in mathematics–Achievement test and diagnostic test in mathematics construction and use.
- Assessment of misconceptions in Mathematics.

সৃজনী প্রকাশনের বই :

গণিত শিক্ষণ সোপান • বিশ্বরূপ বন্দ্যোপাধ্যায়

CPS-03 • MATHEMATICS

CPS-04 : ENVIRONMENTAL SCIENCES

Maximum Marks : 100

Internal : 30

External : 70

Pass Marks 40% each (on 30 & 70)

Unit-I : Basic concept of EVS : ● Class : 6 hours

- Meaning : Definition relating to Science with social science.
- Nature : Interdependence among material world, Animals, Plants.
- Characteristics : Biotic, A-biotic, Social & Psychological aspects—their interaction, Balance (Eco-System).
- Process of EVS : Representations of various facts occurring in day to day activities, finding relations among different aspects, finding reasons in the facts, solving problems developed in the facts and hence communications be made in life skills.
- Goals of EVS : Cognitive: Setting of the environment and the process, Protection and development of the environment.
- Affective : Love, Care and Protection of Environment be generated
- Psychomotor : Maintenance and preservation of Environment, Development of Eco-System, Experimentation with Environmental objectives.

Unit-II : Aims and Objectives of EVS : ● Class : 6 hours

- Aims of Teaching EVS : Multi Disciplinary—Inter-relation among different aspects of science and social science subject.
- Utilitarian—Hygiene, Protection of Environment, Conser-vation of Environment, Studies of science and social science to environment, sustainable development of Environment, Checking Pollution, Development of Civic Life.
- Objectives of EVS—Competencies/Learning out comes in terms of contextualization—keeping the surrounding of the children clear, Identifying & removing the causes of pollution of water, air, soil, sound. Disposal of polluting substances from Environmental movement for awareness of the school children in particular and public in general.
- Development of Interest and Appreciation—Different anecdotes relating to impressive relation and permanent structures.

Unit-III : Curriculum Construction of**EVS Learning : • Class : 8 hours**

- Principles of curriculum construction–Structure of EVS, Mutual distribution, Disposal of used water and liquids, Disposal of solid wastage, Recycling of waste materials, Proper use of wet-lands, Development of EVS; Maintaining Eco-system, Proper use of water, Distribution of Industries, Removal of Painful Sounds/ Noise, Health Care, Precaution of Rapid Urbanization, Management of Population.
 - Organization : Inter-disciplinary approach and Integration. Concentric approach.
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Unit-IV : Approaches and Methods**for Teaching-Learning EVS : • Class : 10 hours**

- Approaches–Child Centric, Discovery and constructivism–Transmission.
 - Methods–Story-Telling, Observation, Discussion, Drama-tization, Discovery, Local Field Study, Demonstration, Problem-Solving, Project, Experimentation.
-

Unit-V : Resource and Materials for**Teaching-Learning EVS : • Class : 10 hours**

- Preparation and use of Teaching-Learning Materials (LTM) in EVS–Preparation of Chart, Model of Ideal Village and Town and Polluted Regions, Distribution of Drinking water.
 - 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 and Social Science resource room.
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Unit-VI : (Knowledge) critical Analysis of the contents**of EVS meant for class I to V : • Class : 9 hours**

- Knowledge of natural surroundings of the students–land, river, mountains/hills, forests etc. For example–from the books of 'my book'–class I & II little Robi, Poem–Holiday. From the books 'Our Environment' of Class III, IV & V, the pleasure of rock climbing–III High & Low lands of N. Bengal Class V etc.

-
- Biotic Environment around the students—(knowledge of Fauna) different types of animals, their classification, food, shelter etc. For example in the book of class-I the Birds.
 - Knowledge of Flora—different types of plants, flowers etc. Ex-Class-II Book—‘Alo Amar Alo’ (Poem). Class-IV our environment - Tree is our life.
 - Abiotic—Buildings, roads, drainage system, Architecture etc—Ex-Class IV—Let’s Go—to protect our Architecture.

N.B : For the above said points we should consult ‘My Book’—for class I & II.

