

CC-01: Child Studies

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

OBJECTIVES

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

Unit-1: Perspectives in Development

Class-8 Hours

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

Unit-2: Physical-Motor Development

Class-7 Hours

- Ø Growth and Maturation
- Ø Gross and fine motor development skills in infancy, pre-school children

and elementary children

- Ø Role of parents and teachers in providing opportunities for physical-motor development, for example, play.

Unit-3: Social Development

Class-10 Hours

- Ø Concept of socialization: Family environment, Parent-child relationships, Child rearing practices,
- Ø Separation of parents: Children in crèches, orphanages etc.
- Ø Schooling: peer influences, Teacher-child relationships, out of school experiences
- Ø Development of children through socialization process
- Ø Personality development Freudian stages of development
- Ø Psycho-social development stages as proposed by Erikson
- Ø 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

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

Unit-5: Emotional Development

Class-8 Hours

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

Unit-6: Learning-

Class- 9 Hours

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

Unit-7: Cognition

Class-11 Hours

- Ø 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.
- Ø Vygotsky's theory- introduction, the general genetic law, concept of zone of proximal development tools and symbols in development, implications for teaching.

- Ø Individual and socio-cultural differences in cognition understanding learning difficulties, terms of exclusion and inclusion and impact.

Unit-8: Play

Class-10 Hours

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

Unit-9: Language-

Class-10 Hours

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

Unit-10: Communication

Class-10 Hours

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

Mode of Curriculum Transaction

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

Course Evaluation:

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

Internal marks-30

Distribution of the Marks

Assignment-10 marks

Internal Examination /Paper Presentation /Group wise or Individual

-10 marks

Attendance - 5 Marks

Overall Participation - 5 Marks

External Evaluation :70 marks, Time: 3 hours

External Marks =70

QUESTION-PATTERN FOR WRITTEN (Theoretical) EXAMINATIONS

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

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

(CPS-01) : Teaching First Language : Bengali

Maximum Marks	=	100 (Internal=30 + External=70)
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Student Contact	=	90 hours

উদ্দেশ্যাবলী

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

পাঠ এককঃঃ বিষয় বস্তু

৯ ঘণ্টা

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

পাঠ এককঃঃ বাংলা ভাষা শিক্ষণের উদ্দেশ্য

১০ ঘণ্টা

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

পাঠ এককঃঃ বাংলা ভাষা শিক্ষণের বিভিন্ন পদ্ধতি

১০ ঘণ্টা

- Ø শব্দানুক্রমিক পদ্ধতি
- Ø বর্ণনুক্রমিক পদ্ধতি
- Ø বাক্যানুক্রমিক পদ্ধতি
- Ø অভিনয় পদ্ধতি
- Ø অনুকরণ পদ্ধতি
- Ø অনুবন্ধ পদ্ধতি

Ø বিবৃতিমূলক পদ্ধতি

Ø আলোচনা, প্রকল্প ও ছড়ার মাধ্যমে শিক্ষাদানের পদ্ধতি

পাঠ একক - ৪ :: বাংলা ভাষা শিক্ষণের বিভিন্ন স্তর এবং দক্ষতা বিকাশ ৯ ঘণ্টা

Ø শ্রবণ, কথন, পঠন, লিখন, সৃজনাত্মক লিখন, হস্তলিপি বানানবিধি

Ø শব্দ ভাভারের বিকাশ

পাঠ একক - ৫ :: পাঠ পরিকল্পনা ও পাঠটীকা প্রণয়ন

১২ ঘণ্টা

Ø পাঠ পরিকল্পনার উদ্দেশ্য-গুরুত্ব ও প্রয়োজনীয়তা

Ø অণুপাঠটীকা বৃহৎ পাঠটীকা প্রস্তুতকরণ এবং অভ্যাস গঠন

Ø সক্রিয়তাভিত্তিক কর্মপত্র রচনা

Ø শিক্ষণ সহায়ক উপকরণ সমূহের শ্রেণীকক্ষে ব্যবহার ও প্রয়োগ পদ্ধতি (দৃশ্য-শ্রাব্য-সক্রিয়তাভিত্তিক)

