

**The West Bengal University of Teachers' Training,
Education Planning and Administration
Notification No. 1/2017, Dated 22.03.2017**

It is notified for the information of all concerned that in terms of the provisions of Section 13 of the University Act, 2014 and, in exercise of her power under 13(6) of the said Act, the Vice Chancellor, by an order dated 20th March, 2017 approved some amendments/addenda in the Regulations for two-year B. Ed. curriculum in West Bengal following NCTE Regulations, 2014 (vide Notification no. 329 – Edn (CS) /EE/ 10M – 16/15, dated 6th April 2015, Government of West Bengal, Higher Education Department) relating to Curriculum Structure, Examination Pattern and Guidelines for the said programme under this University, as laid down in the accompanying pamphlet.

This will take immediate effect and the Notification No. 2/2016, dated 26.08.2016 stands withdrawn.

Dated: 23.03.2017
Kolkata



PK Chanda
23.03.2017
(Dr. P.K. Chanda)
Registrar

Registrar
The West Bengal University of
Teachers' Training, Education
Planning and Administration

AMENDMENTS / ADDENDUM

Regulations relating to Curriculum Structure, Examination Pattern and Guidelines for Two-Year B. Ed. Programme under The West Bengal University of Teachers' Training, Education Planning and Administration

(i) Marks distribution and assessment pattern of B. Ed. programme will be as per following table :

Semester – I: Full Marks 500 (Credit – 20)

THEORETICAL						
Course Code	Course Name	Full Marks	Credit	Class Teaching Hours	Internal Assessment (30% weightage)	External Assessment (70% weightage)
1.1.1	Childhood and Growing up	50	2	32	15	35
	1 st Half : Development and its Characteristics					
	2 nd Half : Aspects of Development	50	2	32	15	35
1.1.2	Contemporary India and Education	50	2	32	15	35
	1 st Half : Education in Post Independent India					
	2 nd Half: Policy Framework for Education in India	50	2	32	15	35
1.1.4	Language Across Curriculum	50	2	32	15	35
1.1.5	Understanding Disciplines and Subjects	50	2	32	15	35
1.1. EPC 1	Reading and Reflecting on Text	25	1	16	-	25 *
TOTAL		325	13	208	90	235

* As full marks is 25 only, 100% weightage is given to External Assessment for Course 1.1. EPC 1

Practicum / Hands on Experience / Students' Activity / Seminar / Workshop etc.						
Engagement with the Field						
Course Code	Course Name	Full Marks	Credit	Field Engagement Hours	Internal Assessment (40%)	External Assessment (60%)
1.1.1	Childhood and Growing Up	25	1	32	10	15
1.1.2	Contemporary India and Education					
1.1.4	Language across the curriculum	50	2	64	20	30
1.1.5	Understanding Disciplines and subjects	50	2	64	20	30
1.1. EPC1	Reading and Reflecting on Text	25	1	32	10	15
TOTAL		175	7	224	70	105

- Note: (1) All practical activities (Practicum) / Engagement with the Field will have both Internal (40%) as well as External (60%) Assessment.
- (2) The teachers involved with the curriculum transaction of the respective courses will award marks through Internal assessment in the specified award lists provided by the University.
- (3) One External Examiner will be appointed by the University for evaluation of the Practicum (Engagement with the Field) of all the courses. He/she will evaluate one file containing all the items prepared by each student along with the viva-voce and will award the marks for each item in the Award Lists provided by the University.

Semester – II: Full Marks 500 (Credit – 20)

THEORETICAL						
Course Code	Course Name	Full Marks	Credit	Class Teaching Hours	Internal Assessment (30% weightage)	External Assessment (70% weightage)
1.2.3	Learning and Teaching					
	1 st Half : Learning	50	2	32	15	35
	2 nd Half : Teaching	50	2	32	15	35
1.2.7A	Pedagogy of School Subject (Part-I)	50	2	32	15	35
1.2.8A	Knowledge and Curriculum (Part-I)	50	2	32	15	35
1.2.9	Assessment for Learning					
	1 st Half : Assessment of the Learning Process	50	2	32	15	35
	2 nd Half : Assessment of the Learning System	50	2	32	15	35
1.2 EPC 2	Drama and Art in Education	25	1	16	-	25*
TOTAL		325	13	208	90	235

* As full marks is 25 only, 100% weightage is given to External Assessment for Course 1.1. EPC 1

Practicum / Hands on Experience / Students' Activity / Seminar / Workshop etc.						
Engagement with the Field						
Course Code	Course Name	Full Marks	Credit	Field Engagement Hours	Internal Assessment (40%)	External Assessment (60%)
1.2.3	Learning and Teaching	25	1	32	10	15
1.2.7A	Pedagogy of School Subject (Part-I)	50	2	64	20	30
1.2.8A	Knowledge and Curriculum (Part-I)	25	1	32	10	15
1.2.9	Assessment for Learning	50	2	64	20	30
1.2 EPC 2	Drama and Art in Education	25	1	32	10	15
TOTAL		175	7	224	70	105

- Note: (1) All practical activities (Practicum) / Engagement with the Field will have both Internal (40%) as well as External (60%) Assessment.
 (2) The teachers involved with the curriculum transaction of the respective courses will award marks through Internal assessment in the specified award lists provided by the University.
 (3) The students will have to submit the Report of the Internship before the external examiner.
 (4) One External Examiner will be appointed by the University for evaluation of the Practicum (Engagement with the Field) of all the courses. He/she will evaluate one file containing all the items prepared by each student along with the viva-voce and will award the marks for each item in the Award Lists provided by the University.

