

Paper XII. Teaching practical (Method 2) 100

Paper XIII. (a) Simulated / Micro Teaching 25×2=50

**(b) Lab Practical / Text Book Review (Any Text book from class VIII-IX / IX-
X/XI- XII as applicable) 50**

For Text Book Review analyse the following (10×5=50)

- a) Written according to direction of the board
- b) Written according to the curriculum
- c) Language
- d) Printing and get-up
- e) Subject matter

Paper XIV. Sessional Activities 20×5=100

- a) Co-curricular activities-Cultural activities, gardening, games, sports ect.
- b) Educational outreach programme
- c) Workshop Based Activities or School Based Activities –(any one)
WBA: Achievement Test Preparation or Administration of Psychological Test
SBA: Conducting a Case Study
- d) ICT Skill Development (Computer Practical- Word, Excel & power point)
- e) Language Proficiency (Item: Debate, Seminar, Recitation, Group discussion, Extempore speech ; To verify: Phonetics, pronunciation, Fluency, Exposition, Use of Punctuation)

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Foundations of Education

Paper – I

Philosophical Foundation of Education

Total 80 class hours

COURSE OBJECTIVES:

- 1) Understand the bases of Education – Philosophical, sociological, Psychological and Economical.
- 2) Understand the relationship between Philosophy and Education and implications of Philosophy on Education.
- 3) Understand the factors of education – Learner, Teacher, Curriculum and School.
- 4) Understand and how education derives its relevance from socio-cultural contexts and critically reflects on the influence of education on quality of life.
- 5) Analyze the Philosophical context of education and its bearing upon school system.
- 6) Understand the contribution of major educational thinkers.

Course contents

- Unit -1:** Concept of Education: Meaning, aims and objectives in relation to time and Place. The four pillars of education proposed by Delors Commission (1996). 12 classes
- Unit-2:** Bases of Education: Philosophical, sociological, Biological, Psychological and Economical. 10 classes
- Unit-3:** Child –centric education: Features & importance. 4 classes
- Unit-4:** i) Philosophy and Education: Significance, Educational practices and problems.
ii) Major Philosophical thoughts: their salient features and impact on education – Eastern and Western Philosophy of Education: A) Preliminary concept on vedic and Non-vedic Schools.
B) a. Idealism, b. Naturalism, c. Pragmatism. 14 classes
- Unit-5:** Educational thinkers and their contributions in developing principles of Education.
a) Gandhiji : Concept, Aims, curriculum, Methods and Basic Education
b) Swami Vivekananda: Concept, Aims, Curriculum, Methods, Man-making Education.
c) Rabindranath : Concept , Aims, Curriculum, Methods, and Educational experiment.
d) Rousseau: Concept, Aims, Curriculum, Methods and Child-centric Education.
e) Dewey: Concept, Aims, Curriculum, Methods and Activity Centred Education.
f) Froebel : Concept, Aims Curriculum, Methods and Part-whole theory. 16 classes
- Unit-6:** Factors of Education: Learner, Teacher, Curriculum, School and their inter-relationship. 10 classes
- Unit-7:** a) Modern Concept of Curriculum: Types of curriculum – their definitions, features and implications.
b) Construction of curriculum – elements, Principles and a critical review of Secondary Curriculum in West Bengal in relation to principles of curriculum construction.
c) Co-curricular activities and their importance.

Unit.-8: Value Education: Concept, types, Role of teacher and strategies in inculcating values among students.

10 classes

4 classes

References:

1. Biswal, U.N., Philosophy of Education, New Delhi : Dominant Publishers and Distributors, 2005.
2. Blake, N., Smeyers, P Smith, R. & Standish, P., The Blackwell Guide to the Philosophy of Education, USA : Blackwell Publishing, 2003.
3. Brubacher, John S., Modern Philosophies of Education, New Delhi : Tata McGraw Hill, 1969.
4. Chaube, S.P., Philosophical and Sociological Foundations of Education, Agra : Ravi, Noudarnalya, 1981.
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6. Dev, Nathan, Globalization and Indigenous People in India, 2004.
7. Dewey, John, Democracy and Education, New York : Macmillan Company, 1961.
8. Goel, A. & Goel, S.L., Human Values and Education, New Delhi : Deep & Deep Publications Pvt. Ltd., 2005.
9. Howard, Om on and Sam, Carner, Philosophical Foundation of Education, Columbus : Charles E.,Merril, 1976.
10. Humayun, Kabir, Indian Philosophy of Education, Bombay : Asia Publishing House, 1961.
11. Joshi, Kireet, A National Agenda for Education, Delhi : The Mothers' Institute of Research, 2000.
12. Lynch, Marguerita, Mc Vay, The Online Educator, London : Routledge Falmer, Taylor and FancisGroup, 2002.
13. Mondal, D., Nag, S., Sinha, R. Foundations & Development of Education.
14. National Council of Teacher Education, Gandhi on Education, New Delhi : NCERT, 1998.
15. শিক্ষার দার্শনিক ও সমাজবৈজ্ঞানিক ভিত্তি - ড. সনৎ কুমার ঘোষ
16. শিক্ষায় দার্শনিক এবং সামাজিক ভিত্তি -- মিহির চট্টোপাধ্যায়, ড. উজ্জ্বল পান্ডা, ড. স্বপন সেন
17. শিক্ষার ভিত্তি ও বিকাশ -- ড. দেবাশিস পাল, ড. দেবাশিস ধর, ড. মধুমিতা দাশ, ড. পারমিতা ব্যানার্জি
18. শিক্ষাদর্শন ও শিক্ষানীতির রূপরেখা -- ড. মিহির কুমার চট্টোপাধ্যায়, ড. কবিতা চক্রবর্তী

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Paper – II

Sociological Foundation of Education

Total 80 class hours

Course objectives

- 1) Understand the importance and role of education in the progress of Indian Society.
- 2) Understand the need to study education in a sociological perspective.
- 3) Understand the relationship between educations, individual and national development.
- 4) Analyze the social context of education and its bearing upon school system.
- 5) Examine the changing emphases on education in the context of national integration and internationalisation.
- 6) Understand the need to Population education and Environmental education.

Course contents

Unit -1: Sociological basis of education;

- Concept of educational sociology and Social process. Relationship between individual and society in terms of norms.
- Education as an agent of social change.
- Education and culture

14 classes

U nit-2: - Education as a means of national welfare.

- Education and Human resource development.

6 classes

Unit-3: Education and Economic development;

- Education as a tool of sustainable Development.

6 classes

Unit-4: Education and modernization:

- Concept and characteristics of modernisation.
- Influence of modernisation on education.

6 classes

Unit-5: Forms and Agencies of education:

- Formal, informal and non-formal: Basic Concept
- Modes of education, Life long education and Distance education, Adult Continuing education.
- School, Home, Mass media

16 classes

Unit-6: Population education;

- Concept, Scope , Objectives and necessity of population education at secondary stage.
- Approaches to life style education: Objectives, Needs,Methods, curriculum and responsibilities of the teacher.

10 classes

Unit-7: Environmental Education:

- Concept, Scope, Approaches, needs of environmental education at secondary stage. Conservation of Environment.

6 classes

- Unit.-8:** Emerging concerns in Indian education;
- Equality of educational opportunities.
 - Constitutional provisions for ensuring equality
 - Backward Community- causes and remedial measures
 - National Integration and Internationalisation

16 classes

References:

1. Bhatia, K.K. and Narang, C.L., Teacher and Education in Emerging Indian Society, Ludhiana :Tandon Publishing, 1992.
2. Chaube, S.P., Philosophical and Sociological Foundations of Education, Agra : Ravi, Noudarnalya, 1981.
3. Dash, B.N., Theories of Education & Education in the Emerging Indian Society, New Delhi: Dominant Publishers and Distributors, 2004.
4. Dev, Nathan, Globalization and Indigenous People in India, 2004.
5. Dewey, John, Democracy and Education, New York : Macmillan Company, 1961.
6. Halsey, A.H., Lander, H., Brown, P. & Nells, A.S., Education : Culture, Economy and Society, New York : Oxford University Press, 1997.
7. Madhukar, Indira, Internet-based Distance Learning, New Delhi : Authorspress, 2005.
8. Mathur, S.S., Philosophical and Sociological Foundations of Education, Agra : Vinod Pustak Mandir, 1997.
9. Mathur, S.S., Sociological Approach to Indian Education, Agra : Vinod Pustak Mandir, 1985.
10. Mohanty, J., Indian Education in the Emerging Society, New Delhi : Sterling Pvt. Ltd., 1994.
১১. শিক্ষার দার্শনিক ও সমাজবৈজ্ঞানিক ভিত্তি - ড. সনৎ কুমার ঘোষ

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Paper – III

Contemporary Issues and Development in Education

Total 80 class hours

Course Objectives

1. Understand the contribution of various major Committees and Commissions on education set up from time to time under British Rule from 1854 to 1994.
2. Understand the educational values as reflected through the provisions of Indian Constitution.
3. Understand the contribution of various major Committees and Commissions on education set up from time to time after Independence.
4. Understand the National policies on Education in India.
5. Understand Education in India under Five Year Plans.
6. Understand the salient features of the Global Monitoring Report of UNESCO.
7. Understand brief overview of (a) Report of the International Education Commission for 21st Century (b) Report of the National Knowledge Commission.
8. Understand the basic concepts and issues related to universalization of secondary education.
9. Understand the contemporary issues in Education like Peace Education, & Inclusive Education.
10. Identify the problems and prospect of Primary Education, Secondary Education, Higher Education, Women Education, Teacher Education etc.
11. Realize the importance of Right to Education Act (2009) and the provisions made for realizing it.

Course contents

Unit-1: Brief review of the Contribution of various major committee and commissions on education (Pre-Independence) – Wood’s Despatch, Hunter Commission and Sargent Report.

10 classes

Unit –II: Brief review of the contribution of various major committee and commissions on education , set up from time to time after Independence (Specifically) : University Education commission (1948 – 49) , Secondary Education Commission (1952-53), Indian Education Commission (1964-66) , National Policy on Education (NPE 1986) and Programme of Action 1992 (POA- 1992)

16 classes

Unit- III: Constitutional provisions regarding education in India:

- Provisions for education in the Constitution of independent India.
- Educational values as reflected through the provisions of Indian Constitution.
- Right of children to free and compulsory education (2009).

10 classes

Unit – IV: Education in 11th& 12th five year plans.

6 classes

Unit – V: Global monitoring report of UNESCO (2000) – Salient Features.

- International commission for 21st century.- Salient features.
- Knowledge commission- Salient features

8 classes

Unit- VI: Universalisation of secondary education;

- Policies and programmes for realizing the universalisation of secondary education.

- Right to education and its implications for universalisation of secondary education.
- Status of USE: access, enrolment, participation, achievement.