‘Our Environment’ - for class III to V.

Unit-VII : Critical analysis for the contents

of EVS meant for class VI-VIII : ● Class : 9 hours

- Social System—Relation among the people, their social system, cultural development, recreation etc. Ex-class-VII. The influence of Nile River on the human life in Egypt.
 - Damage or distress, Protection & Preservation of environment. Ex-pollution of air & sound in class-VI, pollution of water and soil in class VII. The distress & protection of environment—class VIII.
 - Sustainable development of the environment. Ex - ‘Our Earth’—class-VIII, page 77 to 84.
 - Sources of Energy (i) conventional Example (ii) Non-conventional Example from book—‘Environment & Science’. Class-VII-Eco Friendly Powers.
 - Natural Disasters—Earth quake, Flood etc. Example—‘Our Earth’—Class VIII—Earth quake.
 - Protection of Individual & Society—Ex-class-VII.
 - Environment & Science—Environmental Crisis and Public Health.
- NB :** The above said points and examples are only for guideline. Respected Teachers are requested to find out more examples from Geography, History and Environment and Science books from class VI to VIII classes.

Unit-VIII : Lesson Planning of EVS Learning : ● Class : 10 hours

- Preparation of Lesson Planning (Micro & Macro)— Should be followed the (ODL) Two Year D.El.Ed Syllabus.
- Maintaining of note Books—as stated above.

Unit-IX : Action Research for improvement**of Teaching, Learning of EVS : • Class : 11 hours**

- Definition of Action Research–It is unlike methodical research. It is originated for solving the immediate presentable problems. Its objective is to solve the problem correctly in short time. In classroom, instead to solve the problem. Some examples are as follows :
 - (i) Would Teaching with or without Learning-Teaching Method improve the Teaching-Learning of EVS.
 - (ii) Teaching EVS as a discipline or interdiscipline subject.
- Preparation of Project–

Definition of a project–Project is a whole purposeful activity executed in a social environment; in short, project is a purposeful work that is executed in social circumstances.

Example of Projects–(i) Determination of water bodies and water based economy in an area, (ii) Water born diseases and use of drinking water, (iii) Living style and status of health.

Unit-X : Learning Assessment in EVS : • Class : 11 hours

- Tools and Techniques of Evaluation : (i) Teachers are requested to use any Techniques for evaluating Teaching- Learning of EVS by applying the appropriate Tools.
- Construction of Achievement Test :-

Achievement Test should be constructed following its different phases including Blue-print,
- Knowledge of CCE in EVS :

CCE in EVS should be followed according to the guide line of NCF 2005.

সৃজনী প্রকাশনের বই :

পরিবেশবিজ্ঞান শিক্ষণ সোপান • অশোককুমার ঘোষ

CPS-04 : ENVIRONMENTAL SCIENCES

P-02 GROUP-A : MUSIC & CREATIVE DRAMA

Full marks—30

Class hours—35 (approx.)

Unit-1 : Preliminary Ideas of Indian Music : • Class-5 hours

- What is Music
- Sources of Music
- Characteristics of Music
- Sudh and Bikrit swar, saptak, tthat, raga—imon, bhairab, bilabal, kafi etc.
- 2 Main streams of Indian Music.
- Difference between Western and Indian Music..
- **Preliminary Ideas of Notation :**
- What is notation (idea of notation, Method of notation, importance of notation.
- Tal—definition, matra, chhanda, bibhag, laya etc.
Identification of Tal—Dadra, Kaharba, Teental & Aktal
- Folk song : Definition & Varities of Folk Songs.
- **Preliminary knowledge of Instrument :**
- Examples of various types of Instruments.
- Essential instruments of Indian Music, Structure of Tabla, Harmoniun & Tanpura.
- Achievement of some eminent musicians of Bengal & India—(Rabindranath, Atul Prasad Sen, Nazrul, D. L. Roy, Rajani Kanta Sen and Bhatkhande.)

