



GANDHI CENTENARY B. T. COLLEGE, HABRA

(N.C.T.E. Recognised)

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Date.....

ACADEMIC PLAN

Session : 2015-17

Course-I (1.1.1) : Childhood and Growing-up

Semester-I (1st July – 31st December, 2015)

No. of Class-hours = 96

Theory = 64

Practicum = 32

Month	Topic/Sub-unit		Number of Class hours
July	1 st half	<i>Unit –I : <u>Growth and developmental pattern of learners</u> -</i> <ul style="list-style-type: none">▪ Concept of growth and development▪ Characteristics of growth and development▪ Stages and sequences of growth and development.▪ Social factors that affect growth and development-poverty, lack of opportunity, deprivation, disrupted family, poor neighbourhood	1 1 2 3
		<i>Unit-II : <u>Stages of development</u> -</i> <ul style="list-style-type: none">▪ Different stages of development-infancy, childhood, adolescence, adulthood	3
	2 nd half	<i>Unit- I : <u>Various aspects related to development</u> -</i> <ul style="list-style-type: none">▪ Instinct and emotion▪ Emotional intelligence▪ Attitude and attachment	2 2 2
	Engagement with field / practicum		10

August	1st half	<p><i>Unit-II : <u>Stages of development (contd.)</u> -</i></p> <ul style="list-style-type: none"> ▪ Adolescence-physical dev, emotional dev, cognitive dev. 4 ▪ Needs and problems of adolescence 2 <p><i>Unit-III : <u>Different types of development</u> -</i></p> <ul style="list-style-type: none"> ▪ Cognitive dev- Piaget's theory and its educational implication 3 ▪ Psycho-sexual dev.-Freud's theory 2 	
	2nd half	<p><i>Unit II : <u>Motivation</u> -</i></p> <ul style="list-style-type: none"> ▪ Intrinsic and extrinsic 1 ▪ Theories of motivation-Maslow, Weiner, McClelland 4 ▪ Factors affecting motivation-self efficacy, locus of control, anxiety, curiosity and their classroom implications 3 <p><i>Unit III : <u>Attention and interest</u> -</i></p> <ul style="list-style-type: none"> ▪ concept of attention, determinants of attention and their class room applications 2 ▪ Attention span and its fluctuation, distraction, interest and its relation with attention 3 	
	Engagement with field / practicum		10
September	1st half	<p><i>Unit III : <u>Attention and interest (contd.)</u> -</i></p> <ul style="list-style-type: none"> ▪ Psycho social dev-Erikson's theory 2 ▪ Moral and pro social dev-Kohlberg theory 2 ▪ Development of self concept and personal identity 2 ▪ Communication and speech development. 2 <p><i>Unit IV : <u>Individual differences</u> -</i></p> <ul style="list-style-type: none"> ▪ Role of heredity, environment including physical and socio cultural factors 2 ▪ Nutrition 1 ▪ Child rearing practice and family 1 	
	2nd half	<p><i>Unit IV : <u>intelligence</u> -</i></p> <ul style="list-style-type: none"> ▪ concept and nature, its distribution across population 2 ▪ factor theories 3 ▪ Measurement of intelligence 3 ▪ IQ and education 1 	
	Engagement with field / practicum		9
	October		Puja Vacation

November	1st half	<i>Unit - V : <u>Development of personality</u> -</i> <ul style="list-style-type: none"> ▪ Concept, types and traits of personality ▪ Trait theories ▪ Measurement of personality 	2 3 3
	2nd half	<i>Unit - V : <u>Creativity</u> -</i> <ul style="list-style-type: none"> ▪ Concept ▪ Components of creativity ▪ Identification and nurturance 	1 2 2
	Engagement with field / practicum		3
December	1st -15th	Examination(Theory) & Evaluation(Practicam)	-
	16th -31st	Evaluation of Theory Papers & Publication of Result	Semester Break
Total class hours			96

Course-II (1.1.2) : Contemporary India and Education
Semester-I (1st July – 31st December, 2015)

No. of Class-hours = 96

Theory = 64

Practicum = 32

Month	Topic/Sub-unit		Number of Class hours
July	1 st half	<p><u>Unit –I : Educational provision in the Constitution of India -</u></p> <ul style="list-style-type: none"> ▪ Fundamental Rights ▪ Directive Principles of State Policy ▪ Fundamental Duties ▪ Centre-State Relationship ▪ Language Issues <p><u>Unit-II : Recommendations of various commissions after independence -</u></p> <ul style="list-style-type: none"> ▪ Indian University Commission(1948-49) ▪ Secondary Education Commission(1952-53) 	2 1 1 1 1 2 2
	2 nd half	<p><u>Unit- I : Contemporary issues of education -</u></p> <ul style="list-style-type: none"> ▪ Unemployment ▪ Poverty ▪ Population explosion ▪ Student unrest 	2 2 2 2
	Engagement with field / practicum		10
August	1 st half	<p><u>Unit-II : Recommendations of various commissions after independence (contd.) -</u></p> <ul style="list-style-type: none"> ▪ Indian Education Commission(1964-66) ▪ National Policy on Education(1986.1992) <p><u>Unit-III : Equalization and universalization of Elementary and Secondary Education -</u></p> <ul style="list-style-type: none"> ▪ Concept ▪ Problems ▪ Probable solutions ▪ Views of Swami Vivekananda 	2 2 2 1 1 1
	2 nd half	<p><u>Unit II : Policies on education -</u></p> <ul style="list-style-type: none"> ▪ SSA ▪ RTE (2009) ▪ NCF (2005) ▪ NKC(2009) ▪ RMSA ▪ NCF-TE (2009) 	1 2 1 1 1 1

