



CURRICULUM STRUCTURE FOR

TWO-YEAR BEd PROGRAMME

**IN WEST BENGAL
FOLLOWING NCTE REGULATIONS, 2014**

Prepared by the **CURRICULUM COMMITTEE**
Constituted by the **HIGHER EDUCATION DEPARTMENT**
GOVERNMENT OF WEST BENGAL



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Uniform Curriculum Structure for Two Year

BEd Programme

IN WEST BENGAL

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REGULATIONS FOR 2 YEAR BEd COURSE IN WEST BENGAL FOLLOWING NCTE REGULATIONS, 2014

In exercise of the powers conferred by the Government of West Bengal (Memo No.329-Edn(CS)/EE/10M-16/15 dated 6th April, 2015), the Curriculum Committee hereby makes the following Regulations:

These regulations shall be called the Regulations (for the BEd Programme), with effect from 2015. They shall apply to every candidate applying for admission, registration, conduct and conferment of the BEd degree within the jurisdiction of this State i.e. West Bengal.

Admissions, registrations, and conferment of BEd Degree shall be guided by these regulations.

1. Course Structure:

The duration of this program is two academic years consisting of four semesters. The academic year shall commence from July 1st of every year. Each semester is roughly of 6 months duration including regular classes, assignments, practice teaching, and examinations. The program structure is as follows:

BEd ACADEMIC CALENDAR

Semester	Duration (Tentative)	Activities
I	1 st July to 31 st December (1 st Year)	
	● 1 st July to 30 th November	Theory Class, Engagement with Field and EPC-1
	● 1 st December to 15 th December	Examination: Theory, Engagement with Field and EPC 1 Practical
	● 16 th December to 31 st December	Evaluation and Publication of Result (Semester Break for the Students)
II	1 st January to 30 th June (1 st Year)	
	● 1 st January to 15 th April	Theory Class, Engagement with Field and EPC 2
	● 16 th April to 15 th May	Teaching Internship (No External Evaluation)
	● 16 th May to 31 st May	Sharing the Experience with the Teacher Educators and engage with other Co-curricular activities
	● 1 st June to 15 th June	Examination: Theory, Engagement with Field and EPC-2 Practical
	● 16 th June to 30 th June	Examination and Publication of Result (Semester Break for the Students)

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II	1 st January to 30 th June (1 st Year)	
	• 1 st January to 15 th April	Theory Class, Engagement with Field and EPC 2
	• 16 th April to 15 th May	Teaching Internship (No External Evaluation)
	• 16 th May to 31 st May	Sharing the Experience with the Teacher Educators and engage with other Co-curricular activities
	• 1 st June to 15 th June	Examination: Theory, Engagement with Field and EPC-2 Practical
	• 16 th June to 30 th June	Examination and Publication of Result (Semester Break for the Students)

Semester	Duration (Tentative)	Activities
III	1 st July to 31 st December (2nd Year)	
	● 1 st July to 30 th July	Theory Class, Orientation in College for Pedagogy files of School subjects and Internship Teaching Skills.
	● 1 st August to 30 th November	Four months school Internship
	● 1 st December to 15 th December	Evaluation of School Internship
IV	● 16 th December to 31 st December	Evaluation and Publication of Result (Semester Break for the Students)
	1 st January to 30 th June (2nd Year)	
	● 1 st January to 31 st May	Theory Class including Optional course, EPC 3 and EPC 4, Engagement with Field.
	● 1 st June to 15 th June	Examination: Theory, Engagement with Field and EPC3 & 4 Practical
	● 16 th June to 30 th June	Evaluation and Publication of Result (Semester Break for the Students)

2. Admission criteria for B Ed Programme:

Any candidate who has obtained **50% marks** in Bachelor Degree / Master's Degree in Science/Social Science /Humanities or Bachelor's in Engineering or Technology with specialization in Science and Mathematics with **55% marks are eligible for admission in BEd Programme**. For admission the institution follows the prevalent rules as prescribed by The NCTE Regulations, 2014 (published in The Gazette of India: Extraordinary, Part -III, Sec-4, dated 01.12.2014). Mode of admission is based on the total score obtained from his/her Secondary, H.S, Graduation and Post-Graduation.

Relaxation of the percentage of marks for reserved category candidate will be as per State Govt. rules. Intake capacity is as per NCTE, State Govt. & other statutory bodies.

3. Registration:

As per University guidelines.

AMENDMENTS/ADDENDUM

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

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

Semester—I: Full Marks 500 (Credit-20)

THEORETICAL						
Course Code	Course Name	Full Marks	Credit	Class Teaching Hours	Internal Assessment (30% weightage)	External Assessment (70% weightage)
1.1.1	Childhood and Growing up	50	2	32	15	35
	1st Half: Development and its Characteristics					
	2nd Half: Aspects of Development	50	2	32	15	35
1.1.2	Contemporary India and Education	50	2	32	15	35
	1st Half: Education in Post Independent India					
	2nd Half: Policy Framework for Education in India	50	2	32	15	35
1.1.4	Language Across Curriculum	50	2	32	15	35
1.1.5	Understanding Discipline and Subject	50	2	32	15	35
1.1						
EPC1	Reading and Reflecting on Text	25	1	16	-	25*
TOTAL		325	13	208	90	235

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

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

Note

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

Chapter-wise Questions-Answers and Previous Years Solved Papers of Course I, II, IV, V & EPC-1

- বিএড স্কলার (1st সেমিস্টার)
- BEd Scholar (1st Semester)

Compiled & Edited by: ERDRC

Semester—II: Full Marks 500 (Credit-20)

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

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

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

Note

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

Chapter-wise Questions-Answers and Previous Years Solved Solved Papers of Course III, VIIIA, IX, EPC-2

- বিএড স্কলার (2nd সেমিস্টার)
- BEd Scholar (2nd Semester)

Compiled & Edited by: ERDRC

- BEd প্র্যাকটিকাম (2nd সেমিস্টার)

ড. নাগ, মুখোপাধ্যায়, দত্ত, ঘোষ, চন্দ, নেমো, পাণ্ডে

- BEd Practicum (2nd Semester)

Dr Amal Kanti Sarker, Debarpita Sarker

Semester—III: Full Marks 500 (Credit-20)

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

Practicum/Hands on Experience/Students' Activity/Seminar/Workshop etc.

Engagement with the Field						
Course Code	Course Name	Full Marks	Credit	Field Engagement Hours	Internal Assessment (40%)	External Assessment (60%)
1.3.7B	Pedagogy of School Subject (Part-II)	25	1	32	10	15
	Community-based Activities	75	3	96	30	45
	TOTAL	100	4	128	40	60

Note

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

Semester—IV: Full Marks 500 (Credit-20)

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

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

***Optional Courses**

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

Note

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

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

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

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

- (a) All the items prescribed in the curriculum are to be discussed in the classes. The concerned teachers will allot the items to the students according to their choice. **Not more than 25 students will be allowed to take one item of Practicum.**
- (b) For 25 marks i.e., for Course 1.4.6, 1.4.8B, 1.4.10 and 1.4.11, each student will have to perform any one assigned Item and for 50 marks i.e. Course 1.4 EPC3 and 1.4.EPC4, each student will have to perform any two assigned items.
- (c) They will have to prepare and submit the handwritten Reports/ Assignment/Presentation/Activities etc., to the concerned teachers for their assessment and counter signature. Computerised graphical representation or diagram or pictures may be attached. Differently abled students may submit by probable means.
- (d) The students will prepare a file with all the items and will submit to the External Examiner appointed by the Controller of Examinations. He/she will evaluate the files along with viva-voce and will send the marks directly to the University through the Specified Award Lists.

MICRO-TEACHING THROUGH SIMULATION MODE

Components of Different Skills

Skill—Introducing the lesson

Components

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

Skill—Questioning

Components

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

Skill—Use of Teaching Aids

Components

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

Skill—Reinforcement

Components

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

Skill—Illustration

Components

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

COURSE DETAILS: SEMESTER-I

Course-I (1.1.1) CHILDHOOD AND GROWING UP

Theory : 50+50 Engagement with the field : 25 • Full Marks :125

1st Half : Development and its Characteristics

Unit I : Growth and developmental pattern of learners:

- 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 neighbourhood, 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:

1. 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 : Individual differences:

1. Role of heredity, environment including physical and socio cultural factors.
- Nutrition.
- Child rearing practices and Family.

Unit V : Development of personality:

1. 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).

2nd Half : Aspects of Development

Unit I : Concept, nature, interrelationship and educational implications of:

- Instincts and Emotions
- Emotional Intelligence
- Attitude and Attachment

Unit II : Motivation:

- Extrinsic and Intrinsic Motivation
- Theories of Motivation—Maslow, Weiner and McClelland.
- Factors affecting Motivation—Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom implications.

Unit III : Attention and Interest:

- Concept of attention, determinants of attention and their classroom application
- Attention span and its fluctuation, distraction. Interest and its relation with attention

Unit IV : Intelligence:

- Concept and nature, 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.

Unit V : Creativity:

- Concept of creativity
- The components of creativity
- Its identification and nurturance.

Engagement with Field / Practicum:

- Any one of the following:
 - i. 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.
 - ii. List down different maladjusted behaviours of adolescents which you could identify from the classroom and outside classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour.
 - iii. 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.

- iv. Observe any one successful teacher and list down the behavioural characteristics which impress you.
- v. List down few (classroom) learning situations involving insightful learning.

● শৈশবকাল এবং বৃদ্ধি—ড. দেবশিস পাল

● বাল্যকাল ও বৃদ্ধি—ড. প্রণব কুমার চক্রবর্তী

● শৈশবকালীন বৃদ্ধি ও বিকাশ

ড. জয়ন্ত মেটে, ড. বুমা দেব ও ড. বিরাজলক্ষ্মী ঘোষ

● শৈশবকালীন বৃদ্ধি ও বিকাশের রূপরেখা—ড. চৈতন্য মণ্ডল

● **Childhood and Growing Up**

Dr. Subir Nag, Shinjini Nag, Pranay Pandey

Course-II (1.1.2) CONTEMPORARY INDIA AND EDUCATION

Theory : 50+50 Engagement with the field : 25 • Full Marks :125

1st Half : Education in Post-Independent India

Unit I : Educational provision in the Constitution of India:

- Fundamental Rights
- Directive Principles of State Policy
- Fundamental Duties
- Centre-State Relationship
- Language Issues

Unit II : Recommendations of various commissions after independence:

- Indian University Commission (1948-49)
- Secondary Education Commission (1952-53)
- Indian Education Commission (1964-66)
- National Policy of Education (1986,1992)

Unit III : Equalization and universalization of Elementary and Secondary education:

- Concept • Problems • Probable solutions
- Views of Swami Vivekananda

Unit IV : Inequality, Discrimination and Marginalization in education:

- Concept • Causes • Probable solutions

Unit V : National Values :

- Concept • Characteristics • Relevance in education
- Relation with international understanding.

