Revised B.Ed. Syllabus

With effect from the academic session 2013-14

Ramakrishna Mission Sikshanamandira,
(An Autonomous Post-Graduate College under the University of Calcutta)
College of Teacher Education (CTE)
Belur Math, Howrah- 711 202,
West Bengal.
### 1st Semester

<table>
<thead>
<tr>
<th>Course / Paper</th>
<th>Title/Subjects</th>
<th>Full Marks</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Foundation of Education &amp; Education in the light of Swami Vivekananda</td>
<td>100</td>
<td>3</td>
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<tr>
<td>II</td>
<td>Psychology of Learning and Instruction</td>
<td>100</td>
<td>3</td>
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<tr>
<td>III</td>
<td>Teaching Evaluation &amp; Management in school Education</td>
<td>100</td>
<td>3</td>
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<tr>
<td>VII</td>
<td>Pedagogical Analysis of Contents and Methods of Teaching</td>
<td>100</td>
<td>3</td>
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<tr>
<td>VIII</td>
<td>Pedagogical Analysis of Contents and Methods of Teaching</td>
<td>100</td>
<td>3</td>
</tr>
<tr>
<td>IX</td>
<td>Lesson Plan (25) + Achievement Test (25) (Two Method Papers)</td>
<td>2×50 = 100</td>
<td>2</td>
</tr>
<tr>
<td>XI</td>
<td>Simulated Teaching Practical (Two Method Subjects)</td>
<td>50+50 =100</td>
<td>3</td>
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<tr>
<td>XIV A</td>
<td>Project on Community Orientation with reference to Education (School Study Project)</td>
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**Total (1st Semester)** 750 22

### 2nd Semester

<table>
<thead>
<tr>
<th>Course / Paper</th>
<th>Title/Subjects</th>
<th>Full Marks</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>IV</td>
<td>Inclusive Education &amp; Education of Child With Special needs</td>
<td>100</td>
<td>3</td>
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<tr>
<td>V</td>
<td>Development of Education in Post-Independent India &amp; Guidance and Counseling</td>
<td>100</td>
<td>3</td>
</tr>
<tr>
<td>VI</td>
<td>Subject of Special Interest (EAMBE/EDTE/MEVE/POE/ENVE)</td>
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<td>2</td>
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<tr>
<td>X</td>
<td>Lab. Practical [Project/Experiment (50)] (Two Method Papers)</td>
<td>50+50 =100</td>
<td>2</td>
</tr>
<tr>
<td>XII</td>
<td>Teaching Practical (Two Method Subjects)</td>
<td>100</td>
<td>3</td>
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<tr>
<td>XIII</td>
<td>Practical on Psychology &amp; Computer Application</td>
<td>50+50 =100</td>
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<td>XIVB</td>
<td>Action Research</td>
<td>50</td>
<td>2</td>
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<tr>
<td>XV</td>
<td>Practice Teaching Supervision (Two Method Papers) &amp; Co-curricular Activities</td>
<td>(2×15)+20 = 50</td>
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**Total (2nd Semester)** 650 18
SEMESTER – I

Paper – I

(Foundation of Education and Education in the light of Swami Vivekananda – 100 Marks)

1st Half
(Foundations of Education, 50 Marks)

Objectives: After completion of these units the students will be able to
a) Understand the meaning of education and its different facts.
b) Comprehend the place of philosophy in education.
c) Analyze education as a social responsibility.
d) Describe the meaning and implications of curriculum.

Contents:

Unit I – Education:
i) Concept & scope of education; the four pillars of education.
ii) Aims of education: Personal, Social, Economic and National Development.
iii) Education for generation, conservation and transmission of knowledge.
iv) Agencies of education: home, school, community and media.
v) Types of education: formal, non-formal, informal and role of their agencies.

Unit II – Philosophical Foundation of Education:
i) The significance of Philosophy in education.
ii) Brief account of the tenets of the following schools of philosophy of education – Idealism, Pragmatism & naturalism.
iii) The relevance of the philosophy of the aforesaid schools in Indian education with regard to aim, curriculum, method of teaching, role of teacher and place of student.

Unit III – Sociological Foundation of Education:
i) Constitutional goal for Indian education
ii) Social issues in education-
(a) Globalization, multiculturalism, secularism, education for sustainable development.
(b) Illiteracy, poverty, socially disadvantaged groups, gender inequality.

Unit IV – Curriculum:
i) Meaning of curriculum.
ii) Types of curriculum – formal, hidden, learner centered.
iii) Characteristics of a good curriculum.
iv) Meaning and need of curriculum objectives & evaluation.
v) Principles of selecting contents.

Suggested Reading:
(1) Philosophy of Education – A. Chakraborty
(2) Educational thought and Practice – V.R. Taneja.
(4) Education and Society – Ottaway.
(5) Great Philosophers and Thinkers on Education – J.C. Aggarwal & S. Gupta.
(8) শিক্ষার ভিত্তি ও বিকাশ – পাল, ধর (রীতা বুক)

2nd Half
Education in the Light of Swami Vivekananda
Marks: 50

Objectives:
a) The trainees will become conversant with Vivekananda’s life and his unique contribution to educational through and practice, in the context of the present age.
b) They will analytically grasp the essential components of Vivekananda’s educational thought.
c) They will be acquainted with Swami Vivekananda’s thought on issues of contemporary to Indian education.
d) They will be able to situate Swami Vivekananda’s educational ideas within the spectrum of recent Indian educational thinking through a comparative study with other prominent Indian Educators.

Contents:
Unit I – Vivekananda, Education and the 21st Century:
i) Life and personality of Swami Vivekananda: a brief sketch.
ii) Swami Vivekananda’s perspectives on – the causes of India’s downfall way to regeneration, education – the panacea.
iii) UNESCO & Swami Vivekananda with reference to Federico Mayor’s (Director general, UNESCO,) speech in 1993.
iv) Swami Vivekananda’s twin central definitions of education:
   a) ‘Education is the manifestation of the perfection already in man’ with reference to ‘Learning the Treasure within’ – Delors Commission report to UNESCO.
   b) ‘Education is the nervous association of ideas’ – a neuropsychological approach.

Unit II – Essential components of Swami Vivekananda’s Educational Thought
i) Practical Vedanta as the theoretical background to Swami Vivekananda’s philosophy of education

ii) Aim of Education – Holistic development of the personality – physical, intellectual, emotional and spiritual development.

iii) Curriculum – Science and spirituality, values based on divinity of the soul, practical value of education, positive and strengthening ideas

iv) Method – Concentration, assimilation of ideas, service as a way of life.

v) Role of the teacher – qualities of a good teacher, ideal of guru grihavasa.

Unit III – Swami Vivekananda on Issues of Contemporary Relevance

i) Flaws in the prevailing system of education

ii) Mass education

iii) Women’s education

iv) Technical and vocational education

v) Music and art

vi) Harmony of religions

vii) Culture and education

viii) National roots for an educational philosophy

Unit IV - Swami Vivekananda and other Prominent Indian Educators – A Comparative Study

i) Integral Education of Sri Aurobindo

ii) Basic Education (Nai-Talim) of Mahatma Gandhi

iii) Tagore’s idea of ‘freedom in spite of school’

Suggested Readings:

1. Integral Education: Swami Vivekananda’s Educational Vision – Swami Bhajananada
2. Educational Philosophy of Swami Vivekananda - Avinashalingam
3. আসার ভারত অমর ভারত – RKM Institute of Culture, Golpark
4. Siksha prasanga- Sw. Vivekananda

**Paper – II**

(Psychology of Learning and Instruction – 100 Marks)

**1st Half**

(Psychology of Learning – 50 Marks)

Objectives: After reading this part, student teacher will be able to

a) Understand the theoretical bases of learning from different perspectives.

b) Understand the process of Human Development.

c) Understand the learner differences.

d) Develop own perception about the learning process.

Unit I – Educational Psychology & Human development:
i) Concept and recent trends in educational psychology  
ii) Development – physical, social, cognitive, emotional: their relevance to education.

**Unit II – Learning Differences:**

i) Concept of intelligence with respect to multiple intelligence.  
ii) Learning style (Kolb’s classification).  
iii) Creativity – Verbal and Spatial.  
iv) Implication of individual difference in the classroom.

**Unit III – Learning:**

i) Concept  
ii) Gagne’s eight types of learning.  
iii) Approaches to learning and their educational implication:  
   a) Behaviorism; Thorndike’s three major laws and Skinner.  
   b) Memory and information processing; Ausubel.  
   c) Social Cognitivism; Bandura.  
   d) Social Constructivism; Vygotsky.  
   e) Discovery learning; Burner.

