

CURRICULUM

FOR

B.A. B.Ed.

Four year-Integrated Programme

**UNDER CHOICE BASED CREDIT SYSTEM
(CBCS)**

**BURDWAN UNIVERSITY
BURDWAN, WEST BENGAL**

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Symbols & Abbreviation

Sl. No.	Symbol	Abbreviation
1.	CC	Core Course
2.	GE	Generic Elective
3.	DSE	Discipline Specific Elective
4.	AECC	Ability Enhancement Course
5.	SEC	Skill Enhancement Course
6.	CBC	Choice Based Course
7.	PE	Perspective in Education
8.	CPS	Curriculum and pedagogic Studies
9.	EPC	Enhancing Professional Capacities
10.	FE	Field Engagement
11.	L	Lecture
12.	P	Practical /Practicum
13.	Cr	Credit
14.	CH	Contact Hours
15.	H	Hour
16.	M	Marks
17.	W	Weeks
18.	CBCS	Choice Based Credit System

GOVERNMENT OF WEST BENGAL
HIGHER EDUCATION, SCIENCE AND TECHNOLOGY
AND BIOTECHNOLOGY DEPARTMENT
(C. S. BRANCH)
BIKASH BHABAN, SALT LAKE CITY
KOLKATA-700091

NO. 385 -Edn (CS)/ 10M-39/2015

Dated: 17.04.2017

ORDER

Whereas, the National Council for Teachers Education (NCTE), a regulatory body constituted under the National Council for Teachers Education Act, 1973, being the National Regulator in respect of maintenance of standard of Teacher's Training Education in India and also being enriched with the mandate of the Right of Children to Free and Compulsory Education Act, 2009, is empowered to prescribe the mode and standard of Teacher's Training Education, including syllabus of courses, qualifications for recruitment of teachers in various Primary, Secondary, Senior Secondary and Higher Secondary Schools and Teacher's Training Colleges in India, and

2. Whereas, by its Regulations published in the Gazette of India dated 12.11.2014, the NCTE has introduced a 4-year integrated B.A. B. Ed and B. Sc. B. Ed course with the view to enable a comprehensive Degree in regard to the teachers education programme, and accordingly, requested all State Government to introduce the said course curriculum in respective Teacher's Training Institutions of the States, and

3. Whereas, requests have been received from various institutions, colleges and Universities of West Bengal to consider the introduction of these 4-years integrated degree programmes from the Academic Session 2017-2018, and

4. Whereas, the whole issue needs to be appraised by an Expert Committee in detail showing the possible outcome of the courses, if introduced, including the acceptability of the Degree awarded under these programmes by various Universities in furtherance of Master's Degree courses and also by various employers and Recruitment Bodies, and

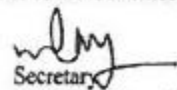
5. Now, therefore, with the above mentioned objectives, the Governor is hereby pleased to constitute and Expert Committee under the Chairmanship of **Prof. Mita Bandopadhyay, the Vice Chancellor of the West Bengal University of Teacher's Training, Education Planning and Administration**, with the following members, namely:-

- (i) Prof. Jayasri Roy Chowdhury, Director of Public Instructions,
- (ii) Prof. Dipak Kumar Kar, Chairman, West Bengal College Service Commission,
- (iii) Chairman, West Bengal School Service Commission,
- (iv) State Government's Representative in the NCTE's Eastern Regional Committee,
- (v) Member Secretary, West Bengal State Council of Higher Education,

- (vi) Vice Chancellors, or their nominees of Burdwan University, Vidyasagar University, North Bengal University, Sidho-Kanho-Birsha University, Gour Banga University and Aliah University,
- (vii) Dr. Sujit Pal, Deputy Director of Public Instruction (Training)- Secretary to the Committee.

6. The terms and reference to the Committee shall be as follows:-
- (1) The Committee shall examine in detail the NCTE's Regulations on the 4-year integrated courses, the course curriculum, syllabus and other relevant documents in this regard,
 - (2) The Committee shall also design a detailed course structure, teaching hours, practical classes, expertise required for teaching of such course, the qualification and recruitment procedures of teachers who will teach these courses and other relevant details,
 - (3) The Committee shall also examine the feasibility of teaching these courses in various institutions, colleges and Universities in West Bengal and indicate the possible outcome of introduction of these courses in respect of employability as well as further higher studies in this regard.
 - (4) The Committee may meet various stake holders and institutions who desires to introduce these courses and also indicate the physical requirement of institutions in respect of building, classrooms, other facilities, teachers-student ratio, quality of teachers etc.
 - (5) The Committee shall also examine the employability potential of candidates doing the 4-year integrated courses, particularly with reference to teacher recruitment bodies in West Bengal.
 - (6) The Committee shall also examine the procedural formalities required to be taken by the Teachers' Training Colleges/ Universities, Departments before introducing such integrated courses.
 - (7) The Committee shall also prepare Roadmap/ timelines for implementation of the above mentioned courses in Colleges and Universities.
7. The Committee shall submit to the State Government a report in this regard within one month.

By order of the Governor,


Secretary
Government of West Bengal

Academic Committee

Chairperson: Prof. Mita Banerjee, Vice Chancellor, The West Bengal University of Teachers' Training, Education Planning and Administration (WBUTTEPA).

National level Advisor:

- (i). Prof. S.C Panda, Former Professor, RIE, NCERT, Bhubaneswar.
- (ii). Prof. B.N.Panda, Dean and HOD, RIE, NCERT, Bhubaneswar.

Advisor: All the Members of Expert Committee.

Convenor: Dr. Sujit Pal, Deputy DPI (Training), Education Directorate, Department of Higher Education, Science and Technology & Biotechnology, WB and OSD, WBUTTEPA.

Co-ordinator: Rakheebrita Biswas. Assistant Professor, Institute of Education (P.G.) for Women, Chandernagore, Hooghly.

List of Members (For Subject Components)

Sl. No.	Subject	Name	Designation
1.	Botany	Prof. Ruma Pal.	Professor, Department of Botany, University of Calcutta
2.	Zoology & Bio Science	Prof. Nirmal Kumar Sarkar	Former Professor, Department of Life Science, Presidency University
		Prof. Gobinda Chandra Sadhukhan.	Prof. of Zoology & Former Director of UGC-HRDC, Jadavpur University.
3.	Physics	Prof. Arabinda Nayak	Professor of Physics & Dean of Faculty of Natural and Mathematical Sciences, Presidency University.
4.	Chemistry	Prof. Ashutosh Ghosh	Professor, Dept. of Chemistry, University of Calcutta.
5.	Mathematics	Prof. Sanjay Sen.	Former Professor, Dept. of Applied Mathematics, University of Calcutta.
6.	Bengali	Prof. Arindam Chattopadhyay.	Professor & HOD of Bengali Dept., University of Burdwan.
7.	English	Prof. Krishna Sen.	Former Professor, Department of English, University of Calcutta.
8.	Hindi	Prof. Soma Bandyopadhyay.	Former Professor, Department of Hindi, University of Calcutta & Director, IISWBM
9.	History	Prof. Nirban Basu.	Former Professor, Dept. of History, University of Calcutta.
10.	Geography	Prof. Sumando Bandyopadhyay.	Professor, Dept. of Geography, University of Calcutta.

List of Members (For Education Components)

Sl. No.	Subject	Name	Designation
1.	Bio Science	Dr. Pronab Krishna Choudhury	Former Principal, David Hare Training College, Kolkata.
		Dr. Subir Nag.	Principal, Satyapriya Roy College of Education, Salt Lake.
2.	Physical Science	Dr. Subhas Chandra Bhat.	Assistant Professor, Department of Chemistry, Govt. College of Education, Banipur.
		Sri. Palash Das.	Assistant Professor, WBUTTEPA [Erstwhile David Hare Training College]
3.	Mathematics	Dr. Mili Das.	Former JDPI (Trg), Education Directorate, Govt. of West Bengal.
4.	Language	Dr. Sujata Raha.	Associate Professor, Dept. of Bengali, Govt. College of Education, Burdwan.
		Smt. Amrita Das.	Assistant Professor, Dept. of English, Calcutta Girls B.T. College.
5.	Hindi	Sri Pramod Kumar Yadav	Assistant Professor, WBUTTEPA [Erstwhile David Hare Training College]
6.	Social Science	Dr. Mandira Mukherjee	Associate Professor, St. Xavier's College, Kolkata.
		Prof. Sila Mukherjee.	Former Associate Professor and OIC, Institute of Education for Women, Hastings House, Kolkata.
7.	Education	Prof. Madhumala Sengupta.	Former Professor, Department of Education, University of Calcutta.
		(Dr.) Swami Tattwasarananda.	Principal, Ramakrishna Mission Sikshanamandira, Belur Math, Howrah.
		Prof. Birbal Saha.	Professor, Department of Education, SKBU, Purulia.
		Dr. Shyamsundar Bairagya.	Associate Professor, Visva Bharati, <i>Santi Niketan</i>
		Prof. Bishnupada Nanda.	Professor, Department of Education, Jadavpur University.
8.	Health & Physical Education	Dr. Atindranath De.	Director, School of Education, NSOU.
		Prof. Sudip Sundar Das.	Department of Physical Education, Jadavpur University.

Note : Academic committee was constituted by the Expert Committee in its meeting dated 16.05.2017 to expedite the process of curriculum framing following NCTE guidelines.

Four Year B.A. B.Ed Programme: A Glance

1. Introduction

The system of teacher education has been evolving in India for more than one hundred years and has now established itself as a rigorous professional programme meant for preparing teachers for various stages of school education on the one hand and for different curricular areas on the other.

The latest revision of NCTE Regulations in 2014 has changed the character of teacher education in the country by enhancing the duration of B.Ed., M.Ed, and B.P.Ed.,M.P.Ed programmes, by making the integrated programme of four years' duration as the mainstream programme of teacher education and by allowing the flexibility of offering Teacher Education Programme in multi-disciplinary settings of Arts and Science Colleges. As per the new notification issued by the National Council for Teacher Education (NCTE) in respect of teacher education courses in India, now the candidates who have passed Plus Two will be eligible to apply for an Integrated BA B.ED/B.ScB.Ed degree course, the first ever four-year B.Ed programme. Earlier, the young aspirants had to enroll for a three-year BA/B.Sc and a two-year BEd course to become a teacher.

This four-year B.Ed. (Integrated) programme plays a major role in equipping the young aspirants planning to make a career as a teacher with comprehensive knowledge focused on best teaching practices and community-oriented approach to teaching.

The four-year integrated programme aims at integrating general studies comprising science (B.Sc.B.Ed.) and social sciences or humanities (B.A.B.Ed.), and professional studies comprising foundations of education, pedagogy of school subjects, and practicum related to the tasks and functions of a school teacher. It maintains a balance between theory and practice, and coherence and integration among the components of the programme, representing a wide knowledge base of a secondary school teacher. The programme aims at preparing teachers for upper Primary and Secondary stages of education.

The programme is now being formulated in accordance with the NCTE Regulations-2014 vide Notification Dated 28th November 2014 in The Gazette of India: Extraordinary, Part III-Sec. 4, Appendix-13. Further, the provisions of Choice-Based Credit System (CBCS) and Grading have also been incorporated in the programme, as stipulated by UGC.

2. Salient Features of the Programme

The four-year integrated B.A.B.Ed. programme aims at preparing quality teachers in Social Sciences(SS) and Languages for upper primary and secondary stages of education by integrating *general studies* comprising SS and *language studies* to enhance communication skills, and *professional studies* comprising foundations of education, pedagogy of school subjects, and practicum related to the tasks and functions of a school teacher. It maintains a balance between theory and practice, and coherence among the components of the programme, representing a wide knowledge base of a secondary school teacher. The programme is of four academic years consisting of eight semesters including school based experiences and internship-in-teaching. Student-teachers shall, however, be permitted to complete the programme within a maximum period of six (4+2) years from the date of admission to the programme. On successful completion of the programme, they may enter teaching profession or opt for higher education in their respective areas of interest.

3. Objectives of Programme

The Four year integrated B.A.B.Ed. Programme aims at enabling the student-teachers to:

- Develop knowledge and performance competencies in SS and languages;
- Understand the nuances of child psychology and how children learn;
- Get acquainted with the content and pedagogical aspects of the teaching learning process suitable for secondary level of school education;
- Enhance the skill of communication
- Appreciate and apply the latest approach such as the constructivist approach to teaching learning;
- Adopt innovative strategies in classroom processes;
- Discover different human values inherent in content domains;
- Develop critical thinking, abstract reasoning, creativity and problem solving skills;
- Address issues related to natural resources and promote eco-friendly practices & sustainability;
- Use low-cost/no-cost learning materials to illustrate the social science and language concepts;
- Get functional familiarity with ICT and use it as a teaching learning tool;
- Become effective teachers of SS and languages at secondary level by imbibing appropriate professional values;
- Create awareness about the environment.

4. Streams

- Presently the B.A.B.Ed. programme has only one stream.

5. Programme Structure

Semester-wise and course-wise structure of the four-year integrated B.A.B.Ed. Programme is shown in Table 1. The structure is common to all disciplines under B.A.B.Ed. Following the UGC guide lines, the different B.A. related courses to be offered in the programme are categorized as Core Course (CC), Generic Elective (GE-1 & GE-2), Discipline Specific Elective (DSE), Ability Enhancement Compulsory Course (AECC), Skill Enhancement Course (SEC), and CBC or Choice Based Course. The CBC component may be taken by any student enrolled in any programme. The student may opt for any one of the following school subject areas, namely Geography, History in Social Science and Hindi, English and Bengali in languages. Besides, there are Professional Education Course (PEC) components. Details of papers for different courses are given in the corresponding syllabi. The credit and grade associated with the CBC (Choice Based Course) are not to be included in those of the main programme.

Choice Based Course (CBC): CBC Courses have to be offered in Semester VI. A student has to opt any one of the CBC courses from any subject area of his/her choice.

- Herbal plants for home gardening
- Chemistry and our life
- Renewable Energy and Energy Harvesting
- Food, Nutrition and Public Health
- General Mathematics
- Basics of Social Sciences
- English (creativity in translation)
- Hindi Bhasha aur Sahitya ka Samanya Gyan
- Communicative language (English II)
- Bangla Sahitya o Byakaran Gyana (Bengali)
- Educational Planning, Management and Leadership

6. Provision of Honours or Core Course (CC)

Students may opt for any of the five subject areas Geography and History in SS and Bengali, English and Hindi in Language for their honours course or core course (CC).

7. Provision of Generic Electives (GE-1, GE-2)

Honours or Core Course (CC)	Generic Elective (GE-1, GE-2)
Geography	History, Bengali/ English /Hindi
History	Geography, Bengali/ English /Hindi
Bengali	Geography/History, English /Hindi
English	Geography/History, Bengali/Hindi
Hindi	Geography/History, Bengali/English

8. Change of Subject

- Once chosen, subject change is not permissible under any circumstances in a given semester or subsequent semesters. However, in the First Semester only the student can go for change of subject in consultation with the Head of the Institute and necessary information need to be communicated by the College Authority to the affiliating University with immediate effect (within one month from the date of commencement of the academic session of that year).

9. Medium of Instruction

The medium of instruction for the programme is English /Bengali except for the other Indian language courses.

10. Programme Duration

The normal duration of the programme is eight semesters to be completed in four years. The maximum time limit allowed for programme completion is six (4+2) years from the date of admission to the programme.

Odd semester (1st, 3rd, and 5th, 7th) is from July to December and even semester (2nd, 4th, 6th, 8th) is from January to June. The respective semester-end examinations shall be normally held in November-December and April-May.

11. Working Days

In a year, there shall be at least two hundred and fifty working days per year excluding the period of examination and admission.

A working day will be of a minimum of 5- 6 hours adding up to a minimum of 36 hours per week. The Institution shall ensure the availability of teachers and students for consultation and mentoring - providing group or individual guidance.

The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

12. Basic Unit:

There shall be a basic unit of fifty (50) students. Intake capacity will be as per sanction of NCTE and the affiliating University. The affiliating University may prescribe distribution of students for different subjects.

13. Eligibility and Admission

- Candidates with 50% marks or equivalent grade in the higher secondary or +2 Examination, Science, Arts or Commerce Streams (EXCEPT VOCATIONAL COURSES) are eligible for the programme.
- The reservation and relaxation in marks for SC/ST/OBC/PWD and other category shall be as per the rules of the Central Government/State Government whichever is applicable.
- Selection for admission to the programme is made on the combined score of the candidate in the qualifying examination and Common Entrance Examination (CEE) held for the purpose or any other selection process as per the policy of the State Government/ Affiliating University.

- On successful completion of a semester, the candidate shall be readmitted to the next semester on payment of the requisite fees.

14. Admission Procedure

- Admission shall be made on merit on the basis of marks obtained in the qualifying examination and in the entrance examination or any other selection process as per the policy of the State Government/ Affiliating University.
- At the time of admission to the programme, the student will need to indicate their selection of the subjects to be pursued for the discipline options and the accompanying pedagogic specializations for which they are applying, and these may be assigned on the basis of order of merit and availability.

15. Attendance

- Minimum 80% attendance is required in each course and minimum 90% attendance is required in internship for being eligible to appear at semester examination.
- Up to 15% waiver may be granted by VC on the recommendation of the Principal of the Institute on payment of usual fees prescribed by the University. If a student represents University/State/National/District in sports and games and NCC/NSS/Scout-Guides/cultural activities or any official activities, s/he is permitted to avail 30 days academic leave in an academic year based on the recommendation of the head of the institution.
- There shall be no condonation if the attendance is below 65% in any course during any semester, for any reason.
- A candidate who does not satisfy the requirement of attendance shall not be eligible to take the examination of the concerned semester, nor will be eligible to take admission to the next semester.
- A candidate who fails to satisfy the requirement of attendance in a semester may repeat that semester in the subsequent academic year.

16. Fees

The institution shall charge only such fee as prescribed by the State Government/Affiliating University concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulation of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time.

17. Weightage (Percentage) Distribution for Evaluation

i) Paper without Practical

<i>1st Internal Assessment</i>	<i>2nd Internal Assessment</i>	<i>Semester End</i>	<i>Total</i>
20	20	80	100
Average 20			

ii) Paper without Practical

<i>1st Internal Assessment</i>	<i>2nd Internal Assessment</i>	<i>Semester End</i>	<i>Total</i>
10	10	40	50
Average 10			

iii) Paper with Practical

<i>1st Internal Assessment (Sessional)</i>	<i>2nd Internal Assessment (Sessional)</i>	<i>Semester End</i>		<i>Total</i>
20	20	Theory (A)	Practical (B)	100
Average 20		50	30	

iv) For Education Components

<i>Semester End</i>		<i>Total</i>
External	Internal	100
70	30	

<i>Semester End</i>		<i>Total</i>
External	Internal	50
35	15	

v) Project cum Seminar : 100 marks

vi) No. of activities to be performed by the student teachers for each paper (Professional Education Component) :

- 1 (One) suggested activity for 15 marks internal assessment
- 2(Two) suggested activities for 30 (15x 2) marks internal assessment

18. Grading System

A student's level of competence shall be categorized by a GRADE POINT AVERAGE, as specified below;

- SGPA – Semester Grade Point Average
- CGPA – Cumulative Grade Point Average

The following procedure shall be followed to calculate the Grade Point Average (GPA)

i) Converting mark to grade:

Marks	Grade Point	Letter Grade	Interpretation
90-100	10	'O'	Outstanding
80-89	9	'E'	Excellent
70-79	8	'A'	Very Good
60-69	7	'B'	Good
50-59	6	'C'	Fair
40-49	5	'D'	Pass
<40	0	'F'	Fail
0	0	Ab	Absent

ii) Calculating SGPA and CGPA

Point = Integer equivalent for each letter grade

Credit = Integer signifying the relative importance/ emphasis given to individual paper/ course in a semester as reflected in the course structure/ syllabus.

a) Credit point = Credit (in a paper) x grade point (secured in that paper)

b) Credit Index = Total Credit point of the course

c) Grade Point Average (for a course or subject) = $\frac{\text{Credit Index}}{\text{Total Credit of the Course}}$

d) Semester Grade Point Average (SGPA) = $\frac{\text{Credit Index for a Semester}}{\text{Total Credit of the Semester}}$

e) Cumulative Grade Point Average (CGPA)

= $\frac{\text{Credit Index of all previous Semesters up to a Semester}}{\text{Total Credit up to Semester}}$

19. Scheme of Examination; Requirement for Pass; Results

19.1 In each semester and in each paper, a candidate has to appear at both the internal assessments and secure minimum 40% in theory and 50% in practical/internal assessment. Otherwise, the candidate shall not be allowed to fill up forms for the semester examination.

A special internal assessment may be held for those who fail to meet the above requirement or remain absent with prior permission from competent authority.

19.2 There shall be a University examination at the end of each semester, comprising theory and practical, wherever applicable.

A candidate has to secure minimum 40% marks in theory and 50% marks in internal/practical papers separately.

Candidate obtaining Grade F is considered Failed and will be required to clear the back paper(s) in the subsequent examinations within the stipulated time.

Candidate securing 60% and above in CC/Hons. Courses shall be awarded **First Class** and 50% and above, but less than 60% shall be awarded **Second Class**, 40% and above, but less than 50% shall be awarded Q (Qualified).

The provision for Honours is applicable to the core courses of subject specialisation (B.A. components) of the programme.

In B.Ed(Professional Education) component a candidate has to secure minimum 40% in theory and 50 % in practical/practicum separately and 50 % in aggregate to pass the examination.

In B.Ed(Professional Education) component 60% and above will be awarded first class and 50% to less than 60% will be awarded second class

All other provisions as above apply to both the B.A. and B.Ed. components of the programme.

19.3 The details of grading system shall be printed on the backside of the Mark Sheet/ Grade Card.

19.4 The performance of a candidate in his/her Choice Based Course (CBC) in the form of mark/grade will be indicated in the Mark Sheet/ Grade Card but will not be reflected in SGPA or CGPA.

19.5 Candidates must obtain atleast the pass mark/grade/percentage in CBC to successfully complete the programme.

20. Repeat Examination

20.1 If a candidate fails to clear any paper(s) in a semester in the first attempt, he/she is allowed to clear the back paper(s) in two more consecutive attempts. The candidate has to complete the programme within 6 (4+2) years at the most.

20.2 No improvement in a paper will be allowed if the candidate has secured pass mark in the paper.

21. Hard Case Rule

21.1 If a candidate fails maximum in two written papers, by not more than 2% of total theory marks for the Examination, the minimum marks required to make up the deficiency in the written papers be added in order to enable the candidate to pass the examination. In such cases the deficiency in aggregate should not be taken into account.

21.2 0.5% grace mark can be given for award of B Grade in each semester provided grace mark under 21.1 has not been awarded.

22. Examination Question Pattern

a) **Theoretical courses:** Full marks are 100 per course out of which 20 marks are allotted for internal assessment and 80 marks for semester end examination. Courses having 50 marks, out of which 10 marks are allotted for internal assessment and 40 marks for semester end examination.

b) **Practical Courses:**

Full marks are 100 per course out of which 20 marks are allotted for internal assessment, 30 marks for practical and 50 marks for semester end examination.

c) **Education Components:** Full marks are 100 per course out of which 30 marks are allotted for internal assessment and 70 marks for External assesment. Courses having 50 marks, out of which 15 marks are allotted for internal assessment and 35 marks for External assesment.

➤ **Pattern of question papers for students under CBCS in the Semester-end Examination**

a) In the semester-end examination there will be two groups of questions. Group-A will be compulsory comprising 10 (1x10) restricted answer type questions covering all units. Group-B will comprise long answer type questions covering all units with unit-wise alternatives to each question.

- b) For practical subjects, out of 50 marks in semester-end exam, Group-A will have 10 marks (1x10) and Group-B will have 40 marks. Alternative questions will be set unit-wise for long answer type questions in Group-B.
- c) For non-practical subjects, out of 80 marks, Group-A will have 10 marks (1x10) and Group-B will have 70 marks. Alternative questions will be set unit-wise for long answer type questions in Group-B.
- d) For courses having 50 marks, Group-A will be compulsory comprising 10 marks restricted answer type questions (1x10) covering all units. Group-B will comprise 40 marks comprising of long answer type questions covering all units with unit-wise alternatives to each question.

23. The institutions will have to meet the following specific demands of the professional programme of study:

- a. **Prepare a calendar for all activities**, including school internship. The school internship and other school related practicum shall be synchronized with the academic calendar of the school.
- b. **Make arrangement with sufficient schools for internship** as well as other practicum activities required for school engagement. These schools shall preferably be government schools and shall form the basic contact point for all practicum activities and related work throughout the programme of study. The state education administration may allot schools to different TEIs.
- c. **There shall be a coordinating mechanism between schools, TEIs of the region and Government** to ensure consonance with the school academic calendar and to ensure a rational and reasonable distribution of student- teachers in various schools, and consonance with the school calendar, to ensure school support and mutual cooperation.
- d. **Develop institutional mechanisms to involve school teachers of the Internship schools, in processes related to school internship.** An orientation may be planned at school with the commencement of the Internship programme, where faculty from the institute/college interacts with school teachers.
- e. **Initiate and deepen the discourse on education by organising seminars, debates, lectures and discussion groups for students and faculty.**
- f. **Organise inter-institutional interactions for students between various colleges on themes of Educational significance** and also participate in such events organized in other institutions.
- g. **Be integrated into the life of the institution and have opportunities to participate with and interact with students from the other under graduate programmes.**
- h. **Adopt a participatory teaching approach** to help students develop reflective thinking and critical questioning skills.
- i. **Facilitate interns to maintain reflective journals and observation records which provide opportunities for reflective thinking.**
- j. **Maintain records of planning, observation schedules and feedback and reflective reports prepared by the interns.**

- k. The institution shall provide opportunities for faculty development and also **organize academic enrichment programmes for the professional development** of faculty. Faculty shall be encouraged to participate in academic pursuits and **pursue research, especially in secondary school.**

24. Staff

a. Faculty:

For an intake of two basic units of 50 students each, there shall be 16 full-time faculty members.

The distribution of faculty across different curricular areas shall be as under:

- Principal/ HoD One
- Perspectives in Education Four
- Pedagogy subjects Eight

(Maths, Science, Social Science, Language)

- Health and Physical Education One
- Fine Arts One
- Performing Arts (Music/Dance/Theatre) One

Note:

(i) The faculty positions listed under different subject categories may teach course(s) in the Teacher Education Programme across curricular areas specified, and can cater to both foundation and pedagogy course(s).

(ii) Faculty can be utilised for teaching a B.Sc.B.Ed/B.A.B.Ed programme in flexible manner so as to optimize academic expertise available.

b. Administrative & Professional staff

For an intake of two basic units of 50 students each, there shall be 16 full-time faculty members.

The distribution of faculty across different curricular areas shall be as under:

- Librarian (B.Lib with 55% marks) One
- Computer Lab Asstt. (BCA with 55% marks) One
- Office Manager One
- Office Assistant cum Date Entry Operator One
- Curriculum Lab Co-ordinator One
- Accounts Assistant One
- Helpers/Lab Attendant Two

Note:

- The qualifications shall be as prescribed by the State Government / Affiliating body for equivalent posts.
- In a composite institution, the Principal and academic, administrative and technical staff can be shared. There shall be one Principal, and others may be termed as HoDs.

25. Infrastructure

- The minimum essential space for an Institute offering BSc, B.Ed and B.A., B.Ed programme includes an administrative wing, an academic wing and other amenities. All spaces should be inclusive and have barrier free access.
- The Department of Education shall possess 3000 sqmts (three thousand square meters) of exclusive well demarcated land for the initial- intake of one hundred students out of which 2500 sqmts (two thousand five hundred square meters) shall be the built up area and the remaining space for lawns, playfields etc.
- Classrooms: The Institute shall have one classroom for every 50 students with an area of 500 sq. ft for each classroom

26. a. Instructional

- Library
- Resource Centre
- Health and Physical Education Centre
- Multipurpose Hall
- Faculty Room
- Administrative Office Space
- Common room(s)
- Toilets
- Stores

b. Other Amenities

- Functional and appropriate furniture in required number for instructional and other purposes,
- Arrangement may be made for parking of vehicles.
- Access to safe drinking water be provided in the institution.
- Effective arrangement be made for regular cleaning of campus, water and toilet facilities (separate for male and female students and teachers), repair and replacement of furniture and other equipments.

Note: In case of composite institution, the infrastructural, instructional and other facilities shall be shared by various programmes.

27. Provision for periodic review

There shall be a provision for review of the programme every Four years to identify and address relevant issues. Affiliating body may review the programme even before four years subject to approval from the concerned authority.

(The Details about the Regulations and courses of Study of the Four year B.A. B.Ed Programme is given below.)

The Curriculum components have been visualized in three clusters. They are indicated as: (1) Content Components in **Core Courses (CC)**, **Generic Electives (GE-1 & GE-2)** and **Discipline Specific Elective (DSE)**, (2) Ability and Skill Enhancement Components in **Ability Enhancement Compulsory Courses (AECC)** and **Skill Enhancement Course (SEC)**, and (3) **Professional Education Course (PEC) Components in Education in Social Sciences and Humanities.**

Communicative English and Environmental study (Env. St.) through Ability and Skill Enhancement Components(AECC&SEC) : It comprises of courses that are mandatory for all students.

a. Communicative English and Env.St in AECC

b. Modern Indian Language (MIL) or Regional Language: Any one of the Languages in Hindi/Bengali or Alternative English in SEC.

21. The Professional Education. Course(PEC) Component consists of the following.

(i) Perspectives in Education (PE)

Perspectives in Education include courses on Basics in education, Childhood and growing up, Learning and teaching, Assessment for learning, Knowledge and curriculum, Schooling and socialization, Vision for Indian education and Inclusive education.

(ii) Curriculum and Pedagogic Studies (CPS)

These courses intend to facilitate student teachers to recognize the nature of knowledge in various subject areas (Social Science/Languages–Hindi/English/Bengali) and pursue to keep themselves abreast with advancements in their areas of specialization. In view of the requirement of hands on experiences, each of the courses is designed as Part I and II — to be spread over two semesters. Part I will help in developing understanding of and competence to render disciplinary knowledge into forms relevant to stage specific objectives and their pedagogic requirements. Part II will provide a comprehensive understanding of the teaching learning situations gained through intensive study of conceptual explanations, observation and analysis of real life classroom situations, simulations as well as on hands on experiences.

(iii) Enhancing Professional Capacities (EPC)

Running across the eight semesters specialized courses on learning to function as teachers, ICT and its application, health and yoga, Guidance and Counselling, arts in education, library resources and reading and reflecting on texts are offered to enhance the professional capacities of the student teachers. These courses act as curricular resources, developing personal and professional self and provide inputs on arts and aesthetics, yoga. These courses are focused on developing reflection, issues of identity (both personal and professional), interpersonal relations all in the context of school. The field related experience guides the student teachers to view schools as sites for social change, it develops sensitivity to the fellow citizens through listening and empathizing.

(iv) Engagement with the Field/Practicum (FE)

The Programme shall provide sustained engagement with the self, the child, the community and the school, at different levels and through establishing close connections between different curricular areas. These curricular areas would serve as an important link between the perspective and curriculum and pedagogic studies and enhancing professional capacities in the form of tasks and assignments and internship.

School Internship would be a part of this broad curricular area and shall be designed to lead to develop a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school. Student-teachers shall be equipped to cater to diverse needs of learners in schools.

22. Subject Specialization

In the B.A. B.Ed. Programme, the subject specializations are chosen as Language (English, Hindi and Bengali) and Social Sciences (History, Geography) in CC, GE-1 and GE-2. In view of the need of Teacher Education in the country, Social Sciences and Languages are taken as a whole and the CC, GE-1 and the GE-2 courses are conceived accordingly. Students are expected to specialize in any one language or Social Science subject as honors in the form of CC and develop expertise in the teaching of minimum one Social Science or one Language. If the CC is a Language, the GE-1 and GE-2 are to be selected from Social Science subjects. If the CC is a Social Science subject, the GE-1 is one of the Languages and the GE-2 is a Social Science subject other than the subject opted as CC. This has been done with the objective of training Graduate Teachers for school, which is the mandate of the B.A.B.Ed. programme, with expertise in teaching Social Science and Language subjects as a whole.

The Course Structure is attached above (See Table-1) for comprehension. *If the CC is Hindi, which is a language, the GE-1 and GE-2 are two Social Science subjects. However, if the CC is History, which is a Social Science subject, the GE-1 has to be a Language and the GE-2 has to be a Social Science subject other than History.* At the end of the programme, the student has one language and two social science subjects, in which s/he has expertise in teaching. For higher learning she has one Hons in any of the SS or language subject areas.

A student opting for any honours course has to opt for English in DSE (Discipline Specific Elective) also.

23. Some Specific Modes of Learning Engagement Envisaged:

- Overarching lectures cum discussion
- Use of narratives based on research and documentation
- Project reviews
- Case studies
- Use of video-clips and transcripts of classroom teaching
- Success stories/innovations
- Observation in schools and other field sites
- Recording of observations and experiences
- Interviews with school personnel
- Panel or group discussion on issues
- Individual projects
- Journal writing
- Using library and ICT resources

Enhancement of learning through School-based experiences

Most courses require school experience for various purposes. Some significant aspects of these experiences are outlined:

- School visits and observations spread over the semesters, including
 - Observation visits
 - School attachment

- Longer duration attachment, along with mentoring
- School as a site for practical learning linked with theory
- Single school visit for carrying out tasks related to more than one course
- Exposure to variety of schools in order to understand larger systemic issues
- School-based experience to learn not only classroom pedagogy, but also learning to function as a teacher in the school environment

B.A.B.Ed Programme will have :

- CC (Core Course) – 14 papers=1400marks = 14x 6 credits=84 credits.
- GE-1 (Generic Elective) – 4 papers=400 marks=4x6 credits=24 credits
- GE-2(Generic elective) – 4 papers= 400 marks=4x6 credits=24 credits
- AECC (Ability Enhancement Compulsory Course)- 2 papers=200 marks =2x4 credits= 8 cr.
- SEC (Skill Enhancement Course) – 1 paper= 100 marks =4 credits
- DSE (Discipline Specific Elective) – 2 paper= 200 marks =6 + 4=10 credits
- CBCS-1 paper= 100 marks =4 credits
- Professional Education – 2000 marks = 80 credits
- Total- 2700+2000= 4700 marks= 154+80 credits =234 credits. For a course having 100 marks in CC and GE-1 and GE-2 there shall be 4 hours of Lectures (L) and 2 Practical/Practicum (P) per week = 06 credits. The Duration of a Lecture and a Tutorial is one hour .

Course Structure B.A. B.Ed.

Semester – I

Course	Course Paper	Marks (M)	Credit (Cr)	Contact Hours (CH)		
				Lecture (L)	Practical / Practicum (P)	Total (CH)
CC	CC-1	100	6 (4+2)	4 H	2 H	6 CH
GE	GE-1.1	100	6 (4+2)	4 H	2 H	6 CH
	GE-2.1	100	6(4+2)	4 H	2 H	6 CH
DSE	-	-	-	-	-	-
AECC	AECC-1	100	4	4 H	-	4 CH
SEC	-	-	-	-	-	-
CBC	-	-	-	-	-	-
Education	PE-1	100	4	4 H		6 CH
	EPC-1	50	2		2 H	
Total		550	28			28 (CH)

❖ Clarification regarding Core Course (CC) & Generic Elective (GE):

- # Available Humanities and Social Science subjects (In a College affiliated to Burdwan University for B.A., B.Ed.) as Core Course (CC) are; Bengali, English, History & Geography.
 - (CC) Core Course subject – anyone need to select out of above four subjects.
 - Suppose: A student has selected Bengali as (CC) Subject.

- # Generic Elective:
 - (GE-1) Subject: Any one subject need to select out of three, except selected (CC) subject.
 - For example: The above student can choose any one subject out of English, History & Geography for GE-1 (Except Bengali selected as CC)
 - Suppose the student has selected English as GE-1.
 - (GE-2) Subject: Any one subject need to select out of two, except selected (CC) subject & (GE-1) subject.
 - For example: The above student can select any one subject out of History & Geography as GE-2.
 - Suppose the student has selected History as GE-2.

- # Now as per the Course structure, papers of selected (GE-1) & (GE-2) subjects to be continued up to Sem.-IV.

Semester – II

Course	Course Paper	Marks (M)	Credit (Cr)	Contact Hours (CH)		
				Lecture (L)	Practical / Practicum (P)	Total (CH)
CC	CC-2	100	6 (4+2)	4 H	2 H	6 CH
GE	GE-1.2	100	6 (4+2)	4 H	2 H	6 CH
	GE-2.2	100	6 (4+2)	4 H	2 H	6 CH
DSE	-	-	-	-	-	-
AECC	-	-	-	-	-	-
SEC	SEC-1	100	4	2 H	2 H	4 CH
CBC	-	-	-	-	-	-
Education	PE-2	100	4	4 H		6 CH
	CPS-1	50	2		2 H	
Total		550	28			28 (CH)

Semester – III

Course	Course Paper	Marks (M)	Credit (Cr)	Contact Hours (CH)		
				Lecture (L)	Practical / Practicum (P)	Total (CH)
CC	CC-3	100	6 (4+2)	4 H	2 H	6 CH
GE	GE-1.3	100	6 (4+2)	4 H	2 H	6 CH
	GE-2.3	100	6 (4+2)	4 H	2 H	6 CH
DSE	-	-	-	-	-	-
AECC	AECC-2	100	4	4 H	-	4 CH
SEC	-	-	-	-	-	-
CBC	-	-	-	-	-	-
Education	PE-3	100	4	4 H		8 CH
	PE-4	100	4	4 H		
Total		600	30			30 (CH)

Semester – IV

Course	Course Paper	Marks (M)	Credit (Cr)	Contact Hours (CH)		
				Lecture (L)	Practical / Practicum (P)	Total (CH)
CC	CC-4	100	6 (4+2)	4 H	2 H	6 CH
GE	GE-1.4	100	6 (4+2)	4 H	2 H	6 CH
	GE-2.4	100	6 (4+2)	4 H	2 H	6 CH
DSE	DSE-1	100	6 (4+2)	4 H	2 H	6 CH
AECC	-	-	-	-	-	-
SEC	-	-	-	-	-	-
CBC	-	-	-	-	-	-
Education	PE-5	100	4	4 H		6 CH
	PE-6	50	2		2 H	
Total		550	30			30 (CH)

Semester – V

Course	Course Paper	Marks (M)	Credit (Cr)	Contact Hours (CH)		
				Lecture (L)	Practical / Practicum (P)	Total (CH)
CC	CC-5	100	6 (4+2)	4 H	2 H	6 CH
	CC-6	100	6 (4+2)	4 H	2 H	6 CH
	CC-7	100	6 (4+2)	4 H	2 H	6 CH
	CC-8	100	6 (4+2)	4 H	2 H	6 CH
GE	-	-	-	-	-	-
	-	-	-	-	-	-
DSE	-	-	-	-	-	-
AECC	-	-	-	-	-	-
SEC	-	-	-	-	-	-
CBC	-	-	-	-	-	-
Education	CPS-2.1	100	4	4 H		10 CH
	CPS-3.1	100	4	4 H		
	EPC-2	50	2		2 H	
Total		650	34			34 (CH)

Semester – VI

Course	Course Paper	Marks (M)	Credit (Cr)	Contact Hours (CH)		
				Lecture (L)	Practical / Practicum (P)	Total (CH)
CC	CC-9	100	6 (4+2)	4 H	2 H	6 CH
	CC-10	100	6 (4+2)	4 H	2 H	6 CH
	CC-11	100	6 (4+2)	4 H	2 H	6 CH
	CC-12	100	6 (4+2)	4 H	2 H	6 CH
GE	-	-	-	-	-	-
	-	-	-	-	-	-
DSE	-	-	-	-	-	-
AECC	-	-	-	-	-	-
SEC	-	-	-	-	-	-
CBC	CBC-1	100*	4*	4 H	-	4 CH
Education	CPS-2.2	100	4	4 H		4 CH
	CPS-3.2	100	4	4 H		4 CH
	FE-1	50	2		2 W	2 W
Total		650+100*	34+4*			32+4* (CH) + 2W

Semester – VII

Course	Course Paper	Marks (M)	Credit (Cr)	Contact Hours (CH)		
				Lecture (L)	Practical / Practicum (P)	Total (CH)
CC						
GE	-	-	-	-	-	-
	-	-	-	-	-	-
DSE	-	-	-	-	-	-
AECC	-	-	-	-	-	-
SEC	-	-	-	-	-	-
CBC	-	-	-	-	-	-
Education	PE-7	100	4	4 H		4 CH
	EPC-3	50	2	-	2 W	2 W
	EPC-4	50	2	-	2 W	2 W
	FE-2	350	14	Internship (Teaching) (Field Engagement) 14 W		14 W
Total		550	22			4 (CH) + 18 W

Semester – VIII

Course	Course Paper	Marks (M)	Credit (Cr)	Contact Hours (CH)		
				Lecture (L)	Practical / Practicum (P)	Total (CH)
CC	CC-13	100	6 (4+2)	4 H	2 H	6 CH
	CC-14	100	6 (4+2)	4 H	2 H	6 CH
GE	-	-	-	-	-	-
DSE	DSE-2	100	4	4 CH	-	4 CH
AECC	-	-	-	-	-	-
SEC	-	-	-	-	-	-
CBC	-	-	-	-	-	-
Education	PE-8	100	4	4 H		4 CH
	EPC-5	50	2		2 W	2 W
	EPC-6	50	2	2 H		2 CH
	EPC-7	50	2	2 H		2 CH
	FE-3	50	2		2 W	2 W
Total		600	28			24 (CH) + 4 W

Semester-I

(B.A. B.Ed.)

Semester Structure & Title of Papers

Sl. No.	Course Paper	Subject	Paper Name	Marks	Page No.
1	CC-1 (Need to select any one subject)	Bengali	Bangla Sahityer Itihas (Precheen o Madhya Yug)	100	37
		English	History of English Literature (I) and Philology (in place of History of English Literature and Figures of Speech)		38
		History	Colonialism and the National Movement in India (1750 AD -1950 AD)		39
		Geography	Geotectonic and Geomorphology		41
2	GE-1.1 (Need to select anyone except selected CC subject)	Bengali	Same as CC-1 Bengali Paper	100	37
		English	Same as CC-1 English Paper		38
		History	Same as CC-1 History Paper		39
		Geography	Same as CC-1 Geography Paper		41
3	GE-2.1 (Need to select anyone except selected CC & GE-1 subjects)	Bengali	Same as CC-1 Bengali Paper	100	37
		English	Same as CC-1 English Paper		38
		History	Same as CC-1 History Paper		39
		Geography	Same as CC-1 Geography Paper		41
4	AECC-1	Compulsory	Communicative English-1	100	46
5	PE-1	Education	Basics in Education	100	47
	EPC-1		Understanding ICT and its Application	50	50
Total				550	

Semester-II

(B.A. B.Ed.)

Semester Structure & Title of Papers

Sl. No.	Course Paper	Subject	Paper Name	Marks	Page No.
1	CC-2 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Bangla Bhashar Itihas	100	53
		English	English Poetry		54
		History	Roots of Modern World		56
		Geography	Cartographic Techniques		58
2	GE-1.2 (Course / Paper from same subject selected as GE-1 in Sem.-1)	Bengali	Same as CC-2 Bengali Paper	100	53
		English	Same as CC-2 English Paper		54
		History	Same as CC-2 History Paper		56
		Geography	Same as CC-2 Geography Paper		58
3	GE-2.2 (Course / Paper from same subject selected as GE-2 in Sem.-1)	Bengali	Same as CC-2 Bengali Paper	100	53
		English	Same as CC-2 English Paper		54
		History	Same as CC-2 History Paper		56
		Geography	Same as CC-2 Geography Paper		58
4	SEC-1 (Paper need to select form selected CC subject)	Bengali	Bangla Bhasa Parichaya o Byakyarana	100	62
		English	Language and Career Skills		63
		History	Ancient History		65
		Geography	Geography in West Bengal		67
5	PE-2	Education	Childhood and Growing up	100	70
	CPS-1		Language Across the Curriculum	50	73
Total				550	

Semester-III

(B.A. B.Ed.)

Semester Structure & Title of Papers

Sl. No.	Course Paper	Subject	Paper Name	Marks	Page No.
1	CC-3 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Banglar Sahityer Itihas (Adunikaar Yug)	100	77
		English	Phonetics and Oral Communication (In place of Syntax, Semantics and Oral Communication)		78
		History	Themes in early North Indian History (up to 650CE)		80
		Geography	Human Geography		81
2	GE-1.3 (Course / Paper from same subject selected as GE-1 in Sem.-1)	Bengali	Same as CC-3 Bengali Paper	100	77
		English	Same as CC-3 English Paper		78
		History	Same as CC-3 History Paper		80
		Geography	Same as CC-3 Geography Paper		81
3	GE-2.3 (Course / Paper from same subject selected as GE-2 in Sem.-1)	Bengali	Same as CC-3 Bengali Paper	100	77
		English	Same as CC-3 English Paper		78
		History	Same as CC-3 History Paper		80
		Geography	Same as CC-3 Geography Paper		81
4	AECC-2	Compulsory	Environmental Studies	100	85
5	PE-3	Education	Learning & Teaching	100	87
	PE-4		Schooling, Socialization & Identity	100	91
Total				600	

Semester-IV

(B.A. B.Ed.)

Semester Structure & Title of Papers

Sl. No.	Course Paper	Subject	Paper Name	Marks	Page No.
1	CC-4 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Bangla kabya	100	96
		English	History of English Literature (II) and Rhetoric and Prosody (In place of English Novel, Short-Stories and Essays)		97
		History	Issues in Modern World		99
		Geography	Cartograms, Thematic Mapping and Surveying		100
2	GE-1.4 (Course / Paper from same subject selected as GE-1 in Sem.-1)	Bengali	Same as CC-4 Bengali Paper	100	96
		English	Same as CC-4 English Paper		97
		History	Same as CC-4 History Paper		99
		Geography	Same as CC-4 Geography Paper		100
3	GE-2.4 (Course / Paper from same subject selected as GE-2 in Sem.-1)	Bengali	Same as CC-4 Bengali Paper	100	96
		English	Same as CC-4 English Paper		97
		History	Same as CC-4 History Paper		99
		Geography	Same as CC-4 Geography Paper		100
4	DSE-1 * Opt any one among Choice-1 & Choice-2 (From same subject selected as CC subject in Sem.-1)	Bengali	Anyone to be opted (as specified in the detail syllabus)	75+25 =100	104
		English	Anyone to be opted (as specified in the detail syllabus)		106
		History	Anyone to be opted (as specified in the detail syllabus)		109
		Geography	Anyone to be opted (as specified in the detail syllabus)		110
5	PE-5	Education	Assessment for Learning	100	114
	PE-6		Creating an Inclusive Classroom	50	117
Total				550	

Semester-V

(B.A. B.Ed.)

Semester Structure & Title of Papers

Sl. No.	Course Paper	Subject	Paper Name	Marks	Page No.
1	CC-5 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Bangla Natak	100	121
		English	Linguistics and Modern English Structure		122
		History	Social formation and Cultural pattern of the Pre-modern times		124
		Geography	Climatology		126
2	CC-6 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Bangla Probontha	100	128
		English	English Novel, Short Stories and Essay (In place of Reading and Appreciating Drama)		129
		History	Themes in Medieval India History (650-1750)		130
		Geography	Hydrology and Oceanography		133
3	CC-7 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Bangla Chhondo Ebong Alognkar	100	136
		English	English Language Teaching (In place of Sociolinguistics and Language Evaluation)		137
		History	Making of Contemporary India		138
		Geography	Statistical Methods in Geography		139
4	CC-8 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Adhunik Bangla Kobita	100	141
		English	Reading and Appreciating Drama (In place of Literary Criticism)		142
		History	History of East Asia-china (1840-1949)		143
		Geography	Economic Geography		145
5	CPS-2.1	Education	Pedagogy of School Subject-1; Part-1; Language (Bengali/English) any one	100	147
	CPS-3.1		Pedagogy of School Subject-2; Part-1; Social Science (History/Geography) any one	100	153
	EPC-2		Learning to Function as a Teacher	50	162
Total				650	

Semester-VI

(B.A. B.Ed.)

Semester Structure & Title of Papers

Sl. No.	Course Paper	Subject	Paper Name	Marks	Page No.
1	CC-9 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Adhunik Bangla Chhoto Galpo o Upannyas	100	164
		English	American Literature		165
		History	History of East Asia-Japan (1868-1945)		166
		Geography	Regional Planning and Development		168
2	CC-10 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Bangla Samalochana Sahitya	100	170
		English	Literary Criticism (In place of Contemporary Literary Theories)		171
		History	National Liberation Movements in 20 th Century World		172
		Geography	Soil and Biogeography		173
3	CC-11 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Sahityo Totwo-Prachcho O Pashchattyo	100	176
		English	Indian Writing in English and Indian Writing in Translation (In place of Indian Writing in Translation)		177
		History	History of Science and Technology in India		178
		Geography	Research Methodology and Fieldwork		180
4	CC-12 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Bangla Bhasaye Computer Byabohar	100	183
		English	World Literature		184
		History	Project cum seminar-1		185
		Geography	Remote Sensing, GIS and GNSS		186
5	CBC-1* (To be considered as an add-on course)	Need to select any one out of 11 papers	1. Herbal Plants for Home Gardening	100	190
			2. Chemistry and Our Life		191
			3. Renewable Energy and Energy Harvesting		192
			4. General Mathematics		193
			5. Food, Nutrition and Public Health		194
			6. Basic of Social Science		195
			7. Creativity in Translation		197
			8. Communicative Language-English		198
			9. Hindi Bhasha aur Sahitya ka Samanya		200
			10. Bangla Sahitya O Byakaran Gyan		201
			11. Education Planning, Management and Leadership		202
5	CPS-2.2	Education	Pedagogy of School Subject-1; Part-2; Language (Bengali/English) (Same Subject as in Sem. V)	100	206
	CPS-3.2		Pedagogy of School Subject-2; Part-2; Social Science (History/Geography) (Same Subject as in Sem. V)	100	213
	FE-1		Multicultural Placement (2 Weeks)	50	220
Total				650+100*	

Semester-VII

(B.A. B.Ed.)

Semester Structure & Title of Papers

Sl. No.	Course Paper	Subject	Paper Name	Marks	Page No.
1	PE-7	Education	Knowledge and Curriculum	100	222
	EPC-3		Arts in Education (2 Weeks)	50	225
	EPC-4		ICT Practicum (2 Weeks)	50	227
	FE-2		Internship: Teaching (14 Weeks)	350	228
Total				550	

Semester-VIII

(B.A. B.Ed.)