Ø স্বল্পমূল্যের শিক্ষণ সহায়ক উপকরণ প্রস্তুতকরণ।

পাঠ একক - ৬ :: ব্যাকরণ (কার্যগত)

১০ ঘণ্টা

Ø ব্যাকরণ শিক্ষার লক্ষ্য-উদ্দেশ্য-গুরুত্ব প্রয়োজনীয়তা

Ø পাঠ্যপুস্তকের অন্তর্ভুক্ত ব্যাকরণ শিক্ষার সুবিধা এবং অসুবিধা

Ø ব্যাকরণ শিক্ষাদানের বিবিধ পদ্ধতি - আরোহী-অবরোহী-সূত্র পদ্ধতি

Ø প্রথম থেকে অষ্টম শ্রেণী পর্যন্ত নির্ধারিত পাঠ্যসূচি অনুযায়ী (কার্যগত) বাগধারা, বাক্যসমূহ এবং বাক্যের শ্রেণী বিভাগ ইত্যাদি

Ø সমুচ্চারিত ভিন্নার্থক শব্দ - বিপরীতার্থক শব্দ - প্রতিশব্দ সম্পর্কে বিশদভাবে অবগত হওয়া

পাঠ একক - ৭ :: লিখন

১০ ঘণ্টা

Ø লিখন দক্ষতার উৎকর্ষসাধন

Ø অনুচ্ছেদ রচনা : বিষয়বস্তুর বাক্যসমূহ চিহ্নিতকরণ, বাক্যসমূহের যুক্তিযুক্ত বিন্যাস, সংযোগকারী শব্দ ও বাগবিধির সাহায্যে বাক্যসমূহের সংযুক্তিকরণ

Ø লিখনের বিভিন্নরূপ : পত্র রচনা, আবেদনপত্র, অভিযোগ পত্র, নিমন্ত্রণ পত্র, অনুমতি পত্র, বার্তা, নোটিশ, পোস্টার ইত্যাদি।

Ø শিখনশৈলি / ঘরানা

Ø নিয়ন্ত্রিত / নির্দেশিত লিখন

Ø অবাধ ও সৃষ্টিশীল

পাঠ একক - ৮ :: প্রারম্ভিক স্তরে বাংলা ভাষা শিক্ষণ নিয়ে বিভিন্ন প্রশ্ন ৭ ঘণ্টা

Ø বহু ভাষাভাষী ও বিধি সংস্কৃতির প্রেক্ষিতে বাংলা শিক্ষণ

Ø প্রথম ভাষা হিসেবে বাংলা শিক্ষণ, দ্বিতীয় ভাষা হিসেবে বাংলা শিক্ষণ বিকাশমূলক আর্থসামাজিক ও মনস্তাত্ত্বিক উপাদানসমূহ; প্রথম ভাষা আত্মস্থকরণের মূল উপকরণসমূহ