**Unit IV – Motivation :**

i) Maslow’s need hierarchy and its application in the classroom.  
ii) McClelland’s achievement motivation.  
iii) Factors affecting motivation: Self-efficacy, locus of control, anxiety, curiosity and interest, classroom environment.

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**2nd Half**  
*(Psychology of Instruction – 50 Marks)*

**Objectives:** After reading this part, student teacher will be able to  

_a) Understand the theoretical bases of Instruction._  
_b) Understand bases of Instructional Designs._  
_c) Develop own perception about Approaches to Instruction._  
_d) Develop own understanding about Classroom Management._

**Unit I – Concept of Instruction & Instructional Objectives:**

i) Meaning, nature, types of Instruction.  
ii) Meaning of Instructional Objectives.  
iii) Taxonomy of instructional objectives (cognitive, affective, psychomotor)

**Unit II – Instructional Design:**

i) Meaning,  
ii) Types (objective based, skill based, competency based, learner style based, value based),  
iii) Approaches to instructional design (training psychology, cybernetic psychology, system analysis).

**Unit III – Approaches to Instruction :**
i) FLA System, Group Instruction (Team Teaching & Micro Teaching) & Individualized Instruction (Programmed Instruction & CAI)
ii) Direct instruction and indirect instruction
iii) Web-based instruction, multimedia, CD-Rom
iv) Intelligent Tutoring System (ITS).

Unit IV – Classroom Management:
i) Concept;
ii) Causes of classroom problems
iii) Strategies of Classroom Management;
iv) Role of teacher in classroom management; Significance of Classroom Management;

Suggested Reading:
i) Essentials of Educational Psychology - S.K. Mangal
ii) Advanced Education Psychology – S.K. Mangal
iii) Psychology of Learning and Development – J.C. Aggarwal
iv) Advanced Educational Psychology – S.S.Chouhan
v) शिक्षा मनोविज्ञन – पाल, धर

Paper III

(Teaching, Evaluation and Management in School Education - 100 Marks)

1st Half
(Teaching and Evaluation – 50 Marks)

Objectives:
After undergoing the course content, the student-teacher will be able to –
  a) Understand the concept of teaching;
  b) Have an elementary knowledge of constructivism in teaching;
  c) Acquire professional knowledge in Teaching;
  d) Appreciate teaching as a profession.
  e) Develop the skill of identifying problem learner, source of problem behavior and remedial measures;
  f) Understand about the process of Evaluation.

Course Content:
Unit I: Teaching –
i) Concept & Scope; Differences among Teaching, Training & Conditioning; Constructivism in Teaching;
ii) Variables of Teaching – Teacher, Learner & Teaching – Learning Process;
iii) Strategies of Classroom Teaching – Teacher-centric, Learner-centric & ICT-based.
Unit II – Teaching as a profession
  i) Professional Needs and Values of a School Teacher, Professional Commitment, Professional Ethics & Code of Conduct;
  ii) Teacher Effectiveness – Effective Teacher Behavior, Basic Principles
  iii) Guidelines of Designing Instructional Systems,
  iv) Addressing Challenges in education with special reference to Access, Equity & quality; Parameters of Self-Appraisal for Effective Teaching.

Unit III – Problem – Learner
  i) Problem – Learner; Concept and Types,
  ii) Identification of Problem – Learner; Observation, Case Study, Socio-Metric & Testing (Educational and Psychological) Techniques/.
  iii) Remedial Measures – Guidance & Counseling, Life-Skill Training.

Unit IV – Evaluation:
  i) Concept of Assessment, Measurement & Evaluation,
  ii) Types of Tests; Written Test, Oral Test, NRT, CRT, Summative Test, Formative Test, Diagnostic Test.
  iii) 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.

2nd Half

(Management in School Education – 50 Marks)

Objectives:
After undergoing the course content, the student-teacher will be able to –
  i. Understand the concept and significance of school in the modern Indian context;
  ii. Have a knowledge about various school services and its importance;
  iii. Develop concept and skills in school administration;
  iv. Develop the understanding and ability of institutional planning;
  v. Acquire knowledge about healthy practices in school;

Unit I – School –
  i) Concept & Types,
  ii) School Infrastructure, School as an Organization;

Unit II – School Administration
  i) Meaning Scope.
  ii) School Climate;
iii) Controlling Authorities – Roles of Central Government, State Government, NCERT, SCERT, WBBSE, WBCHSE, WBME, WBSSC, WBPSC, WBMSC;

iv) Regulatory Bodies – Functions of Village/Ward Education Committee, School Managing Committee, Staff/Teacher’s Council Finance Committee, Parent/Mother-Teacher Association;

v) Duties & Responsibilities – Secretary of the Managing Committee, Headmaster/Headmistress, Assistant Headmaster/Headmistress of a school.

Unit III – Institutional Planning
i) Relevance, Long-term & Short-term Planning;
ii) Annual Planning – Academic Calendar, Time Table, Observation of Special Days;
iii) Accounts and Budget.

Unit IV – School Services
i) Admission, Examination/Evaluation Publication of results.
ii) Library, Laboratory, Games & Sports, Seminars/ Symposia/ Discussions/ Workshops, Health Care, NSS/ NCC, Community Based Activities, Cultural Programme, Excursion. Daily Prayer, Magazine.


Suggested Reading:

i) School Planning and Management – T.K.D. Nair
ii) School Organisation & Management – J. Prasad
iii) Educational Management – J.C. Agarwal
iv) School Management – S.K. Kochar
v) Educational Management – Dr. Subir Nag
vi) শিক্ষা বিবাহায়ন – পাল, ধর

**Paper – VII & VIII**

**Pedagogical Analysis of Contents and Method of Teaching of School subjects (Any Two) [2×100 Marks]**

Bengali, English, Sanskrit, Mathematics, Physical Science, Life Science, Computer Studies, History, Geography, Education, Work Education
মাতৃভাষা (বাংলা) শিক্ষা পদ্ধতি
পূর্ণমান - ১০০
বিভাগ - ক
স্কুলপাঠ্য বিষয়কের পদ্ধতিভিত্তিক বিল্যান
পূর্ণমান - ৪০

১. (ক) প্রদত্ত একক থেকে উপ একক নির্বাচন এবং প্রয়োজনীয় পক্ষ বিভাজন। (৩+১)

(খ) নির্বাচিত উপএককের

(১) প্রাক ধারনা
(২) উপ-এককটির শিখনমূলক উদ্দেশ্য নির্ধারণ।
(৩) উপ-এককটির শিক্ষণ কৌশল উপলব্ধ নির্ধারণ।
(৪) শিক্ষা প্রদীপ নির্বাচন ও তার প্রয়োগ পদ্ধতি।
(৫) প্রয়োজন বিশেষে উদাহরন অথবা সহজলভ্য অবতারনা।
(৬) উপ-এককটির ব্যাখ্যাকরণ/বর্ণনা প্রদান।
(৭) অনুসরণীয় প্রশ্ন, সমাধান উত্তর সহ (দুটি)।
(৮) উপ-এককটির ধারনার সম্প্রসারণ ও সূচনার্থী চিন্তার উদ্দেশ্য।

(২) উদ্দেশ্য ভিত্তিক অতীতক-পত্র নির্মাণ (চারটি পদ ব্যবহৃত)

বিভাগ - খ
শিক্ষা পদ্ধতি
পূর্ণমান - ৬০

একক - ১ মাতৃভাষা হিসাবে বাংলা ভাষার স্থান ও ঔরুন্ন্যঃ
ক) ভাষা ও মাতৃভাষা; গীতিকা ও শিক্ষা ঔরুন্ন্য,
খ) মাতৃভাষার শিক্ষা ও মাতৃভাষার মাধ্যম শিক্ষা: উদ্দেশ্য ও ঔরুন্ন্য,
গ) মাতৃভাষা শিক্ষাকের পাঠ্যক্রমগত স্থানবিভাগ,
ঘ) সাহিত্য শিক্ষকের ব্যাক্তিগত ও পেশাগত গুনাগুনী। বৈষম্য সম্মূহ,

একক - ২ মাতৃভাষার শিক্ষায় দক্ষতার চতুর্কক্ষঃ
ক) প্রকৌশলী দক্ষতা
আ) প্রবন্ধ - দক্ষতার বিকাশের উপায়সমূহ,
আ) পধ্ন - পঠনের প্রকারভেদঃ সরব ও নীরব পাঠ, ব্যাপক ও গভীর পাঠ। ধারনা, চর্চা ও
ব্যাখ্যা পাঠ। তৃতীয় পধন - প্রযোজন অভ্যাস গঠন, এই দক্ষতার বিকাশের জন্য করণীয় কৃত্যঃ শিক্ষক ও
বিদ্যালয়ের।
2) Prakashdhari Diksha


Ekk - 3 shikshak pradhyakshan:

k) vyakaran; sanga and prakar. Vyakaran - shiksha pryojaan and pradhyakshan.

q) pritikarta, gapia mroch and anitya gadya: shiksha praband, pathapelkarnar niband and shikshak samadhyakshan.