Semester – III: Full Marks 500 (Credit – 20)

Course Code	Course Name	Full Marks	Credit	Class Teaching Hours	Internship Hours	Internal Assessment	External Assessment
1.3.7B	Pedagogy of School Subject (Part-II)	50	2	32	-	15 (30% weightage)	35 (70% weightage)
	School Internship	350	14	-	448	175 (50% Weightage)	175 (50% weightage)
	TOTAL	400	16	32	448	190	210

Practicum / Hands on Experience / Students' Activity / Seminar / Workshop etc.						
Engagement with the Field						
Course Code	Course Name	Full Marks	Credit	Field Engagement Hours	Internal Assessment (40%)	External Assessment (60%)
1.3.7B	Pedagogy of School Subject (Part-II)	25	1	32	10	15
	Community - based Activities	75	3	96	30	45
	TOTAL	100	4	128	40	60

- Note: (1) All practical activities (Practicum) / Engagement with the Field will have both Internal (40%) as well as External (60%) Assessment.
 (2) The teachers involved with the curriculum transaction of the respective courses will award marks through Internal assessment in the specified award lists provided by the University.
 (3) One External Examiner will be appointed by the University for evaluation of Internship and Practicum (Engagement with the Field) He/she will evaluate the following three files prepared by each student along with the viva-voce and will award the marks for each item in the Award Lists provided by the University:
 (a) File containing 60 Learning Designs delivered during Internship.
 (b) File for the Practicum of Pedagogy of school subject (Part – II).
 (c) File for community based activities.

Semester – IV: Full Marks 500 (Credit – 20)

THEORETICAL						
Course Code	Course Name	Full Marks	Credit	Class Teaching Hours	Internal Assessment (30% weightage)	External Assessment (70% weightage)
1.4.6	Gender, School and Society	50	2	32	15	35
1.4.8B	Knowledge and Curriculum (Part-II)	50	2	32	15	35
1.4.10	Creating and Inclusive School	50	2	32	15	35
1.4.11	Optional Course *	50	2	32	15	35
1.4.EPC3	Critical Understanding of ICT	50	2	32	15	35
1.4.EPC4	Yoga Education : Self Understanding and Development	50	2	32	15	35
TOTAL		300	12	192	90	210

Practicum / Hands on Experience / Students' Activity / Seminar / Workshop etc.						
Engagement with the Field						
Course Code	Course Name	Full Marks	Credit	Field Engagement Hours	Internal Assessment (40%)	External Assessment (60%)
1.4.6	Gender, School and Society	25	1	32	10	15
1.4.8B	Knowledge and Curriculum (Part-II)	25	1	32	10	15
1.4.10	Creating and Inclusive School	25	1	32	10	15
1.4.11	Optional Course *	25	1	32	10	15
1.4.EPC3	Critical Understanding of ICT	50	2	64	20	30
1.4.EPC4	Yoga Education : Self Understanding and Development	50	2	64	20	30
TOTAL		200	8	256	80	120

***Optional Courses:**

- (i) Health and Physical Education
- (ii) Peace and Value Education
- (iii) Guidance and Counselling
- (iv) Work and Vocational Education
- (v) Yoga Education
- (vi) Environmental & Population Education

Note: (1) All practical activities (Practicum) / Engagement with the Field will have both Internal (40%) as well as External(60%) Assessment.

- (2) The teachers involved with the curriculum transaction of the respective courses will award marks through Internal assessment in the specified award lists provided by the University.

EVALUATION PATTERN (for 350 marks)

	Marks	Mode of evaluation
External Examiner appointed by the University	150	As per University norms
Internal Evaluation by the Principal /OIC/ TIC	50	Continuous evaluation throughout the Internship Programme
Internal Evaluation by the Subject Teacher	50	Continuous evaluation throughout the Internship Programme
Internal Evaluation by the Mentor Teacher Educator	50	Continuous evaluation throughout the Internship Programme
Files / Reports	50 (25 – External Examiner 25- Subject Teacher)	External and Internal Evaluation with equal weightage
Total	350	

(iv) An amendment in the **Duration of Examination** has been made as noted in the following table:

Existing	Amendment
<p>Para 6. In written Examination for B. Ed. all 50 marks paper will be of two hours and all 25 marks paper will be of one hour duration.</p>	<p>In written Examination for B. Ed. programme all 35 marks paper will be of one and half hours and all 25 marks paper will be of one hour duration.</p>

(v) Some amendments in the **Syllabus** of B. Ed. Programme have been made as follows:

SEMESTER - I

Existing	Amendment
<p>Course 1.1.1 (2nd Half) Unit I : Various aspects related to development:</p> <ul style="list-style-type: none"> • Instincts and Emotions • Emotional Intelligence • Attitude and Attachment <p>Engagement with the Field / Practicum Any one of the following :- * (i) to (viii).</p> <p>Course 1.1.2 (2nd Half) Unit III : Monitoring agencies:</p> <p>Course 1.1.4 Unit V : Different Texts – Expository, Narrative, Transactional, Reflexive</p>	<p>Unit I : Concept, nature, interrelationship and educational implications of :</p> <ul style="list-style-type: none"> • Instincts and Emotions • Emotional Intelligence • Attitude and Attachment <p>Engagement with the Field / Practicum Any one of :- (i) to (iii), (vi) and (viii) (iv), (v) and (vii) are to be deleted (vi) will be read as : "Observe any one successful teacher and list down the behavioural characteristics which impress you".</p> <p>Unit III : Role of Monitoring agencies</p> <p>Unit V : Different Texts – Expository, Narrative, Transactional, Reflective</p>

<p>Course 1.1.5 Unit II : Science as a Subject and Discipline</p> <ul style="list-style-type: none"> • Nature and history of science • Scientific method; a critical view • 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 the social, political and intellectual and historical context. • Curriculum, syllabus and textbooks, the paradigm shifts in the discipline, the changing notion of Scientific Knowledge and the need to redefine school science. 	<p>Unit II : Science as a Subject and Discipline</p> <ul style="list-style-type: none"> • Nature and History of Science • Place of Science in School Curriculum • Science in day-to-day life • Relation of Science with other school subjects
<p>Course 1.1.5 Engagement with Field / Practicum Any two of the following :</p> <ul style="list-style-type: none"> (i) Policy analysis – National Curriculum frameworks (ii) Identification of case, hidden , null and latent curriculum in text books (iii) Review of the books for constructing an activity curriculum. 	<p>Engagement with Field / Practicum Any two of the following activities on the content areas of the respective discipline:</p> <ul style="list-style-type: none"> • Individual Seminar Presentation • Group Presentation • Assignment Submission