Semester Structure & Title of Papers

Sl. No.	Course Paper	Subject	Paper Name	Marks	Page No.
1	CC-13 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Onubad O Bangla Onubad Sahitya	100	234
		English	Contemporary Literary Theories (In place of Drama, Poetry ad Philology – which is repetitiove)		235
		History	History of the United states of America (1776-1960)		236
		Geography	Evolution of Geographical Thought		238
2	CC-14 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Project cum Seminar	100	241
		English	Project cum Seminar		242
		History	Some aspects of Regional History and Culture (Project/Fieldwork/Dissertation)		243
		Geography	Disaster Management		244
3	DSE-2 (From same subject selected as CC subject in Sem.-1)	Bengali	Project / Seminar	100	246
		English	Project / Seminar		246
		History	Project / Seminar		246
		Geography	Project / Seminar		246
5	PE-8	Education	Vision of Indian Education	100	247
	EPC-5		Guidance and Counselling (2 Weeks)	50	251
	EPC-6		Health, Yoga & Physical Education	50	253
	EPC-7		Reading and Reflecting on Texts	50	257
	FE-3		Community Work (2 Weeks)	50	259
Total				600	

Syllabus of Subjects (Semester wise)

Semester-I

(B.A. B.Ed.)

Semester Structure & Title of Papers

Sl. No.	Course Paper	Subject	Paper Name	Marks	Page No.
1	CC-1 (Need to select any one subject)	Bengali	Bangla Sahityer Itihas (Precheen o Madhya Yug)	100	37
		English	History of English Literature (I) and Philology (in place of History of English Literature and Figures of Speech)		38
		History	Colonialism and the National Movement in India (1750 AD -1950 AD)		39
		Geography	Geotectonic and Geomorphology		41
2	GE-1.1 (Need to select anyone except selected CC subject)	Bengali	Same as CC-1 Bengali Paper	100	37
		English	Same as CC-1 English Paper		38
		History	Same as CC-1 History Paper		39
		Geography	Same as CC-1 Geography Paper		41
3	GE-2.1 (Need to select anyone except selected CC & GE-1 subjects)	Bengali	Same as CC-1 Bengali Paper	100	37
		English	Same as CC-1 English Paper		38
		History	Same as CC-1 History Paper		39
		Geography	Same as CC-1 Geography Paper		41
4	AECC-1	Compulsory	Communicative English-1	100	46
5	PE-1	Education	Basics in Education	100	47
	EPC-1		Understanding ICT and its Application	50	50
Total				550	

SEMESTER-I
GE/CC-I
BANGLA SAHITYER ITIHAS
Pracheen O Madhya Yug

Contact Hours: 4 (L) + 2 (P) per week
Cr. 4+2 = 6

Exam Duration: 3 Hours

Full Mark: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect on the History of Bengali literature during ancient and medieval period.

Unit-I: Chorja Geeti (Desh-Kaal-Bhasha-Sahitya-Samaj) O Sri Krishna Kirtan

Unit-II: Anubad Sahitya – Ramayan, Mahabharat

Unit-III: Mangal Kavya (Kobi Kankan Mukunda, Maladhar Bosu, Bipradas Piplai, Ghanaram)

Unit-IV: Boishnav Padaboli (Bidyapoti, Chandidas, Boloram Das, Gyanodas, Gobindodas).

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference Books:

- 1) Bangla Sahityer Itihas. (Prothom, Dwetiya, Tritiya Khanda), By Sukumar Sen.
- 2) Bangla Sahityer Sampurna Itibritta, By Ashit Kumar Bandopadhyay
- 3) Bangla Mongol kavyer itihas, By Asutosh Bhattacharya
- 4) Baisnab Padabali : Udvab O Kramabikash, By Paresh Bhattacharya

SEMESTER-I
Paper No.: CC -I/GE - 1
HISTORY OF ENGLISH LITERATURE (I) AND PHILOLOGY

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this course the students are expected to have a fairly comprehensive idea on the literary developments through different ages of English literature up to the Jacobean period, and of the basics of English philology.

Unit I: Old English and Middle English Literature (including Chaucer)

Unit II: Elizabethan and Jacobean Literature – Drama, Poetry, Prose

Unit III: Philology – Greek, Latin, Scandinavian and French Influences

Unit IV: Word notes

Transactional Strategies:

- Lectures, group discussions, material review, presentations
- Socio-cultural background of the medieval, Elizabethan and Jacobean period

Recommended Readings:

History of Literature (I)

- Albert, E. *History of English Literature*. New Delhi: OUP
- Legouis, E. *A Short History of English Literature*. Oxford: OUP.
- Sanders, A. *The Short Oxford History of English Literature*. Oxford: OUP, 2000.
- Ford, Boris ed. *The New Pelican Guides to English Literature* – relevant volumes. London: Penguin
- Chaudhuri, Aditi and Rita Goswami. *A History of English Literature*. Hyderabad: Orient Blackswan
- DeMaria, Robert Jr. et al eds. *A Companion to British Literature*. Vols. I and II. Oxford: Wiley Blackwell

The socio-cultural background

- Trevelyan, G.M. *A Social History of England*. London: Methuen
- Ashok, Padmaja. *The Social History of England*. Hyderabad: Orient Blackswan
- Tillyard, E.M.W. *The Elizabethan World Picture*. Harmondsworth: Penguin Books.
- Ellis-Fermor, Una. *The Jacobean Drama*. London: Methuen

Philology

Prescribed reading

- Jespersen, Otto. *Growth and Structure of the English Language*

Recommended Readings:

- Wren, C.L. *The English Language*.
- Baugh, A.C. *A History of the English Language*.
- Barber, C.L. *The Story of Language*.

SEMESTER-I
GE /CC-1
COLONIALISM AND THE NATIONAL MOVEMENT
IN INDIA (AD 1750-1950)

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this student shall critically reflect the Idea and History of colonialism and the National Movement in India (AD 1750-1950).

UNIT-I:

- Historiography: Understanding Modern India – Colonial, Nationalist and Marxist Approaches.
- Sources : Gazetters, Administrative Manuals, Government Records, Biographies, Newspapers, Oral Sources.

UNIT-II:

- India and the English East India Company: Administrative Reforms.
- The Rural Agrarian Social Structure – Commercialization of Agriculture
- Growth of Modern Industries – Drain of Wealth

UNIT-III:

- Impact of the British Rule in India – Rise of Modern Education
- Socio-Religious Reform Movement – Brahma Samaj, Arya Samaj and the Aligarh Movement
- Colonial Forest Policies and its impact.

UNIT-IV:

- National Movement : Revolt of 1857 – Early Nationalists : a) Moderates and b) Extremists
- The Gandhian Era and the Satyagraha – Non-Cooperation, Civil Disobedience and Quit India Movements.
- The Indian National Army and Revolutionary Nationalism.

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested Readings

- Arnold, David and Ramachandra Guha (eds.), Nature, Culture, Imperialism: Essays on the environmental history of South Asia, (Delhi, OUP, 1995).
- Bandyopadhyaya, Sekhar, From Plassey to Partition: A History of Modern India
- Bayly, CA, Indian Society and the making of the British Empire, (New Cambridge History of India). II. 1 (Cambridge University Press, 1987).
- Bipan Chandra, Communalism in Modern India, (2nd edn) (Delhi, Vikas, 1987).
- Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukharjee, India's Struggle for Independence 1857-1947, (Delhi, Penguin 1996).

- Bipan Chandra, *Nationalism and Colonialism in Modern India* (Delhi, Orient Longman, 1981).
- Bipan Chandra, *Rise and Growth of Economic Nationalism in India*, (Delhi. PPH, 1966).
- Brass, Paul, *The Politics of India Since Independence*, (Delhi, Foundation Books, 1994).
- Brown, Judith, *Gandhi and Civil Disobedience: The Mahatma in Indian Politics 1928-34* (Cambridge 1977).
- Brown, Judith, *Gandhi's Rise to Power, Indian Politics 1915-22* (Cambridge University Press, 1972).
- Brown, Judith, *Modern India: The Origin of an Asian Democracy*, (Delhi, OUP, 1987).
- Chakravarty, Suhash, *The Raj Syndrome: A Study in Imperial Perception*, (Delhi, Penguin Overseas, 1991).
- Desai, A.R., *Peasant Struggles in India*, (Delhi. OUP, 1979).
- Chaudhuri, N., 'European Trade in India', in TapanRaychaudhuri and IrfanHabib (eds.) *Cambridge Economic History of India, Vol. 1* (Delhi. S. Chand, 1984).
- Desai. A.R., *Social Background of Indian Nationalism*, (Mumbai, Popular Prakashan. 1986.
- Dube, Ishita Banerjee., *A History of Modern India*
- Dutt, R.P., *India Today*, (Kolkata, ManishaGranthalaya, 1979).
- Fisher, M.H.(ed.), *Politics of the British Annexation of India 1757-1857*, (Oxford in IndiaReadings). (Delhi, OUP, 1993).
- Frankel, Francine, *India's Political Economy, 1947-77: The Gradual Revolution*, (Mumbai. CUP, 1984).
- Gallagher, J. G. Johnson. Anil Seal (eds), *Locality, Province and Nation: Essays in Indian Politics, 1870-1940*, (Cambridge, 1973). 23
- Gandhi, Mohandas K., *Autobiography or The Story of My Experiments with Truth*, (London 1966; Ahmedabad, Navajivan 1981).
- GuhaRanjit and Gayatri C. Spivak (eds), *Selected Subaltern Studies* (Delhi, OUP, 1988).
- Guha, Ranajit., *Elementary Aspects of Peasant Insurgency in Colonial India*, (Delhi. OUP, 1983).
- Guha, Ranajit.,*Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement*, (Delhi, Orient Longman, 1982).
- Hardy, Peter, *The Muslims of British India*, (Cambridge, 1972).
- Hasan, Mushirul (ed), *India's Partition: Process, Strategy and Mobilization*, (Delhi, OUP, 1998).
- Heimsath, Charles, *Indian Nationalism and Hindu Social Reform* (Mumbai, OUP, 1964).
- Hutchins, F., *Illusion of Permanence British Imperialism in India*, (New Jersey, Princeton University 1967).
- Phillips, C.H., (ed.) *Historians and Historiography of India and Pakistan*
- Sarkar, Sumit., *Modern Times, 1880s-1950*
- Sheikh Ali, B.,*History: Concepts and Methods*

GC/CC-1

Geotectonics and Geomorphology

Contact Hour per Week: 4

Credits: 4

Examination duration: 3 Hours

Maximum marks :70 (Terminal- 50, Sessional- 20)

Unit I: Geotectonics

1. Earth's tectonic and structural evolution with reference to geological time scale
2. Earth's interior with special reference to seismology. Isostasy: Models of Airy and Pratt
3. Plate Tectonics as a unified theory of global tectonics: Processes and landforms at plate margins and hotspots
4. Folds and Faults—origin and types

Unit II: Geomorphology

5. Degradational processes: Weathering, mass wasting and resultant landforms
6. Processes of entrainment, transportation and deposition by different geomorphic agents. Role of humans in landform development
7. Development of river network and landforms on uniclinal and folded structures
8. Development of river network and landforms on granites, basalts and limestones
9. Coastal processes and landforms
10. Glacial and glacio-fluvial processes and landforms
11. Aeolian and fluvio-aeolian processes and landforms
12. Models on landscape evolution: Views of Davis, Penck, King and Hack

References:

BOOKS:

- Billings, M.P. 1971. Structural Geology, Pearson.
- Frisch, W., Meschede, M., Blakey, R.C. 2011. Plate Tectonics: Continental Drift and Mountain Building, Springer.
- Goudie, A.S. (Ed) 2004. Encyclopaedia of Geomorphology, vol. 1 & 2, Routledge.
- Gregory, K.J., Lewin, J. 2014. The Basics of Geomorphology: Key Concepts, Sage.
- Harvey, A. 2012. Introducing Geomorphology: A Guide to Landforms and Processes, Dunedin Academic Press.
- Kale, V.S., Gupta, A. 2001. Introduction to Geomorphology, Orient Longman.
- Kearey, P., Klepeis, K.A., Vine, F.J. 2011. Global Tectonics, 3rd ed, Wiley-India.
- Knighton, A.D. 1984. Fluvial Forms and Processes, Edward Arnold.
- Selby, M.J. 1986. Earth's Changing Surface, Oxford University Press.
- Strahler, A. 2016. Introducing Physical Geography, 6th ed, Wiley.

- Summerfield, M.J. 2003. Global Geomorphology: An Introduction to the Study of landforms, Longman.
- Thornbury, W.D. 1969. Principles of Geomorphology, 2nd ed, Wiley-India / CBS.

WEBSITES:

British Society for Geomorphology: geomorphology.org.uk

Geological Survey of India: www.gsi.gov.in

Indian Institute of Geomorphologists: www.indiageomorph.org

International Association of Geomorphologists: www.geomorph.org

Placomap Project: www.scotese.com&www.youtube.com/user/cscotese

'This Dynamic Earth' (USGS): pubs.usgs.gov/gip/dynamic/dynamic.html

GE/CC 1.2

Practical – Geotectonics and Geomorphology Lab

Contact Hour Per Week: 2

Examination duration: 3 Hours

Maximum marks: 30 (Exp. 20, Viva-5, Record-5)

1. Measurement of dip and strike using clinometer
2. Megascopic identification of (a) *mineral samples*: Bauxite, calcite, chalcopryrite, feldspar, galena, gypsum, hematite, magnetite, mica, quartz, talc, tourmaline; and (b) *rock samples*: Granite, basalt, dolerite, laterite, limestone, shale, sandstone, conglomerate, slate, phyllite, schist, gneiss, quartzite, marble
3. Extraction of geomorphic information from Survey of India topographical maps: Delineation of drainage basins, construction and interpretation of relief profiles (superimposed, projected and composite), relative relief map, slope map (Wentworth's method), stream ordering (Strahler) and bifurcation ratio on a drainage basin Extraction of geomorphic information from Survey of India topographical maps: Construction of hypsometric curve and derivation of hypsometric integer
4. Viva-voce based on laboratory notebook (5 Marks)

References:

- Farndon, J. 2012. The Illustrated Guide to Rocks & Minerals, Southwater.
- McCullough, P.K. 1978. Modern Concept in Geomorphology, Oxford University Press.
- Pillent, C. 2002. Smithsonian Handbooks: Rocks & Minerals, Dorling Kindersley.
- Sarkar, A. 2015. Practical Geography: A Systematic Approach, 3rd ed, Orient Blackswan Private Ltd.
- Sen, P.K. 1989. Geomorphological Analysis of Drainage Basin: An Introduction to Morphometric and Hydrological Parameters, University of Burdwan.
- Sorrell, C.A. Rocks and Minerals: A Guide to Field Identification, St. Martin's Press.

GE-1.1 Courses

Course Paper	Subject	Paper Name	Page No.
GE-1.1 (Need to select anyone except selected CC subject)	Bengali	Same as CC-1 Bengali Paper	37
	English	Same as CC-1 English Paper	38
	History	Same as CC-1 History Paper	39
	Geography	Same as CC-1 Geography Paper	41

GE-2.1 Courses

Course Paper	Subject	Paper Name	Page No.
GE-2.1 (Need to select anyone except selected CC subject)	Bengali	Same as CC-1 Bengali Paper	37
	English	Same as CC-1 English Paper	38
	History	Same as CC-1 History Paper	39
	Geography	Same as CC-1 Geography Paper	41

ABILITY ENHANCEMENT COMPULSORY COURSES

SEMESTER-I

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC-I) COMMUNICATIVE ENGLISH -I

Contact Hours: 4 per week

Credit: 4

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks, Sessional : 20 Marks

Objectives: At the end of the course the students are expected to :

- understand the Basics of communication
- distinguish between the types of communication and their applications
- observe the various uses of communication
- differentiate between verbal and non-verbal communications
- identify the barriers to communications

Unit-I: Introduction

1. Communication :meaning and nature

2. Types of communication

- Horizontal
- Vertical
- Interpersonal
- Grapevine

Unit-II: Language of Communication

1. Verbal: spoken and written

2. Non-verbal

- Proxemics
- Kinesics
- Haptics
- Chronemics
- Paralinguistics

Unit-III: Barriers to communication

- Semantic
- Physical
- Physiological
- Cultural
- Organizational
- Personal
- Perceptual
- Socio-psychological
- Overcoming barriers to communication

Unit-IV:

- Importance of Communication
- Communicative English

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested books:

- Communicative English: 1 and 2 – Sanghita Sen (Foundation / Cambridge UP)
- Written and spoken communication in English – Universities Press; First edition (2007)
- Chapter 1 *Applying Communication Theory for Professional Life: A Practical Introduction* by Dainton and Zellely.
- Business Communication, Orient BlackSwan. 2012
- <http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXRpb25fVGhlc3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563>

SEMESTER-I

PE 1: Basics in Education

Semester-1	Credits-4
Total Marks:100 (Internal: 30, External: 70)	Contact Hours: 4 hours per week

Introduction

India, as a country and society has been in transition and has evolved as the melting pot for various diversities including religious, cultural, socio-economic, linguistic, geographical, regional and philosophical thoughts operating through maturing democratic system of interactions and governance. The country administered through rule of law and the constitution embodies the aspirations for our evolution as a cohesive society and a strong and leading nation in the world community. The continuing evolution of our egalitarian society and peaceful transformation of the nation needs to be understood by the student teachers. This will enable them to effectively discharge their role in the society with numerous diversities. The teachers are also required to understand the role of education as an intervention tool for desired changes in the country and also to appreciate the influence of social set-up on education in which it operates.

Objectives:

The course will enable the student teachers to:

- Understand and analyse educational concepts, their premises and contexts that are unique to education
- Understand meaning, nature and process of education from oriental and western perspectives
- Understand (**Develop an insight**) philosophical, psychological and sociological foundations of education
- **Know** and appreciate educational thoughts of Indian and Western philosophers
- Understand education as a sub system of social system and its impact on the othersub systems of society
- **Learn about** the dimensions and indicators of national development and role of education for inclusive development (All objectives should not start with same verve 'Understand')

Unit-I: Education: Meaning, Process and Purpose

- Education: derivational meaning, broad and narrow meanings, Oriental and western views on education.
- Factors of education: Educand, Educator, Curriculum and Environment, their interrelationships.
- Nature and process: Bipolar, tri-polar and multi-polar; Schooling and life-long process.
- Modes/Types: Formal, Informal and Non-formal.
- Purpose: individual and social; determinants of aims of education; aims of education as per the Secondary Education Commission (SEC) (1952-53), Indian Education Commission (1964-66) and NPE 1986. (OK)

Unit-II: Foundation of Education

- Philosophical: Relationship between philosophy and education; Aims of education, curriculum, and school organisation with reference to Idealism,

Naturalism and Pragmatism. (Sankhya and Buddhism)method of teaching,role of teacher

- Sociological: Relationship between sociology and education; Implications of sociology for aims of education, curriculum, pedagogy and school organisation.
- Psychological: Relationship between psychology and education; Implications of psychology for curriculum and pedagogy.

Unit-III: Educational thinkers and their contributions

- Educational thoughts of Mahatma Gandhi, Rabindranath Tagore, Swami Vivekananda and Shri Aurobindo: relevance of their thoughts to education.
- Educational thoughts of Rousseau, Plato, Froebel and Dewey: their relevance to education.

Unit-IV: Education, Society and Culture

- Social system: education as sub system of social system and their inter relationship.
- Social change: Meaning, definition, characteristics, factors and constraints; dimensions and role of education for social change; education as an instrument of social change.
- Education and Modernization: Meaning, characteristics, nature and role of education for modernization.
- Social issues in education- Globalization, modernization, multiculturalism, nationalism, universalism, secularism, education for sustainable development (Basic concepts only).
- Education and culture: Meaning and role of education for conservation, transmission and promotion of culture; Education as process of acculturation and enculturation; cultural lag.
- Social Groups: Primary, Secondary and Tertiary.

Unit-V: Emerging Issues in Education

- Constitutional provisions for education in India and their implications for education; Inculcation of National Values as enshrined in the constitution of India.
- Education for National Development: Dimensions and indicators; role of education for National Development.
- Education for development of Human Resources: indicators of quality human resource and role of education.
- Education for inclusive development, Women Education & Dalit Education: Meaning and dimensions, characteristics, problem and prospects (social, economic, cultural, political, technological and spatial); Addressing challenges of inclusive development.

Suggested Activities:

- List different non-formal agencies of education available in your locality and prepare report on objectives, process and relevance for school education.
- Prepare a report on reflections of philosophical, sociological and psychological foundations on school curriculum, organization, textbook, methods of teaching.
- Reflect on similarity and differences between educational ideas of Indian philosophers and Western philosophers.
- Observe society (rural and urban) and prepare report on cultural influence on educational practice.

- Critically analyse nearby locality on criteria of inclusive development and suggest strategy for it.

Suggested Readings:

- Agrawal, A (1995). *Dismantling the Divide Between Indigenous and Scientific Knowledge: Development and Change*, 26:413-39.
- Ant Weiler, C. (1998). *Low Knowledge and Local Knowing: An Anthropological Analysis of Contested "Cultural Products" in the Context of Development*. *Anthropos*, 93:46-94.
- Butchvarov, P. (1970), *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.
- Chomsky, N. (1986). *Knowledge of Language*, Prager, New York.
- Datta, D.M. (1972). *Six ways of Knowing*. Calcutta University Press, Calcutta.
- Dewey, J. (1997). 'My Pedagogic Creed', in D.J. Flinders and S.J. Thorton(eds.) *The Curriculum Studies Reader*, Routledge: New York.
- Dewey, J. (1997) *Experience and Education*, Touchstone: New York.
- Dewey, J. (1956). *The Child and the Curriculum and School and Society*, University of Chicago Press, Chicago, Illinois: U.S.A.
- Keddie, N.(1971). *Classroom Knowledge*, in. M.F.D Young.
- Krishna Murthy, J. (1947). *On Education*, Orient Longman: New Delhi.
- Kumar, Krishna (1996). *Learning From Conflict*, Orient Longman: New Delhi.
- Peters, R.S. (1967). *The Concept of Education*, Routledge: UK.
- Margaret, K.T. (1999). *The open Classroom*, Orient Longman: New Delhi.
- NCERT (2014). *Basics in Education: Textbook for B.Ed Course*. NCERT, New Delhi.
- Prema, Clarke. (2001). *Teaching & Learning: The Culture of Pedagogy*, Sage Publication: New Delhi.
- Phenix, P.H. (1964). *Realms of Meaning*. MacGraw-Hill: New York.
- Steven, H. C. (1970). *The Philosophical Foundation of Education*, Harper & Row Publishers: New York.
- Sykes, Marjorie. (1998). *The Story of NaiTaleem*, NaiTaleemSamiti: Wardha.
- Thapan. M. (1991). *Life at School: An Ethnographic Study*. Oxford University Press, Delhi.
- Taneja, V.R (1978). *Educational Thought and Practice*. Sterling Publishers Pvt Limited, New Delhi.

EPC.1: Understanding ICT and Its Application

Semester-1	Credits-2
Total Marks: 50 (Internal: 15, External: 35)	Contact Hours: 2 hours per week

Introduction

Preparing teachers to use technology in a classroom is an important step for ICT enabled education in the country. The present course focuses on moving beyond computer literacy and ICT-aided learning, to help student-teachers interpret and adapt ICTs in line with educational aims and principles. It explores ICTs along three board strands; teaching-learning, administrative and academic support systems, and broader implications for society. The course will help student-teachers explore comprehensively through the resource reflect critically and act responsibly. It will show student-teachers how ICTs can be adapted to support decentralized structures and processes as well as build the 'digital public' to make education a participatory and emancipatory process.

Objectives

The student teachers will be able to:-

- Understand the social, economic, security and ethical issues associated with the use of ICT
- Identify the policy concerns for ICT
- Describe a computer system
- Operate the Windows and/or Linux operating systems
- Use Word processing, Spread sheets and Presentation software
- Acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools
- Operate on Internet with safety
- Elucidate the application of ICT for Teaching Learning
- Develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups

Unit I: Digital Technology and Socio-economic Context

- Concept of information and communication technology; application of ICT in education.
- Need and importance of digital Literacy; Characteristics of digital learners.
- Universal access VS Digital Divide - issues and initiatives
- Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; IT@ School Project.

Unit II: MS Office and Internet

- Computer hardware and software fundamentals- Basic concepts and components.
- MS Word
- MS Power Point
- MS Excel
- Introduction to Internet, E-mail, Search Engines, Info-Savvy Skills, Digital Age Skills, safe surfing mode.
- Internet resources for different disciplines like Natural Sciences, Social Sciences, Humanities and Mathematics.
- General Introduction to E-learning, Mobile-learning, distance learning, Online learning.
- Virtual University, Wikipedia, MassiveOpen Online Courses (MOOCs), Social networking

Unit III: Techno-Pedagogic Skills:

- Approaches to integrate ICT in teaching and learning, ICT for Pedagogical Innovations.
- Media Message Compatibility
- Contiguity of Various Message Forms
- Message Credibility & Media Fidelity
- Message Currency, Communication Speed & Control
- Sender-Message-Medium-Receiver Correspondence

Field Work: Visit to EDUSAT Center/ICT Studio/NIC

Suggested activities:

- Analysis of school textbook and identify suitable ICT for teaching learning.
- Developing ICT integrated lesson plan in any school subject.
- Surfing and collecting OER materials relating to school education.

- Developing e-portfolio and rubrics.

Suggested Readings:

- Benkler, Y. (2006). The wealth of networks: How social production transforms markets and freedom. Yale University Press.
- Brian K. Williams, Stacey Sawyer (2005) Using Information Technology, 6th Edition Tata Macgrow hill _ Curtin, Dennis, Sen, Kunal, Foley, Kim, Morin, Cathy(1997)
- Information Technology: The Breaking Wave, Tata Macgrow hill
http://en.wikibooks.org/wiki/Computers_for_Beginners. An exhaustive source for beginners.
- Douglas Comer(2007) The Internet Book: Everything You Need to Know about Computer Networking and How the Internet Works, Prentice Hall,
- DSERT Karnataka. (2012). Position paper on ICT mediation in education. DSERT.

Semester-II

(B.A. B.Ed.)

Semester Structure & Title of Papers

Sl. No.	Course Paper	Subject	Paper Name	Marks	Page No.
1	CC-2 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Bangla Bhashar Itihas	100	53
		English	English Poetry		54
		History	Roots of Modern World		56
		Geography	Cartographic Techniques		58
2	GE-1.2 (Course / Paper from same subject selected as GE-1 in Sem.-1)	Bengali	Same as CC-2 Bengali Paper	100	53
		English	Same as CC-2 English Paper		54
		History	Same as CC-2 History Paper		56
		Geography	Same as CC-2 Geography Paper		58
3	GE-2.2 (Course / Paper from same subject selected as GE-2 in Sem.-1)	Bengali	Same as CC-2 Bengali Paper	100	53
		English	Same as CC-2 English Paper		54
		History	Same as CC-2 History Paper		56
		Geography	Same as CC-2 Geography Paper		58
4	SEC-1 (Paper need to select form selected CC subject)	Bengali	Bangla Bhasa Parichaya o Byakyarana	100	62
		English	Language and Career Skills		63
		History	Ancient History		65
		Geography	Geography in West Bengal		67
5	PE-2	Education	Childhood and Growing up	100	70
	CPS-1		Language Across the Curriculum	50	73
Total				550	

SEMESTER-II
GE/CC-II
BANGALA BHASHAR ITIHAS

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Full Mark: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect on the origin and development Bengali language.

Unit-I: Prachin Bharotiyo Arjo bhasha- Thekey Aashunik Bharotiyo Arjo bhashar biborton.

Unit-II: Bangla bhashar udbhob ebong
Prachin Bangla, Modhyo-Bangla o Antyo -Bangla : Bhasha tattik lokkhon.

Unit-III: Sadhu O Cholit bhasha- songa, boishistyo O Parthokkyo.

Unit-IV: Upobhasha-Songa, Shrenibibhag , boishistyo.

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference Books:

- i. Bhashar itibritto. By Sukumar Sen
- ii. Bangla bhasha totwer bhoomika. By Suniti Kumar Chottopadhyae.
- iii. Bangla bhasha Porikroma. By Poresh Chondra Mazumdar.

SEMESTER-II

GE II/ CC -II

ENGLISH POETRY

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student are expected to reflect and analyze the issues related to various types of English Poetry and appreciate the ages through a literary lens.

Unit-I

- Shakespeare, 'Shall I compare thee to a summer's day?'
- Donne, 'The Good Morrow'
- Marvell, 'Bermudas'
- Milton, 'On his Blindness'
- Blake, 'The Tyger' and 'The Lamb'

Unit-II

- Wordsworth. 'The Solitary Reaper'
- Coleridge. 'Kubla Khan'
- Shelley, 'Ode to the West Wind'
- Keats, 'Ode to a Nightingale'
- Tennyson, 'Ulysses'
- Browning, 'My Last Duchess'
- Arnold, 'Dover Beach'
- Rossetti, 'The Blessed Damozel'

Unit - III

- Yeats, 'Easter 1916'
- Wilfred Owen, 'Strange Meeting'
- Auden, 'The Unknown Citizen'
- Dylan Thomas, 'Do not go gentle into the good night'
- Eliot, 'Preludes'
- Ted Hughes. 'The Thought-Fox'

Unit-IV

- The following literary terms relating to poetry - epic, mock-epic, lyric, sonnet, ode, ballad, pastoral, elegy, dramatic monologue
- The following poetic modes – Metaphysical poetry, Pre-Raphaelite poetry, Modernist poetry

Transactional Strategi

- Lectures, group interactions, material review, presentations
- Knowledge of the lives and backgrounds of the poets studied

Recommended Readings:

Poetry

- Fenton, James. *An Introduction to English Poetry*. London: Penguin (new edition – 2003)

- O'Neill, Michael. *The Cambridge History of English Poetry*. Cambridge: Cambridge University Press
- Abrams, M.H. ed. *English Romantic Poets: Modern Essays in Criticism*. Oxford: OUP.
- Bloom, Harold ed. *English Romantic Poetry*. New York: Chelsea Publishers
- Cronin *et al* eds. *A Companion to Victorian Poetry*. Oxford: Wiley Blackwell
- Corcoran, N. *The Cambridge Companion to Twentieth Century English Poetry*. Cambridge: Cambridge University Press
- Joshi, L.M. ed. *Gems of English Verse*. Hyderabad: Orient Blackswan

Literary Terms

- Fowler, Roger. *A Dictionary of Modern Critical Terms*. Rev. ed. London: Routledge
- Abrams, M.H. and Geoffrey Harpham. *A Glossary of Literary Terms*. 11th Edition. Cornell: Cornell U.P.
- Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford: OUP.
- Cuddon, J.A. *A Dictionary of Literary Terms and Literary Theory*. Oxford: Wiley Blackwell
- Childs Peter and Roger Fowler. *The Routledge Dictionary of Literary Terms*. London: Routledge
- Preston, Claire. *The Penguin Dictionary of Literary Terms*. London: Penguin
- Williams, Raymond. *Keywords*. Oxford: OUP
- Ashok, Padmaja. *A Companion to Literary Terms*. Hyderabad: Orient Blackswan

SEMESTER-II
GE II/ CC-II
ROOTS OF MODERN WORLD

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect the different aspects of the Roots of Modern World.

UNIT-I:

- Transition from feudalism to capitalism : Various issues
- Early colonial empires: motives, geographical explorations, slave trade and commercial empires in Asia, Colonialisation of South America.
- Renaissance: Its social roots, humanism in thought and arts.

UNIT-II:

- Origin, Course and results of the Reformation in 16th century Europe : rise of Protestantism and its impact
- Commercial revolution.
- Scientific revolution

UNIT-III:

- The English Revolution: Political and Intellectual currents.
- Mercantilism in Europe
- Transition to parliamentary system and idea of representation.

UNIT-IV:

- Enlightenment and its Philosophy
- The American revolution and its consequences
- The beginning of industrial economy: the factory system and steam power, modern transport and communication, rise of new social classes.

Transactional Strategies:

Lecture, group interaction, material review and presentation, etc.

Suggested Readings

- Anderson, Perry, *The Lineages of the Absolutist States* (Rutledge, Chapman & Hall, 1974).
- Aston, T.H. and C. H. E. Philipin (eds.), *The Brenner Debate* (Cambridge University Press, 1987).
- Butterfield, H., *The Origins of Modern Science* (Free Press, 1965).
- Cipolla, Carlo O M., *Before the Industrial Revolution, European Society and Economy 1000-1700*. 3rd edn 1993 (Norton, 1980).
- Cipolla, Carlo M., *Fontana Economic History of Europe, Vols. II and III* (Collins; 1974, Harvester Press, 1976).
- Coleman, D.C. (ed.), *Revisions in Mercantilism*.
- Davis, Ralph, *The Rise of the Atlantic Economies* (Cornell University Press, 1973).
- Elton, G.R. *Reformation Europe. 1517-1559*. 24
- Gilmore, M.P., *The World of Humanism, 1453-1517* (Green, 1983).

- Jain and Mathur, A History of Modern World.
- Hale, J.R., Renaissance Europe (University of California Press, 1978).
- Hall, R., From Galileo to Newton.
- Hill, Christopher, A Century of Revolutions (Norton, 1982).
- Hilton, Rodney, Transition from Feudalism to Capitalism (Routledge Chapman & Hall, 1976).
- Keylor, William R., The Twentieth-Century World and Beyond, Oxford University Press, 2011.
- Koenigsberger, H.G. and G. I. Mosse, Europe in the Sixteenth Century (Longman, 1971).
- Kriedte, Peter., Peasants, Landlords and Merchant Capitalists (Berg, 1983).
- Lowe, Norman, Mastering World History, Palgrave Master Series.
- Mathias, Peter, First Industrial Revolution (London, 1969).
- Miskimin, Harry, The Economy of Later Renaissance Europe: 1460-1600 (Cambridge University Press, 1977).
- Nauert, Charles A., Humanism and the Culture of the Renaissance (1996). (Rutledge, Chapman & Hall 1985).
- Parry, J.H., The Age of Reconnaissance (London, 1972).
- Phukan, Meenakshi, Rise of the Modern West. Social and Economic History of Early Modern Europe.
- Cipolla, C. M., Fontana Economic History of Europe, Vol. 111 (The Industrial Revolution) (Harvesters, 1976).
- Evans, J., The Foundations of a Modern State in 19th Century's Europe.
- The Age of Revolution (NAL, 1964). The Age of Capitalist. The Age of Extremes.
- Landes, David, Unbound Prometheus (Cambridge University Press, 1969).
- Camoll, Peter and David Noble, Free and Unfree: A New History of the United States.
- Sellers, Charles. Henry May and Neil Macmillan, A Synopsis of American History, 2 Vols (Delhi, Macmillan, 1990).
- Chakrabarti, Ranjan, A History of The Modern World, (Primus Books) Delhi, 2012.

SEMESTER II
GC/CC-2

Cartographic Techniques

Contact Hour per Week: 4

Credits: 4

Examination duration: 3 Hours

Maximum marks :70 (Terminal- 50, Sessional- 20)

1. Maps: Classification and types. Components of a map
2. Concept and application of scales: Plain, comparative, diagonal and vernier
3. Coordinate systems: Polar and rectangular
4. Concept of generating globe
5. Grids: angular and linear systems of measurement
6. Bearing: Magnetic and true, whole-circle and reduced
7. Concept of geoid and spheroid with special reference to Everest and WGS-84
8. Map projections: Classification, properties and uses
9. Concept and significance of UTM projection
10. Representation of point data: Dot, Proportional Circle
11. Representation of area data: Isopleth, choropleth
12. Survey of India topographical maps: Reference scheme of old and open series. Information on the margin of maps

References:

BOOKS

- Kennedy, M., Kopp, S. 2001. Understanding Map Projections, Esri Press.
- Kimerling, A.J., Buckley, A.R., Muehrcke, P.C., Muehrcke, J.O. 2011. Map Use: Reading, Analysis, Interpretation, 7th ed, Esri Press.
- Monkhouse, F.J., Wilkinson, H.R. 1971. Maps and Diagrams: Their Compilation and Construction, 3rd ed (2017 reprint), Alphaneumera-Kolkata.
- Pearson II, F. 1990. Map Projections: Theory and Applications 2nd ed, CRC Press.
- Robinson, A.H., Morrison, J.L., Phillip, C.M., Kimerling, A.J., Guphill, S.C. 1995. Elements of Cartography, 6th ed, Wiley.
- Sarkar, A. 2015. Practical Geography: A Systematic Approach, 3rd ed, Orient Blackswan Private Ltd.
- Singh, R.L., Singh, R.P.B. 2008. Elements of Practical Geography, Kalyani Publishers.
- Vaidyanadhan, R., Subbarao, K.V. 2014. Landforms of India from Topomaps and Images, Geological Society of India.

WEBSITES

Geological Survey of India: www.gsi.gov.in

Indian National Cartographic Association: www.incaindia.org

Indian Naval Hydrographic Department: www.hydrobharat.nic.in

National Bureau of Soil Survey and Land Use planning: www.nbsslup.in

Survey of India: www.surveyofindia.gov.in

GE/CC 2.2

Practical – Cartographic Techniques Lab

Contact Hour Per Week: 2

Examination duration: 3 Hours

Maximum marks: 30 (Exp. 20, Viva-5, Record-5)

1. Graphical construction of scales: Plain, comparative, diagonal and vernier
2. Construction of projections: Polar Zenithal Stereographic, Simple Conic with one standard parallel, Bonne's, Cylindrical Equal Area, and Mercator's
3. Thematic maps: Proportional squares, pie diagrams with proportional circles, dots and spheres
4. Thematic maps: Choropleth, isopleth, and chorochromatic maps
5. Viva-voce based on laboratory notebook

References:

- Kennedy, M., Kopp, S. 2001. *Understanding Map Projections*, Esri Press.
- Kimerling, A.J., Buckley, A.R., Muehrcke, P.C., Muehrcke, J.O. 2011. *Map Use: Reading, Analysis, Interpretation*, 7th ed, Esri Press.
- Monkhouse, F.J., Wilkinson, H.R. 1971. *Maps and Diagrams: Their Compilation and Construction*, 3rd ed (2017 reprint), Alphacumera-Kolkata.
- Pearson II, F. 1990. *Map Projections: Theory and Applications* 2nd ed, CRC Press.
- Robinson, A.H., Morrison, J.L., Phillip, C.M., Kimerling, A.J., Guphill, S.C. 1995. *Elements of Cartography*, 6th ed, Wiley.
- Sarkar, A. 2015. *Practical Geography: A Systematic Approach*, 3rd ed, Orient Blackswan Private Ltd.
- Singh, R.L., Singh, R.P.B. 2008. *Elements of Practical Geography*, Kalyani Publishers.

GE-1.2 Courses

Course Paper	Subject	Paper Name	Page No.
GE-1.2 (Course / Paper from same subject selected as GE-1 in Sem.-1)	Bengali	Same as CC-2 Bengali Paper	53
	English	Same as CC-2 English Paper	54
	History	Same as CC-2 History Paper	56
	Geography	Same as CC-2 Geography Paper	58

GE-2.2 Courses

Course Paper	Subject	Paper Name	Page No.
GE-2.2 (Course / Paper from same subject selected as GE-2 in Sem.-1)	Bengali	Same as CC-2 Bengali Paper	53
	English	Same as CC-2 English Paper	54
	History	Same as CC-2 History Paper	56
	Geography	Same as CC-2 Geography Paper	58

SEMESTER-II

SEC (BANGALA BHASA PARICHAYA O BAYAKARAN)

Contact Hours: 4 per week

Cr. 4

Exam Duration: 3 Hours

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect on the issues of Bengali language.

Unit-I: Bangala Bhasa parichay :- Udbhab, Bikash o tar baistya.

Unit-II: Bangla Sabda bhandar
Bangla Sandhi o Samas

Unit-III: Bhab-samprasaran.

Unit-IV: Patra Likhan / Baktrita Prastutee Karan
i. Byektigata Patra
ii. Samajik Patra
iii. Sankari Patra
iv. Baisaik Ba Byabaharik Patra.

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference Book:

- i. Bangle Bhasatwa. - By. Sukumar Sen
- ii. Bangla Bhasar Bhumika - By. Sudahasatta Basu.

SEMESTER-II
SEC
LANGUAGE AND CAREER SKILLS

Contact Hours: 4 per week

Cr. 4

Exam Duration : 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the students are expected to be familiar with use of English language and to use it for developing their career skills.

Unit-I: Career skills

- What are career/soft skills?
- Soft skills in communication; soft skills and intercultural communication

Unit-II: Skills in preparing for a career 1

Competency in verbal and written communication skills: active listening, interactive speaking, reading different types of texts, writing for formal and business contexts

- Using the Microsoft Office: word, excel, PowerPoint; working online and offline; telephone and face-to-face etiquette in professional communication
- Intercultural & Cross-Cultural etiquette: cultural awareness, cultural sensitivity, cultural flexibility, inter- and cross-cultural communication

Suggested reading

Soft Skills for your Career: Chs 2-7, 3, 8 -9; 13, 15

Unit-III: Skills in getting jobs

CV Writing, writing job applications; GD Skills and interview taking skills; getting another job

Suggested reading

Soft Skills for your Career: Chs 9-13

Unit-IV: Soft skills on the job

- Emotional Intelligence; time and stress management; team work and net-working; presentation skills; making meetings work: preparing, executing, following up; negotiation skills and crisis management

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested reading

Soft Skills for your Career: Chs 14- 18

Prescribed Reading:

- Kalyani Samantray, *Soft Skills for your Career*, OUP
- Himansu S. Mohapatra, *Model of the Middle* (Pieces to read: “ Our Literature Their Literature”, “ Life style English”, “Writing it Right”, “ The Vinglish way to English”)

Suggested Reading:

- JayashriMohanraj, *Skill Sutras*, Prism Books Pvt. Ltd (2015)
- Marian K Woodab, *How to Communicate under Pressure*, Jaico Publishing House; First edition (1997)
- *English and soft skills*, S.P.Dhanavel, Orient BlackSwan; First edition (2010)
- *Group DisussionAnd Interview Skills – Patnaik*, Foundation Books; 2010
- *Professional presentations - Malcolm Goodale* CUP 2005
- *Enriching speaking and writing skills – E.Suresh Kumar* Orient 2012
- *Soft skills for interpersonal communications – S.Balasubramanium* , Orient BlackSwan; First edition (2011)

SEMESTER – II
SEC: SKILL ENHANCEMENT COURSE
ANCIENT HISTORY

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

History

Contact Hours 4/per Week

Credit- 4

Exam Duration 3 Hours

Term End Exam 80 Marks

Sessional 20 Marks

Objectives

- On completion of this, the student shall critically reflect on the Historicity of Ancient India.

Unit	Chapter	Content
Unit I	Pre-historic India	A broad survey of Palaeolithic, Mesolithic and Neolithic Cultures— Impact of geography on Indian History ➤ Unity in Diversity ➤ Ancient people of India ➤ Pre-historic Cultures ➤ Palaeolithic Culture ➤ Neolithic Culture ➤ Chalcolithic Culture
Unit II	The Harappan Civilization	➤ Origins; ➤ Settlement patterns and town planning ➤ Agrarian base, craft productions and trade; ➤ Social and political organisation; religious beliefs and practices; art; ➤ The problem of urban decline and the late/post-Harappan traditions. ➤ Legacy of the Harappan Civilization
Unit III	The Vedic Age (C.1500BCE-400 BCE)	➤ The Rig-Vedic Age ✓ The Aryan Advent ✓ Political Organisation ✓ Early Aryan Society ✓ Economic Life ✓ Rig Vedic Gods ➤ The Later Vedic Age ✓ Expansion ✓ Political Changes ✓ Material Life ✓ Social Development ✓ The Epic Age ✓ Religion

Unit IV	Growth of Political Unity	<ul style="list-style-type: none"> ➤ Mauryan & Post –Mauryan India (c. 400BCE-300CE) <ul style="list-style-type: none"> ✓ Rise of Magadh ✓ Persian and Greek Invasions ✓ Importance of Magadhan Supremacy and Foreign Invasions ✓ Nature and extent of the Mauryan empire ✓ Asoka's Dhamma ✓ Decline of the Empire - rise of regional power centres in the post Mauryan period. ✓ The Satavahanas and their struggle with the Saka Kshatrapas of western India ✓ Kings and chieftains –the Cheras, Cholas and Pandyas- Sangam literature and archaeological evidence ➤ The Age of the Guptas (c.300CE – 600CE) <ul style="list-style-type: none"> ✓ Historical situation of India in
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		<p>300CE—Emergence of the Gupta empire.</p> <ul style="list-style-type: none"> ✓ The Empire in its mature form- Political achievements of the rulers-disintegration of the Empire ✓ Administrative structure of the empire with special reference to Bengal ✓ An introduction to the contemporary dynasties like the Vakatakas, the Kadambas etc.
Mode of Transaction	Lecture, Demonstration, Group Interaction. Field Visit, Material Review Presentation will be followed as modes of transaction.	

References:

1. India's Ancient Past by R.S. Sharma
2. Ancient India by R. C. Majumdar
3. An Advanced History of India by Hem Chandra Raychaudhuri, Kalikinkar Datta, and R. C. Majumdar.
4. A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century by Upinder Singh
5. The Discovery of Ancient India by Upinder Singh
6. Ancient India: In Historical Outline by Dwijendra Narayan Jha
7. History of Ancient India by Rama Shankar Tripathi
8. Ancient Indian social history by Romila Thapar
9. Ancient Indian History and Civilization by S.N. Sen
10. Political history of ancient India by Hem Chandra Raychaudhuri
11. Ancient India by Virginia Schomp
12. Ancient India: An Introductory Outline by Dwijendra Narayan Jha

**SEC 1.1:
Geography in West Bengal**

Contact Hours per Week: 4

Credit: 4

Examination Duration: 3 Hours

Maximum Marks: 50 (Terminal-30, Sessional-20)

Unit I: Geography of India

1. Tectonic and stratigraphic provinces, physiographic divisions
2. Climate, soil and vegetation: Characteristics and classification
3. Population: Distribution, growth, structure and policy
4. Tribes of India with special reference to Gaddi, Toda, Santal and Jarwa
5. Agricultural regions. Green revolution and its consequences
6. Mineral and power resources distribution and utilisation of iron ore, coal, petroleum and natural gas
7. Industrial development: Automobile and information technology

8. Regionalisation of India: Physiographic (R.L. Singh) and economic (P. Sengupta)

Unit II: Geography of West Bengal

9. Physical perspectives: Physiographic divisions, forest and water resources
10. Resources: Agriculture, mining, and industry
11. Population: Growth, distribution and human development
12. Regional Issues: Darjeeling Hills and Sundarban

References:

BOOKS

- Bandyopadhyay, S., Kar, N.S., Das, S., Sen, J. 2014. River system and water resources of West Bengal: A Review. In: Vaidyanadhan, R. (Ed) Rejuvenation of Surface Water Resources of India: Potential, Problems and Prospects, Geological Society of India Special Publication.
- Dhara, M.K., Basu, S.K., Bandyopadhyay, R.K., Roy, B., Pal, A.K. (Eds.) 1999. Geology and Mineral Resources of the States of India, Part-1: West Bengal. Geological Survey of India Miscellaneous Publication.
- Ghurey, G.S. 1963. The Scheduled Tribes of India, 1980 reprint, Transaction Books.
- Johnson, B.L.C. (Ed) 2001. Geographical Dictionary of India, Vision Books.
- Khullar, D.R. 2011. India: A Comprehensive Geography, Kalyani Publishers

- Mandal, H., Mukherjee, S., Datta, A. 2002. India: An Illustrated Atlas of Tribal World, Anthropological Survey of India.
- Pathak, C.R. 2003. Spatial Structure and Processes of Development in India, Regional Science Association-Kolkata.
- Sharma, T.C. 2012. Economic Geography of India, Rawat Publications.
- Singh, J. 2003. India-A Comprehensive & Systematic Geography, Gyanodaya Prakashan.
- Singh, R.L. 1971. India: A Regional Geography, National Geographical Society of India.
- Spate, O.H.K., Learmonth, A.T.A. 1967. India and Pakistan: A General and Regional Geography, Methuen.
- Tiwari, R.C. 2007. Geography of India, Prayag Pustak Bhawan.
- Valdiya, K.S. 2010. The Making of India: Geodynamic Evolution, Macmillan Publishers India Ltd.

WEBSITES

Geological Survey of India: www.gsi.gov.in

National Bureau of Soil Survey and Land Use Planning: www.nbsslup.in

Indian Council of Agricultural Research: www.icar.org.in

Census of India: www.censusindia.gov.in

SEC 1.2 : Practicals

Contact Hours Per Week	:	2
Examination Duration	:	3 Hours
Maximum Marks	:	50 (Expt-25, Viva-15, Record-10)

Geography of India and West Bengal :

1. Monthly Temperature and Rainfall graphs of 5 select stations from different physiographic regions
2. Crop Combination (comparing any two contrasting districts in West Bengal)
3. Annual Trend of Production (mineral resource, manufacturing good over 2 decades)
4. Composite Index: comparing developed and backward states

Viva-voce based on laboratory notebook (5 Marks)

References:

- Acevedo, M.F. 2012. Data Analysis and Statistics for Geography, Environmental Science and Engineering, CRC Press.
- Harris, R., Jarvis, C. 2011. Statistics for Geography and Environmental Science, Prentice Hall.
- Monkhouse, F.J., Wilkinson, H.R. 1971. Maps and Diagrams: Their Compilation and Construction, 3rd ed (2017 reprint), Alphaneumera-Kolkata.
- Pal S. K., 1998. Statistics for Geoscientists: Techniques and Applications, Concept Pub Co.
- Sarkar, A. 2015. Practical Geography: A Systematic Approach, 3rd ed, Orient Blackswan.
- Singh, R.L., Singh, R.P.B. 2008. Elements of Practical Geography, Kalyani Publishers.SEMESTER III

SEMESTER-II

PE 2: Childhood and Growing Up

Semester-II	Credits-4
Total Marks:100 (Internal: 30, External: 70)	Contact Hours: 4 hours per week

Introduction

Human being develops through layers of multiple complex processes starting even before birth. All minute phases of growth and development present interesting avenues of learning. This course introduces student teachers to the study of childhood, child development and adolescence. The main focus in this course is to enable student teachers to have an understanding about childhood as constructed within socio-cultural realities existing in their lived contexts; family, schools, neighborhood and community. The student teachers will learn about concept of adolescence in realistic and contextual frames, theories of child development, childhood and adolescence as developed at different socio-economic and cultural settings and will also learn to situate. The course also highlights why it is essential for every teacher to understand human development at different phases.