Ø বাংলা ভাষা শিক্ষণ সূচনার উপযুক্ত বয়ঃক্রমজনিত প্রেক্ষিত বিবেচনা

পাঠ একক -৯ঃঃ ভাষার স্বরূপ

৭ঘণ্টা

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

পাঠ একক -১০ঃঃ মূল্যায়ন

৬ঘণ্টা

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

হাতে কলমে অভিজ্ঞতা অর্জনের জন্য সক্রিয়তাভিত্তিক কার্যাবলীঃ

- ১) প্রকল্প - দেওয়াল পত্রিকা - তথ্যসংগ্রহ, মাতৃভাষা দিবস পালন - বিতর্ক - আলোচনা, তাৎক্ষণিক বস্তুতা, শিক্ষামূলক ভ্রমণ, দেওয়াল পত্রিকা লিখন, বৃক্ষরোপন।
- ২) পাঠ্যক্রম প্রয়োগের মাধ্যমঃ শ্রেণীকক্ষে মিথস্ক্রিয়া, দলগত কাজ, দলগত আলোচনা, স্থলিখন, প্রযুক্তি বিদ্যার মাধ্যমে শিখন।
- ৩) মূল্যায়ন - অভ্যন্তরীণ - ৩০
(ক) অ্যাসাইনমেন্ট - ১০
(খ) প্রকল্প - ১০
(গ) উপস্থিতি - ১০
- ৪) বহির্মূল্যায়নঃ ৭০ নম্বর লিখিত
নৈব্যক্তিক - ২০ নম্বর (২০টি প্রশ্ন)
অতি সংক্ষিপ্ত প্রশ্ন - 10×2 (১০টি থাকবে) নম্বর = ২০ নম্বর
সংক্ষিপ্ত প্রশ্ন - তিনটির মধ্যে দুটি ৭নম্বর $\times 2 = 14$ নম্বর
রচনাধর্মী - ২টির মধ্যে একটি - ১৬ নম্বর

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Marks-grade Point Conversion-

Range of % of Marks	Grade	Grade Point	Qualitative Evaluation
90 & above	O	9	Outstanding
80 -89	E	8	Excellent
70- 79	A	7	Extraordinary
60- 69	B	6	Very Good
50- 59	C	5	Good
40- 49	D	4	Average
Below 40	K	Nil	Poor(Not Qualified)

(CPS-02): Teaching Second Language:

English at the Elementary Level

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

OBJECTIVES

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

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

Class-8 hours

- Ø Concept of first, second and foreign language - a historical view of English as a second language (ESL) in India
- Ø Importance of English in the multilingual context in India - English as a link language- for national and international link, English as a library language
- Ø 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
- Ø A historical overview of development of English language Teaching in India

- Ø 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

- Ø Critical reflection upon the content of the text books from class I-VIII
- Ø Personal response to the poems and stories in the text books
- Ø Critical reflection on adapting the text to the individual and special needs of the diverse Learners
- Ø 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
- Ø Reading beyond the text about topical issues like ecological issues and bio-diversity, education, equity etc and relating them to the content in the text books

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

Class-10 hours

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

Unit 4: English as a Skill Subject:

Class- 12 hours

- Ø The basic skills of language
- Ø 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
- Ø Development of listening skill importance of listening skill, types of listening, aims of teaching listening to learners at the elementary level, problems, strategies
- Ø Development of speaking skill importance of speaking skill, features, aims of teaching speaking to learners at the elementary level,

problems, strategies

- Ø 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
- Ø 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
- Ø Developing vocabulary and teaching grammar through the four basic skills principles and Strategies

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

- Ø 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
- Ø 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
- Ø Use of Realia for teaching language nature, features, importance, strategies

Unit 6 : Functional Grammar and Vocabulary Class-10 hours

- Ø Parts of speech with reference to the text books of class I-VIII
- Ø Phrases and sentences structural and functional division of sentences, Types of sentences, framing Wh- questions, Transformation of sentences(Positive-Negative/simple-compoundcomplex/ degree of comparison/ voice/ either-or/so-that/ neither-nor/too-to/infinitives), Joining of sentences
- Ø Reported speech
- Ø 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
- Ø Use of Phrasal verbs
- Ø Understanding the basic elements of phonetics, stress with special reference to the words, phrases and sentences used in the text books of class I-VIII

Unit 7: Interaction in a Language class Class-12hours

- Ø Creating a child-centric, trauma-free homely environment for teaching

English principles, factors, strategies

- Ø Concept of fluency, accuracy, appropriacy significance of fluency and appropriacy in the English classroom at the elementary stage
- Ø Learner interactional patterns ; Group work and pair work nature, principles, activities for developing the four basic skills of language
- Ø 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
- Ø Preparation of work/activity sheets including those for children with special needs for developing the four basic skills of language
- Ø Theme based teaching (based on the prescribed text books of Class I-VIII) in an inclusive class
- Ø Scaffolding and gradual withdrawal of support