G) rochana shiksha sastabdhmn and pashyadhmn rochana. Shiksha pradny.

Ekk - 4 parichay bangla shikshadhyaksh and parichay udch mahyamik samad samychedi bangla shiksha pathyakshar samalochanayak vischaya.

Ekk - 5 sahyatantuulin and shastra bikash shishyadhara samuktii and sphatikyamik karyaanik bhumika and bhabhara.

k) abhidhi, q) abidhiyay, g) bhitark.

q) shaarayik bhuktii

o) sahitii sanga and pritikshyayita,

c) pritikata sangthak and prakar,

h) aalochanachak,

j) bhaya gavashikar,

ba) shikshamik pradhyaksh

Ekk - 6 matushastra shiksha sange samshipti kicchh udchtaar prasth

k) shiksha pradhyaksh bangla udchtaar, udchtaarshiksha pradhyaksh prasthti and bhabhara,

q) bangla bangla sathai sathai rittii and chaalii rittii. Mano chaalii rittii udchta and samajyamiksha prastth.

G) abhoo bhadh shiksha udchta and pradhyakshan,

q) matushastra shiksha aadhyamik prabandh,

o) matushastra shiksha ekshan risartha (Action Research)

Suggested Readings: 1. Bangla shiksha pradhyakshan - Dr. Subimal Misra – S.R. Sharma

2. Encyclopedia of Teaching Languages in India: Bengali
Pedagogical Analysis of Contents and Method of Teaching

English as Second language

Full Marks – 100

Group – A (Pedagogical Analysis of the content) Full Marks – 40
Group – B (Method of Teaching) Full Marks – 60

Objectives:

The student will be acquainted with:

(a) The principles of constructing content analysis of school curriculum,
(b) The historical development of English Language Teaching,
(c) The existing axioms and practice of functional Communicative Approach,
(d) The development of various skills,
(e) English and our identity as second language learners,
(f) The recent trends in ESL.

Group – A

Construction of pedagogical analysis on the content of curriculum will be comprised from classes VI – XII.

Select any one of the given units for pedagogical analysis as per following instructions.

(A) Division of the unit into suitable sub-units specifying the number of period. (3+1)

(B) Selection of one sub-unit:

i) The brief essence of the sub-unit. (2)

ii) The predominant language structure and the values to be taught through the sub-unit. (2)

iii) Previous knowledge expected. (2)

iv) Appropriate instructional objectives in behavioral terms. (4)

v) The board method adopted. (1)
vi) Any two strategies the teacher would use to make the class learner-centered. (2)

vii) Two probing questions along with their brief answers. (2)

viii) Suitable examples/analogies to illustrate two concepts (thematic and linguistic). (2)

ix) The use of blackboard and any one teaching aid. (2)

x) A Criterion Based test with a minimum of 6 items specifying the criteria against each item preceded by a table of specification. (3+6)

xi) Critical Evaluation of the sub-unit with personal observation:
   (a) With reference to school curriculum. (4)
   (b) With reference to real life situation. (4)

Group – B (60 Marks)

Unit I – Theories of Language teaching:

(a) Traditional methods of Language Teaching (Grammar-Translation Method, Direct Method etc.)
(b) Historical Development of Language Teaching (Impact of behavioral psychologists like Ausubel and Rogers: linguists like Chomsky and Halliday)

Unit II – Functional Communicative approach with special emphasis on Learning English Series (WBBSE)

(a) Managing classroom communication
(b) Patterns of interaction
(c) Managing Pair and Group Work.

Unit III – Developing Skills

Listening, Reading, Speaking, Writing, Grammar and Vocabulary.

Unit IV – Language and Identity

i) Individual, Social, national and Global.
ii) Acculturation, Culture shock, Bilingualism Multilingualism.

Unit V – Beyond Methods:

i) The future trend – more dynamic, more creative, more exploratory process
ii) Teacher strategies – Learner Strategies.

Unit VI – Brief Overview:
i) ELT in India Today.
ii) English or Englishes: Core Vs peripheral features.
iii) Error Analysis.
iv) Computer Assisted Language Learning (CALL).
v) Teaching English in large classes.
vii) Teaching English to the disadvantaged. (slow learners)

Suggested Reading:

i) English Language teaching - Nagaraj.
ii) Approaches and methods in language teaching – Richards & Rodgers
iii) Teaching of English – Parveen Sharma
iv) Teaching English – Evans, Midgley...
v) Culture in Second Language Teaching and Learning - Eli Hinkel, C.U.P.
vi) S. Kudchedkar (ed.), ‘English Language Teaching in India’ : Orient Longman.
vii) V. Saraswathi, ‘English Language Teaching : Principles and Practice’ : orient Longman.

Pedagogical Analysis of the content and method of teaching

Sanskrit

Full Marks – 100

Group – A (Pedagogical Analysis of the content) Full Marks – 40
Group – B (Method of Teaching) Full Marks – 60

Group – A

Construction of pedagogical analysis on the content of curriculum will be comprised from classes VI – XII.

40 Marks

(A) Division of the unit into suitable sub-units specifying the number of periods. (3+1)

(B) Selection of one sub-unit:
   (i) The brief essence of the sub-unit 2
   (ii) Previous knowledge 2
   (iii) Appropriate instructional objectives in behavioral terms 4
   (iv) The broad method of teaching 2
   (v) Teaching strategies. 2
   (vi) Two probing questions with probable answers. 2
   (vii) Illustration of the concepts with examples/analogies/contrasts 2
Group – B 60 Marks

Unit I – Concept and background of teaching Sanskrit:
   i) Aims and objectives of teaching Sanskrit.
   ii) Relation and relevance of Sanskrit into contemporary Indian Language.
   iii) Views of different commissions and committees for school-level Sanskrit Teaching.

Unit II – Method of Teaching Sanskrit:
   i) Traditional Method.
   ii) Bhandarkar Method.
   iii) Text Book Method.
   iv) Direct Method.
   v) Translation Method.
   vi) Psychological Method.

Unit III – Developing Skills:
   i) Listening skill – listening comprehension and strategies for its development. 1
   ii) Speaking skill – impact of phonetics on development of speech habit, strategies for correct pronunciation and fluency in speaking.
   iii) Reading skill – reading for comprehension, factors determining reading, strategies for its development.
   iv) Writing skill – characteristics of Devanagari Script, factors influencing hand writing, causes of spelling mistake, strategies for its development.

Unit IV – Different Ways of Teaching-Learning Sanskrit:
   i) Teaching-Learning of Sanskrit outside the time-table:
      a) Dramatization, Role Playing, Dramatic Reading, Recitation,
      b) Wall Magazine, Album Collection, Eloquence Workshop,
      c) Listening Radio/ TV news,
      d) Use of Reference Books and Dictionary.
   ii) Use of Teaching-Aid & devices (ICT – Hardware & Software etc.)
   iii) Magazines and Journals of Sanskrit.

Unit V – Important Approaches to Teaching Sanskrit:
   i) Need for professional orientation of a Sanskrit teacher.
ii) Critical analysis of the Sanskrit syllabus at Secondary Level in West Bengal.
iii) Scientific outlook in Sanskrit literature.
iv) Causes of backwardness and remedial teaching in Sanskrit.
v) Action research in Sanskrit Teaching.
vi) Agencies of Sanskrit education
   a) Rashtriya Sanskrit Sansthan.
   b) Sanskrit Universities.
   c) Sanskrit Institution – In India and abroad.