- Views of Swami Vivekananda in case of the followings: (a) Mass Education (b) Women Education (c) Technical and Vocational Education (d) Culture and Education

2nd Half : Policy Framework for Education in India

Unit I : Contemporary issues of education:

- Unemployment
- Poverty
- Population explosions
- Student unrest

Unit II : Policies on education:

- SSA
- RTE (2009)
- NCF (2005)
- NKC(2009)
- RMSA
- NCF-TE (2009)

Unit III : Role of Monitoring Agencies:

- UGC
- NAAC
- NCTE
- NUEPA
- NCERT
- IASE
- CTE
- SCERT
- DIET

Unit IV : Community participation and development:

- Women education
- Dalit education
- Tribal education
- Adult Education and continuing in education
- Distance and Open Education
- Government initiatives towards educational policies

Unit V : Educational Planning and Management:

- Educational Planning
- Institutional Planning
- Leadership
- Administrative structure of Secondary Education
- Quality Management
- Supervision

Engagement with Field / Practicum:

Any one of the following—

- i. Study the impact of Right to Education Act on schools
- ii. Critical Analysis of Different Committees and Commissions on Education
- iii. Study of Educational Process in Private Schools
- iv. Planning and Implementation of Activities—
 - Eco-Club,
 - instructional material to inculcate values,
 - field visit to vocational institutes to make reports,
 - awareness development about population explosion in rural/slum areas,
 - creating awareness among SC/ST students about various schemes and scholarships available to them,

- survey of schools to see the implementation of various incentives of government to equalize educational opportunities
- Preparing a presentation on rich cultural heritage of India

- সমকালীন ভারত ও শিক্ষা—ড. দেবশিস পাল
- সাম্প্রতিক ভারতীয় শিক্ষার ধারা—ড. নিহির কুমার চ্যাটার্জি, কবিতা চক্রবর্তী
- সাম্প্রতিক ভারতবর্ষ ও শিক্ষা—ড. প্রদীপ্তরঞ্জন রায়
- সমসাময়িক ভারতীয় শিক্ষা—ড. দেবশিস ধর, ড. মধুমিতা দাশ, ড. সঞ্জীবন সেনগুপ্ত, ড. রূপনার দত্ত
- **Contemporary India and Education**
Dr. Subir Nag, Shinjini Nag, Pranay Pandey

Course-IV (1.14) LANGUAGE ACROSS THE CURRICULUM

Theory : 50 Engagement with the field : 50 • Full Marks :100

Unit I : Theoretical Background of Language Usage:

- Language—Meaning and Concept.
- Functions of Language
- Role of Language across curriculum.
- A brief historical background of language development.
- Theories of language development—Bloomfield, Chomsky, Saussure,.
- Theoretical understanding of Multilingualism.

Unit II : Understanding the Language Background:

- Understanding home language and school language.
- Power dynamics of 'standard' language vs. 'home language'.
- Dialects.

Unit III : Different Strategies for Language Development:

- Nature of classroom discourse.
- Develop strategies for using language in the classroom—oral and written
- Discussion as a tool for learning.

Unit IV : Language Interaction in the classroom:

- Nature of questioning in the classroom.
- Types of questions—Teachers' role.
- Multicultural classroom—Teachers' role.

Unit V : Nature of Reading Comprehension in the Content Areas:

- Reading proficiency in the content areas—Social Sciences, Sciences, Mathematics.
- Schema Theory.
- Different Texts—Expository, Narrative, Transactional, Reflective.

Engagement with Field / Practicum:

Any two of the following—

- School Visit to Find out Communication Problem/Apprehension in Students
- Designing Games and Exercises for Developing Listening, Speaking, Reading and Writing Skills
- Assignments on Developing Writing Skills—Summary, Letter, Paragraph, Essays, Speech
- Assignments on Developing Speaking Skills—Oral Presentations, Debate, Elocution, Discussion, Brain-storming
- Assignments on Developing Listening Skills—Listening to speech, directions

- পাঠ্যক্রমে ভাষা শিক্ষা—ড. সুবিমল মিশ্র
- পাঠ্যক্রম মারফত ভাষা শিক্ষা—ড. দিব্যেন্দু ভট্টাচার্য
- পাঠ্যক্রমে ভাষা শিক্ষার রূপরেখা—শ্রাবণী সান্যাল, ড. উৎপল মুখার্জি
- Language Across the Curriculum
Dr. Piku Chowdhury
- Language Across the Curriculum
Dr. Malayendu Dinda

Course-V (1.1.5) UNDERSTANDING DISCIPLINE AND SUBJECTS

Theory : 50 Engagement with the field : 50 • Full Marks :100

Unit I : Discipline and Subject:

- Education as Inter-disciplinary Field of Study
- Nature and Characteristics of a Discipline
- Emergence of Various Disciplines from Education
- Merger of Various Disciplines into Education
- Interrelation and Interdependence amongst Various School Subjects

Unit II : Science as a Subject and Discipline:

- Nature and history of science
- Place of Science in School Curriculum.
- Science in day-to-day life.
- Relation of Science with other school subjects.

Unit III : Language as a Subject and Discipline:

- Centrality of language in education
- Role of language in children's intellectual development and learning
- Language in the school curriculum; aims issues and debates
- Policy issues and language at school
- Language as a Medium of Communication
- Phases of Language Development

Unit IV : Mathematics as a Subject and Discipline:

- Nature and History of Mathematics
- Place of Mathematics in School Curriculum
- Mathematics in Day-to-day life
- Relationship of Mathematics with Other Subjects

Unit V : Social Science as a Subject and Discipline:

- Nature and Philosophy of Social Science
- Social Science as an Area of Study
- Need of Studying Social Science through Interdisciplinary Perspectives
- Place and Relevance of Social Science in School Curriculum

Engagement with Field / Practicum:

Any two of the following activities on the content areas of the respective discipline:

- Individual Seminar Presentation
- Group Presentation
- Assignment Submission.

• **বিদ্যা ও পাঠ্যবিষয়ের সংবেদ—ড. প্রণব কুমার চক্রবর্তী**

• **বিষয়ক্ষেত্র এবং বিষয়বোধ**

ড. মধুমলা সেনগুপ্ত, চন্দ্রিমা মিত্র, ড. পিন্টু কুমার মাজি

• **বিষয়ক্ষেত্র ও বিষয়**

ড. দেবাশিস ধর, ড. মধুমিতা দাশ, শূচিস্মিতা বিশ্বাস, ড. সঞ্জীবন সেনগুপ্ত

• **Understanding Discipline and Subjects**

Dr. Madhumala Sengupta, Chandrima Mitra

Dr. Pintu Kumar Maji

• **Understanding Discipline and Subjects**

Prof. (Dr.) Mita Banerjee, Pranay Pandey

Course-EPC-1 (1.1EPC1) : READING AND REFLECTING ON TEXTS

Theory : 25 Engagement with the field : 25 • Full Marks :50

Unit I : Introduction to Reading:

- Reading—Meaning and Process
- Importance of Reading across Curriculum
- Characteristics of Reading

Unit II : Reading Skills:

- Levels of Reading—literal, interpretative, critical and creative
- Types of Reading—intensive and extensive reading, Oral & Silent Reading
- Reading Techniques—Skimming and Scanning
- Methodology of Reading

Unit III : Reading the Text:

- Types of Texts—Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field note
- Importance of Different Texts in Curriculum

Unit IV : Developing Reading Skills:

- Developing Critical Reading Skills
- Developing Reflective Skills
- Activities for Developing Reading Skills
- Developing Metacognition for Reading

Unit V : Reading Comprehension:

- Developing Reading Comprehension
- Developing Vocabulary for Reading
- Problems of Reading

Engagement with Field / Practicum:

Any one of the following—

- Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text
- Divide the group and provide one text and suggest students to make different interpretations
- Design vocabulary games to enhance your vocabulary
- Read the text and provide a five words summary to each paragraph
- Reading and comprehension exercises
- Skim through the text and give suitable title to the text
- Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.

- পঠন এবং পাঠের প্রতিফলন—ড. সুবিনল মিশ্র

- পঠন এবং পাঠের প্রতিফলনের রূপরেখা
শ্রাবণী সান্যাল • ড. উৎপল মুখার্জি

- Reading and Reflecting on Texts
Dr. Malayendu Dinda

Chapter-wise Questions-Answers and Previous Years Solved Papers of Course I, II, IV, V & EPC-1

- বিএড স্কলার (1st সেমিস্টার)
- BEd Scholar (1st Semester)

Compiled & Edited by: ERDRC

- 1st Semester BEd প্র্যাকটিকাম

ড. সুবীর নাগ, কশাদ দত্ত, সায়ন ঘোষ, তাপস চন্দ্র, প্রসেনজিৎ নেমো, প্রণয় পাণ্ডে

- 1st Semester BEd Practicum

Dr. Amal Kanti Sarker, Debarpita Sarker

- BEd Question Papers (1st Semester)

Compiled by: A Bhattacharya

- BEd প্র্যাকটিকাম: সংস্কৃত (2nd & 3rd Semester)

Compiled by: ERDRC সম্পাদনায় : অরুনিমা ঘোষ

- BEd প্র্যাকটিকাম: বাংলা (2nd & 3rd Semester)

Compiled by: ERDRC সম্পাদনায় : শূচিস্মিতা বিশ্বাস

- BEd প্র্যাকটিকাম: ভূগোল (2nd & 3rd Semester)

Compiled by: কমলিকা ব্যানার্জী Edited by : ERDRC

- BEd প্র্যাকটিকাম: ইতিহাস (2nd & 3rd Semester)

ড. মদন মোহন মন্ডল Edited by : ERDRC

- BEd প্র্যাকটিকাম: শিক্ষাবিজ্ঞান (2nd & 3rd Semester)

Compiled by: মিজানুর কারিকর, অশোক মন্ডল Edited by : ERDRC

- BEd প্র্যাকটিকাম: রাষ্ট্রবিজ্ঞান (2nd & 3rd Semester)

ড. বিরাজলক্ষ্মী ঘোষ, ঋতুশ্রী সাহা

COURSE DETAILS: SEMESTER-II

Course-III (1.2.3) LEARNING AND TEACHING

Theory : 50+50 Engagement with the field : 25 • Full Marks :125

1st Half : Learning

Unit I : Understanding Learning :

- Nature of learning: learning as a process and learning as an outcome
- Types of learning: factual, associations, conceptual, procedural, generalizations, Principles and rules.
- Remembering and Forgetting—Factors of remembering—encoding, storage and retrieval. Information processing approach; Causes of forgetting; Strategies for effective memorization.

Unit II : Factors Influencing Learning :

- Concept, nature and types of motivation—~~intrinsic~~, extrinsic and achievement.
- Role of teacher in addressing various factors influencing learning—a few strategies—cooperative learning, peer tutoring, collaborative learning.