Objectives

The course will enable the student teachers to:

- Understand the concept of growth and development and stages of development with special reference to the stage of adolescence.
- Know about the developmental characteristics.
- Be aware of influence of heredity, environment including socio cultural factors on developmental process.
- Develop the skills of applying the principles of development in improving the teaching learning process.
- Know about various aspects related to development.
- Acquainted with theories, types and factors of motivation, attention and interest.
- Understand the nature of intelligence and know various theories related to it.
- Develop skills for identifying and nurturing creativity.

Unit I: Growth and developmental pattern of the children:

- Concept of growth and development.
- General characteristics of Growth and Development.

- Stages and sequence of Growth and Development.
- Social factors that affect growth and development-poverty, lack of opportunities, deprivation, disrupted family, poor neighborhood, poor housing.

Unit II: Stages of development:

- Different stages of development- infancy, childhood, adolescence, Adulthood.
- Adolescence- Physical development, Emotional development, Cognitive development.
- Needs and problems of adolescents, their guidance and counseling.

Unit III: Different types of Development and their educational implications:

- Cognitive development- Piaget's theory and its educational implications.
- Psycho-sexual development – Freud's Theory.
- Psycho social development – Erikson's theory of psychosocial development.
- Moral and pro social development- Kohlberg's theory.
- Development of self-concept and personal identity.
- Communication and speech development- paralinguistic and linguistic stages of development.

Unit-IV: Motivation, Intelligence, Attention and Interest as well as Creativity during Growth and Development:

- Motivation: Meaning and definition, nature of motivation; classification of motivation; Theories of Motivation- Maslow, Weiner and McClelland; Factors influencing motivation.
- Intelligence: Concept and nature; Definition and its distribution across population; Factor Theories of Intelligence – Guilford, Thurston and Gardner's theory of multiple intelligence; Measurement of Intelligence (Verbal and non-verbal tests of intelligence), intelligence quotient and education.
- Attention and Interest: Concept of attention, determinants of attention and their classroom implication, attention span and its fluctuation, distraction, educational implication of attention, Interest- nature, characteristics, factors, types, educational provisions, relation between attention and interest.
- Creativity: Concept and meaning of creativity, nature and characteristics, components and process; Identification and nurturance of creativity.

Unit V: Individual Difference, Development of Personality and Various aspects related to development:

- Individual differences: Role of heredity, environment including physical and socio cultural factors, Nutrition, Child rearing practices and Family.
- Development of personality: Concept of Personality, types and traits of personality, Trait theories (Eysenck and Cattell's 16 factor, Five factor), Measurement of personality (Self-report and projective techniques).
- Various aspects related to development: Instincts and Emotions, Emotional Intelligence, Spiritual Intelligence, Attitude and attachment, Memory and transfer of learning.

Suggested Activities:

1. Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain.
2. List down different maladjusted behaviours of adolescents which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour.
3. Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers.

4. Development of Question Box activities (can be carried out by student trainees during practice teaching).
 - (a) To provide authentic information on physical, physiological and psychological changes and development during adolescence and interpersonal relationship issues pertaining to adolescents.
 - (b) To list down the instances of peer pressure which may have harmful consequences for the students and the ways adopted by them to face or cope with these unfavourable situations. (Smoking, injecting drug etc.)
5. Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same.
6. Observe some successful individuals and list down the behavioural characteristics which impress you.
7. Take interview of five low achievers and five high achievers and find out their ways of learning.
8. Observe children during their playtime in your practicing school (or nearby school) for a week; observe their play activities, relationships, communication with their peers. On the basis of that prepare a report about understanding childhood.
9. Observe and interact with ten adolescent children living in different contexts (rural areas, urban slum, Dalit household, urban area, and working/street people) and compare their lifestyle and problems.
10. View any two movies out of the following: 1. Smile Pinky (2008), 2. Born into Brothels (2014), 3. Salaam Bombay (1988), 4. Slumdog Millionaire (2009), 5. Gippi (2013) and 6. Mehek (2007). Discuss their content, picturization, characters and messages in the context of issues and concerns of childhood/adolescence.
11. Collect five folk tale/stories/indigenous games from children told by elders from nearby community. Discuss them in your class.
12. Compile a status of Adolescence population and academic profile for the last 5(five) years and make a presentation in a seminar mode (focus area can be chosen from any specific component such as: disability, girl student, tribal, Muslim girls etc).

Suggested Readings:

- Bhatia, H. R. (1973). Elements of Educational Psychology, 5th edition, Orient Longman.
- Bigge, M. L. (1982). Learning Theories for Teachers, (4th edition). New York, Harper and Row Publishers, P.P. 89-90.
- Chauhan S. S. (2004). Advanced educational psychology. New Delhi :Vikas Publishing House.
- Cole, M and Cole, S (1989). *The Development of Children*, Scientific American Books, New York.
- Huslok, E.B. (2003). *Child Growth and Development*, Tata McGraw Hill
- Kakkar, S (1978). *The Inner World: A Psychoanalytic Study of Childhood and Society in India*. Oxford University Press, New Delhi.
- NCERT: Module on Adolescence Education
- Mishra, A (2007), Everyday Life in a Slum in Delhi. In D.K. Behera (Ed.0. *Childhood in South Asia*. New Delhi: Pearson Education India.

CPS.1: Language across the Curriculum

Semester-II	Credits-2
Total Marks: 50 (Internal: 15, External: 35)	Contact Hours: 2 hours per week

Introduction

The role of languages across the curriculum is being increasingly recognized. We need to understand that language education is not confined to the language classroom. A science, social science or mathematics class is *ipso facto* a language class. Learning the subject means learning the terminology, understanding the concepts, and being able to discuss and write about them critically. Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's faculty in the language of instruction is thus a vital need of student-teachers, irrespective of the subject areas that they are going to teach. No matter what the subject, teaching cannot take place in a language-free environment. Assumptions about the language and literacy background of students influence classroom interactions, pedagogical decisions and the nature of students' learning. It is important to understand the language background of the students and know how oral and written language can be used in the classroom to ensure optimal learning of the subject area.

This course is visualized to create sensitivity to the language diversity that exists in the classrooms; understanding the language background of students, as first or second language users of the language used in teaching the subject. The focus is to help student-teachers understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area as well as to develop critical reading comprehension in the content areas, informational reading and developing writing in specific content areas with familiarity of different registers.

Objectives

The course will enable the student teachers to:

- Understand the language background of students.
- Understand the nature of classroom discourse.
- Understand the nature and need of communication skills including reading and writing

Unit I: Concerns for Language in Curriculum

- Language – Meaning and Concept; Functions of Language; Role of Language across curriculum.
- Varied language contexts of the learners: dialect, regional varieties and standard language.
- Understanding multilingualism in the classroom: challenges and strategies.
- Home language and school language.

Unit II: Language and Curriculum Transaction

- Classroom Discourse: strategies for using oral language in the classroom.
- Discussion as an approach for learning: mode (participatory, interactive, collaborative).
- Questioning and classroom discussion: importance and relationship.

Unit III: Developing Communication Competencies: Reading and Writing

- Reading school texts (Language, Social Science, Science, Mathematics): expository texts vs. narrative texts; transactional text vs. reflective texts.
- Reading strategies: scanning, skimming and reading for extracting information.
- Forms of Writing: note taking, note making, summarizing; writing with purpose.
- Analyzing students' reading and writing; developing reading and writing competencies.

Suggested Activities:

- Preparation of a report on diversity of languages in a classroom and connect it with classroom discourse.
- Re-telling the text in one's own language from different points of view and narrating / describing a related account from one's life experience.
- Choose a few words from different texts of content areas and give examples how similar word / language can be used in different context to convey the meaning.
- Critical reading for attending to 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion).
- Writing articles/reports on topics related to content areas and current issues.

Suggested Readings:

- Anderson, R.C. (1984). Role of the Reader's Schema in Comprehension, Learning and Memory. In R.C. Anderson, J. Osbon & R.J. Tierney (ed) *Learning to Read in American schools: Based Readers and content texts*. Hillsdale, Lawrence Erlbaum Associates: New Jersey.
- Applying a Vygotskian Model of Learning and Development in B. Spodek (ed.) *Handbook of research on the education of young children*. Macmillan: New York.
- Armbruster, Bonnie B. (1984) The Problem of "Inconsiderate Text" In Duffy, G. G. (ed.) *Comprehension Instruction, Perspectives and Suggestions*. Longman: New York.
- Butler, A. and J. Turnbull, (1984) *Towards Reading-Writing Classroom Primary English Teaching Association Cornell University: New York*.
- Freedman S. W. and A. H. Dyson (2003) Writing in Flood J. et. al. *Handbook of Research on Teaching English Language Arts*: Lawrence Erlbaum Associates Inc: New Jersey, USA..

- Kumar Krishna (2007) *The Child's Language and the Teacher*. National Book Trust: new Delhi.
- Labov, W. (1972) The logic of Non- Standard English. In *Language in Education*. Prepared by Language and Learning course Team. Routledge: London.
- Martin, Jr. B. (1987) The Making of a Reader: A Personal Narrative. In Bernice E. Cullinan, *Children's Literature in the Reading Programme*. International Reading Association: Michigan..
- Mason, J. M. and S. Sinha (1992) *Emerging Literacy in the Early Childhood Years*.

- Monson, R. J. (1991) Charting a New Course with Whole Language. *Edn. Leadership*.
- Pinnell, G.S. (1985) Ways to Look at the Functions of Children's Language. In A. Jaggar, M. Trika and Smith-Burke (ed.) *Observing the language learner*. International Reading Association: Newark, DE.
- Purves, Alan C. (1988). The Aesthetic Mind of Louise Rosenblatt. *Reader 20*.
- Rhodes, L. K. and N. L. Shanklin (1993) *Windows into Literacy*. Heinemann, The University of Michigan: UK.
- Rothleen, L. and A. M. Meinbach (1991) *The Literature Connection: Using Children's Books in Classroom*. Good Year Books: Tucson, USA.
- Sinha, S. (2000) Acquiring Literacy in Schools. *Redesigning Curricula: A symposium on working a framework for School education Seminar*.
- Sinha, Shobha. (2009). Rosenblatt's Theory of Reading: Exploring Literature. *Contemporary Education Dialogue*.
- Teals, W. and E. Sulzby (1986) Introduction: Emergent Literacy as a perspective for Examining how young Children Become Writers and Readers. In W. Teals, E. Sulzby (ed.) *Emergent Literacy: Writing and Reading*. Norwood: New Jersey.

Semester-III

(B.A. B.Ed.)

Semester Structure & Title of Papers

Sl. No.	Course Paper	Subject	Paper Name	Marks	Page No.
1	CC-3 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Banglar Sahityer Itihas (Adunikar Yug)	100	77
		English	Phonetics and Oral Communication (In place of Syntax, Semantics and Oral Communication)		78
		History	Themes in early North Indian History (up to 650CE)		80
		Geography	Human Geography		81
2	GE-1.3 (Course / Paper from same subject selected as GE-1 in Sem.-1)	Bengali	Same as CC-3 Bengali Paper	100	77
		English	Same as CC-3 English Paper		78
		History	Same as CC-3 History Paper		80
		Geography	Same as CC-3 Geography Paper		81
3	GE-2.3 (Course / Paper from same subject selected as GE-2 in Sem.-1)	Bengali	Same as CC-3 Bengali Paper	100	77
		English	Same as CC-3 English Paper		78
		History	Same as CC-3 History Paper		80
		Geography	Same as CC-3 Geography Paper		81
4	AECC-2	Compulsory	Environmental Studies	100	85
5	PE-3	Education	Learning & Teaching	100	87
	PE-4		Schooling, Socialization & Identity	100	91
Total				600	

SEMESTER-III
GE/CC-III
BANGALA SAHITYER ITIHAS
Adhunik Yug

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Full Mark: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect on the History of Bengali literature of the modern period.

Unit-I:

Bangla gadya charcha :

Fort William College, SriRampur Mission, Ram Mohan, Vidya Sagar, Akkhyae Kumar Dutta.

Unit-II:

Kabya O Kobitar dhara:

Yuga sandhir parichay O Iswar Gupta, Rangalal, Madhusudan Dutta, Hem Chandra , Nabeen Chandra, Beharilal, Rabindranath

Unit-III:

Katha Sahityer Dhara:

Bhudev Mukhopadhyay, Pyari Chand Mitra, Kali Prasanna Singha, Bankim Chandra, Rabindra Nath, Saratchandra, Bibhuti Bhusan Bandhopadhyay, Manik Bandopadhyay.

Unit-IV:

Bangla Natya Charchar Itihas :

Madhusudan Dutta, Dinabandhu Mitra, Girish Chandra Ghosh , Dwijendralal Roy, Rabindranath

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference Books:

- Bangle Sahityer Itihas. (Prothom, Dwitiya, Tritiya Khanda) By Sukumar Sen
- Bangla Sahityer Sompurna Itibritta. By Ashit Kumar Bandopadhyae.
- Bangla Sahityer Rooprekha (Protham O Dwitiya Khanda) By Gopal Haldar.
- Bangla Sahityer itikatha By bhudev Choudhury

SEMESTER- III
GE III/ CC –III
PHONETICS AND ORAL COMMUNICATION

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student are expected to reflect and analyse the Phonetics and Phonology of the English Language and to be able to communicate effectively.

Unit I: Phonetics

- i. Organs of Speech
- ii. English Vowels and Consonants – Description & Classification

- iii. Phoneme
- iv. Syllable
- v. Consonant Clusters
- vi. Stress, Rhythm and Intonation

Unit II: Practice in Phonemic Transcription

- i. Words and Sentences
- ii. Conversational Passages

Unit-III: Oral Communication -I

- i. Conversation and Communication Skills:
 - Talking about yourself, family, friends □
 - Getting people to do things – request, order, giving direction, prohibit
 - Offering to do something – asking permission, giving permission, giving reasons.
 - Giving opinions – agreeing, disagreeing etc.
 - Describing things, places and people
 - Talking about similarities, differences, making suggestions etc.
 - Complaining, Apologizing, forgiving, expressing disappointment.

Unit-IV: Oral Communication -II

- i. Presentation Skills
- ii. Interview
- iii. Group Discussion
- iv. Public Speaking

Transactional Strategies

Lectures, group discussions, material review, presentations

Recommended Readings:

Phonetics

- Kansakar, T.R. *A Course in English Phonetics*. Hyderabad: Orient Blackswan
- Balasubramanian, T. 2012. *A Textbook of English Phonetics for Indian Students*. Gurgaon: Macmillan India Publishers Ltd.
- O'Connor, J D. 2000. *Better English Pronunciation*. ELBS and Cambridge University Press
- Roach, Peter.2000. *English Phonetics and Phonology: A Practical Course*.Cambridge: Cambridge University Press
- Roach. *English Phonetics and Phonology*. Cambridge University Press, 2009

Oral Communication

- *Fluency in English-Part I*.New Delhi: OUP
 - Sen, Leena. *Communication Skill.*, New Delhi: Prentice Hall of India
 - Sethi, J et al. *A Practice Course in English Pronunciation*.New Delhi: Prentice Hall of India
 - Bansal R.K. and J.B. Harrison. *Spoken English* (with CD). Hyderabad: Orient Blackswan
 - SOUNDS – The Pronunciation App (Free for Android phones). Macmillan India Ltd.
www.macmillaneducationapps.com/soundspron/
 - O'Connor, J.D. *Better English Pronunciation*. Cambridge University Press, 1980
 - Hewings, Martin. *English Pronunciation in Use* –Cambridge University Press; 2007
-
- Baker, Anne. *Ship or Sheep*. Cambridge University Press, 2006
 - Subramaniam, Bala. *Phonetics and Spoken English*. Macmillan Publishers (2012)

**SEMESTER-III
GE III/ CC-III**

THEMES IN EARLY NORTH INDIAN HISTORY (UPTO 650 CE)

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect the main themes of the history of early North India upto 650 CE.

UNIT-I:

- Historiography of Early India : Features of Colonial Writings on Early Indian History.
- Nationalist Approaches to Early Indian History
- Sources : Literature, epigraphic and numismatics

UNIT-II:

- The Harappan Civilization : Origin, Extent, Urban Life, Socio-Economic and Religious life.

- Vedic Culture : Early Vedic Period.
- Society and Economy during Later Vedic Period

UNIT-III:

- Political structure of the Mahajanpadas
- Socio-Religious Reforms Movement : Jainism and Buddhism – Their Impact on Indian Society and Culture.
- Mauryan Age – Ashoka's Dhamma.

UNIT-IV:

- Gupta Political system : State and administrative institutions
- Cultural Developments – Art, Architecture, Literature and Religion.
- Kushanas and Satavashanes – their Achievements

Transactional Strategies:

Lecture, group interaction, material review and presentation, etc.

Suggested Readings

- Agarwal, D.P., The Archaeology of India (Delhi, Select Book Services Syndicate, 1984).
- Basham, A.L., The Wonder that was India (Mumbai, Rupa, 1971).
- Chakravarti Uma, The Social Dimensions of Early Buddhism (Delhi, MunshiramManoharlal, 1996).
- Champakalakshmi, R., Trade, Ideology and Urbanisation: South India 300 BC-AD 1300 (Delhi, OUP, 1996).
- Chattopadhyaya, B.D., A Survey of Historical Geography of Ancient India (Kolkata, Manisha, 1984).
- The Making of Early Medieval India (Delhi, OUP, 1994).

GC/CC-3

Human Geography

Contact Hour per Week: 4
Credits: 4
Examination duration: 3 Hours
Maximum marks :70 (Terminal- 50,
Sessional- 20)

Unit I: Nature and Principles

1. Nature, scope and recent trends. Elements of Human Geography
2. Approaches to Human Geography; Resource, Locational, Landscape, Environment
3. Concept and classification of race; ethnicity
4. Space, society and cultural regions (language and religion)

Unit :II: Society, Demography and Ekistics

5. Evolution of human societies: Hunting and food gathering, pastoral nomadism, subsistence farming and industrial society
6. Human adaptation to environment: Case studies of Eskimo, Masai and Maori
7. Population growth and distribution, composition; demographic transition
8. Population–Resource regions (Ackerman)
9. Development–environment conflict
10. Types and patterns of rural settlements
11. Rural house types in India
12. Morphology and hierarchy of urban settlements

References:

- Chandna, R.C. 2016. Geography of Population: Concepts, Determinants and Patterns, Kalyani Publishers.
- Fouberg, E.H., Murphy, A.B., de Blij H.J. 2015. Human Geography: People, Place, and Culture, 11th ed, Wiley.
- Ghosh, S. 1998. Introduction to Settlement Geography, Sangam Books Ltd.
- Gould, W.T.S. 2015. Population and Development, Routledge.
- Gregory, D., Johnston, R., Pratt, G., Watts., Whatmore, S. (Eds) 2009. The Dictionary of Human Geography, 5th ed, Wiley.
- Knox, P.L., Marston, S.A. 2014. Human Geography: Places and Regions in Global Context, 6th ed, Pearson Education Limited.
- Knox, P.L., McCarthy, L.M. 2011. Urbanization: An Introduction to Urban Geography, 3rd ed, Pearson Educztuion Ltd.
- Mandal, R.B. 2001. Introduction to Rural Settlement, 2nd ed, Concept Publishing Company.
- Moseley, W.G., Perramond, E., Hapke, H.M., Laris, P. 2013. An Introduction to Human-Environment Geography: Local Dynamics and Global Processes, Wiley-Blackwell.
- Norton, W. 2014. Human Geography, 8th ed, Oxford University Press.
- Pickering K. and Owen A. A. (1997): An Introduction to Global Environmental Issues, 2nd edition Rutledge, London.
- Rubenstein, J.M. 2016. The Cultural Landscape: An Introduction to Human Geography, 12th ed, Pearson Education Limited.
- Short, R.J. 2017. Human Geography: A Short Introduction, 2nd ed, Oxford University Press.

GE/CC 3.2 Practical – Human Geography Lab

Contact Hour Per Week: 2

Examination duration: 3 Hours

Maximum marks: 30 (Exp. 20, Viva-5, Record-5)

1. Spatial variation in religious composition of the world by choropleth
2. Measuring arithmetic growth rate of population comparing two datasets
3. Types of Age-Sex pyramids (progressive, regressive, intermediate and stationary) graphical representation and analysis
4. Nearest neighbour analysis (rural or urban)
5. Viva-voce based on laboratory notebook (5 Marks)

References:

- Acevedo, M.F. 2012. Data Analysis and Statistics for Geography, Environmental Science and Engineering, CRC Press.
- Harris, R., Jarvis, C. 2011. Statistics for Geography and Environmental Science, Prentice Hall.
- Monkhouse, F.J., Wilkinson, H.R. 1971. Maps and Diagrams: Their Compilation and Construction, 3rd ed (2017 reprint), Alphaneumera-Kolkata.
- Pal S. K., 1998. Statistics for Geoscientists: Techniques and Applications, Concept Pub Co.
- Sarkar, A. 2015. Practical Geography: A Systematic Approach, 3rd ed, Orient Blackswan.
- Singh, R.L., Singh, R.P.B. 2008. Elements of Practical Geography, Kalyani Publishers.

GE-1.3 Courses

Course Paper	Subject	Paper Name	Page No.
GE-1.3 (Course / Paper from same subject selected as GE-1 in Sem.-1)	Bengali	Same as CC-3 Bengali Paper	77
	English	Same as CC-3 English Paper	78
	History	Same as CC-3 History Paper	80
	Geography	Same as CC-3 Geography Paper	81

GE-2.3 Courses

Course Paper	Subject	Paper Name	Page No.
GE-2.3 (Course / Paper from same subject selected as GE-2 in Sem.-1)	Bengali	Same as CC-3 Bengali Paper	77
	English	Same as CC-3 English Paper	78
	History	Same as CC-3 History Paper	80
	Geography	Same as CC-3 Geography Paper	81

Semester III
AECC-II
(Environmental Studies)

Contact Hour per Week: 4 per weeks

Credits: 4

Examination duration: 3 Hours

Maximum marks: 100 (Terminal- 80, Sessional- 20)

Objectives

On completion of this course, the student-teachers shall be able to

- Understand environment as an integral part of what they are learning and doing
- Develop sensitivity to and appreciation of the tremendous diversity in the natural and human world, as adding richness to every aspects of life and learning
- Understand the structure and functions of different ecosystems and the principle of cycling associated with it.
- Conserve natural resources and use it judiciously.
- Follow eco-friendly practices and work for environmental sustainability
- Understand environmental laws and associated legislations.
- Participate in environmental protection and its improvement
- Attend the skills for solving environmental problems.
- Acquire the social values including strong feelings of concern for the environment and motivating for actively participating in its protection and improvement.

Unit 1: Environment and Environmental Education:

Environment and its importance (Atmosphere, Hydrosphere, Lithosphere and Biosphere).

Environmental Education; Definition, Multidisciplinary nature, Environmental education with special reference to Indian view of Life.

Basic Environmental Concept, Ecology and Environmental Crises:

Ecosystem and its structure species and community, Major ecosystems, Energy flow in ecosystem, Food chain, Food web, Ecological pyramid). Biogeochemical Cycles, Factors affecting Environment.

Environmental Crisis: Pollution, Soil erosion, Green house effect (Global warming), Acid rain, Extinction of Species. Energy crises.

Unit 2 :Biodiversity and Natural Resources, Environmental Movements, Laws and Acts in India

Concept of Biodiversity (Types, Importance, Threats and Conservation of Biodiversity).

Natural Resources; Classification and Management of Natural Resources, Conservation of Forest and Wild life, Urbanization and its effect on Society; Communicable diseases; Transmission; Non-communicable diseases. Natural Disasters and Management, Sustainable Development.

Environmental movements in India, Role of women in Environmental movements,

Environmental movements in Odisha. Environmental Laws and Acts (Central Pollution Control Board, State Pollution Control Board, Green Tribunal, Wild life Protection Act 1972, Water Act 1974, Air Act 1981, Forest Conservation Act 1980, Environmental Protection Act 1986, Biodiversity Act 2002).

Unit 3:Curriculum, Methods and Technologies of Teaching Environment studies

Designing and Developing Strategies of Environmental Education curriculum.Evaluation for Environment Education Resource Materials

- Study Tours and Field Visits
- Role Play
- Poster Presentation
- Quiz
- Debate and Discussions
- Enquiry based method
- Project Method

Unit 4:Promotion of Environmental Education and Value Development

- Role of Mass Media and Technology in Developing awareness about Environment and its protection.
- Role of NGOs and Government organizations in Developing Environmental Education, Ecoclubs, Museum of Natural History.
- Specially designed strategies for cleanings; “Swachh Bharat Abhiyan”
- Role of Education, Education for Sustainable Development
- Climate Change and Green Lifestyle
- Text book evaluation for context on Environmental issues
- Visit to Nature Park, Environmentally Sensitive Areas

References

- Purohit, S.S. and Ranjan, R. (2007) Ecology, Environment and Pollution. Agrobios Publication.
- Sharma, P.D. (2014) Ecology and Environment. 12th edition. Rastogi Publication.
- Hussain, M. (2014) Environment and Ecology. 3rd edition. Access Publication.
- Odum, E. (2004) Fundamentals of Ecology. 5th edition. Cengage Learning India Pvt. Ltd.
- Kormondy, E.J. (1995) Concepts of Ecology. 4th edition. Prentice Hall Publication.
- Satapathy, M.K. (2007) Education, Environment and Sustainable Development, Shipra Publications, New Delhi.

- Smith, T.M. and Smith, R.L. (2015) Elements of Ecology 9th edition. Pearson.
- Dash, D. and Satapathy, M.K. (2013) People Who Make A Change: Men and Women in Environmental Movement. Kunal Publication, New Delhi.
- Dash, M. and Dash, S. (2009). Fundamentals of Ecology 3rd edition. McGraw Hill Education

SEMESTER III

PE 3: Learning and Teaching

Semester-III	Credits-4
Total Marks:100 (Internal: 30, External: 70)	Contact Hours: 4 hours per week

Introduction

This course brings together the perspectives from many other courses and draws upon theoretical understanding from psychology, philosophy, sociology and language learning. It provides an opportunity to student teachers to reflect on and critically analyze notions of learning and teaching on the basis of their own experiences and to move beyond them. Student teachers will understand various theories of learning. They will engage theoretically and through observation with the notion of learning as construction of knowledge. The student teachers will also critically analyze and discuss complex nature of teaching. They will analyze teaching as a profession and will reflect on how to teach effectively in a diverse classroom.

Objectives

The course will enable the student teachers to:

- Develop an understanding about the differential learning needs of the learners with regard to abilities, learning styles, socio-cultural differences, language, and learning difficulties.
- Differentiate learning as transmission and reception Vs. learning as construction.
- Understand different theoretical perspectives of learning including the constructivist perspective.
- Understand nature and strategy of meaningful and concept learning, role of multiple intelligence in it.
- Develop understanding about teaching as profession.

Unit I: Understanding Learning and Memory

- Learning: Meaning and nature; learning as process and outcome.
- Understanding learning styles of students at elementary and secondary levels; its implications for teachers.
- Different viewpoints on learning perspective: Behaviourist (Skinner), Cognitivist (Piaget), Humanist (Roger) and Constructivist (Piaget and Vygotsky) and their classroom implications
- Factors affecting learning: individual differences, conditions of learning and methods.
- Types of learning: factual, associations, conceptual, procedural, generalizations; Principles and rules, Gagne's hierarchy of Learning.
- Memory: Meaning, Types; Sensory, factors, LTM, STM. Causes of forgetting working and long term, strategy for developing memory.
- Remembering and Forgetting: Factors of remembering - encoding, storage and retrieval. Information processing approach-; Causes of forgetting; Strategies for effective memorization.

Unit II: Learning Paradigms:

- Different viewpoints on learning perspective: Paradigms of Learning Theories: Behaviourism, Cognitivism, Constructivism and Humanism and their classroom implications.
- Behavioristic Learning– Concept of connectionism (Thorndike) and conditioning (Pavlov & Skinner) and their educational implications.
- Cognitive Learning – Concept of Gestalt and its educational implications, Discovery learning (Bruner).
- Social Cognitive Learning – Concept (Bandura), nature and implications. Teacher as role model.
- Cognitive Constructivist Learning (Piaget), Social Constructivist Learning– Concept of Vygotsky, nature and implications.
- Humanistic Viewpoint of Learning- Carl Rogers (Self Concept Theory)

Unit III: Learning in ‘Constructivist’ Perspective

- Learning as ‘construction of knowledge’ and learning as ‘transmission and reception of knowledge’-differences.
- Understanding processes facilitating ‘construction of knowledge’: Experiential learning and Reflection, Social mediation, Cognitive negotiation, Situated learning and Cognitive apprenticeship, Meta-cognition.
- Facilitative learning environment: teachers’ attitude and expectation- enhancing motivation, positive emotion, self-efficacy, collaborative and self-regulated learning.

Unit IV: Meaningful and Concept Learning

- Meaningful learning: Nature and characteristics, Views of Ausubel, Facilitating meaningful learning in and outside school- strategies and role of teacher; Implications for meaningful learning.
- Learning as meaning-making: concept, process, learner as meaning maker, characteristics of the learner,role of inquiry in meaning making.
- Concept Learning: Meaning, and Characteristics, prototypes and exemplars, strategies for teaching concepts-concept map.
- Transfer of Learning:Concept, Importance, Nature and Types; Theories of Transfer of Learning; Methods of enhancing Transfer of Learning.
- Role of teacher in addressing various factors influencing learning; a few strategies – cooperative learning, peer tutoring, collaborative learning.

Unit-V: Understanding Teaching and Learning

- Teaching: Meaning,nature, characteristics and function; ‘Teaching as Instructing’ Vs. ‘Teaching as facilitating learning’;teaching as empowering learners; Role of teacher in effective teaching.
- Teaching: Concepts, definition, nature, function and characteristics.
- Relation between Teaching, Training and Instruction.
- Maxims of teaching. Role of teacher in effective teaching.
- Phases of teaching- pre-active, interactive and post-active; Levels of teaching- memory, understanding and reflective; Mode of teaching- Face to face, distance, and digital; individualized and group based modular approach.
- Micro Teaching, Simulated Teaching & Team Teaching
- Bruner’s model of teaching for meaningful learning-process and implications for classroom instructions.

Unit-VI: Teaching as a Profession

- Teaching as a profession-importance and characteristics.
- Characteristics of effective and good teachers: content knowledge, pedagogical knowledge and technological knowledge, professional attitude, reflective practice.
- Teacher preparation- Need and modes at different levels; Continuing Professional development of teachers- concept, process and strategies; Teacher's professional ethics and accountability.
- Continuing Professional development of teachers: concept, process and strategies.
- Teacher's professional ethics and accountability-meaning, importance and dimensions; recommendations of NPE 1986/92, RTE Act 2009; strategies for ensuring teacher accountability.

Suggested Activities:

- Go to nearby schools (at least four different schools). Observe teaching learning process in some classrooms for few days. Make records and prepare a presentation highlighting various kinds of learning and teaching which you observed there.
- Observe a class in your practising school for few days and prepare a note highlighting how teachers addressed the learning needs of different learners. Give examples with respect to gender, inclusion, culture and language.
- Prepare concept maps on pedagogy subject, teach in school and write a reflective note on how it helps learner.
- Read few diaries written by teachers, analyse their text in the context of teaching activities.
- Interact with your peers and few teachers. Discuss whether teaching is a profession and prepare a report on the basis of their perception.
- Interact with few teachers in a nearby school and discuss with them the relevance of training they received with respect to the classroom teaching.

Suggested Readings:

- Bhutt, H. *The diary of a school teacher: An AzimPremji University publications*, www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf.
- Burden, Paul R; Byrd, David. M. (1999). *Methods for Effective Teaching* (Sec Edition), Allyn and Bacon.
- Carr, D (2005), *Making sense of education: An introduction to the philosophy and theory of education and teaching*, Routledge.
- Delpit, L (2006). *Other people's children, cultural conflict in the classroom*. The New press.
- Dhar, T.N. (Ed). 1996. *Professional status of Teachers*, NCTE, New Delhi.
- Kauchak, D. P and Eggen, P. D (1998). *Learning and Teaching.: Research based methods*, Boston: Allyn and Bocan
- Ladsen – Billings, G (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32 (3), 465-491.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. Yale University press.
- Mohalik, R. (2010). *In-service Teacher Education*. Mahamaya Publishing House, New Delhi.

- NCERT (2005). *National Curriculum Framework*, New Delhi
- Olson, D.R. & Bruner, J.S. (1996). "Folk Psychology and Folk Pedagogy". In D.R. Olson & N. Torrance (Eds.). *The Handbook of Education and Human Development* (PP.9-27).Blackwell.
- Piaget, J. (1997). "Development and Learning", In M. Gauvain& M. Cole (Eds.), *Reading on the Development of Children*. New York: WH Freeman & Company.
- Rogeff, B; Baker-Sennatt, T., Lacasa, P. and Goldsmith, D. (1995). Development through participation in socio-cultural activity, *New Directions for child and adolescent development*, 1995 (67), 45-65.
- Sethy, R. (2014). *Style and Strategy of In-service Teacher Education*. LAP Publication, Germany.
- Shulman,L.S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 4-14.
- Vygotsky, L. (1997). "Interaction between Learning and Development", In M. Gauvain& M. Cole (Eds.) *Reading on the Development of Children*, New York: WH Freeman & Company.
- Woolfolk, A. (2008). *Educational Psychology*. Pearson Education.

PE.4: Schooling, Socialization and Identity

Semester-III	Credits-4
Total Marks:100 (Internal: 30, External: 70)	Contact Hours: 4 hours per week

Introduction:

Schools, apart from transmitting curricular knowledge and skills, serve as crucial sites for processes of socialization and transmission of value frameworks that are more often than not, unexamined. Schooling may thus be seen as a key ingredient in the socialization of the young. This socialization ultimately contributes to and results in the formation of identity. However, children who attend school have, already, been socialized into certain value frame by the time they enter school. The value-frame, sense of self, and identity imbibed by the child at home and in the wider society,

interacts in complex ways with school and its socialization processes, more often than not being in conflict. This is furthermore also true of adult learners who join teacher education. Therefore, this course, precisely, intends to analyze and critique the way self and its identities are constructed through socialization process within as well as outside the school. In the process of analyzing the self and identity critically, the course deliberately brings in the social categories such as, caste, class, gender, religion, as well as other factors that are at work in constructing the self and identity of individuals and collectives. Gender is a social construct that impacts attitudes, roles, responsibilities and behaviour patterns of an individual in societies. Gender relations vary from society to society. Gender determines power relations in multicultural societies like India. It deals with human concerns encompassing diversities and differences. It has been the most visible form of discrimination operating across cultures in developing societies.

Further, the course intends to provide opportunities to contest the value frame emanating from these processes of socialization. An understanding of the multiple processes that form the self and identity ought to result in a capacity to reflect on one's own self and identity, putting this under critical scrutiny. In becoming conscious of the many factors that influence identity and self, the student-teachers should become more sensitively aware of these and begin to 'free' themselves from limiting conceptions of self and identity, thus becoming proactive in shaping their own identities as 'teachers' and 'professionals'.

Objectives

The course will enable the student teachers to:

- Reflect critically on factors that shape identity formation and influence sense of self of the growing 'student' as well as 'teacher' in school as well as in out of school situations.
- Understand the processes that have shaped/continue to shape one's own sense of identity as 'student' and a 'person' located in multiple social contexts and roles.
- Develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.

- Understand the need to address gender based violence in all social spaces and evolve strategies for addressing it.
- Critically aware of 'self' and 'identity' and 'free' oneself through self-understanding, from tendencies that lead to crystallizing and limiting of one's identity as a teacher and a human being.
- Reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'.

Unit I: Socialization and Development of Self

- Socialisation: Meaning, nature and process.
- Role of social institutions: Family- impact of parenting style/child rearing practices, family culture and values; Community-neighbourhood, extended family, religious groups and their socialization functions; School- School as a social institution, value formation in the context of schooling.
- Interface between family, community and school; inter-linkages within wider socio-cultural context.
- Development of self: Meaning of self; dimensions and impact of socialization.

Unit II: Emergence of 'Person' and 'Identity'

- Understanding 'identity formation': emergence of multiple identities in the formation of a person placed in various social and institutional contexts; the need for inner coherence; managing conflicting 'identities'.
- Determinants of identity formation in individuals and groups: Social categories such as caste, class, gender and religion.
- The influence of peer group, media, technology, and globalization on identity formation in contemporary society.

Unit III: Socialization Processes: Gender, School and Society

- Concept of gender including LGBTIQ, Difference between gender and sex.
- Gender Bias, Gender Stereotyping and Empowerment of women.
- Equity and Equality in Relation with Caste, Class, Religion, Ethnicity, Disability and Region.
- Gender Identities and Socialization Practices in different types of families in India.
- Role of Teacher in eliminating Gender bias in school.

Unit IV: Coping with Social Complexities

- Expanding human activities and relations; increasing complexity, homogenization of culture vs. preservation of distinctive identities; competition, uncertainty and insecurities and the resultant identity conflicts.
- Assertion of identities, oppression, conflict and violence – relevance of education for peace.
- Addressing sexual abuse in Family, Neighbourhood and School and in other formal and informal institutions.
- Agencies Perpetuating Violence: Family, School, Workplace and Media (Print and Electronic).

Unit V: Evolving Identity as a Teacher

- Teacher's professional identity; Meaning and various dimensions.
- Choosing to be a teacher: Role of family, community and schooling.
- Teacher identity formation: Role of pre-service and in-service teacher education programmes.
- The impact of one's own socialization processes; awareness of one's own shifting identities as 'student', 'adult' and 'student-teacher', and influences that have acted/continue to act on oneself.
- Reflections on one's own aspirations and efforts in becoming a 'teacher'.

Suggested Activities:

- Group work and discussion on the influence of peer group, media message, technology, and globalization on identity formation in contemporary society.
- Group work and discussion on the factors that contribute positively and negatively in the development of teacher identity.
- Organize Debates on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region.
- Prepare a project on Issues and Concerns of Transgender.
- Collection of Folklores reflecting Socialization Processes and its Influence on Identity formation.
- Project on Women Role Models in various fields with Emphasis on Women in Unconventional Roles.
- Visit to organizations connected with peace and inter cultural harmony and aesthetic appreciation to experience peace as reality and submission of report.
- Developing action plan for peace in self, home, school and community.

Suggested Readings:

- Amalendu Misra, (2004). Identity and Religion Foundations of Anti-Islamism in India. Sage Publications, New Delhi.
- Butler, J. (1990). *Gender Trouble: Feminism and the subversion of Identity*. New York; Routledge.
- Chap. 6: Parents and Teachers.
- Desai, Neera and Thakkar, Usha. (2001). Women in Indian Society. National Book Trust, New Delhi.
- Dipankar Gupta (Ed.) (2004). Caste in question Identity or Hierarchy. Sage Publications, New Delhi.
- Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO.
- Kamala Ganesh & Usha Thakkar (Ed.) (2005). Culture and Making of Identity in India, Sage Publications, New Delhi.
- Kirk Jackie e.d. , (2008), Women Teaching in South Asia, SAGE, New Delhi
- Krishnamurti, J., Education and the Significance of Life, KFI Publications
- Kumar Krishna (2004), What is Worth Teaching? 3rd edition, Orient Longman
- Kumar, K.(2001) *Prejudice and Pride: School Histories of the Freedom Struggle*. New Delhi: Viking/Penguin.
- Leach, Fiona. (2003). Practising Gender Analysis in Education, Oxfam
- National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, 3.2, NCERT, 2006.

- Nayar, Sushila and MankekarKamla (ed.) 2007, 'Women Pioneers in India's Renaissance, National Book Trust, New Delhi, India.
- NCERT (2014). SchollingSocialisation and Identity. NCERT, New Delhi.
- Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi
- Saraswati, T.S. (Ed.) (1999). Culture, Socialization and Human Development. Theory: Research and Applications in India, Sage Publication, New Delhi.
- SenAmartya (2006). Identity and Violence. The Illusion of Destiny. Allen and Lane: Penguin Books India Pvt. Ltd. New Delhi.
- Sharma, R &E. Annamalai. (2003). *Indian Diaspora: In Search of Identity*. Mysore: CILL.
- ShashiTharoor (2007). The Elephant, the Tiger &the Cell phone. (Particularly part two of the book).Penguin Viking, New Delhi.
- Sherwani, Azim. (1998). the girl child in crisis. Indian Social Institute, New Delhi.
- Srinivas M.N., (1986). Social Changes in Modern India, Allied Publishers, Bombay.
- SrivastavaGouri, (2012), Gender and Peace in Textbooks and Schooling Processes, Concept Publishing Company Pvt. Ltd, New Delhi
- UNICEF (2005). 2005 and Beyond – Accelerating Girls' Education in South Asia. Meeting Report.
- Unterhalter, Elaine. (2007). Gender, Schooling and Global Social Justice, Routledge.
- Vidyanathan, T.G. (1989), 'Authority and Identity in India', in 'Another India' Daedalus, Fall, 118 (H): 147-69.

Semester-IV

(B.A. B.Ed.)

Semester Structure & Title of Papers

Sl. No.	Course Paper	Subject	Paper Name	Marks	Page No.
1	CC-4 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Bangla kabya	100	96
		English	History of English Literature (II) and Rhetoric and Prosody (In place of English Novel, Short-Stories and Essays)		97
		History	Issues in Modern World		99
		Geography	Cartograms, Thematic Mapping and Surveying		100
2	GE-1.4 (Course / Paper from same subject selected as GE-1 in Sem.-1)	Bengali	Same as CC-4 Bengali Paper	100	96
		English	Same as CC-4 English Paper		97
		History	Same as CC-4 History Paper		99
		Geography	Same as CC-4 Geography Paper		100
3	GE-2.4 (Course / Paper from same subject selected as GE-2 in Sem.-1)	Bengali	Same as CC-4 Bengali Paper	100	96
		English	Same as CC-4 English Paper		97
		History	Same as CC-4 History Paper		99
		Geography	Same as CC-4 Geography Paper		100
4	DSE-1 * Opt any one among Choice-1 & Choice-2 (From same subject selected as CC subject in Sem.-1)	Bengali	Anyone to be opted (as specified in the detail syllabus)	75+25 =100	104
		English	Anyone to be opted (as specified in the detail syllabus)		106
		History	Anyone to be opted (as specified in the detail syllabus)		109
		Geography	Anyone to be opted (as specified in the detail syllabus)		110
5	PE-5	Education	Assessment for Learning	100	114
	PE-6		Creating an Inclusive Classroom	50	117
Total				550	

SEMESTER-IV
GE/CC-IV

BANGLA KABYA

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Full Mark: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect on the Bengali poetry of modern period.

Unit-I:

Kabyer roop- reetee O Shrenibibhag.

Unit-II:

Banga Bhasa By Madhusudan Dutta

- SaradaMongol By Beharilal Chakrabarty
- Palashir Juddho By Nabin Chandra Sen

Unit-III:

Rabindra Nath:

Bharat Teertha.

Balaka.

Sonar Tori

Unit-IV:

Kazi Nazrul Islam:

- Aamar kaifiot
- Jeeban Bandana
- Aaj Sristisukher Ullase

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference Books:

- i. Madhusudaner Kobimanas. By Sisir Kumar Das.
- ii. Rabindra Kabya Parikrama. By Upendra Nath Bhattacharya.
- iii. Bangla Sahitye Nazrul. By Azharudeen Khan.

SEMESTER-IV

GE IV/ CC -IV

HISTORY OF ENGLISH LITERATURE (II) AND RHETORIC AND PROSODY

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student are expected to reflect and analyse the issues related to history of English literature from Milton to the 1990s (up to 2000), and Rhetoric and Prosody.

Unit-I:

- i. Milton
- ii. The Age of Dryden - Poetry, Prose and Drama
- iii. The Age of Pope - Poetry, Prose and Drama

Unit- II

- i. Pre-Romantic Literature and Romantic – Poetry, Drama and Fiction
- ii. Victorian Literature Poetry, Prose and Fiction

Unit-III

- i. Twentieth Century Literature up to 2000 – Poetry, Drama and Fiction

Unit-IV

Rhetoric - Simile, Metaphor, Metonymy, Synecdoche, Transferred Epithet or Hypallage, Antithesis, Oxymoron, Climax, Anti-climax, Personification, Apostrophe, Hyperbole, Litote, Pathetic fallacy, Irony, , Alliteration, Assonance, Pun, Onomatopocia, Zeugma

Prosody – Iamb, trochee, dactyl, anapaest, amphibrach

Transactional Strategies:

Lectures, group discussions, material review, presentations etc.

Socio-cultural background from Milton to the 1970s in England

Recommended Readings:

History of English Literature (II)

- Albert, E. *History of English Literature*. New Delhi: OUP
- Sanders, A. *The Short Oxford History of English Literature*. Oxford: OUP, 2000.
- Ford, Boris ed. *The New Pelican Guides to English Literature* – relevant volumes. London: Penguin
- Chaudhuri, Aditi and Rita Goswami. *A History of English Literature*. Hyderabad: Orient Blackswan
- Marcus Laura and Peter Nicholls. *The Cambridge History of Twentieth Century English Literature*. Cambridge: Cambridge University Press
- DeMaria, Robert Jr. et al eds. *A Companion to British Literature*. Vols. III and IV. Oxford: Wiley Blackwell
- Basil Willey. *The Seventeenth Century Background*. London: Routledge

- Basil Willey. *The Eighteenth Century Background*. New York: Columbia University Press
- Basil Willey. *Nineteenth Century Studies: Coleridge to Matthew Arnold*. Cambridge: Cambridge University Press

Rhetoric and Prosody

- Bose and Sterling. *Rhetoric and Prosody*.
- Sarkar, Jaydip and Anindya Bhattacharya. *A Handbook of Rhetoric and Prosody*. Hyderabad: Orient Blackswan

SEMESTER-IV
GE IV / CC-IV
ISSUES IN MODERN WORLD

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect some of the main issues in Modern World.

Unit -I: The World in Pre-World War Period

- Introduction – Defining the contemporary History
- Hegemony of and conflicts within Europe
- Rise of USA and Japan
- Imperialism in Asia, Africa and Latin America

Unit -II: The First World War

- Beginning and course of the War
- Russian Revolution
- Peace Treaties

Unit -III: The Inter War Period

- The Economic Depression
- Nazism and Fascism
- USA and Japan's Expansion

Unit -IV: The Second World War

- Theatres of War
- The Allied Victories
- The United Nations

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested List of Books:

- P.Maiti, History of Europe Delhi, 1977
- Hassal, Balance of Power Delhi, 1980
- CJH Hayes, Political, Social, Cultural History of Europe, Delhi, 1990
- Riker, A Short History of Europe, London, 1980
- Gooch, History of Modern Europe, London, 1989
- Taylor, A. J. P., Struggle for Mastery of Europe, London, 1978
- D. Jhompson, Europe Since Napoleon, London, 1978
- Langsham, World Since 1914, London, 1977
- W. Churchil, The World Crises, London, 1955
- ArjunDev, History of Contemporary World, NCERT, New Delhi, 2004
- ArjunDev, The Story of Civilization, NCERT, New Delhi, 2004
- Agatha Ramm, Europe in the Twentieth Century, 1905 – 1970, Longman, London, 1971
- HAL Fisher, A History of Europe, From the early 18th Century to 1935, Cambridge, 1977
- E.Lipson, Europe in the 19th & 20th Centuries, Cambridge, 1979
- Carl L. Becker, A Survey of European Civilization Part-II, Massachusetts, USA, 1958,
- Modern History of Europe, Cambridge, 1962
- IGNOU Study Materials for MA Courses 27

SEMESTER-IV
GC/CC-4

Thematic Mapping and Surveying

Contact Hour per Week: 4

Credits: 4

Examination duration: 3 Hours

Maximum marks :70 (Terminal- 50, Sessional- 20)

1. Concepts of rounding, scientific notation, logarithm and anti-logarithm, natural and log scales
2. Concept of diagrammatic representation of data
3. Preparation and interpretation of geological maps
4. Preparation and interpretation of weather maps
5. Preparation and interpretation land use land cover maps
6. Preparation and interpretation of socio-economic maps
7. Principal national agencies producing thematic maps in India: NATMO, GSI, NBSSLUP, INHD etc.
8. Basic concepts of surveying and survey equipment: Prismatic compass
9. Basic concepts of surveying and survey equipment: Dumpy level
10. Basic concepts of surveying and survey equipment: Theodolite
11. Basic concepts of surveying and survey equipment: Abney level
12. Basic concepts of surveying and survey equipment: Laser distance measurer

References:

- Basak, N.N. 2017. Surveying and Levelling, 2nd ed, McGraw Hill Education.
- Bolton. T. 2009 (reprint). Geological Maps: Their Solution and Interpretation, Cambridge University Press.
- Kanetkar, T.P., Kulkatni, S.V. 1988. Surveying and Levelling, Part I, Pune Vidyarthi Griha Prakashan.
- Monkhouse, F.J., Wilkinson, H.R. 1971. Maps and Diagrams: Their Compilation and Construction, 3rd ed (2017 reprint), Alphacumera-Kolkata.
- Robinson, A.H., Morrison, J.L., Phillip, C.M., Kimerling, A.J., Guptill, S.C. 1995. Elements of Cartography, 6th ed, Wiley.
- Sarkar, A. 2015. Practical Geography: A Systematic Approach, 3rd ed, Orient Blackswan Private Ltd.