		<i>Unit III : <u>Monitoring agencies</u> -</i> <ul style="list-style-type: none"> ▪ UGC ▪ NAAC ▪ NCTE 	2
	Engagement with field / practicum		10
September	1st half	<i>Unit IV : <u>Inequality, Discrimination and Marginalization in education</u> -</i> <ul style="list-style-type: none"> ▪ Concept ▪ Causes ▪ Probable solutions <i>Unit V : <u>Issues of Contemporary Relevance and National Values</u> -</i> <ul style="list-style-type: none"> ▪ Concept ▪ Characteristics 	2 2 2 1 1
	2nd half	<i>Unit III : <u>Monitoring agencies (contd.)</u> -</i> <ul style="list-style-type: none"> ▪ NUEPA ▪ NCERT ▪ IASE ▪ CTE ▪ SCERT ▪ DIET <i>Unit IV : <u>Community participation and development</u>-</i> <ul style="list-style-type: none"> ▪ Women education ▪ Dalit education ▪ Tribal education ▪ Adult and Continuing Education ▪ Distance and Open Education ▪ Government initiatives towards educational policies 	2 2 1 1 1 1 1 1
	Engagement with field / practicum		9
October	Puja Vacation		-
November	1st half	<i>Unit - V : <u>Unit V : Issues of Contemporary Relevance and National Values (contd.)</u> -</i> <ul style="list-style-type: none"> ▪ Relevance in education ▪ Relation with international understanding. ▪ Views of Swami Vivekananda in case of the followings: a)Mass Education b)Women Education c) Technical and Vocational Education d)Culture and Education 	1 1 2

	2nd half	<i>Unit - V : Educational Planning and Management -</i> <ul style="list-style-type: none"> ▪ Educational Planning ▪ Institutional Planning ▪ Leadership ▪ Administrative structure of Secondary Education ▪ Quality Management ▪ Supervision 	1 1 1 1 1 1
	Engagement with field / practicum		3
December	1st -15th	Examination(Theory) & Evaluation(Practicam)	-
	16th-31st	Evaluation of Theory Papers & Publication of Result	Semester Break
Total Class-hours			96

Course-IV (1.1.4) : Language Across the Curriculum
Semester -I (1st July- 31st December, 2015)

No. of Class-hours = 96

Theory = 32

Practicum = 64

Month	Topic/Sub-unit	Number of Classes
July	<i>Unit – I : <u>Theoretical background of Language usage</u></i>	
	<ul style="list-style-type: none"> ▪ Language--- Meaning and Concept ▪ Functions of Language ▪ Role of Language Across Curriculum ▪ A Brief historical background of language development ▪ Theories of language development: Bloomfield, Chomsky, Saussure. ▪ Theoretical understanding of Multilingualism. 	1 1 1 1 5 2
	<i>Unit – II : <u>Understanding the Language background -</u></i>	
	<ul style="list-style-type: none"> ▪ Understanding home language and school language. 	1
	Engagement with field/ practicum	20
August	<i>Unit – II : <u>Understanding the Language background -</u></i>	
	<ul style="list-style-type: none"> ▪ Power dynamics of ‘standard’ language vs. ‘home language’ ▪ Dialects 	2 2
	<i>Unit – III : <u>Different strategies for Language development -</u></i>	
	<ul style="list-style-type: none"> ▪ Nature of classroom discourse. ▪ Develop strategies for using language in the classroom--- oral and written. 	2 2
	Engagement with field/ practicum	18
September	<i>Unit – IV : <u>Language interaction in the classroom -</u></i>	
	<ul style="list-style-type: none"> ▪ Nature of questioning in the classroom ▪ Types of questions—Teachers’ role ▪ Multicultural classroom---- Teachers’ role 	1 1 2
	Engagement with field/ practicum	16
October	<i>Unit – V : <u>Nature of reading comprehension in the content areas</u></i>	
	<ul style="list-style-type: none"> ▪ Reading proficiency in the content areas--- Social Science, Sciences, Mathematics 	5
	Puja Vacation	-

November	<i>Unit – V : Nature of reading comprehension in the content areas</i>		3
	<ul style="list-style-type: none"> ▪ Different texts---Expository, Narrative, Transactional, Reflexive Text 		
Engagement with field/ practicum			10
December	1st -15th	Examination(Theory) & Evaluation(Practicam)	-
	16th-31st	Evaluation of Theory Papers & Publication of Result	Semester Break
Total Class-hours			96

**Course-V (1.1.5) : Understanding Discipline and Subject
Semester-I (1st July- 31st December, 2015)**

No. of Class-hours = 96

Theory = 32

Practicum = 64

Month	Topic/Sub-unit	Number of Classes
July	<i>Unit I : <u>Discipline and subject</u> -</i> <ul style="list-style-type: none"> ▪ Education as Inter-disciplinary Field of Study ▪ Nature and Characteristics of a Discipline ▪ Emergence of Various Disciplines from Education ▪ Merger of Various Disciplines into Education ▪ Interrelation and Interdependence amongst various School Subjects 	2 2 2 2 1
	Engagement with field/ practicum	20
August	<i>Unit II : <u>Science as a subject and discipline</u> -</i> <ul style="list-style-type: none"> ▪ Nature and history of science ▪ Scientific method; a critical view ▪ Knowledge, understanding and science ▪ The socio-cultural perspective and the ethical consideration ▪ Science as a discipline, place of scientific knowledge in the schema of school curriculum ▪ Study of emergence of school science in relation to social, political, intellectual and historical context. ▪ Curriculum ,syllabus and text books; the paradigm shifts in the discipline, the changing notion of scientific knowledge and the need to redefine school science 	1 1 1 1 1 1 2
	Engagement with field/ practicum	18
September	<i>Unit III : <u>Language as subject and discipline</u> -</i> <ul style="list-style-type: none"> ▪ Centrality of language in education ▪ Role of lang. in children's intellectual development ▪ Policy issues and language ▪ Language as a medium of communication ▪ Phases of language development 	1 2 2 1 2
	Engagement with field/ practicum	16