Guidelines for Internal Assessment of the Theoretical papers for Semester I:

- (a) The teachers involved in the curriculum transaction of each half of Course 1.1.1 and Course 1.1.2 or a full course for course 1.1.4 and 1.1.5 will evaluate achievement and performance of the students in respective course contents by continuous Internal Assessment throughout the semester.
The students will have to perform any one Individual Seminar presentation on submitted Assignment on any topic of the course contents. There is no Internal assessment of Theoretical part of Course 1.1.(EPC1) in which Internal Assessment on Engagement with the Field will be made.
- (b) The concerned teachers will award marks out of full marks 15 and will enter the marks in the prescribed Award Lists sent by the Controller of Examinations.

Guidelines for Internal and External Assessment of the Engagement with the Field for Semester I:

- (a) All the items prescribed in the curriculum are to be discussed in the class. The concerned teachers will allot the items to the students according to their choice. **Not more than 25 students will be allowed to take one item of Practicum.**
- (b) For 25 marks i.e., for Course 1.1.1, 1.1.2 and 1.1. EPC 1, each student will have to perform **any one** assigned Item and for 50 marks i.e. Course 1.1.4 and 1.1.5, each student will have to perform **any two** assigned items.
- (c) They will have to prepare and submit the **handwritten** Reports/ Assignment / Presentation / Activities etc., to the concerned teachers for their assessment and counter signature. Computerised graphical representation or diagram or pictures may be attached. Differently abled students may submit by probable means.
- (d) For Course 1.1.5 (Understanding discipline and subjects), each student will perform **any two** activities on the content areas of the respective disciplines. For example, a student of Science discipline will have to perform two activities on the topics of Unit II.
- (e) The students will prepare a file with all the items and will submit to the External Examiner appointed by the Controller of Examinations. He/she will evaluate the files along with viva-voce and will send the marks directly to the University through the Specified Award Lists.

SEMESTER - II

Existing	Amendment
<p><u>Course 1.2.3 (1ST Half)</u> Unit IV: Theories of Transfer of Learning</p> <p><u>Course 1.2.3 (2nd Half): Teaching for Learning</u></p> <p><u>Engagement with the Field / Practicum</u> Any one of the following:</p> <ul style="list-style-type: none"> • Simulated teaching practical • Presentation of innovative teaching. <p><u>Course 1.2.7A: Pedagogy of Language Teaching (Part-I)</u> <u>Unit I: Foundations of Language Teaching</u></p> <ul style="list-style-type: none"> • Origin of different languages (at least 2 including 1st Language) • Analysis of the objectives of teaching language at secondary level in West Bengal. 	<p>Unit IV: Overview of Theories of Transfer of Learning</p> <p><u>Course 1.2.3 (2nd Half): Teaching</u></p> <p><u>Engagement with the Field / Practicum</u></p> <ul style="list-style-type: none"> • Microteaching practical through simulation mode. (Five lessons in 5 skills on a particular topic are to be delivered in front of peer group under the guidance of the subject teacher). Teaching skills: (i) Introducing the lesson (ii) Questioning (iii) Use of teaching aids (iv) Reinforcement (v) Illustration. [Each skill consists of five components]. <p>Presentation of Innovative Teaching to be deleted.</p> <p><u>Course 1.2.7A: Pedagogy of Language (Part-I)</u> <u>Unit I: Foundations of Language Teaching</u></p> <ul style="list-style-type: none"> • Origin of own language (taken as school subject) • To be deleted.
<p><u>Unit II: Strategies of Language Teaching (As per language concerned)</u></p> <ul style="list-style-type: none"> • Theories of Language Teaching • Learning Design: Definition, characteristics, importance. • Relevance of teaching model for Language Teaching <p><u>Unit IV: Assessment of Language Teaching</u></p> <ul style="list-style-type: none"> • Assessment (elementary concepts of Evaluation and Measurement) • Characteristics of a good Test – usability, reliability, validity <p><u>Unit V: Learning Resources in Language Teaching</u></p> <ul style="list-style-type: none"> • Language Laboratory – Component, planning, developing required activities and organizing for use. • Designing Learning activities – School Magazine, School Debating Society, Dramatization • Designing Language Games in grammatical context of language • Creative writing – composition, short story, poem(on given clues or independently) 	<p><u>Unit II: Strategies of Language Teaching (As per language concerned)</u></p> <ul style="list-style-type: none"> ➤ Theories of Language Teaching – Behaviourist, Cognitivist, Interactionist & Constructivist ➤ To be deleted ➤ To be deleted <p><u>Unit IV: Assessment of Language Teaching</u></p> <ul style="list-style-type: none"> ➤ To be deleted ➤ To be deleted <p><u>Unit V: Learning Designing and Learning Resources in Language Teaching</u></p> <ul style="list-style-type: none"> • Concept, Importance and Types of Learning Design • Steps of Learning Design • Qualities of Good Learning Design • Meaning, type, functions, preparation and utilization of learning resources in language: Text Books, Models, Charts, Pictures, Reference Books, Computer Assisted Learning.