Unit III : Learning Paradigms :

- 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), Cognitive Constructivist Learning (Piaget)
- Social Cognitive Learning—Concept (Bandura), nature and implications. Teacher as role model.
- Social Constructivist Learning—Concept of Vygotsky, nature and implications.
- Humanistic Viewpoint of Learning—Carl Rogers (Self Concept Theory)

Unit IV : Overview of theories of Transfer of learning :

- Concept, Importance, Nature and Types of Transfer of Learning
- Theories of Transfer of Learning
- Methods of enhancing Transfer of Learning

Unit V : Organization of Learning Experiences: Issues and Concerns :

- Role of school—Guidance, Mental health, Co-curricular activities.
- Strategies for organizing learning for diverse learners—Brainstorming, Within class grouping, Remedial teaching, Enrichment programme.

2nd Half : Teaching

Unit I : Understanding Teaching :

- Teaching: Concepts, definition, nature and characteristics factors affecting teaching.
- Relation between Teaching, Instruction and Training.
- Maxims of teaching—Role of teacher in effective teaching.

Unit II : Models of Teaching :

- Concept Attainment Model (CAM)
- Advance Organizer Model (AOM)
- Inquiry Training Model (ITM)

Unit III : Task of Teaching :

- Task of teaching: meaning, definition and variables in teaching task.
- Phases of teaching task: pre-active, inter-active and post-active.
- Essentials of effective teaching.

Unit IV : Levels & Approaches of Teaching :

- Levels of Teaching: memory, understanding and reflective levels of teaching
- Approaches to Instruction: Constructivist approach to teaching, Cooperative and Group Discussion, Games, Debate, Quiz and Seminar.
- Programmed Instruction (PI) & Computer Assisted Instruction (CAI)

Unit V : Skills of Teaching :

- Skills of Teaching: Concepts, definition.
- Micro-teaching: Meaning and Procedure
- Developing Teaching skills: Introducing the lesson, Questioning, Use of teaching aids, Reinforcement and Illustration.
- Modification of Teacher Behaviour-Flanders Interaction Analysis of Category System (FLACS).

Engagement with Field / Practicum :

Any one of the following—

- Micro-teaching practical through simulation mode. (Five lessons in 5 skills on a particular topic are to be delivered in front of peer group under the guidance of the subject teacher.)
Teaching skills: (i) Introducing the lesson (ii) Questioning (iii) Use of teaching aids (iv) Reinforcement (v) Illustration, [Each skill consists of five components].

• শিখন ও শিক্ষণ—ড. দেবশিস পাল

• শিখন এবং শিক্ষণ—ড. জয়ন্ত মেটে, ড. বুমা দেব, ড. বিরাজলক্ষ্মী ঘোষ

• শিখন ও শিক্ষণ বোধ—ড. প্রদীপ্ত রঞ্জন রায়

• শিখন ও শিক্ষণ বিদ্যা—ড. অমল কুমার মাইতি, অর্ণব কুমার দত্ত

• Learning and Teaching

Dr. Subir Nag, Shinjini Nag, Pranay Pandey

• Learning and Teaching

Rumpa Mukherjee, Keya Samanta, Ratna Biswas

Course-VII-(A) (1.2.7A)

Pedagogy of a School Subject Part-I

Theory : 50 Engagement with the field : 50 • Full Marks : 100

PEDAGOGY OF LANGUAGE TEACHING

Bengali, English, Sanskrit, Hindi, Urdu & Arabic

Unit I : Foundations of Language Teaching:

- Historical background and present status of language teaching in India.
- Origin of own languages (taken as school subject)
- Significance of Mother tongue/Target Language
- Concept of 1st Language, 2nd Language and 3rd Language in West Bengal
- Relation between language and dialect
- Language position and importance in Secondary School Curriculum in West Bengal
- Aims and objectives of Language Teaching

Unit II : Strategies of Language Teaching (As per language concerned):

- Theories of Language Teaching—Behaviourist, Cognitivist, Interactionist & Constructivist
- Concept and importance of pedagogical analysis of language
- Language Teaching Skills
- Behavioural/Instructional objectives of Language Teaching
- Teaching strategies for Language

Unit III : Brief overview of Methods & Approaches of Language Teaching (As per language concerned):

- Methods and Approaches of Language Teaching: Concept, Characteristics, Procedure, Importance and Limitations.
- Approaches to Language Teaching:
- Teaching different content areas—objectives, importance and procedure:
 - ♦ Prose ♦ Poetry ♦ Drama ♦ Grammar ♦ Composition.
- Spelling mistake—causes and method of correction

Unit IV : Assessment of Language Teaching:

- Achievement Test.
- Properties (elements) and Areas (aspects) of a language Test.
- Principles for constructing a Language Test.
- Construction of a language question paper including general instruction with nature of options, overall coverage and marking scheme.

Unit V : Learning Design & Learning Resources in Language Teaching:

- Concept, Importance and Types of Learning Design.
- Steps of Learning Design. • Qualities of Good Learning Design
- Meaning, type, functions, preparation and utilization of learning resources in language: Text Books, Models, Charts, Pictures, Reference Books, Computer Assisted Learning.

Engagement with Field / Practicum :

Preparation of one Learning Design (compulsory) and any one from the following:

- Speech and Speech Mechanism. • Word Formation
- Syntax • Task analysis and Content Analysis
- Developing Instructional (Teaching-Learning) Material

• ভাষা শিক্ষণ পদ্ধতি—ড. সুবিনয় মিশ্র

• ভাষা শিক্ষণ পদ্ধতির রূপরেখা—শ্রাবণী সান্যাল, ড. উৎপল মুখার্জি

• BEd প্র্যাকটিকাম: বাংলা (2nd & 3rd Semester)

Compiled by: ERDRC সম্পাদনায় : শ্রুতিমিত্রা বিশ্বাস

• Pedagogy of Language Teaching: English
Dr. Malayendu Dinda

• Pedagogy of Language Teaching: English
Samir Kumar Mahato

• সংস্কৃত শিক্ষণ পদ্ধতি—শেলী রায়, অরুণিমা ঘোষ

• BEd প্র্যাকটিকাম: সংস্কৃত (2nd & 3rd Semester)

Compiled by: ERDRC সম্পাদনায় : অরুণিমা ঘোষ

• हिन्दी शिक्षणशास्त्र (Hindi Pedagogy) भाग-1
प्रमोद कुमार यादव

Course-VII-(A) (1.2.7A)

Pedagogy of a School Subject Part-I

Theory : 50 Engagement with the field : 50 • Full Marks : 100

PEDAGOGY OF SOCIAL SCIENCE TEACHING

*History, Geography, Political Science, Economics, Education
Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology*

Unit I : Foundation of Social Science Teaching:

- Aims and objectives of Social Science Teaching.
- Social Science Curriculum, Values of Social Science Teaching.
- Inter relationship of various branches of Social Science
- Innovations in Social Science teaching
- Inculcation of National Integrity through social science teaching

Unit II : Strategies of Social Science Teaching:

- Features, Limitations and comparison of different methods • Lecture Method, • Interactive Method • Demonstration-observation method, • Regional Method • Heuristic Method, • Project Method • CAI

Charan K 49

Unit III : Learning Resource in Social Science Teaching:

- Meaning, type and importance of Learning Resources.
- Quality of good social science text book.
- Teaching aids in Social Science.
- Improvisation of Teaching Aids.
- Planning and organization of Social Science Laboratory

Unit IV : Learning Designing :

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

Unit V : Evaluation in Social Science Education:

- Evaluation devices, evaluation programme in social studies
- Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test.

Engagement with Field / Practicum :

Preparation of one Learning Design (compulsory) and any one from the following:

Visit to any one following places—

- Historical Places • Ecological Places • Commercial Places • Political Places

Organization of any one following Programmes—

- Environment Awareness • Social Awareness • Election Awareness • Blood Donation • Exhibition • Demonstration of Lab-based activities wherever applicable

- সমাজবিজ্ঞান শিক্ষণ পদ্ধতি: ইতিহাস—গৌতম পাত্র
- ইতিহাস শিক্ষণ পদ্ধতি-1—ড. মদন মোহন মন্ডল, সংযুক্তা বোস
- Pedagogy of History-1
Dr. Madam Mohan Mandal, Sanjukta Bose
- BEd প্র্যাকটিকাম: ইতিহাস (2nd & 3rd Semester)
ড. মদন মোহন মন্ডল Edited by: ERDRC

- সমাজবিজ্ঞান শিক্ষণ পদ্ধতি: ভূগোল—ড. মহাদেব ঠাকুর চক্রবর্তী, পিউ রায়
- Pedagogy of GEOGRAPHY—Dr. Kamalika Banerjee
- BEd প্র্যাকটিকাম: ভূগোল (2nd & 3rd Semester)
Compiled by: কমলিকা ব্যানার্জী Edited by: ERDRC

- সমাজবিজ্ঞান শিক্ষণ পদ্ধতি: রাষ্ট্রবিজ্ঞান—ড. বিরাজলক্ষ্মী ঘোষ, ঋতুশ্রী সাহা
- BEd প্র্যাকটিকাম: রাষ্ট্রবিজ্ঞান (2nd & 3rd Semester)
ড. বিরাজলক্ষ্মী ঘোষ, ঋতুশ্রী সাহা

- **Pedagogy of Social Science: Political Science**

Sukanya Ghosh

- **শিক্ষাবিজ্ঞান শিক্ষণ পদ্ধতি: শিক্ষাবিজ্ঞান—ড. চৈতন্য মণ্ডল**

- **BEd প্র্যাকটিকাম: শিক্ষাবিজ্ঞান (2nd & 3rd Semester)**

Compiled by: মিজানুর কারিকর, অশোক মণ্ডল Edited by: ERDRC

- **সমাজবিজ্ঞান শিক্ষণ পদ্ধতির রূপরেখা—ড. চৈতন্য মণ্ডল**

- **Pedagogy of Social Science Teaching**

Dr. Jayanta Mete, Parthita Biswas

- **Pedagogy of COMMERCE**

Dr. Kamalika Banerjee, Paramita Motilal

Course-VII-(A) (1.2.7A)

Pedagogy of a School Subject Part-I

Theory : 50 Engagement with the field : 50 • Full Marks :100

PEDAGOGY OF SCIENCE TEACHING

Physical Science, Life Science, Computer Science & Application

Unit I : Foundation of science Teaching:

- Aims and objectives of science teaching.
- Science Curriculum, Values of Science Teaching.
- Inter relationship of various branches of science.
- Scientific aptitude and attitude
- Innovations in science teaching

Unit II : Strategies of Science Teaching:

- Features, Limitations and comparison of different methods
- Lecture Method • Demonstration method • Heuristic Method
- Laboratory Method • Project Method • CAI
- Problem Solving Method

Unit III : Planning of Science Laboratory:

- Importance of Science Laboratory
- Organization / Planning a Science Laboratory
- Equipment of Science Laboratory

Unit IV : Learning Resource in Science Teaching:

- Meaning, type and importance of Learning Resources
- Quality of good Science text book
- Teaching aids in Science
- Improvisation of Teaching Aids