October	<i>Unit-IV : Mathematics as a subject and discipline -</i>		
	<ul style="list-style-type: none"> ▪ Nature and history of maths ▪ Place of maths in school curriculum 		1 2
	<i>Puja Vacation</i>		-
November	<i>Unit-IV : Mathematics as a subject and discipline(contd)</i>		
	<ul style="list-style-type: none"> ▪ Maths in day to day life ▪ Maths in relation with other subjects 		1 1
	<i>Unit-V : Social Science as a subject and discipline -</i>		
	<ul style="list-style-type: none"> ▪ Nature and philosophy ▪ Social Science as an area of study ▪ Need of studying social sc through interdisciplinary perspective ▪ Place in school curriculum 		1 1 1 1
	Engagement with field/ practicum		10
December	1st -15th	Examination(Theory) & Evaluation(Practicam)	-
	16th -31st	Evaluation of Theory Papers & Publication of Result	Semester Break
Total Class-hours			96

**Course- EPC-1 (1.1EPC1) : Reading and Reflecting on Text
Semester-I (1st July- 31st December, 2015)**

No. of Class-hours 48

Theory = 16

Practicum = 32

Month	Topic/Sub-unit	Number of Classes
July	<i>Unit-I : Introduction to Reading -</i> <ul style="list-style-type: none"> ▪ Reading—Meaning and Process ▪ Importance of Reading across Curriculum ▪ Characteristics of Reading 	2
	<i>Unit-II : Reading Skills -</i> <ul style="list-style-type: none"> ▪ Levels of reading—Literal, interpretative, critical and creative ▪ Types of Reading—Intensive and extensive reading, oral and silent reading 	1
	Engagement with field/ practicum	10
August	<i>Unit- III : Reading the Text -</i> <ul style="list-style-type: none"> ▪ Reading Techniques—Skimming and Scanning , Methodology of Reading ▪ Types of texts--- Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field note, Importance of different texts in Curriculum 	1
		4
	Engagement with field/ practicum	8
September	<i>Unit-IV : Developing Reading Skills -</i> <ul style="list-style-type: none"> ▪ Developing Critical Reading skills, Developing Reflective Skills ▪ Developing Metacognition for reading 	4
	Engagement with field/ practicum	8
October	Puja Vacation	-
November	<i>Unit-V : Reading Comprehension -</i> <ul style="list-style-type: none"> ▪ Developing Reading Comprehension ▪ Problems of Reading 	3
	Engagement with field/ practicum	6

December	1st -15th	Examination(Theory) & Evaluation(Practicam)	-
	16th -31st	Evaluation of Theory Papers & Publication of Result	Semester Break
Total Class-hours			48

Course - III (1.2.3) : Learning and Teaching
Semester-II (1st January – 30th June, 2016)

No. of Class-hours = 96

Theory = 64

Practicum = 32

Month	Topic/Sub-unit		Number of Class hours
January	1st half	<i>Unit –I : <u>Understanding Learning</u> -</i> <ul style="list-style-type: none"> ▪ Nature of learning : learning as a process, and learning as an outcome ▪ Types of learning : factual, associations, conceptual, procedural, generalizations, principles and rules ▪ Remembering and Forgetting- factors of remembering-encoding, storage and retrieval, Information processing approach; Causes of forgetting; Strategies of effective memorization 	1
		<i>Unit – II : <u>Factors influencing learning</u> -</i> <ul style="list-style-type: none"> ▪ Concept, nature and type of motivation ▪ Role of a teacher in addressing various factors influencing learning-few strategies-cooperative learning, peer tutoring, collaborative learning 	1 3
	2nd half	<i>Unit –I : <u>Understanding Teaching</u> -</i> <ul style="list-style-type: none"> ▪ Understanding teaching :concepts, nature, characteristics, factors affecting teaching ▪ Relation among teaching, instruction and training ▪ Maxims of teaching 	2 2 1
		<i>Unit –II : <u>Models of Teaching</u> -</i> <ul style="list-style-type: none"> ▪ CAM ▪ AOM 	3 3
Engagement with field / practicum(1st and 2nd half)			18
February	1st half	<i>Unit –III : <u>Learning Paradigms</u> -</i> <ul style="list-style-type: none"> ▪ Behaviouristic learning- theory of connectionism, conditioning and their classroom applications ▪ Cognitive learning-concept of gestalt and educational implication, discovery learning, cognitive constructivism ▪ Social cognitive learning 	2 3 1