<p><u>Engagement with the Field / Practicum</u></p> <p>Any one of the following:</p> <ul style="list-style-type: none"> • Speech and Speech Mechanism • Word Formation • Syntax • Phonetic Transcription • Identifying General and Specific Objectives with Learning Outcome • Task analysis and Content Analysis • Developing Instructional (Teaching Learning) Material • Planning Instructions <p><u>Course 1.2.7A: Pedagogy of Social Science Teaching (Part-I)</u></p> <p><u>Unit IV: Social Science Teacher</u></p> <ul style="list-style-type: none"> • Qualifications and qualities of Social Science Teacher • Professional growth of Social Science Teacher 	<p><u>Engagement with the Field / Practicum</u></p> <p>Preparation of one Learning Design (compulsory) and any one from the following:</p> <ul style="list-style-type: none"> ➤ Speech and Speech Mechanism ➤ Word Formation ➤ Syntax ➤ Task analysis and Content Analysis ➤ Developing Instructional (Teaching Learning) Material <p><u>Course 1.2.7A: Pedagogy of Social Science (Part-I)</u></p> <p><u>Unit IV: Learning Designing</u></p> <ul style="list-style-type: none"> • Concept, Importance and Types of Learning Design • Steps of Learning Design • Qualities of Good Learning Design
<p><u>Engagement with the Field / Practicum</u></p> <p>Any two of the following :</p> <ul style="list-style-type: none"> ➤ Visit to <ul style="list-style-type: none"> • Historical Places • Ecological Places • Commercial Places • Political Places ➤ Organization of Programmes <ul style="list-style-type: none"> • Environment Awareness • Social Awareness • Election Awareness • Blood Donation • Exhibition • Demonstration of Lab-based activities wherever applicable <p><u>Course 1.2.7A: Pedagogy of Science Teaching (Part – I)</u></p> <p><u>Unit V: The Science Teacher</u></p> <ul style="list-style-type: none"> • Qualifications and qualities of Science Teacher • Professional growth of Science Teacher <p><u>Engagement with the Field / Practicum</u></p> <p>Any two of the following:</p> <ul style="list-style-type: none"> • Preparation of lesson/unit plan by following different methods of teaching • Preparation of materials & programmes to inculcate scientific attitude • Script writing for Radio/TV/Video on science topics • Demonstration of Science Experiments. 	<p><u>Engagement with the Field / Practicum</u></p> <p>Preparation of one Learning Design (compulsory) and any one from the following:</p> <ul style="list-style-type: none"> ➤ Visit to any one following places: <ul style="list-style-type: none"> • Historical Places • Ecological Places • Commercial Places • Political Places ➤ Organization of any one following programmes: <ul style="list-style-type: none"> • Environment Awareness • Social Awareness • Election Awareness • Blood Donation • Exhibition • Demonstration of Lab-based activities wherever applicable <p><u>Course 1.2.7A: Pedagogy of Science (Part-I)</u></p> <p><u>Unit V: Learning Designing</u></p> <ul style="list-style-type: none"> • Concept, Importance and Types of Learning Design • Steps of Learning Design • Qualities of Good Learning Design <p><u>Engagement with the Field / Practicum</u></p> <p>Preparation of one Learning Design (compulsory) and any one from the following:</p> <ul style="list-style-type: none"> • Preparation of materials & programmes to inculcate scientific attitude • Script writing for Radio/TV/Video on science topics • Demonstration of Science Experiments.

<p><u>Course 1.2.7A: Pedagogy of Mathematics Teaching (Part-I)</u></p> <p><u>Unit III: Mathematics Teacher and Teaching Learning process in Mathematics</u></p> <ul style="list-style-type: none"> • Pedagogical analysis and Learning Designing <p><u>Unit IV: Mathematics education in a cross-cultural perspective</u></p> <ul style="list-style-type: none"> • Anxiety associated with learning Mathematics • Maths laboratory • Maths club • Connecting mathematics to the environment • Management of learning of slow and gifted learners 	<p><u>Course 1.2.7A: Pedagogy of Mathematics (Part-I)</u></p> <p><u>Unit III: Mathematics Teacher and Teaching Learning process in Mathematics</u></p> <ul style="list-style-type: none"> • To be deleted <p><u>Unit IV: Learning Designing</u></p> <ul style="list-style-type: none"> • Concept, Importance and Types of Learning Design • Steps of Learning Design • Qualities of Good Learning Design
<p><u>Engagement with the Field / Practicum</u></p> <p>Any two of the following:</p> <ul style="list-style-type: none"> • Write an essay on nature of Mathematics and contribution of Indian Mathematics • Preparation of various teaching aids • Preparation of programmed learning material for selected Units in Mathematics • Evaluation of Mathematics text book • Construction of various types of test items • Construction of achievement and diagnostic tests • Identify the slow learners, low achievers and high achievers in Mathematics from the classroom during practice teaching(Case Study) • Conducting the Action Research for selected problems. • Development and try-out of teaching-learning strategy for teaching of particular Mathematical concepts • Use of Computer in Teaching of Mathematics • Use of Mathematics activities for recreation • Development and use of Mathematics laboratory • Prepare mathematical activities in the context of sociocultural aspects. <p><u>Course 1.2.8A: Knowledge and Curriculum (Part – I)</u></p> <p><u>Unit V: Dynamics of Curriculum Development</u></p> <ul style="list-style-type: none"> • Determinants of curriculum development • Theories of curriculum development • Stage Specific Curriculum – Pre-primary, Primary, Secondary, Higher Secondary • Curriculum reforms in India ; National Curriculum Frameworks <p><u>Engagement with the Field / Practicum</u></p> <p>Any one of the following:</p> <ul style="list-style-type: none"> • Policy analysis National Curriculum Frame works • Identification of core, hidden, null and latent curriculum in textbooks • Designing an activity based curriculum • Analysis of School Curriculum at different stages 	<p><u>Engagement with the Field / Practicum</u></p> <p>Preparation of one Learning Design (compulsory) and any one from the following:</p> <ul style="list-style-type: none"> • Write an essay on nature of Mathematics and contribution of Indian Mathematics • Preparation of various teaching aids • Preparation of programmed learning material for selected Units in Mathematics • Construction of achievement test <p><u>Course 1.2.8A: Knowledge and Curriculum (Part – I)</u></p> <p><u>Unit V: Concept of Curriculum</u></p> <ul style="list-style-type: none"> • Meaning, Characteristics & types of Curriculum • Nature & Scope of Curriculum • Necessity of Curriculum • Principles of framing curriculum • Role of State in curriculum • Constitutional values and national culture in curriculum <p><u>Engagement with the Field / Practicum</u></p> <p>Any one of the following:</p> <ul style="list-style-type: none"> • Policy analysis National Curriculum Frame works (NCF2000 & 2005) • Identification of core, hidden, null and latent curriculum in textbooks • Designing an activity based curriculum • Analysis of School Curriculum at different stages