8 classes

Unit- VIII: Peace Education:

- Meaning and concept of peace education
- Relevance of peace: National and International context.
- Teacher's role in promoting Peace.

6classes

Unit- VIII: Present problems & Prospect:

1. Elementary Education (Special reference with SSA)
2. Secondary Education
3. Higher Education
4. Women Education
5. Teacher Education
6. Inclusive Education
7. Vocational Education

16 classes

References :

1. Agarwal, J. C. (2005). Recent Development and Change in Education, Sipra Publication, New Delhi.
2. Agarwal, J. C. and Gupta, S. Secondary Education : History, Problems and Management, Sipra Publication, New Delhi.
3. Banerjee, J.P. Education in India: Past, present and Future.
4. Banerjee, S.N. History of Education in India.
5. Bhandari, Bishnu, B. (2003). Education for Sustainable Development in Nepal Institute for Global Environment Strategies, Japan.
6. Chakraborty, S.C. Modern Indian Education.
7. Ministry of Law and Justice, Right to Education Act (2009), Govt. of India, New Delhi.
8. Mukhopadhyaya, Marmar (2007). Education in India: Dynamic of Development, New Delhi, Sipra.
9. Narula, M (2006). Quality in School Education : Secondary Education and Education Boards, New Delhi, NUPEA / Sipra.
10. Swain, Sanjoy, K. (1998). Trends and Issues in Indian Education, Kalyani Publishers, Kolkata.
11. UNESCO's Report on Education for Sustainable Development, Paris, UNESCO.
12. UNESCO (2004). Education for All. The Quality Imperative, EFA Global Monitoring Report.
১৩. আধুনিক ভারতের শিক্ষার ধারা -- ড. দিলীপকুমার ঠাকুর, শেখ হামিদুল হক

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Pedagogical Knowledge

Paper – IV

Psychology of Learning

Total 80 class hours

COURSE OBJECTIVES:

- (1) Understand the need and significance of the study of Educational psychology.
- (2) Acquire knowledge and developmental tasks with special reference to adolescent learners.
- (3) Grasp the nature, extent and causes of individual difference among children.
- (4) Develop understanding and process of children learning in the context of various theories of learning.
- (5) Understand intelligence, motivation, and memory and creativity of normal child.
- (6) Develop skills for effective teaching learning process and use of psychological tests.

Course contents

Unit- I: Educational Psychology:

- Meaning, Nature, Scope, Methods and Functions.

8 classes

Unit- II: Growth & development:

- Concept of Growth & development.
- Stages of Development with special reference to adolescence.

10 classes

Unit III: Development as a basis of Learning:

- a) Language development – implications in Education.
- b) Cognitive development – Piaget.
- c) Moral Development – Kohlberg.
- d) Vigotsky theory of cognitive development.

10 classes

Unit IV: Learning:

- a) Meaning and concept of learning.
- b) Theories of Learning: Pavlov's theory of conditioning, Thondike's Theory of learning, Skinner's theory of learning, Cognitive/Field theory (Gestult), Constructivist learning.
- c) Factors influencing learning & teaching process (Learner, teacher and method related).

14 classes

Unit – V: Transfer of Learning:

- Concept, types & educational significance
- Remembering and Forgetting
- Memory information processing theory

10classes

Unit-VI: Motivation:

- Nature, Types, Determinant s of Motivation. Theory of Motivation (Maslow's / Weiner's / Mcclelland's / Freuds)

6classes

Unit-VII: Intelligence & Creativity

- Concept & Nature of Intelligence,
- Theories – Spearman’s two factor theory; Guilford’s theory on the Structure of Intellect.
- Emotional and Multiple intelligence.
- Measurement of Intelligence
- Concept, factors & nurturing of creativity.

10classes

Unit-VIII: Personality:

- Personality: Definition, Characteristics, Development & Measurement of personality.
- Individual differences: Nature, aspects and significance of individual differences in the class room.
- Interest & Attention

12classes

References:

1. Gagné, R. M. (1985) *The Conditions of Learning and Theory of Instruction* (4th edition). New York: Holt, Rinehart and Winston
2. Gardner, Howard (1989). *Frames of Mind. The Theory of Multiple Intelligences*, Basic Books, New York.
3. Hurlock, Elizabeth B.(2007). *Child Development* (6th edition). Tata McGraw Hill, New Delhi.
4. Lindgren, H. C. (1980). *Educational Psychology in the Classroom* Oxford University Press, New York.
5. Mangal, S. K. (2000). *Advanced Educational Psychology*. Prentice hall of India Pvt. Ltd. New Delhi.
6. Recently published Bengali books on Educational Psychology may be consulted.
7. Roy, S.(1994-95). *Shiksha Monovidyā*. Soma Book Agency. Kolkata. (Bengali)
8. Santrock, John W. (2006). *Educational Psychology: update: preparing for PRAXIS TM and practice* (2nd edition). Tata McGraw Hill, New Delhi.
9. Sarangapani M. Padma (2003), *Constructing School Knowledge :An Ethnography of learning in an Indian Village*, Sage Publication
10. Vygotsky, L.S. *Mind in Society*, Harvard University Press: Cambridge,1978. Chapter 6.
11. Woolfolk, A.E. (2009). *Educational Psychology* (11th Edition) (My Education Lab Series) Prentice Hall.
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১৩. আধুনিক শিক্ষা মনোবিজ্ঞান -ড. তুহিন কুমার সামন্ত ও দিপালী নন্দন

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Paper – V

Psychology of Instruction

Total 80 class hours

Course objectives:

- (1) Understand concepts of Teaching and Instruction.
- (2) Understand Instructional objectives – Educational objectives, Taxonomy of Educational objectives – Cognitive, Affective and Psychomotor domain.
- (3) Understand approaches to Instruction, Designs of Instruction, and Technology-based teaching strategies.
- (4) Understand concepts of Teaching methods
- (5) Understand concepts of Models of Teaching
- (6) Understand concepts of Classroom management

Course contents:

Unit-1: Teaching:

- Concept of Teaching
- Phases of Teaching
- Levels of Teaching
- Functions of Teaching

8 classes

Unit-2: - Instruction:

14. Concept of Instruction
15. Educational and Instructional objectives
16. Approaches to Instruction – Direct and indirect instruction

10 classes

Unit-3: Designs of Instruction (Skinner, Markle and Gagne)

8 classes

Unit-4: Instructional objectives:

17. Bloom's taxonomy of Educational and Instructional objectives (Cognitive, Affective and Psychomotor domain.)

10 classes

Unit-5: Methods of teaching:

18. Concept of teaching method
19. Lecture, Demonstration, Project method, problem solving method, Heuristic method and Discussion

14 classes

Unit-6: Technology –based teaching strategies:

20. Web-based Instruction , multi-media, CD-ROM, Intelligent tutorial system
21. CAL/CAI

12 classes

Unit- 7: Models of Teaching:

22. Concept of teaching model
23. Advance organizer model- Ausubel
24. Concept attainment model – Brunner
25. Inquiry training model- Suchman

12 classes

Unit –8: classroom management:

26. Meaning of class management
27. Causes of disruption in the classroom
28. Techniques of classroom control.

6 classes

References:

1. Bloom, B.S. et al.,(1967)Taxonomy of Educational Objective Handbook 1, Cognitive Domain, Handbook 2, Affective Domain, London: Longman.
2. Dale Edgar (1961) Audio-visual Methods in Teaching, New York: Holt Rinehart and Winston.
3. Gagné, R. M. (1985) The Conditions of Learning and Theory of Instruction (4th edition). New York: Holt, Rinehart and Winston
4. Kumar, K.L (1996) Educational Technology. New Delhi: New Age International (P) Ltd. Publishers.
5. Lindgren, H. C. (1980). *Educational Psychology in the Classroom* Oxford University Press, New York.
6. Mager. Robert (1962), Preparing Instructional Objectives Palo Alto, CA,.
7. Mongal S.K. –Educational Technology.
8. Sarangapani M. Padma (2003), Constructing School Knowledge :An Ethnography of learning in an Indian Village, Sage Publication.
৯. শিক্ষার্থী, শিক্ষন ও নির্দেশদানের মনস্তত্ত্ব -- ড. দেবশিস পাল, ড. দেবশিস ধর, ড. মধুমিতা দাশ

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Paper – VI

Guidance & Counselling – Approaches & Strategies

Total 80 class hours

COURSE OBJECTIVES:

- 1) To develop in the student teacher an understanding of the concepts, need types, and kinds of guidance at the secondary stage of education.
- 2) To acquaint the student teacher with the tools and techniques of collecting data for guidance and counselling.
- 3) To develop in the student teacher an understanding of the concepts of adjustment, mental health and maladjustment with special reference to the adolescence stage.
- 4) To develop in the student teacher an understanding of the concept, need, type and purposes of counselling with special reference to the adolescence stage.
- 5) To acquaint the student teacher with the organization of School Guidance Service.

Course Contents:

Unit -1: Mental health and Adjustment

- Concept, aims, Nature of mental health
- Importance of mental health in Education
- Concept and definition of adjustment
- Views on adjustment- Socio – cultural theory
- Erickson’s Psycho-social theory, Psycho-dynamic concept
- Need and conditions as good adjustment
- Adjustment mechanism
- Relation of mental health & adjustment
- Role of the family and School in preserving the mental health.

10 classes

Unit-2: Maladjustment:

- Maladjusted pattern of behaviour in infancy and childhood – Attention, Deficit,Hyperactivity, Feeding and Eating and Sleeping disorder, Anxiety and Phobia, Autism , Conduct Disorder, Disrupt Behaviour Disorder.
- Maladjusted pattern of behaviour in adolescence – Personality disorder Paranoid, Schizoid, Antisocial and Narcissistic; Substance related disorder, Obsessive – Compulsive disorder, Somatoform Disorder.

10 lasses

Unit-3: Guidance:

- Concept, nature, approaches, principles of Guidance.
- Type- (Educational , Vocational and Personal- social, Individual and Group Guidance)
- Group dynamics
- Need of guidance with special reference to secondary stage of education

10 classes

Unit-4: Counselling:

- Definition , nature, principles and scope of counselling
- Relationship among guidance
- Basic skills of a counsellor – empathy , listening skill , personality , communication skill , observation power, sensitivity to problems & crisis management

- Purpose of counselling, techniques of counselling – direct, indirect and eclectic. 11 classes

Unit-5: Techniques of collecting data for guidance and counselling:

- Intelligence test, Aptitude test, attitude test, achievement test, interest Inventories, personality test, study habit inventory.
- Interview, questionnaire, rating scale, sociometric technique, anecdotal, cumulative record, case Study.

10 classes

Unit-6: Vocational guidance:

- Concept, vocational choice, relation with educational guidance, need for vocational guidance
- Career Counselling- information, sources, method of collection, Classification, filling up of information and its dissemination.