		<ul style="list-style-type: none"> ▪ Social constructivist learning ▪ Humanistic viewpoint of learning-carl roger's theory 	2 2 2
	2nd half	<p><i>Unit –II : <u>Models of Teaching</u> -</i></p> <ul style="list-style-type: none"> ▪ Inquiry training model <p><i>Unit –III : <u>Task of Teaching</u> -</i></p> <ul style="list-style-type: none"> ▪ Meaning, definition, variables in teaching ▪ Phases of teaching task-pre active, inter active, post active ▪ Essentials of effective teaching 	3 2 2 1
	Engagement with field / practicum(1st and 2nd half)		18
March	1st half	<p><i>Unit –IV : <u>Transfer of Learning</u> -</i></p> <ul style="list-style-type: none"> ▪ Concept, importance, nature and types of transfer ▪ Theories of transfer ▪ Methods for enhancing transfer <p><i>ASSESSMENT AND TUTORIAL</i></p>	2 2 2 3
	2nd half	<p><i>Unit –IV : <u>Levels and Approaches of Teaching</u> -</i></p> <ul style="list-style-type: none"> ▪ Levels of teaching- memory, understanding, reflective ▪ Approaches to instruction-constructive, co-operative and group discussion, games, debate, quiz, seminar ▪ PI, and CAI <p><i>ASSESSMENT AND TUTORIAL</i></p>	2 3 3 2
	Engagement with field / practicum(1st and 2nd half)		18
April	1st half	<p><i>Unit –V : <u>Organisation of learning experiences</u> -</i></p> <ul style="list-style-type: none"> ▪ Role of school-guidance, mental health, co-curricular activities ▪ Strategies of organizing learning for diverse learners- brainstorming, within class grouping, remedial teaching, enrichment programe <p><i>ASSESSMENT AND TUTORIAL</i></p>	3 4 2

Course- VII (1.2.7 A) : Pedagogy of a School Subject - Part-I (Language)
Semester-II (1st January – 30th June, 2016)

No. of Class-hours : 64

Theory = 32

Practicum = 32

Month	Topic	No. of Class-hours
January	<p><i>Unit-I : Foundations of Language Teaching -</i></p> <ul style="list-style-type: none"> ▪ Historical background and present status of language teaching in India. 1 ▪ Origin of different languages (At least two including 1st Language) 1 ▪ Significance of Mother tongue/ Target Language 1 ▪ Concept of 1st Language, 2nd Language and 3rd Language in West Bengal 1 ▪ Relation between language and dialect. 1 ▪ Language position and importance in Secondary School Curriculum in West Bengal. 1 ▪ Aims and objectives of Language Teaching. 1 ▪ Analysis of the objectives of teaching language at secondary level in West Bengal. 4 ▪ Theories of Language Teaching 4 	
	Engagement with the field/practicum	16
February	<p><i>Unit-II : Strategies of Language Teaching -</i></p> <ul style="list-style-type: none"> ▪ Concept and importance of pedagogical analysis of language. 1 ▪ Language Teaching Skills 1 ▪ Learning Design: definition, characteristics, importance 1 ▪ Behavioural/Instructional objectives of Language Teaching 1 ▪ Teaching strategies for Language 1 ▪ Relevance of Teaching Model for Language Teaching 2 <p><i>Unit-3 : Brief overview of Methods and Approaches of Language Teaching -</i></p> <ul style="list-style-type: none"> ▪ Spelling mistake – causes and method of correction 1 ▪ Methods and Approaches of Language Teaching --- Concept, Characteristics, Procedure, Importance and Limitations. 2 ▪ Teaching of Prose, Poetry, Drama, Grammar, Composition - objectives (General), importance and procedure 2 	
	Engagement with the field/Practicum	16

March	<i>Unit-IV : Assessment of Language Teaching -</i> <ul style="list-style-type: none"> ▪ Assessment (elementary concepts of Evaluation and Measurement). 1 ▪ Achievement Test 1 ▪ Properties (elements) and Areas (aspects) of a language Test. 1 ▪ Principles for constructing a Language Test. 1 ▪ Characteristics of a good Test – usability, reliability, validity 2 ▪ Construction of a language question paper including general instruction with nature of options, overall coverage and marking scheme. 2 ▪ Designing Learning activities: School Magazine, School Debating Society, Dramatization 3 ▪ Language Laboratory – Component, planning, developing required activities and organizing for use. 1 	
	Engagement with the field/practicum	16
April	<i>Unit-4 : Learning Resources in Language Teaching -</i> <ul style="list-style-type: none"> ▪ Meaning, type, functions, preparation and utilization of learning resources in language --- Text Books, Models, Charts, Pictures, Reference Books, Computer Assisted Learning. 2 ▪ Designing Language Games in grammatical context of language. 1 ▪ Creative writing: composition, short story, poem (on given clues or independently). 1 	
	Engagement with the field/practicum	8
May	Engagement with the field/practicum	8
June	Examination (theory) and Evaluation	30 days

N.B. The students will be in schools from middle of April to middle of May

Course- VII (1.2.7 A) : Pedagogy of a School Subject - Part-I (Social Science)
Semester-II (1st January – 30th June, 2016)

No. of Class-hours : 64

Theory = 32

Practicum = 32

Month	Topic	No. of Class-hours
January	<i>Unit-1 : Foundation of social science teaching -</i> <ul style="list-style-type: none"> ▪ Aims and objectives of social science teaching. 1 ▪ Social science curriculum, values of social science teaching. 1 ▪ Inter relationship of various branches of social science. 2 ▪ Innovations in social science teaching. 2 ▪ Inculcation of national integrity through social science teaching. 1 	
	Engagement with the field/practicum	9
February	<i>Unit-2 : Strategies of social science teaching -</i> <ul style="list-style-type: none"> ▪ Features, Limitations and comparison of different methods 2 ▪ Lecture Method, 1 ▪ Interactive Method 1 ▪ Demonstration observation method 1 ▪ Regional Method 1 ▪ Heuristic Method 1 ▪ Project Method 1 	
	Engagement with the field/Practicum	9
February	<i>Unit-3 : Learning Resource in social science Teaching -</i> <ul style="list-style-type: none"> ▪ Meaning, type and importance of Learning Resources. 2 ▪ Quality of good social science text book. ▪ Teaching aids in social science. 2 ▪ Improvisation of Teaching Aids. 2 ▪ Planning and organization of social science Laboratory. 1 	2
	Engagement with the field/practicum	9
March	<i>Unit-4 : Social science Teacher -</i> <ul style="list-style-type: none"> ▪ Qualifications and qualities of social science teacher. 2 ▪ Professional growth of social science Teacher 1 	
	Engagement with the field/practicum	3