- Singh, R.L., Singh, R.P.B. 2008. Elements of Practical Geography, Kalyani Publishers.
- Subramanian, R. 2012. Surveying and Levelling, 2nd ed, Oxford University Press

GE/CC 4.2 Practical – Thematic Mapping and Surveying Lab

Contact Hour Per Week: 2

Examination duration: 3 Hours

Maximum marks: 30 (Exp. 20, Viva-5, Record-5)

1. Traverse survey using prismatic compass
2. Profile survey using dumpy Level
3. Height determination of base accessible objects by theodolite
4. Interpretation of geological maps with folds, unconformity and intrusions
5. Viva-voce based on laboratory notebook (5 Marks)

References:

- Basak, N.N. 2017. Surveying and Levelling, 2nd ed, McGraw Hill Education.
- Bolton. T. 2009 (reprint). Geological Maps: Their Solution and Interpretation, Cambridge University Press.
- Kanetkar, T.P., Kulkatni, S.V. 1988. Surveying and Levelling, Part I, Pune Vidyarthi Griha Prakashan.
- Monkhouse, F.J., Wilkinson, H.R. 1971. Maps and Diagrams: Their Compilation and Construction, 3rd ed (2017 reprint), Alphaneumera-Kolkata.
- Robinson, A.H., Morrison, J.L., Phillip, C.M., Kimerling, A.J., Guphill, S.C. 1995. Elements of Cartography, 6th ed, Wiley.
- Sarkar, A. 2015. Practical Geography: A Systematic Approach, 3rd ed, Orient Blackswan Private Ltd.
- Singh, R.L., Singh, R.P.B. 2008. Elements of Practical Geography, Kalyani Publishers.
- Subramanian, R. 2012. Surveying and Levelling, 2nd ed, Oxford University Press

GE-1.4 Courses

Course Paper	Subject	Paper Name	Page No.
GE-1.4 (Course / Paper from same subject selected as GE-1 in Sem.-1)	Bengali	Same as CC-4 Bengali Paper	96
	English	Same as CC-4 English Paper	97
	History	Same as CC-4 History Paper	99
	Geography	Same as CC-4 Geography Paper	100

GE-2.4 Courses

Course Paper	Subject	Paper Name	Page No.
GE-2.4 (Course / Paper from same subject selected as GE-2 in Sem.-1)	Bengali	Same as CC-4 Bengali Paper	96
	English	Same as CC-4 English Paper	97
	History	Same as CC-4 History Paper	99
	Geography	Same as CC-4 Geography Paper	100

SEMESTER-IV
Opt any one among Choice-1 and Choice 2
DSE-I (Choice-1)-I.1.1

Contact Hours per week: 4
Credit : 4
Examination Duration : 3 Hours
Maximum Marks : 75 (Terminal - 60,
Internal -15)

Unit 1: Urbashi By Rabindranath Tagore(Chitra)
Unit 2: Adhyapak By Rabindranath Tagore(Galpoguchchho)
Unit 3: Nari By Rabindranath Taagore (Kalantar)
Unit 4: Dakghar By Rabindranath Tagore

DSE-I (Choice-1)-I.1.2: Sessional Activities

Contact Hours per week: 2
Credit : 2
Examination Duration : 3 Hours
Maximum Marks : 25 (Material Review & Presentation - 15, Viva -5, Records -
5)

Any One Material Review and Presentation can be done from the following Books :

- 1).Review of the book: “ KANYAR CHOKHE KANYASHREE By Mamata Banerjee
- 2).Review of the book: “ NOT KATHA” By Mamata Banerjee
- 3).Review of the book : “ JARA BRISTITE VIJECHHILO” By Joy Goswami
- 4). Review of the book: “AATMIYOSWAJAN” By Joy Goswami

OR

DSE-I (Choice-1)-I.1.2: Sessional Activities

Contact Hours: 4
Credit: 4
Exam Duration: 3 Hours
Maximum Marks: 75 (Terminal - 60, Internal -15)

Unit-I: Bangla Kobita.
Balaka – By Rabindra Nath Tagore.

Pieces to be read:
a. Sabujer Abhiyan
b. Sahjahan.
c. Balaka.

Unit-II: Bangla Byakaran.
i. Bakya Sankochan.
ii. Bipareetarthak Sabda
iii. Samarthak Sabda.
iv. Samochcharita Bhinnouthak Sabda

Reference books :-

- i. Balaka Kabya Porikrama. By Khiti Mohon Sen.
- ii. Sarat Chandra. By Subodh Sengupta
- iii. Bangle Chotogalpa. By Sisir Kumar Das

DSE-I (Choice-1)-I.1.2: Sessional Activities

Contact Hours per week: 2

Credit : 2

Examination Duration : 3 Hours

Maximum Marks : 25 (Material Review & Presentation - 15, Viva -5, Records - 5)

Any One Material Review and Presentation can be done from the following

Books :

- 1). Review of the book: Pandit Masoi By – Sarat Chandra Chattopadhyae.
- 2). Review of the book: Dena Pawna By Rabindranath Thakur
- 3). Review of the book : Post Master By Rabindranath Thakur

Semester: IV
Opt any one among Choice-1 and Choice 2

DSE-I (Choice-1)-I.1.1

Contact Hours per week: 4

Credits : 4

Examination Duration : 3 Hours

Maximum Marks : 75 (Terminal - 60, Internal -15)

Unit 1: Poetry in English

(i) The following poems:

D.H. Lawrence – ‘The Snake’

W.B. Yeats – ‘Easter 1916’

T.S. Eliot – ‘Preludes’

A.K. Ramanujan – ‘A River’

(ii) Critical appreciation of an unseen poem

Unit 2: English Prose

(i) Essay: George Orwell – ‘Shooting an Elephant’

Short Story: Somerset Maugham – ‘Mr. Know-All’

Speeches: Martin Luther King Jr. – ‘I Have a Dream’

Jawaharlal Nehru – ‘Tryst with Destiny’

(ii) Critical appreciation of an unseen prose passage

Transactional Strategies

Lectures, group discussions, material review, presentations

Recommended Readings:

- Sadler, Hayler & Powell. *Appreciating Poetry*. London: Macmillan, 1989.
- Thaker, Praveen K. *Appreciating Poetry: A Practical Course*. Hyderabad: Orient Longman, 1999.
- Schiach, Don. *The Critical Eye: Appreciating Poetry and Prose* (Language Skills Series). Edinburgh: Thomas Nelson Publishers, 1988.
- Fenton, James. *An Introduction to English Poetry*. London: Penguin (new edition – 2003)
- Corcoran, N. *The Cambridge Companion to Twentieth Century English Poetry*. Cambridge: Cambridge University Press
- Shaw, Valerie. *The Short Story: A Critical Introduction*. London: Longman
- Sen, Krishna. *Critical Essays on R.K. Narayan's The Guide*. Hyderabad: Orient Blackswa
- Ward, A.C. ed. *Bernard Shaw's Arms and the Man*. Hyderabad: Orient Blackswan
- Haldar, Santwana. *Mahesh Dattani's Tara: A Critical Study*. Delhi: Prestige Books
- Chaudhuri, Asha Kuthari. *Mahesh Dattani: An Introduction*. Delhi: Foundation Books.

DSE-I (Choice-1)-I.1.2: Sessional Activities

Contact Hours per week: 2

Credits : 2

Examination Duration : 3 Hours

Maximum Marks : 25 (Material Review & Presentation - 15, Viva -5, Records - 5)

Unit-I: Oral Communication -I

i. Conversation and Communication Skills:

- Talking □about yourself, family, friends
- Getting people to do things – request, order, giving direction, prohibit
- Offering to do something – asking permission, giving permission, giving reasons.
- Giving opinions – agreeing, disagreeing etc.
- Describing things, places and people
- Talking about similarities, differences, making suggestions etc.
- Complaining, Apologizing, forgiving, expressing disappointment.

Transactional Strategies

Lectures, group discussions, material review, presentations

Recommended Readings:

- *Fluency in English-Part I*. New Delhi: OUP
- Sen, Leena. *Communication Skill.*, New Delhi: Prentice Hall of India
- Sethi, J et al. *A Practice Course in English Pronunciation*. New Delhi: Prentice Hall of India
- Bansal R.K. and J.B. Harrison. *Spoken English* (with CD). Hyderabad: Orient Blackswan
- SOUNDS – The Pronunciation App (Free for Android phones). Macmillan India Ltd.
www.macmillaneducationapps.com/soundspron/
- O'Connor, J.D. *Better English Pronunciation*. Cambridge University Press, 1980
- Hewings, Martin. *English Pronunciation in Use* –Cambridge University Press; 2007
- Baker, Anne. *Ship or Sheep*. Cambridge University Press, 2006
- Subramaniam, Bala. *Phonetics and Spoken English*. Macmillan Publishers (2012)

DSE-I (Choice-2)-I.1.1

Contact Hours per week: 4

Credits : 4

Examination Duration : 3 Hours

Maximum Marks : 75 (Terminal - 60, Internal -15)

Unit I: Fiction in English

R.K. Narayan – *The Guide*

Transactional Strategies

Lectures, group discussions, material review, presentations

Recommended Readings:

- Sadler, Hayler & Powell. *Appreciating Poetry*. London: Macmillan, 1989.
- Thaker, Praveen K. *Appreciating Poetry: A Practical Course*. Hyderabad: Orient Longman, 1999.
- Schiach, Don. *The Critical Eye: Appreciating Poetry and Prose* (Language Skills Series). Edinburgh: Thomas Nelson Publishers, 1988.
- Fenton, James. *An Introduction to English Poetry*. London: Penguin (new edition – 2003)
- Corcoran, N. *The Cambridge Companion to Twentieth Century English Poetry*. Cambridge: Cambridge University Press
- Shaw, Valerie. *The Short Story: A Critical Introduction*. London: Longman
- Sen, Krishna. *Critical Essays on R.K. Narayan's The Guide*. Hyderabad: Orient Blackswa
- Ward, A.C. ed. *Bernard Shaw's Arms and the Man*. Hyderabad: Orient Blackswan
- Halder, Santwana. *Mahesh Dattani's Tara: A Critical Study*. Delhi: Prestige Books
- Chaudhuri, Asha Kuthari. *Mahesh Dattani: An Introduction*. Delhi: Foundation Books.

DSE-I (Choice-2)-I.L.2: Sessional Activities

Contact Hours per week: 2

Credits : 2

Examination Duration : 3 Hours

Maximum Marks : 25 (Material Review & Presentation - 15, Viva -5, Records - 5)

- Complaining, Apologizing, forgiving, expressing disappointment.

Unit-I: Oral Communication -II

- i. Presentation Skills
- ii. Interview
- iii. Group Discussion
- iv. Public Speaking

Transactional Strategies

Lectures, group discussions, material review, presentations

Recommended Readings:

- *Fluency in English-Part I*. New Delhi: OUP
- Sen, Leena. *Communication Skill*, New Delhi: Prentice Hall of India
- Sethi, J et al. *A Practice Course in English Pronunciation*. New Delhi: Prentice Hall of India
- Bansal R.K. and J.B. Harrison. *Spoken English* (with CD). Hyderabad: Orient Blackswan
- SOUNDS – The Pronunciation App (Free for Android phones). Macmillan India Ltd.
www.macmillaneducationapps.com/soundspron/
- O'Connor, J.D. *Better English Pronunciation*. Cambridge University Press, 1980
- Hewings, Martin. *English Pronunciation in Use* –Cambridge University Press; 2007
- Baker, Anne. *Ship or Sheep*. Cambridge University Press, 2006
- Subramaniam, Bala. *Phonetics and Spoken English*. Macmillan Publishers (2012)

Semester: IV
Opt any one among Choice-1 and Choice 2
DSE-I (Choice-1)-I.1.1

Contact Hours per week: 4
Credit : 4
Examination Duration : 3 Hours
Maximum Marks : 75 (Terminal – 60, Internal – 15)

Unit 1: Development of Art and Architecture in India during Mughals.
Unit 2: Gupta Golden Age.

DSE –I (Choice -1) - I.1.2: Sessional Activities

Contact Hours per week: 2
Credit : 2
Examination Duration : 3 Hours
Maximum Marks : 25 (Material Review & Presentation -15, Viva- 5, Records -5)

Topics for Material Review

- Alexander and Porus in history
- Sultana Raziya in medieval Indian History

Topics for Projects/Seminars

- Din-i-Lahi
- Unity in Diversity

OR

DSE –I (Choice -2) - I.1.1

Contact Hours per week: 4
Credit : 4
Examination Duration : 3 Hours
Maximum Marks : 75 (Terminal – 60, Internal – 15)

Unit 1: Unification of Italy and Germany.
Unit 2: Russian Revolution

DSE –I (Choice -2) - I.1.2: Sessional Activities

Contact Hours per week: 2
Credit : 2
Examination Duration : 3 Hours
Maximum Marks : 25 (Material Review & Presentation -15, Viva- 5, Records -5)

Topics for Material Review

- Queen's Proclamation 1858
- Partition 1947

Topics for Projects/Seminars

- Bengal Renaissance and its impact
- Great Temples of India

DSE-I (Choice1) -1.1.1 Environmental Geography (Opt any one from the following)

Contact Hours per Week: 4

Credit: 4

Examination Duration: 3 Hours

Maximum Marks: 75 (Terminal-60, Sessional-15)

1. Geographers' approach to environmental studies
 2. Concept of holistic environment and systems approach
 3. Ecosystem: Concept, structure and functions
 4. Environmental pollution and degradation: Land, water and air
 5. Rural environmental issues: special reference to sanitation and public health
 6. Urban environmental issues with special reference to waste management
-
7. Environmental policies – Club of Rome, Earth Summits (Stockholm, Rio, Johannesburg)
 8. Global initiatives for environmental management (special reference to Montreal, Kyoto, Paris)
 9. Environmental Impact Assessment
 10. Environmental Management Planning
 11. Principles of wasteland management with special reference to West Bengal
 12. Forest management with special reference to West Bengal

References:

BOOKS:

- Basu, R. and Bhaduri, S. (Eds) 2007. Contemporary Issues and Techniques in Geography, Progressive Publishers.
- Chandna, R.C. 2002. Environmental Geography, Kalyani Press.
- Chapman, J.L., Reiz, M.J. 1993. Ecology: Principle and Applications, Cambridge University Press.
- Cunningham, W.P., Cunningham, M.A. 2004. Principals of Environmental Science: Inquiry and Applications, Tata Macgraw Hill.
- Goudie, A. 2001. 2013. The Human Impact on the Natural Environment: Past, Present, and Future, 7th ed, Wiley-Blackwell.
- Gilpin, A., 1994. Environmental Impact Assessment: Cutting Edge for the 21st Century, Cambridge University Press.
- Miller, G.T. 2004. Environmental Science: Working with the Earth, Thomson Brooks.
- Odum, E.P.,Barrett, G.W. 2005. Fundamentals of Ecology, Ceneage Learning.
- Raven, P.H., Hassenzahl, D.M., Hager, M.C., Gift, N.Y., Berg, L.R. 2015. Environment, 9th ed, Wiley.

- Sharma, P.D. 2011. Ecology and Environment, Rastogi Publications.
- Singh, S. 2013. Environmental Geography, Prayag Pustak Bhawan.
- Withgott, J.H., Laposata, M. 2017. Environment: The Science behind the Stories, 6th ed, Pearson.

WEBSITES:

BBC – Science & Environment: www.bbc.com/news/science_and_environment

Central Pollution Control Board: www.wbpcb.gov.in

Centre for Science and Environment: www.cseindia.org

Ministry of Environment, Forest and Climate Change: www.envfor.nic.in

The Energy and Resources Institute: www.teriin.org

The World Bank – Environment: www.worldbank.org/en/topic/environment

United Nations Environment Programme: www.unenvironment.org

West Bengal Pollution Control Board: www.cpcb.nic.in

DSE I (Choice-1) 1.I.2 : Practical.

Contact Hours Per Week : 2
Credit : 2
Examination Duration : 3 Hours
Maximum Marks : 25 (Expt-25, Viva-5, Record-5)

Environmental Geography Lab

1. Preparation of questionnaire for perception survey on environmental problems
2. Preparation of check-list for Environmental Impact Assessment of an urban / industrial project
3. Quality assessment of soil using field kit: Organic matter and NPK
4. Interpretation of air quality using CPCB / WBPCB data
5. Laboratory notebook and viva voce (10 marks)

References:

- Acevedo, M.F. 2012. Data Analysis and Statistics for Geography, Environmental Science and Engineering, CRC Press.
- Gilpin, A., 1994. Environmental Impact Assessment: Cutting Edge for the 21st Century, Cambridge University Press.
- Harris, R., Jarvis, C. 2011. Statistics for Geography and Environmental Science, Prentice Hall.
- Monkhouse, F.J., Wilkinson, H.R. 1971. Maps and Diagrams: Their Compilation and Construction, 3rd ed (2017 reprint), Alphaneumera-Kolkata.
- Pal S. K., 1998. Statistics for Geoscientists: Techniques and Applications, Concept Pub Co.
- Sarkar, A. 2015. Practical Geography: A Systematic Approach, 3rd ed, Orient Blackswan.
- Singh, R.L., Singh, R.P.B. 2008. Elements of Practical Geography, Kalyani Publishers.

OR

DSE-I (Choice-2)- 1.I.1 : Fluvial Geomorphology

Contact Hours per Week : 4
Credit : 4
Examination Duration : 3 Hours
Maximum Marks : 75 (Terminal-60, Sessional-15)

1. Scope and components of Fluvial Geomorphology. Rivers as hydro-systems. Geographers' approach to study of rivers
2. Run off: components and controlling factors. Run off cycle
3. Models of channel initiation and network development

4. Drainage basin and its significance as a hydrological unit
5. Linear, areal and altitudinal properties of drainage basin. Horton's stream laws.
6. Fundamentals of Rosgen stream classification system

7. Fluvial morphodynamics: Adjustment of channel forms to tectonic, climatic, sea level and land use changes
8. Large rivers of the tropics: Characteristics and significance
9. Fluvial landforms: Terraces, alluvial fans, badlands and accretion topography
10. Human intervention on fluvial systems : Types and consequences
11. Riverbank erosion and river degeneration: Processes, management and impact on land use
12. Integrated watershed management: Principles and significance

References:

- Bridges, E. M., 1990. *World Geomorphology*, Cambridge University Press.
- Charlton, R. 2016. *Fundamentals of Fluvial Geomorphology*, 2nd ed, Routledge.
- Chorley, R., Schumm, S. and Sugden, D.E. 1994. *Geomorphology*, Methuen.
- Chorley, R.J. and Kennedy, B.A. 1971. *Physical Geography: A Systems Approach*, Prentice Hall, Upper Saddle River.
- Goudie, A.S. (Ed) 2004. *Encyclopaedia of Geomorphology*, vol. 1 & 2, Routledge.
- Gupta, A. (Ed) 2008. *Large Rivers*, Wiley.
- Gupta, A. 2011. *Tropical Geomorphology*, Cambridge University Press.
- Huggett, R.J. 2011. *Fundamentals of Geomorphology*, Routledge.
- Kale V.S. and Gupta A. 2001. *Introduction to Geomorphology*, Orient Longman.
- Knighton, D. 1998. *Fluvial Forms and Processes: A New Perspective*, Arnold.
- Morisawa, M. 1985. *Rivers*, Longman.
- Petts, G.E. and Amoros, C (Eds). 1996. *Fluvial Hydrosystems*, Chapman and Hall.
- Rosgen, D.L. 1994. A classification of natural rivers, *Catena*, 22:169-199.
- Selby, M.J. 1985. *Earth's Changing Surface*, Oxford University Press.
- Sen, P.K. 1989. *Geomorphological Analysis of Drainage Basin: An Introduction to Morphometric and Hydrological Parameters*, University of Burdwan.
- Summerfield, M.J., 2003. *Global Geomorphology: An Introduction to the Study of landforms*, Longman.

SEMESTER-IV

PE 5: Assessment for Learning

Semester-IV	Credits-4
Total Marks:100 (Internal: 30, External: 70)	Contact Hours: 4 hours per week

Introduction

This Course – as its title suggests - proposes that teacher-learners become conscious of the distinction between assessment *for* learning and assessment *of* learning. Whereas both have their place in school education, a constructivist paradigm indicates a shift in emphasis towards the former. The course intends to enlarge current perspectives on assessment and evaluation, and enable teacher-learners to view student learning along multiple dimensions. It brings a specific focus on assessment of subject-based learning, as well as processes of feedback and reporting, which are among the core competencies needed by teachers. A critical review of the examination system and the assessment practices that derive from this is also felt to be a necessary component of the course; so that teacher-learners may learn to evolve more flexible and richer forms of assessment, even as they respond to current examination practices.

Assessment (and evaluation) is integral to school education and more specifically to teaching-learning. Since education in schools presupposes certain aims and objectives, it is crucial for teachers to be aware of how the progress and growth of students is to be assessed. This in turn implies that teachers become cognizant of what dimensions of growth or learning are to be assessed, what means are available to them for this purpose, and what effects are likely to flow from various kinds of assessment.

Objectives

The course will enable the student teachers to:

- Get basic knowledge of assessment for learning.
- Know the process of evaluation and it uses.
- Write educational objectives.
- Know different techniques of evaluation, tools of evaluation and their uses.
- Know different characteristics of instruments of evaluation.
- Know different types of teacher made tests and will construct them.
- Compute simple statistics to assess the learning.

- Understand different aspects of the complexities of the learning system.
- Know various school records designed for specific purposes.
- Understand the relationship between school and the community.
- Acquire knowledge about physical, infrastructural and human resources available in the schools.
- Understand the curricular process in the school.
- Evaluate the school effectiveness and other functional aspects of the schools.
- Explore the students support services available and achievements of the schools.

Unit-I: Concept of Assessment, Evaluation and Learning:

- Meaning of Test, Measurement, Assessment and Evaluation.
- Distinguish among Measurement, Assessment and Evaluation.
- Nature and purpose of Evaluation.

- Assessment and Evaluation: Meaning, Purpose of assessment (improving learning and teaching); purpose of evaluation (placement, diagnosis, promotion, certification, providing feedback); Interrelationship between assessment and evaluation.
- Continuous and Comprehensive Assessment (CCA): Meaning, Importance and Scope; Learning and Assessment: Assessment of Learning, Assessment for Learning, and Assessment as Learning; CCA vs. CCE.

Unit-II: Approaches and Techniques of Evaluation, Criteria of Assessment Procedure and Psychological Test:

- Approaches-Formative and Summative; NRT and CRT.
- Techniques- observational, self-reporting, psychological and Educational tests.
- Validity- Meaning, Types and Measurement.
- Reliability - Meaning, Types and Measurement.
- Norm and Usability.
- Psychological Test: Meaning and concept, Preliminary idea about – Intelligence test, Aptitude test, Interest Inventory, Attitude test, Creativity and Personality, Achievement test- meaning, characteristics, steps for construction and uses, Diagnostic and prognostic test, Types of Tests; Written Test, Oral Test, NRT, CRT, Summative Test, Formative Test, Diagnostic Test.

Unit-III: Elementary Statistics in Evaluation and Problem- learner:

- Use of Statistics in Education: Scoring and Grading, Analysis of Score and Its Interpretation
 - a) Raw score, Tabulation and Frequency of data.
 - b) Graphical representation of data (Histogram, frequency Polygon).
 - c) Measures of Central Tendency (Mean, Median Mode), dispersion (range, quartile deviation and standard deviation) and their uses in evaluation.
 - d) Standard scores: T score, Z score, percentile and their uses.
 - e) Correlation: Meaning, types (product moment and rank difference), calculation and uses.
- Problem – Learner: Problem – Learner; Concept and Types, Identification of Problem – Learner; Observation, Case Study, Socio-Metric & Testing (Educational and Psychological) Techniques, Remedial Measures – Guidance & Counseling, Life-Skill Training.

Unit-IV: Assessment for Learning System – Infrastructural Facilities, Human Resource and Management and Record Maintenance:

- Infrastructural facilities: Rooms (types and numbers), Classroom furniture, Sanitation facility, Drinking water, Playground and Library.
- Human Resource: Teaching staff (Full Time + Part Time + Para teacher), Non – Teaching staff, Students:- Boys / Girls / SC / ST /OBC / Minority / Special Needs Children and Teacher-student Ratio.
- Management & Record Maintenance: Managing Committee, Committees for Academic Purposes, Different Committees, Fee Structure, Number of units/ School hour/ time table / periods, Students participation – student Self – Government, Records: Accounts related, Staff related, Student related and Curriculum related.

Unit-V: School Community Relationship and Special Service Provided:

- School Community relationship: Community involvement in decision making, Community Contribution to school, Meeting with community members and School response to parents.

- Special Service Provided: Mid-Day Meal, Book bank for poor students, Tutorial for weaker students, Remedial teaching, Parent Teacher Association, Staff Welfare Service, Health Programme, Conducting Talent Search Examination and Providing Scholarship.

Suggested Activities:

- Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives.
- Framing measurable and non-measurable learning outcomes.
- Determining the objectivity given an answer key.
- Determining the objectivity of a tool.
- Finding out the content validity of the given question paper.
- Designing Rating scale, Questionnaire, Interview Schedule in a given a topic.
- Preparation of Blue Print and a question paper.
- Prepare graphs and use statistics for analysis of test result.
- Preparation of 50 objective-based items, at least 5 from each type of test items in any school subject.
- Construction of an achievement test on any topic (carrying 25 marks), its administration and interpretation of the results.
- Preparation of a plan for CCA activities for any class during an academic session.
- Appraisal of current CCA practices in the secondary schools.
- Analysis of examination marks obtained by the students in any subject in a class and preparation of a report for sharing.

Suggested Readings:

- Anderson, L. W. (2003). *Classroom assessment: Enhancing the quality of teacher decision making*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Burke, K. (2005). *How to assess authentic learning* (4th Ed.). Thousand Oaks, CA: Corwin.
- Cooper, D. (2007). *Talk about assessment: Strategies and tools to improve learning*. Toronto, Ontario: Thomson Nelson.
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Garrett, H. E. (1973). *Statistics in psychology and education* (6th Ed.). Bombay: Vakils, Feffer & Simon.
- Gronlund, N. E. & Linn, R. L. (2009). *Measurement and assessment in teaching* (10th Edn). Upper Saddle River, NJ: Pearson Education, Inc.
- Newman, F. M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
- Nitko, A. J. (2001). *Educational assessment of students* (3rd Ed.). Upper Saddle River, NJ: Prentice Hall.
- Panda, M. & Bisawas, R. (2016). *Assessment for Learning*. Aaheli Publishers: Kolkata.
- Popham, W. J. (1993). *Modern educational measurement*. Englewood Cliffs, N.J.: Prentice Hall.
- Popham, W. J. (2010). *Classroom assessment: What teachers need to know* (6th ed.). New York: Prentice Hall.
- Shepard, L. A. (2000). The role of assessment in learning culture. *Educational Researcher*, 4-14.
- Stiggins, R. (2005). *Student-involved classroom assessment*. (4th Ed.). Columbus,

PE 6: Creating an Inclusive School

Semester-IV	Credits-2
Total Marks: 50 (Internal: 15, External: 35)	Contact Hours: 2 hours per week

Introduction

The diversity in society is a fact and the reflection of it in the school is natural. Traditionally these diversities were considered as inability of the individual to be able to meet the requirement of the school/classroom. Now diversities are considered as imposed by the hurdles created by the society. Similarly the difficulties of students to learn in the classroom are due to the expectation of the system, architecture of the building and classroom, design of teaching and many other related factors. The philosophy underlying this course is that every student is unique and each one has the potentiality to learn. The management of individual difference is a social responsibility which a school has to accept. Creating a learning environment to provide opportunity to participate fully in the process of learning is the task for a teacher. This is an effort with an intention to develop a mindset in the teacher which results in accepting 'all' children in the class as his/her responsibility. This is a small beginning to a teacher towards a major shift towards change in the system and society. With this course it is expected that the teacher will understand student who is 'different' in the class as 'unique' who needs the input and attention like other students. The modalities of transaction will include case studies and interactions with eminent speaker, group discussions, book reviews, self-learning, ICT based teaching learning, visits to various schools (special, integrated and inclusive) and institutions (national and regional centers), viewing relevant documentaries and films, critical analysis and reflections.

Objectives

The course will enable the student teachers to:

- Understand the meaning and significance of Inclusive education.
- Gain knowledge on Policy and legislative frameworks promoting inclusion.
- Learn to create inclusive classrooms using inclusive pedagogy (teaching strategies, CCE).
- Understand the linkages and collaborations for resource mobilization.

Unit I: Understanding Inclusion in Education

- Concept & History of Special education, Integrated education and Inclusive Education & their relations; paradigm shift from segregation to inclusion.
- Philosophical, Sociological, Economical and Humanitarian dimensions of inclusive education.
- Advantages of inclusive education for the individual and society, Factors affecting inclusion.
- Concept of inclusion in education: need and importance;
- Inclusive school: concept and characteristics.
- Policy perspectives: Initiatives to promote inclusive education- equity and equality.
- Policy perspectives-International Focus: Salamanca Statement,1994; UNCRPD,2006; EFA (MDG), 1990, 2000.

- Policy perspectives-National Focus: Constitutional obligations for education of diverse groups, RTE 2009, NPE, 1986-92, PWD Act 1995 and revised PWD Bill 2012, NCF 2005 and NFG papers, SSA, RMSA, National Commission on Minority Education Institutions(NCMEI), National Commission for Education of SC, ST.
- Educational concessions, facilities and provisions.

Unit II: Understanding Diversity for Inclusive Education

- Diversity due to disability (Nature, Characteristic and Needs).
- Special needs of children with sensory disabilities.
- Special needs of children with cognitive disabilities.
- Special needs of children with physical disabilities.
- Girls with disabilities, multiples disabilities.
- Diversity due to socio-cultural and economic factors, Special needs of children arising due to language difference, gender, class, caste, religion and other factors.

Unit III: Addressing Diversities in Inclusive Set Up

Defining learners with special needs:

- Understanding differently abled learners – concepts, definitions, characteristics, classification, causes and preventive measures of V.I, H.I, SLD, LI
- Preparation for inclusive education – School’s readiness for addressing learner with diverse needs
- 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)
- Identification and overcoming barriers for educational and social inclusion
- Curricular Issues: Content, Relevance and contextualization; Curricular process; managing inclusive classroom; Assessment.
- Promoting gender equality through education.
- Learning and learners: support/assistive and adaptive devices, ICT use; Universal Design for Learning (UDL).

Unit IV: Addressing Diversities in Inclusive Set Up

- Preparation for inclusive education: concept and characteristics of Inclusive school; classroom organization and management; development of suitable TLM.
- Curricular Issues: Content, Relevance and contextualization; curricular process; curricular adaptations; assessment.
- Learning and learners: Pedagogical strategies- Cooperative and Collaborative learning strategies, peer tutoring, team teaching, reflective teaching, multisensory teaching; Universal Design for Learning (UDL).
- Technological Advancement and its applications: ICT use, Adaptive and Assistive devices.
- Skills and competencies of teachers and teacher educators for education in inclusive settings; Professional development of teachers – their Attitude & Accountability.
- Identification and overcoming barriers for educational and social inclusion.

Suggested Activities:

- During the field visit, observe the teaching learning processes, infrastructure available and assess the nature of inclusive indicator/practices. List the existing challenges and factors that promote inclusive practices. Please give justifications.
- Prepare the need profile of all children in a class. Critically analyze the profile prepared for establishing relation between students' needs and their abilities/disabilities. Identify relationship between students' needs and their socio-economic and educational status.
- Adapt at least one pedagogical practice studied in the pedagogy course and suggest ways to make it appropriate for addressing the needs of all learners in the class.
- Study the assessment and evaluation practices being followed in a school. Critically reflect on the practices in the context of inclusive education.
- Review the characterization of challenged persons/children in the popular media. If possible draw correlations between popular myths and current beliefs and media representations.
- Visit a nearby special, inclusive and regular school. Make observations in terms of time table, teaching learning activities, infrastructure, child to child interaction and parental support. Compare the practices.
- Carry out interaction with the regular teachers and ascertain the current challenges for promoting inclusive education. Try to collect their opinion on the subject. Talk to at least 25 teachers.
- Is inclusion a new concept? Find evidence of inclusion in Vedic era and trace the journey to modern times. Think. Reflect and Discuss.

Suggested Readings:

- Ainscow, M. and Booth, T (2002) *Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: CSIE.
- Ainscow, M., Dyson, A. and Booth, T. (2006) *Improving Schools, Developing Inclusion*, London: Routledge.
- Hegarty, S. and MithuAlur (2002) *Education and Children with Special Educational Needs- Segregation to Inclusion*, New Delhi: Sage Publication India Pvt. Ltd
- Julka, A. *Index of Inclusion* (2012) NCERT, New Delhi.
- Jha, M. (2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai.
- Julka, A (2006) *Meeting special needs in schools" A manual*, NCERT, New Delhi
- UNICEF (2003) *Examples of Inclusive Education*, UNICEF ROSA, Kathmandu
- World Bank (2003) *Inclusive Education: Achieving Education for All including those with Disabilities and Special Educational Needs*.
- Ysseldyke, J.E. and Algozzine, B. (1998) *Special Education A Practical approach for Teachers*, New Delhi: Kanishka Publishers Distributors.
- Julka, A. (2014) *Including Children with Special Needs: Primary Stage*
- Julka, A. (2015) *Including Children with Special Needs: Upper Primary Stage*
- Julka, A. (2014) *Teachers Creating Inclusive Classrooms: Issues and Challenges – A Research Study*
- NCERT (2006), *Position Paper : National Focus Group on Education of children with Special Needs*, NCERT; DEGSN, New Delhi
- NCERT (2006), *Position Paper: National Focus Group on Problems of Scheduled Castes and Scheduled Tribe Children* NCERT, DEGSN, New Delhi.
- MHRD (2009), *The Right of Children to Free and Compulsory Education Act, 2009*. Ministry of Human Resource Development, New Delhi

Semester-V

(B.A. B.Ed.)

Semester Structure & Title of Papers

Sl. No.	Course Paper	Subject	Paper Name	Marks	Page No.
1	CC-5 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Bangla Natak	100	121
		English	Linguistics and Modern English Structure		122
		History	Social formation and Cultural pattern of the Pre-modern times		124
		Geography	Climatology		126
2	CC-6 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Bangla Probandha	100	128
		English	English Novel, Short Stories and Essay (In place of Reading and Appreciating Drama)		129
		History	Themes in Medieval India History (650-1750)		130
		Geography	Hydrology and Oceanography		133
3	CC-7 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Bangla Chhondo Ebong Alognkar	100	136
		English	English Language Teaching (In place of Sociolinguistics and Language Evaluation)		137
		History	Making of Contemporary India		138
		Geography	Statistical Methods in Geography		139
4	CC-8 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Adhunik Bangla Kobita	100	141
		English	Reading and Appreciating Drama (In place of Literary Criticism)		142
		History	History of East Asia-china (1840-1949)		143
		Geography	Economic Geography		145
5	CPS-2.1	Education	Pedagogy of School Subject-1; Part-1; Language (Bengali/English) any one	100	147
	CPS-3.1		Pedagogy of School Subject-2; Part-1; Social Science (History/Geography) any one	100	153
	EPC-2		Learning to Function as a Teacher	50	162
Total				650	

SEMESTER-V
CC-V
BANGALA NATAK

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Full Mark: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect on Bengali drama in literature.

Unit-I: Bangla Rangaloyer Itihaas.

Unit-II: Sharmistha By Madhusudan Dutta

Prafullo By Girish Chandra Ghosh

Unit-III: Noorjahan By Dwijendralal Roy

Raktakarobi By Rabindra Nath Tagore

Unit-IV: Nabanno By Bijon Bhattacharya

ChandBaniker Pala By Shambhu Mitra

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference Books:

- Bangle Natoker Itihaas. By Ajit Kumar Ghosh.
- Bangla Natyo Mancher Ruprekha By Durgashankar Mukhopadhyay
- Bangla Natyo Sahityer Itihaas. By Ashutosh Bhattacharya
- Rabindro Natyo Porikroma. By Upendro Nath Bhattacharya.
- Nabanno : Projojona o Provab By Sudhi Pradhan

SEMESTER-V
CC -V
LINGUISTICS AND MODERN ENGLISH STRUCTURE

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student are expected to critically reflect and analyse the issues related to reading and Appreciating English novels, short stories and essays.

Unit-I: Basics of Linguistics

- i. Definition and Scope
- ii. Levels and Branches of Linguistics
- iii. Language- Definition and features
- iv. Animal Communication and Human Language
- v. Assumptions of Modern Linguistics

Unit- II: Sociolinguistics

- i. Definition and Scope
- ii. Dialect & Register
- iii. Standard and Non-standard Language,
- iv. Pidgin and Creole
- v. Gender and Language

Unit- III: Morphology:

- i. Definition and scope
- ii. Types of morphemes
- iii. Morphological Processes
- iv. Morphological Description and Analysis

Unit- IV: Syntax

- i. Definition and scope
- ii. Structural Grammar- Background, IC Analysis/PS rules
- iii. Structure of Noun Phrases and Verb Phrases

Transactional Strategies

Lectures, group discussions, material review, presentations etc.

Recommended Readings:

- Akmajian, H. et al. 1996. *Linguistics -- An Introduction to Language and Communication*. New Delhi: Prentice-Hall of India.
- Board of Editors. *Linguistics: An Introduction*. Hyderabad: Orient Blackswan, 2015.
- Yule, George. *The Study of Language*. Cambridge: CUP, 2016
- Palmer, Frank. *Grammar*. Harmondsworth: Penguin Books

- Verma and Krishnaswamy. *Modern Linguistics: An Introduction*. New Delhi: OUP
- Chaskar, Pagare, Jadhav. *Linguistics: An Introduction*. OrientBlackswan, 2014
- Rahman, Tariq. *A General Introduction to Linguistics*. Orient Blackswan; 2010
- *Cambridge Encyclopedia of Language*, Cambridge University Press, 2010
- Carstairs-McCarthy, Andrew. *An Introduction to English Morphology*, , Edinburgh University Press (2001)

SEMESTER-V

CC-V

**SOCIAL FORMATION AND CULTURAL PATTERN OF
THE PRE-MODERN TIMES**

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to Social formation and Cultural pattern of the Pre-modern times.

UNIT-I:

- Evolution of Homo Sapiens, Paleolithic and Mesolithic Cultures.
- Food Production: beginning of agriculture and domestication of animals
- Bronze Age Culture: i) Economy, ii) Social Stratification, iii) State structure in reference to Mesopotamia (upto Akkadian Empire).

UNIT-II:

- Subsistence Economy to feudal states in Europe from 7th to 15th AD Centuries, Origin of feudalism and crisis of feudalism

UNIT-III:

- Religion and culture in medieval Europe:
 - i) Rise of Papacy,
 - ii) monastic revival,
 - iii) family organization,
 - iv) demographic changes

UNIT-IV:

- Rise of Islam in Central Asia – the tribal background
- The caliphate – society and state
- Religious development – the origin of Shariah, Sufism

Transactional Strategies:

Lecture, group interaction, material review and presentation, etc.

ESSENTIAL READINGS

- Perry Anderson, Passages from Antiquity to Feudalism.
- J. D. Bernal, Science in History. Vol I.
- Marc Bloch. Feudal Society. 2 Vols.
- Burns and Ralph, World Civilizations, Vol. A, B, C.
- Cambridge History of Africa
- Cambridge History of Islam
- V. Gordon Childe, What Happened in History
- V. Gordon Childe, Social Evolution.
- G. Clark, World Prehistory, A New Perspective
- Georges Duby. The Early Growth of the European Economy.
- Glyn Daniel, First Civilizations

- Fagan. People of the Earth.
- Amar Farouqi, Early Social Formations (2001)
- M. I. Finley, The Ancient Economy.
- Fontana Economic History of Europe. Vol.I.
 - Hauser. A Social History of Art. Vol.I.
- Jacquetta Hawkes. First Civilization
- P. K. Hitti. History of the Arabs.
- G. Roux, Ancient Iraq.
- BaiShaoyi, An Outline History of China
- H.W.F. Saggs. The Greatness that was Babylon
 - Trigger, Ancient Egypt : A Social History
- UNESCO Series History of Mankind, Vols. I-III / or New ed. History of Humanity
- R. J. Wenke, Patterns in Prehistory 28

Suggested Readings

- V. I. Alexeev, The Origins of the Human Race.
- S. Ameer Ali. The Spirit of Islam
- J. Baraclough. The Medieval Papacy
- J. Barraclough (ed.) The Times Atlas of World History, rev. ed. Geoffrey Parker (1994)
- R.E.M. Balsden. The Story of Empire
- K. C. Chang, The Archaeology of China
- V. Gordon Childe. Man Makes Himself
- Encyclopedia of Islam (1st ed.) 1 Vol.
- M.I. Finley, The Ancient Greeks
- M.I. Finley, Ancient Slavery and Modern Ideology
- P. Garnsey and Saller. The Roman Empire
- J. Huizinga. The Waning of the Middle Ages / Revised ed. The Autumn of The Middle Ages.

- K. Hopkins. Conquerors and Slaves
- M. G. S. Hodgson. The Venture of Islam
- Rodney Hilton, Bondmen Made Free.
- Rodney Hilton. Transition from Feudalism to Capitalism.
- H. M. Jones. Decline of the Ancient World
- J. Mellaart. Neolithic of the Near East
- Joseph Needham. Science and Civilization in China Vol.I.
- L. Oppenheim. Ancient Mesopotamia.
- J.N. Postgate, Early Mesopotamia
- G. W. Southern, Making of Middle Ages.
- Paul Wheatley. Pivot of the Four Quarters

SEMSTER-V

CC-5 Climatology

Contact Hour per Week: 4

Credits: 4

Examination duration: 3 Hours

Maximum marks :70 (Terminal- 50, Sessional- 20)

Unit I: Elements of the Atmosphere

1. Nature, composition and layering of the atmosphere
2. Insolation: controlling factors. Heat budget of the atmosphere
3. Temperature: horizontal and vertical distribution. Inversion of temperature: types, causes and consequences
4. Greenhouse effect and importance of ozone layer

Unit II: Atmospheric Phenomena and Climatic Classification

5. Condensation: Process and forms. Mechanism of precipitation: Bergeron-Findeisen theory, collision and coalescence. Forms of precipitation
6. Air mass: Typology, origin, characteristics and modification
7. Fronts: warm and cold; frontogenesis and frontolysis
8. Weather: stability and instability; barotropic and baroclinic conditions
9. Circulation in the atmosphere: Planetary winds, jet stream, index cycle
10. Tropical and mid-latitude cyclones
11. Monsoon circulation and mechanism with reference to India
12. Climatic classification after Thornthwaite (1955) and Oliver

References:

BOOKS

- Ahrens, C.D. 2012. Essentials of Meteorology: An Invitation to the Atmosphere. 9th Ed, Cengage Learning.
- Barry, R.G, Chorley R.J. 2009. Atmosphere Weather and Climate. 9th Ed, Routledge.
- Critchfield, H. J. 1983. General Climatology. Prentice Hall India Ltd (2010 Reprint).
- Lal, D.S. 2012. Climatology. Sharda Pustak Bhawan.
- Lutgens, F.K., Tarbuck, E.J. 1998. The Atmosphere : An Introduction to Meteorology, 9th Ed, Prentice-Hall Inc.
- Oliver, J.E., Hidore J.J. 2002. Climatology: An Atmospheric Science, Pearson Education India

WEBSITES

India Meteorological Department: www.imd.gov.in

Intergovernmental Panel on Climate Change: www.ipcc.ch

World Meteorological Organization: public.wmo.int/en

CC 5.2

Practical – Climatology Lab

Contact Hour Per Week: 2

Examination duration: 3 Hours

Maximum marks: 30 (Exp. 20, Viva-5, Record-5)

A Project File, comprising of one exercise from each of the following is to be prepared and submitted

1. Measurement of weather elements using analogue instruments: Mean daily temperature, air pressure, relative humidity, rainfall [
2. Interpretation of a daily weather map of India (any two): Pre-Monsoon, Monsoon and Post-Monsoon
3. Construction and interpretation of hythergraph and climograph (G. Taylor)
4. Construction and interpretation of wind rose
5. Viva-voce based on laboratory notebook

References:

- Monkhouse, F.J., Wilkinson, H.R. 1971. Maps and Diagrams: Their Compilation and Construction, 3rd ed (2017 reprint), Alphaneumera-Kolkata.
- Sarkar, A. 2015. Practical Geography: A Systematic Approach, 3rd ed, Orient Blackswan.
- Singh, R.I., Singh, R.P.B. 2008. Elements of Practical Geography, Kalyani Publishers.

CC-VI
BANGALA PROBONDHA

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Full Mark: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect on Probondha in Bengali Literature.

Unit-I: Probondha, Nibondher roopbhed

Unit-II: Bibidho Prabondho By Bankim Chandra

a. Bangodesher Krishak

b. Uttarcharit

Unit-III: Bichitro Probondho By Rabindra Nath

a. Library.

b. Paroninda.

Unit-IV: Prachho O Paschatto. (By Swmi Vibekananda)

Unit-V: Birboler Haalkhata. (By Promotho Choudhary)

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference Books:

- Bangla Sahityae Promotho Choudhury. By Rathendro Nath Roy.
- Birbol O Bangla Sahityae. By Arun Kumar Mukhopadhyay.

Semester-5

CC –VI

ENGLISH NOVEL, SHORT STORIES AND ESSAYS

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student are expected to critically reflect and analyse the issues related to reading and Appreciating English novels, short stories and essays.

Unit - I

- i. The following literary terms relating to fiction – plot, characterization, point of view, setting, novella
- ii. The following fictional modes – picaresque novel, Gothic novel, domestic novel, historical novel, science fiction, autobiographical novel, regional novel, stream of consciousness novel, Bildungsroman.

Unit-II

Jane Austen, *Pride and Prejudice* or Thomas Hardy, *Far From the Madding Crowd* or Joseph Conrad, *Lord Jim*

Unit-III

Short stories

James Joyce – ‘Araby’
D. H. Lawrence – ‘The Rocking-Horse Winner’
Katherine Mansfield – ‘The Fly’
Somerset Maugham, ‘Mr. Know-All’

Unit-IV

Essays

Francis Bacon, ‘Of Studies’
Charles Lamb, ‘The Praise of Chimney-Sweepers’
G.B. Shaw, ‘Spoken English and Broken English’
George Orwell, ‘Shooting an Elephant’

Transactional Strategies:

Lectures, group discussions, material review, presentations etc.

Recommended Readings:

The Novel

- Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. Oxford: OUP.
- Allen, Walter. *The English Novel*. Harmondsworth: Penguin Books
- Arata Stephen et al. *A Companion to the English Novel*. Oxford: Wiley Blackwell
- Eagleton, Terry. *The English Novel: An Introduction*. Oxford: Wiley Blackwell
- Cassuto, Leonard et al eds. *The Cambridge History of the English Novel*. Cambridge: Cambridge UP

Short Story

- Shaw, Valerie. *The Short Story: A Critical Introduction*. London: Longman

The Prescribed Novels

- Rubinstein, E. *Twentieth-Century Interpretations of Pride and Prejudice*. New Jersey: Prentice Hall
- Kuehn, Robert E. *Twentieth-Century Interpretations of Lord Jim*. New Jersey: Prentice Hall

SEMESTER-V

CC-VI

THEMES IN MEDIEVAL INDIAN HISTORY (AD 650 - 1750)

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect the Themes in Medieval Indian history (AD 650-1750).

UNIT-I:

- Historiographical considerations: Features of Colonial Writings on Medieval Indian History.
- Features of Nationalist Writings on Medieval Indian History
- Sources : Literature, epigraphic and numismatic

UNIT-II:

- Political structure of the Delhi Sultanate – Central Administration and Military Organization
- Economic system under the Sultanate : Market Regulations and the Iqta system,
- Disintegration of the Sultanate : causes

UNIT-III:

- Religion and Culture : Sufism–Silsilahs and practices
- Bhakti movements : Role of Kabir, Nanak, and the South Indian Tradition
- Cultural Developments : Art Architecture and growth of literature

UNIT-IV:

- The Mughal state : The Nobility and Zamindars; The Mughal Administration and the Mansabdari system
- The State and Religion: Akbar's religions policy; Din-i-Ilahi and Sul-hi-Kul.
- Agrarian systems under the Mughals : Revenue and Jagir system

Transactional Strategies:

Lecture, group interaction, material review and presentation, etc.

Suggested Readings:

- Alam Muzaffar and Subramanyam. Sanjay (ed.). The Mughal State (Delhi. OUP. Oxford India Paperback. .2000.
- Banga Indu, (ed.) The City in Indian History: Urban Demography, Society and Politics (Delhi. Manohar, 1991.
- Champakalaxmi. R.. Trade. Ideology and Urbanization: South India 300 BC to AD 1300 (Delhi. OUP. 1997).
- Chaudhuri K.N. Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to ,1750 (Delhi. Munshiram Manoharal. 1985).

- Dilbagh Singh. *The State, Landlords and the Peasants: Rajasthan in the 18th Century* (Delhi. Manohar. 1990).
- Fukazawa, Hiroshi. *The Medieval Deccan: Peasants, Social Systems and States-Sixteenth to Eighteenth Centuries*, edn.17(Delhi.OUP, 1991)
- Gordon Stewart. *The Marathas, 1600-1818* (New Cambridge History of 'India) (Delhi. Foundation Books.1994).
- HabibIrfan (ed). *Medieval India- Research in the History of India, 1200-1750* (Delhi. OUP, 1992).
- *Agrarian System of Mughal India, 1526-1707*(Mumbai, Asia.. 1963).
- *An Atlas of the Mughal Empire*, edn 2 (Delhi, OUP, 1986).
- *Essays in Indian History: Towards a Marxist Perception* (De-- Tulika. 1995).
- Hasan, S. Nurul, *Thoughts on Agrarian Relations in Mughal India* (Delhi, PPH, 1973).
- Jackson, P. *The Delhi Sultanate* (Cambridge University Press circulated through Foundation Press, 1999).
- Karashima, N., *Towards a New Formation: South Indian Society Under Vijaynagar* (Delhi. OUP. 1992).
- Khan. A.R.. *Chieftains in the Mughal Empire During the Reign of Akbar* (Simla, IAS, 1977).
- Koch, Ebba. *Mughal Architecture: An Outline of its History and Development (1528-1858)* MunichPrestc 1999).
- *Mughal Art and Imperial Ideology* (Delhi, OUP, 2001).
- Kulkarni, A.R., *Maharashtra in the Age of Shivaji* (Poona, Deshmukh, 1969).
- Kulke, Hermann, *The State in India (AD 1000-1700)* (Delhi. OUP. 1995).
- Mallik , B.K., *Paradigms of Dissent and Protest : Social Movements in Eastern India(CAD 1400-1700)*, Manohar, New Delhi, 2004.
- Moreland, W.H.. *Agrarian System of Moslem India: A Historical Essay with Appendices*. Edn. 2 Delhi. Oriental Book Reprint Corp.. 1968).
- Moreland, W.H.. *From Akbar to Aurangzeb : A Study in Indian Economic History* (Delhi. Low Pnca Publication 1990.
- Mukhia, Harbans, *Historians and Historiography During the Reign of Akbar* (Delhi, Vikas. 1976).
- Nazmi, Khaliq A., *Religion and Politics in the Thirteenth Century* (Aligarh. 1961).
- Qaiser, A.J.. *The Indian Response to European Technology and Culture. 1498-1707* (Delhi, OUP 1982).
- Qureshi. I.H.. *The Administration of the Moghal Empire* (Delhi. Low Price Publication, 1990).
- Raychaudhuri, Tapan, and IrfanHabib (eds.), *Cambridge Economic History of India, Vol. I. X. 'ZOO-c. 1750* (Delhi, S. Chand, 1984).