09 classes

Unit-7: Organization of school guidance clinic:

- Organization of child guidance clinic
- Guidance services in school – orientation service, pupil information services , Inventory service, Educational and occupational guidance service, counselling services, Support services, Remedial service, Referral services, Placement services, Follow up services, and Research and evaluation services.

10 lasses

Unit.-8: Psycho- therapies:

- Concept and objectives of psycho-therapies
- Techniques of psycho-therapies
- Guidance & counselling for learners with special needs – gifted, backward, delinquent, slow learners, mentally retarded and children with specific learning disability (SLD).

10 classes

Reference:

1. গাইডেন্স ও কাউন্সিলিং- ড. তুহিন কুমার সামন্ত ও দিপালী নন্দন
2. শিক্ষায় সংগতি -অসংগতি এবং নির্দেশনা - ড. সনৎ কুমার ঘোষ
3. Aggarwal, J. C., Educational & Vocational Guidance and Counselling, Jalandhar : Doaba House.
4. Bhatia, K. K., Principles of Guidance and Counselling, Ludhiana: Vinod Publications, 2002.
5. M. Asch, Principles of Guidance and Counselling, New Delhi: Sarup and Sons, 2000.
6. Safaya, B.N., Guidance & Counselling, Chandigarh: Abhishek Publications, 2002.
7. Sharma, Tara Chand, Modern Methods of Guidance and Counselling, New Delhi : Sarup and Sons, 2002.
8. Shertzer, Bruce and Stone, Shelly C., Fundamentals of Counselling, London: Houghton Missli, 1974.
9. Shirley, A. Harmin and Guilford, E., Guidance in the Secondary Schools, New Delhi : NCERT,1987.
10. Sodhi, T.S. & Suri, S. P., Guidance and Counselling, Patiala: Bawa Publication, 1999.
11. Sharma, R. A., Guidance and Counselling.
12. Sidhu, H. S., Guidance and Counselling, 2005, Twenty First Century, Patiala.

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Paper-VII

School Organization and Management

Total 80 class hours

COURSE OBJECTIVES :

- 1) To enable the teachers understand the concept of management in School education.
- 2) To develop the professional skills required for providing Leadership in School Administration.
- 3) To provide the student-teacher the skills for guiding different School Services.
- 4) To enable the teacher to understand his role in managing the classroom.
- 5) To enable the teacher to develop the awareness of professional ethics and accountability of the teacher.
- 6) To develop the concept of Control of Education by the State through different Bodies, Supervision and Inspection.

Course contents

Unit 1: Organization and administration

- School as Organization: Meaning, objectives, need, scope, types and principles of school organization and administration.
- School Plant: importance, Essential characteristics, selection of site and optimum Utilization and Maintenance of different School Components.

10 classes

Unit 2: Institutional Planning:

- Meaning, objectives, advantages and characteristics of Institutional Planning, Preparation of an institutional plan.

6 classes

Unit-3: Essential factors of school organization

- Leadership: Concept, Need; Leadership style; Development of Leadership Qualities among students, Qualities and functions of Head of the Institution.
- School Time Table: Importance, types and principles of time table.
- Discipline: Concept, Bases of Discipline, Causes of indiscipline and its remedial measures.

14 classes

Unit-4: Major factors for qualitative improvement

- Inspection and Supervision: Meaning and Difference, Aims, principles, area and types and procedure of supervision, Modern trends in supervision.
- School Records and Registers: Importance, types and essential requirements of School records, Mode of keeping and maintaining school records.

10 classes

Unit-5: School Services:

- a) Students' Self-government and Discipline; b) Physical Education; c) Library; d) Health Services and Sanitation; e) Community Services with special reference to Literacy Drive; f) School Complex.

14 classes

Unit-6: Educational Management

- Concept of Management; Different Management Processes in the School – Planning, Organization, Direction, Motivation and Control.
- Systems Approach in Educational Management.

8 classes

Unit-7: Role of Teacher

- Teacher as the Manager of the Classroom – qualities and role.
- Professional Ethics and Accountability of the Teacher.

6 classes

Unit-8: Quality Management in School Education

- Board/Council of Secondary/Higher Secondary Education.
- NCERT & SCERT
- Managing Committee/Governing Body of the School.
- Management Information System (MIS).
- Feedback & Re-planning.

12 classes

References:

1. Bhatia, K.K. and Singh, Jaswant, Principles & Practice of School Management, Ludhiana:Tandon Publication, 2002.
2. Bhatnagar, R.P. & Verma, I.B., Educational Administration at College Level, Meerut: Loyal Book, 1978.
3. Dash, B.N., School Organisation Administration & Management, Neel Kamal Publications Pvt. Ltd., 1996.
4. Mohanty, J., Educational Administration, Supervision and School Management, New Delhi: Deep and Deep Publications, 1990.
5. Mathur, S.S., Educational Administration and Management, Ambala Cantt:The Indian Press, 1990.
6. Paul Hersey & Kenneth, H. Blanchard, Management of Organizational Behaviour, New Delhi: Prentice-Hall Pvt. Ltd., 1996.
7. Sachdeva, M.S., School Management, Ludhiana: Bharat Book Centres, 2001.
8. Sharma, R.A., School Management, Surya Publications, Meerut, 2005.
9. শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা -- ড. তুহিনকুমার কর, ড. ভীমচন্দ্র মন্ডল
10. শিক্ষা-ব্যবস্থাপনা -- ড. দেবশিস পাল, ড. দেবশিস ধর, ড. মধুমিতা দাশ, ড. পারমিতা ব্যানার্জি

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Paper-VIII

Educational Technology and Evaluation

Total 80 class hours

Course objectives

- 1) To obtain a total perspectives of the role of technologies in modern educational practices.
- 2) To equip the student-teacher with various technological applications available to her / him for improving instructional practices.
- 3) To develop the professional skills required for evaluating achievement of pupils.
- 4) To develop outline concept of organisation, representation and use of simple descriptive statistics for analysis of educational data.
- 5) To understand concepts of communication technology

Course contents

Unit 1. Educational Technology:

- Concept, nature and Scope.

4 classes

Unit 2. Technology of Teaching

- Micro- Teaching- concept, needs, skills and organisation
- Modification of Teacher Behaviour-Interaction analysis (equivalent category system), Flanders Interaction analysis system (FIAS).
- Individualized Instruction – Programmed Instruction.

10 classes

Unit 3. Communication Technology

- Communication Technology: Concept; Different means of classroom communication, Edger Dale’s Cone of Experience.
- Projected and Non-projected Teaching Aids and their uses.
- Use of Multi-media in Education: Teleconferencing, Video conferencing.
- EDUSAT
- Language Laboratory

14 classes

Unit 4. Maxims of Teaching

- Concept, Types and educational significance.
- Art of questioning

4 classes

Unit 5. Evaluation and Measurement

- Meaning, Importance and difference among Measurement, assessment and Evaluation.
- Scales of Measurement
- Formative and Summative Evaluation

12 classes

Unit 6. Tools & Technique

- Tools and techniques of Evaluation.
- Test : Achievement test(NRT, CRT) and Diagnostic test
- Criteria of a good Test with special reference to reliability and validity.
- Item Analysis.

- Recent trends in Examination reforms: Semester system, Grading system, Question bank.

14 classes

Unit 7. Organization of data

- Frequency Distribution Table.
- Graphical Representation of data – Frequency Polygon and Histogram.

6 classes

Unit 8. Statistical Techniques in Education

- Measures of Central Tendency.
- Measures of Dispersion
- Measures of Correlation - Rank Difference method and product moment method.
- Preliminary concept of Normal Probability Curve.

16 classes

References:

1. Bloom, B.S. et al.,(1967)Taxonomy of Educational Objective Handbook 1, Cognitive Domain,Handbook 2, Affective Domain, London: Longman.
2. Dale Edgar (1961) Audio-visual Methods in Teaching, New York: Holt Rinehart and Winston.
3. Kumar, K.L (1996) Educational Technology. New Delhi: New Age International (P) Ltd. Publishers.
4. Mager. Robert(1962), Preparing Instructional Objectives Palo Alto, CA,.
5. Ministry of Education- ‘Education Commission’ 1966, MHRD, GOI.
6. Natarajan V and Kulshrestha S.P. (1983). Assessing Non- scholastic Aspects- Learners Behaviour, New Delhi: Association of Indian Universities.
7. National policy on Education, 1986. Ministry of MHD, GOI.
8. Nitko, A. J. (2001), Educational Assessment of students, Prentice Hall.
9. Norris, N(1900). Understanding Educational Evaluation, Kogan Page.
10. শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা -- ড. তুহিনকুমার কর, ড. ভীমচন্দ্র মন্ডল
11. শিখনের অ্যাসেসমেন্ট, পরিমাপ ও মূল্যায়ন এবং বিদ্যালয় শিক্ষা-ব্যবস্থাপনা ও পরিকল্পনা -- ড. দেবশিস পাল, ড. দেবশিস ধর, ড. মধুমিতা দাশ
12. শিক্ষা প্রযুক্তিবিদ্যা -- কৌশিক চ্যাটার্জি

বাংলা ভাষা ও সাহিত্যের শিক্ষণ-কল্পে বিষয়-বিশ্লেষণে ও শিক্ষণ পদ্ধতির পাঠ্যসূচী

বিভাগ - ক বিষয় ও শিক্ষণ কল্পে বিষয় বিশ্লেষণ (২০ + ৩০)

- একক - এক : প: ব: ম: শি: পর্যদ এর নবম ও দশম শ্রেণীর বাংলা বিষয়ের পাঠ্যসূচী (২০)
একক - দুই : নবম - দশম শ্রেণীর পাঠ্যসূচী অনুযায়ী শিক্ষণ কল্পে বিষয়-বিশ্লেষণ (৩০)

পঠনীয়

একক -এক : বিষয় নির্বাচন

প: ব: ম: পর্যদ / সমধর্মী পর্যদ এর নবম ও দশম শ্রেণীর উপযোগী গদ্য, কবিতা ও ব্যাকরণ।

একক -দুই : উপরোক্ত বিষয় নিম্নরূপে বিশ্লেষণ --

পাঠের উদ্দেশ্য সমূহ (রসোপলক্ষিমূলক / দক্ষতামূলক)।
উপএকক হিসাবে পাঠের চিহ্নিতকরণ।
পাঠ এককের বিজ্ঞানসম্মত উপএকক নির্বাচন।
শিক্ষণ পদ্ধতি / কৌশল নির্বাচন।
ভাষামূলক দক্ষতা উন্নয়নের ক্ষেত্রে চিন্তনধর্মী প্রশ্নের সাহায্যে প্রকাশধর্মিতা
উদ্দেশ্য ভিত্তিক অভীক্ষা।
শিক্ষামূলক প্রদীপন নির্বাচন ও প্রভুতির সংক্ষিপ্ত বিবরণ।