Unit VI – Critical analysis of Sanskrit Syllabus in West Bengal

Suggested Readings:
(i) Teaching of Sanskrit- Apte & Dongre
(ii) Debabhasa Sikshanam(Beng.)- Atulananda Mandal
(iii) Teaching of Sanskrit- Safaya , Shukla
(iv) Sanskrit sikshan paddhati(Beng.)- Rita Book

Pedagogical Analysis of the Contents and Basis of Teaching Mathematics

Full Marks – 100

Group – A (Pedagogical Analysis of the content) Full Marks – 40
Group – B (Methods of Teaching) Full Marks – 60

Objectives: After successful completion of the syllabus trainees will be:

i) Acquainted with pedagogical analysis.
ii) Able to prepare pedagogical notes for mathematics teaching.
iii) Familiar with different methods and approaches of teaching mathematics.
iv) Acquainted with evaluation tools and techniques in teaching mathematics.
v) Able to find the importance aids in teaching mathematics.

Group – A     Pedagogical Analysis of Content – 40 Marks

Construction of Pedagogical notes on the Content of the curriculum from class VI – XII.

This will Comprise:

a) Division of topic (unit) into suitable teaching units (Sub-units). 3+1
b) Identification of the concepts in the teaching unit hierarchically. 2
c) Identification of the previous concepts to build new concepts. 3
d) Specification of the instructional objectives in behavioural terms. 6
e) Suggestion of teaching strategies. 4
f) Selection of teaching aids and their mode of use. 4
g) Suggestion of investigatory based questions.  
h) Mention real life examples to illustrate the concepts.  
i) Criterion Based Test (at least six items) preceded by a table of specification 3+6

Group – B  Methodology of Teaching Mathematics – 60 Marks

Unit I – Importance of Teaching Mathematics
i) Nature and significance of mathematics.
ii) Aims and objectives of Teaching Mathematics in school level.
iii) Historical Perspectives of mathematics.
iv) Mathematics in everyday life.
v) Place of mathematics in school curriculum.
vi) Correlation of Mathematics with other school subjects.

Unit II – Methods and Approaches of Teaching Mathematics.
i) Inductive method,
ii) Deductive method,
iii) Analytic method,
iv) Synthetic method,
v) Problem method
vi) Project method
vii) Laboratory method

Unit III – Instructional aids and assistance in teaching mathematics.
i) Different types of teaching aids (projective and non-projective) including calculator, computer, models.
ii) Teaching mathematics through – Mathematics Club, magazines, Quiz, puzzles – their roles in mathematics teaching learning.
iii) The mathematics laboratory: its nature and use
iv) Good Mathematics text books: features
v) Good Math teacher: Qualities

Unit IV – Psychological theories of teaching mathematics
A brief view of
i) Piaget,
ii) Dienes
iii) Bruner.

Unit V – Evolving strategies for special learners.
i) Mathematics phobia
ii) Identification of slow learners in mathematics
iii) Remedial measures for slow learners in mathematics
iv) Identification and nurture of gifted students in mathematics
Unit VI – Evaluation in Mathematics.
   i) Importance of evaluation in mathematics.
   ii) Types of evaluation in mathematics (Formative, Summative, Diagnostic, and prognostic)
   iii) Techniques of evaluation (oral, written, achievement test, observation).
   iv) Evaluation of Mathematics Syllabus in secondary & higher secondary level in W.B.

Suggested Readings:
   ii) Kulbir Sing Sidhu – Teaching of Mathematics.
   iii) গণিত শিক্ষণ পদ্ধতি – রীতা বুক
   iv) Teaching of Mathematics- C.L. Banga

Pedagogical Analysis of Contents and Method of Teaching
Physical Science

Full Marks – 100

Group A – Pedagogical Analysis of content 40 Marks
Group B – Methodology of Teaching 60 Marks

Group A – Pedagogical Analysis of content 40 Marks

(A) Division of the unit suitable sub-unit specifying the number of periods. (3+1)

(B) Selection of one sub-unit:
   i. Previous Knowledge/ concept. (2)
   ii. Instructional objectives (4)
   iii. Concepts of the Contents of the Sub-Units (4)
   iv. Teaching Strategies (4)
   v. Concepts/content that demonstration experimental verification (4)
   vi. Teaching Aids and mode of use. (4)
   vii. Two probing or thought provoking questions with probable answers. (2+2)
   viii. Criterion Based Test preceded by a table of specification (at least four items) (2+4)
   ix. Curriculum evaluation of the sub-unit with reference to its inclusion in the school curriculum. (4)

Group B – Methodology of Teaching Physical Science 60 Marks

Unit I – Importance of Teaching Physical Science

ii. Aims and Objectives of Teaching Physical Science

iii. Correlation of Physical Science with other school Subjects.

iv. Physical Science Teacher
   a) Qualities & Responsibilities.
   b) Need for Professional Orientation.

Unit II – Approaches & Methods of Teaching Physical Science

A. Inductive and Deductive approach

B. Methods:
   i. Lecture
   ii. Demonstration.
   iii. Laboratory
   iv. Heuristic
   v. Problem Solving
   vi. Project

Unit III – Aids, Equipments and Assistance in Teaching Physical Science

i. Models, Visual Aids, Filmstrips and Slides,

ii. CAI, Electronic Media.

iii. Physical Science Laboratory.

iv. Popularization and Propagation through –
   a) Science exhibition and club,
   b) Science Magazine
   c) Science Quiz
   d) Science and technological museum
   e) Field Trip
   f) Science Fair

Unit IV – Aspect of Teaching Physical Science:

i. Improvisation of teaching – learning material.

ii. ‘scientific Temper’ and Nurturance of Special Talents

iii. Qualities of a Good Physical Science Text Book

iv. Evaluation of Physical Science Syllabus in Secondary and Higher Secondary Stages in West Bengal


Suggested Readings:

i. Innovative Science Teaching for Physical Science Teacher- Radhamohan

ii. Modern Science teaching – R.C. Sharma

iii. তৌতি বিজ্ঞান শিক্ষণ পদ্ধতি – রীতা বুক
Pedagogical Analysis of Contents and Methods of Teaching

Life Science

Full Marks – 100

Group A - Pedagogical Analysis of content 40 Marks
Group B - Methodology of Teaching 60 Marks

1. Construction of pedagogical notes on the content of curricula for classes VI – XII. This will comprise
   (A) Division of the unit into suitable sub-units specifying the number of periods
   (3+1)
   (B) Selection of one sub-unit:
   i) Previous concept (2)
   ii) Instructional objectives in behavioral terms (4)
   iii) Concepts of the content of the sub-unit. (4)
   iv) Teaching strategies, mainly following kinesthetic, visual and auditory styles of teaching (Design of demonstration procedure/ experiment/ Audio-system any two). (4)
   v) Teaching aids and mode of use. (4)
   vi) Concepts/ content that require demonstration experimental verification/ display and handling of live specimen. (2)
   vii) Investigatory or observation based two probing or thought provoking questions with probable answers. (2+2)
   viii) Two examples to illustrate concept/ content. (2)
   ix) A CBT (with at least four items) preceded by a table of specification. (2+4)
   x) Critical evaluation of the sub-unit with reference to the significance to its inclusion in the school curriculum. (4)

Group B - Methodology of Teaching. 60 Marks

Unit I – Importance of Teaching Life Science:

i) Aims and objectives of teaching Life Science at school.
ii) Relation of Life Science with other school, and in particular with Physical Science.
iii) Core concepts of Life Sciences and multi-disciplinary approaches of modern areas of Life Science – like genetics, bio-technology, bio-informatics, molecular and micro-biology and bio-chemistry etc.
iv) Life Science Teacher:
   a) Qualities & Responsibilities.
b) Need for Professional Orientation.

Unit II – Approaches & Methods of Teaching Life Science:
A. Inductive and Deductive approach
B. Methods:
   i) Lecture
   ii) Demonstration
   iii) Project
   iv) Heuristic

Unit III – Aids, Equipments and Assistance in Teaching Life Science:
   ii) Computers and Models in teaching life science.
   iii) The nature and ethos of the modern life science laboratory.
   iv) Popularization and propagation through-
       a) Science fair and club,
       b) Field trips and specimen collection/ dissection,
       c) Science magazine,
       d) Science quiz,
       e) Science museums and Zoo/ aquarium/ vivarium/ terrarium) etc.

Unit IV – Important Aspect of Teaching Life Science:
   i) Improvisation of materials and collection of specimen for life science teaching.
   ii) The role and Ethics of using live specimen in life science teaching.
   iii) Meaning and scope of the concepts – ‘Science Temper’ and Nurturance of Special Talents.
   iv) ‘Science Technology Literacy’.
   v) Qualities of a good Life Science Text Book.