Unit 8: Proficiency in Framing Instructions

Class-5hours

- Ø Understanding the importance of giving and following instructions in a communicative setting
- Ø Framing instructions for different activities for teaching English with reference to the content in the text books from Class I to Class VIII
- Ø Framing tasks on Listening, Speaking, Reading and Writing- activities to be done at the Prelistening / speaking /reading /writing, While-listening /speaking /reading/writing and Postlistening/ speaking/reading/writing stages
- Ø 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

- Ø Understanding different types of writing for elementary level students and relevant exercises
- Ø Conversations in given contexts and simulated real life situations,
- Ø Preparing Teaching Journals reflecting upon the teaching activities and preparing written accounts of teaching experiences based on students' response/feedback
- Ø Preparing book reports on books on children's literature beyond the text books
- Ø Reflecting and speaking on topical issues like child-labour, drop-outs, .

mid-day meals, equity, global warming, universalization of elementary education etc.

- Ø Preparing wall magazines, posters related to awareness campaigns, skits etc on given themes
- Ø Assessing Students' performance in communication-both oral and written

Unit 10: Planning and Evaluation

Class-13 hours

- Ø Importance of planning activities and lessons appropriate to the level of the learners
- Ø Lesson plans Process based teaching and Macro teaching
- Ø 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
- Ø 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.
- Ø Assessment of students' performance in the four basic skills of listening, Speaking, Reading, Writing
- Ø Creating students' profile and recording performances
- Ø Remedial measures
- Ø 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:

Ø Language games /Preparation of age and level appropriate work/activity sheets including those for children with special needs / Framing instructions for different activities for teaching English with reference to the content in the text books from Class I to Class VIII/Framing tasks on Listening, Speaking, Reading and Writing/Designing activities and instructions on the basis of the types of activities given in the prescribed text books and writing down the objectives of designing each such activity	10 [5+5]- best two
Ø Book Report writing /creative writing/ wall magazine/Journal entries	5 [the best one]
Ø Listening and Speaking activities [Unit 9]- oral	5
Ø Project	10
Total:	30

QUESTION-PATTERN FOR WRITTEN (Theoretical) EXAMINATIONS

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

- Ø In all sections, excepting the MCQ-section, there should be one or two questions in excess of the number which a trainee has to write compulsorily.

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

Marks-grade Point Conversion-

Range of % of Marks	Grade	Grade Point	Qualitative Evaluation
90 & above	O	9	Outstanding
80 -89	E	8	Excellent
70- 79	A	7	Extraordinary
60- 69	B	6	Very Good
50- 59	C	5	Good
40- 49	D	4	Average
Below 40	K	Nil	Poor(Not Qualified)

(CPS-03) : Mathematics for

The Elementary Teacher Education

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

Objectives

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

Unit-1: Perspective about Mathematical Knowledge 1

Class- : 9 hours

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

Unit-2 : Perspective about Mathematical knowledge 2

Class- : 10 hours

- Ø Aims of teaching mathematics- disciplinary, utilitarian, recreational. **3 hours**
- Ø Objectives of mathematics education of elementary level in terms of competencies /learning outcomes, development of interest and appreciation **5 hours**

Ø Effect of socio-cultural back ground of children on mathematical knowledge **2 hours**

Unit-3: Pedagogic Content Knowledge 1 **Class- : 7 hours**

Ø Number : Number concepts, counting, place value, rational numbers, Arithmetic operations, Fractions, Decimals **4 hours**

Ø Spatial understanding and Shapes vocabulary of special relationship, basic geometrical shapes and their characteristics, Triangle, Rectangle, Square, Circle, Sphere, Cylinder and Cone, Rectangular parallelopiped, cube. **3 hours**

Unit4 : Pedagogical content knowledge 2 **Class- : 6 hours**

Ø Measurement : Length, perimeter and area of square & rectangle circle, weight, volume, Time and money **4 hours**