Unit V : Learning Designing :

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

Engagement with Field / Practicum:

Preparation of one Learning Design (compulsory) and any one from the following:

- Preparation of materials & programmes to inculcate scientific attitude
- Script writing for Radio/TV/Video on science topics
- Demonstration of Science Experiments

- বিজ্ঞান শিক্ষণ পদ্ধতি: ভৌতবিজ্ঞান—ড. দেবাশিস ধর
- বিজ্ঞান শিক্ষণ পরিক্রমা: ভৌতবিজ্ঞান—ড. অমলকান্তি সরকার
- **Pedagogy of Science Teaching: Physical Science**
Amal Kanti Sarker
- **Educative Science: Physical Science**
Amal Sankar Mukherjee

- বিজ্ঞান শিক্ষণ পদ্ধতি: জীবনবিজ্ঞান—ড. সুবীর নাগ, শিঞ্জিনি নাগ
- আধুনিক বিজ্ঞান শিক্ষণ পদ্ধতি: জীবনবিজ্ঞান
ড. উদয়াদিত্য ভট্টাচার্য, রুম্পা মুখার্জি
- বিজ্ঞান শিক্ষণ পদ্ধতির রূপরেখা: জীবনবিজ্ঞান—মহুয়া চক্রবর্তী
- **Pedagogy of Science Teaching: Life science**
Shinjini Nag, Dr. Subir Nag
- **Pedagogy of Science Teaching: Life science**
Rumpa Mukherjee

Course-VII-(A) (1.2.7A)

Pedagogy of a School Subject Part-I (1/2)

Theory : 50 Engagement with the field : 50 • Full Marks :100

PEDAGOGY OF MATHEMATICS TEACHING

Unit I : Nature and Theoretical aspects of Mathematics Education:

- The nature of mathematics
- Correlation of mathematics with other disciplines
- Scope of mathematics education
- Values of teaching mathematics
- History of Mathematics in India

- Teaching-learning of Mathematics from the view point of Skinner, Piaget, Bruner, Vygotsky & Dienes

Unit II : Aims and objectives of teaching Mathematics and preparation of relevant curriculum and text books:

- Aims and objectives of teaching mathematics at upper primary stage, secondary stage and higher secondary stage.
- Principles of curriculum construction
- Principles of text book preparation

Unit III : Mathematics Teacher and Teaching learning process in Mathematics:

- Teaching methods in mathematics—e.g. Inductive & Deductive Method, Method of analysis and synthesis, Project method, Mathematical induction, Heuristic method, Problem Solving Method.
- Learning Resources in relation to Teaching of mathematics with special reference to calculator and computer.
- Qualities and professional growth of Mathematics teacher.

Unit IV : Learning Designing :

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

Unit V : Assessment and Evaluation:

- Assessment and evaluation—meaning, scope & Types
- Different types of test items
- Techniques of Evaluation in Mathematics
- Basic principles of construction of test items
- Continuous and Comprehensive Evaluation (CCE)

Engagement with Field / Practicum:

Preparation of one Learning Design (compulsory) and any one from the following:

- Write an essay on nature of Mathematics and contribution of Indian Mathematics
- Preparation of various teaching aids
- Preparation of programmed learning material for selected Units in Mathematics
- Construction of achievement tests

• গণিত শিক্ষণ পদ্ধতি—প্রণয় পাণ্ডে

• গণিত শিক্ষণ বিদ্যা—ড. সুরত সাহু

• Pedagogy of Mathematics Teaching—Pranay Pandey

Course-VIII-(A) (1.2.8A)

KNOWLEDGE AND CURRICULUM-Part-I (1/2)

Theory : 50 Engagement with the field : 25 • Full Marks :75

Unit I : Epistemological bases of Education:

- Meaning of epistemology with reference to the process of knowledge building and generation.
- Distinction and relationship between: Knowledge and skill, Teaching and training, Knowledge and information, Reason and belief.

Unit II : Philosophical Foundation of Education:

- Significance of Philosophy in Education.
- Brief account of the tenets of the following philosophers of education –Swami Vivekananda, Gandhi, Tagore, Aurobindo, Dewey, Dr. Sarvapalli Radhakrishnan and Sir Asutosh Mukherjee.
- Relevance of the philosophy of the aforesaid philosophers in Indian education with regard to activity, discovery and dialogue.

Unit III : Sociological bases of education:

- Constitutional goal for Indian Education
- Social issues in education—Globalization, multiculturalism, secularism, education for sustainable development
- Nationalism, universalism and secularism—their interrelationship with education
- Illiteracy, poverty, socially disadvantaged groups gender inequality

Unit IV : Concepts and scope of education:

- Four pillars of education.
- Aims of education: Personal, Social, Economic and National Development
- Education for generation, conservation and transmission of knowledge
- Agencies of education: home, school, community and media
- Types of education: formal, non-formal, informal and role of their agencies

Unit V : Concept of Curriculum:

- Meaning, Characteristics & types of Curriculum
- Nature & Scope of Curriculum
- Necessity of Curriculum
- Principles of framing curriculum
- Role of State in curriculum
- Constitutional values and national culture in curriculum

Engagement with Field / Practicum :

Any one of the following—

- Policy analysis National Curriculum Frameworks (NCF-2000 & 2005)

- Identification of core, hidden, null and latent curriculum in textbooks.
- Designing an activity based curriculum
- Analysis of School Curriculum at different stages

● জ্ঞান ও পাঠ্যক্রম: তত্ত্ব ও প্রয়োগ

ড. মিহির কুমার চ্যাটার্জি, ড. কবিতা চক্রবর্তী

● জ্ঞান এবং পাঠ্যক্রম—ড. দেবাশিস পাল

● শিক্ষা, জ্ঞান ও পাঠ্যক্রম—ড. প্রণব কুমার চক্রবর্তী

● প্রজ্ঞা ও পাঠ্যক্রম—ড. অমল কান্তি সরকার

● প্রজ্ঞা ও পাঠ্যক্রম চর্চা—ড. অমল কুমার মহিতি, অর্ণব কুমার দত্ত

● Knowledge and Curriculum

Dr. Jayanta Mete, Prarthita Biswas, Pranay Pandey

● Knowledge and Curriculum

Dr. Rajib Sarkar

Course-IX (1.2.9) ASSESSMENT FOR LEARNING

Theory : 50+50 Engagement with the field : 50 • Full Marks :150

1st Half : Assessment of the Learning Process

Unit I : Concept of Evaluation and Assessment:

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

Unit II : Approaches and Techniques of Evaluation and Criteria of Assessment Procedure:

- 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

Unit III : 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

Unit IV : Evaluation :

- Types of Tests; Written Test, Oral Test, NRT, CRT, Summative Test, Formative Test, Diagnostic Test.
- Scoring and Grading, Analysis of Score and Its Interpretation
 - (a) Tabulation of data.
 - (b) Graphical (Histogram, frequency Polygon)
 - (c) Central Tendency (Mean, Median Mode)
 - (d) Deviation-Standard.

UNIT V : 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.

2nd Half : Assessment of the Learning System

Unit I : Infrastructural facilities:

- Rooms (types and numbers),
- Sanitation facility,
- Playground etc.
- Classroom furniture,
- Drinking water,
- Library

Unit II : Human Resource :

- Teaching staff (Full Time + Part Time + Para teacher)
- Non -Teaching staff
- Students:- Boys / Girls / SC / ST /OBC / Minority / Special Needs Children.
- Teacher-student Ratio.

Unit III : 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 ♦ Curriculum related

Unit IV : Special Service Provided :

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

Unit V : School Community relationship :

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

Engagement with Field/Practicum :

Any two of the following :-

- 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
- Framing Different types of questions
- Preparation of Blue Print and a question paper
- Prepare graphs and use statistics for analysis of test result

● শিখনের অ্যাসেসমেন্ট—ড. দেবশিস পাল, ড. দেবশিস ধর

● শিখন প্রক্রিয়া ও শিখন ব্যবস্থার অ্যাসেসমেন্ট—ড. অমল কান্তি সরকার

● **Assessment for Learning**

Dr. Amal Kanti Sarkar

● **Educative Assessmental Learning**

Amal Sankar Mukherjee

Course-EPC-2 (1.2EPC2)

DRAMA AND ARTS IN EDUCATION

Theory : 25 Engagement with the field : 25 • Full Marks :50

Unit I : Drama and its Fundamentals:

- 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

Unit II : Music (Gayan and Vadan):

- Sur, Taal and Laya (Sargam)
- Vocal - Folk songs, Poems, Prayers
- Singing along with "Karaoke"
- Composition of Songs, Poems, Prayers
- Integration of Gayan and Vadan in Educational practices

Unit III : The Art of Dance:

- Various Dance Forms - Bharat Natyam, Kathakali, Folk dance: Garba, Bhavai, Bhangada, Bihu and various other dances.
- Integration of Dance in educational practices (Action songs, Nritya Natika)

Unit IV : 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 forms of painting
- Use of Drawing and Painting in Education—Chart making, Poster making, match-stick drawing and other forms

Unit V : Creative Art:

- Creative writing—Story writing, Poetry writing
- Model making—Clay modeling, Origami, Puppet making
- Decorative Art—Rangoli, Ikebana, Wall painting (Mural)
- Designing—Computer graphics, CD Cover, Book cover, Collage work
- The use of different art forms in Education

Engagement with Field / Practicum:

Any one of the following—

- 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 script of Bhavai based on some Socio-political issues.
- Prepare a pictorial monograph on "Various folk dance of Gujarat".
- 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.
- Organize a competition on some Decorative/Performing Art forms in the school during your School Internship programme and prepare a report on it.

- Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.
- Develop a creative design based on your choice for CD Cover or Book cover.
- Develop a design or picture based on collage work.