Suggested Readings:
   i) Teaching of Biological Science – Jasim Ahmad
   ii) Modern Teaching of Life Science – S.M. Zaidi
   iii) Teaching of Life Science – Pramila Sharme
   iv) Methods of Teaching Life Science – PHI Publication
   v) জীবন বিজ্ঞান শিক্ষন পদ্ধতি – রীতা শুক

Pedagogical Analysis of Contents and Method of Teaching Computer Studies
(A) Division of the unit suitable sub-unit specifying the number of periods. (3+1)

(B) Selection of one sub-unit:

i. Previous Knowledge/concept. (2)

ii. Instructional objectives (4)

iii. Concepts of the Contents of the Sub-Units (4)

iv. Teaching Strategies (4)

v. Concepts/content that demonstration / Experimentation (4)

vi. Teaching Aids and mode of use. (4)

vii. Two probing or thought provoking questions with probable answers. (2+2)

viii. Construction of CBT (at least four items) preceded by the table specification (2+4)

ix. Curriculum evaluation of the sub-unit with reference to its inclusion in the school curriculum. (4)

Group B – Methodology of Teaching Computer Studies 60 Marks

Unit I – Importance of Teaching Computer Studies

i. Generation, Types & Characteristics of Computer.


iii. Aims and Objectives of Teaching Computer Studies.

iv. Place of Computer Studies in the School Curriculum.

v. Computer Studies Teacher:
   a) Qualities & Responsibilities.
   b) Need for Professional Orientation.

Unit II – Approaches & Methods of Teaching Computer Studies:

A. Inductive and Deductive approach

B. Methods:
   i. Lecture Cum Demonstration
   ii. Problem Solving
   iii. Project Method
   iv. Laboratory

Unit III Use of Operating System, Software and Assistance in Teaching Computer Studies:

A.
i. Basics of MS Windows
ii. MS Excel for Student Learning
iii. MS Power Point for Student Learning
iv. MS Access for Student Learning
v. MS word for Student Learning

B.

i. Computer Laboratory & Computer Enabled Classroom
ii. Using Internet for Accessibility & Retrieval of Information
iii. LAN, MAN, WAN
iv. Use of Boolean Algebra in Computer Studies.

Unit IV – Aspects of Teaching Computer Studies:

i. Characteristics of Good Text Book in Computer Studies
ii. Legal & Copy Right Issues regarding Downloading Material from Inter-Net.
iii. Viruses and protection System.
v. Computerization of School Library and Office.
vi. Importance of Mass Literacy in Computer Studies.

Suggested Readings: i) Teaching computer science -- Y.K Sing

Pedagogical Analysis of Contents and Method of Teaching History

Full Marks – 100

Group – A (Pedagogical Analysis of the content) Full Marks – 40
Group – B (Methods of Teaching) Full Marks – 60

Objectives

1. To make the students well aware of teaching & learning History.
2. Examine critically the major concept, ideas, principles & values relating history.
3. To initiate the students into the methods of historical process of Teaching & learning.
4. To provide the students authentic historical knowledge with the proposed content & make them to be component to do pedagogical analysis of historical studies.

Group – A Pedagogical Analysis Full Marks – 40

(A) Division of the unit into suitable sub-units specifying the number of periods. (3+1)

(B) Selection of one sub-unit:
   i) Previous knowledge / concept. (2)

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ii) The brief essence (summary) of the sub-unit.

iii) Instructional objectives

iv) Teaching Strategies

v) Teaching Aids and mode of use.

vi) Two probing or thought provoking questions with probable answers.

vii) Criterion Based Test preceded by a table of specification (at least four items)

viii) Critical evaluation of the sub-unit with reference to its inclusion in the school curriculum.

ix) Critical evaluation of the sub-unit with reference to its significance in the contemporary context.

Group – B

Methods of Teaching

Full Marks – 60

Unit I – Concept and background of Teaching History:

i) Definition of History

ii) Sources: Primary and Secondary

iii) Aims, Objectives of Teaching History

iv) Modern Concepts of history (with special reference to Idealist & Marxist Approach)

v) Indian Historiography (Schools, Tenets and Exponents)

vi) Correlation of history with other subjects

Unit II – Methods of Teaching History:

i. Lecture

ii. Heuristic

iii. Project

iv. Dramatisation

v. Discussion

Unit III – Aids, Equipments and Assistance in Teaching History:

i. Importance Classification and Preparation of Low Cost teaching aids.


iii. Excursion, Cinemas and Documentaries, Collateral Reading (Historical Biographies, Travel Accounts, Reference Books, Historical fictions, Magazine, Journals and News Papers).

iv. Time Scale.

Unit IV - History Teacher:

i. Qualities and Functions of History Teacher.

ii. Art of Questioning in History Teaching. Brain Storming Questions, Probing Questions

iii. History Teacher and Controversial Issues.

iv. Role of History teacher in Action Research.

Unit V – Critical Analysis of History Syllabus.
i. Principles of framing the History Syllabus with special reference to NCF, NCERT, WBBSE, WBCHSE

Unit VI – Approaches to Teaching History:
 i. Culture Epoch Theory
 ii. Excavation
 iii. Use of Technology in History.

Suggested Readings:
 i. Teaching of History – S.K. Kochhar
 ii. Techniques of Teaching History – R.N. Sharma
 iii. Teaching History - S.P. Pathak
 iv. Teaching History- Phillips
 v. ইতিহাস শিক্ষণ পদ্ধতি – রীতা বুক

Pedagogical Analysis of Contents and Method of Teaching Geography

Full Marks – 100

Group A – Pedagogical Analysis of content 40 Marks
Group B – Methodology of Teaching 60 Marks
Group A – Pedagogical Analysis of content 40 Marks

(A) Division of the unit suitable sub-unit specifying the number of periods. (3+1)

(B) Selection of one sub-unit:
 i. Previous Knowledge/ concept. (2)
 ii. The brief essence (summary) of the sub-unit. (4)
 iii. Instructional objectives (4)
 iv. Teaching Strategies (4)
 v. Concepts/content that demonstration experimental verification (4)
 vi. Teaching Aids and mode of use. (4)
 vii. Two probing or thought provoking questions with probable answers. (2+2)
 viii. Criterion Based Test preceded by a table of specification (at least four items) (2+4)
 ix. Curriculum evaluation of the sub-unit with reference to its inclusion in the school curriculum. (4)

Group B – Methodology of Teaching Geography 60 Marks
Unit I – Importance of Teaching Geography in Schools:
   ii. Aims and Objectives of teaching Geography.
   iii. Correlation of geography with other school Subjects.
   iv. Geography Teacher
       a) Qualities & Responsibilities.
       b) Need for Professional Orientation.
       c) Use of Graphs & Statistics.
       d) Need for Environmental Awareness.

Unit II – Approaches & Methods of Teaching Geography:
   A. Inductive and Deductive approach
   B. Methods:
      i. Direct Observation Method and Local Study
      ii. Indirect Observation.
      iii. Lecture Method.
      iv. Demonstration.
      v. Project Method

Unit III – Aids, Equipments and Assistance in Teaching Geography
   i. Maps
   ii. Graphs, models, Visual Aids, Filmstrips and Slides,
   iii. CAI, Electronic Media.
   iv. Excursion & Field Study.
   v. Geography Room & Museum.
   vi. Geography Laboratory.

Unit IV – Critical Issues:

Suggested Readings:
   i) Teaching Geography- M. Boral
   ii) ভূগোল শিক্ষণ পদ্ধতি – রীতা বুক

Pedagogical Analysis of Contents and Method of Teaching Education

Full Marks – 100

Group – A (Pedagogical Analysis of the content) Full Marks – 40
Group – B (Methods of Teaching)  

**Objectives**

5. To make the students well aware of teaching & learning “Education”.

6. Examine critically the major concept, ideas, principles & values relating “Education”.

7. To initiate the students into the methods of historical process of Teaching & learning.

8. To provide the students authentic knowledge with the proposed content & make them to be component to do pedagogical analysis of historical studies.

Group – A  

**Pedagogical Analysis**  

Division of the unit into suitable sub-units specifying the number of periods.  