Guidelines for Internal Assessment of the Theoretical papers for Semester II:

- (a) The teachers involved in the curriculum transaction of each half of Course 1.2.3 and Course 1.2.9 or a full course for course 1.2.7A and 1.2.8A will evaluate achievement and performance of the students in respective course contents by continuous Internal Assessment throughout the semester.
The students will have to perform any one Individual Seminar presentation on submitted Assignment on any topic of the course contents. There is no Internal assessment of Theoretical part of Course 1.2(EPC2) in which Internal Assessment on Engagement with the Field will be made.
- (b) The concerned teachers will award marks out of full marks 15 and will enter the marks in the prescribed Award Lists sent by the Controller of Examinations.

Guidelines for Internal and External Assessment of the Engagement with the Field for Semester II:

- (a) All the items prescribed in the curriculum are to be discussed in the classes. The concerned teachers will allot the items to the students according to their choice. **Not more than 25 students will be allowed to take one item of Practicum.**
- (b) For 25 marks i.e., for Course 1.2.3, 1.2.8A and 1.2 EPC2, each student will have to perform **any one** assigned item and for 50 marks i.e. Course 1.2.7A and 1.2.9, each student will have to perform **any two** assigned items.
- (c) They will have to prepare and submit the **handwritten** Reports/ Assignment / Presentation / Activities etc., to the concerned teachers for their assessment and counter signature. Computerised graphical representation or diagram or pictures may be attached. Differently abled students may submit by probable means.
- (d) **The students will have to prepare and submit a Report of the School Internship to the External Examiner.**
- (e) The students will prepare a file with all the items and will submit to the External Examiner appointed by the Controller of Examinations. He/she will evaluate the files along with viva-voce and will send the marks directly to the University through the Specified Award Lists.

SEMESTER - III

Existing	Amendment
<p data-bbox="248 1176 881 1209"><u>Course 1.3.7B Pedagogy of Language Teaching (Part-II)</u></p> <p data-bbox="248 1232 881 1265"><u>Unit- III: Learning Designing</u></p> <ul data-bbox="292 1265 881 1355" style="list-style-type: none"> • Concept, Importance and Types • Steps of Learning Design • Qualities of Good Learning Design <p data-bbox="248 1444 881 1478"><u>Unit- IV: Activities in Language:</u></p> <ul data-bbox="292 1478 881 1691" style="list-style-type: none"> • Fair and Exhibition • Field Trips / Excursion • Debate • Wall & Annual Magazine • Sahitya Sabha • Use of ICT • Use of Dictionary, Encyclopaedia and Thesaurus 	<p data-bbox="881 1176 1510 1209"><u>Course 1.3.7B Pedagogy of Language (Part-II)</u></p> <p data-bbox="881 1232 1510 1265"><u>Unit- III: Language Laboratory and Creative Writing</u></p> <ul data-bbox="925 1265 1510 1422" style="list-style-type: none"> • Language Laboratory: Component, Planning, Developing required activities and organizing for use • Creative Writing: Composition, short story, poem on given clues or independently. <p data-bbox="881 1444 1510 1478"><u>Unit- IV: Activities in Language:</u></p> <ul data-bbox="925 1478 1510 1769" style="list-style-type: none"> • Fair and Exhibition • Field Trips / Excursion • Debate • Wall & Annual Magazine • Sahitya Sabha • Use of ICT • Use of Dictionary, Encyclopaedia and Thesaurus • Designing language Games in Grammatical context • Dramatization

Engagement with the Field / Practicum

Any one of the following:

- Identify the slow learners, low achievers and high achievers in Language from the classroom during practice teaching. (Case study)
- Conducting of action Research for selected problems
- Development and try-out of Teaching-learning strategy for teaching of particular Language concepts
- Development and use of Language laboratory

Course 1.3.7B: Pedagogy of Social Science Teaching (Part-II)

Unit III: Learning Designing

- Concept, Importance and Types
- Steps of Learning Design
- Qualities of Good Learning Design

Engagement with the Field / Practicum

Any one of the following:

- Preparation of Learning Design
- Preparation of Achievement Test
- Development of skill of map
- Development of skill of time line
- Project
- Case Study

Course 1.3.7B: Pedagogy of Science Teaching (Part-II)

Unit II: Learning Designing

- Concept, Importance and Types
- Steps of Learning Design
- Qualities of Good Learning Design

Engagement with the Field / Practicum

Any one of the following:

- Analysis of Science Text Book
- Survey of science laboratory in a school
- Evolving suitable technique(s) to evaluate laboratory work
- Visit to Community Science Centre, Nature Park and Science City

Engagement with the Field / Practicum

Any one of the following:

- **Identify the slow learners** in Language from the classroom during practice teaching. (Case study)
- Conducting of action Research for selected problems
- Development and try-out of Teaching-learning strategy for teaching of particular Language concepts
- Development and use of Language laboratory
- **One Pedagogical Analysis**
- **One Achievement Test construction**

Course 1.3.7B: Pedagogy of Social Science (Part-II)