Unit-2 : Practice—Leading to performance : • Class-10 hours

- Prayer song-5
- Seaboual song-5
- Folk song-5
- Patriotic song-5
- Rhyme songs

Unit-3 : Teaching and Learning through music (project activity) : • Class-10 hours

- Integrating songs and music with other curricular areas—Presentation of concepts through songs and rhymes based on the content.

Unit-4 : Drama : • Class-10 hours

- Concept of Drama & Stage.
- Folk Drama (Jatra, Chou etc.)

- Single & Group acting,
- Mime acting.
- Dance Drama.

সৃজনী প্রকাশনের বই :

সঙ্গীত শিক্ষণ সোপান • শিখা চক্রবর্তী (রায়)

P-02 • MUSIC & DRAMA

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GROUP - B : FINE ARTS

FULL MARKS-30.

CLASS HOURS-15 (APPROX.)

UNIT-5 : ArtS in Practice : Different forms of

Visual Art • Class-8 hours

- I. Water Colour
 - II. Oil Paintings
 - III. Fresco
 - IV. Sculpture
 - V. Architecture
- Art & Aesthetice (Philosophy of Art)
 - Basic Concept of :
 - I. Colour
 - II. Shapes & Forms : Square • Rectangle • Triangle • Basic Shapes of Object from these Forms.
 - III. Perspective : Far & Near • Eye Level • Vanishing Point • Line of Horizon.
 - IV. Balance
 - V. Rhythm
 - VI. Dimension : 2D (Painting) • 3D (Sculpture)
 - Drawing & Painting : Sketching • Line Drawing • Pastel • Water Colour
 - Design : Alpane • Pattern • Ornamentation (Planning)
 - Clay Work : 3D Models of Cube, Cylinder, Pyramids etc.—
Modelling, Relief
Work-Toys-Fruitit & Food-Simple Utencils and Vase.

- Paper Art : Stencil, Origami, Mask, Cover file, Envelope, Paper bags etc.
- Collage :
- Craft with waste/Discarded Materials (Recycling Art) : Paper bag, Pen stand, Toys etc.
- Bandhni-Tie & Dye
- Graphics : Calligraphy (Bengali/English), Prints-Leaf, Vegetables, Lino cut etc.
- Puppets : Finger puppets, Paper puppet, hand puppet with socks.
- TLM : (Using all of the above based on content)

**UNIT-6 : Organisation and Planning of
Fine Arts Activities in Schools.**

● Class-7 hours

- I. Poster/Chart Making on : Social Issues, Contemporary Issues, Environment, Season, Sports Festival etc.
- II. Wall Magazine
- III. Art Competition & Exhibition
- IV. Debate :
- V. Quiz etc.

Fine Arts, Education & Teacher (Relation and Importance)

সৃজনী প্রকাশনের বই :

চারুকলা শিক্ষণ সোপান ● সাস্তুনা বোধক

P-02 ● FINE ARTS

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GROUP-C ● PHYSICAL AND HEALTH EDUCATION

FULL MARKS-40.

CLASS HOURS-40

UNIT-7 : Health : (Workshop Activities) : ● Class-10 hours

- Physical Education, aims objectives of Physical Education.
- Personal Health and Hygiene-care of teeth, eyes, ear, nose, nails, clothing, bathing etc.
- Charts for communicable diseases and their prevention.

- Preparation for charts for School health Programme–Campus Cleaning,
- Sanitation, air pollution, sound pollution etc.
- Special Activities : Physically challenged children.
- Good habits for maintenance of good posture–sitting on the floor and chair/desk during reading, standing, walking, stair climbing, picking-up an object from the floor.
- Measuring height and weight for assessing BMI and Growth.

UNIT-8 : First Aid (Workshop Activities) : • Class-5 hours

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

UNIT-9 : Track and Field Events : • Class-20 hours

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

UNIT-10 : Project Work : • Class-5 hours

- Integrating Physical and Health Education with other Curriculum areas.
- Social Services around the locality of the institution pertaining to health, visit to the surrounding of the locality with students.