(3+1)

Selection of one sub-unit:

- x) Previous knowledge / concept.  
- xi) The brief essence (summary) of the sub-unit.  
- xii) Instructional objectives  
- xiii) Teaching Strategies  
- xiv) Teaching Aids and mode of use.  
- xv) Two probing or thought provoking questions with probable answers.  
- xvi) Criterion Based Test preceded by a table of specification (at least four items)  
- xvii) Critical evaluation of the sub-unit with reference to its inclusion in the school curriculum.  
- xviii) Critical evaluation of the sub-unit with reference to its significance in the contemporary context.

Group – B  

**Methods of Teaching**  

**Unit I – Concept and background of Teaching Education:**

- vii) Definition of “Education”

- viii) Aims, Objectives of Teaching Education.

- ix) Correlation of “Education” with other subjects.

**Unit II – Methods of Teaching “Education”:**

- vi. Lecture

- vii. Project

- viii. Discussion

- ix. Programme Instructions/CAI

- x. Brain storming and seminar.

**Unit III – Aids, Equipments and Assistance in Teaching “Education”:**

- v. Importance Classification and Preparation of Low Cost teaching aids.

vii. Excursion, Documentaries
viii. Use of technology in Education.

Unit IV - “Education” Teacher:
  v. Qualities and Functions of “Education” Teacher.
  vi. Art of Questioning in “Teaching Education”.
  viii. Role of “Education” teacher in Action Research.

Unit V – Critical Analysis of “Education” Syllabus.
  iii. Principles of framing the “Education” Syllabus.

Unit VI – Approaches to Teaching “Education”:
  iv. Instructional approaches: Direct, Indirect, PSI.
  v. Models of teaching.
  vi. Evaluation Scheme in Education.

Pedagogical Analysis of Contents and Method of Teaching
Work Education

Full Marks – 100

Group A – Pedagogical Analysis of content 40Marks
Group B – Methodology of Teaching 60 Marks

Objectives:

1. To make a teacher-trainee aware of the modern of the approaches to teaching of Work Education in the perspectives of its development from traditional approaches.
2. To enable the teacher-trainee with the basic skills required for the inculcation of the modern approaches to teaching of Work Education.
3. To make the teacher trainees aware of different methods of teaching suitable to different topics of Work Education.
4. To make the teacher trainees of ways and means managing class-room from the stand inclusive education.

Group A – Pedagogical Analysis of content 40Marks
Group B – Methodology of Teaching Work Education 60 Marks

Unit I – Importance of Teaching Work Education
i. Aims and Objectives of Teaching Work Education at Secondary level.
ii. Values of teaching Work Education at Secondary level.
iii. Correlation of Work Education with other School Subjects.
progress
vi. Work Education Teacher
a) Qualities & Responsibilities.
b) Need for Professional Orientation.

Unit II – Approaches & Methods of Teaching Work Education:
A. Inductive and Deductive approach
B. Methods:
i. Lecture Cum Demonstration Method
ii. Laboratory Method.
iii. Heuristic Method.
iv. Problem Solving Method,
v. Project Method

Unit III – Aids, Equipments and Assistance in Teaching Work 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 Equipments

e) Disposal of finished products

f) Organizational co-ordination of different agencies monitoring Network through Resource Centers – problems thereof.

iii. Excursion.

**Unit IV – Aspects of Teaching work Education:**

i. A critical evaluation of work education syllabus prescribed by the WBBSE in (a) the exposure stage and (b) the Involvement stage.

ii. Concept of improvisation; its use in the teaching of Work Education.

iii. Areas of work education, viz. socially useful productive work (as designed by I.B. committee),

iv. Occupational explorations and Innovative practices.

v. Removal of social distances through Work Education.

**Unit – V – Computer Application**

(a) Computer Fundamentals: Computer Generations, Block of a Computer and brief description of each functional block, Input and Output devices (Keyboard, Mouse, VDU), CPU (ALU and Control Unit), Primary memory, CACHE Memory, concept of Hardware and Software, Language translators Programming Language, concept of Operating System, familiarity with Operating System environment through GUI.

(b) Word Processing: Creating, Editing, Formatting, Saving and Retrieving documents, checking, spelling and Grammar, Finding and replacing text, creating multiple columns, inserting graphics within text equation editor and its use, Protection using password, creating macro, Mail Merge, Printing of documents.

(c) Spreadsheet: Creating, Edition, saving and retrieving, documents, creating and modifying tables, creating and generating charts using data sheet, working with equations and library function, Pivot table, use of hyperlink and macro in excel spreadsheet, use of filter option.


(e) Presentation Package: Creation of a lesson unit through presentation package.

**Paper – IX**

Preparation of Lesson Plan & Achievement Test (For Two Methods):

2×[25+25] Marks = 100 Marks

**Paper – XI**
Project on Community Orientation with reference to Education

A. School Study Project: 50 Marks

Objectives:
This practical Project will enable the student-teachers to:

i. Understand different aspects of the complexities of schooling process,
ii. Know various school records designed for specific purposes.
iii. Understand the relationship between school and the community.
iv. Acquire knowledge about physical, infrastructural and human resources available in the schools.
v. Understand the curricular process in the school.
vi. Evaluate the school effectiveness and other functional aspects of the schools.

Student-teacher is to study a school of his locality and submit a project report (along with a proforma supplied by the college and duly signed by the Head of the Institution) under the following heads:-

1. Name of the School
2. Type of the School – (Govt. / aided/ girl / boys / Co-ed / H.S./ Madhyamik / rural / urban)
3. Name of the Head master / Head Mistress
4. Infrastructural facilities –
   i. Rooms (types and numbers),
   ii. Classroom furniture,
   iii. Sanitation facility,
   iv. Drinking water,
   v. Play ground etc.
   vi. Library
5. Management:
   i. Managing Committee
   ii. Committees for Academic Purposes
   iii. Different Committees
   iv. Fee Structure,
   v. Number of units/ School hour/ time table / periods
6. Human Resource:
   i. Teaching staff (Full Time + Part Time + Para teacher)
   ii. Non –Teaching staff
   iv. Teacher-student Ratio.

7. Record Maintenance:
   i. Accounts related
   ii. Staff related
   iii. Student related
   iv. Curriculum related

8. Drop outs:
   i. Gender wise
   ii. Caste wise

9. Results in Public Examination (last 5 years)

10. Co-Curricular Activities Provided

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

12. Special Achievements:
   i. Any outdoor participation by student / staff in any field.
   ii. Any award / reward received by student / staff from external agencies.
   iii. Any other of special mention.

13. School Community relationship:
   i. Community involvement in decision making.
   ii. Community Contribution to school
   iii. Meeting with community members
   iv. School response to parents

14. Any other dimension of special Mention

15. Conclusion :-
   i. Strength of the school
   ii. Weakness of the school
   iii. Suggestion for improvement of school
SEMESTER – II

Paper – IV

(Inclusive Education & Education of Children with Special needs- 100 Marks)

1st Half
(Inclusive Education – 50 Marks)

Objectives: The trainees will be acquainted with:
i) The background ideas of exceptionality, inclusive education and educational placement of special children.

ii) Policies, legislation and provisions in contemporary India with regard to special needs.

iii) Developmental characteristics of children with special needs.

iv) Educational management for inclusive setting.

(1) Inclusive education and its Evolution:
   Concept of special education, integrated education, mainstreaming, inclusive education of Non-inclusive. Worldwide movement of inclusive education, Concept of inclusive school.


(3) National initiatives towards inclusive education:

(4) Preparation of Inclusive setting in Education:
   Schools’ philosophy/mission, Enrolment & Retention drive, Removal of Barriers, provisions of facilities, Aids and equipments, Professional development of teachers – their attitude & Accountability, Encouragement of participatory learning, Parents Involvement.

2nd Half

(Education of Children with Special needs – 50 Marks)

(1) Exceptional children & their needs: - Definition types; concept of impairment, disability and handicap; causes of exceptionality, needs and problem of exceptional children.

(2) Sensory impairment – visual & auditory: definition, causes, characteristics & Education.

(3) a). Mentally retarded. b). gifted: definition, causes, characteristics & Education.

(4) a). Learning disabled. b) Socially disadvantaged – definition, causes, characteristics & Education.

Suggesting Readings:

i) Educating Exceptional Children – S.K. Mangal

ii) बातिक्रमी शिष्णु शिक्षण परिक्षा – रीता बुक

iii) बातिक्रमी शिष्णु शिक्षण परिक्षा – विषयास्म नन्द

Paper – V

(Development of Education in Post-Independent India & Guidance and Counselling – 100 Marks)
1st Half
(Development of Education in Post-Independent India - 50 Marks)

Objectives: Trainees will be acquainted with:
   a) The educational provisions of Indian Constitution,
   b) Important recommendations as given by various education commissions in post-independent India,
   c) Recent initiatives in India education &
   d) The contemporary issues related to Indian educational context.