- **শিক্ষায় নাটক ও শিল্পকলা—অনিরুদ্ধ মুখোপাধ্যায়**
- **Drama and Arts in Education**
Aniruddha Mukherjee

- **2nd Semester BEd প্র্যাকটিকাম**
ড. নাগ, মুখোপাধ্যায়, দত্ত, ঘোষ, চন্দ্র, নেনো, পাণ্ডে
- **2nd Semester BEd Practicum**
Dr. Amal Kanti Sarker, Debarpita Sarker

- **BEd Question Papers (2nd Semester)**
Compiled by: A Bhattacharya

Chapter-wise Questions-Answers and Previous Years Solved
Papers of (Course III, VIIIA, IX, EPC-2)

- **বিএড স্কলার (2nd সেমিস্টার)**
- **BEd Scholar (2nd Semester)**
Compiled & Edited by: ERDRC

- **BEd প্র্যাকটিকাম: সংস্কৃত (2nd & 3rd Semester)**

Compiled by: ERDRC সম্পাদনায় : অরুণিমা ঘোষ

- **BEd প্র্যাকটিকাম: বাংলা (2nd & 3rd Semester)**

Compiled by: ERDRC সম্পাদনায় : শূচিস্মিতা বিশ্বাস

- **BEd প্র্যাকটিকাম: ভূগোল (2nd & 3rd Semester)**

Compiled by: কমলিকা ব্যানার্জী Edited by : ERDRC

- **BEd প্র্যাকটিকাম: ইতিহাস (2nd & 3rd Semester)**

ড. মদন মোহন মণ্ডল Edited by : ERDRC

- **BEd প্র্যাকটিকাম: শিক্ষাবিজ্ঞান (2nd & 3rd Semester)**

Compiled by: মিজানুর কারিকর, অশোক মণ্ডল Edited by : ERDRC

- **BEd প্র্যাকটিকাম: রাষ্ট্রবিজ্ঞান (2nd & 3rd Semester)**

ড. বিরাজলক্ষ্মী ঘোষ, ঋতুশ্রী সাহা

COURSE DETAILS: SEMESTER-III

Course-VII (B) (1.3.7B)

Pedagogy of a School Subject Part-II

Theory : 50 Engagement with the field : 25+75* • Full Marks :150

PEDAGOGY OF LANGUAGE

English, Bengali, Sanskrit, Hindi, Urdu & Arabic

Unit I : Pedagogical Analysis:

- Concepts and Methods of Pedagogical Analysis;
- The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items :
 - Breaking of Unit into Sub-unit with no. of Periods;
 - Previous knowledge;
 - Instructional Objectives in behavioural terms;
 - Sub-unit wise concepts
 - Teaching-Learning Strategies
 - Use of teaching aids
 - Blueprint for criterion reference test Items.

Unit II : Teaching Skill (As per concerned subject) :

- Micro Teaching and Micro Lesson
- Simulated Teaching
- Integrated Teaching/Teaching in classroom situation.

Unit III : Language Laboratory and Creative Writing:

- Language Laboratory: Component, Planning, Developing required activities and organizing for use
- Creative Writing: Composition, short story, poem on given clues or independently

Unit IV : Activities in Language :

- Fair and Exhibition • Field Trips / Excursion • Debate
- Wall & Annual Magazine • Sahitya Sabha • Use of ICT
- Use of Dictionary, Encyclopaedia and Thesaurus
- Designing language Games in Grammatical context
- Dramatization

Unit V : Assessment of Teaching-Learning Material on Language :

- Text book review and analysis / e-book Review
- Teaching-learning material on Language learning

Engagement with Field / Practicum :

Any one of the following :-

- Identify the slow learners in Language from the classroom during practice teaching. (Case study)
- Conducting of action Research for selected problems

- Development and try-out of Teaching-learning strategy for teaching of particular Language concepts
- Development and use of Language laboratory
- One Pedagogical Analysis
- One Achievement Test construction * Community-based Activities (vide details at the end of Semester-III syllabus)

- ভাষা শিক্ষণ পদ্ধতি—ড. সুবিনয় মিশ্র
- Pedagogy of Language Teaching: English
Dr. Malayendu Dinda
- Pedagogy of Language Teaching: English
Samir Kumar Mahato
- সংস্কৃত শিক্ষণ পদ্ধতি—শেলী রায়, অরুণিমা ঘোষ
- हिन्दी शिक्षणशास्त्र (HINDI PEDAGOGY) भाग-2
प्रमोद कुमार यादव

Course-VII (B) (1.3.7B)

Pedagogy of a School Subject Part-II

Theory : 50 Engagement with the field : 25+75* • Full Marks :150

PEDAGOGY OF SOCIAL SCIENCE

History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology, Home Management

Unit I : Pedagogical Analysis:

- Concepts and Methods of Pedagogical Analysis;
- The Pedagogical knowledge of the content from various classes (Class VI to VIII, IX-X, XI- XII) on the following items:
 - Breaking of Unit into Sub-unit with no. of Periods
 - Previous knowledge
 - Instructional Objectives in behavioural terms
 - Sub-unit wise concepts
 - Teaching- Learning Strategies
 - Use of teaching aids
 - Blueprint for criterion reference test Items.

Unit II : Teaching Skill (As per concerned subject):

- Micro Teaching and Micro Lesson
- Simulated Teaching
- Integrated Teaching / Teaching in classroom situation.

Unit III : Social Science Teacher:

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

Unit IV : Activities in Social Science:

- Fair and Exhibition, • Field Trips / Excursion, • Debate,
- Subject Club • Wall & Annual Magazine and

Unit V : Assessment of Social science learning:

- Concept of Assessment and Evaluation
- Achievement Test • Text book Review

Engagement with Field / Practicum:

Any one of the following—

- One Pedagogical Analysis • Development of skill of map
- Development of skill of time line • Project • Case Study
- Conducting of Action Research for selected problems

* Community-based Activities (vide details at the end of Semester-III syllabus)

- সমাজবিজ্ঞান শিক্ষণ পদ্ধতি: ইতিহাস—গৌতম পাত্র
- ইতিহাস শিক্ষণ পদ্ধতি-2—ড. মদন মোহন মন্ডল, সংযুক্তা বোস
- Pedagogy of History-2—Dr. Madam Mohan Mandal, Sanjukta Bose
- সমাজবিজ্ঞান শিক্ষণ পদ্ধতি: ভূগোল—ড. মহাদেব ঠাকুর চক্রবর্তী, পিউ রায়
- সমাজবিজ্ঞান শিক্ষণ পদ্ধতি: ভূগোল—ড. অমল কুমার মাইতি, অর্ণব কুমার দত্ত
- Pedagogy of Geography—Dr. Kamalika Banerjee
- সমাজবিজ্ঞান শিক্ষণ পদ্ধতি: রাষ্ট্রবিজ্ঞান—ড. বিরাজলক্ষ্মী ঘোষ, ঋতুশ্রী সাহা
- শ্রেণিশিক্ষণে শিক্ষাবিজ্ঞান—ড. চৈতন্য মন্ডল
- সমাজবিজ্ঞান শিক্ষণ পদ্ধতি: দর্শন—ড. ভাস্বতী ঘোষ ঘটক
- সমাজ বিজ্ঞান শিক্ষণ পদ্ধতি: কমার্স
অধ্যাপিকা কমলিকা ব্যানার্জী, অধ্যাপিকা পারমিতা মতিলাল
- Pedagogy of COMMERCE
Dr. Kamalika Banerjee, Paramita Motolal
- Pedagogy of Social Science
(Geography, History, Education, Sociology)
Dr. Nandita Deb, Kamalika Banerjee
- Pedagogy of Social Science Teaching: Political Science
Sukanya Ghosh

Course-VII (B) (1.3.7B)

Pedagogy of a School Subject Part-I(1/2)

Theory : 50 Engagement with the field : 25+75* • Full Marks :150

PEDAGOGY OF SCIENCE

*Life Science, Physical Science, Computer Science and
Application, Food & Nutrition*

Unit I : Pedagogical Analysis:

- Concepts and Methods of Pedagogical Analysis;
- The Pedagogical knowledge of the content from various classes (Class VI to VIII, IX-X, XI- XII) on the following items :
 - Breaking of Unit into Sub-unit with no. of Periods;
 - Previous knowledge;
 - Instructional Objectives in behavioural terms;
 - Sub-unit wise concepts
 - Teaching- Learning Strategies
 - Use of teaching aids
 - Blueprint for criterion reference test Items.

Unit II : Science Teacher:

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

Unit III : Teaching skills :

- Micro-teaching
- Simulated Teaching.
- Teaching in classroom situation
- Laboratory practical based demonstration skill.

Unit IV : Assessment of Science Learning :

- Concept of assessment and evaluation;
- Concepts of Achievement Test and Identification of Test Items under various criterion like knowledge, understanding and application and skill.
- Construction of achievement tests and their administration.
- Preparation of a continuous and comprehensive evaluation plan for a particular class (VI to XII).

Unit V : Practicum & Activities in Science:

- Importance of science activities
- Planning & Organization of field trip, project work, science quiz, excursion, science exhibition, science fair, aquarium, bird watching etc.
- Formation and activities of Science club in school.

Engagement with Field / Practicum :

Any one of the following—

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

* Community-based Activities

(vide details at the end of Semester-III syllabus)

- বিজ্ঞান শিক্ষণ পদ্ধতি: জীবনবিজ্ঞান—ড. সুবীর নাগ, শিঞ্জিনি নাগ

- আধুনিক বিজ্ঞান শিক্ষণ পদ্ধতি: জীবনবিজ্ঞান

ড. উদয়াদিত্য ভট্টাচার্য, রুম্পা মুখার্জি

- **Pedagogy of Life Science Teaching**

Shinjini Nag, Dr. Subir Nag

- বিজ্ঞান শিক্ষণ পদ্ধতি: ভৌতবিজ্ঞান

ড. দেবশিস ধর, ড. সুব্রত বিশ্বাস, সমরেশ আদক

- বিজ্ঞান শিক্ষণ পরিক্রমা: ভৌতবিজ্ঞান—ড. অমলকান্তি সরকার

- **Pedagogy of Science: Physical Science**

Dr. Amal Kanti Sarker

Course-VII (B) (1.3.7B)

Pedagogy of a School Subject Part-II

Theory : 50 Engagement with the field : 25+75* • Full Marks :150

PEDAGOGY OF MATHEMATICS

Unit I ; Mathematics curriculum and Text-book preparation :

- Review of the existing curriculum of mathematics of West Bengal Board of Secondary Education in the perspective of the principles of curriculum construction and its comparison with that of the CBSE.
- Review of the existing text books of mathematics of West Bengal Board of Secondary Education in the perspective of the principles of text-book preparation and its comparison with that of the CBSE.

Unit II : Practical activities associated with Mathematics concepts :

- Performance of the all the practical activities stated in the text books of West Bengal Board of Secondary Education and preparation of allied teaching-learning materials.

- Co-curricular activities (including Mathematics club and Mathematics laboratory) in relation to mathematics teaching

Unit III : Assessment and Evaluation related to teaching—learning of Mathematics:

- Construction of achievement tests and their administration
- Preparation of a Continuous and Comprehensive Evaluation plan for a particular class (VI to X)

Unit IV : Pedagogical Analysis:

- Concepts and Methods of Pedagogical Analysis
- The Pedagogical knowledge of the content from various classes (Class-VI to VIII, IX-X, XI- XII) on the following items:
 - Breaking of Unit into Sub-unit with no. of Periods
 - Previous knowledge
 - Instructional Objectives in behavioural terms
 - Sub-unit wise concepts
 - Teaching-Learning Strategies
 - Use of teaching aids
 - Blueprint for criterion reference test Items

Unit V : Mathematics Education in a cross-cultural Perspective:

- Anxiety associated with learning of Mathematics
- Maths Laboratory • Maths Club
- Connecting mathematics to the environment
- Management of learning of slow and gifted learners

Engagement with Field / Practicum:

Any one of the following:

- Identify the slow learners, in Mathematics from the classroom during practice teaching (Case Study)
- Conducting of Action Research for selected problems.
- Development and try-out of Teaching-learning strategy for teaching of particular Mathematical concepts
- Use of Computer in Teaching of Mathematics
- Use of Mathematics activities for recreation
- Development and use of Mathematics laboratory
- Prepare mathematical activities in the context of socio-cultural aspects.
- One Pedagogical Analysis.
- One Achievement Test Construction.