- Richards, J.F. (ed.), Power. Administration and Finance in Mughal India (Britain. Varionum, 1993)
- The Imperial Monetary System of Mughal India (Delhi. OUP. 1987).
- New Cambridge History of India: The Mughal Empire (Delhi, Cambridge, 1931)
- The Mughal Empire (Delhi, Foundation Books, 1993).
- Rizvi Syed Athar Abbas, History of Sufism, Vol I (Delhi, MunshiramManoharlal.. 1983).
- Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries (Delhi, MunshiramManoharlal.. 1993).
- Religious and Intellectual History of the Muslims in Akbar's Reign (Delhi. MunshiramManoharlal, 1975).
- Satish Chandra, Historiography, Religion and State in Medieval India (Delhi, HarAnand, 1996). .
- Medieval India : From Sultanate to the Mughals, Part I, Delhi Sultanate (1205-1526) (Delhi. HarAnand, 1997).
- Medieval India: Society, The Jagirdari Crisis and the Village (Delhi. Macmillan, 1992).
- The History of Medieval Deccan (1295-1724) (Hyderabad, Govt. of A.P. Press 1973).
- Ahamd, Land Revenue Administration" under the Mughals. 1700.1750 (Delhi. MunshiramManohorlal 1989.)
- Region and Empire: Punjab ,in the 17th century (Delhi. OUP, 1991).
- Stein Burton New Cambridge History of India:. Vijayanagar (Cambridge Univ. Press. 1989).
- Tripathi, R.P., Rise and Fall of Mughal Empire. (Va. II) (Allahabad, Central Book Depot, 1963).
- Some Aspects of Muslim Administration Allahabad. Central Book Depot. 1964). 30
- Sheikh Ali, B. History : Concepts and Methods
- Sreedharan, K., A Text Book of Historiography, Orient Blackswan, Hyderabad.
- Yadav, Bhupendra., Framing History, 2012.
- IGNOU Booklets on Historiography

CC-6

Hydrology and Oceanography

Contact Hour per Week: 4

Credits: 4

Examination duration: 3 Hours

Maximum marks :70 (Terminal- 50, Sessional- 20)

Unit-I: Hydrology

1. Systems approach in hydrology. Global hydrological cycle: Its physical and biological role
2. Run off: controlling factors. Infiltration and evapotranspiration. Run off cycle
3. Drainage basin as a hydrological unit. Principles of water harvesting and watershed management
4. Groundwater: Occurrence and storage. Factors controlling recharge, discharge and movement

Unit-II: Oceanography

5. Major relief features of the ocean floor: characteristics and origin according to plate tectonics
6. Physical and chemical properties of ocean water
7. Water mass, T-S diagram
8. Air-Sea interactions, ocean circulation, wave and tide
9. Ocean temperature and salinity: Distribution and determinants
10. Coral reefs: Formation, classification and threats
11. Marine resources: Classification and sustainable utilisation
12. Sea level change: Types and causes

References:

- Dingman, S.L. 2015. Physical Hydrology, 3rd ed, Macmillan Publishing Co.
- Fitts, C.R. 2002. Groundwater Science, Elsevier.
- Garrison, T. 2016. Oceanography: An Invitation to Marine Science, 9th ed, Cengage Learning.
- Kearey, P., Klepeis, K.A., Vine, F.J. 2011. Global Tectonics, 3rd ed, Wiley-India.
- Karanth, K.R., 1988: Ground Water: Exploration, Assessment and Development, Tata- McGraw Hill, New Delhi.

- Pinet, P.R. 2014. Invitation to Oceanography. 7th ed, Jones and Barlett Publishers.
- Pinneker, E.V. 2010. General Hydrogeology, Cambridge University Press.
- Pugh, D., Woodworth, P. 2014. Sea-Level Science: Understanding Tides, Surges, Tsunamis and Mean Sea-Level Changes, 2nd ed, Cambridge University press.
- Raghunath, H.M. 2006. Hydrology: Principles, Analysis, Design, 3rd ed, New Age International Publishers.
- Reddy, P.J.R. 2014. A Textbook of Hydrology, University of Science Press.
- Subramanya, K. 2013. Engineering Hydrology, McGraw Hill Education.
- Sverdrup, K.A., Armrest, E.V. 2010. An Introduction to the World Oceans, 10th ed, McGraw Hill.
- Todd, D.K., Larry, W.M. 2004. Groundwater Hydrology, John Wiley & Sons.
- Ward, A.D., Trimble, S.W., Burckhard, S.R., Lyon, J.G. 2016. Environmental Hydrology, 3rd ed, CRC Press.

CC6.2 Practical – Hydrology and Oceanography Lab

Contact Hour Per Week: 2

Examination duration:3 Hours

Maximum marks: 30 (Exp. 20, Viva-5, Record-5)

1. Construction and interpretation of rating curves
2. Construction and interpretation hydrographs and unit hydrographs
3. Monthly rainfall dispersion diagram (Quartile method), Climatic water budget, and Ergograph
4. Construction of Theissen polygon from precipitation data
5. Viva-voce based on laboratory notebook (5 Marks)

References:

- Basu, R. and Bhaduri, S. (Eds) 2007. Contemporary Issues and Techniques in Geography, Progressive Publishers.
- Monkhouse, F.J., Wilkinson, H.R. 1971. Maps and Diagrams: Their Compilation and Construction, 3rd ed (2017 reprint), Alphaneumera-Kolkata.
- Sen, P.K. 1989. Geomorphological Analysis of Drainage Basin: An Introduction to Morphometric and Hydrological Parameters, University of Burdwan.

CC-VII
BANGALA CHHONDO EBONG ALONGKAR

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Full Mark: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect on the prosody and archaic literature in Bengali.

Unit-I: Sadharon porichiti- dhwoni, Aukhor, Matra, Loy, Ched, jyoti, Porbo, Choron, Shwashaghat.

Unit-II: Bangla Chonder Teen Ritir Naam bhed soho porichoy, Amitrakhor, muktok,
Sonnet O Chondo Bichar.

Unit-III: Alongkar : songa O Sadharon Porichoy
Aunupras, Jomok, Slesh, Upoma, Utprekha, Rupok, O Alongkar Bichar

Unit-IV: Byatirek, Aupnahuti, Shomashokti, Bishomo, Birodh O Alongkar Bichar.

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference Books:

- Bangle Chondo bibortoner dahra. By Probodh Chondro Sen.
- Bangla Chhando Porikroma By Amulyadhan Mukhopadhyay
- Alongkar Chondrika By Shyamapodo Chakroborti.

CC -VII
ENGLISH LANGUAGE TEACHING

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to Sociolinguistics and Language Acquisition especially in respect of English and English Language Teaching.

Unit I: Language Perspectives

- i. First, Second and Foreign Language
- ii. Acquisition vs. Learning
- iii. The Classroom, The Teacher and The Learner

Unit II: Teaching and Learning Basic Language skills

- i. Listening, Speaking, Reading and Writing- Theoretical Aspects, Task types, Problems and Solutions

Unit III: Approaches and Methods of English Language Teaching

- i. Notions of Approach, Method and Technique
- ii. Grammar-Translation Method
- iii. Direct Method
- iv. Audio-Lingual Method
- v. Communicative Approach

Unit IV: Materials for Language Teaching

- i. Materials for Teaching Four language Skills (LSRW)
- ii. Using the Textbook
- iii. Using authentic Materials
- iv. Using Teaching Aids
- v. Computer Assisted Language Learning (CALL)

Transactional Strategies

Lectures, group discussions, material review, presentations etc.

Recommended Readings:

- Larsen-Freeman, Diane. 1986. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Lightbown, P. and Spada. 1993. *How Languages are Learned*. Oxford: OUP.
- Nagaraj, Geetha. 2010. *English Language Teaching*. New Delhi: Orient BlackSwan
- Richards, J C and Rodgers, T S. 2001. *Approaches and Methods in Language Teaching*. 2nd ed. Cambridge: Cambridge University Press.
- Hall, Graham. *The Routledge Handbook of English Language Teaching*. London: Routledge
- Saraswathi, V. *English Language Teaching: Principles and Practices*. Hyderabad: Orient Blackswan
- Widdowson, H.G. *Defining Issues in English Language Teaching*. Oxford: OUP.
- Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*. 2nd Ed. Oxford: OUP
- Richards, Jack C. and Theodore S. Rodgers. *Approaches and Methods in English Language Teaching*. 3rd Ed. Cambridge: Cambridge U.P.
- Nation, I.S.P. *Teaching ESL/EFL: Reading and Writing*. London: Routledge

SEMESTER-V
CC-VII
MAKING OF CONTEMPORARY INDIA

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this, the student shall critically reflect and analyse the issues related to the Making of Contemporary India.

Unit- I: Towards an Independent India

- Government of India Act 1935
- Negotiations for Independence and Popular Movements
- Partition

Unit-II: Birth of the Republic and the Constituent Assembly

- Drafting and working of a democratic Constitution, Integration of Princely States

Unit-III: Indian Democracy at Work c1950- 1970s

- Issue and Challenges, Language, Caste, Gender, Region

Unit-IV: Economy Society and Culture c 1950-1970s

- The Land Question, Planned Economy, Industry and Labour
- Cultural Trends: Literature, Mass Media

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

REFERENCES

- Granville Austin, Indian Constitution: Cornerstone of a Nation, New Edition, OUP, 2011
- Francine Frankel, India's Political Economy, 1947-2004, New Delhi: Oxford University Press, 2006.
- Paul Brass, The Politics of India Since Independence, Cambridge: Cambridge University Press, 1994. Ram Chandra Guha, India after Gandhi: The History of the World's Largest Democracy, New Delhi: Picador, 2007
- Bipan Chandra, et al (ed) India after Independence, New Delhi: Penguin Books, 1999
- Appadurai, Domestic Roots of India's Foreign Policy 1947-1972. New Delhi: Oxford University Press, 1979.
- Rajni Kothari, Politics in India, New Delhi: Orient Longman, 1970.
- Joya Chatterji, The Spoils of Partition: Bengal and India, 1947-67, Cambridge: Cambridge University Press, 2007.
- Sunil Khilnani, The Idea of India, Penguin Books, New Delhi, 2004
- IGNOU, Democracy and Development, M.A. Pol. Science, Vol-I, II.

Statistical Methods in Geography

Contact Hour per Week: 4

Credits: 4

Examination duration: 3 Hours

Maximum marks :70 (Terminal- 50, Sessional- 20)

Unit I: Frequency Distribution and Sampling

1. Importance and significance of statistics in Geography
2. Discrete and continuous data, population and samples, scales of measurement (nominal, ordinal, interval and ratio),
3. Sources of geographical data for statistical analysis
4. Collection of data and formation of statistical tables
5. Sampling: Need, types, and significance and methods of random sampling
6. Theoretical distribution: frequency, cumulative frequency, normal and probability

Unit II: Numerical Data Analysis

7. Central tendency: Mean, median, mode, partition values
8. Measures of dispersion range, mean deviation, standard deviation, coefficient of variation
9. Association and correlation: Rank correlation, product moment correlation
10. Regression: Linear and non-linear
11. Time series analysis: Moving average
12. Hypothesis testing: Chi-squared test and T-test

References:

- Acevedo, M.F. 2012. Data Analysis and Statistics for Geography, Environmental Science and Engineering, CRC Press.
- Harris, R., Jarvis, C. 2011. Statistics for Geography and Environmental Science, Prentice Hall.
- McGrew Jr., J.C., Lembo Jr., A.J., Monroe, C.B. 2014. An Introduction to Statistical Problem Solving in Geography, 3rd ed, Waveland Press.
- Pal S. K., 1998. Statistics for Geoscientists: Techniques and Applications, Concept Pub Co.
- Rogerson, P.A. 2015. Statistical Methods for Geography: A Student's Guide, 4th ed, Sage.
- Sarkar, A. 2015. Practical Geography: A Systematic Approach, 3rd ed, Orient Blackswan.

CC7.2 Practical – Statistical Methods in Geography Lab

Contact Hour Per Week: 2

Examination duration: 3 Hours

Maximum marks: 30 (Exp. 20, Viva-5, Record-5)

1. Construction of data matrix with each row representing an areal unit (districts / blocks / *mouzas* / towns) and corresponding columns of relevant attributes
2. Based on the above, a frequency table, measures of central tendency and dispersion would be computed and interpreted using histogram and frequency curve
3. From the data matrix a sample set (20%) would be drawn using, random, systematic and stratified methods of sampling and locate the samples on a map with a short note on methods used
4. Based on of the sample set and using two relevant attributes, a scatter diagram and linear regression line would be plotted and residual from regression would be mapped with a short interpretation
5. Viva-voce based on laboratory notebook (5 Marks)

References:

- Acevedo, M.F. 2012. Data Analysis and Statistics for Geography, Environmental Science and Engineering, CRC Press.
- Harris, R., Jarvis, C. 2011. Statistics for Geography and Environmental Science, Prentice Hall.
- McGrew Jr., J.C., Lembo Jr., A.J., Monroe, C.B. 2014. An Introduction to Statistical Problem Solving in Geography, 3rd ed, Waveland Press.
- Pal S. K., 1998. Statistics for Geoscientists: Techniques and Applications, Concept Pub Co.
- Rogerson, P.A. 2015. Statistical Methods for Geography: A Student's Guide, 4th ed, Sage.
- Sarkar, A. 2015. Practical Geography: A Systematic Approach, 3rd ed, Orient Blackswan.

CC-VIII
ADHUNIK BANGLA KOBITA

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Full Mark: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect on the modern poetry in Bengali.

Unit-I:

Adhunik Bangla Kobitar songkhipto Itihas

Unit-II:

Ghorswar By Bishnu De

Banalata Sen By Jeebanananda Das

Songati By Sudhindranath Dutta

Swadhinata Tumi By Samsur Rahaman

Unit-III:

Kaste By Dinesh Das

Fool futuk na futuk By Subhas Mukhopadhyay

Jete Pari kintu keno Jabo By Shakti Chattopadhyay

Jadi Nirbasan Dao By Sunil Gangopadhyay

Unit-IV:

Urboshi By Samar Sen

Kolkatar Jisu By Nirendra Nath Chakroborty

Baborer Prarthana By Sankho Ghosh.

Tutorial By Joy Goswami

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference Books:

Adhunik Bangla Kobita By Dipti Tripathi

SEMESTER-V

CC -VIII
READING AND APPRECIATING DRAMA

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student are expected to critically reflect and analyze the issues related to literary Criticism from classical period to twentieth century.

Unit-I:

- i. The following literary terms relating to drama – tragedy, comedy, tragicomedy, farce, comic relief, conflict, denouement, the evolution of the dramatic unit from Aristotle to Scaliger and Castelvetro
- ii. The following dramatic modes – Revenge tragedy, heroic tragedy, comedy of manners, problem play, absurd drama, kitchen-sink drama

Unit II:

Shakespeare – *Twelfth Night* or *Macbeth*

Unit III:

G.B. Shaw – *Arms and the Man* or J.M. Synge, *Riders to the Sea*

Unit-IV:

Samuel Beckett – *Waiting for Godot*

Transactional Strategies:

Lectures, group discussions, material review, play-readings, presentations etc.

Prescribed Readings:

Editions of the prescribed plays by either OUP (New Delhi) or Orient Blackswan (Hyderabad/New Delhi)

Recommended Readings:

- Nicoll, Allardyce. *History of English Drama 1600-1900*. London: Barnes and Noble
- Axton Marie and Raymond Williams. *English Drama: Forms and Development*. Cambridge: Cambridge UP
- Bradley A.C. *Shakespearean Tragedy*. Oxford: OUP
- Barber, C.L. *Shakespeare's Festive Comedy*. Cambridge: Cambridge UP
- Esslin, Martin. *The Theatre of the Absurd*. London: Penguin

The prescribed texts

Annotated editions with Critical Introductory Essays from OUP India and Orient Blackswan are easily available

SEMESTER-V
CC-VIII
HISTORY OF MODERN CHINA

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the main aspects of the History of modern China.

UNIT-I:

- Imperialism in China in the 19th Century: Chinese society and state at the time of arrival of Western Powers, feudal economy, bureaucracy.
- Transformation of China into an 'informal' colony: The opium wars, treaty port system, the notion of extra-territoriality, Expansion of International concessions & penetration of finance capital.

UNIT-II:

- Agrarian and popular movements with special reference to Taiping and Boxer uprisings.
- Reforms of 1860-95 and 1901-08.
- The Revolution of 1911, Causes and context, Sun-Yat-Sen and his contribution in Republic – Failure of Republic and rise of Warlordism.

UNIT-III:

- The first United Front of Nationalists and Communists.
- The Maoist ideology and Programme – the idea of new democracy and social experiments in China – extermination campaigns and their failures.

UNIT-IV:

- The Long March and its significance.
- The second united front and civil war in China – Japanese occupation and Communist initiatives.
- The Communist revolution of 1949 and its agenda – reasons for Communist success in capturing power.

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested Readings:

- Beckmann, George M., Modernization of China and Japan (Harper & Row, 1962).
- Bianco, Lucien, Origins of the Chinese Revolution, 1915-1949 (London, OUP, 1971).
- Chesneaux, Jean, et al., China from Opium War to 1911 Revolution (Sussex, Harvester Press. 1976).

- Chesneaux, Jean, et al., *China from the 1911 Revolution to Liberation* (Delhi, Khosla Publishing, 1986).
- Chesneaux, Jean, et al., *Peasant Revolts in China, 1840-1949* (London, Thames & Hudson, 1973).
- Fairbank, John K, et al., *East Asia: Modern Transformation*.
- Franke, Wolfgang, *A Century of Chinese Revolution* (Oxford, 1980).
- *History of Modern China Series: The Opium War, The Taiping Revolution, The Reform Movement* (1898).
- Hsu, Y. Immanuel, *The Rise of Modern China* (OUP, 1989).
- Johnson, Chalmers A., *Peasant Nationalism and Communist Power: The Emergence of Red China, 1937-1945* (California, Stanford Univ. Press, 1962).
- Norman, E.H., *Japan's Emergence as a Modern State* (New York, Institute of Pacific Relations, 1946).
- Peffer, Nathaniel, *The Far East: A Modern History*.
- Rucell Victor, *1900 Boxer Uprising: A Background Study* (Cambridge, 1963).
- Vinacke, Harold M., *A History of the Far East in Modern Times*, George Allen & Unwin, London, 1962.

CC-VIII

Economic Geography

Contact Hour per Week: 4

Credits: 4

Examination duration: 3 Hours

Maximum marks :70 (Terminal- 50, Sessional- 20)

Unit I: Concepts

1. Meaning and approaches to Economic Geography.
2. Concepts in Economic Geography: Goods and services, production, exchange and consumption
3. Concept of economic man, theories of choices
4. Economic distance and transport costs

Unit II: Economic Activities

5. Concept and classification of economic activities
6. Factors affecting location of economic activity with special reference to agriculture (Von Thünen), and industry (Weber).
7. Primary activities: Agriculture, forestry, fishing and mining
8. Secondary activities: Classification of manufacturing, concept of manufacturing regions, special economic zones and technology parks
9. Tertiary activities: Transport, trade and services
10. Transnational sea-routes, railways and highways with reference to India
11. International trade and economic blocs
12. WTO and BRICS: Evolution, structure and functions

References:

BOOKS:

- Aoyama, Y., Murphy, J.T., Hanson, S. 2010. Key Concepts in Economic Geography, Sage.
- Coe N. M., Kelly P. F. and Yeung H. W., 2007: Economic Geography: A Contemporary Introduction, Wiley-Blackwell.
- Combes P., Mayer T. and Thisse J. F., 2008: Economic Geography: The Integration of Regions and Nations, Princeton University Press.
- Wheeler, J.O., Muller, P.O., Thrall, G.I., Fik, T.J. 1998. Economic Geography, 3rd ed, Wiley.
- Willington D. E., 2008: Economic Geography, Husband Press.
- Wood, A., Roberts, A. 2010. Economic Geography: Places, Networks and Flows, Routledge.

WEBSITES:

BRICS: www.brics2017.org/English&www.brics2016.gov.in

World Trade Organisation: www.wto.org

CC8.2 Practical – Economic Geography Lab

Contact Hour Per Week: 2

Examination duration: 3 Hours

Maximum marks: 30 (Exp. 20, Viva-5, Record-5)

1. Choropleth mapping of statewise variation in GDP
2. Statewise variation in occupational structure by proportional divided circles
3. Time series analysis of industrial production (India and West Bengal)
4. Transport network analysis by detour index and shortest path analysis
5. Viva-voce based on laboratory notebook (5 Marks)

References:

- Acevedo, M.F. 2012. Data Analysis and Statistics for Geography, Environmental Science and Engineering, CRC Press.
- Harris, R., Jarvis, C. 2011. Statistics for Geography and Environmental Science, Prentice Hall.
- Monkhouse, F.J., Wilkinson, H.R. 1971. Maps and Diagrams: Their Compilation and Construction, 3rd ed (2017 reprint), Alphaneumera-Kolkata.
- Pal S. K., 1998. Statistics for Geoscientists: Techniques and Applications, Concept Pub Co.
- Sarkar, A. 2015. Practical Geography: A Systematic Approach, 3rd ed, Orient Blackswan.
- Singh, R.L., Singh, R.P.B. 2008. Elements of Practical Geography, Kalyani Publishers.

SEMESTER V

CPS 2: Pedagogy of Language (Bengali/Hindi/English) (Part – I)
(Question Paper will be prepared separately for each Language)

CPS 2: Pedagogy of Language - BENGALI (Part - I)

Semester-V	Credits-4
Total Marks:100 (Internal: 30, External: 70)	Contact Hours: 4 hours per week

Introduction:

The two years B.Ed. syllabus for pedagogy of Hindi/Bengali language has been designed in the light of the new approaches and regulations of NCTE 2014. The course expects the teacher to look at school education in a holistic manner. The present syllabus for Odia/Hindi/Bengali language teaching and learning has been designed keeping in view the linguistic, cultural and social diversity of our country. As per the shift in how NCTE envisaged teacher has been viewed as a facilitator to help learners construct their knowledge and hence creativity. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, it is envisaged that the teacher is well versed not only the subject content but also with the pedagogy of learning.

Objectives:

The course will enable the student teachers to:

- Understand the Foundations of Language Teaching.
- Understand the Aims and objectives of teaching Mother tongue in West Bengal.
- Assess the present status of Bengali Language teaching in Secondary and Higher Secondary School Curriculum in West Bengal.
- Understand different Theories and Strategies of Language Teaching.
- Understand Methods and Approaches of Bengali Language Teaching.
- Develop activities and tasks for learners including Designing of Language Games.
- Assess the importance for Language Laboratory and Organising for use.
- Understand the causes of Bengali Spelling mistake and to identify the method of correction.

Unit-I: Foundations of Language Teaching:

- Concept, Importance, Nature and Functions of Language.
- Origin and Development of Bengali Language.
- Relation between Language and Dialect.
- Concept of 1st Language, 2nd Language and 3rd Language in West Bengal: Three Language Policy.
- First Language: Meaning, Importance and Characteristics.

Unit - II: Aims and Objectives of Teaching Mother tongue And Present Status of Bengali Language in School Curriculum

- Significance of Mother tongue - Mother tongue as First Language.

- Aims and objectives of Mother tongue teaching in West Bengal.
- Mother tongue as Medium of Instruction.
- Position and Importance of Mother tongue teaching in West Bengal.
- Present Status of Bengali language teaching in Secondary and Higher Secondary School Curriculum in West Bengal.

Unit - III: Strategies of Language Teaching:

- Theories of Language Teaching.
- Language Teaching Skills in Bengali- Listening, Speaking, Reading and Writing.
- Reading: Loud Reading, Silent Reading, Model Reading.
- Teaching Strategies for Bengali Language - Narration, Explanation, Description, Illustration, Questioning and answering.
- Questioning and Answering.
- Relevance of Teaching Model for Language Teaching.

Unit - IV: Methods and Approaches of Bengali Language Teaching

- Methods and Approaches of Language Teaching: Concept, Characteristics and Importance.
- Different Methods of Teaching Bengali Language and Literature.
- Teaching different Content areas: Objectives, Importance and Procedure -
 - Prose
 - Poetry
 - Drama
 - Rapid Reading
 - Grammar
 - Composition
- Spelling Mistake: Causes and Methods of Correction.

Unit - V: Learning Resources in Language Teaching:

- Meaning, Types, Functions and Utilization of Learning Resources in Language Teaching.
- Uses of teaching aids in Bengali Language Teaching.
- Role of Text Books, Models, Charts, Pictures, Reference Books as Learning Resources in Teaching Bengali.
- Designing Learning activities: School Magazine, Recitation, School Debating Society, Dramatization.
- Language Laboratory: Concept, Component, Planning, Developing and Organising for use.
- Language Games: Concept, Importance and Designing Language Games in Grammatical Context of Language.

Suggested Activities/Practicum:

- Word Formation.
- Develop Teaching Learning Material.
- Design Games and Exercises for developing Listening, Speaking, Reading and Writing Skills.
- Prepare a report on the challenges faced by the teachers and the learners in the teaching learning process.
- Visit a School and prepare a report on present Bengali Curriculum and Text Book at Secondary level in West Bengal (any one curriculum from VI to X).

- Write a comparative study of positive features and weakness of different methods and approaches to language learning.
- Script writing for Radio/TV/Video on Bengali topics.

Suggested Readings:

- National Curriculum Frame Work 2005, NCERT, December 2005.
- National Curriculum Frame Work 2005, Position paper, National Focus Group on Teaching of Indian Languages, NCERT, 2006.
- Kochhar S.K (1990). Teaching of Mother Tongue, Sterling, New Delhi.
- Diane Larsen - Freeman : Techniques and Principles in Language Teaching - Oxford University Press.
- Sharma, R.A (1983) : Technology of Teaching, International Publishing House, Meerut.
- Raha Sujata, Basu Baishali (2014) Bangla Sikshan Parikrama, Aaheli Publishers, Kolkata.
- Mishra S. Matribhasha Sikshan Prasange. PrabhuPrakasan.
- Raha Sujata, Basu Baishali - (March, 2016), Bhasha Sikshan Tattwa - Bangla (Pedagogy of Language Teaching - Bengali) Aaheli Publishers, Kolkata.
- Chattopadhyay Kaushik : Matribhasha Sikshan Paddhoti - Rita Publication, Kolkata
- Raha Sujata, Basu Baishali (2016, August) Bhasha Sikshaner Paddhoti O Proyag (Pedagogy of Language Teaching) Aaheli Publishers, Kolkata.
- Mishra Subimal, Bhasha Sikshan Paddhoti - Rita Publication, Kolkata

CPS 2: Pedagogy of Language - ENGLISH (Part-I)

Semester-V	Credits-4
Total Marks:100 (Internal: 30, External: 70)	Contact Hours: 4 hours per week

Introduction

The two year B.Ed syllabus for pedagogy of English language has been designed in the light of the new approaches and regulations of NCTE 2014. The course expects the teacher to look at school education in a holistic manner. The present syllabus for English language teaching and learning has been designed keeping in view the linguistic, cultural and social diversity of our country. It is important that English language teaching and learning is not situated in an entirely western framework, but rather is taught through a contextually rich local perspective. English needs to be learned in the multilingual context and not in isolation. As per the shift in how NCTE envisaged teacher has been viewed as a facilitator to help learners construct their knowledge and enhance creativity. The teacher should be able to participate

meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, it is envisaged that the teacher is well versed not only with the subject content but also with the pedagogy of learning.

Objectives

The course will enable the student teachers to;

- Understand the different roles of language
- Understand the use of language in context such as grammar and vocabulary
- Identify methods, approaches and materials for teaching English at various levels in the Indian context
- Develop activities and tasks for learners including audio-video materials, ICT ,Internet and Language Lab.
- Understand the process of language assessment- Continuous language assessment, Formative and summative assessment, Preparing the language question paper.

Unit I: Language and Linguistic Behavior

- Language as a system of communication.
- Nature and functions of language.
- Factors affecting language skills in L2- fear, diffidence, silence, attitude of the language teacher.
- Multilingualism
- Understanding Standard Language/School Language. Power Dynamics between School Language and Home Language.

Unit II: Strategies of Teaching the Second Language

- Difference between language acquisition and language learning
- Theories of Language teaching – behaviouristic, cognitivist and constructivist views.
- Relation between Language and Dialect.
- Concept and importance of Pedagogical analysis of language.

Unit III: English as L2 in School Curriculum

- Policies and provisions relating to languages: Kothari Commission, POA1992, National Curriculum Framework-2005.
- Importance of English language in India and the world today. Official language, language of communication, link language (national and international), library language, language of ICT etc.
- Importance and place of English in school curriculum.
- Objectives of teaching English at elementary and secondary levels with reference to NCF 2005.
- Language position and importance in secondary school curriculum, West Bengal.

Unit IV: Developing Language Skills in English

- Listening, Speaking, Reading and Writing.
- Activities for developing listening and speaking skills: storytelling, dialogues, situational conversations, role plays, simulations, speech, games, contexts etc.
- Activities to develop reading-loud and silent reading, extensive and intensive.
- Formal and Informal writing: creative writing(short story, poem), reflective writing (essay, articles), letter, diary, notices, reports, dialogue, speech, advertisement etc.
- Materials and resource support: language laboratories, pictures, authentic materials, multi-media resource .

Unit V: Teaching Skill

- Micro Teaching and Micro Lesson.
- Simulatedteaching-(Skill of Introduction, Questioning, Illustration, Reinforcement, Closure)
- Integrated Teaching/Teaching in Classroom situation.
- Collaborative teaching.

Suggested Activities

- Construct a Simulated Lesson on any topic from the secondary school syllabus WBBSE/HS.(any four skills)
- Prepare Language games and activities for listening and speaking for different levels.
- Prepare Language games and activities for reading and writing for different levels.
- Developing Instructional material(Teaching Learning)
- Visit a school and find out the problems faced by the students in developing language skills in the second language.
- Prepare 4 activities keeping in view 'Constructivism in a Language Classroom'.

Suggested Readings

- National Curriculum Framework 2005; NCERT, December 2005.
- National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English; NCERT, 2006.
- National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Indian languages, NCERT, 2006.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.
- Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
- Chomsky (1964) in Day. E. M (2002): Identity and the young English language learner; Multilingual Matters Limited; London.
- Gardner and Lambert (1972) Attitudes and Motivation in second language learning; Rowley; Newbury house.

- Jeremy Harmer, Longman Handbooks for Language Teachers, The Practice of English Language Teaching, 1998.
- Srijan1, Creative Writing and Translation, National Council of Educational Research and Training, New Delhi 2010.
- SamajhkaMadhyum, National Council of Educational Research and Training, New Delhi 2009
- Source Book on Assessment for Classed I-V, Language English, NCERT, October 2008.
- Learning Indicators till the Elementary Stage, National Council of Educational Research and Training, New Delhi 2015
- Continuous Comprehensive Evaluation – Exemplar Package for Upper Primary Stage in English, National Council of Educational Research and Training, New Delhi 2015
- Agnihotri, R.K., Khanna, A.L. 1994. (eds.), Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India (RALI). New Delhi: Sage Publications.
- Beaumont, M. 1996. The Teaching of Reading Skills in Second/Foreign Language. Patras: The Hellenic Open University.
- Cummins, J. and Swain, M. 1986. Bilingualism in Education. London: Longman.
- Ellis, R. 1985. Understanding Second Language Acquisition. Oxford: Oxford University Press.
- Prabhu, N.S. 1987. Second Language Pedagogy. Oxford; New York: Oxford University Press.
- Krashen, Stephen. 1989. We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *Modern Language Journal* 73:4. Pp. 440-64.
- Kumar, Krishna, 2011. The Child's Language and the Teacher, a Handbook, New Delhi, National Book trust India,.
- Techniques and Principles in Language Teaching – Diane Larsen – Freeman: Oxford University Press

CPS 3: Pedagogy of Social Science (History/Geography)
(Question Paper will be prepared separately for each subject)

CPS 3: Pedagogy of Social Science- HISTORY (Part-I)

Semester-V	Credits-4
Total Marks:100 (Internal: 30, External: 70)	Contact Hours: 4 hours per week

Introduction

This course Pedagogy of Social Sciences will help student teachers to understand key concepts of the various Social Sciences as well as related pedagogical issues. This course introduces student teachers to the matters of both content and pedagogy. Some emphasis on content seems necessary in view of the fact that many student teachers may not be having sufficient exposure to four major disciplines of Social Sciences. In fact, the pedagogy of a field of enquiry cannot be separated from its content. Furthermore, student teachers should be encouraged to see interconnections between the different Social Sciences, i.e. Social Sciences as an integrated area of study. Social, economic, political and cultural issues and concerns of Indian society have been introduced through real-life situations and primary sources of information. Accordingly, they shall be in a position to appreciate the foundations on which societies have developed. Student-teachers are encouraged to grasp concepts and to develop thinking skills. Also the student teacher will be able to organize various programmes to develop a sense of appreciation about the rich cultural heritage and democratic values among the students.

Objectives

The course will enable the student teachers to:

- Develop an understanding of the nature of Social Sciences, both of individual discipline and as an integrated/ interdisciplinary area of study.
- Identify, prepare, collect different teaching-learning resource materials and use effectively in the classroom.
- Examine the prevailing pedagogical practices in classrooms while facilitating learning of social sciences.
- Acquire basic knowledge and skills to analyze and transact the Social Sciences curriculum effectively following wide-ranging teaching learning strategies in order to make it enjoyable and relevant for life.
- Develop lesson plans by integrating it with life, nature, mathematics, science and technology for effective teaching-learning in social sciences.
- State the concepts of History, Geography, Political sciences and Economics included in the secondary curriculum and make pedagogical analysis of these concepts.

Unit-I: Status and Issues in Social Science (History)

- Meaning, Nature, Scope and Importance of Social Sciences, Correlation of social sciences with allied disciplines.
- Perspectives of Social Sciences in school curriculum: How social facts and opinion, explanations and arguments; and spatial and temporal contexts are constructed.
- Present position of social sciences in school curriculum with reference to NCF 2005.
- General and subject specific objectives of social sciences at different stages of school education.
- Development and organization of subject related content at different stages of school education.
- Development of values through social science teaching.

- **History - Concept, Definition and discourses**
- **Values and objectives**
- **Methodology**
- **Inter Disciplinary Connection**
- **Division of History into periods**

Unit-II: Learning Resources in Social Sciences (History)

- Primary and Secondary Sources: Data from field, library materials such as textual/reference materials, journals, magazines, newspapers, reports, documents, records and gazettes, dictionaries and encyclopaedias.
- Teaching-learning resources in Social Sciences: Preparation, collection and use of content specific teaching learning materials-
 - atlas, map, globe, map book
 - timeline, historical map
 - table, diagram, graph
 - chart, picture, photograph, model
 - T.V., radio, CDs, multimedia and internet, satellite imagery and aerial photograph.
- **Analysis of sources viz Archaeological Sources**

Unit-III: Teaching-learning Strategies in Social Sciences (History)

- Interactive, critical pedagogy and constructivist strategies in social sciences.
- Teaching-learning strategies in social sciences: Narration cum discussion, problem solving, observation, field trip, project work, concept mapping, collaborative, co-operative learning, dramatization, simulation, bal-panchayat, mock parliament, storytelling, computer assisted learning (Meaning and uses of above mentioned teaching-learning strategies in different subject areas).
 - Lecture method
 - Demonstrative method
 - Simulation – five skills , Advantages and Disadvantages
 - Integrated teaching

Unit-IV: Lesson Planning (History)

- Planning for instruction in social sciences (Planning of different skills, strategies, activities and learning experiences in different social sciences subject areas).
- Development of year plan, unit plan and lesson plan.
- Active learning method, Interactive group discussion method and constructivist learning situations.

- Definition and concept of Learning Design
- Steps of constructing Learning Design
- Significance / advantages of learning Design
- Differentiation between Lesson Plan and Learning Design

Unit-V: Pedagogical Analysis of Content

Each of the following contents shall be analyzed in terms of the pedagogical treatment indicated below:

Content	Aspects of Pedagogical Treatment
<p>History</p> <ul style="list-style-type: none"> • The French Revolution • Peasants and Farmers • Clothing: A social history • Nationalism in India • Work, life and leisure • Art and Culture <p>Geography</p> <ul style="list-style-type: none"> • India- size and location • Drainage • Climate • Natural vegetation and wild life • Population <p>Political Science</p> <ul style="list-style-type: none"> • Democracy in the contemporary world • Constitutional Design • Electoral politics • Working of institutions • Democratic rights <p>Economics</p> <ul style="list-style-type: none"> • People as resource • Poverty as a challenge • Food security in India 	<p>Pedagogical content analysis of the units with reference to:</p> <ul style="list-style-type: none"> ➤ Identification of concepts and sub concepts ➤ Preparation of concept map ➤ Determination of expected specific learning outcomes ➤ Identification of inter-disciplinarity of content ➤ Methods/ Approaches/ Strategies of Teaching learning ➤ Teaching learning materials to be used ➤ Expected teacher and students experiences and activities ➤ Assessment strategies (Formative)

- Construction of Pedagogical Analysis
- Steps of constructing of Pedagogical Analysis
- Significance of Pedagogical Analysis
- Advantages of Pedagogical Analysis
- Differentiation between Pedagogical Analysis and Lesson plan / learning Design
- Well versed with the syllabus of history from Class 6 to 12 across all boards (CBSE, ICSE/ISC , West Bengal Board of Secondary and Higher Secondary education

PRACTICUM

- Concept Mapping
- Survey , Project making and Documentation
- Chart making
- Models
- Assignments

Suggested Readings:

- Arora, K. L. (1976). *The Teaching of Geography*. Jullandhar: Prakash Brothers.
- Bhaduri, A. (2005). *Development with Dignity: A case for full Employment*, New Delhi: National Book Trust.
- Blaug, M. (1992). *The Methodology of Economics or How Economist Explain*. Cambridge: Cambridge University Press.
- Bloch, M. (1990). *The Historian's Craft*. Manchester: Manchester University Press.
- Burton, W. H. (1972). *Principles of History Teaching*. London: Methuen.
- Burke, P. (1991). *New Perspectives on History Writing*. Oxford: Blackwell.
- Broadman, D. (1985). *New Directions in Geography Education*. London: Fehur Press.
- Carr, E. H. (1962). *What is History?* London: Knopf.
- Carretero, M., and Voss, J. F. (Eds.) (1994). *Cognitive and Instructional Processes in History and the Social Sciences*. Hillsdale: Lawrence Erlbaum Associate.
- Chaudhary, K. P. (1975). *The Effective Teaching of History in India*. New Delhi: NCERT.
- Dasgupta, P. (2007). *Economics: Avery Short Introduction*. Oxford University Press.
- Dhamija, N. (1993). *Multimedia Approaches in Teaching Social Studies*. New Delhi: Human.
- Drake, F. D. & Lynn, R. N. (2005). *Engagement in Teaching History: Theory and Practices for Middle and Secondary Teachers*. Columbus, OH: Pearson.
- George, A. M. and Amman, M. (2009). *Teaching Social Science in Schools: NCERT's New Textbook Initiative*. New Delhi: Sage.
- Ghate, V.D. (1956). *Teaching of History*. Bombay: Oxford University Press.
- Gunnin, D. (1978). *The Teaching of History*. London: Goom Helm Ltd.
- Graves, N.G. (1982). *New Source Books for Geography teaching*. Longman.
- Hall, David (1976). *Geography Teacher*. London: Unwin Education Books.
- Huckle, J. (1983). *Geographical Educational Reflection and Action*. London: Oxford University Press.
- James, T. H., Arthur, J. and Hunt, M. (2001). *Learning to Teach History in the Secondary School: A Companion to School Experience*. London: Routledge Falme.
- Kent, A. (Ed.) (2000). *Reflective Practice in Geography Teaching*. London: Paul Chapman Publishing Ltd.
- Kochhar, S. K. (1970). *Teaching of Political Science*. New Delhi: Sterling Publishers Publishing House.
- Kuhn, T. S. (1970). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.
- Lewis, B. (1975). *History: Remembered, Recovered, Invented*. New York: Simon and Schuster, Inc.
- Mehlinger, Howard D. (Ed.) (1981). *UNESCO Handbook for the Teaching of the Freedom Struggle in India and Pakistan*. New Delhi: Penguin India.
- Morrey, D. C. (1972). *Basic Geography*. London: Hien Manns Education Books.
- Smith, M. (2002). *Teaching Geography in Secondary Schools : A Reader*. London: Taylor & Francis.
- NCERT. (2006). *National Focus Group Position Paper on Teaching Social Sciences*. New Delhi: NCERT.
- Root, M. (1993). *Philosophy of Social Sciences*. Oxford: Blackwell.

- Sartori, G. (ED.) (1984). *Social Science Concepts: A Systematic Analysis*. New delhi: Sage Publications.
- Slate, F. (1982). *Learning through Geography*. London: Butler and Tanner Ltd.
- Stanford, M. (1985). *The Nature of Historical Knowledge*. Oxford: Basic Blackwell.
- Trigg, R. (1985). *Understanding Social Science: A Philosophical Introduction to the Social Sciences*. Oxford: Basic Blackwell.
- UNESCO.(1965). *Source Book for Geography Teaching*. London: Longman.
- Verma, O. P. (1984). *Geography Teaching*. New Delhi: Sterling Publication.
- Walford, R. (1981). *Signposts for Geography Teaching*. London: Longman.
- Wilkins, E. J. (1979). *Elements of social Science: A Philosophical Introduction to the Social Sciences*. Oxford: Basic Blackwell.

CPS 3: Pedagogy of Social Science – GEOGRAPHY (Part – I)

Semester-V	Credits-4
Total Marks:100 (Internal: 30, External: 70)	Contact Hours: 4 hours per week

Introduction

This course Pedagogy of Social Sciences will help student teachers to understand key concepts of the various Social Sciences as well as related pedagogical issues. This course introduces student teachers to the matters of both school content of the subject Geography and various pedagogical tools and techniques. Emphasis on school content seems necessary in view of the fact that many student-teachers may not be having sufficient reminiscence of geographical concepts contained in school curriculum. In fact, the pedagogy of a field of enquiry cannot be separated from its content. Furthermore, student teachers should be encouraged to see interconnections between the different Social Sciences, i.e., Social Sciences as an integrated area of study and simultaneously the subject geography is correlated with almost all subjects of sciences and languages as well as Fine Arts. Social, economic, political and cultural issues and concerns of Indian society have been introduced through real-life situations and primary sources of information. Accordingly, they shall be in a position to appreciate the foundations on which societies have developed. Student-teachers are encouraged to grasp concepts and to develop thinking skills. Also the student teacher will be able to organize various programmes to develop a sense of appreciation about the rich cultural heritage and democratic values among the students.

Objectives:

The course will enable the student teachers to:-

- Develop an understanding of the nature and significance of teaching geography as a Social Science subject, both as individual discipline and as an integrated/interdisciplinary area of study.
- Identify, prepare and collect different teaching – learning resource materials and utilize them effectively in classroom teaching-learning.
- Be acquainted with various pedagogical practices and approaches to facilitate learning of geography in Classrooms.
- Acquire basic knowledge and skills to analyse and transact the geography curriculum effectively as a social science subject following wide – ranging teaching Learning strategies.
- Be acquainted with various practical aspects of the teaching learning of geography like pedagogical analysis of the concepts of Secondary and Higher Secondary curriculum as well as developing lesson plans for the purpose of effective teaching learning in classroom.
- Critically analyse the syllabi of geography at different stages of school curriculum.

Unit – I: Status & Issues in Social Science (Geography)

- Meaning, Nature, Scope and Importance of Social Sciences, especially Geography.
- Aims and objectives of Social Science Teaching, especially geography teaching at Elementary, secondary and Higher Secondary stages of School Education.
- Perspective, issues of Social Sciences in School Curriculum, with special reference to Geography.
- Present position of Social Science (Geography) in School Curriculum with reference to NCF 2005.
- Correlation of the subject geography with other school subjects from the disciplines of social science, science and languages.
- Principles of curriculum construction for geography. Assessment of the syllabus of geography of upper elementary, Secondary and Higher Secondary stages of School Education.
- Inculcation of values through social science teaching with special reference to geography teaching.

Unit – II: Learning Resources in Social Science (Geography)

- Primary and Secondary sources of learning resources in geography: Data from field – information and specimens to be collected from field, library books, journals, e-journals, magazines, newspapers, records, reports, documents, gazettes, dictionaries and encyclopedias.
- Teaching aids in geography and their improvisation.
- Planning and organization of Geography room/Laboratory.
- Audio – visual aids like Maps, Atlas, Globes, graphs, pictorial charts, models, photographs, CDs, multimedia and internet, satellite imagery – their collection, preparation and use in teaching learning.

Unit – III: Teaching – Learning Strategies in Social Science (Geography)

- Interactive, critical pedagogy and constructivist strategies in social sciences.
- Narration cum discussion method, problem solving method, demonstration and observation method, Field trip, Heuristic method, Regional Method, concept – mapping, collaborative and co-operative learning, story telling method, dramatization, simulation, CAI.
- Features, limitations and comparison of different methods.

Unit – IV: Pedagogical Analysis of contents of Social Science (Geography)

- Concepts and Methods of Pedagogical Analysis
- Pedagogical knowledge of the contents of School Curriculum (Classes VI to VIII, IX and X, XI and XII) with reference to the following items:
 - Identification of units and breaking them into sub-units.
 - Identification of previous knowledge
 - Determination of expected specific learning outcomes.
 - Sub-unit wise concept mapping.
 - Identification of interdisciplinarity of content.
 - Teaching learning strategies.
 - Use of teaching – learning materials.
 - Expected teacher's and students' experiences and activities with probing questions.

- Assessment strategies – Blueprint for criterion referenced test and actual test items.

Unit – V: Lesson Planning/Learning Designs (Geography)

- Planning for instruction in geography as a social science subject – skills, strategies activities and learning experiences in geography.
- Development of year plan, unit plan and lesson plan/learning design.
- Concept, importance & types of learning designs.
- Steps of learning designs.
- Qualities of Good Learning Design.
- Incorporation of Active learning method, Interactive group discussion method and constructivist learning situations in lesson planning/learning designing.

Engagement with Field/Practicum [Any one from each category]:

- Organization of an excursion to a place of geographical interest and submission of a report.
- Local study and submission of report.
- Computer Assisted Instruction and Report.
- Organization of programmes and submission of report.
 - Environment Awareness.
 - Social Awareness.
 - Exhibition of improvised & innovative teaching aids
 - Demonstration of Lab-based activities.

Suggested Readings:

- Agarwal, J.C. Teaching of social studies, New Delhi : Vikas Publishing House,
- Aroras G.L. (1988) Curriculum and Quality in Education. New Delhi: NCERT.
- Arora, K.L. (1976). The Teaching of Geography. Jullandhar : Prakash Brothers.
- Bhattacharya, S & Darji, D.R. (1966): Teaching of Social Studies in Indian Schools, Baroda : Acharya Book Depot.
- Binning, A.C. (1952), Teaching Social studies in Secondary Schools. New York : McGraw Hill & Co.
- Broadman, D. (1985). New Directions in Geography Education. London :Fehur Press.
- Desai, D.B. SamajVidyanaShikhan. Ahmedabad :BalgovindPrakashan.
- Dhamija, N. (1993). Multimedia Approaches in Teaching Social Studies. New Delhi : Human.
- George, A.M. and Amman, M. (2009). Teaching Social Science in Schools : NCERT'S New Textbook Initiative. New Delhi: Sage.
- Graves, N.G. (1982). New Source Books for Geography Teaching. Longman.
- Green, H.A., Jozgensen. A.N. Gerberi, J.R. (1959) : Measurement and Evaluatiion in the Secondary School. New York :Mongmans, Green & Co.
- Hall, David (1976) Geography Teacher. London : Unwin Education Books.
- Huckle, J. (1983) Geographical Educational Reflection and Action, London : Oxford University Press.

- Kent, A. (Ed.) (2000) Reflective Practice in Geography Teaching London : Paul Chapman Publishing Ltd.
- Lambert, David and Balderstone, David. (2000) Learning to Teach Geography in Secondary School: A companion to School Experience. Falmer, London : Routledge.
- Mete, Jayanta&Dasgupta, Jayarati (2014). AdhunikBhugolShikkhanPoddhoti, Kolkata :Aheli Publishers.
- Morrey, D.C. (1972), Basic Geography. London : Hien Manns Education Books.
- NCERT. (2006). National Focus Group Position Paper on Teaching Social Sciences. New Delhi : NCERT.
- Pathak, Avijit (2002). Social Implications of Schooling : Knowledge, Pedagogy and consciousness. New Delhi : Rainbow Publishers.
- Root.M (1993), Philosophy of Social Sciences. Oxford : Blackwell.
- Singer, Alan. J (2003). Social Studies for Secondary Schools : Teaching to Learn, Learning to Teach. New Jersey : L.E. Associations.
- Slate, F. (1982), Learning through Geography. London : Butler and Tanner Ltd.
- UNESCO. (1965), Source Book for Geography Teaching, London: Longman.
- Verma, O.P. (1984). Geography Teaching. New Delhi : Sterling Publication.
- Walford, R. (1981). Signposts for Geography Teaching. London : Longman.

EPC 2: Learning to Function as a Teacher

Semester-V	Credits-2
Total Marks: 50 (Internal: 15, External: 35)	Contact Hours: 2 hours per week

Introduction

Teaching is a purposeful process of facilitating learning which involves the students/learners in an interaction to enhance their potentialities to become self-learners. The secondary school is a crucial stage in the educational hierarchy as it prepares the learners for higher education & also for the world of work. Teacher in the present day has to be conversant with managing diversity and contextuality in the classroom. Hence student teachers need orientation and reflection on different activities and strategies to be employed during engagement with the field particularly for preparing them for the internship. Student teachers need to be oriented on processes like critical thinking, observation, communication and use of resources for effective functioning.

Objectives

The course will enable the student teachers to:

- Develop an ability to engage students in various activities as per the emerging demands in the classroom.
- Develop self-confidence and skill to engage learners and meet their diverse needs.

The following process based skills essential for secondary schools to be taken up:

- Content analysis.
- Content organization through concept mapping.
- Core teaching process: Introducing the lesson, Questioning, Explaining, illustrating with examples, Reinforcement (Verbal and non-verbal), Stimulus Variation, Using blackboard/white board/ smart board and using learning resources.
- Use of ICT.
- Critical thinking and reflection.
- Managing diversity.
- Contextualization.
- Organization of group activity/project..

Guidelines for Assessment:

The above stated process-based skills will be practiced by the student-teachers which will be observed and evaluated during the simulated classroom transaction. The evaluation will be continuous and internally assessed and the reports to be submitted to the external for viva and external evaluation.

Semester-VI

(B.A. B.Ed.)