সৃজনী প্রকাশনের বই :

শারীরশিক্ষা ও স্বাস্থ্যশিক্ষা শিক্ষণ সোপান • শঙ্কর কুইল্যা

P-02 • PHYSICAL AND HEALTH EDUCATION

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

TOTAL MARKS = 100

Internal-50

External-50

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

Student Contact = 90 hours

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	আচরণের পরিবর্তন
১.	সময় সাধন দক্ষতা	(i) শিক্ষার্থীর দ্বারা অন্যান্য বিষয়ের সাথে সময় 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 মিথস্ক্রিয়া। (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 দক্ষতা	(i) শিক্ষার্থীদের পর্যবেক্ষণকরণ। (ii) পুনরায় চাহিদা অনুসারে পর্যবেক্ষণকরণ। (iii) শিক্ষার্থীর দ্বারা কার্যকারণ সম্পর্ক স্থাপন। (iv) পর্যবেক্ষণ ও চিন্তার প্রতিফলনকরণ।
৫.	শিখন পরিস্থিতির সঙ্গে কৃৎ-কলাশিল্পের (Performing Art) সংযোগ সাধনের দক্ষতা	(i) বিষয় সমূহে প্রত্যক্ষ অংশগ্রহণ। (ii) সৃজনাত্মক সৃষ্টি। (iii) বিষয়ের নাট্য রূপান্তরকরণ। (iv) বিষয়ের প্রতিফলন।

Evaluation : Internal & External**50 marks for Internal Evaluation**

Demonstration of 5 lessons on the selected

five skills : 5×5 marks = 25Observation and reflection : 5×2 marks = 10

Preparation of lesson Notes : marks = 15

Total 50**50 marks for External Evaluation**5 lesson notes in the note book on five selected skills : 5×4 marks = 20

Demonstration on two skills before the external

evaluator : 2×15 marks = 30**Total 50**

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 valuator's 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.

সৃজনী প্রকাশনের বই :

P-01 • PRE-INTERNSHIP

অণুপাঠন শিক্ষণ সোপান • সরকার, শী, নন্দী

MICRO TEACHING

Part – II
2nd Year

PART-2 (SECOND YEAR)**CC-02 : EDUCATIONAL STUDIES**

Maximum Marks = 100

Internal = 30

External = 70

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

Student Contact = 90 hours

Unit-1 : Philosophical understanding of Education • Class-7 hours

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

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

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

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

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

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

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

Unit-5 : Great Educators • Class-11 hours

- Indian Thinkers-Gandhi, Aurobindo, Tagore, Vtdyasagar, Vivekananda
- Western Thinkers-Rousseau, Dewey, Froebel, Montessort, Piaget

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

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

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

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

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

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

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

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

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

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

সৃজনী প্রকাশনের বই :

শিক্ষা পরিক্রমা শিক্ষণ সোপান • দীপশিখা দত্ত

CC-02 : EDUCATIONAL STUDIES

CC-03 : CONTEMPORARY STUDIES

Full Marks : 100

Internal : 30

External : 70

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

Student Contact hours : 90 hours

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

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

Unit 2 : Structure of Indian nation State

(Pre and Post Independence Era) • Class-10 hours

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

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

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

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

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

Unit 5 : ICT IN EDUCATION • Class-9 hours

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

Unit 6 : Inclusive Education • Class-10 hours

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

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

Disability identification, assessment and teaching strategies

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

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

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

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

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

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

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

সৃজনী প্রকাশনের বই :

সমকালীন শিক্ষা-পরিক্রমা শিক্ষণ সোপান • অশোককুমার ঘোষ

CC-03 • CONTEMPORARY STUDIES

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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

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.

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- Development of skills through pedagogy across curriculum -- nature, principles, significance.
 - Pedagogy across curriculum for inclusive education.
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Unit 3 : Integrate Teaching in Pedagogy

across curriculum

● Class- 5 hours

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- Concept of integrated teaching-learning.
 - Concept of interdisciplinary approach—difference with multidisciplinary approach.
 - Significance of interdisciplinary approach in integrated teaching at the elementary level.
 - Socio-cultural aspects in pedagogy across curriculum.
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Unit 4 : Knowledge and Methods of Enquiry ● Class- 5 hours

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- 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.
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Units 5 : Learner and their Context

● Class-6 houts

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- 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.
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Unit 6 : Use of ICT for Pedagogy

across Curriculum

● Class -10 hours

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- 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.
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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-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 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.