* Community-based Activities (vide details at the end of Semester-III syllabus)

• গণিত শিক্ষণ পদ্ধতি—প্রণয় পাণ্ডে

• PEDAGOGY OF MATHEMATICS TEACHING—Pranay Pandey

SCHOOL INTERNSHIP (Full Marks : 350)

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

School Internship

Any three Community-based activities are to be performed from the following:

- Organization of a rally or campaign on any social issue e.g., polio, HIV, Electoral Rights, Gender, Sensitization etc.
- Gardening • Cleanliness in and around the campus and beautification
- Cleaning of Furniture • Assembly • Community Games
- Cultural Programmes • SUPW • Scout and Guide/NSS
- First Aid • Celebration of National Festivals, Teacher's Day etc.
- Aesthetic Development activities-decoration of classroom etc.

❑ গৌষ্ঠীভিত্তিক কার্যাবলি—প্রণয় পাণ্ডে, প্রসেনজিৎ নেমো, অনিবার্ণ ভট্টাচার্য

- BEd প্র্যাকটিকাম: সংস্কৃত (2nd & 3rd Semester)

Compiled by: ERDRC, সম্পাদনায়: অরুনিমা ঘোষ

- BEd প্র্যাকটিকাম: বাংলা (2nd & 3rd Semester)

Compiled by: ERDRC, সম্পাদনায়: শূচিস্মিতা বিশ্বাস

- BEd প্র্যাকটিকাম: ভূগোল (2nd & 3rd Semester)

Compiled by: কমলিকা ব্যানার্জী Edited by: ERDRC

- BEd প্র্যাকটিকাম: ইতিহাস (2nd & 3rd Semester)

ড. মদন মোহন মণ্ডল, Edited by: ERDRC

- BEd প্র্যাকটিকাম: শিক্ষাবিজ্ঞান (2nd & 3rd Semester)

Compiled by: মিজানুর কারিকর, অশোক মণ্ডল Edited by : ERDRC

- BEd প্র্যাকটিকাম: রাষ্ট্রবিজ্ঞান (2nd & 3rd Semester)

ড. বিরাজলক্ষ্মী ঘোষ, ঋতুশ্রী সাহা

COURSE DETAILS: SEMESTER-IV

Course-VI (1.4.6) GENDER, SCHOOL AND SOCIETY

Theory : 50 Engagement with the field : 25 • Full Marks : 75

Unit I : Gender issues: key concepts:

- Definition of gender.
- Difference between gender and sex.
- Social construction of gender.
- Gender including transgender and third gender, sex, patriarchy.
- Gender bias, gender stereotyping, and empowerment
- Equity and equality in relation with caste, class, religion, ethnicity, disability and region.

Unit II : Gender studies: paradigm shifts :

- Paradigm shift from women's studies
- Historical backdrop: some landmarks on social reform movements of the 19th and 20th centuries with focus on women's experiences of education (with special reference to Raja Rammohan Roy, Pandit Iswar Chandra Vidyasagar, Swami Vivekananda, Rabindranath Tagore and Begam Rokeya).
- A. Commissions and committees on women education and empowerment
- B. Policy initiatives (including current laws) for the recognition of the concept of transgender and third gender.

Unit III : Gender, Power and Education:

- Gender Identities and Socialisation Practices in:
 - Family ➤ Schools ➤ Other formal and informal organization.
- Schooling of Girls and Women Empowerment

Unit IV : Gender Issues in Curriculum:

- Curriculum and the gender question
- Consideration of gender issues in curriculum framework with reference to NCF, 2005: An analysis
- Gender and the hidden curriculum
- Gender in text and context (textbooks inter-sectionality with other disciplines.
- Teacher as an agent of change

Unit V : Gender, Sexuality, Sexual Harassment and Abuse :

- Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)
- Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions
- Agencies perpetuating violence: Family, school, work place and media (print and electronic)
- Institutions redressing sexual harassment and abuse.

Engagement with Field / Practicum :

Any one of the following :-

- Visit schools and study the sexual abuse and sexual harassment cases.
- Textbook analysis for identifying gender issues, gender biases reflected in it.
- To undertake study of sex ratio and analysis of a local community (at least 10 families)
- Develop an awareness programme for female infanticide and foeticide, child marriages, dowry. Sexual abuse, work place harassment in terms of drama, street play, poster, documentary, power point presentation.
- Prepare presentation on laws related to rape, dowry, re-marriage, divorce, property inheritance, trafficking etc.
- Debate on women reservation bill.
- Group activities on domestic violence and other personal issues and its remedies.
- Visits to institutions like WSRC, dowry prohibition cell, women help line, NGO working for women etc.

• শিক্ষাক্ষেত্রে লিঙ্গ, বিদ্যালয় ও সমাজ—ড. প্রণব কুমার চক্রবর্তী

• লিঙ্গ, বিদ্যালয় এবং সমাজ—ড. উজ্জ্বল পণ্ডা

• শিক্ষায় লিঙ্গ, বিদ্যালয় এবং সমাজ

ড. জয়ন্ত মেটে, ড. বিরাজলক্ষ্মী ঘোষ, ড. রুমা দেব

• **Gender School and Society**

Dr. Jayanta Mete, Prarthita Biswas, Pranay Pandey

Course-VIII (B) (1.4.8B)

KNOWLEDGE AND CURRICULUM-Part-II

Theory : 50 Engagement with the field : 25 • Full Marks : 75

Unit I : Dynamics of Curriculum Development:

- Determinants of curriculum development
- Theories of curriculum development
- Stage Specific Curriculum—Pre-primary, Primary, Secondary, Higher Secondary
- Curriculum reforms in India; National Curriculum Frameworks 2000 and 2005

Unit II : Relationship between curriculum and syllabi :

- Relationship between curriculum framework and syllabi.
- Process of translating syllabus into text books.
- Representation and non-representation of various social groups in curriculum framing.

Unit III : Designing curriculum, School Experiences and Evaluation :

- Principles of selecting curriculum content.
- Principles of curriculum development, Highlights of NCFTE 2009-stage-specific and subject—specific objectives of curriculum.
- Methodology of curriculum transaction.
- Curriculum evaluation (formative, summative, Micro and Macro).

Unit IV : Power, Ideology and Curriculum :

- Relationship between powers, structures of Society and knowledge.
- Meritocracy versus elitism in curriculum.

Unit V : Curriculum as process and practice:

- Inculcation of values, disciplines, rules and reproduction of norms in the society.
- Necessity and construction of Time-Table.
- Hidden curriculum and children's resilience.
- Critical Analysis of text books, teachers' handbooks, children's literature.

Engagement with Field / Practicum :

Any one of the following :-

- Textbook Analysis (as prescribed in the uniform curriculum of WBUTTEPA)
- Visit to SCERT, DIET, Schools to find out the role of different personnel in curriculum development process
- Evaluation and preparation of a report of existing WBBSE, WBCHSE, ISCSE, ISC and CBSE curriculum at different level
- Construction of time-table of any two classes with justification

● জ্ঞান ও পাঠ্যক্রম: তত্ত্ব ও প্রয়োগ

ড. মিহির কুমার চ্যাটার্জি, ড. কবিতা চক্রবর্তী

● জ্ঞান এবং পাঠ্যক্রম চর্চা—ড. প্রদীপ্ত রঞ্জন রায়

● Knowledge and Curriculum

Dr. Jayanta Mete, Prarthita Biswas, Pranay Pandey

Course-X (1.4.10) CREATING AN INCLUSIVE SCHOOL

Theory : 50 Engagement with the field : 25 • Full Marks :75

Unit I : Introduction to inclusive Education :

- Concept & history of special education, integrated education and inclusive Education & their relation.
- Philosophical, Sociological, Economical & Humanitarian dimensions of inclusive education.
- Advantages of inclusive education for the individual and society.
- Factors affecting inclusion.

Unit II : Legal and policy perspectives :

- Important international declarations / conventions / proclamations- BMF(1993-2012), recommendations of the Salamanca Statement and Framework of Action (1994), UNCRPD (2006).
- National initiatives for inclusive education. National Policy on Education (1968,1986), Education in the National Policy on Disability (2006), RTE Act (2009).
- Special role of institutions for the education of children with disabilities—RCI, National Institute of Different Disabilities.

Unit III : 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.
- 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

Unit IV : Inclusion in operation :

- Classroom management and organizations, curricular adaptations, learning designing and development of suitable TLM.
- Pedagogical strategies to respond to individual needs of students: Co-operative learning strategies in the class room, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc.
- Technological Advancement and its applications—ICT, Adaptive and Assistive devices, equipments, aids and appliances.

Unit V : Teacher preparation for inclusive school:

- Problems in inclusion in the real classroom situations; ways for overcoming the problems in inclusions
- Review of existing educational programmes offered in secondary school (General and Special School)
- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings
- Teacher preparation for inclusive education in the light of NCF, 2005 and NCFTE, 2009
- Characteristics of inclusive school

Engagement with Field / Practicum :

Any one of the following:

- Collection of data regarding children with special needs from Municipal records.

- Visit to Inclusive Schools and to observe classroom transaction of any one of such school in West Bengal and make a report of the same.
- Identifying one/ two pupils with special needs in the primary schools and preparing a profile of these pupils.
- Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability (Visit to Resource Room).
- Preparation of Learning Design, instruction material for teaching students with disability in inclusive school.
- Case Study of one main streamed (Inclusive) student w.r.to
 - (A) Role of a parent.
 - (B) Role of a teacher: Special School Teacher, General School Teacher
 - (C) Role of Counsellor.
- Developing list of teaching activities of CWSN in the school.
- Visits to different institutions dealing with different disabilities and their classroom observation.

- সর্বসমাবিষ্ট বিদ্যালয় শিক্ষা—ড. প্রণব কুমার চক্রবর্তী
- অন্তর্ভুক্তিমূলক বিদ্যালয় শিক্ষা—ড. প্রদীপ্ত রঞ্জন রায়
- অন্তর্ভুক্তিমূলক বিদ্যালয় নির্মাণ—ড. উদয়াদিত্য ভট্টাচার্য
- Creating an Inclusive School—Dr. Piku Chowdhury
- Creating an Inclusive School
Dr. Jayanta Mete, Prarthita Biswas, Pranay Pandey

Course-XI (1.4.11) Optional HEALTH AND PHYSICAL EDUCATION

Theory : 50 Engagement with the field : 25 • Full Marks : 75

Unit I : Health Education Scenario in India :

- Introduction to the concept of health, significance and importance
- Identity of Educational Institutional Plants: Structure, Infra-Structure and Environment.
- Emerging Health & Total Quality of the Educational Institutions.
- Status of Health Education in India from Pre-Natal Education through Higher Education.
- Health & Hygiene, Mess & Toilets, Disease & Dispensary, Work & Leisure.
- Total Health Quality of Educational Governors, Administrators, Teachers, Students, Supporters, Libraries, Laboratories, Classrooms, Halls, Play Fields, Water Tanks, Swimming Pools, Community Pools, Roads.