Semester Structure & Title of Papers

Sl. No.	Course Paper	Subject	Paper Name	Marks	Page No.
1	CC-9 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Adhunik Bangla Chhoto Galpo o Upannyas	100	164
		English	American Literature		165
		History	History of East Asia-Japan (1868-1945)		166
		Geography	Regional Planning and Development		168
2	CC-10 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Bangla Samalochana Sahitya	100	170
		English	Literary Criticism (In place of Contemporary Literary Theories)		171
		History	National Liberation Movements in 20 th Century World		172
		Geography	Soil and Biogeography		173
3	CC-11 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Sahityo Totwo-Prachcho O Pashchattyo	100	176
		English	Indian Writing in English and Indian Writing in Translation (In place of Indian Writing in Translation)		177
		History	History of Science and Technology in India		178
		Geography	Research Methodology and Fieldwork		180
4	CC-12 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Bangla Bhasaye Computer Byabohar	100	183
		English	World Literature		184
		History	Project cum seminar-1		185
		Geography	Remote Sensing, GIS and GNSS		186
5	CBC-1* (To be considered as an add-on course)	Need to select any one out of 11 papers	1. Herbal Plants for Home Gardening	100	190
			2. Chemistry and Our Life		191
			3. Renewable Energy and Energy Harvesting		192
			4. General Mathematics		193
			5. Food, Nutrition and Public Health		194
			6. Basic of Social Science		195
			7. Creativity in Translation		197
			8. Communicative Language-English		198
			9. Hindi Bhasha aur Sahitya ka Samanya		200
			10. Bangla Sahitya O Byakaran Gyan		201
			11. Education Planning, Management and Leadership		202
5	CPS-2.2	Education	Pedagogy of School Subject-1; Part-2; Language (Bengali/English) (Same Subject as in Sem. V)	100	206
	CPS-3.2		Pedagogy of School Subject-2; Part-2; Social Science (History/Geography) (Same Subject as in Sem. V)	100	213
	FE-1		Multicultural Placement (2 Weeks)	50	220
Total				650+100*	

SEMESTER-VI
CC-IX
ADHUNIK BANGLA CHHOTOGALPO O UPANNYAS

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Full Mark: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect on the modern Short story and Novel in Bengali.

Unit 1:

Adhunik Bangla Chhoto Galpo o Upannyas er songkhipto Itihas

Unit II :

Hansulibaker Upokatha : Tarashankar bandyopadhyay

Sundaram : Jagadish Gupta

Palangko : Narendranath Mitra

Unit III:

Padmanadir Majhi : Manik Bandyopadhyay

Hoyto : Premendranath Mitra

Fasil : Subodh Ghosh

Unit IV:

Aarannyok : Bibhutibhusan Bandyopadhyay

Vebechhilam : Santosh Kumar Ghosh

Rohu- Chandaler Haar : Avijit Sen

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference Books :

- i. Ekler Kobita. By Tapon Kumar Chattopadhyae.

SEMESTER-VI
CC - IX
AMERICAN LITERATURE

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect and analyses the issues related to the American Literature.

Unit-I

History of American Literature focusing the following aspects – American Renaissance (also known as ‘American Romanticism’ or ‘The Age of Emerson’), late 19th century American literature, American Modernism, African American Literature

Unit-II: Poetry

Walt Whitman. ‘When Lilacs Last in the Dooryard Bloom’s’
Emily Dickinson. ‘Because I could not stop for Death’
Robert Frost. ‘The Road not taken’
Langston Hughes. ‘Harlem’
Maya Angelou. ‘Still I Rise’

Unit- III: Fiction

Ernest Hemingway, *The Old Man and the Sea* or Toni Morrison, *The Bluest Eye*

Unit- IV: Drama

Tennessee Williams, *The Glass Menagerie* or Arthur Miller, *Death of a Salesman*

Transactional Strategies:

Lectures, group discussions, material review, presentations etc.

Recommended Readings:

- Ford, Boris. *The Pelican History of English Literature*, Vol. 9 – ‘American Literature’. London: Penguin Books
- Cray, Richard. *A Brief History of American Literature*. New Jersey: Wiley Blackwell
- Sen, Krishna and Ashok Sengupta. *A Short History of American Literature*. Hyderabad: Orient Blackswan
- Dutta, Nandana. *American Literature*. Hyderabad: Orient Blackswan

SEMESTER-VI
CC-IX
HISTORY OF EAST ASIA- JAPAN (1868-1945)

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the main issues related to the History of East Asia-Japan (1868-1945).

Unit-I. Japan (c.1868-1945)

- Transition from feudalism to capitalism:
- Crisis of Tokugawa Bakuhan system
- Meiji Restoration and Reforms :Its nature and Significance, Limitations

Unit-II. Japanese Imperialism

- China
- Manchuria
- Korea

Unit-III. Democracy and Militarism/Fascism

- Popular/People' s Rights Movement
- Nature of political parties
- Rise of Militarism-Second World War, Nature and significance

Unit-IV: Post-War Changes

- Japan's Colonization: March First Movement
- Growth of Korean nationalism; in situational transformation 1910-1945

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

ESSENTIAL READINGS:

- George Allen, A Short Economic History of Japan.
- G. Beasley, The Modern History of Japan.
- John K. Fairbank, et al., East Asia: Modern Transformation
- MikisoHane, Modern Japan: A Historical Survey.
- Y. Immanuel Hsu, The Rise of Modern China.
- Jon Livingstone, et. al., The Japan Reader (Imperial Japan : 1800 û 1945), Vol. I
- E.H. Norman, Japan's Emergence as a Modern State.
- Nathaniel Peffer, The Far East: A Modern History.
- Kenneth B. Pyle, The Making of Modern Japan.
- Chow Tse Tung, The May Fourth Movement: Intellectual Revolution in Modern, China. 1913.
- Michael J. Seth, A concise history of Modern Korea, Rowman and Littlefield, 2009

SUGGESTED READINGS:

- Nathaniel Peffer, *The Far East: A Modern History*. Ann Arbor: University of Michigan Press, 1958.
- Bruce Cummings, *Korea's place in the Sun: Modern History*, W.W.Norton and Co., 1992
- Ramon H. Mayers and Mark R. Peattie(ed), *The Japanese Colonial Empire, 1895-1945*, Princeton: Princeton University Press, 1984

1.1 SEMESTER-VI

CC-9

Regional Planning and Development

Contact Hour per Week: 4

Credits: 4

Examination duration: 3 Hours

Maximum marks :70 (Terminal- 50, Sessional- 20)

Unit I: Regional Planning

1. Concept of regions: Types of regions and their delineation
2. Regional Planning: Types, principles, objectives, tools and techniques
3. Need for regional planning in India multi- level planning in India
4. Metropolitan concept and urban agglomerations

Unit I: Regional Development

5. Concepts of growth and development, growth versus development
6. Indicators of development: Economic, social and environmental
7. Human development: Concept and measurement
8. Theories and models for regional development: Cumulative causation (Myrdal)
9. Theories and models for regional development: Stages of development (Rostow), growth pole model (Perroux).
10. Concept and causes of underdevelopment
11. Regional development in India: Disparity and diversity
12. Need and measures for balanced development in India

References:

- Bhargava, G. 2001. Development of India's Urban, Rural, and Regional Planning in 21st Century: Policy Perspective, Gyan Publishing House.
- Chand, M., Puri, V.K. 2000. Regional Planning In India, Allied Publishers Ltd.
- Chandana, R.C. 2016. Regional Planning and Development, 6th ed, Kalyani Publishers.
- Glasson, J. 2017. Contemporary Issues in Regional Planning, Routledge.
- Gore, C. 2011. Regions in Question: Space, Development Theory, and Regional Policy, Routledge.
- Gregory, D., Johnston, R., Pratt, G., Watts., Whatmore, S. (Eds) 2009. The Dictionary of Human Geography, 5th ed, Wiley.
- Hall, P., Tewdwr-Jones, M. 2010. Urban and Regional Planning, Routledge.
- Higgins, B., Savoie, D.J. 2017. Regional Development: Theories and Their Application, Routledge.
- Kulshetra, S.K. 2012. Urban and Regional Planning in India: A Handbook for Professional Practitioners, Sage Publication.
- Kulshetra, S.K. 2012. Urban and Regional Planning in India: A Handbook for Professional Practitioners, Sage Publication.
- Kumar, A., Meshram, D.S., Gowda, K. (Eds) 2016. Urban and Regional Planning Education: Learning for India, Springer.
- Kumar, A., Meshram, D.S., Gowda, K. (Eds) 2016. Urban and Regional Planning Education: Learning for India, Springer.
- Misra, R.P. 1992. Regional Planning: Concepts, Techniques, Policies and Case Studies, Concept Publishing.
- Ray, J. 2001. Introduction to Development & Regional Planning, Orient Blackswan.

CC9.2 Practical – Regional Planning and Development Lab

Contact Hour Per Week: 2

Examination duration: 3 Hours

Maximum marks: 30 (Exp. 20, Viva-5, Record-5)

1. Delineation of formal regions by weighted index method
2. Delineation of functional regions: breaking point analysis
3. Measurement of inequality by location quotient
4. Measuring regional disparity by Sopher Index
5. Viva-voce based on laboratory notebook (5 Marks)

References:

- Acevedo, M.F. 2012. Data Analysis and Statistics for Geography, Environmental Science and Engineering, CRC Press.
- Harris, R., Jarvis, C. 2011. Statistics for Geography and Environmental Science, Prentice Hall.
- Monkhouse, F.J., Wilkinson, H.R. 1971. Maps and Diagrams: Their Compilation and Construction, 3rd ed (2017 reprint), Alphaneumera-Kolkata.
- Pal S. K., 1998. Statistics for Geoscientists: Techniques and Applications, Concept Pub Co.
- Sarkar, A. 2015. Practical Geography: A Systematic Approach, 3rd ed, Orient Blackswan.
- Singh, R.L., Singh, R.P.B. 2008. Elements of Practical Geography, Kalyani Publishers.

CC-X
BANGLA SAMALOCHANA SAHITYA

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Full Mark: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect on the criticism in Bengali literature.

Unit-I: Sahityer Sanga Swaroop O Prokar.

Unit-II: Bibhinno Samalochana Paddhoti.

Unit-III:

Bangla Samalochana Sahityer unmesh.

- a. Bangla Sahityer alochana O Itihaas.
- b. Potroprikay Samalochana sahitya.

Unit-IV:

Bangla Samalochana Sahitye adhunik porbo O bishisto somalochana.

- a. Swadhinatar purbey Bangla samalochna Sahitya.
- b. Swadhinatar paroborti Bangla samalochana sahitya.
- c. Samokalin Bangla samalochana sahitya.

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference Books:

- i. Theory of Literature-Rame Wellek.
- ii. Concepts of Criticism-Rame Wellek

SEMESTER-VI
CC - X
LITERARY CRITICISM

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to various literary theories.

Unit-I:

Aristotle. *Poetics*

Horace. *Ars Poetica*

Longinus. *On the Sublime*

Unit-II :

Sidney, *An Apology for Poetry*

Dryden. *An Essay of Dramatic Poesy*

Unit-III:

Wordsworth. Preface to *Lyrical Ballads*

Coleridge. *Biographia Literaria*, Chapter 13

Unit-IV:

T.S. Eliot. 'Tradition and the Individual Talent'

Transactional Strategies:

Lectures, group discussions, material review, presentations etc.

Recommended Readings:

- Wimsatt and Brooks. *Literary Criticism: A Short History*. New York: Knopf.
- Slade, Andrew. *Theory and Criticism*. Hyderabad: Orient Blackswan
- Nagarajan, M.S. *English Literary Theory and Criticism*. Hyderabad: Orient Blackswan

SEMESTER-VI
CC-X
NATIONAL LIBERATION MOVEMENTS IN 20TH CENTURY WORLD

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the National liberation movements in 20th century World.

Unit-I: Nationalism: Theory and Practice.

Unit-II: Nature of Imperialism and colonialism

Unit-III: National Movements in Africa and Latin America.

Unit- IV: National Movement in Asia—China, Indonesia, India.

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

References:

- Lucian Bianco, *Origins of the Chinese Revolution, 1915-1946.*
- A.J.Temu&Roger Owen eds, *Studies in the theory of Imperialism, 1970.*
- E.F.Penrose,ed, *European Imperialism the partition of Africa,1980.*
- Milton Osborne, *Southeast Asia: An Introductory History.*
- SumitSarkar, *Modern India, Macmillan, 1984.*
- IGNOU Booklets on Modern World, History of Europe.

Soil and Biogeography

Contact Hour per Week: 4

Credits: 4

Examination duration: 3 Hours

Maximum marks :70 (Terminal- 50, Sessional- 20)

Unit I: Soil Geography

1. Factors of soil formation. Man as an active agent of soil transformation.
2. Soil profile. Origin and profile characteristics of Lateritic, Podzol and Chernozem soils
3. Definition and significance of soil properties: Texture, structure and moisture,
4. Definition and significance of soil properties: pH, organic matter and NPK
5. Soil erosion and degradation: Factors, processes and mitigation measures
6. Principles of soil classification: Genetic and USDA. Concept of land capability and its classification.

Unit II: Biogeography

7. Concepts of biosphere, ecosystem, biome, ecotone, community and ecology
8. Concepts of trophic structure, food chain and food web. Energy flow in ecosystems
9. Geographical extent and characteristic features of: Tropical rain forest, Taiga and Grassland biomes
10. Bio-geochemical cycles with special reference to carbon dioxide and nitrogen
11. Deforestation: Causes, consequences and management
12. Bio-diversity: Definition, types, threats and conservation measures

References:

- Chapman J.L., Reiz, M.J. 1993. Ecology: Principle and Applications, Cambridge University Press.
- Chiras, D.D., Reganold, J.P. 2009. Natural Resource Conservation: Management for a Sustainable Future, 10th ed, Pearson.
- Cox, B., Moore, P.D., Ladle, R. 2016. Biogeography: An Ecological and Evolutionary Approach, 9th ed, Wiley-Blackwell.
- Daji, J.A., Kadam, J.R., Patil, N.D. 1996. A Textbook of Soil Science, Media Promoters and Publishers Pvt Ltd.
- Dash, M.C., 2001. Fundamental of Ecology, 2nd edition, Tata McGrawHill, New Delhi
- Dey, N. K., Ghosh. P. 1993. India: A Study in Soil Geography, Sribhumi Publishing Company.

- Franzmeier, D.P., McFee, W.W., Graveel, J.G., Kohnke, H. 2016. *Soil Science Simplified*, 5th ed, Waveland Press.
- Huggett, R. 1998. *Fundamentals of Biogeography*, Routledge, London:
- Lomolino, M.V., Riddle, B.R., Whittaker, R.J. 2016. *Biogeography*, 5th ed, Oxford University Press.
- MacDonald, G.2001. *Biogeography: Introduction to Space, Time, and Life*, Wiley
- Morgan, R.P.C. 1995. *Soil Erosion and Conservation*, 2nd edition, Longman.
- Santra. A. 2006. *Handbook on Wild and Zoo Animals*, International Book Distributing Co.
- Sharma, P.D. 2011. *Ecology and Environment*, Rastogi Publications.
- Singer, M., Munns, D.N. 2005. *Soils: An Introduction*, 6th ed, Pearson.
- Weil, R.R. and Brady, N.C. 2016. *The Nature and Properties of Soil*, 15th edition, Pearson.
- White, R. 2006. *Principles and Practice of Soil Science: The Soil as a Natural Resource*, Blackwell.

CC 10.2 Practical – Soil and Biogeography Lab

Contact Hour Per Week: 2

Examination duration: 3 Hours

Maximum marks: 30 (Exp. 20, Viva-5, Record-5)

1. Determination of soil reaction (pH) and salinity
2. Determination of soil type by ternary diagram plotting
3. Plant species diversity determination by matrix method
4. Time series analysis of biogeography data / Concentration analysis by Lorenz curve
5. Viva-voce based on laboratory notebook (5 Marks)

References:

- Chapman J.L., Reiz, M.J. 1993. Ecology: Principle and Applications, Cambridge University Press.
- Monkhouse, F.J., Wilkinson, H.R. 1971. Maps and Diagrams: Their Compilation and Construction, 3rd ed (2017 reprint), Alphaneumera-Kolkata.
- Sen, P.K. 1989. Geomorphological Analysis of Drainage Basin: An Introduction to Morphometric and Hydrological Parameters, University of Burdwan.
- Sharma, P.D. 2011. Ecology and Environment, Rastogi Publications.
- Weil, R.R. and Brady, N.C. 2016. The Nature and Properties of Soil, 15th edition, Pearson.

CC-XI

SAHITYO TOTTWO- PRACHCHO O PASHCHATYO

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Full Mark: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect on the theories and poetics both Indian and Westren.

Unit-I:

Bharotiyo Sahityo totwo :

1. Ros: Sworooop O Proyog
2. Dhwoni: Sworooop O Proyog.

Unit-II:

1. Paschatyo Sahityo totwo:
2. Aristotler Kabbyo totwo.

Unit-III:

1. Classicism
2. Romanticism.

Unit-IV:

1. Proteekbaad
2. Chitrokolpo.

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference Books:

1. Indian Aesthetics by Ed. – V. Raghavan.
2. Aristotle Poetics – Tr. Ir. Bywater.
3. Theory of Literature – Rene Wellek.
4. An Introduction to study of Literature – W. H. Hudson.
5. Kavyatattow Bichar --Durga Shankar Mukhopadhyay
6. Aristotler kavyatattow - -Sisir kumar Das

SEMESTER-VI
CC - XI

INDIAN WRITING IN ENGLISH AND INDIAN WRITING IN TRANSLATION

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to modern Indian literature in English and appreciate it.

Unit-I:

Historical Overview of Indian Writing in English from the Colonial Period to 2000

Unit-II :Indian Writing in English (Fiction)

Mulk Raj Anand, *Untouchable* or R.K. Narayan, *Swamy and Friends* or Raja Rao, *Kanthapura*

Unit-III: Indian Writing in English (Poetry)

Sarojini Naidu. 'Palanquin Bearers'
Kamala Das, 'An Introduction'
Nissim Ezekiel. 'Night of the Scorpion'
Jayanta Mahapatra, 'The Captive Air of Chandipur'

Unit-IV :Indian Writing in Translation

Short stories

Lakshminath Bezbarua, 'Bhadari'
Manik Bandopadhyay, 'Primeval'
P. Varkey, 'The Talking Plough'

Poems

Ajnaya, 'Hiroshima'
Amrita Pritam, 'My Address'
J.P. Das, 'The Meaning of Poetry'

Transactional Strategies:

Lectures, Group Discussions, material review, presentations etc.

Recommended Readings:

- Das, Sisir Kumar. *History of Indian Literature 1910–1956, Triumph and Tragedy*, New Delhi: Sahitya Akademi
- Naik, M.K. *A History of Indian English Literature*, New Delhi: Sahitya Akademi
- Ramanujan, A.K. "Is there an Indian Way of Thinking? An Informal Essay" *Collected Essays*, OUP, 2013
- "Decolonising the Indian Mind" by Namwar Singh. Tr. Harish Trivedi *Indian Literature*, Vol. 35, No. 5 (151) (Sept.-Oct., 1992), pp. 145-156
- Tiwari, Shubha. *Indian Fiction in English Translation*. New Delhi: Atlantic
- Mukherjee, Meenakshi. *The Perishable Empire*. New Delhi: OUP
- Mukherjee, Meenakshi. *Realism and Reality: the Novel and Society in India*. New Delhi: UP
- Meenakshi Mukherjee ed. *Early Novels in India*. New Delhi: Sahitya Akademi

SEMESTER-VI
CC-XI
HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration :3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the History of Science and Technology in India.

Unit I: Introduction:

Definition of Science, conception of Science in ancient and Medieval India; Enlightenment and Science; Science as secular Eschatology, Knowledge and Power; Orientalism and Occidentalism

Unit II: Science and technology in Pre Modern India

Science and technological advancements under the Guptas-Aryabhata, Varahamihira and Brahmagupta

Boat and Ship-building activities in India

Manufacturing of textile and ceramic products in India

Unit III: Science and Technology in colonial and Post-Colonial India

Science and technology in industry and economic development in 19th-20th century India: Railways, mining, iron and steel and power generation

Unit IV: Great Scientist and their biographies:

Life and works of major scientists of modern India: J.C. Bose, A. K. Ramnujan, C.V. Raman, M. S. Swaminathan, HomiBhaba

Transactional Strategies:

Lecture, group interaction, material review and presentation, etc.

Suggested Reading:

- Agrawal, D. P. *Advances in World Technology*, Academic Press, 1982.
- Allchin, Bridget. *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi and New York: Viking, 1997.
- Basalla, George. *The Evolution of Technology*. New York: Cambridge University Press, 1989.
- Bhardwaj, H.C. *Aspects of Ancient Indian Technology*, MotilalaBanarasiDass, Varanasi, 1979.
- Biswas, A.K. *Science in India*, Firma KLM Pvt. Ltd. Calcutta, 1969.
- Biswas, A.K. *Minerals and Metals in India* (2 vols.), New Dlehi, 1991.
- Bunch, Bryan, and Hellemans, Alexander. *The Timetable of Technology: A Chronology of the Most Important People and Events in the History of Technology*. New York: Simon & Schuster, 1993.
- Cardwell, Donald. *The Norton History of Technology*. New York: W. W. Norton, 1995.
- Carlson, W. Bernard. Ed. *Technology in World History*, 7 vols. New York: Oxford University Press, 2005.

- Chattopadhyaya, Debiprasad *History of Science and Technology in Ancient- The Beginning*, Firma KLM Pvt.LTd., Calcutta, 1986.
- Kumar, Deepak (ed.), *Science and Empire: Essays in Indian Context, 1700-1947*. Delhi: AnamikaPrakashan, 1991
- Kumar, Deepak (ed.), *Disease and Medicine in India: A Historical Overview*, Tulika, 2001
- Kumar, Deepak, *Science and the Raj: A Study of British India*, Oxford University Press, 2006
- Kumar, Deepak & Roy MacLeod (eds.), *Technology and the Raj*, SAGE, New Delhi, 1995 (Enlarged Hindi version was published by Granthshilpi, Delhi in 2002)
- Friedman, John Block and Kristen MosslerFigg et al., eds. **Trade, Travel, and Exploration in the middle Ages: An Encyclopedia**. New York: Garland Publishing, 2000.
- Kenoyer, Jonathan M. **Ancient cities of the Indus ivilization**. New York: Oxford University Press, 1998.
- Pacey, Arnold. **Technology in World Civilization: A Thousand-Year History**. Cambridge: MIT Press, 1990.
- Petoski, Henry. **The Evolution of Useful Things**. New York: Alfred A Knopf, 1992.
- Selin, Helaine, Ed. **Encyclopaedia of the History of Science, Technology, and Medicine in Non-Western Cultures**. Dordrecht, Netherlands and Boston: Kluwer, 1997.
- Sharma, P.V. *Indian Medicine in the Classical Age*, Varanasi, 1972.

Research Methodology and Fieldwork

Contact Hour per Week: 4

Credits: 4

Examination duration: 3 Hours

Maximum marks :70 (Terminal- 50, Sessional- 20)

Unit I: Research Methodology

1. Research in Geography: Meaning, types and significance
2. Literature review and formulation of research design
3. Defining research problem, objectives and hypothesis.
4. Research materials and methods
5. Techniques of writing scientific reports: Preparing notes, references, bibliography, abstract and keywords
6. Plagiarism: Classification and prevention

Unit II: Fieldwork

7. Fieldwork in Geographical studies: Role and significance. Selection of study area and objectives. Pre-field academic preparations. Ethics of fieldwork
8. Field techniques and tools: Observation (participant, non participant), questionnaires (open, closed, structured, non-structured). Interview
9. Field techniques and tools: Landscape survey using transects and quadrants, constructing a sketch, photo and video recording.
10. Positioning and collection of samples. Preparation of inventory from field data.
11. Post-field tabulation, processing and analysis of quantitative and qualitative data
12. Fieldwork: logistics and handling of emergencies

References:

- Clifford, N., Cope, M., Gillespie, T.W., French, S. (Eds) 2016. Key Methods in Geography, 3rd ed, Sage.
- Gomes, B., Jones III, J.P. (Eds) 2010. Research Methods in Geography: A Critical Introduction, Wiley-Blackwell.
- Lenon, B., Cleves, P. 2015. Geography Fieldwork and Skills, Harper-Collins.
- Montello , D.R, Sutton, P. 2012. An Introduction to Scientific Research Methods in Geography and Environmental Studies, 2nd ed, Sage.
- Murthy , K.L.N. 2004. Research Methodology in Geography: A Text Book, Concept Publishing Co.
- Northey, N., Draper, D., Knight, D.B. 2015. Making Sense in Geography and Environmental Sciences: A Student's Guide to Research and Writing, 6th ed, Oxford University Press.
- Parsons, T., Knight, P.G. 2015. How To Do Your Dissertation in Geography and Related Disciplines, 3rd ed, Routledge.
- Riordan, D. 2013. Technical Report Writing Today, 10th ed, Wadsworth Publishing.

CC11.2 Practical – Research Methodology and Fieldwork Lab

Contact Hour Per Week: 2

Examination duration: 3 Hours

Maximum marks: 30 (Exp. 20, Viva-5, Record-5)

Every student needs to participate in fieldwork and prepare a field report according to the following guideline, failing which he/she will not be evaluated for Core P11.

1. Each student will prepare a report based on primary data collected from field survey and secondary data collected from different sources.
2. Students will select either one rural area (*mouza*) or an urban area (municipal ward) for the study, with the primary objective of evaluating the relation between physical and cultural landscape.
3. The fieldwork should be completed within seven days.
4. A specific problem or a special feature should be identified based on which, the study area will be selected.
5. The report should be handwritten in English on A4 size paper in candidate's own words within 5,000 words (Introductory Chapter: 1000 words; Physical Aspects: 1500 words; Socio-economic Aspects: 1500 words; Concluding Chapter: 500 words, approximately) excluding tables, photographs, maps, diagrams, references and appendices.
6. Photographs, maps and diagrams should not exceed 15 pages.
7. A copy of the bound report, duly signed by the concerned teacher, will be submitted during examination.
8. The field work and post-field work will include :
 - a. Collection of primary data on physical aspects (relief and soil) of the study area. Students should use survey instruments like prismatic compass, dumpy level, Abney level or clinometer wherever necessary.
 - b. Collection of soil samples from different land cover land use regions of the study area for determining pH and NPK values with help of a soil kit.
 - c. Collection of socio economic data, at the household level (with the help of a questionnaire) in the selected study area.
 - d. Plot to plot land use survey for preparation of a land use map, covering whole or part of the selected area.
 - e. Visit to different organisations and departments for collection of secondary data.
 - f. Any other survey relevant to the objective of the study.
9. The Field Report should contain the following sections (a–e).
 - a. Introduction: Study area extent and space relations, reasons for selection of the study area on the basis of a specific problem or special feature, objectives, methods of data collection, analyses and presentation, sources of information, etc.
 - b. Physical aspects: Lithology and geological structure, relief, slope, drainage, climate, soil, vegetation, environmental issues, proneness to natural hazards, etc.
 - c. Socio-economic aspects:
 - i. Population attributes: number, sex ratio, literacy, occupational structure, ethnic and religious composition, language, per capita income, etc.

- ii. Settlement characteristics: Number of houses, building materials, number and size of rooms, amenities, etc.
 - iii. Agriculture: General land use, crop-combination, use of fertiliser and irrigational facilities, production and marketing etc.
 - iv. Other economic activities: Fishing, horticulture, brick-making, household and other industries, etc.
- d. Conclusions: Relation between physical and cultural landscape. Evaluation of problems and prospects. General recommendations.
- e. Bibliography.
10. The students will prepare (i) a chorochromatic land use land cover map on the basis of plot to plot survey; (ii) a long profile of 500–1000 m, surveyed and plotted, with different land use land cover superimposed on it.
11. All sections of the report should contain relevant maps, diagrams and photographs using primary and secondary data, clearly citing sources.
12. All surveys should pertain to the objective of the study. Surveys not relevant for establishing the relation between physical and cultural landscape should be avoided.

CC-XII

BANGLA BHASAYE COMPUTER BYABOHAR

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Full Mark: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect on the use of computer in Bengali language.

Unit-I: Computerer Paribhasa O Upojogita.

Unit-II: Computer Software O Hardware.

Unit-III: Bangla bhasar Computer r Biborton :-

Bangle printings, Key board, Sabdo prokriya, banan O byakaron
anusandhan prokriya,

Koshgrantho byabahaar, Scanner O Printer byabahaar.

Unit-IV: Bangla Internet byabaharer bibhinna dik

Bangla samajik website gulir porichay O upojogita.

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference Books:

- You tube Bengali

**SEMESTER-VI
CC - XII
WORLD LITERATURE**

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to English Literature written in countries other than England and America.

Unit-I: European Literature (Drama)

Henrik Ibsen, *A Doll's House*

Unit II: African Literature (Fiction)

Chinua Achebe, *Things Fall Apart*

Unit III: Caribbean Literature (Short Stories)

Any four short stories from either *The Penguin Book of Caribbean Short Stories* (ed. Markham, E.A.) or *The Oxford Book of Caribbean Short Stories* (ed. Brown, Stewart et al), as available

Unit- IV Australian Literature (Poetry)

Judith Wright, 'The Clock and the Heart'

Les Murray, 'Water Gardening in an Old Farm Dam'

Lionel Fogarty, 'Planet Earth'

John Kinsella, 'Two days Before Harvest'

Transactional Strategies:

Lectures, group discussions, material review, presentations etc.

Recommended Readings:

- Sen, Krishna. Annotated edition with Critical Introductory Essays. *Henrik Ibsen, A Doll's House*. New Delhi: Penguin India 2009
- Pierce, Peter ed. *The Cambridge History of Australian Literature*. CUP 2009.
- Webby Elizabeth. *The Cambridge Companion to Australian Literature*. CUP 2000.
- Irele, Abiola ed. *The Cambridge Companion to the African Novel*. CUP 2009.
- Irele, Abiola & S. Gikandieds. *The Cambridge Companion to African and Caribbean Literatures*. CUP, 2004

**SEMESTER-VI
CC-XII
PROJECT CUM SEMINAR-I**

Contact Hour-4
Marks-100
Credit-6

Objectives: On completion of this the student shall be familiar with the primary and secondary sources related to the History and Culture of the region. They will also be able to critically analyse and reflect on the theme of the seminar.

The project cum seminar course will be conducted through seminar mode. The seminar will be conducted in every week to reflect and consolidate the activities of students.

Students are required to present seminars on two themes during Semester on the topic of his / her choice and interest on any aspect of History and Culture. However the topic should be related to the specific theories and time frame of the syllabus and to be selected in consultation with the concerned teacher.

The students are expected to use at some locally available relevant original sources and adopt basic tools of historical research and analysis. The presentation should be systematic and coherent.

The report and viva-voce will be examined by both internal and external examiners. Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	
Internal(50)			Internal and External(50)		

CC-12

Remote Sensing, GIS and GNSS

Contact Hour per Week: 4

Credits: 4

Examination duration: 3 Hours

Maximum marks : 70 (Terminal- 50, Sessional- 20)

Unit I: Remote Sensing

1. Principles of Remote Sensing (RS): Types of RS satellites and sensors
2. Sensor resolutions and their applications with reference to IRS and Landsat missions
3. Image referencing schemes and acquisition procedure of free from NRSC and USGS
4. Preparation of False Colour Composites from IRS LISS-3 and Landsat TM and OLI data.
5. Principles of image interpretation. Preparation of inventories of land use land cover (LULC) features from satellite images.
6. Acquisition and utilisation of free Digital Elevation Model data: CartoDEM, SRTM and ALOS

Unit II: Geographical Information Systems and Global Navigation Satellite System

7. GIS data structures: types: spatial and non-spatial, raster and vector
8. Principles of preparing attribute tables and data manipulation and overlay analysis
9. Principles and significance of buffer preparation
10. Principles and significance overlay analysis

Unit III: Global Navigation Satellite System (GNSS)

11. Principles of GNSS positioning and waypoint collection
12. Principles of transferring of GNSS waypoints to GIS. Area and length calculations from GNSS data.

References:

BOOKS:

- Bhatta, B. 2011. Global Navigation Satellite Systems: Insights into GPS, GLONASS, Galileo, Compass and Others, CRC Press.
- Bhatta, B. 2011. Remote Sensing and GIS, 2nd ed, Oxford Univ. Press.
- Bolstad, P. 2016. GIS Fundamentals: A First Text on Geographic Information Systems, 5th ed, XanEdu Publishing.
- Brewer, C.A. 2015. Designing Better Maps: A Guide for GIS Users, 2nd ed, Esri Press.

- Harvey, F. 2015. A Primer of GIS: Fundamental Geographic and Cartographic Concepts, 2nd ed, The Guilford Press.
- Jensen, J.R., 2013. Remote Sensing of the Environment: An Earth Resource Perspective, Pearson Education India.
- Joseph, G. and Jegannathan, C. 2018. Fundamentals of Remote Sensing, 3rd ed, Universities Press.
- Lillesand, T.M., Kiefer, R.W. and Chipman, J.W., 2015. Remote Sensing and Image Interpretation, 7th ed, Wiley.
- Sarkar, A. 2015. Practical Geography: A Systematic Approach. 2nd ed, Orient Black Swan Private Ltd.

WEBSITES:

International Society for Photogrammetry and Remote Sensing: www.isprs.org

NASA Landsat Science: www.landsat.gsfc.nasa.gov

National Remote Sensing Centre: www.nrsc.gov.in

USGS Global Visualization Viewer: www.glovis.usgs.gov

CC 12.2 Practical – Remote Sensing, GIS and GNSS Lab

Contact Hour Per Week: 2
Examination duration: 3 Hours
Maximum marks: 30 (Exp. 20, Viva-5, Record-5)

1. Image georeferencing and enhancement. Preparation of reflectance libraries of LULC features across different image bands of IRS L3 or Landsat OLI data
2. Supervised image classification, class editing and post-classification analysis
3. Digitisation of features and administrative boundaries. Data attachment, overlay and preparation of annotated thematic maps
4. Waypoint collection from GNSS receivers and exporting to GIS database
5. Viva-voce based on laboratory notebook (5 Marks)

References:

BOOKS:

- Bhatta, B. 2011. Global Navigation Satellite Systems: Insights into GPS, GLONASS, Galileo, Compass and Others, CRC Press.
- Bhatta, B. 2011. Remote Sensing and GIS, 2nd ed, Oxford Univ. Press.
- Bolstad, P. 2016. GIS Fundamentals: A First Text on Geographic Information Systems, 5th ed, XanEdu Publishing.
- Brewer, C.A. 2015. Designing Better Maps: A Guide for GIS Users, 2nd ed, Esri Press.
- Harvey, F. 2015. A Primer of GIS: Fundamental Geographic and Cartographic Concepts, 2nd ed, The Guilford Press.
- Jensen, J.R., 2013. Remote Sensing of the Environment: An Earth Resource Perspective, Pearson Education India.
- Joseph, G. and Jegannathan, C. 2018. Fundamentals of Remote Sensing, 3rd ed, Universities Press.
- Lillesand, T.M., Kiefer, R.W. and Chipman, J.W., 2015. Remote Sensing and Image Interpretation, 7th ed, Wiley.
- Sarkar, A. 2015. Practical Geography: A Systematic Approach. 2nd ed, Orient Black Swan Private Ltd.

WEBSITES:

International Society for Photogrammetry and Remote Sensing: www.isprs.org
NASA Landsat Science: www.landsat.gsfc.nasa.gov
National Remote Sensing Centre: www.nrsc.gov.in
USGS Global Visualization Viewer: www.glovis.usgs.gov

SEMESTER-VI**CBCS**

The aim of these courses is not just to impart theoretical knowledge to the students but to provide them with exposure and hands-on learning wherever possible.

SLNo	Paper	Page
1.	Herbal Plants For Home Gardening	
2.	Chemistry and Our Life	
3.	Renewable Energy and Energy Harvesting	
4.	General Mathematics	
5.	Food, Nutrition and Public Health	
6.	Basics of Social Science	
7.	Creativity in Translation	
8.	Communicative Language – English	
9.	Hindi Bhasha aur Sahitya ka Samanya	
10.	Bangla Sahitya O Byakaran Gyan	
11.	Educational Planning, Management and Leadership	

Semester-VI

HERBAL PLANTS FOR HOME GARDENING

Contact Hours per Week: 4

Credit: 4

Examination Duration: 3 Hours

Maximum Marks: 100

(Terminal-80, Sessional-20)

Unit 1: Gardening: definition, objectives and scope - Garden tools and implements different types of gardening -computer applications in landscaping - Gardening operations: soil laying, manuring, watering, management of pests and diseases and harvesting.

Unit 2: Introduction to Herbs: Herbal Gardening; Planting, propagation, soils, plant nutrition, and container growing. Plant identification, plant names, general characteristics of herbs, the history of herbs, and herb resources (nurseries, seeds, clubs, etc) Growing Herbs to Harvest. Herb products, setting up a herb farm, making compost.

Unit 3: (a) Indoor gardening – Selection of indoor plants, care and maintenance of indoor plants, Bonsai – Principle, Creating the bonsai.(b) Outdoor gardening.(1) Floriculture: Factors affecting flower production; Production and packaging of cut flowers; Flower arrangements; Methods to prolong vase life; Cultivation of Important cut flowers Aster, Dahlia, Gerbera, Gladiolous, Marigold, Rose, Liliium, Orchid, Cultivation of Rose, *Jasminum*, *Chrysanthemum*, Orchids, *Anthurium*.

Unit 4 : Scope and importance of traditional medicine Plants in primary health care: study of selected Common medicinal plants – *Tinospora cordifolia*, *Oscimum sanctum*, *Piper longum*, *Terminalia chebula*, *Aloe vera*, *Curcuma longa*. *Brahmi* *Phyllanthus emblica*, *Coleus*, *Catheranthus*, *Adathoda*, *Rauwolfia*, *Mentha*, *Withania somnifera*, *Phyllanthus amarus* and *Phyllanthus emblica*.

Reference Books:

1. Nishi Sinha: Gardening in India, Abhinav Publications, New Delhi.
2. Andiance and Brison. 1971. Propagation Horticultural Plants. Rekha Sarin. The Art of Flower Arrangement, UBS Publishers, New Delhi.
3. Katyal, S.C., Vegetable growing in India, Oxford, New York.
4. Chanda, K.L. and Choudhury, B. Ornamental Horticulture in India. Premchand, Agriculture and Forest Pest and their Management, Oxford Publication.
5. Prasad, S., and U. Kumar. Green house Management for Horticultural Crops, Agrobios, Jodhpur.
6. Kolay, A.K. Basic Concepts of Soil Science. New Age International Publishers, Delhi.
7. Hudson, T. Hartmann, Dale K. Kester, Fred T. Davies, Robert L. Geneve, Plant Propagation, Principles and Practices.

CHEMISTRY AND OUR LIFE

Contact Hours per Week: 4

Credit: 4

Examination Duration: 3 Hours

Maximum Marks: 100 (Terminal-80, Sessional-20)

Unit 1:

Food Chemistry (Water, Beverage, Kitchen, Fire chemistry):

Water, a universal solvent, hard and soft water, demineralized water, water in our body, common beverages: tea, coffee, milk, soft drinks, alcoholic beverages, process in cooking, food ingredients.

Unit 2:

Chemistry in day-to-day life (Tooth paste, soap, cosmetics): toothpaste, soaps, detergents, fairness creams, anti-aging cream, sunscreen creams, shampoos, hair dyes, perfumes and deodorants.

Unit 3:

Chemistry in Health and Disease: Drugs and pharmaceuticals, antiseptics and disinfectants, mosquito repellants, chemical fertilizers, chemical pesticides.

Unit 4:

a) Plastics and polymers: some common plastics: polystyrene, polycarbonate, PET, PVC, Polyurethane, Polymethyl methacrylate, polypropylene, tricot, ABS plastic, nylon, Bakelite, melamine, PTFE.

b) Fuel Chemistry (Battery and Petrochemicals): Types of fuels, match box, rocket propellants, solid propellants, liquid propellants, hybrid propellants, fireworks.

Primary cell, secondary cell, rechargeable batteries, fuel cells (zero emission vehicles).

Petroleum and natural gas, their composition, petroleum mining, petroleum refining, octane number and cetane number.

Clean alternative fuels: Compressed Natural Gas (CNG), LNG, LPG, bio diesel.

Reference Books :

1. Chemistry in Our Life- Biman Basu

Renewable Energy and Energy Harvesting

Contact Hours per Week: 4

Credit: 4

Examination Duration: 3 Hours

Maximum Marks: 100 (External-80, Sessional-20)

Unit 1: Fossil fuels and Alternate Sources of energy: Fossil fuels and nuclear energy, their limitation, need of renewable energy, non-conventional energy sources. An overview of developments in Offshore Wind Energy, Tidal Energy, Wave energy systems, Ocean Thermal Energy Conversion, solar energy, biomass, biochemical conversion, biogas generation, geothermal energy tidal energy, Hydroelectricity.

Unit 2: Solar energy: Solar energy, its importance, storage of solar energy, solar pond, non plate collector, solar distillation, solar cooker, solar green houses, solar cell, absorption air conditioning. Need and characteristics of photovoltaic (PV) systems, PV models and equivalent circuits, and sun tracking systems.

Unit 3: Wind Energy harvesting: Fundamentals of Wind energy, Wind Turbines and different electrical machines in wind turbines, Power electronic interfaces, and grid interconnection topologies.

Ocean Energy: Ocean Energy Potential against Wind and Solar, Wave Characteristics and Statistics, Wave Energy Devices.

Tide characteristics and Statistics, Tide Energy Technologies, Ocean Thermal Energy, Osmotic Power, Ocean Bio-mass.

Unit 4: Geothermal Energy: Geothermal Resources, Geothermal Technologies.

Hydro Energy: Hydropower resources, hydropower technologies, environmental impact of hydro power sources.

Reference Books:

1. Non-conventional energy sources - G.D Rai - Khanna Publishers, New Delhi
2. Solar energy - M P Agarwal - S Chand and Co. Ltd.
3. Solar energy - Suhas P. Sukhative Tata McGraw - Hill Publishing Company Ltd.
4. Godfrey Boyle, "Renewable Energy, Power for a sustainable future", 2004, Oxford University Press, in association with The Open University.
5. Dr. P. Jayakumar, Solar Energy: Resource Assessment Handbook, 2009
6. J. Balfour, M. Shaw and S. Jarosek, Photovoltaics, Lawrence J. Goodrich (USA).

GENERAL MATHEMATICS

Contact Hours per Week: 4

Credit: 4*

Examination Duration: 3 Hours

Maximum Marks: 100 (Terminal-80, Sessional-20)

Unit 1:

What is Mathematics, Role and real life application of Mathematics, History of Mathematics, Introduction to number systems: Natural numbers, Integers, rational numbers, real numbers, complex numbers. Elements of set theory: Set, Types of set with examples. Representation of sets. Basic operations on sets (union, intersection, complementation). Venn diagram. Verbal reasoning: Logical Venn Diagrams; Mathematical Operations-Problem solving by substitution, Interchange of signs and numbers, Logical sequences of words.

Unit 2:

Number series, letter series, coding-decoding, analogy test, Relationship problems, Calendar problems. Arithmetical reasoning: number series completion, calculation based problems, data based problems, problem on ages, work and time problems, percentage problems.

Unit 3:

Logical deductions: logical reasoning, logical deductions, two-premise and three-premise arguments; Statement-Arguments; Statement-Assumptions; Statement-Courses of Action; Statement-Conclusions.

Unit 4:

Organisation of data: Frequency table, Grouping. Pictorially displaying data: dot plots, bar graphs, line graphs, pie charts. Data interpretation: Numerical based on analysis of data presented in tabular, bar chart, pie-chart or line graph.

Reference Books :

1. R.S. Aggarwal A modern approach to Verbal and non-verbal reasoning. S. Chand and Co.

FOOD, NUTRITION AND PUBLIC HEALTH

Contact Hours per Week: 4

Credit: 4*

Examination Duration: 3 Hours

Maximum Marks: 100 (Terminal-80, Sessional-20)

Unit1:

Food and Nutrients

Food, Nutrients (Macro and Micro) Synthetic foods, Diet and dietary guidelines, Junk foods, Function of food, Food adulteration, Food poisoning, Balanced diet, Nutrient need and dietary pattern for various age groups, Food hygiene, potable water source and methods of purification.

Unit 2:

Nutritional Disorders

Nutrition – related disorders: Under nutrition and over nutrition, obesity, Nutritional deficiencies: Vitamins deficiencies, Protein- energy malnutrition (marasmus and kwashiorkor; iodine deficiency disorder; Anaemia.)

Unit 3: Health and Communicable Diseases

Concept of Health; Communicable and non-communicable diseases. Control, prevention and Management of some vector- borne diseases (Malaria, filaria, chikungunya) and other communicable diseases (Rabies, leprosy, thyphoid and AIDS)

Unit 4: Non-communicable Diseases

Non communicable diseases and their preventive measures, Cardiovascular diseases, Diabetes, Cancer, Alzheimers & parkinsons Diseases, Osteoporosis.

Reference Books :

1. Arora, D.R and Arora, B. (2001) Medical Parasitology. II Edition. CBS Publications and Distributers.
2. K. W. Appel et al (2012), Zoonoses: Infectious diseases Transmissible from animal to human.
3. M.J. Gibney, Barrie M. Margetts, JM. Kearney and L. Arab.(2004), Public Health Nutrition, Blackwell Publishing company U.K.
4. P Agarwal (2014), Human Nutrition : Meal Planning Health Care & Common Diseases. Premier publishing house Calcutta.
5. Park, K. (2007) Preventive and social medicine. XVI Edition. B.B Publisher.

BASICS OF SOCIAL SCIENCES

Contact Hours per Week: 4

Credit: 4*

Examination Duration: 3 Hours

Maximum Marks:100 (Terminal-80, Sessional-20)

Unit –I Histoty

- The French revolution, Socialism in Europe and Russian revolution
- Causes of first world war,Causes of Second world war,Cold war and its impact

Unit-II Geogrphy

- India-Major physiographic units,the monsoons its characteristics,rain fall and temperature distribution
- Natural distribution,land degradation in India and Conservation measures

Unit-III Political Science

- Democracy, Indian constitution and its main features;
- Fundamental rights and duties,rights,Rights of the child

Unit-IV Economics

- Poverty as a challang,food security in India,consumer awareness
- Role of government in ensuring food security.

References

History

1. William Doyle, The Oxford History of the French Revolution, Oxford University press, London, 2003.
2. James Joll, Europe since 1870 : An International History, Pelican series.
3. Arjun Dev, History of contemporary world, Orient Black Swan, New Delhi, 2007
4. Cambridge Modern History of Europe, Cambridge University series, London 1962
5. John Lewis Gaddis, The Cold War : A new History, Penguin, London, 2007.
6. Peter McPhee, The French Revolution. 1789-1799, Oxford University Press, 2003
7. Sean McMeekin, The Russian Revolution; A new History 1st Ed., Basic Books, 2017.
8. Rex A. Wade, The Russian Revolution, 1917 (Vol. 53 of New Approaches to European History), Cambridge University Press, 2017.
9. Eric Dorn Brose, A History of the Great War : World War first and the International crisis of the Early Twentieth Century, Oxford University Press, 2009
10. Martin Gilbert, The Second World War ; A complete History, Holt Paperbacks, 2004.
11. Norman Lowe, Mastering Modern World History, Palgrave Macmillan, 2013

Geography

1. Majid Husain, Geography of India, Mac Grow Hill Publication
 2. Khular, India a comprehensive Geography, Kalyani Publishers.
 3. V. S. Katiyar, The Indian Monsoon and its Frontiers, Inter India Publisher
 4. R. L. Singh, India a regional Geography
 5. Mukaram Bhagat, Land degradation: India's silent crises, Centre for Information technology and Education
 6. V.C. Jha, Land degradation and desertification, Rawat Publication.
 7. P. K. Das, The Monsoon
 8. P. A Menon, Ways of weather, National book trust
 9. R. C. Tiwari, Geography of India, Pravalika Publication.
-

Political Science

1. Basu, D.D(2002). Introduction to Constitution of India, Lexis nexis. Delhi

Economics

1. Rudder Dutt and Mahajan, Indian Economy, S. Chand and Company, New Delhi
2. I.C. Dhingra, Indian Economy, Environment and Policy, S. Chand and Company Ltd, New Delhi.
3. S. K. Mishra and V. K. Puri, Indian Economy, its development experience Himalaya Publishing House, Mumbai, 2001.
4. Food security of India – An overview Suresh C. Modgal, NBT, India.

CREATIVITY IN TRANSLATION

Contact Hours per Week: 4

Credit: 4*

Examination Duration: 3 Hours

Maximum Marks: 100 (Terminal-80, Sessional-20)

Unit I:

Literature, fiction and translation.

Indian fiction in English translation: problems and perspectives.

Unit II:

Rabindranath Tagore: Selections from Galpa guchcha 1; Kabuliwala and other stories, by R.N.Tagore, trans. Ratan K. Chattopadhyay. The stories are: The Postmaster, Return of the Little Master, Holiday, The Visitor, The Exercise Book, The Pedlar from Kabul

Unit III:

The Boatmanboy and Forty Poems by Sachi Routray, Trans. Harindranath Chattopadhyay and B.Sinha. The poems are: Red Flower, To the Poet, To the Mother, To the Wayfarer, Return.

Unit IV:

Karukku by F.Bama, trans. Laxmi Holmstrom

References

- Rabindranath Tagore: Selections from Galpaguchcha 1; Kabuliwala and other stories, by R.N.Tagore, trans. Ratan K. Chattopadhyay, Orient Blackswan. 2013
- The Boatmanboy and Forty Poems by Sachi Routray, Trans. Harindranath Chattopadhyay and B.Sinha. Prabasi Press, Calcutta.
- Karukku by F.Bama, trans. Laxmi Holmstrom. OUP
- The Twice Born Fiction by Meenakshi Mukherjee
- Theories of Translation by J.Williams, Palgrave Macmillan, 2013
- Introducing Translation Studies by J.Munday, Routledge, 2016.

COMMUNICATIVE LANGUAGE: ENGLISH – II

Contact Hours per week: 4

Credit: 4

Exam Duration: 3 Hours

Maximum Marks: 100

(Term End Exam: 80 Marks

Sessional: 20 Marks)

Objectives: At the end of the course students are expected to be able to use English effectively in their communication.

Unit-I : Reading Comprehension

- Locate and remember the most important points in the reading
- Interpret and evaluate events, ideas, and information
- Read “between the lines” to understand underlying meanings
- Connect information to what they already know

Unit-II: Writing Part I

- Expanding an Idea
- Note Making
- Information Transfer
- Writing a Memo
- Writing Formal Email
- Writing a Business Letter
- Letters to the Editor

Unit-III: Writing Part II

- CV & Resume Writing
- Covering Letter
- Report Writing
- News Story
- Interviewing for news papers

(The above-mentioned writing activities are covered in the prescribed textbook *Vistas and Visions*)

Unit-IV: Language functions in listening and conversation; grammar in context

Section- A

1. Discussion on a given topic in pairs
2. Speaking on a given topic individually
3. Group Discussion
4. Interview
5. Using functions in conversation contexts

Section B

Grammar and Usage

1. Phrasal Verbs
2. Collocation
3. Using Modals
4. Subject-Verb agreement
5. Use of Preposition
6. Common Errors in English Usage.