April	<i>Unit-5 : Evaluation in social science Education -</i> <ul style="list-style-type: none"> ▪ Evaluation devices, evaluation programmed in social science. ▪ Competence based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test. 	2
	Engagement wirh the field/practicum	2

Course- VII (1.2.7 A) : Pedagogy of a School Subject - Part-I (Science)
Semester- II (1st January – 30th June, 2016)

No. of Class-hours : 64

Theory = 32

Practicum = 32

Month	Topic	No. of Class-hours
January	<i>Unit-1 : Foundation of Science Teaching -</i> <ul style="list-style-type: none"> ▪ Aims and objectives of science teaching. ▪ Science curriculum, values of social science teaching. ▪ Inter relationship of various branches of science. ▪ Scientific aptitude and attitude ▪ Innovation in science teaching. 	2 2 1 2 2
	Engagement with the field/practicum	9
February	<i>Unit-2 : Strategies of Science teaching -</i> <ul style="list-style-type: none"> ▪ Features, Limitations and comparison of different methods ▪ Lecture Method, ▪ Demonstration Method ▪ Heuristic method ▪ Laboratory Method ▪ Project Method ▪ CAI ▪ Problem solving Method 	2 1 1 1 1 1 2 1
	Engagement with the field/Practicum	9
February	<i>Unit-3 : Planning of science laboratory -</i> <ul style="list-style-type: none"> ▪ Importance of science laboratory ▪ Organization/planning of sc.laboratory ▪ Equipment of science lab 	1 2 2
	Engagement with the field/practicum	9
March	<i>Unit-4 : Learning Resource in Science Teaching -</i> <ul style="list-style-type: none"> ▪ Meaning, type and importance of Learning Resources. ▪ Quality of good science text book. ▪ Teaching aids in science. ▪ Improvisation of Teaching Aids. 	2 2 2 1
	Engagement with the field/practicum	3
April	<i>Unit-5 : Science Teacher -</i> <ul style="list-style-type: none"> ▪ Qualifications and qualities of science teacher. ▪ Professional growth of science Teacher 	2 1
	Engagement with the field/practicum	2

May	Internal assessment remedial teaching	2 2
	Engagement with the field/practicum	2

N.B. The students will be in schools from middle of April to middle of May

Course-VII (A) (1.2.7A) : Pedagogy of a School Subject Part-1 (Mathematics)
Semester- II (1st January – 30th June, 2016)

No of Class hours : 96

Theory=32

Practicum=64

Month	Topic	No. of Class-hours
January	<p><i>Unit-1 : <u>Nature and Theoretical Aspects of Mathematics Education</u> -</i></p> <ul style="list-style-type: none"> ▪ The nature of Mathematics ▪ Correlation of Mathematics with other discipline ▪ Scope of Mathematics education ▪ Values of teaching Mathematics ▪ History of Mathematics in India ▪ Teaching-learning of Mathematics from the view point of Skinner, Piaget, Bruner, Vygotsky & Dienes 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p>
	<p><i>Unit-2 : <u>Aims and Objectives of teaching Mathematics and preparation of relevant curriculum and text book</u> -</i></p> <ul style="list-style-type: none"> ▪ Aims and Objectives of teaching Mathematics at upper primary stage, secondary stage and higher secondary stage 	<p>3</p>
	Engagement with the field / practicum	20
February	<p><i>Unit-2 : <u>Aims and Objectives of teaching Mathematics and preparation of relevant curriculum and text book</u> -</i></p> <ul style="list-style-type: none"> ▪ Principles of curriculum construction ▪ Principles of text book preparation 	<p>2</p> <p>2</p>
	<p><i>Unit-3 : <u>Mathematics Teacher and Teaching learning process in Mathematics</u> -</i></p> <ul style="list-style-type: none"> ▪ Teaching methods in mathematics --- e.g. Inductive & Deductive Method , Method of analysis and synthesis, Project Method, Mathematical induction, Heuristic method , Problem Solving method. ▪ Learning Resources in relation to teaching of Mathematics with special reference to calculator and computer. 	<p>3</p> <p>2</p>
	Engagement with the field / practicum	18

March	<p><i>Unit-3 : Mathematics Teacher and Teaching learning process in Mathematics -</i></p> <ul style="list-style-type: none"> ▪ Pedagogical Analysis and Lesson Planning ▪ Qualities and professional growth of Mathematics teacher. <p><i>Unit-4 : Mathematics education in a cross cultural perspective -</i></p> <ul style="list-style-type: none"> ▪ Anxiety associated with learning of Mathematics. ▪ Maths Laboratory ▪ Maths club ▪ Connecting Mathematics to the environment. ▪ Management of learning of slow and gifted learners. <p><i>Unit-5 : Assessment and evaluation -</i></p> <ul style="list-style-type: none"> ▪ Assessment and evaluation – meaning , scope &Types ▪ Different Types of test items 	<p>1 1</p> <p>1 1 1 1 1</p> <p>1 1</p>
Engagement with the field / practicum		18
1st April to 10th April,'16	<p><i>Unit-5 : Assessment and evaluation(contd.) -</i></p> <ul style="list-style-type: none"> ▪ Techniques of evaluation in Mathematics ▪ Basic Principles of construction of test items ▪ Continuous and Comprehensive Evaluation(CCE) 	<p>1 1 2</p>
Engagement with the field / practicum		8
<p>11th April to 15th May, 2016</p> <p>16th May to 31st May'16</p> <p>1st June to 15th June'16</p> <p>16th to 31st June</p>	<p>From 11.4.16 to 10.5.16 Teaching internship Sem-2</p> <p>From 11.5.2016 to 15.5.16 Sharing the experience with teacher educators preparation of report</p> <p>Internal assessment (theory) and internal evaluation of practicum.</p> <p>Examination and evaluation of practicum (external) Examination: Theory papers</p> <p>Evaluation and Publication of Result</p>	<p>30 days</p> <p>Semester break for the students</p> <p>(16th May,2016 to 30th June)</p>