Unit II : Most Common & Uncommon diseases in India :

- The most common diseases during the previous decade-
- Heart Diseases, Cancer, HIV/AIDs, Swine Flue, Reproductive Helpless Health, Osteoporosis, Depression.
- Intentional & Unintentional Injuries, Diabetes, and Obesity, Uncommon Diseases—Autistic, Cerebral Palsied, Blood Borne Diseases
- Beta Thal Major, Sickle Cell Anemia, Hemophilia, Diagnosis, Prevention & Prognosis.

Unit III : Tech-Related Health Risks & How to Fix Them :

- Identification of the technological health hazards- Smartphone Stress, Acne caused by the Cell Phones, Blackberry Stress Injuries to the Thumb, Radiation from the cell phones, Cell Phone Sickness, Cell Phone & Car Accidents, Allergies & Phones, Crazy Phones.
- Computers Causing Wrist Pain, Back & Neck Pain, Decreased Sperm Count from the WIFI, Laptop Burns, Laptop Headaches, Sleeping Problems from the Laptops, Decreased attention span from using Facebook.
- The Internet Causing Anxiety, Headphone Use leading to Accidents, Hearing Loss from Headphones, Visual Impairment.
- Death from Social Networking, Environmental Degradation, Aggression, Social Crimes—Evolving Controlling & Regulatory Mechanisms.

Unit IV : Health Issues & Health Education: Vision & Mission :

- Balanced Diet—nature and importance, Fast Food Problems, Drinking water Problems.
- Falling Heart & Brain Entrainment Ratio, Inflated Height Weight Index.
- High & Low Blood Pressure, Depression & Aggression.
- Adhyatmik Troubles, Adhi- bhoutik Troubles, Adhidaivik Troubles, along with these all sorts of Medical Practices.
- Vision & Mission of Medical Council of India, Health Education Priorities, and immediate need of Health Education Policy of India.
- Games, Sports & Athletics, Yoga Education.

Unit V : First Aid—Principles and Uses :

- Structure and function of human body and the principles of first aid
- First aid equipment
- Fractures-causes and symptoms and the first aid related to them
- Muscular sprains causes, symptoms and remedies
- First aid related to haemorrhage, respiratory discomfort
- First aid related to Natural and artificial carriage of sick and wounded person
- Treatment of unconsciousness
- Treatment of heat stroke
- General disease affecting in the local area and measures to prevent them

Engagement with Field / Practicum :

Any one of the following: (Items prescribed in the syllabus):

- Surfing to know the disease in India and write a report on any five disease in West Bengal.
- Preventive & Ameliorative measures for health hazards.
- Playing Games
- Athletics
- Yoga
- Reflective Dialogues on Digital Media on Health of the People
- Preparation of inventories on myths on exercises and different type of food
- Make an inventory of energy rich food and nutritious food (locally available) indicating its health value
- Make an inventory of artificial food and provide critical observations from health point of view
- Home remedies as health care
- Role of biopolymers (DNA) in health of child
- Medicinal plants and child health
- Strategies for positive thinking and motivation
- Preparation of first aid kit

• স্বাস্থ্য ও শারীরশিক্ষা—ড. অজিত দাস

• **Health and Physical Education—Dr. Ajit Das**

Course-XI (1.4.11) Optional PEACE & VALUE EDUCATION

Theory : 50 Engagement with the field : 25 • Full Marks : 75

Unit I : Peace Education :

- Meaning, Concept, Aims, Objectives, Nature, Scope and Importance.
- Barriers of Peace Education—Psychological, Cultural, Political.
- Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, suppression of individuality, complexes.
- Violence in School, home and society.
- Role of Peace Education in present context.

Unit II : Social Perspective of Peace Education.

- Justice—Social economics, Cultural and religions
- Equality—Egalitarianism, Education for all, equal opportunity
- Critical thinking: Reasoning and applying wisdom cooperation
- Learning to be and learning to live together
- Peace Education in Secondary Education curriculum.

Unit III : Value Education

- Meaning, Concept, Nature and Sources of values.
- Meaning, Concept, Nature and scope of Value Education.
- Philosophical perspective, psychological perspective and sociological perspectives of Value Education.
- Values in Indian Constitution and Fundamental Duties of citizens.

Unit IV : General Idea about Values

- Classification of Values
Personal and social values
 - a) Intrinsic and extrinsic values on the basis of personal interest & social good.
 - b) Social, moral, spiritual and democratic values on the basis of expectation of society & one's self inspiration
- Identification of Analysis of emerging issues involving value conflicts
- Design and develop of instructional material for nurturing values
- Characteristics of Instructional material for values.

Unit V Methods & Evaluation of Value Education

- Traditional Methods: Story Telling, Street Play & Folk Songs
- Practical Methods: Survey, role play, value clarification, Intellectual discussions
- Causes of value crisis: material, social, economic, religion evils and their peaceful solution
- Role of School Every teacher as teacher of values, School curriculum as value laden
- Moral Dilemma (Dharmasankat) and one's duty towards self and society

Engagement with Field / Practicum :

Any one of the following:

- Develop / compile stories with values from different sources and cultures,
- Organize value based co-curricular activities in the classroom and outside the classroom,
- Develop value based Learning Designings,
- Integrating values in school subjects.

• শিক্ষায় শান্তি ও মূল্যবোধ—ড. প্রদীপ্ত রঞ্জন রায়

• Peace and Value Education

Dr. Debasish Paul, Pranay Pandey

Course-XI (14.11) Optional GUIDANCE AND COUNSELLING

Theory : 50 Engagement with the field : 25 • Full Marks : 75

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
- Role of home & School
- Characteristics
- 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 Behaviour and Mental illness :

- Meaning & Concept of normality and abnormality
- Casual factors of Abnormal Behaviour—Biological & Psychological.
- Classification of mental illness (DSM-IV)

Engagement with Field / Practicum :

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.

- নির্দেশনা ও পরামর্শদান—ড. দেবশিস পাল
- শিক্ষায় নির্দেশনা এবং পরামর্শদান—ড. সুবীর নাগ
- Guidance and Counselling—Dr. Subir Nag, Pranay Pandey
- Hand Book on Practical Guidance and Counselling
Dr. Subir Nag, Sukanya Ghosh

Course-XI (1.4.11) Optional WORK & VOCATIONAL EDUCATION

Theory : 50 Engagement with the field : 25 • Full Marks : 75

Unit I : Aims, Objectives and Bases:

- Aims and Objectives of Teaching Work Education and Vocational Education. Values of Teaching Work and Vocational Education
- Correlation of Work Education with other School Subjects.
- Difference between Work Education and Vocational Education
- Bases of Work Education and Vocational Education—Psychological, Sociological, Historical and Economical

Unit II : Development of the Concept and Work & Vocational Education Teacher:

- Development of the concept of Work Education with Special reference to National Policy on Education (1986)
- Work & Vocational Education Teacher
 - Qualities & Responsibilities.
 - Need for Professional Orientation.

Unit III : Approaches & Methods of Teaching Work & Vocational Education:

A. Inductive and Deductive approach

B. Methods:

- Lecture Cum Demonstration Method • Laboratory Method.
- Heuristic Method. • Problem Solving Method, • Project Method

Unit IV : Aids, Equipment and Assistance in Teaching Work & Vocational Education :

- i. Work Education Laboratory
- ii. Management of Work Units: (a) Selection of Work projects, (b) Budgeting and planning, (c) Time allocation, (d) Materials and Equipment, (e) Disposal of finished products, (f) Organizational co-ordination of different agencies monitoring Network through Resource Centers—problems thereof.
- iii. Excursion.

Unit V : Aspects of Teaching Work Education & Vocational Education:

- A critical evaluation of work education syllabus prescribed by the WBBSE in (a) the exposure stage and (b) the involvement stage.
- Concept of improvisation; its use in the teaching of Work Education and Vocational Education
- Areas of work education, viz. socially useful productive work (as designed by I.B. committee)

- Occupational explorations and innovative practices in Work Education and Vocational Education
- Removal of social distances through Work and Vocational Education

Engagement with Field / Practicum :

Project on any one: Growing of Vegetables/ Fruit / Flower

- Household wiring and Electrical gadgets repairing
- Tailoring and Needle Work
- Tie-Dye and Butik Printing
- Fruit preservation
- Soap, Phenyl and Detergent making
- Paper making and paper cutting work
- Bamboo Work and Wood craft
- Clay Modelling
- Cardboard Work and Book Binding
- Mask making
- Bicycle repairing

- কর্মশিক্ষা ও বৃত্তিমূলক শিক্ষা—ড. কৌশিক চট্টোপাধ্যায়

• Work & Vocational Education

Dr. Koushik Chattopadhyay

Course-XI (1.4.11) Optional: YOGA EDUCATION

Theory : 50 Engagement with the field : 25 • Full Marks :75

Unit I : Introduction to Yoga and Yogic Practices:

- Introduction to yoga: concept & principles
- Classical approach to yoga practices viz. Kriyas, Yama, Niyama, Asana, Pranayama,
- Bandha, Mudra & dhyana as per yogic texts and research based principles of Yoga,
- General guidelines for performing Yoga practices.

Unit II : Ancient Systems of Indian Philosophy and Yoga System:

- Ancient systems of Indian Philosophy
- Yoga & Sankhya philosophy & their relationship

Unit III : Historical aspects of Yoga:

- Historical aspect of the Yoga Philosophy
- Yoga as reflected in Bhagwat Gita

Unit IV : Introduction to Yogic texts:

- Significance to Yogic texts in the context of schools of yoga
- Patanjala Yoga Shastra: ashtanga yoga and kriya yoga in sadhna pada
- Hathyogic texts (hatha pradaspika and ghera and sahita)
- Complementarities between patanjala yoga and hathyoga
- Meditational Procesess in Patanjala yoga sutras
- Hathyogi practices : a List of selected Asana, Pranayama, Bandha, Mudra from Hathyogi texts for practical yoga sessions for advanced yoga practitioners

Unit V : Yoga and Health :

- Need of yoga for a positive health for the modern man
- Concept of health and disease: medical & Yogic perspectives
- Concept of Panch Kosa for an Integrated & positive health
- Utilitarian Value of Yoga in Modern Age

Engagement with Field / Practicum :

Any one of the following: Preparation of Teaching Aids on Yoga
• Practical Asanas and Pranayam • Visit to Yoga Ashramas and Centres

- যোগ শিক্ষার ধারণা—ড. অজিত দাস
- যোগ শিক্ষা—উদয়াদিত্য ভট্টাচার্য
- Yoga Education—Dr. Ajit Das

**Course-XI (1.4.11) Optional
ENVIRONMENTAL & POPULATION EDUCATION**

Theory : 50 Engagement with the field : 25 • Full Marks : 75

Unit I : Concept of population education:

- The characteristics and scope,
- Methodology of population education and
- Its importance

Unit II : Concept of environmental education :

- Its objectives and importance,
- Developing environmental awareness,
- Environmental attitude, values & pro-environmental behaviour.