Unit I – Educational provision in India Constitution
i)   Fundamental Rights
ii)  Directive Principles of State Policy
iii) Fundamental Duties
iv)  Centre-State Relationship
v)   Language

Unit II – Recommendations of different commissions:
   i)   Radhakrishnan Commission on aims of Higher Education, Religious & Moral Education.
   ii)  Mudaliar Commission on Structure & curriculum of Secondary Education.
   iii) Kothari Commission on Aims, Structure, Curriculum & Reforms of Examination of Education.

Unit III – Recent Initiatives in Indian Education:
   iv)  Features of Knowledge Commission – Five Focus Areas with special emphasis on Access to Knowledge (Literacy) & knowledge concepts (School Education).

Unit IV – Contemporary Issues in Education:
   i)   Universalization of Elementary Education - concept, problems and suggestion for improvement.
   iii) Teacher Education – Problems, Role of NCTE for Improvement.
iv) Technical and Vocational Education – problems & suggestions for improvement.
v) Adult education – concept, problems and suggestion for improvement.
vi) Open & Distance Education – Concept, Features & problems.
vii) Autonomous Institution in Higher education.
viii) Privatization of education.

Suggested Reading:

i) Landmarks in the Modern Indian Education – J.C. Aggarwal
ii) Milestones in Modern Indian Education – B.R. Purkait.
iii) Modern Indian Education – Planning & Development – B.B. Bhatt
iv) History of Education in India – B. N. Dash
v) Modern India Education: Policies, Progress & Problems – C.P.S. Chauhan
vi) Educational reforms in India for the 21st century – J.C. Aggarwal
vii) শিক্ষার ইতিহাস ও সাম্প্রতিক সমস্যাবলী – ক্রাসিক বুক

2nd Half

(Guidance and Counselling – 50 Marks)

Unit – I – Concept of Guidance and Counseling – Meaning, Difference between Guidance and Counseling, basic principles of Counseling, Counseling and Psychotherapy.


Unit – IV - Maladjustment in Infancy, Childhood and Adolescence — ADHD, Conduct Disorder, Anxiety & Phobia, obsessive–compulsive reaction, Sleep disorder, eating disorder, problem behavior & delinquency

Suggested Reading:

1. নির্দেশনা ও পরামর্শ দান – ড: সুবীর নাগ
2. Guidance & Counselling – S.K. Kochar
3. Guidance & Counselling – R. Agarwal
Paper – VI

(Subject of Special Study - 50 Marks)

(Any one to be selected)

Education in Ancient, Medieval and British India; Educational Technology; Measurement and Evaluation in Education; Population Education; Environmental Education

Education in Ancient, Medieval and British India (EAMBE)

Objectives: The trainees will be acquainted with:

i) *The characteristics of education in ancient India.*

ii) *The characteristics and development of education in medieval India.*

iii) *The milestones of educational development in India in the British period.*

Unit I – Ancient Period

i) Special features of Brahmamic and Buddhistic Education – a comparative study.

Unit II – Medieval Period

i) Special features of Islamic education.

ii) Development of education with reference to Feroj Shah Tuglaq and Akbar.

Unit III – British Period (Before 1900)

i) Early Missionary Activities,

ii) Charter Act of 1813, Anglicist and Classicist controversy,

iii) Macaulay’s Minute.

iv) Adams report.

v) Education Despatch of 1854.

vi) Education Commission of 1882.

Unit IV – British Period (After 1900)

i) Lord Curzon with reference to University Commission of 1902 University Act 1904.

ii) Calcutta University Commission of 1917

iii) Hartog Committee Report.

iv) Wood Abbot report,
v) Sergeant Committee Report.

**Suggested Readings:**

i) Milestones of Ancient, Mediaeval Education in India – B.R. Purkait
ii) Milestones in Modern Indian Education – B.R. Purkait
iii) Ancient Indian Education – Nrisingha Prasad Mukhopadhyay
iv) Ancient Indian Education – R.K. Mukherjee

**Educational Technology (EDTE)**

**Objectives:** The trainees will be acquainted with:

i) *The concept and meaning of educational technology and its role in educational practices.*

ii) *The mode and use of various instructional strategies.*

iii) *Concepts and applications of some models of teaching.*

iv) *Concept of PSI.*

**Unit I: Concept of Educational Technology:**

i) Meaning, nature, scope

ii) Components of ET (Hardware and Software)

iii) Role of ET in Modern educational practices.

**Unit II – Use of Strategies:**

i) Microteaching,

ii) Programmed instruction,

iii) Team Teaching,

iv) System approach.

**Unit III – Models of Teaching:**

i) Meaning, components and families,

ii) Models of teaching:

   a) Glasser Classroom Meeting Models (CMM).

   b) Asubel’s AOM

   c) Burner’s CAM

**Unit IV – Personalized System of Instruction (PSI)**

i) Meaning, objectives,

ii) Characteristics & Organization

iii) Advantages & Disadvantages.
Suggested readings:

i) Essentials of Educational Technology: Teaching – Learning Innovations in Education – J.C. Aggarwal
iii) Fundamental Aspect of Educational Technology - Y.K. Sharma
iv) Advanced Educational Technology – Prasad & Koushik
v) Models of Teaching – Joyce, Well, Calhoun

Measurement and Evaluation in Education (MEVE)

Objectives:

After completion of the trainees will be acquainted with:

i) Concept of Measurement and Evaluation along with different Tools and Techniques of Evaluation
ii) The criteria of good tool and concept of Standardized Test,
iii) The use of different Statistical Procedures,

Contents:

Unit I – Measurement and Evaluation

i) Concept,
ii) Tools and Techniques of Evaluation (testing, observation and enquiry)
iii) Scales of measurement: nominal, ordinal, interval and ratio

Unit II – Evaluative Tools:

i) Criteria of a good tool: Reliability, Validity and Objectivity.
ii) Acquaintance with standardized tested: Intelligence, Aptitude.

Unit III – statistics in Education:

i) Frequency distribution and graphical representation of data
ii) Measures of Central tendency and variability
iii) Coefficient of correlation by rank difference method and interpretation of result
iv) Normal Probability Curve (NPC) – Concept Characteristics and Uses.

Unit IV – Modern trends in Evaluation:

i) Question Bank,
ii) Semester System,
iii) Grading,
iv) Credit system

**Suggested Reading:**

i) Statistics in Psychology and Education – S.K.Mangal
ii) Statistics in Psychology and Education – Garrett
iii) মূল্যায়ন ও নীতি কৌশল – রীতা বুক
iv) মূল্যায়ন ও নীতি কৌশল – সুশীল রায়

**Population Education (POEE)**

**Unit – II: Concept of Population Education**
(a) Concept of population education and its meaning
(b) Population education and sex Education
(c) Population education and family planning
(d) Population education as an Innovation
(e) Important Characteristics of population Education
(f) Scope of population education

**Unit – II**
1. Population Situation in developed and developing countries: with special reference to India
2. National policy on education (NPE) and population education and National population policy (2000AD)
3. Growing population: Need and importance of education in India and implementation programme (Role of various Agencies)

**Unit – III**
1. Teaching Methodology of population education
2. Population Education and Teachers
3. Population control: Education and empowerment of women
4. Interaction Between population growth and quality of life

**Unit – IV**
1. Population dynamics: distribution and density
2. Population composition: Age, Sex, rural and Urban
3. Fertility, Mortality and Migration
4. World population: Trends and its economic, Social, political and educational implications

**Suggested Reading:**
1. Population & Environmental Education, Dr. Subir Nag
SCERT published document on population education

**Environmental Education (ENVE)**
Objectives: The student teacher will know:-

1. The different terms, rules, acts, agencies, summits related to environment.
2. Present status of environment of the world, country and the region, and their history.
4. Efficacy of different methods of environmental education apply the knowledge of different aspects of the environment for the teaching learning of environment, its hazards and protection and its sustainable development.

Unit – 1: Concept of environmental education

1.1. Meaning, scope, aims and objectives and importance of environmental education in contemporary Indian context.
1.2. Development of environmental awareness among teachers, students and community, strategies and action plan.
1.3. Roles of teachers and other institution in the development of environmental awareness.