Ø Data handling : Collection and representation of data through various methods tables, tallies, pictogram and bar graph interpretation of idea **2 hours**

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

Ø Basic concept in statistics **1 hour**

Ø Tabulation of Data **2 hours**

Ø Graphical presentation thereof **2 hours**

Ø Measure of Central Tendency and dispersion **3 hours**

Unit 6 : Conceptualization of Mathematics **Class- : 15 hours**

Ø Constructivist Approach in Mathematics **2 hours**

Ø Activity based learning, strategies for concept formation and concept attainment, structuring activities for inductive thinking and inquiry based learning, structuring learning, activities using manipulative, story problems, games, outdoor activities and real life situations **5 hours**

Ø Co-operative learning strategies (learning together technique) **1 hour**

Ø Theory of Mathematics learning : Piaget, Vygotsky, Dienes, Bruner **4 hours**

Ø Concept of Estimation Measurement related **1 hour**

Ø Use of out of School Mathematics for conceptualization of Formal Mathematics **2 hours**

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

Ø Preparation and use of learning materials in mathematics. **4 hours**

Ø Principles of selection and effective use of LTM **2 hours**

Unit-8 : Learning methods and approaches of Mathematics

Class-: 7 hours

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

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

- Ø Unit wise process based lesson planning, Preparation of lesson notes on the basis of competencies **8 hours**
- Ø Planning for Teaching Addressing problems in mathematics teaching and their probable solutions. **2 hours**

Unit 10 : Assessment of mathematics Learning Class-: 12 hours

- Ø Meaning and purpose of assessment and evaluations **2 hours**
- Ø CCE in mathematics, Formative and Summative **4 hours**
- Ø Tools of assessment in mathematics Achievement test and diagnostic test in mathematics construction and use **4 hours**
- Ø Assessment of misconceptions in Mathematics **2 hours**

Mode of Curriculum Transaction:

Lecture Cum demonstration and hands on experiences on the productions of audio-visual materials.

Internal Works:

- Ø Students may undertake any one of the following activities.
- Ø Assignment on Construction of test items.
- Ø Preparation and demonstration of teaching aids for constructive class room.
- Ø Action Research for improvement on Mathematics Teaching and Learning.

Course Evaluation:

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

Internal marks-30

Distribution of the Marks

Assignment-10

Internal Examination / Paper Presentation / Group wise or

Individual - 10 Marks

Attendance – 5 Marks

Overall Participation = 5 Marks

External Evaluation : External hour-3 hours

External Marks =70

QUESTION-PATTERN FOR WRITTEN (Theoretical) EXAMINATIONS

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

Sl No.	TYPE of Questions	Number of Questions to be answered	Weightage	Remarks
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03	Short Answer Type	02 (out of Three)	07x2	Answers to be written within 250 words
04	Essay type	01 (out of two)	16x1	Answer is to be written within 500 words

CPS-04: Environmental Sciences

Maximum Marks = 100 (Internal=30 + External=70)

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

Student Contact = 90 hours

Objectives:

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

Unit-1 : Basic Concept of EVS:

Class-6 Hours.

- Ø Meaning, Nature and Characteristics of EVS.
- Ø Process in EVS representations, relations, reasoning, problem solving in day-to-day activities and communication in life skills.
- Ø Goals of EVS Educations Cognitive, affective and psychomotor domain.

Unit-2 : Aims and objectives of EVS:

Class-6 Hours

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

Unit 3: Curriculum Construction of EVS Learning:

Class-8 Hours

- Ø Principles of Curriculum Construction
- Ø Organization of Curriculum Construction.

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

Class-10 Hours

- Ø Approaches - Transmission, Child -Centric, Discovery, Constructivism.
- Ø Methods-Story telling, Observation, Discussion, Dramatization, Discovery, Local Field Study, Demonstration, Problem-solving, Project, Experimentation.

Unit-5 : Resource and Materials for Teaching Learning EVS:

Class-10 Hours

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

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

Class-9 Hours

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

Class-9 Hours

Unit-8 : Lesson Planning of EVS Learning.