Unit III: Social Science Teacher

- **Qualifications and qualities of Social Science Teachers**
- **Professional growth of Social Science Teacher**

Engagement with the Field / Practicum

Any one of the following:

- **One Pedagogical Analysis**
- Development of skill of map
- Development of skill of time line
- Project
- Case Study
- **Conducting of Action Research for selected problems**
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Course 1.3.7B: Pedagogy of Science (Part-II)

Unit II: Science Teacher

- **Qualification and qualities of social science Teacher**
- **Professional growth of Social Science Teacher**

Engagement with the Field / Practicum

Any one of the following:

- **One Pedagogical Analysis (Newly Added)**
- Survey of science laboratory in a school
- Evolving suitable technique(s) to evaluate laboratory work
- Visit to Community Science Centre, Nature Park and Science City
- **One Achievement Test Construction**
- **Conducting of Action Research for selected problems**

Existing	Amendment
<p><u>Course 1.3.7B: Pedagogy of Mathematics Teaching (Part-II)</u></p> <p><u>Unit IV: Pedagogical Analysis and Learning Designing of Mathematics content of school level:</u></p> <p>All items remaining same</p> <p><u>Unit V: Simulated and Integrated Lesson:</u></p> <ul style="list-style-type: none"> • Simulated Micro Teaching and Integrated Teaching • Teaching in Classroom environment <p><u>Engagement with the Field / Practicum</u></p> <p>Any one of the following:</p> <ul style="list-style-type: none"> • Identify the slow learners, low achievers and high achievers in Mathematics from the classroom during practice teaching (Case study) • Conducting of Action Research for selected problems • Development and try-out of Teaching-learning strategy for teaching of particular Mathematical concepts • Use of Computer in Teaching of Mathematics • Use of Mathematics activities for recreation • Development and use of Mathematics laboratory • Prepare mathematical activities in the context of socio-cultural aspects 	<p><u>Course 1.3.7B: Pedagogy of Mathematics (Part-II)</u></p> <p><u>Unit IV: Pedagogical Analysis</u></p> <p>All items remaining same</p> <p><u>Unit V: Mathematics Education in a cross-cultural Perspective</u></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><u>Engagement with the Field / Practicum</u></p> <p>Any one of the following:</p> <ul style="list-style-type: none"> • Identify the slow learners in Mathematics from the classroom during practice teaching (Case study) • Conducting of Action Research for selected problems • Development and try-out of Teaching-learning strategy for teaching of particular Mathematical concepts • Use of Computer in Teaching of Mathematics • Use of Mathematics activities for recreation • Development and use of Mathematics laboratory • Prepare mathematical activities in the context of socio-cultural aspects • One Pedagogical Analysis • One Achievement Test Construction

School Internship (Semester – III)

It will be read as:

- At least 60 Learning Designs will have to be prepared, approved by the subject teacher and to be delivered in the class room situation.
- Each and every Learning Design must be signed by the subject teacher/ any other teacher educator after execution of the lesson.
- Principal/ Officer-in-Charge/ Teacher-in-Charge will have to observe the teaching of each and every students.
- Internal evaluation will be done for 150 marks (Principal / Officer-in-Charge / Teacher-in-Charge / Head of the Department – 50, Subject Teacher – 50 and Mentor Teacher Educator- 50).
- External Evaluation will be done by one University appointed External Examiner on 150 marks through observation of class teaching.
- Only External examiner will remain inside the classroom for evaluation of execution of lesson.
- 20-25 lessons are to be evaluated per day by the External Examiner.

Components and distribution of marks for evaluation of teaching:

COMPONENTS	External Evaluation Appointed by the University	Internal Evaluation		
		Principal/OIC / TIC/ HoD	Subject Teacher	Mentor Teacher Educator
	150 marks	50 marks	50 marks	50 marks
1. Learning Design	15	5	5	5
2. Voice Modulation	15	5	5	5
3. Questioning	15	5	5	5
4. Board Work	15	5	5	5
5. Use of Teaching Aids	15	5	5	5
6. Explanation	15	5	5	5
7. Innovation	15	5	5	5
8. Interaction	15	5	5	5
9. Presentation	15	5	5	5
10. Classroom Management	15	5	5	5
Total	150	50	50	50

Components and distribution of marks for Files / Reports:

Components	External Evaluation by the External Examiner	Internal Evaluation by the Subject Teacher
At least 2 teaching aids used during Teaching Internship	10	10
File containing 60 Learning Design	5	5
Viva Voce	10	10
Total	25	25

- The same External Examiner will evaluate School Internship and Engagement with the Field in 3rd Semester Examination.

Community- based Activities

Existing	Amendment
<p>Community-based activities shall consist of the following:</p> <ul style="list-style-type: none"> • Organization of a rally or campaign on any social issue e.g., polio, HIV, Electoral Rights, Gender Sensitization etc. • Gardening • Cleanliness of the campus and beautification • Cleaning of Furniture • Assembly • Community Games • Cultural Programmes • SUPW • Scout and Guide/ NSS • Celebration of National Festivals, Teachers' Day etc. • First Aid • Aesthetic Development activities- decoration of classroom etc 	<p>Any three Community-based activities are to be performed from the following:</p> <ul style="list-style-type: none"> • Organization of a rally or campaign on any social issue e.g., polio, HIV, Electoral Rights, Gender Sensitization etc. • Gardening • Cleanliness in and around the campus and beautification • Cleaning of Furniture • Assembly • Community Games • Cultural Programmes • SUPW • Scout and Guide/ NSS • Celebration of National Festivals, Teachers' Day etc. • First Aid • Aesthetic Development activities- decoration of classroom etc

Guidelines for Internal Assessment of the Theoretical papers for Semester III:

- (a) The subject teachers involved in the curriculum transaction of Course 1.2.7B will evaluate achievement and performance of the students in respective course contents by continuous Internal Assessment throughout the semester. **The students will have to perform any one Individual Seminar presentation on submitted Assignment on any topic of the course contents.**
- (b) The subject teachers will award marks out of full marks 15 and will enter the marks in the prescribed Award Lists sent by the Controller of Examinations.