বিভাগ -খ শিক্ষণ - পদ্ধতি

একক - তিন : মাতৃভাষা - শিক্ষা

মাতৃভাষার সংজ্ঞা, উদ্দেশ্য, উপযোগিতা, গুরুত্ব।
বাংলা ভাষা উদ্ভবের প্রাসঙ্গিক ইতিহাস।
মাতৃভাষা শিক্ষার প্রয়োজনীয়তা এবং বিদ্যালয় পাঠ্যক্রমে এর গুরুত্ব।
মাতৃভাষা শিক্ষার প্রসঙ্গে রবীন্দ্রনাথ ঠাকুর এবং সত্যেন্দ্রনাথ বসুর অভিমতের মূল্যায়ন।
শিক্ষার মাধ্যম রূপে মাতৃভাষা শিক্ষা এবং মাতৃভাষা চর্চার প্রয়োজনীয়তা।
আন্তর্জাতিক মাতৃভাষা দিবসের তাৎপর্য।
মাতৃভাষা ও সাহিত্য অনুশীলন গ্রন্থাগারের গুরুত্ব।
মাতৃভাষা চর্চায় গণমাধ্যমের ভূমিকা।

একক - চার : বাংলা ভাষা ও সাহিত্য শিক্ষার পদ্ধতি সমূহ

প্রয়োজনীয় ও প্রাসঙ্গিক পদ্ধতি ও নীতিসমূহ। পাঠদান সরস ও সজীব করে তোলার পদ্ধতি।
কখন : বাক্যতন্ত্র ও ধ্বনিতত্ত্বের সংক্ষিপ্ত আদর্শ ধারণাসমূহ উপযোগিতা।
পঠন : প্রকারভেদ । আদর্শ পঠনের বৈশিষ্ট্য।
কবিতা শিক্ষাদানের উদ্দেশ্য, গুরুত্ব, পদ্ধতি।
গদ্য শিক্ষাদানের উদ্দেশ্য, গুরুত্ব, পদ্ধতি।

ব্যকরণ - পদ্ধতি, লক্ষ্য, গুরুত্ব, শিক্ষকের ভূমিকা।
রচনা - উদ্দেশ্য, গুরুত্ব, পদ্ধতি।
অনুবাদ - উদ্দেশ্য, গুরুত্ব, পদ্ধতি।
দ্রুত পঠন - উদ্দেশ্য, গুরুত্ব, পদ্ধতি।
বাংলা বানান - সমস্যা ও কারণ সমূহ, প্রতিকারের উপায়।
সাহিত্যানুশীলনমূলক কার্যাবলী - প্রকারভেদ ও প্রয়োজনীয়তা।
শিক্ষণ - সহায়ক উপকরণ - ব্যবহার ও প্রয়োজনীয়তা।
ভাষা - পরীক্ষাগার বা গবেষণাগারের ধারণা ও পরিকল্পনা।

একক পাঁচ : বাংলা ভাষা ও সাহিত্যের শিক্ষণ কৌশল সংক্রান্ত পদ্ধতি।

শিক্ষণ ও শিখনের সঠিক ধারণা। অনুকৃতি পাঠ ও প্রয়োজনীয়তা।
আদর্শ পাঠ-পরিকল্পনার সংজ্ঞা, উদ্দেশ্য এবং প্রয়োজনীয়তা।
আদর্শ পাঠ পরিকল্পনা প্রস্তুতি ও বৈশিষ্ঠ্য।
শিক্ষণ দক্ষতা সমূহ : সংজ্ঞা, বিভিন্ন শিক্ষণ দক্ষতা ও উপাদান সমূহ, শিক্ষণ দক্ষতার চর্চা ও তার উপযোগিতা। মাতৃভাষা শিক্ষার
আচরণ ধর্মী শিখনজাত উদ্দেশ্য সমূহ এবং মাতৃভাষা চর্চার বিভিন্ন ক্ষেত্রে CAP-এর ব্যবহার ও তার সদর্খক প্রভাব।

References :

বাংলা শিক্ষণ পদ্ধতি -- ড. সুবিমল মিশ্রট
মাতৃভাষা শিক্ষণ বিষয় ও পদ্ধতি -- ড. কৌশিক চট্টোপাধ্যায়

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PEDAGOGICAL ANALYSIS OF CONTENTS AND METHODOLOGY OF TEACHING ENGLISH

Group – A

Contents and Pedagogical Analysis of Contents (20+30 marks)

Unit – 1. Contents of the Syllabus of Class IX-X under WBBSE or equivalent. 20 marks

Unit – 2. Pedagogical Analysis on the contents of the syllabus of classes VI-VIII 30 marks

- i) Division of the units into suitable subunits specifying the number of periods
- ii) Selection of one sub-unit
 - brief essence
 - Predominant language structure
 - previous knowledge
 - instructional objectives in behavioural terms
 - broad method adopted
 - two specific strategies
 - two probing questions
 - suitable examples / analogies to illustrate two concepts
 - use of blackboard or any other teaching aid
 - a criterion based test with a minimum of 6 items specifying the criteria against each item preceded by a table of specification

Group – B

Methodology of Teaching English (50 marks)

Unit – 3. General Discussion

- a) Historical background and present status of ELT in India.
- b) Aims & Objectives of teaching English
 - (i) as a link language.
 - (ii) as a tool for learning empowerment
 - (iii) as a library language.
 - (iv) as an international language.
- c) Modern trends in Teaching English as a second language.
- d) Aims & Objectives of teaching English as a second Language in Curriculum as mentioned in WBBSE.

Unit – 4. Language Learning

- a) Different between First language and second language and foreign language.
- b) English as second language.
- c) Language learning and language acquisition.

- d) Bilingualism and multilingualism.
- e) Theories of Language teaching (Brief Summary, Key Concepts and Cardinal Works)
 - Saussure
 - Leonard Bloomfield
 - I.A. Richards
 - Noam Chomsky
- f) Error analysis: Learner errors- types and patterns.

Unit – 5. Methods and approaches

- a) General principles of teaching English as a second language in India
 - Developmental
 - Psychological
 - Sociological
- b) Traditional Methods
 - Grammar-translation method
 - Direct method
 - Audio-lingual method
 - Structural approach
 - Rabindranath Tagore’s Method
 - Dr.West’s New Method
- c) Functional Communicative Approach with special emphasis on learning English
 - Managing classroom communication.
 - Patterns of interaction
 - Managing pair and group work

Unit – 6. Developing skills and Vocabulary.

- i) Developing language skills.
 - Listening
 - Speaking
 - Reading
 - Writing
- ii) Techniques for developing vocabulary.

Unit – 7. Evaluation and Assessment

- i) Assessment of English language learning
- ii) Principles of constructing an English language test.
- iii) Characteristics of a good test -- Reliability and validity.
- iv) Types of tests.
- v) Construction of an English language question paper.

Unit – 8. Learning Resources

- i) Learning Resources in English language: concept and its importance.
- ii) Different Resources :

- Print (books, manuals etc.)
- Audio
- Others (Projected & non projected)
- iii) Language Laboratory and its importance.
- iv) ICT and English teaching – Role of ICT

References:

1. Bhandari, C.S. and Other (1966) : Teaching of English: A Handbook for Teachers, Orient Longmans, New Delhi
2. Bright, J.A. and Mc Gregor, G.P. (1981): Teaching English as a Second Language, ELBS & Longman, London, 1978.
3. Brumfit, C. J. & Johnson, K.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979.
4. French, F.G. (1963): Teaching English as an International Language, OUP, London.
5. Heaton, J. B. : Language Testing, Modern English Publication Ltd., Great Britain, 1982.
6. Hornby, A. S. : Oxford Advanced Learner’s Dictionary of Current English, OUP, Oxford, Latest Edition.
7. Johnson, J.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979.
8. Johnson, K. : Communicative Syllabus Design and Methodology, Pergamum Press, Oxford, 1982.
9. Kohli, A.L. (1999): Techniques of Teaching English, Dhanpat Rai and Company, New Delhi.
10. Krashen,S: *Second Language Acquisition and Second Language Learning*,Pergamon Press,New York,1979.
11. Nagaraj,G: *Approaches and Methods of Teaching English*, Orient Longman,Delhi,1995
12. Sharma, P. *Teaching of English*.
13. S.Kudchedkar (ed.), ‘*English Language Teaching in India*’ : Orient Longman
14. Widdowson,H :*Teaching language as Communication*,OUP,Oxford,1978

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PEDAGOGICAL ANALYSIS OF CONTENTS AND METHODOLOGY OF TEACHING HINDI

Group – A

Contents and Pedagogical Analysis of Contents (20+30 marks)

Unit – 1:

Knowledge and concept of Hindi language and literature based upon the contents of the syllabus of class – IX-X under WBBSE. 20 marks

Unit – 2:

Pedagogical analysis on the contents of the syllabus of classed VI-VIII (One from Poetry, One from Prose and One from the Grammar Lesson) which includes: 30 marks

- (a) Division of Unit
- (b) Identification and Re-construction of the contents – Unit/Sub-unit.
- (c) Objectives & Specification of the behavioural outcomes for each unit/sub-unit.
- (d) Selection of Teaching Method/Methods.
- (e) Selection of teaching Strategies.
- (f) Selection of Teaching Aids with notes on their preparation, Justification and mode of use.
- (g) Questioning as an art and skill: Tasks set for the development of contents and concepts.
- (h) Criterion Reference Test.

Group – B

Methodology of Teaching Hindi (50 marks)

Unit – 3:

Aims and Objectives of teaching Hindi. The linguistic, literary and cultural aims of teaching Hindi. Language acquisition and language learning. The Importance & objectives of teaching Hindi as a first language (mother language) in the secondary & higher secondary stage (with special reference to West Bengal). Importance of Hindi as a National and official language.

Unit – 4:

Methods and Approaches of Teaching Hindi :

- (a) Language teaching : Listening-Speaking-Reading-Writing Skills.
(Including Vartani aur Uchcharan shikshan)
- (b) Importance, Objectives and Methods of teaching grammar (old & new method).
- (c) Importance, Objectives and Methods of teaching Poetry & Prose. (Kavita Shikshan, Kahani Shikshan, Nibandha Shikshan aur Natak Shikshan)

(d) Innovative techniques for the development of the language skills and Literary appreciation.