Unit III : Population education policies :

- Population policy of the government of India (2000),
- Implementation programmes, population control,
- population dynamics in the context of India,
- Population distribution, urbanization and migration.

Unit IV : Sustainable development :

- Concept of sustainable development and education for sustainable development
- Agenda 21,
- United Nations Decade of education for sustainable development, programmes on environmental management

Unit V : Issues related to population and environmental education:

- Quality of life,
- Ecofeminism,
- Environmental and social pollution,
- Effect of population explosion on environment,
- Adolescent reproductive health,
- Sustainable life style,
- Empowerment of women,

Engagement with Field / Practicum :

Any one of the following

- Visits to polluted sites and preparation of report.
- Interviewing people and reporting the inconveniences due to any of the Environmental problems.
- To study innovations done by any Organization to improve the Local Environment.
- To study the implementation of Environmental Education Programmes
- To prepare models and exhibits for general awareness of public regarding environmental hazards.
- To prepare a programme for environmental awareness and to conduct the same, with school children.
- To visit industries and study alternative strategies of Environmental management.
- To prepare a resource material on any of the environmental problems along with a suitable evaluation strategy.
- To prepare quizzes and games on environmental issues.
- To study the contribution of NGOs in improving the environment of the city.

• পরিবেশ ও জনসংখ্যা শিক্ষা—ড. সুবীর নাগ, শিক্ষিনি নাগ

• জনসংখ্যা ও পরিবেশ বিদ্যা—ড. রাজীব সরকার

• **Environmental & Population Education**
Rajib Sarkar

Course-EPC-3 (1.4 EPC3) :

CRITICAL UNDERSTANDING OF ICT

Theory : 50 Engagement with the field : 50 Full Marks :100

Unit I : Digital Technology and Socio-economic Context :

- Concepts of information and communication technology; 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;
- Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, e Gyan Kosh; Virtual laboratory and Haptic technology.

Unit II : MS Office :

- MS Word • MS Power Point • MS Excel • MS Access
- MS Publishing

Unit III : Internet and Educational Resources :

- 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, On-line learning,
- Virtual University, Wikipedia, Massive Open Online Courses (MOOCs);
- Social networking

Unit IV : Techno-Pedagogic Skills :

- Media Message Compatibility
- Contiguity of Various Message Forms
- Message Credibility & Media Fidelity
- Message Currency, Communication Speed & Control
- Sender-Message-Medium-Receiver Correspondence

Engagement with Field / Practicum :

Any two of the following

- 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, Google Docs.
- Develop a report on preparing a lesson plan on any topic from your methods while using internet resources. The report should mention the details of navigating, searching, selecting, saving and evaluating the authenticity of the material and also mention how it adds or justifies the facts, figures(data), graphics, explanation and logic of the topic.
- Teaching with a multimedia e-content developed by the student.

• তথ্য ও যোগাযোগ প্রযুক্তির ধারণা

প্রণয় পাণ্ডে

• তথ্য ও যোগাযোগ প্রযুক্তির ধারণা (Abridge Edition)

প্রণয় পাণ্ডে

• Critical Understanding of ICT

Pranay Pandey

Course-EPC-4 (1.4EPC4)
YOGA EDUCATION:
SELF UNDERSTANDING AND DEVELOPMENT

Theory : 50 Engagement with the field : 50 Full Marks :100

Unit I : Introduction to Yoga and Yogic Practices :

- Yoga: meaning and initiation
- History of development of yoga
- Astanga Yoga or raja yoga
- The streams of Yoga
- The school of Yoga: Raja Yoga and Hatha Yoga
- Yogic practices for healthy living

Unit II : Introduction to Yogic Texts :

- Historicity of yoga as a discipline
- Classification of yoga and yogic texts
- Understanding astanga Yoga of Patanjali
- Hatha yogic practices
- Meditational processes

Unit III : Yoga and Health :

- Need of yoga for positive health
- Role of mind in positive health as per ancient yogic literature
- Concept of health, healing and disease: yogic perspectives
- Potential causes of ill health
- Yogic principles of healthy living
- Integrated approach of yoga for management of health
- Stress management through yoga and yogic dietary considerations

Unit IV : Self-concept :

- Meaning and Definition of self-concept
- Importance of self-concept
- Factors influencing self-concept
- Impact of Positive and negative self-concept
- Components of self-concept
- Development of self-concept

Unit V : Self-esteem :

- Meaning and concept of self esteem
- Importance of self-esteem
- Types of self esteem
- Strategies for positive behaviour
- Keys to Increasing Self-Esteem

Engagement with Field / Practicum :

Any one of the following:

- General guidelines for performance of the practice of yoga for the beginners

- ♦ Guidelines for the practice of Kriyas
- ♦ Guidelines for the practice of Asanas
- ♦ Guidelines for the practice of Pranayama
- ♦ Guidelines for the practice of Kriya Yoga
- ♦ Guidelines for the practice of Meditation
- Select yoga practices for persons of average health for practical yoga sessions ♦ Supine Position ♦ Prone Position ♦ Sitting Position ♦ Standing Position ♦ Kaiyas ♦ Mudras ♦ Pranayamas
- Inspirational clips finding and understanding the meaning behind that.
- Analysing the priority and scheduling priority to minimize the stress.
- Designing and applying activities to develop self-esteem.

• যোগ শিক্ষা: আত্মবোধ ও বিকাশ—ড. দেবাশিস পাল, ড. অজিত দাস

• যোগ শিক্ষা এবং আত্মবোধ ও তার বিকাশ—ড. উদয়াদিত্য ভট্টাচার্য

• **Yoga Education: Self Understanding and Development**

Dr. Ajit Das, Pranay Pandey

• **BEd Question Papers (4th Semester)**

Compiled by: A Bhattacharya

Chapter-wise Questions-Answers and Previous Years Solved
Papers of (Course VI, VIIIB, X, EPC-3 & EPC-4)

• বিএড স্কলার (4th সেমিস্টার)

• **BEd Scholar (4th Semester)**

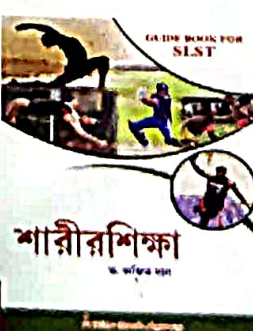
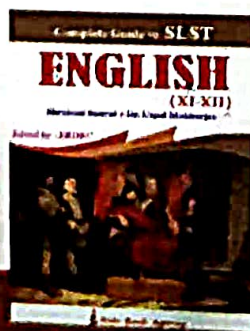
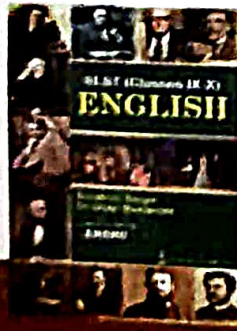
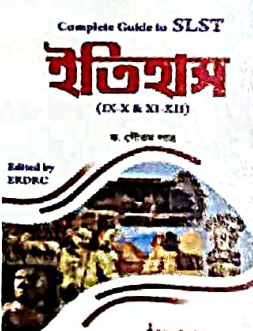
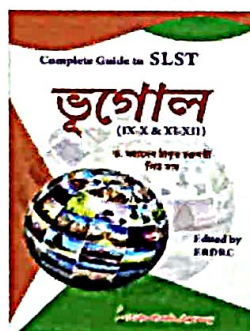
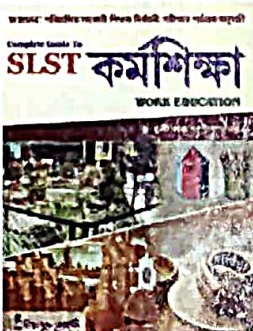
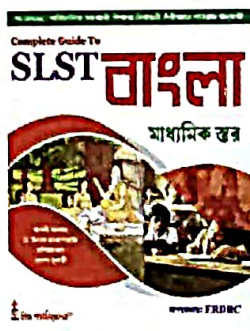
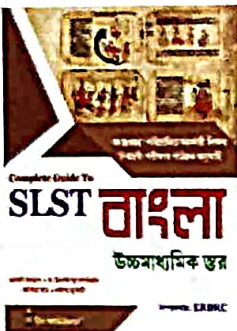
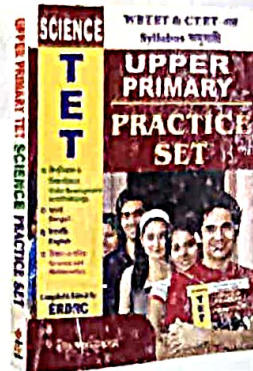
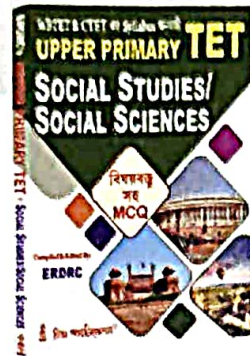
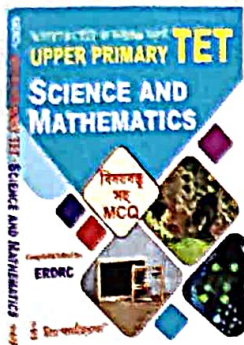
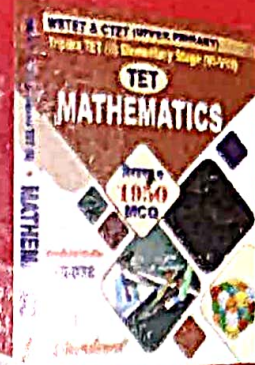
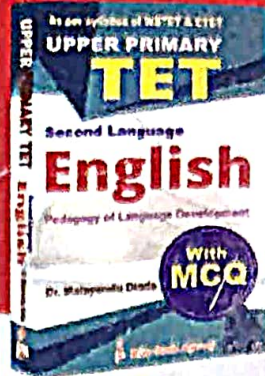
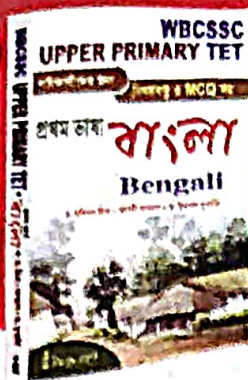
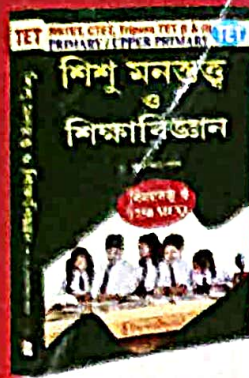
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