

Course-VIII- (B) (1.4.7B)	Knowledge and Curriculum-Part-II	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	<p>The student teachers will be able to :</p> <ol style="list-style-type: none"> 1. Realize the concepts of curriculum and syllabi. 2. Discover the relationship between power, ideology and curriculum. 3. Design curriculum in the context of school experiences, evaluation, power, ideology, process and practice & its transactional modes. 				
COURSE CONTENT/SYLLABUS					
Unit-I	<p>Dynamics of Curriculum Development</p> <ul style="list-style-type: none"> ● Determinants of curriculum development ● Theories of curriculum development ● Stage Specific Curriculum—Pre-primary, Primary, Secondary, Higher Secondary ● Curriculum reforms in India; National Curriculum Frameworks 2000 and 2005 			6 hrs.	
Unit-II	<p>Relationship between curriculum and syllabi:</p> <ul style="list-style-type: none"> ● Relationship between curriculum framework and syllabi. ● Process of translating syllabus into text books. ● Representation and non-representation of various social groups in curriculum framing. 			6 hrs.	
Unit-III	<p>Designing curriculum, school Experiences and Evaluation:</p> <ul style="list-style-type: none"> ● 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). 			7 hrs.	
Unit-IV	<p>Power, Ideology and Curriculum:</p> <ul style="list-style-type: none"> ● Relationship between powers, structures of Society and knowledge. ● Meritocracy versus elitism in curriculum. 			7 hrs.	
Unit-V	<p>Curriculum as process and practice:</p> <ul style="list-style-type: none"> ● Inculcation of values, disciplines, rules and reproduction of norms in the society. 			6 hrs.	

	<ul style="list-style-type: none"> ● Necessity and construction of Time-Table ● Hidden curriculum and children's resilience. ● Critical Analysis of text books, teachers' handbooks, children's literature. 	
Engagement with the Field/ Practicum	<p>Any one of the following :-</p> <ul style="list-style-type: none"> ● Textbook analysis (as prescribed in the uniform curriculum of WBUTTEPA) ● Visit to SCERT, DIET, Schools to find out the role of different personnel in curriculum development process. ● Evaluation and preparation of a report of existing WBBSE, WBCHSE, ISCSE, ISC, and CBSE curriculum at different level. ● Construction of time-table of any two classes with justification 	32 hrs.
Mode of Transaction	Group discussion, Lecture-cum-discussion, pair and share, group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences	
: Bengali Version : Course-VIII (B) (1.4.7B)		English Version - Course-VIII (B) (1.4.7B)
প্রজ্ঞা ও পাঠক্রম (দ্বিতীয় ভাগ) ড. তারিণী হালদার ♦ ড. সন্তোষ মুখার্জী		Knowledge and Curriculum (Part-II) Prof. (Dr.) Mita Banerjee Dr. Sujit Pal

Course-X (1.4.10)	Creating an Inclusive School	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	<p>The student teachers will be able to :</p> <ol style="list-style-type: none"> 1. Sensitize to the concept of inclusive education and social inclusion 2. Familiarize with the legal and policy perspectives behind inclusion in education 3. Understand the types, probable causes, preventive measures and characteristics of different types of disability. 4. Understand street children, platform children, and orphans, children born and brought up in correctional homes, child labour and other socioeconomically backward children. 5. Know how inclusion can be practiced in mainstream class. 				
COURSE CONTENT/SYLLABUS					
Unit-I	<p>Introduction to inclusive Education:</p> <ul style="list-style-type: none"> ● Concept & history of special education, integrated education and inclusive Education & their relation 				6 hrs.