Unit – 5:

Lesson Plan

Reference:

1. Bhasa Ki Sikshan bidhya aur path-niyojan-Lakshminarayan Swamy
2. Hindi sikshan-R.S.Pandey
3. Hindi Bhasa Sikshan-Bhai Jogendrajit
4. Matribhasa Sikshan-K.Kshatriya

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Group – A

Contents and Pedagogical Analysis of contents (20+30 marks)

Unit – 1. Contents of the Syllabus of Class VIII under WBBSE or equivalent. 20 marks

Unit – 2. Pedagogical Analysis on the contents of the syllabus of classes VII & VIII : 30 marks
Which includes :

- (a) Objective of the lesson – Skill and / or Appreciation.
- (b) Identification of the Concepts – Unit / Skills.
- (c) Specification of the behavioural outcomes for each unit / skill.
- (d) Selection of Teaching Strategies.
- (e) Selection of Teaching Aids with notes on their preparation and mode of use.
- (f) Questioning / Tasks set for the development of language skills.
- (g) Criterion Referenced Test.

Group – B

Methodology of Teaching (50 marks)

Unit – 3.

- Importance of Sanskrit in Indian History.
- Aims and Objectives of Teaching Sanskrit.
- Relation between Sanskrit and other Indian Languages.
- Principles of construction of syllabus in Sanskrit.

Unit – 4. A. Methods of Teaching Sanskrit :

- (i) Traditional Method ;
- (ii) Text Book Method ;
- (iii) Direct Method ;
- (iv) Translation Method ;

B. Approaches of Teaching Sanskrit :

- (i) Oral Work (Pronunciation, Spelling mistake, use of Dictionary and Dialogue).
- (ii) Dramatisation.
- (iii) Use of reference books.
- (iv) Individual and group work.
- (v) Play-way Method.

C. Aims and Methods of Teaching:

- (i) Reading and Writing Devanagari script.
- (ii) Prose, (iii) Poetry, (iv) Grammar, (v) Composition.

D. Cause of errors in spelling and method of correcting them.

Unit – 5. Instruction Materials:

- Characteristics of a good text book in Sanskrit (class VII & VIII)
- Place of Teaching Aids in Sanskrit and their proper and effective use.
- Preparation of Lesson Plans.

References :

1. संस्कृत शिक्षण पद्धति -- पम्पा चट्टराज
2. Janashikshaya and Sanaskrita : Dr. Dhyanesh Narayana Chakraborty.
3. Sanaskrita Sikshar Pathanirdesh : Dr. Pranab Bandopadhyay.
4. Sanskrit Sikshan Bidhi , Raghunath Safaya
5. Sanskrit Sikshan Bidhi , Prabhasankar Mishra
6. Sanskrit Sikshan Bidhi , Ramsukhla Panday

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Group – A

Contents and Pedagogical Analysis of contents (20+30 marks)

Unit-1. Contents of the Syllabus of Class XI-XII under WBCHSE of equivalent. 20 marks

Unit-2. Pedagogical Analysis on the contents of the syllabus of classes XI-XII : 30 marks

Which includes

- (a) Identification of units and sub-units.
- (b) Summarization of the essence of each unit.
- (c) Sequence and resequence the units.
- (d) Specification of instructional objectives.
- (e) Selection of Teaching Strategies.
- (f) Selection of Teaching Aids with notes on their preparation and mode of use.
- (g) Questioning with reference to specific objectives.
- (h) Criterion Referenced Test.

Group – B

Methodology of Teaching Commerce (50 marks)

Unit – 3.

- Methodology of introducing Commerce to the Beginners in Commerce – Deductive and Inductive method.
- Different Approaches of presenting Accountancy to the Beginners in Commerce – Cash Book, Ledger, Final Account and Balance Sheet.
- Text Books of Commerce – Contents, illustrations, chapterization, exercises and presentation of subject matter on psychological and scientific basis.
- Infrastructure for Commerce Education – commerce Room – Implements, Charts, Tables, Instruments, Reference Books, Journals & Periodicals, Computers.
- Educational Tour – need – place – as a project – planning & implementation.
- Modernisation of Commerce Education – Computerisation of Book keeping & Accountancy – Hardwares & Softwares.
- Use of Modern as well as Scientific Techniques in the field of evaluation in Commerce Education – Standardization of Tests – using the concept of Bloom’s Taxonomy.
- Preparation of Unit Test.
- Preparation of Lesson Plan / Note.

Reference :

1. হিসাবশাস্ত্র ও হিসাবরক্ষণ শিক্ষণ পদ্ধতি -- ড. দিলীপ কুমার মন্ডল
2. Aggarwal, J.C. (2003): Teaching of Commerce, Vikas Publication, New Delhi.
3. Chopra, H.K. and Sharma, H. (2007): Teaching of Commerce, Kalyani Publisher, Ludhiana.
4. Green, H.O., Activity Hand book for Business Teachers, McGraw Hill, New York.

Group – A

Contents and Pedagogical Analysis of Contents (20+30 marks)

Unit 1. Content of syllabus of Class XI – XII under WBCHSE or equivalent.

Unit 2. Pedagogic Analysis of Content .

- Identification of units and subunits
- Summarization of essence of each unit
- Specification of instructional objectives
- Selections of teaching strategies.
- Selection of teaching aids and their uses.
- Criterion Referenced Test.

Group – B

Methodology of Teaching Economics (50 marks)

Unit 3. Nature of Economics - Education

- Nature of Economics
- Concepts and Scope of Economics Education.

The Need for Economics and its place in the school curriculum.

- The need for Economics.
- Reasons for inclusion of Economics in the school curriculum.

Aims and objectives of teaching Economics

- Aims and objectives – meaning and difference
- Aims and objectives of teaching Economics According to different commissions, educational policies and different economists and educationalists.
- Aims and objectives to teaching Economics in the Indian context.
- Modern trends in teaching Economics.

Unit 4. Strategies of Teaching Economics

- Criteria of a good method of teaching of Economics.
- Methods of teaching Economics- Lecture Method, Inductive and Deductive Method, Discussion Method. Project Method, Supervised study and Individualized Instruction.
- Application of ICT in teaching Economics.

Unit 5. Relation of the subject with other subjects

- Meaning, need and types of correlation
- Correlation with Mathematics, Statistics, Commerce, Geography, History, Political Science & Education.

Unit 6. Role and Quality of Teacher and Teaching of Economics.

- Role of Teacher in Action Research in Economics.
- Problems Faced by Economics Teacher

Unit 7. Teaching of Economics

- Teaching aids: Projective and non-projective.
- Importance of subject room and subject library in teaching Economics.
- Learning Resources in Economics meaning and its utilization in Teaching Economics.
- Different types of learning resource in teaching Economics.
 - i) Print resource.
 - ii) Audio Resource
 - iii) Visual Resources

Unit 8. Assessment of and assessment for learning Economics.

- Assessment of and for Economics learning concept.
- Evaluation system in Economics - (i) Unit Test, ii) Essay Type Test , iii) Objective type test.
- Achievement Test in Economics Concept, Need and steps for constructing achievement test.

Unit 9. Connecting Economics to environmental and everyday life :-

- Economic activities – environment pollution, Economics and Sustainable development
- Market related decisions.
- Monetary decisions.

References:

1. Dhillon, S. & Chopra, K., Teaching of Economics, Ludhiana: Kalyani Pub., 2002.
2. Halder, Gourdas, Teaching Economics and Civics, Banerjee Publishers.
3. Majumder, Smritikana, Method of teaching Economics, Rita Publication.
4. Mukherjee, Sandhya, Teaching of Economics, Lucknow : Prakashan Kendra.
5. Saxena, N.R., Mishra, B.K., Mohanty, R.K., Teaching of Economics, R. La Book Depot, Merrut, 2004.
6. Sharma, Seema, Modern Teaching Economics, Anmol Publication Pvt. Ltd., New Delhi- 2004.
7. Yadav, Anita, Teaching of Economics, Anmol Publication Pvt., Delhi.

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Group A

Contents and Pedagogical analysis of contents (20+30 marks)

Unit – 1 : Contents of the syllabus of class XI-XII under WBCHSE or equivalent

Unit – 2 : Pedagogical analysis of contents :

- A general overview and content analysis
- Selection of teaching strategies
- Preparation of Taxonomic table
- Determination of behaviour of objectives
- Criterion referenced test

Group B

Methodology of teaching education (50 marks)

Unit – 3 :

- Nature and scope of education as a subject
- Aim & objectives of teaching education as a school subject
- Selection between education and after school subjects

Unit – 4 : Approaches and strategies of teaching education :

- (a) – Inductive and deductive, discovery and problem solving approach.
 - Lecture and discussions
 - Project method
 - Field survey
- (b) – Reflective teaching
 - Brian storming
 - Scaffolding
 - Remedial teaching
- (c) Laboratory for teaching education.

References:

1. Bloom, B.S. et al.,(1967)Taxonomy of Educational Objective Handbook 1, Cognitive Domain, Handbook 2, Affective Domain, London: Longman.
2. Dale Edgar (1961) Audio-visual Methods in Teaching, New York: Holt Rinehart and Winston.
3. Kumar, K.L (1996) Educational Technology. New Delhi: New Age International (P) Ltd. Publishers.
4. Mager. Robert (1962), Preparing Instructional Objectives Palo Alto, CA,.

5. Ministry of Education- 'Education Commission' 1966, MHRD, GOI.
6. Natarajan V and Kulshrestha S.P. (1983). Assessing Non- scholastic Aspects- Learners Behaviour, New Delhi: Association of Indian Universities.
7. National policy on Education, 1986. Ministry of MHD, GOI.
8. Nitko, A. J. (2001), Educational Assessment of students, Prentice Hall.
9. Norris, N(1900). Understanding Educational Evaluation, Kogan Page.

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Group – A

Contents and Pedagogical Analysis of Contents (20+30 marks)

Unit – 1. Contents of the Syllabus of Class IX-XII under WBBSE or equivalent. 20 marks

Unit – 2. Pedagogical Analysis on the contents of the syllabus of classes VI-VIII: 30 marks

Which includes:

- (a) General overview and Content Analysis
- (b) Determination of behavioural objectives
- (c) Selections of teaching strategies.
- (d) Selection of teaching aids and their uses.
- (e) Criterion Referenced Test.

Group – B

Methodology of Teaching Geography (50 marks)

Unit 1. Nature of Geography and geography Education.

Meaning, Nature and scape of Geography.

Need for Geography teaching and its place in secondary school curriculum.

Correlation of geography with others school subjects.

Unit 2. Aims and objectives of teaching geography of school level,

Aims -- Practical and cultural.

Objectives -- taxonomy of objectives: cognitive, affective and psychomotor domain

Unit 3. Curriculum of Geography at Secondary and H.S. level

Principles of framing geography syllabus for different levels of secondary schools.

Critical assessment / Review of geo syllabus for secondary and H.S. level as present by WBBSE & WBCHSE.

Significance of study tour / field in geography curriculum.

Reference Material – Encyclopaedia, news letters, magazine, online and offline mode.