Course -VIII A (1.2.8A) : Knowledge & Curriculum- Part-I
Semester-II (1st January – 30th June, 2016)

No. of Class-hours : 64

Theory = 32

Practicum = 32

Month	Topic/Sub-unit	Number of Classes
January	<i>Unit I : <u>Epistemological bases of Education</u> –</i>	
	▪ Meaning of epistemology with reference to the process of knowledge building and generation.	1
	▪ Distinction and relationship between:	2
	○ Knowledge and skill.	
	○ Teaching and training.	
	○ Knowledge and information.	
	○ Reason and belief.	
	<i>Unit II : <u>Philosophical Foundation of Education</u> -</i>	
	▪ Significance of Philosophy in Education.	1
	<i>Unit III : <u>Sociological bases of Education</u> -</i>	
	▪ Constitutional goal for Indian Education.	1
	▪ Social issues in Education-	
	○ Globalization,	1
	○ Multiculturalism	1
	○ Secularism	1
	○ Education for sustainable development.	1
	Engagement with field / practicum	9
February	<i>Unit II : <u>Philosophical Foundation of Education (contd.)</u> -</i>	
	▪ Brief account of the tenets of the following philosophers of Education –	
	○ Swami Vivekananda	1
	○ Gandhi	1
	○ Tagore	1
	○ Aurobindo	1
	○ Dewey	1
	<i>Unit III : <u>Sociological bases of Education (contd.)</u>-</i>	
	▪ Nationalism, universalism and secularism- their interrelationship with education.	1
	▪ Illiteracy , poverty, socially disadvantaged groups gender inequality.	2
	<i>Unit IV : <u>Concepts and scope of education</u> -</i>	
	▪ Four pillars of education.	1
	Engagement with field / practicum	9

March	<i>Unit II : <u>Philosophical Foundation of Education (contd.)</u> -</i>	
	○ Dr. Sarvapalli Radhakrishnan	1
	○ Sir Asutosh Mukherjee.	1
	▪ Relevance of the philosophy of the aforesaid philosophers in Indian education with regard to activity, discovery and dialogue .	1
	<i>Unit IV : <u>Concepts and scope of education (contd.)-</u></i>	
▪ Aims of education: Personal, Social, Economic and National Development.	2	
▪ Education for generation , conservation and transmission of knowledge.	1	
▪ Agencies of education : home, school, community and media.	1	
▪ Types of education : formal, non –formal, Informal and role of their agencies.	1	
<i>Unit –V : <u>Dynamics of Curriculum Development</u> -</i>		
▪ Determinants of Curriculum development	1	
	Engagement with field / practicum	9
April	<i>Unit –V : <u>Dynamics of Curriculum Development (contd.)</u> -</i>	
	▪ Theories of curriculum development	2
	▪ Stage Specific Curriculum – Pre- Primary, Primary, Secondary, Higher Secondary	1
	▪ Curriculum reforms in India; National Curriculum Frameworks	2
	Engagement with field / practicum	5
	Teaching Internship	16 th April to 15 th May
May	Sharing experience with the teacher educators	
Total Class-hours (Theory & Practical)		64

Course- IX (1.2.9) : Assessment For Learning

Semester-II (1st January – 30th June, 2016)

No. of Class-hours : 128

Theory = 64

Practicum = 64

Month	Topic/Sub-unit		Number of Class hours
January	1 st half	<i>Unit –I : <u>Concept of Evaluation and Assessment</u> -</i>	
		<ul style="list-style-type: none"> ▪ Meaning of Test, Measurement, Assessment and Evaluation ▪ Distinguish among Measurement, Assessment and Evaluation ▪ Nature and purpose of evaluation 	2 2 1
	2 nd half	<i>Unit – II : <u>Approaches – Formative and Summative; NRT and CRT</u> -</i>	
		<ul style="list-style-type: none"> ▪ Techniques—observational, self reporting, psychological and educational tests ▪ Validity- meaning , Types and Measurement 	3 2
Engagement with field / practicum(1st and 2nd half)			18
February	1 st half	<i>Unit –II : <u>Approaches – Formative and Summative; NRT and CRT (contd.)</u> -</i>	
		<ul style="list-style-type: none"> ▪ Reliability—Meaning, types and Measurement ▪ Norm and usability 	2 1
<i>Unit –III : <u>Psychological Test</u> -</i>			
<ul style="list-style-type: none"> ▪ Meaning and concept ▪ Preliminary idea about intelligence test, aptitude test , interest inventory, attitude test, creativity and personality ▪ Achievement test—meaning , characteristics, steps for construction and uses 			2 3 2
	2 nd half	<i>Unit –III : <u>Management & Record maintenance</u> -</i>	