Class-10 Hours

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

Unit 9

- Ø Action Research for improvement of Teaching Learning of EVS

Class-11 Hours

- Ø Preparation of Project

Unit-10: Learning Assessment in EVS:

Class-11 Hours

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

Mode of Curriculum Transaction:

Participatory, Group Learning, Peer-Group Learning, Observation, Presentation and Discussion.

Course Evaluation:

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

Internal : 30

Submission of Note Books: 5,
Lesson Plans: 5,
Achievement Tests:10,
Projects: 10

External Evaluation : -3 hours

External Marks =70

QUESTION-PATTERN FOR WRITTEN (Theoretical) EXAMINATIONS

- Ø All theoretical papers for written examinations shall be of 70 marks each
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P-1: Pre-Internship : Process Based Teaching Learning Skill Enhancement

TOTAL MARKS	= 100 (EXTERNAL = 50 + INTERNAL = 50)
Pass Marks	= 50% of Full Marks in each of the External & Internal Evaluation
Student Contact	= 90 hours

Objectives

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

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

নং	দক্ষতা	আচরণের পরিবর্তন
১.	সময় সাধন দক্ষতা	(i) শিক্ষার্থীর দ্বারা অন্যান্য বিষয়ের সাথে সময় করণ। (ii) শিক্ষার্থীর কাছে 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

নং	দক্ষতা	আচরণের পরিবর্তন
৩.	শিক্ষার্থীকে প্রশ্ন করতে উৎসাহী করার দক্ষতা	(i) শিক্ষার্থীর দ্বারা প্রশ্নকরণ (ii) প্রশ্নকরণের নমনীয়তা (iii) প্রশ্নকরণে পরিমিতি বোধ (iv) বিষয়ের সঙ্গে সম্পর্কিত প্রশ্ন
৪.	শিক্ষার্থীর পর্যবেক্ষণ করার ক্ষমতা বিকাশের দক্ষতা	(i) শিক্ষার্থীদের পর্যবেক্ষণকরণ (ii) পুনরায় চাহিদা অনুসারে পর্যবেক্ষণকরণ (iii) শিক্ষার্থীর দ্বারা কার্যকারণ সম্পর্ক স্থাপন (iv) পর্যবেক্ষণ ও চিন্তার প্রতিফলনকরণ
৫.	শিখন পরিস্থিতির সঙ্গে কৃৎকলাশিল্পের (Performing Art) সংযোগ সাধনের দক্ষতা	(i) বিষয় সমূহে প্রত্যক্ষ অংশগ্রহণ (ii) 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 x 5 marks = 25
Observation and reflection :	5 x 2 marks = 10
Preparation of Lesson Notes :	15 marks

50 marks for external evaluation

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

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

Note:

- 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
- The entire lot of such student-teachers will be divided into small groups, consisting of 10 members each

- III. The teacher-educator will first demonstrate a skill and ask the student-teachers to observe, reflect and critically comment on the presentation
- IV. Then, each student will perform on the same skill. While one performs, others will observe, reflect and critically comment on the presentation
- V. The process will be repeated in other four skills also
- VI. During this process-based-skill-enhancement-activities, the student-teachers will be assessed continuously and comprehensively as per the guidelines, given
- VII. For external evaluation** evaluators will be required to evaluate as per the guidelines given.
- VIII. In all cases and for all practical purposes, evaluation in both internal and external modes must have consistency in quantification**

PRACTICUM COURSE : Part-I

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

Maximum Marks = 100 (50 marks for round the year performance as a part of the CCE + 50 marks for Term End Evaluation)

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

Student Contact = 90 hours

Objectives:

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

Group A: Music & Creative Drama : Full Marks=30,

Class hours:25 hours

UNIT 1 : PRELIMINARY IDEAS OF INDIAN MUSIC

- WHAT IS MUSIC
- SOURCES OF MUSIC
- CHARACTERISTICS OF MUSIC
- SUDH AND BIKRIT SWAR, SAPTAK, TTHAT, RAGA IMON, BHAIKAB, 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 & VARIETIES OF FOLK SONGS.