সৃজনী প্রকাশনের বই :**শিক্ষানীতি সমন্বিত পাঠ্যক্রম শিক্ষণ সোপান • নন্দী, নন্দী, দাস, নন্দী****CC-04 • PEDAGOGY ACROSS CURRICULUM**

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

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 hours
2.4	: Operating System	3 hours
2.5	: Computer Network	3 hours

Unit-3 : Word Processing System in Computer • Class : 11 hours

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

Unit-4 : MS Excel • Class : 11 hours

4.1	: Introduction	1 hour
4.2	: Objectives of the Unit	1 hour
4.3	: Worksheet	2 hours
4.4	: Uses of Charts and Graphs in Excel Sheet	4 hours
4.5	: Use of Formula in Excel (very Simple Form)	3 hours

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

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

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

6.1	: Introduction	1 hour
6.2	: Objectives of the Unit	1 hour
6.3	: Computer Aided Learning-Concept Formation & Method Application	2 hours
6.4	: Preparation of Learning-Teaching Materials by using Computer	2 hours
6.5	: Application of the Learning-Teaching Materials	3 hours
6.6	: Application of CAL Materials in the Instructional System	4 hours
6.7	: Project Activities on Preparation of CAL Materials	5 hours

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

7.1	: Introduction	1 hour
7.2	: Objectives of the Unit	1 hour
7.3	: World Wide Web (www)	1 hour
7.3.1	: Conceptual Frame Work of WWW	1 hour
7.4	: Fundamentals of Internet	2 hours
7.4.1	: Concept of Some Fundamentals used in Internet	2 hours
7.5	: Uses of Internet	3 hours
7.5.1	: Downloading Information from Internet & using the same for the development of Children	3 hours
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

সৃজনী প্রকাশনের বই :

কম্পিউটার প্রয়োগ শিক্ষণ সোপান • রাজদীপ রায়

CC-05 • COMPUTER APPLICATION IN EDUCATION

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**P-03 : SCHOOL INTERNSHIP INCLUDING
PRACTICE TEACHING**

Maximum Marks-200

Practice Teaching :

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

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

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

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

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

- Planning lessons (lesson note book) : (over all) 10 marks

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

For External Evaluation of Macro Lessons-100 marks :

- Four Final Lesson notes on four subject-areas within the periphery of primary education (other than those assessed internally) : 4×5 marks
- Classroom-demonstration on any two, one of which must be on language) : 2×40 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)

সৃজনী প্রকাশনের বই :

P-03 • SCHOOL INTERNSHIP

ব্যাপ্তপাঠন শিক্ষণ সোপান • সরকার, শী ও নন্দী

MACRO TEACHING

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PRACTICUM : P-04 • SCHOOL BASED ACTIVITIES

- নিম্নের ষোলোটি কাজের মধ্যে যে কোন পাঁচটি কাজ শিক্ষার্থীকে করতে হবে এবং খাতায় লিখে জমা দিতে হবে।
- এই পত্রের পূর্ণমান ১০০।
- প্রতিটি কাজের জন্য মান থাকবে ২০ (কুড়ি) ; অর্থাৎ $২০ \times ৫ = ১০০$ থাকবে পাঁচটি কাজের জন্য।

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

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

Evaluation (Only Internal) :

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

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

Evaluation Scheme for School Based Activities :

Four Indicators for Assessment of Five School based Activities :

1. Report Book : 05
2. Participation : 05

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

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

Evaluation : Scheme & Guideline (General)

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

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

Continuous Evaluation (Internal)

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

সৃজনী প্রকাশনের বই :

বিদ্যালয়ভিত্তিক কার্যাবলী শিক্ষণ সোপান • বিমান নন্দী

P-04 • SCHOOL BASED ACTIVITIES