		<ul style="list-style-type: none"> ▪ Managing committee ▪ Committees for academic purposes ▪ Different committees ▪ Fee structure ▪ Number of units/ school hour /time table / periods ▪ Students participation --- student self Government ▪ Records—account related, staff related , staff related, student related, curriculum related. 	1 1 1 1 1 1 1
	Engagement with field / practicum(1st and 2nd half)		18
March	1st half	<i>Unit –III : <u>Psychological Test (contd.)</u> -</i>	
		<ul style="list-style-type: none"> ▪ Diagnostic and prognostic test 	2
		<i>Unit –IV : <u>Evaluation</u> -</i>	
		<ul style="list-style-type: none"> ▪ Types of tests—Written test, oral test, NRT, CRT, Summative test, Formative test, Diagnostic test. ▪ Scoring and grading, Analysis of Score and its interpretation (a)Tabulation of data (b)Graphical(c) Central Tendency(d)Standard Deviation 	3 4
	2nd half	<i>Unit –IV : <u>Special Service Provided</u> -</i>	
		<ul style="list-style-type: none"> ▪ Midday meal ▪ Book bank for poor students ▪ Tutorial for weaker students ▪ Remedial teaching ▪ Parent teacher association ▪ Staff welfare service ▪ Health programme ▪ Conducting talent search examination ▪ Providing scholarship 	1 1 1 1 1 1 1 1 1
		Engagement with field / practicum(1st and 2nd half)	
April	1st half	<i>Unit –V : <u>Problem Learner</u> -</i>	
		<ul style="list-style-type: none"> ▪ Problem-learner; Concept and Types, ▪ Identification of Problem-learner; Observation, Case Study, Socio metric & Testing Techniques ▪ Remedial Measures- Guidance & Counseling, Life-skill training 	2 3 2
	2nd half	<i>Unit –V : <u>School Community relationship</u> -</i>	
		<ul style="list-style-type: none"> ▪ Community involvement in decision making 	1

		<ul style="list-style-type: none"> ▪ Community contribution to school ▪ Meeting with community members ▪ School response to parents 	1 1 1
	Engagement with field / practicum(1st and 2nd half)		10
	Teaching Internship		16 th April to 15 th May
May	Sharing experience with the teacher educators		
Total Class-hours (Theory & Practical)			128

Course - Epc-2(1.2EPC2) : Drama and art in education

Semester- II (1st January – 30th June, 2016)

No. of Class-hours : 48

Theory = 16

Practicum = 32

Month	Topic/Sub-unit	No. of Class-hours
January	<i>Unit I : <u>Drama and its Fundamentals</u> -</i> <ul style="list-style-type: none"> ▪ Drama as a tool of learning. ▪ Different form of drama ▪ Role play and simulation ▪ Use of drama for educational and social change ▪ Use of drama techniques in class room 	1 1 1 1 1
	Engagement with field / practicum	9
February	<i>Unit II : <u>Music</u> -</i> <ul style="list-style-type: none"> ▪ Sur-taal-laya ▪ Vocal-folk song, poem, prayer ▪ Singing along with karaoke ▪ Composition of songs, poems, prayers ▪ Integration of gayan, and vadan in educational practice 	1 1 1 1 1
	Engagement with field / practicum	9
March	<i>Unit III : <u>The Art of Dance</u> -</i> <ul style="list-style-type: none"> ▪ Various dance forms-Bharat Natyam, Kathakali, Folk dance-Garba, Bhavai, Bhangra, Bihu and others ▪ Integration of Dance in Educational Practice 	2 1
	Engagement with field / practicum	9
April	<i>Unit –IV : <u>Drawing and Painting</u> -</i> <ul style="list-style-type: none"> ▪ Colours, strokes, sketching ▪ Different forms of painting ▪ Use of drawing and painting in education 	1 1 2
	Engagement with field / practicum	5
May	<i>Unit –V : <u>Creative Art</u> -</i> <ul style="list-style-type: none"> ▪ Creative writing ▪ Model making ▪ Decorative art ▪ Designing ▪ Use of different art forms in education 	
Total Class-hours (Theory & Practical)		53

Course-VIIB(1.3.7B) : Pedagogy of a School Subject-Part-II (Pedagogy of Language Teaching)

Semester-III (1st July – 31st December, 2015)

No. of Class-hours = 608

Theory = 32

Practicum = 32+96 = 128

School Internship = 448

Months	Topic	No. Of Classes
July	<i>Unit-I : Pedagogical Analysis -</i>	
	▪ Concepts and Methods of Pedagogical Analysis;	1
	▪ The Pedagogical knowledge of the content from various classes (Class - VI to VIII, IX-X, XI-XII)	7
	<i>Unit-II : Teaching Skill (As per concerned subject) -</i>	
	▪ Micro Teaching and Micro Lesson	5
	▪ Simulated Teaching	3
	▪ Integrated Teaching/ Teaching in classroom situation.	
	<i>Unit-III : Learning Design -</i>	
	▪ Concept, Importance and Types	2
	▪ Steps of Learning Design	1
▪ Qualities of Good Learning Design	1	
<i>Unit-IV : Activities in Language -</i>		
▪ Fair and Exhibition,		
▪ Field Trips / Excursion,	1	
▪ Debate,	1	
▪ Wall & Annual Magazine	1	
▪ Sahitya Sabha	1	
▪ Use of ICT	1	
▪ Use of Dictionary, Encyclopaedia and Thesaurus	1	
<i>Unit-V : Assessment of Teaching-Learning Material on Language -</i>		
▪ Text book review and analysis / e-book Review	3	
▪ Teaching learning material on Language learning	3	
	Engagement with Field / Practicum	32
August- November	School Internship	448
	Engagement with Field / Practicum.	96
December	Examination (theory) and Evaluation	30 days

Course-VIIB(1.3.7B) : Pedagogy of a School Subject-Part-II (Social Science)

Semester-III (1st July – 31st December, 2015)