❖ PRELIMINARY KNOWLEDGE OF INSTRUMENT

- EXAMPLES OF VARIOUS TYPES OF INSTRUMENTS
- ESSENTIAL INSTRUMENTS OF INDIAN MUSIC, STRUCTURE OF

TABLA, HARMONIUM & TANPURA

- ACHIEVEMENT OF SOME EMINENT MUSICIANS OF BENGAL & INDIA (RABINDRANATH, ATUL PRASAD SEN, NAZRUL, D.L.ROY, RAJANI KANTASEN AND BHATKHANDI)

UNIT-2 PRACTICE LEADING TO PERFORMANCE

- **PRAYER SONG** 5 (3 IN MOTHER TONGUE, 1 IN RASTRIYA LANGUAGE [HINDI] AND 1 IN REGIONAL LANGUAGE)
- **SEASONAL SONG** 5 (3 IN MOTHER TONGUE, 1 IN RASTRIYA LANGUAGE [HINDI] AND 1 IN REGIONAL LANGUAGE)
- **FOLK SONG** 5 (3 IN MOTHER TONGUE, 1 IN RASTRIYA LANGUAGE [HINDI] AND 1 IN REGIONAL LANGUAGE)
- **PATRIOTIC SONG** 5 (3 IN MOTHER TONGUE, 1 IN RASTRIYA LANGUAGE [HINDI] AND 1 IN REGIONAL LANGUAGE)
- **RHYME SONGS** : BASED ON NEW TEXT BOOK OF CLASS I VII

UNIT 3 : TEACHING AND LEARNING THROUGH MUSIC (PROJECT ACTIVITY)

- INTEGRATING SONGS AND MUSIC WITH OTHER CURRICULAR AREAS PRESENTATION OF CONCEPTS THROUGH SONGS AND RHYMES BASED ON THE CONTENT.

UNIT 4: DRAMA

- CONCEPT OF DRAMA & STAGE
- FOLK DRAMA (JATRA, CHOU ETC.)
- SINGLE & GROUP ACTING, MIMICRY ACTING
- DANCE DRAMA

Group B: FINE ARTS : Full Marks=30,

Class hours:25 hours

UNIT 5:

❖ ART IN PRACTICE : DIFFERENT FORMS OF VISUAL ART

- I. WATER COLOUR
- II. OIL PAINTINGS
- III. FRESCO
- IV. SCULPTURE
- V. ARCHITECTURE

❖ ART & AESTHETICS (PHILOSOPHY OF ART)

❖ BASIC CONCEPT OF:

- I. COLOUR
- II. SHAPES & FORMS SQUARE, RECTANGLE, TRIANGLE BASIC SHAPES OF OBJECTS FORM 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** ALPANA PATTERN ORNAMENTATION (PLANNING)

❖ **CLAY WORK** : 3D MODELS OF CUBE, CYLINDER, PYRAMIDS
ETC. MODELLING, RELIEF WORK TOYS FRUITS & 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 : TEACHING AND LEARNING THROUGH CREATIVE
DRAMA AND FINE ARTS (PROJECT ACTIVITIES)**

• **ORGANISATION AND PLANNING OF FINE ARTS ACTIVITIES
IN SCHOOLS**

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)**

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

Class Hours: 40 hours

❖ **UNIT 7: PHYSICAL AND HEALTH EDUCATION.**

ALL CONTENTS (THEORETICAL PART). SCHOOL SANITATION &
HYGIENE.

❖ **UNIT 8: FIRST AID.**

DRESSING AND BANDAGE OF THE SKULL, COLLAR BONE, DAGE.