Unit 4. Learning strategies and methods of Teaching geography

Deducting, Inductive, Story Telling, Observation, Project, Laboratory,

Regional, Excursion, Local Area study, CAI.

Unit 5. Preparation of lesson plan.

Learning resources and their organization

Use of low cost resources to teach geography.

Use of different aids to teach geography.

Importance and setting up of geog. Lab.

Unit 6. Contemporary issues related to geography

Remote Sensing and GIS -- definition and utility.

Climate change and its impact – Depletion of ozone layers, global warming, loss of coastal land and associated problems.

Geography Practical (50)

1. Construction of linear scale
2. Map Projection by graphical method on any one of the following:
 - (a) Simple conical projection with one standard parallel.
 - (b) Cylindrical equal area projection
 - (c) Polar Zenithal stereo graphic projection.
3. Cartogram – Choropleth, isobyets / isotherms, Dot, sphere diagrams.
4. Interpretation of topographical sheet.
5. A Physio– Socio – economic field study report.
6. Identification of Common rocks and minerals.
7. Barometer, Hygrometer, Thermometer – description and reading.
8. Laboratory notebook & Vive voce.

References :

1. Aggarwal, D. D., Modern Method of Teaching Geography, New Delhi: Sarup & Sons Publisher, 2000.
2. Arora, K. L., Teaching of Geography, Ludhiana: Prakash Brothers, 1989 (in Punjabi, English, Hindi)
3. Basha, S.A. Salim, Method of Teaching of Geography (Hindi), Delhi : A.P.H. Publisher, 2004.
4. Bhattacharya, Bhujung Bhusan, Teaching of Geography, D. N. Brothers, Kolkata.
5. Das, Madhumita, Teaching of Geography, Rita Book Agency, Kolkata
6. Dasgupta, Harsha Kumar, Teaching of Geography, Kolkata.
7. Gopril, G. H. : The Teaching of Geography; McMillan & Co. Ltd., London.
8. Kour, Balvinder : Teaching Geography; Deep & Deep Publications, New Delhi
9. Macnee, E. A. : The Teaching Geography, Oxford University Press.
10. Rao, M., S., : Teaching of Geography; Anmol Publications
11. Verma, O. P. & Vedanagam, E., G. : Geography Teaching ; Sterling Publishers Pvt. Ltd., New Delhi.
12. Zaidi, S.M., Modern Teaching of Geography, New Delhi: Anmol Publisher.

Group– A

Contents and Pedagogical analysis of contents (20+30) Marks

Unit – 1. Contents of the Syllabus of class IX-X under WBBSE or equivalent. 20 Marks.

Unit – 2. Pedagogical analysis on the content of the syllabus of classVI-VIII. 30 Marks.

- i) Identification of units and sub-units.
- ii) Selection of one sub unit.
 - Previous knowledge / concept
 - Summarization of the essence of sub-unit.
 - Specification of instructional objectives.
 - Selection of teaching strategies.
 - Selection of teaching aids and mode of use.
 - Two probing or thought provoking questions with probable answers.
 - Questioning with reference to specific objectives.
 - Criterion Referenced Test (with table of specification of in terms of different kinds of test items for each of the objectives.)

Group-B

Methodology of Teaching History (60 marks)

Unit – 1. Concepts and background of teaching History

- Objectives of teaching History.
- Modern Concepts Histories (with special reference to Idealist and Marxist approach)
- Aims and Values of teaching History.
- Correlation of History with other subjects.
- Indian Historiography (Schools, tenets and exponents).

Unit 2. Methods of Teaching History

- Lectures, Discussion, Question- answer Source (primary and secondary sources), Dramatization and Project.

Unit 3. Aids, Equipments and assistance in teaching History:

- Importance, types and preparation of low cost teaching aids in History.
- History room, History Museum
- Knowing History through excursion
- Collateral reading
- Time Scale

Unit 4. History Teacher:

- Essential qualities of History Teacher
- History Teacher and Controversial issues.

- Art of Questioning in History teaching.

Unit 5. Critical Analysis of History Syllabus:

- Principles of framing the History syllabus.
- Criteria of a good History text book.
- Evaluation of History syllabus in Secondary and Higher Secondary stages in West Bengal.

Unit 6. Preparation of Lesson plan (IX-X)

References:

1. Aggarwal, J.C : Teaching of History, vikas publishing House pvt. Ltd. New Delhi.
2. Bhakta,B.B & Chakta, : Itihas Shik Shau Paddhatir Naba Rupayan (in Bengal) Rita Book Agency.
3. Burston, W.H. and Green, C.W., Principles of History Teaching, London : Mathavo, 1962.
4. Carr, E. H. (1961). What is History ? London, Macmillan and Co. Ltd.
5. Chowdhuri, K. P. (1975). Effective Teaching of History in India, New Delhi, NCERT.
6. Ghosh, K. D. (1951). Creative Teaching of History. Calcutta. Oxford University Press.
7. Kochar, S.K., Teaching of History, Sterling Publishers Private Ltd.
8. Sharma, S. K. Teaching of History, New Delhi, Lotus Press.

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PEDAGOGICAL ANALYSIS OF CONTENTS AND METHODOLOGY OF TEACHING PHILOSOPHY

Group – A

Contents and Pedagogical Analysis of contents (20+30 marks)

Unit – 1. Contents of the Syllabus of Class XI-XII under WBCHSE or equivalent. 20 marks

Unit – 2. Pedagogical Analysis on the contents of the syllabus of classes XI-XII : 30 marks

Which includes

- (a) Identification of units and sub-units.
- (b) Summarization of the essence of each unit.
- (c) Sequence and resequence the units.
- (d) Specification of instructional objectives.
- (e) Selection of Teaching Strategies.
- (f) Selection of Teaching Aids with notes on their preparation and mode of use.
- (g) Questioning with reference to specific objectives.
- (h) Criterion Referenced Test.

Group – B

Methods of Teaching Philosophy (50 marks)

Unit – 3.

Place of Philosophy in the world of thought and in the school curriculum.
Relation between Philosophy and other branches of knowledge.
Aims and Objectives of Teaching Philosophy in Schools.

Unit – 4.

Methods of Teaching Philosophy : Lecture method, Unit method, General and particular from real life examples ;
Logical & Psychological Methods.
Philosophy Room.

Unit – 5.

Principles of framing Philosophy Syllabus for Higher Secondary Classes.

Unit – 6.

Characteristics of a Philosophy Text Book

Unit – 7. Preparation of Lesson Plan.

Reference:

1. Arthasashtra Sikshan Paddhati – Dr. Smritikana Majumdar
2. Teaching philosophy in the twenty First century-P.C. Victor

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Group – A

Contents and Pedagogical Analysis of contents

Unit – 1. Content of the Syllabus of class XI-XII under WBCHSE or equivalent. 20 marks

Unit – 2. Pedagogical Analysis on the contents of the syllabus of classes XI-XII : 30 marks
Which includes

- (a) Identification of units and sub-units.
- (b) Summarization of the essence of each unit.
- (c) Sequence and resequence the units.
- (d) Specification of instructional objectives.
- (e) Selection of Teaching Strategies.
- (f) Selection of Teaching Aids with notes on their preparation and mode of use.
- (g) Questioning with reference to specific objectives.
- (h) Criterion Referenced Test.

Group – B

Methodology of Teaching Political Science (50 marks)

Unit – 3.

- Place of Political Science in the school curriculum and its importance in democratic society and practical life.
- Relation between Political Science and other school subjects.
- Aims & Objectives of Teaching Political Science in schools.

Units – 4.

- Methods of Teaching Political Science : Lecture ; Inductive & Deductive ; Discussion ;
- Project Method ; Individualized Instruction ; CAI.
- Political science Room.

Units – 5.

- Characteristics of a good Political Science text book.

Units – 6.

- Teaching Aids : projective & non-projective.
- Evaluation.

Unit – 7. Preparation of Lesson Plan.

Reference :

1. राष्ट्रविज्ञान शिक्षण पद्धति -- ड. स्मृतिकणा मजुमदार
2. Aggarwal, J.C., Teaching of Political Science and Civics.
3. Asirbatham : Political Theory, Upper India Publication House Ltd., Lucknow.
4. Bhatia, K.K., Teaching of Social Studies, Tandon Publications, Ludhiana.
5. Chopra, J.K., Teaching of Political Science, Commonwealth Publishers, New Delhi, 2005.
6. Deshmukh, R. K ,Learn and Teach Political Science.
7. Majumder, Smritikana,Method of Teaching Political Science, Rita, Publication.
8. Nirmal, Yadav, Teaching , of Civics& Political Science
9. Pal, H. R. : Methodologies of Teaching and Training in Higher Education, New Delh, Directorate of Hindi Implementation, Delhi University, 2000.

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PEDAGOGICAL ANALYSIS OF CONTENTS AND METHODOLOGY OF TEACHING LIFE SCIENCE

Group – A

Contents and Pedagogical analysis of contents (20+30) Marks

Unit – 1. Contents of the Syllabus of class IX-X under WBBSE or equivalent. 20 Marks.

Unit – 2. Pedagogical analysis on the content of the syllabus of class IX – X, Unit wise distinction of the syllabus of each class. 30 Marks.

Activity on each Unit includes -

- i) Division of the unit into suitable sub-units.
- ii) Previous Concept.
- iii) Instructional objectives in behavioral terms.
- iv) Concept of the content of the sub-unit.
- v) Suggesting teaching Strategies.
- vi) Teaching aids and mode of use.
- vii) Identification of concepts for demonstration or experimental verification / display and handling of live specimen.
- viii) Design demonstration Procedure and / or experiments.
- ix) Suggest investigatory or observation based questions.
- x) Preparation of Criterion referenced tests.
- xi) Critical evaluation of the effectiveness of the unit with reference to the whole school curriculum, further studies, employment and every day life.
- xii) Two examples and illustrate concept / content.

Group – B

Methodology of Teaching Life Science (50 Marks)

Unit – 3. Importance of teaching life Science

- i) Aims and objectives of teaching life science in school.
- ii) Relation between life Science and other Science subjects, and in Particular with Physical Science.
- iii) Core concept of life Science and Multi disciplinary approaches of modern areas of Life Science like Genetics , Bio-technology, Micro-biology, Bio-chemistry etc.
- iv) Qualities and responsibilities of life Science teacher.

Unit – 4. Approaches and Methods of teaching Life Science

- A. Inductive and Deductive approach
- B. Methods :
 - i) Lecture
 - ii) Laboratory
 - iii) Project
 - iv) Demonstration
 - v) Heuristic

- vi) Programmed Instruction
- vii) Computer Assisted Instruction.