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Book Prescribed:

Vistas and Visions: An Anthology of Prose and Poetry. (Ed.) Kalyani Samantray, Himansu S. Mohapatra, Jatindra K. Nayak, Gopa Ranjan Mishra, Arun Kumar Mohanty. Orient Blackswan

Recommended Reading:

1. Fluency in English – Part II, OUP, 2006
2. Business English, Pearson, 2008
3. Communicative English. E. Suresh Kumar and P. Sreehari. Orient Blackswan. 2007
4. Break Free: Unlock the Powerful Communicator in You. Rajesh, V. Rupa, 2015
5. Soft Skills Shalini Verma, 2009.
6. Business Communication, Orient BlackSwan. 2012
7. Language through Literature. ed. Gauri Mishra, Dr. Ranajan Kaul, Dr. Brati Biswas, Primus Books (2016)
8. Advanced Grammar in Use – Martin Hewings CUP, 2013
9. Basic communication skills- Dutt and Rajeevan CUP/Foundation books, 2006
10. Enjoying every day English – A.R.Rao, Sangam Books (2009)
11. Fundamentals of technical communications – Raman and Sharma OUP, 2014
12. Enriching oral and written communication in English – Thorat and Lokandwala, Orient BlackSwan; First edition (2009)
13. Communication skills – Kumar and Lata OUP, 2011

हिन्दी भाषा और साहित्य

Contact Hours per Week: 4

Credit: 4*

Examination Duration: 3 Hours

Maximum Marks: 100 (Terminal-80, Sessional-20)

उद्देश्य-

- पाठ्यक्रम के अंत में विद्यार्थी हिन्दी भाषा की गद्य, पद्य और भाषा प्रयोग को आलोचनात्मक ढंग से समझ सकेंगे

इकाई 1: हिन्दी निबंध

- क. रवीन्द्रनाथ टैगोर-----शिक्षा का विकिरण
- ख. प्रेमचंद-----महाजनी सभ्यता
- ग. हरिशंकर परसाई-----मैं नरक से बोल रहा हूँ

इकाई 2: हिन्दी काव्य

- क. कबीरदास— साखी (11-25)
- ख. सूरदास — बाललीला (3,7,8), भ्रमरगीत (1-5)
- ग. नागार्जुन—अकाल और उसके बाद, मंत्र
- घ. माखनलाल चतुर्वेदी—सिपाही, पुष्प की अभिलाषा

इकाई 3: हिन्दी कहानियाँ

- क. भीष्म साहनी— चीफ की दावत
- ख. मोहन राकेश— मलवे का मालिक
- ग. मन्नू भण्डारी— दो कलाकार

इकाई 4: व्याकरण और रचना

- क. प्रत्यय और उपसर्ग
- ख. शब्द शुद्धि व वाक्य शुद्धि
- ग. पर्यायवाची और विलोमशब्द
- घ. अनेक शब्दों के लिए एक शब्द

सन्दर्भ

- कबीर - हजारी प्रसाद द्विवेदी
- भ्रमर गीत सार- रामचंद्र शुक्ल
- प्रमुख हिन्दी कहानियाँ-डॉ. रामलाल यादव
- टैगोर के निबंध- बाबू शेषनाथ

व्याकरण एवं रचना- विजय हेला

Bangla Sahitya O Bhakaran Gyan

Contact Hours per Week: 4

Credit: 4*

Examination Duration: 3 Hours

Maximum Marks: 100 (Terminal-80, Sessional-20)

Unit-I:

- i. Pracheen Yug.
- ii. Adhunik Yug.

Unit-II:

- i. Bhab – Samprasarn (Pradatyā Kobita ba Gadyer angsha)
- ii. Patra Likhan Byektigata Patra, Samajik Patra O Sarkari Patra.

Unit- III:

- i. Bangla Shabda Bhandar.
- ii. Bangla Banan.

Unit- IV: Engrajee theke Bangla Anubad.

Reference Books :

- i. Bangla Sahitya Sampurna Itibritta.
By Dr. Ashit Kumar bandopadhyae.
- ii. Bhashar Itibritta.
By sukumar Sen.
- iii. Bhasha Tatwa
By Ateendra Majumdar.
- iv. bangabhasa O Sahitya
By Deenesh Chandra Sen.

Educational Planning, Management and Leadership

Semester-VI	Credits-4
Total Marks:100 (Internal:20 External: 80)	Contact Hours: 4 hours per week

Introduction:

The course intends to introduce the basic concepts, types, conditions, approaches and techniques of educational planning, management and leadership styles. It makes an attempt to introduce the concept of decentralized planning and planning practices currently being adopted in various education sub-sectors in India, including the secondary education sub-sector. It also attempts to discuss the concept and application of strategic planning techniques in education and the way these techniques have been contextualized and built into district planning models in India. As such, the course would provide an overview of the changing landscape of educational planning in India, including the latest planning approaches and frameworks. A discussion of the theoretical approaches to educational planning would help enable student teachers to contextualise and analyse educational planning models and practices in India. It would help them to participate in the current debate on 'whether educational planning and management in India is rhetoric or a reality?' The course also intends to provide the student teachers exposure to the concept, theory and various dimensions of educational school management and leadership styles. The student teacher should be aware about how the job of the teacher has changed immensely in last decade. The teacher as the head of the school or class teacher has to perform many managerial functions in relation to the management of human and material resources. A professionally trained teacher is expected to have know-how of managing instructional and other school activities. The core paper "Educational Planning, Management and Leadership" is intended to enable the development of skill how to plan and manage for effective schooling of the children at the secondary level. The paper will be taught through deliberations, discussion, reflection, school visit, library reading and presentations.

Objectives

The course will enable the student teachers to;

- Understand Concepts, types and approaches of educational planning
- Develop institutional plan and school development plan
- Understand recommendations of different five year plans relating to school education

- Develop understanding about educational decentralization in India and district planning practices
- Understand concept, nature and approaches of educational management
- Develop understanding and skills in managing material and human resources of school
- Understanding the skills of using different managerial and leadership styles for effective management of a school.

Unit-I: Understanding Educational Planning

- Educational planning: Meaning, Nature, purpose
- Traditional educational planning and strategic educational planning-steps and benefits
- Approaches to educational planning: Social demand, manpower requirement and cost benefits
- Planning for human resource development in school: Manpower forecasting and Manpower planning
- Institutional Planning: School development plan as per the RTE Act 2009

Unit-II: Educational Planning in India

- Beginning of five year Plans: its historical background; Main features of five year plans with special reference to education, Impact of five year plans on education.
- 12th Five year plan: Major recommendations relating to school education(elementary and secondary education)
- Educational decentralization in India: legal provisions and institutional framework and planning machinery
- District planning under the on-going country-wide education development programmes like the SSA and the RMSA
- Financing school education in India, fund flow and related issues

Unit-III: Educational Management: Concept, Processes

- Educational management: Concept and Process(Planning, organization, control ,decision making and evaluation) and approaches to management: Classical, Human relation and system
- Structure of education management in India and in states
- Management of resources:Material resource,general class room equipments; school building, library, laboratory ,assembly hall play ground and surroundings of school ;Human resource -organizational climate in school, Professional development of teachers-Self learning, reflective practices, orientation, seminars and colloquium
- Management of teaching learning context:C;assroom,Time, curricular and other curricular activities.
- Total quality management

Unit-IV: Leadership: Concepts, Traits and Styles

- Leadership: Concept, types-administrative and instructional
- Leadership traits: responsible, self disciplined, innovative, imaginative, good at organization, correct in judgment, visionary etc.
- Educational administration leadership skills: Decision making, Planning and Co-Ordinating, Communicating, Evaluating and Feedback
- Styles of educational leadership: autocratic, Laissez-faire and democratic

Suggested Activities

- Read school development plan of elementary schools and prepare reflective notes on it.
- Prepare report after collecting views of SMC members about their contribution to school improvement.
- Critically analyze district educational planning of your district.
- Interact with five HMs/Principals of nearby schools and prepare a report management of material and human resources.
- Make a case study on a successful HM/principal of a school; Leadership quality and styles

Suggested Readings:

- Ayyar, R.V. Vaidyanatha (1993). Educational Planning and Administration in India: Retrospect and Prospect. *Journal of Educational Planning and Administration*, VII (2): 197-214.
- Blaug, Mark (1972). *An Introduction to Economics of Education*. The Penguin: London.
- Bray, Mark and N.V. Varghese (ed.) (2010): *Directions in Educational Planning: Report on an IIEP Symposium*. IIEP: Paris.
- Brown, D. (1990): *Decentralisation and School-based Management*. Falmer Press: London.
- Bullock, A. and H. Thomas (1997). *Schools at the Centre? A Study of Decentralisation*. Routledge: London.
- Bush, T., L. Bell, R. Bolam, R. Glatter and P. Ribbins (eds.) (1999). *Educational Management: Redefining Theory, Policy and Practice*. Paul Chapman: London.
- Carron, Gabriel (2010). *Strategic Planning: Concept and Rationale*. IIEP Working Paper 1. IIEP: Paris.
- Carron, Gabriel (2010). *Strategic Planning: Techniques and Methods*. IIEP Working Paper 3, IIEP: Paris.
- Chau, Ta-Ngoc (2003). *Demographic Aspects of Educational Planning*. IIEP: Paris.
- Coombs, P.H. (1969). *What is Educational Planning?* Paris: International Institute of Educational Planning (IIEP).
- Government of India (2011). *SarvaShikshaAbhiyan: Framework for Implementation*, Department of School Education and Literacy, Ministry of Human Resource Development: New Delhi.
- Govinda, R. and M. Bandyopadhyay (2010). *Changing Framework of Local Governance and Community Participation in Elementary Education in India*, CREATE PATHWAYS TO ACCESS, Research Monograph No. 35, available at http://www.create-rpc.org/pdf_documents/PTA35.pdf.
- Hallack, Jack (1977). *Planning the Location of Schools: An Instrument of Educational Policy*, IIEP: Paris.
- Jha, Jyotsna, K.B.C. Saxena and C.V. Baxi (2001): *Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India*. The European Commission: New Delhi.
- Kaufman, Herman, Watters (eds.) (1996). *Educational Planning: Strategic Tactical Operational*. Pa. Technomic: Lancaster.
- Kochhar, S. K. (1994). *Secondary School Administration*, Sterling Publisher New Delhi
- Litvack, Jennie, Junaid Ahmed and Richard Bird (1998). *Rethinking Decentralization in Developing Countries*. World Bank: Washington D.C.
- Mathur, S.S. (1990). *Educational Administration and Management*. The Indian Publications: India.
- MHRD. (2009). *RashtriyaMadhyamikShikshaAbhiyan: A Framework for Implementation*. Department of School Education and Literacy, GOI: New Delhi.
- MHRD. (2011). *SarvaShikshaAbhiyan: A Framework for Implementation*. Department of School Education and Literacy, GOI: New Delhi.
- Mohanty, J. (2000) *School management, Administration and Supervision*, Deep and Deep, New Delhi

- Mukhopadhyay, Marmar and R.S.Tyagi (2005). *Governance of School Education in India*. NIEPA: New Delhi.
- Mukundan, Mullikottu-Veetil and Mark Bray (2004). The Decentralisation of Education in Kerala State, India: Rhetoric and Reality. *International Review of Education*, Vol. 50: 223–243.
- Nanjundappa, D.M. (1995): *Approaches and Techniques of Decentralized Planning in Readings in Decentralized Planning*. B.N. Yugandhar and Amitabh Mukherjee (ed.) Concept: New Delhi.
- Pareek, Udai: 'Institution Building: the Framework for Decision-making', in Ravi Mathai, UdaiPareek and T. V. Rao (eds.) *Institution Building in Education and Research: From Stagnation to Self- Renewal*, All India Management Association: New Delhi.
- Psacharopolous, G. (1985): *Planning of Education: Where Do We Stand?* World Bank: Washington.
- Ruscoe, G. C. (1969): *Conditions for Success in Educational Planning?* Paris:IIEP.
- Tilak, J.B.G. (1977): "Approaches to Educational Planning and their Applications in India", *Indian Economic Journal*, 24 (3).
- UNESCO (2007): *Education Sector-Wide Approaches (SWAs): Background, Guide and Lessons*. Paris. Available at: <http://unesdoc.unesco.org/images/0015/001509/150965e.pdf>.
- Varghese N.V. and K. Biswal (1999): *School Mapping: An Analysis of Educational Facilities in Dhenkanal District, Orissa*, Mimeo. NIEPA: New Delhi.
- Varghese, N. V. (1996): "Decentralization of Educational Planning in India: The Case of District Primary Education Programme." *International Journal of Educational Development*, Vol. 16 (4): 355-365.
- Varghese, N. V. and J.B.G.Tilak (1991): *The Financing of Education in India*. IIEP: Paris.
- Varghese, N.V. (ed.) (1997): *Modules on District Planning in Education*, NIEPA: New Delhi.

Zaidi, S.M.I.A., K.Biswal, N.K.Mohanty, and A.A.C.Lal (2012): *Secondary Education Planning and Appraisal Manual*. NUEPA: New Delhi. available at [http://www.nuepa.org/Download/Publications/1-Secondary%20Education%20Manual\(Prof%20Zaidi%20](http://www.nuepa.org/Download/Publications/1-Secondary%20Education%20Manual(Prof%20Zaidi%20)

SEMESTER VI

CPS 2: Pedagogy of Language (Bengali/Hindi/English) (Part-II)
(Question Paper will be prepared separately for each Language)

CPS 2: Pedagogy of Language - BENGALI (Part - II)
(Question Paper will be prepared separately for each Language)

Semester-VI	Credits-4
Total Marks:100 (Internal: 30, External: 70)	Contact Hours: 4 hours per week

Introduction:

The two years B.Ed. syllabus for pedagogy of Hindi/Bengali language has been designed in the light of the new approaches and regulations of NCTE 2014. The course expects the teacher to look at school education in a holistic manner. The present syllabus for Odia/Hindi/Bengali language teaching and learning has been designed keeping in view the linguistic, cultural and social diversity of our country. As per the shift in how NCTE envisaged teacher has been viewed as a facilitator to help learners construct their knowledge and hence creativity. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, it is envisaged that the teacher is well versed not only the subject content but also with the pedagogy of learning.

Objectives:

The course will enable the student teachers to-

- Understand the different roles of language.
- Identify methods, approaches and materials for teaching Bengali at various levels in West Bengal.
- Develop activities and tasks for learners including audio-video materials, ICT and Internet.
- Understand the Concept and Methods of Pedagogical Analysis.
- Frame Learning Design suited to particular content.
- Develop various skills related to language learning.
- Understand the principles of constructing content analysis of School Curriculum.
- Credit working acquaintance with concepts of language learning assessment.
- Become efficient in construction of Language Test.

Unit I: Approaches, Methods and Techniques of Teaching-Learning English Language

- Understanding the meaning of approach, method and techniques and their differences.
- Approaches: Structural-oral- Communicative approach, Silent way, Suggestopedia, Total Physical Response(TPR) with reference to their meaning, focus, principles, techniques, advantages and limitations.
- Methods: grammar-translation, Direct method.
- Techniques and Activities: Language games, Group work, Pair work, Collaborative and Co-operative work, Project and Peer interaction.
- Teaching different content areas-Objectives and importance of teaching Prose,Poetry,Drama, grammar, Composition(Creative Writing).

Unit II: Pedagogical Analysis

- Concepts and Methods of Pedagogical Analysis.
- The Pedagogical knowledge of the content from various classes(Class-vi to x, class-xi and xii) on the following items:
- Breaking of Unit into Subunit with no. of periods;
- Previous Knowledge;
- Instructional objectives in Behavioural terms;
- Subunit wise Concepts;
- Teaching-Learning Strategies
- Use of Teaching Aids
- Blueprint for Criterion Referenced test items(Revised Blooms Taxonomy to be followed)

Unit III: Planning Lessons, Learning Design and Learning Resources

- Prerequisites for planning lessons: Determining the scope of content to be dealt with, specifying learning objectives, choosing methods, approaches and strategies, arranging teaching- learning materials, designing teaching learning activities and designing formative assessment strategies.
- Concept, importance and types of learning Design
- Qualities of a good learning design.
- Steps of a Learning Design.
- Constructing a Learning Design.(5 Learning designs to be constructed)

Unit IV: Assessing Learning in English

- Assessing language skills: Properties and areas of a Language test.
- Principles of constructing a language test.
- Constructing a Language question Paper including general instruction with nature of options, overall coverage and marking.
- Achievement test-Concept and Principles.
- Constructing an achievement test.

Unit V: Learning Resources for Teaching-Learning English

- Innovative practices: Online language learning resources- access and use of ICTI
- Use of language laboratory for promoting language proficiency.
- Formation of language clubs: organizing various activities for promoting functional competency in English language.
- Text book analysis: purpose and process.

Suggested Activities:

- Construct one Pedagogical Analysis
- Construct one Achievement test.
- Development and use of the Language laboratory.
- Development of teaching learning Strategy for teaching of particular language concepts.
- Prepare an outline for a school magazine.
- Identify and list Language (English) related errors common among students.

Note: Project work, Students Teacher's Portfolio, Activities, Presentations, Workshops and Educational tours to be carried out during both the years. (Some activities have been given in each unit as examples. Such other activities may be developed as per the need. Every student has to prepare her/his own portfolio and four projects are compulsory for each semester.)

Suggested Readings:

- National Curriculum Framework 2005; NCERT, December 2005.
- National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English; NCERT, 2006.
- National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Indian languages, NCERT, 2006.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.
- Brumfit. C (1984); *Communicative methods in Language Teaching*; Cambridge University press: Cambridge.
- Chomsky (1964) in Day. E. M (2002): *Identity and the young English language learner*; Multilingual Matters Limited; London.
- Gardner and Lambert (1972) *Attitudes and Motivation in second language learning*; Rowley; Newbury house.
- Jeremy Harmer, *Longman Handbooks for Language Teachers, The Practice of English Language Teaching*, 1998.
- Srijanl, *Creative Writing and Translation*, National Council of Educational Research and Training, New Delhi 2010.
- *SamajhkaMadhyum*, National Council of Educational Research and Training, New Delhi 2009
- *Source Book on Assessment for Classed I-V, Language English*, NCERT, October 2008.
- *Learning Indicators till the Elementary Stage*, National Council of Educational Research and Training, New Delhi 2015
- *Continuous Comprehensive Evaluation – Exemplar Package for Upper Primary Stage in English*, National Council of Educational Research and Training, New Delhi 2015
- Agnihotri, R.K., Khanna, A.L. 1994. (eds.), *Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India (RAL1)*. New Delhi: Sage Publications.
- Beaumont, M. 1996. *The Teaching of Reading Skills in Second/Foreign Language*. Patras: The Hellenic Open University.
- Cummins, J. and Swain, M. 1986. *Bilingualism in Education*. London: Longman.
- Ellis, R. 1985. *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
- Prabhu, N.S. 1987. *Second Language Pedagogy*. Oxford; New York: Oxford University Press.

CPS 2: Pedagogy of Language (English) (Part-II)

Semester-VI	Credits-4
Total Marks:100 (Internal: 30, External: 70)	Contact Hours: 4 hours per week

Introduction

The two year B.Ed syllabus for pedagogy of English language has been designed in the light of the new approaches and regulations of NCTE 2014. The course expects the teacher to look at school education in a holistic manner. The present syllabus for English language teaching and learning has been designed keeping in view the linguistic, cultural and social diversity of our country. It is important that English language teaching and learning is not situated in an entirely western framework, but rather is taught through a contextually rich local perspective. English needs to be learned in the multilingual context and not in isolation. As per the shift in how NCTE envisaged teacher has been viewed as a facilitator to help learners construct their knowledge and enhance creativity. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, it is envisaged that the teacher is well versed not only with the subject content but also with the pedagogy of learning.

Objectives

The course will enable the student teachers to:

- Understand the different roles of language.
- Understand the use of language in context such as grammar and vocabulary.
- Identify methods, approaches and materials for teaching English at various levels in the Indian context.
- Develop activities and tasks for learners including audio-video materials, ICT and Internet.
- Understand the process of language assessment.

Unit I: Approaches, Methods and Techniques of Teaching-Learning English Language

- Understanding the meaning of approach, method and techniques and their differences.
- Approaches: Structural-oral-situational approach, Communicative approach, Silent way, Suggestopedia, Total Physical Response(TPR) with reference to their meaning, focus, principles, techniques, advantages and limitations.
- Methods: grammar-translation, Direct method, Audio-lingual method, Bilingual method, Communicative teaching- learning.
- Techniques and Activities: Language games, Group work, Pair work, Collaborative and Co-operative work, Project and Peer interaction.
- Implications of approaches, methods and techniques for classroom transaction.

Unit II: Planning Teaching- Learning in English Language

- Prerequisites for planning lessons: Determining the scope of content to be dealt with, specifying learning objectives, choosing methods, approaches and strategies, arranging teaching- learning materials, designing teaching learning activities and designing formative assessment strategies.
- Teaching-learning Prose (detailed and non-detailed): Objectives, transactional strategies following communicative and constructivist approaches (5E and ICON Model).
- Teaching-learning Poetry: Objectives, transactional strategies following communicative and constructivist approaches (5E and ICON Model).
- Teaching-learning Grammar: Functional and Formal Grammar; Objectives & Transactional strategies.
- Teaching-learning Composition and Vocabulary: Objectives of teaching learning composition and vocabulary, Teaching-Learning strategies for different forms of composition(Essay, Letter, Noting and Drafting),Teaching-Learning strategies for vocabulary- word formation(affixation, blending, back formation), their uses in different forms and meaning(action, qualities etc.).

Unit III: Assessing Learning in English

- Assessing language skills: strategies—oral& written; peer and group assessment; assessment within and beyond class room.
- Continuous Compressive Assessment(CCA) of learning in English: periodicity, assessment tools, reporting and feedback.
- Framing objective-based test items: extended response type, restrictive response type and objective type.
- Constructivist approach to assessment: Rubric, Portfolio, Journal writing & Open ended test.

Unit IV: Learning Resources for Teaching-Learning English

- Innovative practices: Online language learning resources- access and use of ICT.
- Developing local specific teaching learning materials& ICT based instructional material.
- Use of language laboratory for promoting language proficiency.
- Formation of language clubs: organizing various activities for promoting functional competency in English language.
- Text book analysis: purpose and process.

Unit V: Place and Manner of Articulation in English

- Sounds of English language: Vowels, Diphthongs and Consonants along with phonetic transcription.
- Organs of speech: Their role in articulation.
- Stress: Meaning, pattern, form and principles.
- Intonation: Meaning and types
- Problems of articulation in English in Indian context: Nature, causes and remediation.

Suggested Activities:

- Do a comparative study of one textbook of English from any class (VI to VIII) developed by any two states.
- Identify and prepare different types of teaching aids for children with special needs.

- Analyze the question papers of English language (Previous-3 years) — classes X & XII (any board) in the light of new approach of assessment.
- Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning.
- Select any ten questions from the class VI English textbook which lend scope to the creativity of the learners.
- Devise a strategy to incorporate the suggestions given in the 1st CCE report for the progress of the learner.
- Prepare an outline for a school magazine.
- Identify and list Language (English) related errors common among students.

Note: Project work, Students Teacher's Portfolio, Activities, Presentations, Workshops and Educational tours to be carried out during both the years. (Some activities have been given in each unit as examples. Such other activities may be developed as per the need. Every student has to prepare her/his own portfolio and four projects are compulsory for each semester.)

Suggested Readings:

- National Curriculum Framework 2005; NCERT, December 2005.
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- National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Indian languages, NCERT, 2006.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.
- Brumfit. C (1984); *Communicative methods in Language Teaching*; Cambridge University press: Cambridge.
- Chomsky (1964) in Day. E. M (2002): *Identity and the young English language learner*; Multilingual Matters Limited; London.
- Gardner and Lambert (1972) *Attitudes and Motivation in second language learning*; Rowley; Newbury house.
- Jeremy Harmer, *Longman Handbooks for Language Teachers, The Practice of English Language Teaching*, 1998.
- Srijanl, *Creative Writing and Translation*, National Council of Educational Research and Training, New Delhi 2010.
- SamajhkaMadhyum, National Council of Educational Research and Training, New Delhi 2009
- Source Book on Assessment for Classed I-V, Language English, NCERT, October 2008.
- Learning Indicators till the Elementary Stage, National Council of Educational Research and Training, New Delhi 2015

- Continuous Comprehensive Evaluation – Exemplar Package for Upper Primary Stage in English, National Council of Educational Research and Training, New Delhi 2015
- Agnihotri, R.K., Khanna, A.L. 1994. (eds.), *Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India (RALI)*. New Delhi: Sage Publications.
- Beaumont, M. 1996. *The Teaching of Reading Skills in Second/Foreign Language*. Patras: The Hellenic Open University.
- Cummins, J. and Swain, M. 1986. *Bilingualism in Education*. London: Longman.
- Ellis, R. 1985. *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
- Prabhu, N.S. 1987. *Second Language Pedagogy*. Oxford; New York: Oxford University Press.

CPS 3: Pedagogy of Social Science (History/Geography)
(Question Paper will be prepared separately for each subject)

CSP 3: Pedagogy of Social Science –HISTORY (Part-II)

Semester-VI	Credits-4
Total Marks:100 (Internal: 30, External: 70)	Contact Hours: 4 hours per week

Introduction

This course Pedagogy of Social Sciences will help student teachers to understand key concepts of the various Social Sciences as well as related pedagogical issues. This course introduces student teachers to the matters of both content and pedagogy. Some emphasis on content seems necessary in view of the fact that many student teachers may not be having sufficient exposure to four major disciplines of Social Sciences. In fact, the pedagogy of a field of enquiry cannot be separated from its content. Furthermore, student teachers should be encouraged to see interconnections between the different Social Sciences, i.e. Social Sciences as an integrated area of study. Social, economic, political and cultural issues and concerns of Indian society have been introduced through real-life situations and primary sources of information. Accordingly, they shall be in a position to appreciate the foundations on which societies have developed. Student-teachers are encouraged to grasp concepts and to develop thinking skills. Also the student teacher will be able to organize various programmes to develop a sense of appreciation about the rich cultural heritage and democratic values among the students.

Objectives

The course will enable the student teachers to:

- Develop skills and pedagogical competencies to formulate specific learning outcomes for different contents of History, Geography, Political sciences and Economics;
- Acquire different characteristics to become a professionally competent social science teacher
- Construct appropriate tools and techniques for assessment of the students learning outcomes in social sciences
- Critically analyze text book and syllabus of social science subjects at different stages of school education
- Develop skills to organize and conduct various activities related to social science areas

Unit-I: Human Relationships, Identities and Interactions

- Issues of social change and social stratification in India: Caste, class, religion and gender.
- Human-environment interaction: Location, place, region, movements and distribution of resources.
- Society and political processes: Organs and functions of government, constitutional vision, electoral procedure and social movements.
- Developmental issues: Resources, production, distribution, demand-supply and market mechanisms.

Unit-II: Professional Development of Social Science (History) Teacher

- Characteristics of social science teachers, skills and competencies.
- Professional development of social science teachers: Orientation programmes and training (Seminars/conferences/symposium/workshops/panel discussion/exhibition and simulation activities like-nukad, role-play and games).
 - Qualities of Good Social Science teacher (History) – voice modulation , using skills etc.

Unit-III: Assessment in Social Sciences (History)

- Importance of assessment in social sciences.
- Continuous comprehensive assessment (CCE) in social sciences.
- Quantitative and qualitative tools and techniques in social sciences (checklist, anecdotal records, observation, sociometry, rating-scale, rubrics and portfolio).
- Construction of tests: questions for testing cognitive and co-cognitive areas of learning.
- Importance of diagnostic and remedial activities in social sciences.
 - Questionnaire (as a tool)
 - Formative and Summative – definition , concepts, types and differences
 - Criterion Referenced Test and Normative referenced test - definition , concepts, types and differences
 - Difference between Evaluation and assessment
 - Achievement Test according to Revised Bloom' Taxonomy– Definition, Concept, Construction and significance.

Unit-IV: Social Science (History) Text Book and Club

- Characteristics of good text book in social sciences.
- Significance, formation and activities of social science club.
- Analysis of social science text books in the light of concepts, pedagogical processes, resources, child perspective, national and state interests (social sciences text books of different school boards may be taken up for discussion and analysis).
 - Syllabus analysis
 - Textbook review

Unit-V: Practicum in Social Sciences (History)

Practicum Activities	Suggestive Areas
<ul style="list-style-type: none"> • Project • Case study • Survey • Field notes • Reflective diary • Action research • ICT integrated teaching-learning packages 	<ul style="list-style-type: none"> • Visit to historical sites/monuments/national archives/state archives/museum. • Visit to village/town/industrial sites/hydro/power point stations/mining/tourism places/agricultural/production sites. • Unemployment/socio-economic status of family/child labour/raw material/labour/finance and marketing. • Visit to Vidhansabha/municipal council/panchayati raj institutions(PRIs) and village.

- Seminars
- Excursion / Field Trips followed by report writing
- Club activity – cultural programme , organization of exhibition or fairs
- Wall Magazines

- **Unit – VI [Can any name be suggested for this unit?]**
 - Dissertation
 - Presentation – seminars, Talks
 - Publication

Suggested Readings:

- Arora, K. L. (1976). *The Teaching of Geography*. Jullandhar: Prakash Brothers.
- Bhaduri, A. (2005). *Development with Dignity: A case for full Employment*, New Delhi: National Book Trust.
- Blaug, M. (1992). *The Methodology of Economics or How Economist Explain*. Cambridge: Cambridge University Press.
- Bloch, M. (1990). *The Historian's Craft*. Manchester: Manchester University Press.
- Burton, W. H. (1972). *Principles of History Teaching*. London: Methuen.
- Burke, P. (1991). *New Perspectives on History Writing*. Oxford: Blackwell.
- Broadman, D. (1985). *New Directions in Geography Education*. London: Fehur Press.
- Carr, E. H. (1962). *What is History?* London: Knopf.
- Carretero, M., and Voss, J. F. (Eds.) (1994). *Cognitive and Instructional Processes in History and the Social Sciences*. Hillsdale: Lawrence Erlbaum Associate.
- Chaudhary, K. P. (1975). *The Effective Teaching of History in India*. New Delhi: NCERT.
- Dasgupta, P. (2007). *Economics: Avery Short Introduction*. Oxford University Press.
- Dhamija, N. (1993). *Multimedia Approaches in Teaching Social Studies*. New Delhi: Human.
- Drake, F. D. & Lynn, R. N. (2005). *Engagement in Teaching History: Theory and Practices for Middle and Secondary Teachers*. Columbus, OH: Pearson.
- George, A. M. and Amman, M. (2009). *Teaching Social Science in Schools: NCERT's New Textbook Initiative*. New Delhi: Sage.
- Ghate, V.D. (1956). *Teaching of History*. Bombay: Oxford University Press.
- Gunnin, D. (1978). *The Teaching of History*. London: Goom Helm Ltd.
- Graves, N.G. (1982). *New Source Books for Geography teaching*. Longman.
- Hall, David (1976). *Geography Teacher*. London: Unwin Education Books.
- Huckle, J. (1983). *Geographical Educational Reflection and Action*. London: Oxford University Press.
- James, T. H., Arthur, J. and Hunt, M. (2001). *Learning to Teach History in the Secondary School: A Companion to School Experience*. London: Routledge Falme.
- Kent, A. (Ed.) (2000). *Reflective Practice in Geography Teaching*. London: Paul Chapman Publishing Ltd.
- Kochhar, S. K. (1970). *Teaching of Political Science*. New Delhi: Sterling Publishers Publishing House.

- Kuhn, T. S. (1970). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.
- Lewis, B. (1975). *History: Remembered, Recovered, Invented*. New York: Simon and Schuster, Inc.
- Mehlinger, Howard D. (Ed.) (1981). *UNESCO Handbook for the Teaching of the Freedom Struggle in India and Pakistan*. New Delhi: Penguin India.
- Morrey, D. C. (1972). *Basic Geography*. London: Hien Manns Education Books.
- Smith, M. (2002). *Teaching Geography in Secondary Schools : A Reader*. London: Taylor & Francis.
- NCERT.(2006). National Focus Group Position Paper on Teaching Social Sciences. New Delhi: NCERT.
- Root, M. (1993). *Philosophy of Social Sciences*. Oxford: Blackwell.
- Sartori, G. (ED.) (1984). *Social Science Concepts: A Systematic Analysis*. New delhi: Sage Publications.
- Slate, F. (1982). *Learning through Geography*. London: Butler and Tanner Ltd.
- Stanford, M. (1985). *The Nature of Historical Knowledge*. Oxford: Basic Blackwell.
- Trigg, R. (1985). *Understanding Social Science: A Philosophical Introduction to the Social Sciences*. Oxford: Basic Blackwell.
- UNESCO.(1965). *Source Book for Geography Teaching*. London: Longman.
- Verma, O. P. (1984). *Geography Teaching*. New Delhi: Sterling Publication.
- Walford, R. (1981). *Signposts for Geography Teaching*. London: Longman.
- Wilkins, E. J. (1979). *Elements of social Science: A Philosophical Introduction to the Social Sciences*. Oxford: Basic Blackwell.

CPS -3: Pedagogy of Social Science -GEOGRAPHY (Part – II)

Semester-VI	Credits-4
Total Marks:100 (Internal: 30, External: 70)	Contact Hours: 4 hours per week

Objectives:

The course will enable the student teachers to:-

- Develop skills and pedagogical competencies to formulate specific learning outcomes for different concepts of Geography.
- Examine critically major concepts, ideas, principles and values relating to the subject geography as a branch of Social Science.
- Acquire different proficiencies to become a professionally competent Social Science teacher.
- Construct appropriate tools and techniques for assessment of the students' learning outcomes in Social Science subjects, especially Geography.
- Critically analyse text books of geography at different stages of school education
- Develop skills to organize and conduct various activities related to social science areas, especially geography.

Unit I: Professional Development of Social Science (Geography) Teacher

- Characteristics of Social Science teachers, skills and competencies.
- Professional growth of Social Science teachers : Orientation programmes, Refresher courses, Others training programmes (Seminars/conferences/symposium /workshops / panel discussion /exhibition and simulation activities).

Unit II: Teaching Skills for Teaching Geography

- Essential teaching skills and techniques for a geography teacher.
- Micro Teaching and Micro Lesson.
- Simulated Teaching

- Integrated Teaching/Teaching in classroom situation.

Unit III: Assessment and Evaluation of Social Science (Geography) Learning

- Concept of Assessment and Evaluation.
- Importance of Assessment and Evaluation in Geography.
- Continuous and Comprehensive assessment and evaluation (CCE) in Geography.
- Quantitative and Qualitative tools and techniques in Social Sciences (Checklist, anecdotal records, observation, sociometry, rating scale, rubrics and Portfolio).
- Construction of Achievement Test.
- Importance of diagnostic tests and remedial activities in Geography.

Unit IV: Text Book of Geography

- Characteristics of good text book of geography as a social science subject.
- Analysis / Review of text books of social sciences (geography) in the light of concepts, pedagogical processes, resources, child perspective, national and state interest (social science text books of different school boards may be taken up for discussion and analysis).

Unit V: Activities in Social Science (Geography)

- Significance of activities in Social Science.
- Fair and Exhibition.
- Debate
- Wall Magazine and Annual Magazine.
- Geography Club
- Action Research

Engagement with Field/Practicum [Any two of the following]:

- Preparation of Pedagogical Analysis of a major unit.
- Preparation of Learning Design for classroom teaching.
- Preparation of Achievement Test.
- Preparation of Micro teaching/simulated teaching lesson plan.
- Action Research.
- Project
- Case Study

Suggested Readings:

- Agarwal, J.C. Teaching of social studies, New Delhi : Vikas Publishing House,
- Aroras G.L. (1988) Curriculum and Quality in Education. New Delhi: NCERT.
- Arora, K.L. (1976). The Teaching of Geography. Jullandhar : Prakash Brothers.
- Bhaduri, A. (2005). Development with Dignity : A case for full employment, New Delhi : National Book Trust.
- Bhattacharya, S & Darji, D.R. (1966): Teaching of Social Studies in Indian Schools, Baroda : Acharya Book Depot.
- Binning, A.C. (1952), Teaching Social studies in Secondary Schools. New York : McGraw Hill & Co.
- Broadman, D. (1985). New Directions in Geography Education. London : Fehur Press.
- Desai, D.B. SamajVidyanaShikhan. Ahmedabad : BalgovindPrakashan.
- Dhamija, N. (1993). Multimedia Approaches in Teaching Social Studies. New Delhi : Human.
- George, A.M. and Amman, M. (2009). Teaching Social Science in Schools : NCERT'S New Textbook Initiative. New Delhi: Sage.
- Graves, N.G. (1982). New Source Books for Geography Teaching. Longman.
- Green, H.A., Jozgensen. A.N. Gerberi, J.R. (1959) : Measurement and Evaluatiion in the Secondary School. New York :Mongmans, Green & Co.
- Hall, David (1976) Geography Teacher. London : Unwin Education Books.

- Huckle, J. (1983) *Geographical Educational Reflection and Action*, London : Oxford University Press.
- Kent, A. (Ed.) (2000) *Reflective Practice in Geography Teaching* London : Paul Chapman Publishing Ltd.
- Konli, A.S. (1996). *Teaching of Social Studies*. New Delhi : Anmol Publications Pvt. Ltd.
- Kuhn, T.S. (1970). *The structure of scientific Revolutions*. Chicago : University of Chicago Press.
- Lambert, David and Balderstone, David. (2000) *Learning to Teach Geography in Secondary School: A companion to School Experience*. Falmer, London : Routledge.
- Mathias, Paul. (1973). *The Teacher's Handbook for Social Studies*. London : Blandford Press.
- Mehlinger, Howard, D. (Ed.) (1981). *Handbook for the Teaching of Social studies*. Gareem Helm, London : UNIESCO.
- Mete, Jayanta&Dasgupta, Jayarati (2014). *AdhunikBhugolShikkhanPoddhoti*, Kolkata :Aheli Publishers.
- Morrey, D.C. (1972), *Basic Geography*. London : Hien Manns Education Books.
- NCERT. (2006). *Natiional Focus Group Position Paper on Teaching Social Sciences*. New Delhi : NCERT.
- Pathak, Avijit (2002). *Social Implications of Schooling : Knowledge, Pedagogy and consciousness*. New Delhi : Rainbow Publishers.
- Root.M (1993), *Philosophy of Social Sciences*. Oxford : Blackwell.
- Singer, Alan. J (2003). *Social Studies for Secondary Schools : Teaching to Learn, Learning to Teach*. New Jersey : L.E. Associations.
- Slate, F. (1982), *Learning through Geography*. London : Butler and Tanner Ltd.
- UNESCO. (1965), *Source Book for Geography Teaching*, London: Longman.
- Verma, O.P. (1984). *Geography Teaching*. New Delhi : Sterling Publication.
- Walford, R. (1981). *Signposts for Geography Teaching*. London : Longman.

FE-1: MULTICULTURAL PLACEMENT

Semester-VI	Credits-2
Total Marks: 50 (Internal: 15, External: 35)	Contact Hours: 2 hours per week

Introduction

Multi-cultural education and teaching for diversity are the needs of contemporary times. India is a culturally plural country and prospective secondary school teacher preparation programme needs to focus on addressing diversity in classroom and managing schools from different cultural set up. Multicultural placement of student teachers aims at exposing them to different type of schools such as urban, schools for differently abled children with a view to develop critical reflection about activities of schools with different cultures and teaching learning process adopted in different types of school .

Objectives

The course will enable the student teachers to:

- Experience different type of schools such as urban, rural, tribal, schools for challenged learners.
- Develop understanding about the school activities with different cultures/set up.
- Develop the process of engaging students in classrooms through observing the practice adopted by regular teachers.
- Develop understanding to manage a substitute(arrangement class).
- Experience of conducting classroom activities.
- Conduct case studies.

The institute will identify suitable number of cooperating urban schools, rural schools, and tribal schools, and students will be placed by rotation in all the three types of schools. All activities listed below are to be completed within two weeks during the placement of student teachers in three types of schools in rotation. Each pupil teacher performs the following activities under the guidance of supervisor/mentor and prepares reports on all the activities. The report will be assessed as the guideline given below.

Guidelines for Assessment

Sl.No.	Activities	Marks
1	Observing 6 lessons 3 in each method delivered by regular teachers with the help of observation schedule	10
2	Observation of day-to-day school activities and preparation of comprehensive report highlighting working of the library, co-scholastic activities, games and sports, functioning of laboratory, school morning assembly and preparation of reflective report	10
3	Availing at least 6 substitute teaching opportunities in actual school situation	10
4	Teaching 4 lessons (two lessons in each method subject) by using learning resources and ICT.	10
5	Undertaking a case study on students/institution	10
Total		50

Semester-VII

(B.A. B.Ed.)

Semester Structure & Title of Papers

Sl. No.	Course Paper	Subject	Paper Name	Marks	Page No.
1	PE-7	Education	Knowledge and Curriculum	100	222
	EPC-3		Arts in Education (2 Weeks)	50	225
	EPC-4		ICT Practicum (2 Weeks)	50	227
	FE-2		Internship: Teaching (14 Weeks)	350	228
Total				550	

SEMESTER-VII

PE 7: Knowledge and Curriculum

Semester-VII	Credits-4
Total Marks:100 (Internal: 30, External: 70)	Contact Hours: 4 hours per week

Introduction:

The purpose of school education is to make students understand structure of knowledge, ways of knowing and process of its construction. The role teacher is to facilitate learners in creating and transferring knowledge from school to outside. In this context, the teachers are required to be competent about the epistemological thinking of knowledge and also in dealing with the social environment involving transaction of knowledge. This paper imparts necessary preparation to student teachers in dealing with various dimensions of knowledge and its transaction in school set up.

Objectives

The course will enable the student teachers to:

- Understand concept of knowledge, process and sources of knowing.
- Develop understanding on teacher centric and learner centric knowledge transmission.
- Understand concept, types of curriculum and differentiate between curriculum framework, curriculum and syllabus.
- Apply recommendations of the NCF 2005 in school.
- Understand process and principles of curriculum development.
- Develop understanding in the process of curriculum transaction, evaluation and renewal.

Unit I: Understanding the Nature of Knowledge

- Knowledge: Concept, Nature, Types, Theories of knowledge.
- Constituents of knowledge: Facts, Principles, Laws, Concepts and Theories.
- Knowing process: Sensation, perception, reason and conception.
- Methods of acquiring knowledge: Tradition, experience, authority, reasoning (deductive and inductive) and scientific inquiry.

Unit II: Construction of Knowledge

- Knowledge transmission (teacher-centric) vs. Knowledge construction (learner-centric).
- Experience: Meaning, nature and role of experience in knowledge construction.
- Reason: Meaning, nature and role of reasoning in knowledge construction.
- Validation of knowledge: approaches and theories-correspondence, coherence, dialects and pragmatics theory.
- Relationship between powers, structures of Society and knowledge.
- Distinction and relationship between:
 - Knowledge and skill.
 - Teaching and training.
 - Knowledge and information.
 - Reason and belief

Unit III: Understanding Curriculum

- Concept of curriculum (difference between curriculum framework, curriculum, syllabus and textbook); need of a good curriculum.
- Types of curriculum: subject-centered, learner-centered, learning-centred, experience-centered, activity-centered, core curriculum.
- Core Curriculum, Null Curriculum, Hidden Curriculum & Latent Curriculum
- Curriculum framework—principles and coverage; NCF 2005 and NCFTE 2009—significant recommendations.
- Interface between the teacher education curriculum and school curriculum.

Unit IV: Curriculum planning and development

- Determinants of curriculum: Philosophical, Sociological, Psychological and Technological.
- Framing of Curriculum objectives: Cognitive, Affective and Psychomotor domains.
- Principles of selecting curriculum content.
- Principles of curriculum development.
- General Principles and Factors of Curriculum Construction.

- Bases of Curriculum: Philosophical, Psychological, Sociological & Technological.
- Models of curriculum planning: Top down (Tyler) and Bottom up (Taba) model.
- Processes/stages of curriculum development (preparation, tryout and finalization).

Unit V: Curriculum Transaction, Evaluation and Renewal

- Transaction: Planning (time, space, manpower, material and scheme of lessons); Preparation of curricular materials and activities (text and support materials, learning activities); conducting classroom transaction (preparation of lesson plans/notes, mode of transaction, learners' involvement, use of TLMs, use of assessment mechanism for learning)
- Evaluation: Objectives of curriculum evaluation; Mode (internal and external), periodicity (continuous, periodic), Mechanism (research studies, on-site observation, Focus Group Discussion FGD, on-line feedback); Model-CIPP (Stufflebeam).
- Renewal: Use of evaluation feedback/inputs for Immediate/long-term revision, Specific/comprehensive improvement.
- Methodology of curriculum transaction.
- Curriculum evaluation (formative, summative, Micro and Macro)

Suggested Activities:

- Identify concepts, facts, principles, laws and theories in any secondary class school textbook and report.
- Examine your own process of knowing and prepare a report on how you are using knowing process in gaining knowledge.
- Preparation of an appraisal report on any one aspect of the Systemic Reform envisaged in the NCF 2005 and its reflection in current practices.

- Identification of learning resources and designing of beyond classroom activities for transacting a lesson.
- Preparation of a transactional blueprint of any content unit in any school subject at the secondary level.
- Preparation of an appraisal report on the curriculum renewal process during post NPE(1986) period.

Suggested Readings:

- Arora, G.L.(1984).Reflections on curriculum.New Delhi: NCERT.
- Dewey, John(1956).*The child and the curriculum*. Chicago, Illinois: University of Chicago Press.
- Dewey, John(1997).*Experience and Education*. New York: Touchstone.
- Dewey, John(1997). My pedagogic creed. In D.J. Flinders and S.J. Thorton (eds.), *The Curriculum studies reader*. New York: Routledge, Kegan & Paul.
- Egan, K.(2005). *An imaginative approach to teaching*. San Francisco: Jossey-Bass.
- Erickson, H.L.(2002). *Concept-based curriculum and instruction*. California: Corwin Press.
- Jangira, N.K. & Singh, A.(1982). *Core teaching skills: The micro teaching approach*. New Delhi: NCERT,
- Mohapatra, J.K., Mahapatra, M. and Parida, B.K.(2015). *Constructivism: The new paradigm: From theory to practice*. New Delhi: Atlantic Publishers.
- NCERT(2005). *National curriculum framework 2005*. New Delhi: NCERT.
- NCTE(1990). *Policy perspective in teacher education*. New Delhi: NCTE
- Olivia, Peter F.(1988). *Developing the curriculum*. London: Scott and Foresman.
- Sharma, S.(2006). *Constructivist approaches to teaching and learning*. New Delhi: NCERT.
- Taba, Hilda(1962). *Curriculum development: Theory and practice*. New York: Harcourt, Brace and Wald.
- Von Glasersfeld, F.(1995). *Radical constructivism: A way of knowing and learning*. Washington D.C.: Falmer Press.
- Vygotsky, Lev(1986). *Mind in society*. Cambridge, MA: Harvard University Press.
- Taba, H (1962). *Curriculum Development: Theory and Practice*. N Y Harcourt, Brace and World.
- Tylor, Ralph W (2013). *Basic Principles of Curriculum and Instruction*. Amazon Kindle.

EPC 3: Art in Education

Semester-VII	Credits-2
Total Marks: 50 (Internal: 15, External: 35)	Contact Hours: 2 hours per week

Introduction

The need to integrate art education in the formal schooling is to retain our unique cultural identity in all its diversity and richness. Art education encourages young students and develops a creative mind to them. The innate potentiality of learners will be given an opportunity to be explored and manifested through the medium of art. An understanding of the arts will give the ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinkers and good citizens of the nation. National Curriculum Framework-2005 introduced art education as a mainstream curricular area, which must be taught in every school as a compulsory subject. It is important that art education is integrated in the school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity. For this, not only the art teachers but every teacher should be sensitive to appreciate different form of art.

Objectives:

The student teachers will be able to:

- Understand the use of 'Drama' as Pedagogy.
- Use 'Role play' technique in the teaching learning process.
- Understand the importance of dramatic way of presentation.
- Integrate singing method in teaching learning process.
- Understand various 'Dance forms' and their integration in educational practices.
- Use art of drawing and painting in teaching learning process.
- Develop creativity through different creative art forms.
- Understand the efficacy of different art forms in education.

Unit I: Drama, Dance and Music

- Drama as a tool of learning, Different Forms of Drama.
- Role play and Simulation.
- Use of Drama for Educational and social change (Street play, Dramatization of a lesson).
- Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation.
- Different Forms of Dance: Bharat Natyam, Kathakali, Garba, Bhavai, Bhangra, Bihu and various other dances.
- Integration of Dance in educational practices.
- Concept of Music, Musical Instruments and Songs.
- Integration of Music and Songs in educational practices.

Unit II: Drawing and Painting

- Colours, Strokes and Sketching: understanding of various means and perspectives.
- Different forms of painting: Worli art, Madhubani art, Glass painting, Fabric painting and various other forms of painting.
- Use of Drawing and Painting in Education: Chart making, Poster making, Match-stick drawing and other forms.

Unit III: Creative and Decorative Art

- Creative writing: Story writing, Poetry writing.
- Model making: Clay modeling, Origami, Puppet making.
- Decorative Art: Spray painting, Rangoli, Ikebana, Wall painting (Mural).
- Designing: Computer graphics, CD Cover, Book cover, Collage work.
- The use of different art forms in Education.

Activities:

- Develop a script of any lesson in any subject of your choice to perform a Play / Drama.
- Develop a script for the street play focusing on "Girl's education and Women empowerment".
- Prepare a pictorial monograph on "Various Dance forms in India".
- Prepare a calendar chart on "Various Musical Instruments in India".
- Develop an Audio CD based on newly composed Poems of Gujarati / Hindi language.
- Prepare some useful, productive and decorative models out of the waste materials.
- Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning.

Mode of Transaction:

Lecture, Lecture cum discussion, Workshop schedule, Slide/Film show, Project work, Demonstration, Visit, Group work and its Presentation

Suggested Readings:

- Theory of Drama by A. Nicoll
 - Natya Kala by Dhirubhai Thakar
 - Natyalekhan by Dhananjay Thakar
 - Natakdeshvidesman by Hasmukh Baradi
 - Gujarati theatre no Itihas by Baradi Hasmukh
 - Acting is Believing by Charls Mc. Gaw
 - Art of Speech by Kethlin Rich
 - Natya Sahitya Swaroop by Nanda Kumar Pathak
 - Bhavai by Sudahaben Desai
 - Bhavai by Krishnakant Kadkiya
 - Natya Manjarisaurabh by G.K. Bhatt
 - Kramik Pustak Malika by Pt. Bhatkhande
 - Abhinav Geet Manjari by Ratanjankar
-
- NCERT, (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre

EPC 4: ICT Practicum

Semester-VII	Credits-2
Total Marks: 50 (Internal: 15, External: 35)	Contact Hours: 2 hours per week

Introduction

The main purpose of this practicum is to provide hands on experience to student teachers in creating and using ICT related teaching learning materials. For realizing this, the following activities will be organized in the workshop.