SHOULDER, LIMBS & JOINTS, SPLIT. USE OF ROLLAR BANDAGES. ANKLE INJURY. USE OF TRANGULAR BANDAGE. WOUND ON THE SCALP. ARM SLING. USE OF TOURNIQUETE BANDAGE. ARTERIAL WOUND IN THE LOWER ARM. USE OF APLINT IN THE FRACTURE IN THE LOWER ARM. SNAKE BITE. USE OF TORNQUITE BANDAGE. SPORTS IJURIES, APPLICATION OF ICE.

❖ **UNIT 9: PERFORMANCE BASED ACTIVITY.**

- FUNDAMENTAL SKILL (ANY ONE)
RUNNING, JUMPING, THROWING, WALKING
- FUNDAMENTAL SKILLS OF THE GROUP (ANY ONE).
FOOTBALL, VOLLYBALL, CRICKET, THROWBALL, KABADI, KHO-KHO.
- YOGA (ANY ONE).
- GYMNASTIC (ANY ONE).

❖ **UNIT 10: PROJECT WORK.**

- INTEGRATING PHYSICAL AND HEALTH EDUCATION WITH OTHER CURRICULAR AREAS.
- DEVELOP HEALTH CONCIIOUSNESS THROUGH PHYSICAL EDUCATION THAT PROTECTS FROM VARIOUS DISEASES.
- DEVELOP HEALTH RELATED SOCIAL NEEDS AND AWARENESS FOR OUR FUTURE GENERATIONS.
- INCLUDING VARIOUS SUBJECTS SOCIAL SERVICES AROUND THE LOCALITY OF INSTITUTION PERTAINING TO HEALTH VISIT TO THE SURROUNDING LOCALITY WITH STUDENTS.
- INSTRUCTION TO THE STUDENTS FOR PLANTING AS A PROJECT WORK.
- CLEAN THE SOCIETY BY DESTRUCTION OF GARBAGE AND AWARENESS SCHEME.
- PARTICIPATION IN A CEMINER ON BLOOD DONATION AND ITS IMPORTANCE.
- SURVEY IF THE SOURCES OF WATER IN THE LOCALITY AND SANITARY TOILETS.

Mode of Curriculum Transaction:

- 1) Debate and discussion for theoretical parts

For Practical Parts

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

Only Internal Evaluation:

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

Term End Evaluation

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

CC 05: Computer Application In Education

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

Objectives:

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

Unit-1 : Basic Concept in Computer

Class : 9 hours

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

Unit-2: Computer Operating System

Class: 10 hours

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

Unit 3: Word Processing System in Computer

Class : 11 Hours

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

Unit-4 : MS Excel

Class: 11 hours

4.1 : Introduction	1 hour
4.2 : Objectives of the Unit	1 hour

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

Unit6: Computer Aided Learning

Class : 17 hours

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

Unit-7 : Web Based Learning

Class : 17 hours

7.1 : Introduction	1 hour
7.2 : Objectives of the Unit	1 hour
7.3 : World Wide Web (www)	1 hour
7.3.1 : Conceptual Frame Work of WWW	1 hour
7.4 : Fundamentals of Internet	2 hour
7.4.1 : Concept of Some Fundamentals used in Internet	2 hour
7.5 : Uses of Internet	3 hour
7.5.1 : Downloading Information from Internet & using the same for the development of Children	3 hour
7.5.2 : Uses of Web in Teaching-Learning System	1 hour
7.5.3 : Importance of Email in Communication and Teaching-Learning System	1 hour
7.5.4 : Creating Password for Net Work Security	1 hour

Unit8 : Virus Protection in Computer

Class : 3 hours

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

Transaction Modalities :

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

Evaluation:

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

PRACTICUM: P-4 School Based Activities: P4

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

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

Evaluation (Only Internal) :

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

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

Evaluation Schema 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)

Marks-grade Point Conversion-

Range of % of Marks	Grade	Grade Point	Qualitative Evaluation
90 & above	O	9	Outstanding
80 -89	E	8	Excellent
70- 79	A	7	Extraordinary
60- 69	B	6	Very Good
50- 59	C	5	Good
40- 49	D	4	Average
Below 40	K	Nil	Poor(Not Qualified)