Unit – 5. Aids, Equipments and Assistance in Teaching Life Science:

- i) Visual, Audio, Audio-Visual Aids.
- ii) The use of computers and models in teaching life Science,.
- iii) The nature and ethos of the modern Life Science Laboratory.
- iv) Modes of building up awareness regarding Life Science,
- v) Popularization and Propagation through :-
 - iii) Science fair and club.
 - iv) Field trips and specimen collection / dissection
 - v) Science magazine
 - vi) Science quiz
 - vii) Science museums and zoo / aquarium etc.

Unit –6. Important Aspects of Teaching Life Science.

- i) Improvisation of materials and collection of Specimen for Life Science teaching.
- ii) The role, use and ethics of live specimen in life Science teaching,
- iii) Scientific Temper and Science technology literacy.: Meaning and Scope; place of the Life
- iv) Science within these concepts.
- v) Identification and Nurturance of special talents in Life Science.
- vi) Qualities of a good Life Science text book / teacher.
- vii) Evaluation of life Science syllabus in Secondary stage in West Bengal.
- viii) Preparation of Lesson plan.

References :

1. An Introduction to Biology by Sanyal and Chatterjee.
2. Biology of Animals by Ganguli, Sinha and Adhikari.
3. College Botany by Ganguli, Das and Dutta.
4. Human Physiology by C. C. Chatterjee.
5. Teaching of Life Science by Mrs. K. Yadav.
6. Teaching of Science – Today and Tomorrow by N. N. Siddiqi, M. M. Siddiqi
7. Teaching of Science by R. C. Sharma.

Practical in life Science Method

Full Marks – 50

Demonstration of Laboratory Practical :

Any two of the following from 1, 2 and 3 (15x2=30). For rest marks distribution 4x5=20

1. Botany
2. Zoology
3. Physiology or Bio-Chemistry
4. Specimen Collection
5. Identification
6. Laboratory Note Book

7. Viva voce.

I Botany: (Lab work: cutting, dissection, display etc.)
(Answer scripts- During lab. Identification etc.)

Demonstration of Cutting of Section (root / stem – monocot/Dicot) **Or** Flower dissection.

Microscopic observation of Section and to show to the Examinee **Or** T.S. of ovary and display of flower dissection.

Drawing and Labelling.

Identifying character of the Section **Or** Description of flower.

II Zoology:

i. Dissection of Digestive system of cockroach. Dissection of nervous system of cockroach.

ii. Dissection of Digestive system of Earthworm. Drawing and labelling.

III Physiology:

- i) Preparation and Staining of blood film of human. Drawing and labelling.
- ii) Preparation and Staining of squamous epithelial cells of Man – Drawing and labelling
- iii) Measurement of blood pressure

Or

IV) Bio-Chemistry

Biochemical Analysis of Glucose, Fat, Protein and Starch.

Demonstration for identification of the Sample (Glucose, Fat, protein, Starch)

Written work bases on identification of the food material

(mentioning produces of observation , influence of the test.)

V) Identification :

- i) Animal specimen.
- ii) Plant specimen
- iii) Bones of toad, guineapig
- iv) Microscopic observation

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Group – A

Contents and Pedagogical Analysis of contents (20+30 marks)

Unit – 1. Contents of the Syllabus of Class IX-X under WBBSE or equivalent. 20 marks

Unit – 2. Pedagogical Analysis on the contents of the syllabus of classes VI-VIII : 30 marks
Unit wise distinction of the syllabus of each class.

○ Activity on each unit includes –

- (i) Content analysis ;
- (ii) Identification of the concepts hierarchically ;
- (iii) Specification of instructional objectives in behavioural terms ;
- (iv) Suggesting teaching strategies ;
- (v) Selection of teaching aids with note on their preparation and mode of use ;
- (vi) Identification of concepts for demonstration or experimental verification / display and handling of live specimen ;
- (vii) Design demonstration procedure and / or experiments ;
- (viii) Suggest investigatory or observation based questions ;
- (ix) Preparation of criterion referenced tests ;
- (x) Critical evaluation of the effectiveness of the unit with reference to the whole school curriculum, further studies, employment, everyday life.

Group – B

Methodology of Teaching Mathematics (50 marks)

Unit – 3.

- Mathematics as a language: Nature of Mathematics language
- Values of teaching Mathematics
- Objectives of teaching Mathematics in school.
- Relation between Mathematics and other school subjects.
- Psychological theories pertaining to the teaching of Mathematics (brief view of Piaget, Dienes and Bruner with respect to Mathematics teaching).

Unit – 4.

- Methods of teaching Mathematics : (i) Inductive & Deductive ; (ii) Synthesis & Analysis ; (iii) Discovery & Problem Solving ; (iv) Project Method.

Unit – 5.

- Mathematics club, drill
- Instructional aids in mathematics teaching : Need for instructional aids.
- Different types of teaching aids including Calculator, Computer and Models.
- Mathematics Laboratory.

Unit – 6.

- Teaching of Mathematically backward student : Causes of backwardness in Mathematics.
- Strategies for remedial teaching of Mathematics.

Unit – 7.

- Need for assessment in Mathematics.
- Different types of assessment in Mathematics and their roles in diagnosis & prognosis of Mathematical achievement.
- Preparation of Lesson Plan.

Reference :

1. গণিত শিক্ষণ পদ্ধতি -- সুব্রত ব্যানার্জি
2. Arora, S.K., How to Teach Mathematics, New Delhi; Sterling Publishers Pvt. Ltd., 2000.
3. Gakhar, S.C. & Jaidka, M.L. Teaching of Mathematics, Panipat: M/s N.M. Publishers, 2003.
4. Grouws, D. A. (ed.) (1992), "Handbook of Research on Mathematics", Anmol Pub Pvt. Ltd. New Delhi.
5. Kulshrestha, A. K. (2005). "Teaching Mathematics", 3rd Edition, R. Lall BookDepot.Meerut.
6. Kumar, Khushwinder and Kaur, Jaspreet. Learning Mathematics–Lab Experience 21st century, Patiala: Publications, 2004.
7. Kumar, S. & Ratnalikar, D. N. (2005). "Teaching of Mathematics", Anmol Pub. Pvt. Ltd., New Delhi.
8. Kumar, Sudhir, Ratan, P.N., Teaching of Mathematics, New Delhi: Anmol Publication Pvt.Ltd.
9. Malone, J. & Taylor, P. (eds.) (1993). "Constructivist Interpretations of Teaching and Learning Mathematics", Curtin University of Technology, Perth.
10. Mangal, S.K., Teaching of Mathematics, Ludhiana: Tandon Publications, 2003.
11. Marshal, S P. (1995). "Schemes in Problem-solving", Cambridge University Press, New York.
12. Nickson, Marilyn (2007), "Teaching and Learning Mathematics : A Guide to Recent Research and its Applications", NY : Continuum.
13. Patel, R. N. (2004), "Educational Evaluation Theory & Practice", Himalaya Publishing House, Mumbai.
14. Sidhu, K.S., Teaching of Mathematics, New Delhi: Sterling Publication Pvt. Ltd., 1998.

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Group – A

Contents and Pedagogical Analysis of contents (20+30 marks)

Unit – 1. Contents of the Syllabus of Class IX-X under WBBSE or equivalent. 20 marks

Unit – 2. Pedagogical Analysis on the contents of the syllabus of classes VI-VIII : 30 marks
Unit wise distinction of the syllabus of each class.

○ Activity on each unit includes –

- (i) Content analysis ;
- (ii) Identification of the concepts hierarchically ;
- (iii) Specification of instructional objectives in behavioural terms ;
- (iv) Suggesting teaching strategies ;
- (v) Selection of teaching aids with note on their preparation and mode of use ;
- (vi) Identification of concepts for demonstration or experimental verification / display and handling of live specimen ;
- (vii) Design demonstration procedure and / or experiments ;
- (viii) Suggest investigatory or observation based questions ;
- (ix) Preparation of criterion referenced tests ;
- (x) Critical evaluation of the effectiveness of the unit with reference to the whole school curriculum, further studies, employment and every day life.

Group – B

Methodology of Teaching Physical Science (50 marks)

Unit – 3.

- Aims and objectives of teaching Physical Science in school.
- Relation between Physical Science and other subjects particularly Life Science and Mathematics.

Unit – 4.

- Methods of teaching Physical Science : Lecture; Problem Solving; Discovery; Programmed Instruction; Project Methods; Demonstration; Heuristic Method; Computer Assisted Instruction.

Unit – 5.

- ‘Science Temper’ and ‘Science Technology Literacy’ : meaning and scope.
- Modes of popularization and propagation of science : science fair ; science club ; field trip ; science magazine ; science quizzes ; science museum etc.
- Identification and nurturance of special talents in Physical Science.

Unit – 6.

- Improvisation of materials for Physical Science teaching.

- The use of computers and models in teaching Physical Science.
- The Physical Science Laboratory – how to develop Science laboratory.

Unit – 7.

- Evaluation of (a) theoretical knowledge ; and (b) practical work.
- Preparation of Lesson Plan / Lesson Note.

Practical work based on the contents of syllabus of classes (25 marks in Paper IX-X & part of Teaching Practical)

Reference:

1. Gupta, S.K., Teaching Physical Sciences in Secondary Schools, New Delhi: Sterling Publishers, 1991.
2. Sharma, R.C., Modern Science Teaching, New Delhi : Dhanpat Rai Pub. Co., 1998-1999.
3. Vaidea, Narendra, Science Teaching for 21st Century, New Delhi : Deep & Deep Pub.,1996.

Physical Science Practical

(50 marks)

1. Determination of g by simple pendulum
2. Ohm's Law verification
3. To verify laws of reflection of light by plane mirror
4. To verify laws of refraction of light by a glass slab
5. To draw magnetic lines of force of a bar magnet (N pointing north)and hence to find out neutral point
6. Determination of focal length of a convex lens by UV method
7. Determination of refractive index of a transparent liquid by travelling microscope
8. Determination of specific resistance of the material of a wire using Meter Bridge (Wheatstone Bridge method)
9. Preparation of CO₂ gas
10. Determination of total hardness of water by Complexometric Titration method
11. Estimation of Fe⁺² by redox Titration method.
12. Determination of concentration of an unknown acid or base by Titrametric method

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Group - A

Contents and Pedagogical Analysis of contents (20+30 marks)

Unit – 1. Contents of the Syllabus of Class IX-X under WBBSE of equivalent. 20 marks

Unit – 2. Pedagogical Analysis of the following contents – 30 marks

Each content area is to be analyzed into teaching units, sequences of teaching units, selection of teaching strategies, technique of evaluation and nature of questioning.

Unit – 3.

- 1). Definition of Art – differences between beauty of nature and the beauty of art.
- 2) A brief study of the characteristics of (i) Pre-historic period ; (ii) Ajanta-Cave painting ; (iii) Rajput painting ; (iv) Mughal painting.
- 3) Characteristics of the painting of the Renaissance period in India and Europe with special reference to the art of Abanindranath, Rabindranath, Nandilal Bose, Jamini Roy, Botticelli, Leonardo de Vinci, Rembrandt and Raphael.