Guidelines for Internal and External Assessment of the Engagement with the Field for Semester III:

- (a) All the items prescribed in the curriculum of Course 1.2.7B are to be discussed in the classes. The subject teachers will allot the items to the students according to their choice. **Not more than 10 students will be allowed to take one item of Practicum.**
- (b) They will have to prepare and submit the **handwritten** Reports/ Assignment / Presentation / Activities etc., to the concerned teachers for their assessment and counter signature. Computerised graphical representation or diagram or pictures may be attached. Differently abled students may submit by probable means.
- (c) For Community- based Activities each student will perform **any three** activities from the lists prescribed in the syllabus.
- (d) The students will have to submit three files one containing 60 Learning Designs delivered during Internship, one for Course 1.3.7B and the other for Community- based Activities to the External Examiner appointed by the Controller of Examinations. He/she will evaluate the files along with viva-voce and will send the marks directly to the University through the Specified Award Lists.

SEMESTER - IV

Existing	Amendment
<p><u>Course 1.4.6: Gender, School and Society</u></p> <p><u>Unit IV: Gender issues in curriculum</u></p> <ul style="list-style-type: none"> • Construction of gender in curriculum framework since Independence : An analysis <p><u>Unit V: Gender, Sexuality, Sexual Harassment and Abuse</u></p> <ul style="list-style-type: none"> • Sites of conflict: Social and Emotional <p><u>Engagement with the Field / Practicum</u></p> <ul style="list-style-type: none"> • To undertake study of sex ratio and analysis of it state-wise <p><u>Course 1.4.8B: Knowledge and Curriculum (Part-II)</u></p> <p><u>Unit I: Concept of Curriculum</u></p> <ul style="list-style-type: none"> • Meaning, Characteristics & types of Curriculum • Nature & Scope of Curriculum • Necessity of Curriculum • Principles of framing curriculum • Role of State in curriculum • Constitutional values and national culture in curriculum 	<p><u>Course 1.4.6: Gender, School and Society</u></p> <p><u>Unit IV: Gender issues in curriculum</u></p> <ul style="list-style-type: none"> • Consideration of gender issues in curriculum framework with reference to NCF, 2005: An analysis <p><u>Unit V: Gender, Sexuality, Sexual Harassment and Abuse</u></p> <ul style="list-style-type: none"> • To be deleted <p><u>Engagement with the Field / Practicum</u></p> <ul style="list-style-type: none"> • To undertake study of sex ratio and analysis of a local community (at least 10 families) <p><u>Course 1.4.8B: Knowledge and Curriculum (Part-II)</u></p> <p><u>Unit I: Dynamics of Curriculum Development</u></p> <ul style="list-style-type: none"> • Determinants of curriculum development • Theories of curriculum development • Stage Specific Curriculum – Pre-primary, Primary, Secondary, Higher Secondary • Curriculum reforms in India ; National Curriculum Frameworks 2000 and 2005

Existing	Amendment
<p><u>Engagement with the Field / Practicum</u></p> <p>Any one of the following:</p> <ul style="list-style-type: none"> • Textbook Analysis • Visit to DEO, DIET, Schools to find out the role of different personnel in curriculum development process <p>Evaluation and preparation of report of existing GSHSEB, IB and CBSE curriculum at different level</p> <p><u>Course 1.4.10: Creating an Inclusive School</u></p> <p><u>Unit: III: Defining learners with special need</u></p> <ul style="list-style-type: none"> • Case history taking, Assessment of children with diverse needs (MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN and related others) to know their profile and to develop individualized Education Programme (IEP/ ITP) <p><u>Unit: V: Teacher preparation for inclusive school</u></p> <ul style="list-style-type: none"> • Teacher preparation for inclusive education in the light of NCF, 2005 <p><u>Engagement with the Field / Practicum</u></p> <ul style="list-style-type: none"> • Visit to Inclusive Schools and to observe classroom transaction of any one of such school in Baroda and make a report of the same <p><u>Course 1.4.11(Optional) : Health and Physical Education</u></p> <p><u>Unit IV: Health Issues & Health Education: Vision & Mission</u></p> <ul style="list-style-type: none"> • Fast Food Problems, Drinking water Problems <p><u>Engagement with the Field / Practicum</u></p> <p>Any two of the following: (Items prescribed in the syllabus)</p> <ul style="list-style-type: none"> • Surfing to know the disease in India • Reflective Dialogues on Serials, such as Satyamev Jayate on Health of the People. 	<p><u>Engagement with the Field / Practicum</u></p> <p>Any one of the following:</p> <ul style="list-style-type: none"> • Textbook Analysis (as prescribed in the uniform curriculum of WBUTTEPA) • Visit to SCERT, DIET, Schools to find out the role of different personnel in curriculum development process • Evaluation and preparation of a report of existing WBSE, WBCHSE, ISCSE, ISC and CBSE curriculum at different level • Construction of time-table of any two classes with justification <p><u>Course 1.4.10: Creating an Inclusive School</u></p> <p><u>Unit: III: Defining learners with special need</u></p> <ul style="list-style-type: none"> • Assessment of children with diverse needs (MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN and related others) to know their profile and to develop individualized Education Programme (IEP/ ITP) <p><u>Unit: V: Teacher preparation for inclusive school</u></p> <ul style="list-style-type: none"> • Teacher preparation for inclusive education in the light of NCF, 2005 and NCFTE, 2009 <p><u>Engagement with the Field / Practicum</u></p> <ul style="list-style-type: none"> • Visit to Inclusive Schools and to observe classroom transaction of any one of such school in West Bengal and make a report of the same <p><u>Course 1.4.11(Optional) : Health and Physical Education</u></p> <p><u>Unit IV: Health Issues & Health Education: Vision & Mission</u></p> <ul style="list-style-type: none"> • Balanced Diet – nature and importance, Fast Food Problems, Drinking water Problems <p><u>Engagement with the Field / Practicum</u></p> <p>Any one of the following: (Items prescribed in the syllabus)</p> <ul style="list-style-type: none"> • Surfing to know the disease in India and write a report on any five diseases in West Bengal • Reflective Dialogues on Digital Media on Health of the People.