No. of Class-hours = 608

Theory = 32

Practicum = 32+96 = 128

School Internship = 448

Months	Topic	No. Of Classes
July	<i>Unit 1 : <u>Pedagogical Analysis</u> -</i>	
	▪ Concepts and Methods of Pedagogical Analysis;	1
	▪ The Pedagogical knowledge of the content from various classes (Class- VI to VIII, IX-X,XI-XII)	7
	<i>Unit 2 : <u>Teaching skills</u> -</i>	
	▪ Micro Teaching and Micro Lesson	4
	▪ Simulated Teaching	5
	▪ Integrated Teaching/ Teaching in classroom situation.	3
<i>Unit 3 : <u>Learning Design</u> -</i>		
▪ Concept, Importance and Types	2	
▪ Steps of Learning Design	1	
▪ Qualities of Good Learning Design	1	
<i>Unit 4 : <u>Activities in social science</u> -</i>		
▪ Fair and Exhibition,	1	
▪ Field Trips / Excursion,	1	
▪ Debate,	1	
▪ Wall & Annual Magazine	1	
▪ Subject club	1	
<i>Unit 5 : <u>Assessment of social science learning</u> -</i>		
▪ Concept of assessment and evaluation	3	
▪ Achievement test	3	
▪ Text book review	2	
	Engagement with Field / Practicum	32
August – November	School Internship	448
	Engagement with Field / Practicum.	96
December	Examination (theory) and Evaluation	30 days

Course-VIIB(1.3.7B) : Pedagogy of a School Subject-Part-II (Science)

Semester-III (1st July – 31st December, 2015)

No. of Class-hours = 608

Theory = 32

Practicum = 32+96 = 128

School Internship = 448

Month	Topic	No of Class-hours
July	<p><i>Unit 1 : <u>Pedagogical Analysis</u> -</i></p> <ul style="list-style-type: none"> ▪ Concepts and Methods of Pedagogical Analysis; 1 ▪ The Pedagogical knowledge of the content from various classes (Class - VI to VIII, IX-X,XI-XII) 6 <p><i>Unit 2 : <u>Learning Design</u> -</i></p> <ul style="list-style-type: none"> ▪ Concept, Importance and Types 2 ▪ Steps of Learning Design 1 ▪ Qualities of Good Learning Design 1 <p><i>Unit 3 : <u>Teaching skills</u> -</i></p> <ul style="list-style-type: none"> ▪ Micro Teaching 3 ▪ Simulated Teaching 3 ▪ Teaching in classroom situation. 3 ▪ Laboratory practical based demonstration skills 2 <p><i>Unit 4 : <u>Assessment of science learning</u> -</i></p> <ul style="list-style-type: none"> ▪ Concept of assessment and evaluation 1 ▪ Achievement test and identification of test items under various criterion like knowledge, understanding and skill. 2 ▪ Construction of achievement tests and their administration 3 ▪ Preparation of a continuous and comprehensive evaluation plan for a particular class 2 <p><i>Unit 5 : <u>Practicum and activities in science</u> -</i></p> <ul style="list-style-type: none"> ▪ Importance of science activities 1 ▪ Planning and organization of field trip, project work, science quiz, excursion, sc, exhibition, sc. Fair, aquarium, bird watching etc. 2 ▪ Formation and activities of sc. Club in school 2 	
	Engagement with field / Practicum	32
August to November	School Internship	448
	Engagement with field / Practicum	96

1st December to 15th December	Examination (Theory) and Evaluation of practicum and evaluation of school internship	31 Days
16th December to 31st December	Evaluation of theory papers and publication of result	Break for students

Course-VIIB(1.3.7B) : Pedagogy of a School Subject-Part-II (Mathematics)

Semester-III (1st July – 31st December, 2015)

No. of Class-hours = 608

Theory = 32

Practicum = 32+96 = 128

School Internship = 448

Month	Topic	No of Class-hours
July	<p><i>Unit 1: <u>Mathematics curriculum and text book preparation</u> -</i></p> <ul style="list-style-type: none"> ▪ Review of existing curriculum of Maths of WBBSE in the perspective of the principle of curriculum construction and its comparison with that of CBSE. 3 ▪ Review of existing text books of maths of WBBSE in the perspective of the principle of text book preparation and its comparison with that of CBSE. 3 <p><i>Unit 2 : <u>Practical activities associated with math concept</u> -</i></p> <ul style="list-style-type: none"> ▪ Performance of all practical activities stated in text books of W.B.B.S.E and preparation of allied teaching-learning material. 3 ▪ Co-curricular activities in relation to Maths teaching. (Including Math Club and Math Laboratory) 4 <p><i>Unit 3 : <u>Assessment and Evaluation related to teaching-learning of Mathematics</u> -</i></p> <ul style="list-style-type: none"> ▪ Construction of achievement tests and their administration 4 ▪ Preparation of a continuous and comprehensive evaluation plan for a particular class (VI to IX) 3 <p><i>Unit 4: <u>Pedagogical Analysis</u> -</i></p> <ul style="list-style-type: none"> ▪ Concepts and Methods of Pedagogical Analysis. 1 ▪ The Pedagogical of the content from Various classes (Class VI to VIII, IX-X, XI-XII) on the selected items 5 <p><i>Unit 5: <u>Simulated and integrated lesson</u> -</i></p> <ul style="list-style-type: none"> ▪ Simulated Micro Teaching and integrated teaching 3 ▪ Teaching in classroom environment 3 	
	Engagement with field / Practicum	32

August to November	School Internship	448
	Engagement with field / Practicum	96
1st December to 15th December	Examination (Theory) and Evaluation of practicum and evaluation of school internship	31 days
16th December to 31st December	Evaluation of theory papers and publication of result	Break for students

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