Practicum:

- Installation of Operating systems, Windows, installation of essential Software and Utilities.
- Projects that may involve the hardware like LCD Projector, digital camera, camcorder, scanner, Printer, interactive white board and software like word processors (MS Word/Libre Office), spread sheet and Slide Presentation (PPT/impress); and/or Creating and using Blogs, and Google Groups and Google Docs.
- Develop a report on preparing a lesson plan on any topic from your methods while using internet resources. They report should mention the details of navigating, searching, selecting, saving and evaluating the authenticity of the material and also mention how it adds or justify the facts, figures(data), graphics, explanation and logic of the topic.
- Teaching with a multimedia e-content developed by the student.

Mode of Transaction:

LCD Projection, Demonstration, Lecture, Web Surfing, Designing WBI.

FE-2: School Internship

Semester-VII	Credits-14
Total Marks: 350	Contact Hours:
Internal: 350 (300 + 50*)	14 week

** Marks will be given by the cooperative/mentor teachers/HM/Principal of mentoring schools*

Introduction:

In any professional pre-service course, the theory learnt by the student has to be tried out in a real situation. Internship provides this opportunity and thereby complements the course. In teacher development programmes, internship provides the opportunity where the student-teachers can find for themselves the extent to which the methods and techniques of teaching they have learnt during the course, are useful in classroom situation. Internship is the period during which the student teacher stays in the school for a certain extended period, mingles with the school community, gets the first-hand knowledge of the school situation and the associated problems, participate in the programmes of the school, organizes new and productive programmes for the benefit of the school. These helps in developing the right skills, attitudes, interests and

appreciation and make the best use of the expertise and resources in the school to blossom into good teachers who could be an asset to any school.

An intern is like an apprentice working under the guidance of highly motivated and experienced teachers of the school. For the first time he faces a cross section of the students which is a mixture of different ability groups often having varied social backgrounds, in a real classroom. While he will have learnt techniques of teaching for different uniform ability groups, he will be called upon to tailor new techniques and methods to suit mixed ability groups and this real challenge gets the best in the internee.

Objectives

The course will enable the student teachers to:

- Develop the ability to define clearly the general and specific objectives of teaching the subject, the different units, and the individual lessons.
- Develop the ability to select units and subject matter suitable to the class, and resource material and aids - readymade, improvised - suitable to the units.
- Develop the ability to plan the lesson effectively with an understanding of the principles of learning and organize the subject matter suitably indicating the appropriate techniques and aids to be used at each stage and for each purpose.
- Develop the ability to prepare the pupils adequately for each lesson and develop it in ways most suitable to the occasion and most appropriate for realizing the objectives set forth.
- Develop the ability to motivate the pupils sufficiently and sustain their interest as well as maintain discipline in the class.
- Develop the ability to adjust the programme to the varying needs interests and abilities of the pupils, while making for maximum group progress.
- Develop the ability, to use different methods and techniques of teaching and use them effectively in appropriate situations.

- Develop the ability to plan the details of the curriculum with the pupils (teacher pupil planning) and work out resource units, spelling out the experiences, activities, aids, techniques, etc.
- Develop the ability to develop and apply different techniques and tools for the continuous evaluation of the achievement and progress of the pupils, taken as individuals and as a group, especially the ability to construct and use oral, written and performance tests.
- Develop the ability to judge the effectiveness of teaching and the success of each programme in relation to the goals, from the participation and performances of the pupils.
- Develop the ability to diagnose the strengths and weaknesses and the achievements and failures of the individual pupils, in relation to the objectives and decide, plan and organize the reinforcement of remedial assistance needed by each.
- Develop the ability to correlate his subject and its teaching with other subjects taught in the class, with other activities in the school with life, so that, the education of the child becomes an integrated programme.
- Develop the ability to plan, organize and guide enrichment activities and field programmes related to the subjects taught.
- Develop the ability to plan, organize and guide various co-curricular activities, which are considered as important constituents of a rich education for the citizens of tomorrow.
- Develop the ability to see the school as organized center of the community and relate the provisions and practices in the school to the needs and conditions of the pupils and of the community.

Duration: 14 Weeks

14 weeks internship shall be carried out during the third semester. The student teachers are required to be placed in the schools selected by the Institute. The number of student teachers to be allotted to a particular school shall be 10-12 or as decided by the institute. The institute may appoint a senior faculty as coordinator of the entire programme, who, *inter alia*, would identify and allot schools to student teachers, and maintain liaison with the schools. In addition, a separate coordinator may be appointed for each state knowing the regional language of the respective state.

Nomination of Mentor Teachers

The internship coordinator/s while visiting the schools for identification purposes, would seek information about different teachers of the schools, who may be nominated as mentor teachers. The role of the mentor teacher would be to share his/her professional experiences, present model lessons, assess student teachers' performance, and provide on-site guidance and support during internship.

Identification of Supervisors

The faculty members of the institute would be allotted to different schools as supervisors during the internship period. Along with the names of the faculty members, the subject/subjects to be observed and the schools for observation may be written. A chart depicting the names of the internship schools, names of student teachers, name(s) of faculty members (supervisors), and the dates of visit shall be prepared and notified by the coordinator every week. The supervisor shall coordinate the activities of the mentor teacher of the school; and assess student teachers' performance, and provide on-site guidance and support during internship.

The institute will:

1. Provide Internship handbook to the internship schools.
2. Organize orientation cum-consultation meetings with the school principals and mentors teachers.
3. Develop supplementary material for additional activities in collaboration with mentor teachers.
4. Hold fortnightly review meetings with mentor teachers.
5. Hold follow -up meetings with student -teachers at regular intervals in the TEI.
6. Monitor implementation of internship including observation of practice teaching.
7. Assess, in collaboration with school mentor -teachers, the internship performance of student -teachers.

Student teachers shall undertake the following activities during the internship period:

I. Planning and Facilitating Teaching Learning

- Unit/ Lesson planning.
- Classroom teaching in two school subjects.
- Lesson observation of mentor teacher and peers.
- Developing and Using Teaching Learning Resources.
- Integrating ICT in regular teaching.

II. Assessment, Remediation and Action Research

- Preparation of CCE activities including unit tests.
- Preparation of diagnostic tests and identifying learning difficulties.
- Planning and executing remediation.
- Conducting action research.

III. Understanding School Context

- Prepare Profile of the school (Type of School/infrastructure, facilities teachers, students and community information).
- Analyze Learner Performance(One class).

IV. Participation in School Activities

- Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting.

V. Community and school Activities

- Survey of households in local community.
- Interaction with SDMC/SMC/PTA/MTA members.
- Interacting with parents.
- The 14 week school internship will be organized in three phases: (i) pre internship; (ii) internship (iii) and post internship.

Phase-1: Pre internship

The pre internship will be of one week duration during which necessary orientation programmes for Mentor Teachers and Heads of the selected schools will be organized in the institute. The following activities shall be organized during pre-internship phase:

- Orientation of the mentor teachers and Heads of the schools regarding the objectives and different aspects of internship in teaching.
- Orientation about the roles and responsibilities of different personal involved in internship in teaching specially roles of mentor teachers/HM/Principal.
- Discussion on process involved in unit planning/ lesson planning.
- Discussion on process of developing achievement test and its administration and uses.

- Discussion on records to be maintained by student teachers during internship.
- Orientation about process of giving constructive feedback to student teachers.
- Demonstration of model lessons by the experts/supervising teacher followed by discussion, preferably in DMS.
- Demonstration and criticism lessons of at least 2 lessons, by the student teachers, of their peers in each subject followed by discussion.

Phase-2: Internship

Every student teacher shall undergo an internship of 14 weeks in an identified school. During this period the student teacher shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach at least 120 lessons in the school, taking equal number of lessons from each of his/her pedagogy subjects, under the supervision of the mentor teacher and respective teacher educator (s) from RIE. The first week will be utilized for developing rapport with school (Students, teachers, Principal/Head Master/other staffs, etc.) and familiarity with school system.

Practicum during Internship

Student teachers shall perform the following during internship:

- Prepare 120 lesson plans in two school subjects and deliver at least 60 lessons in each subject.
- Integrate student assessment activities with teaching learning process.
- Development and use learning resources related to pedagogy courses.
- Observation of peer teaching: 10 in each school subject.
- Observation of teachers' lessons: 5 in each school subject.
- Develop, administer, score and analyze at least 2 unit tests: one in each school subject.
- Conducting action research based on real classroom problems.
- Prepare and maintain student portfolios.
- Preparation of the school time table.
- Organize and participate in: morning assembly, literary and cultural activities, Club activities, Exhibitions, Excursions and field trip, Mock parliament, Quiz, Games and sports and PTA/SMC meetings.
- Maintenance of school library and laboratory.
- Maintaining a reflective diary of his/her school experience.

Records to be submitted:

- Lesson plans/Unit plans.
- School profile: infrastructure; Social Science Laboratory- physical facilities, Equipments; School Library- facilities.
- Record of Participation/organization of school activities.
- Record of observation of peer teaching.
- Report of action research.
- Assessment record.
- Reflective Journal.

Phase- 3: Post Internship

The post internship is required to be organized in the Institute for one week just after completion of internship in teaching programme. The following activities shall be organized in the Post Internship phase:

- Preparation of brief report by each student teacher on his/her internship experiences.
- Presentation of the reflections of internship by student teachers, which will be conducted in smaller group/subject wise and assessed by the supervisors.
- Some of the video clippings of lesson delivering developed earlier during internship will be shown for critical reflection
- Inviting feedback from cooperating schools/mentor teachers/HM/Principal/institute faculty.

Internal Assessment

The assessment of the performance of student teachers shall be based on the feedback received from all associated with the programme, including mentor teachers/HM/Principal, peers, supervisors of the institute; and various records submitted by the student teachers.

Semester-VIII

(B.A. B.Ed.)

Semester Structure & Title of Papers

Sl. No.	Course Paper	Subject	Paper Name	Marks	Page No.
1	CC-13 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Onubad O Bangla Onubad Sahitya	100	234
		English	Contemporary Literary Theories (In place of Drama, Poetry ad Philology – which is repetitiove)		235
		History	History of the United states of America (1776-1960)		236
		Geography	Evolution of Geographical Thought		238
2	CC-14 (Course / Paper from same subject selected as CC subject in Sem.-1)	Bengali	Project cum Seminar	100	241
		English	Project cum Seminar		242
		History	Some aspects of Regional History and Culture (Project/Fieldwork/Dissertation)		243
		Geography	Disaster Management		244
3	DSE-2 (From same subject selected as CC subject in Sem.-1)	Bengali	Project / Seminar	100	246
		English	Project / Seminar		246
		History	Project / Seminar		246
		Geography	Project / Seminar		246
5	PE-8	Education	Vision of Indian Education	100	247
	EPC-5		Guidance and Counselling (2 Weeks)	50	251
	EPC-6		Health, Yoga & Physical Education	50	253
	EPC-7		Reading and Reflecting on Texts	50	257
	FE-3		Community Work (2 Weeks)	50	259
Total				600	

**SEMESTER-VIII
CC-XIII
ONUBAD O BANGLA ONUBAD SAHITYA**

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Full Mark: 100

Term End: 70: Sessional 30

Sessional: 30

Objectives: On completion of this the student shall critically reflect on translation in Bengali literature.

Unit-I:

- i. Onubader paribhasa O swaroop.
- ii. Onubader prakarbhed

- iii. Onubader samashya.

Unit-II: Onubad O Bhasa sikaya, pathyakram prostitute Onubader bhumika.

Unit-III: Onubade Bangla Kabhya Sahityer parichay.

Unit-IV: Onubade Bangla Gadya Sahityer Parichay.

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

Reference Books :

1. Theory of translation and progress. By U. N. Singh
2. Aspects of translation. By K.V.V.L. Nona Singh Reo, CIIL, Mysore.

SEMESTER-VIII

CC- XIII

CONTEMPORARY LITERARY THEORIES

Objectives: On completion of this the student shall critically reflect and analyse the issues related to selected contemporary literary theories.

Unit I

Marxist Literary Theories – Althusser, Gramsci, Raymond Williams

Unit II

Postcolonial Theory –Edward Said, HomiBhabha, Bill Ashcroft, ParthaChatterjee, AshisNandy

Unit III

Feminism and Gender Theory – The first, second, third and fourth waves, with special emphasis on Mary Wollstonecraft, Simone de Beauvoir, Kate Millett, GayatriChakravortySpivak/Chandra TalpadeMohanty and Judith Butler

Unit IV

The following Literary Terms – dialogic, carnivalesque, heteroglossia, deconstruction, text, intertextuality

Transactional Strategies

Lectures, group discussions, material review, presentations etc

Recommended Reading

Literary Theory

- Selden, Raman et al. *A Reader's Guide to Contemporary Literary Theory*. New Delhi: Cambridge UP, India
- Eagleton, Terry. *Literary Theory: A Introduction*. Oxford: Wiley Blackwell
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: OUP
- Barry, Tichard. *Beginning Theory*. Manchester: Manchester UP
- Chaskar, Ashok and Anand B. Kumar. *Introduction to Literary Theory and Criticism*. Hyderabad: Orient Blackswan
- Oge, David: *Modern Criticism and Theory*. London: Pearson
- Mukherjee, Arpita. *Feminisms*. Hyderabad: Orient Blacksw

Literary Terms

- Fowler, Roger. *A Dictionary of Modern Critical Terms*. Rev. ed. London: Routledge
- Abrams, M.H. and Geoffrey Harpham. *A Glossary of Literary Terms*. 11th Edition. Cornell: Cornell U.P.
- Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford: OUP.
- Cuddon, J.A. *A Dictionary of Literary Terms and Literary Theory*. Oxford: Wiley Blackwell
- Childs Peter and Roger Fowler. *The Routledge Dictionary of Literary Terms*. London: Routledge
- Preston, Claire. *The Penguin Dictionary of Literary Terms*. London: Penguin
- Williams, Raymond. *Keywords*. Oxford: OUP
- Ashok, Padmaja. *A Companion to Literary Terms*. Hyderabad: Orient Blackswan

SEMESTER-VIII
CC-XIII
HISTORY OF THE UNITED STATES OF AMERICA (c.1776-1960)

Contact Hours: 4 (L) + 2 (P) per week

Cr. 4+2 = 6

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam: 80 Marks

Sessional: 20 Marks

Objectives: On completion of this the student shall critically reflect and analyse the issues related to the history of the United States of America (c. 1776-1960).

Unit-I: The Background:

- The land and indigenous people: settlement and colonization by
- Europeans; early colonial society and politics

Unit-II: Making of the Republic:

- America Revolution 1776: Revolutionary groups, Ideology, Social Base
- The War of Independence and its historical interpretations
- Processes and Features of Constitution making: Debates,
- Historical interpretations.

Unit-III: Evolution of American Democracy:

American Civil War (1861-65), Nature, Significance, Limitations

Unit-IV: America (From 1870 to 1950)

- Modern Initialization and Growth of capitalism
- Issues of Racism, Feminism, World Economic Crisis (1929-1930) - Depression, New Deal, Rise of USA an Imperialist Power

Transactional Strategies:

Lecture, group interaction, material review and presentation, etc.

REFERENCES

- Bernard Bailyn, The Great Republic.
- Bernard Bailyn, The Ideological Origins of the American Revolution.
- Charles Beard, An Economic Interpretation of the American Constitution.
- Dee Brown, Bury My Heart at Wounded Knee, An Indian History of the American West.
- Peter Carroll and David Noble, Free and Unfree: A New History of the United States.
- David B. Davis, The Problem of Slavery in the Age of Revolution.
- U. Faulkner, American Economic History.
- Robert Fogel, Railroads and American Economic Growth.
- Eric Foner, America's Black Past.
- Bailey, Thomas A., A Diplomatic History of the American People, 1940.
- John Hope Franklin, From Slavery to Freedom.
- Gerald N. Grobb and George A. Billias, Interpretations of American

- History: Patterns and Perspectives, 2 Vols.
- Richard Hofstadter, *The Age of Reform, From Bryan to FDR*
- Linda Kerber, *Women's America: Refocusing the Past.*
- David M. Potter, *The Impending Crisis.*
- W. Pratt, *A History of the United States Foreign Policy.*
- James Randail, *The Civil War and Reconstruction.*
- J. G. Randall and David Donald, *The Civil War and Reconstruction.*
- Kenneth Stampp, *The Peculiar Institution, Slavery in the Ante-bellum South.*
- Frederick Jackson Turner, *The Frontier in American History.*
- Robert Wiebe, *The Search for Order.*

1.3 SEMESTER –VIII

CC-13

Evolution of Geographical Thought

Contact Hour per Week: 4

Credits: 4

Examination duration: 3 Hours

Maximum marks : 70 (Terminal- 50, Sessional- 20)

Unit I: Nature of Pre Modern Geography

1. Development of pre-modern Geography: Contributions of Greek, Chinese, and Indian geographers
2. Impact of 'Dark Age' in Geography and Arab contributions
3. Geography during the age of 'Discovery' and 'Exploration' (contributions of Portuguese voyages, Columbus, Vasco da Gama, Magellan, Thomas Cook)
4. Transition from cosmography to scientific Geography (contributions of Bernard Varenius and Immanuel Kant). Dualism and Dichotomies (General vs. Particular, Physical vs. Human, Regional vs. Systematic, Determinism vs. Possibilism, Ideographic vs. Nomothetic)

Unit II: Foundations of Modern Geography and Recent Trends

5. Evolution of Geographical thoughts in Germany, France, Britain and United States of America
6. Contributions of Humboldt and Ritter
7. Contributions of Richthofen, Hartshorne–Schaeffer, Ratzel, La Blaché
8. Trends of geography in the post World War-II period: Quantitative revolution, systems approach
9. Structuralism and historical materialism
10. Changing concept of space with special reference to Harvey
11. Evolution of Critical Geography: Behavioural, humanistic and radical
12. Towards post modernism: Geography in the 21st Century

References:

- Adhikari, S. 2015. Fundamentals of Geographical Thought, Orient Blackswan.
- Clifford, N. Holloway S.L., Rice, S.P., Valentine, G. 2009. Key Concepts in Geography, 2nd ed, Sage.
- Couper, P. 2015. A Student's Introduction to Geographical Thought: Theories, Philosophies, Methodologies, Sage.
- Cresswell, T. 2013. Geographic Thought: A Critical Introduction, Wiley-Blackwell.

- Dikshit, R.D. 2004. Geographical Thought: A Contextual History of Ideas, Prentice Hall India.
- Gregory, D., Johnston, R., Pratt, G., Watts., Whatmore, S. (Eds) 2009. The Dictionary of Human Geography, 5th ed, Wiley.
- Holt-Jensen, A. 2011. Geography: History and Concepts: A Student's Guide, Sage.
- Husain, M. 2015. Evolution of Geographical Thought, 6th ed, Rawat Publications.
- Pete, P. 1998. Modern Geographical Thought, Wiley-Blackwell.

CC 13.2 Practical – Evolution of Geographical Thought Lab

Contact Hour Per Week: 2

Examination duration: 3 Hours

Maximum marks: 30 (Exp. 20, Viva-5, Record-5)

1. Changing Perception of maps of the world (Ptolemy, Ibn Batuta , Mercator)
2. Mapping voyages – Columbus, Vasco da Gama, Megallan, Thomas Cook
3. Presentation on any selected school of geographical thought (10 marks)
4. Viva-voce based on laboratory notebook (5 Marks)

References:

- Adhikari, S. 2015. Fundamentals of Geographical Thought, Orient Blackswan.
- Black, J. 2003. Visions of the World: A History of Maps, Mitchell Beazley.
- Clifford, N. Holloway S.L., Rice, S.P., Valentine, G. 2009. Key Concepts in Geography, 2nd ed, Sage.
- Dikshit, R.D. 2004. Geographical Thought: A Contextual History of Ideas, Prentice Hall India.
- Gregory, D., Johnston, R., Pratt, G., Watts., Whatmore, S. (Eds) 2009. The Dictionary of Human Geography, 5th ed, Wiley.
- Holt-Jensen, A. 2011. Geography: History and Concepts: A Student's Guide, Sage.
- Husain, M. 2015. Evolution of Geographical Thought, 6th ed, Rawat Publications.
- Pete, P. 1998. Modern Geographical Thought, Wiley-Blackwell.

SEMESTER-VIII
CC-XIV
Project cum SEMINAR

Contact Hours: 4 per week

Cr. = 6

Full Mark : 100

Objectives: On completion of this the student shall critically reflect on the Project work.

Je kono dueeti bisoy theke :-

- a. Nijer Shristi kono golpo rochona
- b. Rabindrator Kono ullekhjogyo Bangla uponyaser Somalochona.
- c. Banglar Kanyashree Prkalpo o Narir khamotayon
- d. Tomar ancholer kono bikhayto sanskritik bishoy bistrilo bornona. (Utsob, Shilpokola)
- e. Bangla o Biswa Bangla
- f. Anchalik Probad Probachaner Samajik O dharmiya prekha pater bisleshan.

The project cum seminar course will be conducted through seminar mode. The seminar will be conducted in every week to reflect and consolidate the activities of students. Students are required to present seminars on two themes during Semester on the topic of his / her choice and interest on any aspect of Bengali language and literature. The topic should be related to the specific theories and time frame of the syllabus and to be selected in consultation with the concerned teacher. The presentation should be systematic and coherent. The report and viva-voce will be examined by both internal and external

. Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	
Internal(50)			Internal and External(50)		

**SEMESTER-VIII
CC- XIV
PROJECT CUM SEMINAR**

Contact hours-4

Marks-100

Credit-6

Objectives: On completion of this the students are expected to be familiar with the primary and secondary issues related to some specific areas of literature. They will be able to write papers on issues of their interest by using proper methodology.

The report and viva-voce will be examined by both internal and external. Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

Topics for Project Work and Seminar:

Choose *one* topic from either Group A OR Group B

Group A – Literature-based Project (choose any *one* topic):

1. The English Renaissance
2. Contemporary Critical Approaches to English Romantic Poetry
3. The British Modernists

OR

Group B – ELT-based Project (choose any *one* topic):

1. Make a study of common pronunciation errors in English among students whose L1 is not English (basing the survey on the internship experience) and suggest methods for rectification
2. Make a study of common grammatical errors in English among students whose L1 is not English (basing the survey on the internship experience) and suggest methods for rectification
3. Make a study of shortcomings in writing skills in English among students whose L1 is not English (basing the survey on the internship experience) and suggest methods for improvement.

SEMESTER-VIII
CC-XIV PROJECT CUM SEMEINAR-II

Contact Hours-4 per week

Cr. = 6

Marks-100

SOME ASPECTS OF REGIONAL HISTORY AND CULTURE (PROJECT /SEMINAR)

Objectives: On completion of this the student shall be familiar with the primary and secondary sources of history.

The project cum seminar course will be conducted through seminar mode. The seminar will be conducted in every week to reflect and consolidate the activities of students.

He/She shall be able to write a paper on an issue of his/her interest by using the research methodology.

The students are expected to be acquainted with the use of original sources and research methodology for preparing the project report.. Topic and area of study for Project work shall be decided by the concerned faculty member of the Institute.

Report and Viva-voce shall be examined by two examiners - Internal and External. Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100

1.4 CC-14

Hazard Management

Contact Hour per Week: 4

Credits: 4

Examination duration: 3 Hours

Maximum marks :70 (Terminal- 50, Sessional- 20)

Unit I: Concepts

1. Classification of hazards and disasters. Hazard continuum.
2. Approaches to hazard study: Risk perception and vulnerability assessment. Hazard paradigms.
3. Responses to hazards: Preparedness, trauma and aftermath. Resilience and capacity building.
4. Hazards mapping: Data and geospatial techniques (for hazards enlisted in Unit II and Core 14P)

Unit II: Hazard-specific Study with focus on India

5. Sea level rise: Factors, vulnerability, consequences and management
6. Earthquake: Factors, vulnerability, consequences and management
7. Landslide: Factors, vulnerability, consequences and management
8. Subsidence: Factors, vulnerability, consequences and management
9. Tropical Cyclone: Factors, vulnerability, consequences and management
10. Riverbank erosion: Factors, vulnerability, consequences and management
11. Fire: Factors, vulnerability, consequences and management
12. Radioactive fallout: Factors, vulnerability, consequences and management

References:

- Coenraads, R. (Ed.) 2006. Natural Disasters and How We Cope, Millennium House.
- Coch, N.K. 1994. Geohazards: Natural and Human, Pearson College.
- Cutter, S.L. 2006. Hazards Vulnerability and Environmental Justice, Routledge
- Government of India. 1997. Vulnerability Atlas of India, Revised ed, Building Materials & Technology Promotion Council, Ministry of Urban Development.
- Hyndman, D., Hyndman, D. 2016. Natural Hazards and Disasters, 5th ed, Brooks Cole.
- Kapur, A. 2010. Vulnerable India: A Geographical Study of Disasters, Sage.
- Keller. E.A., DeVecchio, D.E. 2014. Natural Hazards: Earth's Processes as Hazards, Disasters, and Catastrophes, 4th ed, Routledge.

- Pine, J.C. 2014. Hazards Analysis: Reducing the Impact of Disasters, 2nd ed, CRC Press.
- Robbins, P., Hintz, J., Moore, S.A. 2014. Environment and Society: A Critical Introduction 2nd ed, Wiley.
- Smith, K. 2013. Environmental Hazards: Assessing Risk and Reducing Disaster, 6th ed, Routledge.

Websites:

AGU landslide Blog: blogs.agu.org/landslideblog

Disaster News Network: secure.disasternews.net

India Meteorological Department Cyclone Page:
www.rsmcnewdelhi.imd.gov.in/index.php?lang=en

USGS Earthquake Hazards Programme: www.earthquake.usgs.gov

Semester: VIII
DSE II: PROJECT/SEMINAR

Contact Hours per Week : 4
 Credit : 4
 Examination Duration : 3 Hours
 Maximum Marks : 100

Survey and Identification of related topic	Review of literature	Project work	Report	Viva-voce	Total
10	10	40	20	20	100

Semester: VIII
DSE II: PROJECT/SEMINAR

Contact Hours per Week : 4
 Credit : 4
 Examination Duration : 3 Hours
 Maximum Marks : 100

Survey and Identification of related topic	Review of literature	Project work	Report	Viva-voce	Total
10	10	40	20	20	100

Semester: VIII
DSE II: PROJECT/SEMINAR

Contact Hours per Week : 2
 Credit : 6
 Examination Duration : 3 Hours
 Maximum Marks : 100

Survey and Identification of related topic	Review of literature	Project work	Report	Viva-voce	Total
10	10	40	20	20	100

Semester: VIII
DSE II: PROJECT/SEMINAR

Contact Hours per Week : 2
 Credit : 6
 Examination Duration : 3 Hours
 Maximum Marks : 100

Survey and Identification of related topic	Review of literature	Project work	Report	Viva-voce	Total
10	10	40	20	20	100

SEMESTER VIII

PE-8 Vision of Indian Education

Semester-VIII	Credits-4
Total Marks:100 (Internal: 30, External: 70)	Contact Hours: 4 hours per week

Introduction

Education is essentially a normative endeavor, hence is intentional. It intends, rather deliberately, to socialize children into a value frame or normative structure. That is why

history reveals that every education system, at different historical periods, had been guided by certain value concerns. In contemporary times, the education system in India derives its values from the Constitution of India. While socializing children education has to negotiate within the frame of Constitutional values. Indian Constitution envisioned a humane society based on freedom, equality and justice, and this led to evolving many institutions to realize the vision. In this regard, education has been considered as an agency of social transformation and classroom as the shape of the envisioned destiny. Since teachers ought to play crucial role in realizing the vision, they are to be informed the Constitutional vision so as to develop normative perspectives regarding education and thereby emerging concerns and issues. This normative perspective a teacher holds in turn guides his/her actions and acquires a meaning to action.

Education being an operational area, every citizen perceives several issues related to it through personal experience. The student-teachers need to understand the main issues that touch their functioning as also situate themselves in context. Such an understanding on at least a few issues and concerns will equip student teachers to be ready for dealing with other issues and concerns in the field. This is very relevant as it may not be possible to bring under scrutiny all issues and concerns. Since, concerns and issues cannot and should not be 'informed' like 'ready to cook facts', the course is designed in such a fashion that prospective teachers would be encouraged to come to terms with concerns and issues that would emerge out of their reasoned engagement with contemporary educational reality in the light of professed humanistic values.

Objectives

The course will enable the student teachers to:

- Understand evolution of education in India from Vedic period to post Independence era.
- Develop understanding on issues and concerns relating to Elementary education and implementation of the RTE Act 2009.
- Develop understanding on issues and concerns relating to secondary/sr. secondary education and implementation of the RMSA and other schemes.
- Understand school education in India with reference to global educational development and role of international organizations for promoting education.
- Formulate vision for school education on basis of new social order and technological advancement.

Unit I - Education in India: Historical perspectives

- Education during Vedic and Post Vedic period and its relevance to present education.
- Educational development in the Pre-independence period: Macaulay's Minutes, Wood's Despatch, Hunter Commission, Wardha Scheme of Basic Education, Sargent Report.
- Bengal Renaissance: Concept, causes and its impact on education; contribution of Raja Rammohan Roy, Derozio and Vidyasagar in Education.
- Education and Constitution a) Preamble and various Articles on Education in Indian Constitution.
- Educational development in Post-Independence Period: Recommendations of University Education Commission (1948), Secondary Education Commission (1952), Education Commission (1964-66), NPE 1968, NPE 1986/1992 with reference to school education.

Unit II: Elementary Education: Concerns and Issues

- Universalization of Elementary Education: Concept, need and dimensions.
- Policy and programmes for Universalisation of Elementary Education (UEE): DPEP, SSA, RTE Act 2009.
- Educational policies regarding Elementary Education in Five year Plans.
- Issues of quality in elementary education and strategies.

Unit-III: Secondary and Higher Secondary Education: Concerns and Issues

- Secondary Education: Concept, need and importance.
- Policy and programmes for development of Secondary and Higher Secondary Education: RMSA, ICT @ School, Rashtriya Avishkar Abhiyan.
- Issues of quality in Secondary and Higher Secondary education and strategies.
- Vocationalisation of Higher Secondary Education: Policy Initiatives, Programmes and strategies.

Unit-IV: Global Perspectives in School Education

- International Commissions on Education: Learning to Be (1975); Learning: The Treasure Within (1996) with reference to aims of education, learning society and life long education.
- Role of International Agencies for development of education: UNICEF, World Bank, UNESCO.
- Global Monitoring Report on Millennium Development Goals (MDG) and Sustainable Development Goals (SDG) 2015.

Unit V: Meeting the Emerging Challenges in School Education

- Changing Trends in socio-cultural, political and economic scenario: Their bearings on School Education.
- Emerging challenges in School organisation, Curricular Processes, Learning Climate.
- Addressing Challenges in a) School Organisation (Physical Space and Personnel Management, Client Relationships in terms of management); b) Curricular Processes (Curriculum Transaction, Contextualisation, Assessment); c) Learning climate (Resource utilisation, Teacher -Learner relationship, Peer relationships etc.).

Suggested Activities:

- Prepare report on relevance of Vedic/ Buddhist/ Islamic educational ideas for present school education by studying original literature.
- Conduct surveys in the local area for examining status of implementations of the RTE Act 2009
- Visit five secondary schools nearby and prepare report on quality of teaching and learning as the RMSA guidelines.
- Read any educational project sponsored by the UNESCO and present to the class
- Study writings on analysis of education-development from news papers and make presentations

Suggested Readings:

- Arial, J.C. & Agrawal S.P. (1992). Role of UNESCO in Educational, Vikas Publishing House, Delhi.
- Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.
- Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.
- Govt. of India (1992). Programme of Action (NPE). Min of HRD.
- Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.

- Mistry, S.P. (1986). Non-formal Education-An Approach to Education for All, Publication, New Delhi.
- Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers.
- Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot, Baroda.
- Naik, J.P. & Syed, N., (1974). A Student's History of Education in India, MacMillan, New Delhi.
- NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.
- Ozial, A.O. 'Hand Book of School Administration and Management', London, Macmillan.
- RadhaKumudMookerji. Ancient Indian Education (Brahmanical and Buddhist), Cosmo Publications, New Delhi – 1999.

- Sainath P. (1996). Every body loves a good drought. Penguin Books New Delhi.
- Salamatullah, (1979).Education in Social context, NCERT, New Delhi.
- Sykes, Marjorie (1988): The Story of NaiTalim, NaitalimSamiti: Wardha.
- UNESCO; (1997).Learning the Treasure Within.
- Dr. VadaMitra. Education in Ancient India, Arya book Depot, New Delhi – 1967
- Ministry of Education. 'Education Commission "Kothari Commission".1964-1966. Education and National Development.Ministry of Education, Government of India 1966.
- *Learning without Burden*, Report of the National Advisory Committee.Education Act. Ministry of HRD, Department of Education, October, 2004.
- *National Policy on Education. 1986.* Ministry of HRD, Department of Education, New Delhi.
- Seventh All India School Education Survey, NCERT: New Delhi. 2002
- UNDPA.*Human Development Reports.* New Delhi. Oxford: Oxford University Press.
- UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report.* Paris.
- Varghese, N.V. (1995). *School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala.* In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.
- World Bank, (2004).*Reaching The Child: An Integrated Approach to Child Development.* Oxford University Press, Delhi.

EPC 5: Guidance and Counselling

Semester-VIII	Credits-2
Total Marks: 50 (Internal: 15, External: 35)	Contact Hours: 2 hours per week

Introduction

We are social beings and therefore in some way or other we need the help and guidance of others. Due to explosion of knowledge, industrialization and changes in socio-economic set up the need of professional guidance is felt in the present day society. Teachers play vital role in this regard to guide the youngsters for successful living both in school and society. Therefore, the teachers need a basic knowledge of school guidance and counseling techniques to address the personal and social problems of the

students that may be encountered in the classroom. This course will help the student teacher to understand the role of guidance and counselling system in supporting the students in addressing their future and social challenges.

This course provides opportunity to the student teachers to increase their ability and master the basic skills of school guidance and counseling by practicing these skills during their sessions.

Objectives

The student teachers will be able to:

- Understand guidance and counselling in details
- Understand the mental health
- Develop the knowledge about adjustment and maladjustment.
- Acquire skill to develop tools and techniques.
- Understand the idea about Abnormal Behaviour and Mental illness.

Unit I: Overview of Guidance and Counselling:

- Definition & Functions
- Nature & Scope of Guidance and Counselling
- Difference between Guidance & Counselling
- Types of guidance and counselling
- Career & Vocational guidance
- Quality of a good counsellor

Unit II: Mental Health:

- Concept
- Characteristics
- Role of home & School
- Mental health of a teacher

Unit III: Adjustment & Maladjustment:

- Concept
- Purpose
- Techniques
- Criteria of good adjustment
- Causes, Prevention & Remedies of Maladjustment
- Maladjusted behaviours:

Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Anti-social Behaviour.

Unit IV: Tools & Techniques:

- Concept of Testing & Non-testing tools.
- Tests to measure- Personality, Attitude, Aptitude, Interest, Intelligence, Case study, Questionnaire, Opinionnaire, Interview, Observation, ARC & CRC.

Unit V: Abnormal Behavior and Mental illness:

- Meaning & Concept of normality and abnormality
- Casual factors of Abnormal Behaviour – Biological & Psychological.
- Classification of mental illness(DSM-IV)

Mode of Transaction:

Group discussion, Lecture-cum –discussion, pair and share, group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences

Suggested Activities:**Project on:**

Maladjusted behaviour (any one; on the basis of case study)-
Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Anti-social Behaviour.

Suggested Readings:

- 1. Agrawal, R. (2010). Guidance and counselling. New Delhi : Shipra Publications.
- Ghosh, S.K. (2012). Sikshay sangati apasangati o nirdesana. Kolkata : Classique Books.
- Gibson, R.L. & Mitchell, M. H. (2006). Introduction to counselling and guidance. New Delhi: Pearson, Prentice Hall.
- Nag, S. & Dutt, G. (2014). Sangatibidhane paramarshadan onirdashana. Kolkata : Rita Book Agency.
- Pal, A.K. (2013). Guidance and counseling. New Delhi : Abhijeet Publications.
- Pal, D. (2014). Sikshay-brittite nirdeshana o paramarshadan. Kolkata : Rita Publications.
- Shrivastava, K.K. (2007). Principles of guidance and counseling. New Delhi : Kanishka Publishers Distributors.
- Nag, S. (2015). Guidance and counseling. Kolkata: Rita Publications.
- Mondal (2011). Nirdeshana O Poramorshodaner Ruparekha. Rita.

EPC 6: Physical Education, Yoga and Health

Semester-VIII	Credits-2
Total Marks: 50 (Internal: 15, External: 35)	Contact Hours: 2 hours per week

Introduction:

The 'Global Recommendations on Physical Activity for Health' adopted by the WHO in 2010 focuses on primary prevention of Non-Communicable Diseases (NCDs) through Physical activity. In this 21st century, insufficient Physical activity is one of the leading risk factors for death worldwide. Health is a multidimensional concept and is influenced by biological, physical, psychological, social, economic, cultural and political factors. Physical Education has the potential to cover all these factors. The focus of this subject will be to educate the student teachers about the contribution of Physical Education, Yoga and Sports activities so that they can develop a positive attitude towards a healthy life-style through participation in Physical activities including Yoga and Sports and games to ensure, maintain and promote health and wellbeing throughout life.

Objectives:

The course will enable the student teachers to:

- Understand the role and the benefits of physical activity, Yoga and Sports and games in healthy living.
- Understand the holistic concept of health.
- Develop positive attitude towards participation on a regular basis in Physical activity, Yoga and Sports and games to maintain and promote health.
- Know rules of First-Aid and Safety measures.
- Understand the process of evaluating Physical fitness, Sports skills and health.

Unit I: Physical Education

- Basic concept, Meaning and definition of Physical Education; Its aim & objectives.
- Need & importance of physical education; Physical Education as an integral part of education; its relation with play, games & sports; Physical education activities for the growing ups as well for the grownups.
- Olympic Movements and various awards in the field of Sports in India.
- General concept of the effects of exercise and training.
- Physical fitness: Concept, components, development, strength, endurance and flexibility; Fitness tests; General physical fitness exercises.
- Play, games & sports as man's cultural heritage; Indigenous and self-defense activities; Formal activities, gymnastics and their impact on health; Minor games and Recreative activities.
- Fundamental skills of Athletics; Major Games.
- First Aid and Sports Injury management: Definition and principles of First Aid; Golden rules of First Aid; Different types of Wounds and Fracture, Sprain, Fracture, Muscle pull, Cramps, Dislocation, Bleeding-concept and their First Aid management; Artificial respiration and its various methods; Safety – at home, school, road & playground.

Unit II: Yoga

- History of Yoga and Principles of Yogic Practices.
- Concept of Patanjali Yoga and Hatha Yoga.
- Technique of Kriya, Suryanamaskar and asana.
 - Kriya - Kapalbhathi and Agnisara (Ref. Book: Asana Why and How-Swami Kuvalyananda).
 - Suryanamaskar (Ref. Book: Suryanamaskar, Bihar School of Yoga)
- Asanas: A. Meditative Posture
 - Padmasana, Bajrasana and Sukhasana.B. Cultural Posture
 - Supine—Pawanmuktasana, Uthitapadasana, Halasana.
 - Prone— Bhujangasana, Salvasana, Dhanurasana and Swarbangasana.
 - Sitting— Usthrasana, Yoga mudrasana, Ardhamatsendrasana, Pachimothasana.
 - Standing— Tarasana, Padmasana, and Trikonasana.C. Relaxative Posture
 - Dandasana, Savasana and Niralambasana.
- Methods of pranayama and its benefits: Suryabhedana, Chandrabhedana and Anulomevilome (Ref. Book for Asana: Asana why and how-Swami Kuvalyananda; Asana, Pranayama, Mudra and Bhandha-Swami Satyananda Swraswati).
- Technique of Meditation (Basishtha Sanghita).

Unit III: Health and Health Education

- Concept of health, Factors influencing health, importance, dimensions (physical, mental & social dimension) and determinants of health; Health needs of children and adolescents including differently-abled children.
- Management of stress and strain and life skills.
- Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, malnutrition, obesity.
- Dietary requirements of human body with special emphasis on the nutritional needs according to age, sex, occupation, pregnancy and also with reference to sports-personship; need for diet planning; Balanced diet.
- Concept and calculation of BMI.
- Hygiene: Personal Hygiene & its care and maintenance, Hygienic living
- Drug abuse: Alcohol and tobacco; adverse effects on performance & health.
- Harmful Effect of Communication Technologies: Mobile Phone, Internet etc.

Suggested Activities:

- Project work on any Standard Athletic Meet or Tournament.
- Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility Fundamental Sports Skills; Basics of track and field (Running, Jumping & Throwing in Athletics. Basic techniques of any two team games (Kabaddi / Kho-Kho, Basketball / Cricket, Hockey/ Volleyball / Football / Badminton / Throwball).
- Learning and performing of basic yogic activities, asanas and pranayam, Surya Namaskar and Meditation.

Guidelines for Assessment:

Sl. No.	Activities	Marks
1	Practical Exam- I - Physical fitness activity (Any Youth Fitness Test)	10
2	Practical Exam –II- Skill test on Major games,Athletics, yoga.	15
3	Written test	20
4	Project work on any Standard Athletic Meet or Tournament.	05
Total		50

Suggested Readings:**Health Education:**

- K. Park, "Preventive and Social Medicine" BanarsidasBhanoth, Publishers Nagpur Road, Jabalpur, India.
- NCERT (2013). Training and resource materials on Adolescence Education, NCERT, New Delhi (This material is also available on www.aeparc.org.www.ncert.nic.in).
- NCERT (2014). Population Education: Source Material, NCERT, New Delhi.
- Stephen J. Williams, Paul R. Torrens, "Introduction to Health Service, Delmore Publications.

Physical Education:

- SarirSiksha, West Bengal State Book Board.
- Essential of Physical Education, Dr. M.L.Kamlesh
- Deborah A. Wuest, Charles A. Bucher, "Foundation of Physical Education Exercise Science and Sports" Tata McGraw Hill, Pvt. Ltd., New Delhi.
- John E. Mixton, Ann E. Jewett, "An Introduction to Physical Education, W.B. Saunders Company, London.
- John Cheffers, Tom Evaul, "Introduction to Physical Education-Concept of Human Movement Prentice Hall Engle Wood" New Jersey.
- Bette J., Logdson& Others, "Physical Education for Children", Lea &Febiger, Philadelphia.
- Roberts S. Weinberg & Daniel Gould, "Foundation of Sports and Exercise Psychology", Human Kinetics Publication.
- Jack H. Wilmore, David L. Costill, W. Larry Kenney, "Physiology of Sports and Exercise" Human Kinetics Publication.

Yoga:

- Swami SatyanandSaraswati, "Asana Pranayama Mudra Bandh", Bihar School of Yoga, Munger.
- M.M. Ghore, "Anotomy and Physiology of Yogic Practices" Lonavala Yoga Institute, Lonavala.
- Gharote M.L. (2004). Applied Yoga, Kaivalyadhama S.M.Y.M. Samiti, Lonvala.
- "Yogasana" Morarji Desai National Institute of Yoga, New Delhi.
- "Pranayama" Morarji Desai National Institute of Yoga, New Delhi.
- MDNIY (2010). "Yoga Teachers Manual for School Teachers, New Delhi.
- NCERT (2015). Yoga: A Healthy Way of Living Upper Primary Stage, New Delhi.
- NCERT (2015). Yoga: A Healthy Way of Living Secondary Stage, New Delhi.

Requirements for effective curricular transactions:

1. Physical education and Sports activities be practiced in each Semester.
2. Examination / evaluation be conducted as per proposed semester.
3. Infrastructure as :
 - Separate Class rooms (minimum two) for the theory classes.
 - A space in the field where minimum 200 m track be laid out.
 - A Common hall (multipurpose facilities) for physical activity where minimum 100 students can practice at a time.
 - A multygym (minimum 16 stations) facility.
 - Minimum 12 Balls for each game and other equipment as required.
 - Facilities for conducting Yogic practices (Room, Mats etc.).
4. Separate Sports and equipment store room required.
5. Qualified Physical Education personnel will be required for curriculum transaction (at least two).
6. Books: Sufficient reference books to be preserved.
7. A laboratory for measurement and evaluation is required.

EPC 7: Reading and Reflecting on Texts

Semester-VIII	Credits-2
Total Marks: 50 (Internal: 15, External: 35)	Contact Hours: 2 hours per week

Introduction

A number of studies have shown that the teachers as well as student teachers do not read books other than the textbooks they have to teach or the books related to the syllabi of the course they are pursuing. As the goal of any teacher education programme is to prepare teachers as reflective practitioners, one of the strategies to achieve this goal could be to provide opportunities to the student teachers to read the given texts and then to critically examine the ideas presented in the texts and organize debates/discussions

around the 'ideas'. The given texts could be excerpts from short stories, novels, biographies, autobiographies, literary essays or educational, philosophical, psychological and sociological texts. The Teacher Education Institutions offering the B.Ed. programme can select 10-15 books available in their library for teaching the course in the light of its objectives listed below. The course shall be based on the use of multiple texts which address issues of multiculturalism, gender racism and texts which relate with current issues and contemporary trends. The literary, educational and scientific texts shall also form part of the course.

Objectives

The course will enable the student teachers to:

- Understand the meaning, process, importance and characteristics of reading.
- Understand and apply different levels, types, techniques and methods of reading.
- Acquaint with the skills of reading different types of texts.
- Develop different types of reading skills through various activities and meta-cognition
- Learn the skills of reading comprehension and to enhance vocabulary.
- Acquaint with the problems of reading across curriculum.

Unit I: Introduction to Reading and Reading Skills:

- Reading: Meaning and Process.
- Importance of Reading across Curriculum.
- Characteristics of Reading.
- Levels of Reading: literal, interpretative, critical and creative.
- Types of Reading: intensive and extensive reading, oral and silent Reading.
- Reading Techniques: Skimming and Scanning.

Unit II: Reading the Text and Developing Reading Skills:

- Types of Texts: Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes.
- Importance of Different Texts in Curriculum.
- Developing Critical Reading Skills.
- Developing Reflective Skills.
- Activities for Developing Reading Skills.
- Developing Metacognition for Reading.

Unit III: Reading Comprehension:

- Developing Reading Comprehension.
- Developing Vocabulary for Reading.
- Problems of Reading.

Mode of Transaction: Lecture, Discussion, Exercises, Games, round table study circle, Reflective questioning, Creative literary activities, journaling, writing diary etc.

Guidelines for Assessment

Sl. No.	Activity	Marks
1	Narrating any one story selected from Unit 1 in own words; writing the summary of the story, extrapolation of the story; discussion on the ideas expressed	10
2	Converting any one situation from the text specified under Unit 1 into a dialogue followed by role-playing	10
3	Interpretation of the text, reflecting on the key ideas exposed in the texts specified under Unit 2 and preparing a write up based on any one text	10
4	Reflection on the ideas expressed in the selected essays/ excerpts specified under Unit 3	10
5	Seminars and open forum for discussion based on themes related to selected texts from Unit 3	10
Total		50

FE 3: WORKING WITH COMMUNITY

Semester-VIII	Credits-2
Total Marks: 50 (Internal: 15, External: 35)	Contact Hours: 2 hours per week

Introduction:

School is a miniature community and a big gap is found between school and community. Mutual exchange and sharing of resources and facilities between the two is essential for national development. The student teachers need to have knowledge and awareness about the community and neighbourhood and the relationship between school and community. Considering the value of relationship between school and community and the facilitating role of teachers in this the B.Ed. curriculum has provision for fieldwork with community. The programme aims at enhancing their ability to enlist community support for School and contribute for national development. The programmes aim at acquainting them with social realities, developing dignity of labour among them and prepare them for sustainable development.

Objectives:

The course will enable the student teachers to:

- Acquaint the student teachers with the factors working within the society, community i.e. knowledge of social realities
- Develop the dignity of labour among student – teachers
- Arouse their interest in the social and economic reconstruction of the country
- Make the student-teacher aware with the educational problems and needs of the society
- Prepare youth for sustainable development
- Develop the personality of the student-teacher through community service

Student teachers shall be provided exposure to community life for at least one week during which they shall live with the community members and act in terms of preparing school development plan, sharing cultural practices, holding cultural programmes and gaining community's perception about and aspirations from formal education system. The members of SMC/VMC should be associated in these activities.

The institution will form a committee, including faculty members, student teachers and community/SMC members for the smooth organization of this programme. The student

teachers shall prepare a detailed report of the programme, individually and/or in group during the activity and submit at the end of the programme.

Transaction Mode:

Discussion, Rally, Competitions (Debates) Posters and Banner displays Working in community setting, Mass movement, *Nukkad* Performances, Local action group formation, surveys, interviews, action research, case study, dissemination of success stories etc.

Suggested Activities

1. Micro planning of a school community relationship
2. Study of the nature of community participation in a secondary school
3. Survey of community resources for participation in scholastic and co-scholastic activities of a school educational survey of a slum area
4. Report on social customs, traditions and superstition
5. Survey of a village/town with at least 20 households in order to study the socio-economic and educational status of the villager
6. Study of wastage and stagnation in local primary schools
7. Study of an area in regard to consumption of electricity and water and suggest remedial measures
8. Tree plantation programme in the campus/nearby village
9. Survey of parent's attitude towards education of their children
10. Organization of non-formal education centers for dropouts and out of school children in a locality
11. Organization of campus beautification programme
12. Identification of problems of parents with respect to education of their children
13. Aids awareness, electoral awareness, road safety, human rights, women rights etc. literacy programmes in the community
14. Cleanliness drives in the community and awareness about its needs
15. Developing healthy food habits among the community members
16. Training of community in some simple vocations for self-employment
17. Action research on local problems in consultation with the community
18. Micro – planning exercises for assessing the educational status of the community
19. Establishment of peace-committees and making them functional effectively
20. Critical review of implementation of rte act (2009).
21. Assistance and working with local community in actual relief work whenever needed
22. Training of community in first aid
23. Exploiting the community resources and finding means and ways of using them for school

Many more such exercises could be conceived. Any such activities could be planned at the institutional level and executed. It is suggested that these activities may be conducted individually or collectively under the supervision of teacher education.