Existing	Amendment
<p><u>Course 1.4.11(Optional) : Peace and Value Education</u></p> <p><u>Unit V: Methods & Evaluation of Value Education</u></p> <ul style="list-style-type: none"> Traditional Methods: Story Telling, Ramleela, Tamasha, Street Play & folk songs <p><u>Course 1.4.11(Optional) : Work and Vocational Education</u></p> <p><u>Unit I: Aims, Objectives and Bases</u></p> <ul style="list-style-type: none"> Aims and Objectives of Teaching Work Education at Secondary level. Values of teaching Work Education at Secondary level. Correlation of Work Education with other School Subjects. Bases of Work Education – Psychological, Sociological, Historical and Economical <p><u>Unit V: Aspects of Teaching Work Education</u></p> <ul style="list-style-type: none"> A critical evaluation of work education syllabus prescribed by the WBBSE in (a) the exposure stage and (b) the Involvement stage Concept of improvisation; its use in the teaching of Work Education Areas of work education, viz. socially useful productive work (as designed by I.B. committee) Occupational explorations and Innovative practices Removal of social distances through Work Education <p><u>Engagement with the Field / Practicum</u></p> <ul style="list-style-type: none"> Wallet Mast making 	<p><u>Course 1.4.11(Optional): Peace and Value Education</u></p> <p><u>Unit V: Methods & Evaluation of Value Education</u></p> <ul style="list-style-type: none"> Traditional Methods: Story Telling, Street Play & Folk Songs <p><u>Course 1.4.11(Optional) : Work and Vocational Education</u></p> <p><u>Unit I: Aims, Objectives and Bases</u></p> <ul style="list-style-type: none"> Aims and Objectives of Teaching Work Education and Vocational Education. Values of teaching Work Education and Vocational Education. Correlation of Work Education with other School Subjects. Difference between Work Education and Vocational Education Bases of Work Education and Vocational Education – Philosophical, Psychological, Sociological, Historical and Economical <p><u>Unit V: Aspects of Teaching Work Education & Vocational Education</u></p> <ul style="list-style-type: none"> A critical evaluation of work education syllabus prescribed by the WBBSE in (a) the exposure stage and (b) the Involvement stage Concept of improvisation; its use in the teaching of Work Education and Vocational Education Areas of work education, viz. socially useful productive work (as designed by I.B. committee) Occupational explorations and Innovative practices in Work Education and Vocational Education Removal of social distances through Work Education and Vocational Education <p><u>Engagement with the Field / Practicum</u></p> <ul style="list-style-type: none"> Mask making

Guidelines for Internal Assessment of the Theoretical papers for Semester IV:

- The teachers involved in the curriculum transaction of Course 1.4.6, 1.4.8B, 1.4.10, 1.4.11, 1.4 EPC3 and 1.4. EPC4 will evaluate achievement and performance of the students in respective course contents by continuous Internal Assessment throughout the semester.
The students will have to perform any one Individual Seminar presentation on submitted Assignment on any topic of the course contents..
- The concerned teachers will award marks out of full marks 15 and will enter the marks in the prescribed Award Lists sent by the Controller of Examinations.

Guidelines for Internal and External Assessment of the Engagement with the Field for Semester IV:

- All the items prescribed in the curriculum are to be discussed in the classes. The concerned teachers will allot the items to the students according to their choice. **Not more than 25 students will be allowed to take one item of Practicum.**
- For 25 marks i.e., for Course 1.4.6, 1.4.8B, 1.4.10 and 1.4.11, each student will have to perform **any one** assigned Item and for 50 marks i.e. Course 1.4 EPC3 and 1.4 EPC4, each student will have to perform **any two** assigned items.

- (c) They will have to prepare and submit the **handwritten** Reports/ Assignment / Presentation / Activities etc., to the concerned teachers for their assessment and counter signature. Computerised graphical representation or diagram or pictures may be attached. Differently abled students may submit by probable means.
- (d) The students will prepare a file with all the items and will submit to the External Examiner appointed by the Controller of Examinations. He/she will evaluate the files along with viva-voce and will send the marks directly to the University through the Specified Award Lists.

Microteaching through Simulation mode

Components of different skills

Skill – Introducing the lesson

Components

1. Securing Attention
2. Assessing Motivational Level
3. Linking with Past Experience
4. Specifying the points to be taken up for teaching (topics to be written on blackboard)
5. Using Appropriate Devices (good illustrations, examples, questions, teaching aids)

Skill – Questioning

Components

1. Precision and clarity of language (Clear, specific, relevant, grammatically correct, accurate)
2. Link with Specific Objectives
3. Re-focusing & Redirecting
4. Using Students' responses for further questioning
5. Prompting

Skill – Use of Teaching Aids

Components

1. Relevant to topic
2. Appropriate to the pupil's level
3. Creates Interest and Thinking
4. Proper Display
5. Appropriate Use

Skill – Reinforcement

Components

1. Positive Reinforcement (Good, Correct, yes, fine, well done etc.) No Negative reinforcement
2. Wrong Response weakened or broken
3. Providing lead/ seeking further information
4. Positive Non-Verbal reinforcement
5. Writing pupil's response on board

Skill – Illustration

Components

1. Relevant Examples
 2. Clear Concept / Content Taught
 3. Simple and Easy
 4. Student Interaction
 5. Correlates with the topic
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