Unit – 4.

- Representational drawing and painting flower and foliage, fruits and projects in clay, glass and metal.
- Design and Lettering – their uses on Floor, Cloth, Pots and Posters.
- Modelling in clay of simple objects, moulding and casting.
- Block-making and printing with potato, lino and stencil printing.

Unit – 5. Justifying the contents for inclusion in the school curriculum.

Group – B

Method of Teaching Art & Craft (50 marks)

Unit – 6.

- Aims and objectives of teaching art & craft in schools.
- Place of Art & Craft in School education.
- Child Art – its characteristics and the exceptional children.
- The Art Teacher’s role, areas of activities viz. Environment, participation in life, excursion to places of art etc.

Unit – 7.

- Syllabus for different classes of secondary school in relationship with other subjects, specially Work Education.
- Method of teaching Art & Craft in Secondary stage, the Art & Crafts Room equipments.

Unit – 8. Activities related to Art & Craft in connection with environment, participation in life and teaching learning in school –

- Decoration of home and school in functions / festivals, school sports etc.
- Organizing School Exhibition, Art Exhibition.
- Art competition, outside Art Exhibition, Art Workshop, Art Fair.
- Simple activities of framing picture and preservation of painting and art objects.
- Visits to art Gallery, Museums and Collections ; Excursion to important places of art and architecture and cultural heritage of India.
- Preparation of teaching aids.

Unit – 9. Evaluation in Art & Craft.

Lesson Plan

Practical work based on the contents of Unit – 8

50marks

Reference :

শিল্পকলা প্রসঙ্গ-- অনিরুদ্ধ মুখোপাধ্যায়

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PEDAGOGICAL ANALYSIS OF CONTENTS AND METHODOLOGY OF TEACHING MUSIC

Group – A

Contents and Pedagogical Analysis of Contents (20+30 marks)

Unit – 1 : Contents of the syllabus of class XI-XII under WBBSE or equivalent.

Unit – 2 : Pedagogical Analysis of the following contents –

Each content area is to be analysed in terms of definition / description, notations / concepts / teaching units whichever and wherever applicable.

- i) Characteristics of Ragas in Indian Music – sruti, suddsa and vikrita swara, samovedi, vivadi, vadi, pakar, Ansa, Hyas, Graha Arohan, Avarohan, Behuttwa, Purbanga, Uttaranga, Bhasarga, Kriyan, Jati, swara.
- ii) Theka and form of the following Talas : Dhamar, choutal, surfank Teora, Kaharba, Dadra – Ektal, Trital, Jhamptal, Jhuara-Lopha, Despahira, chhotodaskoahi, Dothuki -Ruoakave, Jhampak, Nabatala Ekadashi.
- iii) Musical contributions of Tansen, Mancing Tomar, Rabindranath Tagore, Nazrul Islam.
- iv) Influences of other types of Indian music on Rabindranath's musical creativity, viz, Dhrupad, kheyal, folksongs and kirtan.

Unit – 3 : Note on the use of accompanying musical instruments or any other aid required for teaching demonstration Method, Heuristic Method, Lecture Method.

Group – B

Methodology of Teaching Music (50 marks)

Unit – 4 : Aims and objectives of Teaching music at the secondary & H.S. Level – Place of music in School Education. Relation of music with other school subjects.

Unit – 5 : Personality of a good musician –

- a) As compounded in 'Sangeet Ratnakar'.
- b) Musicality, Musical talent, musical aptitude and musical creativity.

Unit – 6 : System of introducing music to the beginners –

- a) Use of Alankaras and Tannas for voice Training.
- b) Introduction of Ragas considering the difficulty value.
- c) Introducing the Rabindra Sangeet.
- d) Introducing folk songs
- e) Introducing kirtans.

Unit – 7 :

- a) Various Notation systems of teaching Music: only Akarmatrik and Hindustani.
- b) USC of Tanpura, Harmonium, Tabla – Art of Listening; Skill of imitation, assimilation : system of practice.

Unit – 8 : Estimation of the Present syllabus in Music for Secondary and Higher Secondary School : (IX-XII).

- a) Different Evaluation system in Music.(Summative-Formative, External-Internal, Theoretical-Practical)
- b) Lesson Plan.

Laboratory Practical

50 Marks

- i. One Fast kheyal and One Bilambita kheyal. [5+5=10]
- ii. Five Rabindrasangeet
 - a) 1- Dhrupad / Dhamar style
 - b) 1- Baul / kirtan style
 - c) 1- kheyal style
 - d) 1- Bhanusingher Padabali
 - e) 1- Western style

[5x5=25]

- 3. Any one song of – Atulprasad Sen / Rajanikanta sen / D.L.Roy./ Nazrul Islam 5
- 4. One Folk song [[Baul / Bhatiali / Bhawaiya / Jhumur] **or** one Bhajan. 5
- 5. Practical Note Book 5

Reference:

- 1. Sangit o Sikshaneeti- Nikhil Chakraborty
- 2. Rabindrasangit Sushama- Kiran Shashi De
- 3. Rabindrasangit Sur Sadhana-Subinay Ray.
- 4. Rabindrasangit –Santideb Ghosh

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Group – A

Contents and Pedagogical Analysis of contents (20+30)

Unit – 1. Contents of the Syllabus of Class IX-X under WBBSE or equivalent. 20 marks

Unit – 2. Pedagogical Analysis on the contents of the syllabus of classes VI-VIII : 30 marks

Which includes

- (a) Identification of units and sub-units.
- (b) Summarization of the essence of each unit.
- (c) Sequence and re-sequence the units.
- (d) Specification of instructional objectives.
- (e) Selection of Teaching Strategies.
- (f) Selection of Teaching Aids with notes on their preparation and mode of use.
- (g) Questioning with reference to specific objectives.
- (h) Criterion Referenced Test.

Group – B

Methods of Teaching Physical Education (50 marks)

Unit – 3.

- Aims & Objectives and scope of Physical Education in schools.
- Bases of Physical Education – psychological, sociological, historical and economic.
- Development of concept of work experience in general education suitable for India with special reference to NPE (1986).
- Behavioural outcomes expected out of the programme of Physical Education.

Unit – 4.

- Methods of Guiding Physical Education : Discussion method, Demonstration Method, Project Method, Unit Plan.
- Integration of Physical Education with other School Subjects.
- Physical Education in the school curriculum. Critical review of the Physical Education syllabus prescribed by the West Bengal in the (i) Exposure stage and (ii) the Involvement stage.
- Management of Units : Teachers and his training : Selection of Physical Education Projects ; Budgeting and Planning ; Time Allocation ; Materials and Equipments ; Disposal of finished products ; Organizational coordination ; Monitoring network through resource centers.

Unit – 5.

- Principles of framing Physical Education Syllabus for secondary schools.
- Evaluation of Practical Book.

Unit – 6. Preparation of plan of Activity for Physical Education Projects.

Preparation of Lesson Plan / Note.

Conducting Practical in Physical Education**50marks**

1. Occupational explorations in the neighbourhood and report thereon.
2. Report on Physical Education Project.
3. Work Diary and Viva-voce.
4. Evaluation : Any one Activity.

Reference :

শরীরশিক্ষা শিক্ষণ পদ্ধতি -- ড. দেবপ্রসাদ সাহু

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Group – A

Contents and Pedagogical Analysis of contents (20+30 marks)

Unit – 1. Contents of the Syllabus of Class VI-X under WBBSE or equivalent. 20 marks

Unit – 2. Pedagogical Analysis : 30 marks

Which includes

- (a) Identification of units and sub-units.
- (b) Summarization of the essence of each unit.
- (c) Sequence and resequence the units.
- (d) Specification of instructional objectives.
- (e) Selection of Teaching Strategies.
- (f) Selection of Teaching Aids with notes on their preparation and mode of use.
- (g) Questioning with reference to specific objectives.
- (h) Criterion Referenced Test.

Group – B

Methodology of Teaching Work Education (50 marks)

Unit – 3.

- Concept of Work Education, Aims & Objectives and scope of Work Education in schools
- Bases of Work Education – psychological, sociological historical and economic
- Development of concept of work experience in general education suitable for India with special reference to NPE (1986).
- Behavioural outcomes expected out of the programme of work experience.

Unit – 4.

- Methods of Guiding Working Education : Lecture method, Discussion method ; Work Study method, Project method, Unit Plan.
- Integration of Work Education in the school curriculum. Critical review of the Work Education syllabus prescribed by the West Bengal in the (i) Exposure stage and (ii) the Involvement stage.
- Area of Work Education : Socially Useful Productive Work (SUPW), Occupational Explorations and Innovative Practices.
- Management of Work Units : Teacher and his training ; Selection of Work Projects ; Budgeting and Planning ; Time Allocation ; Materials and Equipments ; Disposal of finished products ; Organizational coordination ; Monitoring network through resource centres.

Unit – 5.

- Principles of framing Work Education Syllabus for secondary schools.
- Evaluation of Work Book, Practical Work and Attainment – developing tools – Rating Scale, Check List, Observation Schedule etc. Design of Work Diary for pupils ; Teacher’s Record Book.

Unit – 6. Preparation of plan of Activity for Work Projects.

Preparation of Lesson Plan / Note.

Conducting Workshop Practical in Work Education

50 marks

1. Occupational explorations in the neighbourhood and report thereon.
2. Report on a Work Study Project.
3. Practical Demonstration (based on basic operations) and writing of plans of activity on the following work projects –

Group – A (any two) : Growing vegetables ; Household Wiring and Electrical Gadget Repairing; Tailoring and Needle Work ; Bamboo Work and Wood Craft; Weaving; Tie-Bye and Batik printing; Clay Modelling; Fruit Preservation; Development of Medicinal Garden.

Group – B (any two) : Cardboard work and Book binding; Soap; Phenyl and Detergent making; Toy and Fancy goods making ; Paper making and Paper cutting work; Fruit / Flower Gardening; Wallet and Mask making, Coir work; Bicycle Repairing.

4. Identification of equipments and raw materials.
5. Work Dairy and Viva-voce.

Evaluation : Any One Activity (20) ; Identification of raw materials (10) ; Work Diary (10); and Viva-voce (10).

Reference:

1. কর্মশিক্ষা শিক্ষণ পদ্ধতি -- ড. কৌশিক চট্টোপাধ্যায় অরুণ প্রামাণিক
2. কর্মশিক্ষা কী কেন কীভাবে -- শিবপ্রসাদ চক্রবর্তী
3. কর্মশিক্ষা -- WBBSE
4. কর্মশিক্ষা বিষয় ও প্রকল্প -- অধ্যক্ষ পিয়য় কানিত চট্টোপাধ্যায়

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