Unit – 2: Ecology and Environment

2.1. Definition of ecology and ecosystem, their basic characteristics and principles.
2.2. Ecosystem and human life.
2.3. Biodiversity.

Unit – 3: Environmental degradation and pollution

4.1. Environmental conditions in India
4.2. Environmental degradation and pollution: causes, effect and control measures
4.3. Movements for protection of environment in India

Unit – 4: Environmental education and management

4.1. Development of environmental education project and their execution
4.2. Sustainable development; energy and waste management
4.3. Indian environment policies, World Summits, International agencies and Programmes on environmental management.

Ref:
2. Env. Education & Pollution Control – Senapati and Sahoo – Mittal – 2009
3. Environmental Education-R Roy(Ed) – Shipra (Delhi) -2008
5. Environmental Pollution – N. Manivaskaram-NBT-1984
11. Paribesh Parichay (VI-X) – WBBSE

Paper – X

Laboratory Practical [Project / Experiment] (Two Method Papers): [50+50] Marks = 100 Marks

Practical in Bengali Method (50 Marks)

1. Listening Comprehensions Test 10
2. Reading (aloud) – Drama (pass) 10
   Pronunciation
   Stress
   Modulation
   Objectives of silence
   Meaningfulness
3. Close-Test (Reading comprehension silent Reading) 10
4. Creative writing (250 words) free writing from own choice 10
5. Reading of a passage (10 lines above) 10
   Rewritten, having no gals in between words, no punctuation marks.
   Shortcut will be worked read it loudly proper accepts, stress, silence, modulation.

Practical in English Method (50 Marks)

1. Listening comprehension Test from recorded text 10
2. Reading (aloud) – Extract from any drama 10
   – Pronunciation, stress, modulation, suggestive pause, meaningfulness
3. Creative writing (in 250 words) – Free writing – any one topic out of five

4. Reading comprehension Test (silent reading) – A text will be supplied with gaps – students will be asked to fill in the gaps either from accurate word from the text, or relevant word.

3. Categories: (a) accurate (b) Relevant (e) inaccurate

**Practical in Sanskrit Method (50 Marks)**

1. Listening and speaking comprehension test (both Listening and speaking skill).
2. Reading aloud – Dramatization (Proper stress, accent, modulation, punctuation, pause, meaningfulness).
3. Typing a text in Sanskrit software named Baraha – Powerpoint presentation in Sanskrit
4. Creative writing (in 250 words) – free writing – any one out of five.
5. Correction of spelling mistake with the help of proper pronunciation (specimen should be collected from modern Bengali words for correction and justification).

**Practical in Mathematics Method (50 Marks)**

(Two practical from the following)

1. To verify the sum of 1st n numbers.
2. To verify the Pythagoras Theorem.
3. To verify the angles in the same segment of a circle are equal.
4. To verify the value of \( \pi \)
5. To make a cone with given slant-height and circumference.
6. To make cylinder with given circumference and height.
7. Construction of a parabola.
8. To measure height of an object.
9. To make a mathematical vocabulary.
10. Frequency of letters/words in a text (graphical)
11. Percentage open space calculation of a room.

**Practical in Physical Science Method (50 Marks)**

Either from Physics (any one from each Gr. A & Gr. B) or Chemistry (any one from each Gr. A & Gr. B)
Physics: Group A
Experiment I – Demonstration of Specific Gravity of Solid/Liquid.
Experiment II – Reflection & Refraction of Light.
Experiment III – Determination of ‘g’.
Experiment IV – Determination of unknown Resistance using PO Box.
Experiment V – Magnetic Lines of Force

Physics: Group B
1. To Determine resistance per cm of a given wire plotting a graph of potential difference versus.
2. To find resistance of a given wire using meter bridge and hence determine the specific resistance of its materials.
3. To verify the laws of combination (series/parallel) of resistances using a metre bridge.
4. To convert the given galvanometer (of known resistance and figure of merit) into an ammeter and voltmeter of desired range and to verify the same.
5. To assemble a household circuit comprising three bulbs, three (on/off) switches, a fuse and power source.
6. To observe refraction and lateral deviation of a beam of light incident obliquely on a glass slab.

Chemistry: Group A
Experiment I – Salt Analysis.
Experiment II – Titration.
Experiment III – Preparation Of gases – CO₂, H₂S, NH₃
Experiment IV – Preparation of In-organic compound (ferrqus ammonium sulphate, Potassium ferric oxalate).

Chemistry: Group B
1. Organic Chemistry: Identification of Radicals: - COOH, -OH, -NH₂, -CHO, >C=0
2. Preparation of Organic Compounds (acetanilide, Di-benzal acetone, P-Nitroacetanilide, Iodoform)
3. Quantitative estimation
   Using a chemical balance
   Preparation standard solution of Oxalic acid.
4. Experiment related to pH change
   Determination of pH of some solutions obtained from fruit juices varied concentrations of acids, bases using pH paper.
   Comparing the pH of solutions of strong and weak acid of same concentration.

Practical in Life Science Method (50 Marks)
Demonstration of Laboratory Practical:
1. Botany or Bio-Chemistry or Zoology or Physiology (Two Practical)
2. Laboratory Note- Book
3. Project Work
4. Viva voce

Botany (Lab. Works – 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 the same to the Examinee.
   Or, T.S. of ovary and display of flower dissection
Drawing and Labeling
   Identifying character of the section
   Or description of flower

Or Biochemistry (Lab. Work – demonstration + Identification
Written work

Demonstration for identification of the sample (starch, glucose, fat, protein)
Written work based on identification of the food material
(mentioning procedures of observation, influence of the test)

Or Zoology
Demonstration for identification of the specimen (any two)
Drawing
Writing of two identifying characters of the specimen and mention only the Scientific name.

Or Physiology:
PFI / Blood Pressure: Demonstration in class
Written work in answer Scripts about procedure / result

Practical in Computer Studies Method (50 Marks)

Practical Demonstration & reporting of Activity
Laboratory Note – Book
Viva

List of Practical Work
Preparation of Bio-data (Using MS Word)
Mail Merging (Using MS Word)
Preparation of School Routine using MS Word (Class Wise with 2 Units in Each Class –V –X / Teacher Wise – 18 Teachers)
Preparation of Students Mark Sheet in Excel (For Class IX)
Preparation of Accounts (Saraswati Puja / Cultural Programme / Excursion / Sports).
Preparation of Teachers Acquittance Roll Using Excel (With 10 Teachers).
Preparation of 10 Slides on a Topic in any School Subject for Teaching Learning in Class Room (Using Power Point).
Preparation of Charts (Bar, Pie & Girls for Five Consecutive Years (With Fictitious data).

**Practical in History Method (50 Marks)**

1. Numismatics: 10
   (Name of the dynasty, nature of coin, issuer, metal used and weight, name of the ruler, Time, mint name, if any, Calligraphy, comments etc.).
2. Inscription studies: 10
   (Brahmee, Kharaste, Greek, Arbic, Urdu, Proto-Bengali etc.).
3. Project on Local History 20
4. Preparation of Time-Line, Time-Graph and History maps. 10

**Practical in Geography Method (50 Marks)**

Comparative Study of Liner, Digital and Vernier Scales.
Surveying:
   - Prismatic Compass Surveying
   - Chain Surveying
Interpretation of Topographical Sheets with Suitable morphometric Techniques.
Map Projection:
   - Cylindrical Equal Area
   - Polar Zenithal Equal Area.
Instruments Study.
   - Maximum and Minimum Thermometer.
   - Hygrometer
   - Rain Gauge
   - Barometer (Fortin’s and Aneroid)
Rock & Mineral Identification.
Cartograms –
   - Choropleth mapping – Population density by screen method,
   - Pie-diagram – Occupational structure or Land use Pattern,
Bar Diagram – Male-Female population / Rural-urban population/
Production of food-grains,
Dot method and interpretation – Rice & Wheat.
Statistical Diagram with interpretation : - Rainfall – Temperature graphs of
different climatic of the World.

**Practical in Education Method (50 Marks)**

Team Teaching activity & etc.

**Practical in Work Education Method (50 Marks)**

Practical Demonstration & reporting of Activity
Laboratory Note – Book
Viva

**List of Practical Work:**
Growing of Vegetables/ Fruit / Flower
Household wiring and Electrical gadgets repairing
Tailoring and Needle Work
Bamboo Work and Wood craft
Tie-Dye and Butik Printing
Clay Modeling
Fruit preservation
Cardboard Work and Book Binding
Soap, Phenyl and Detergent making
Wallet mast making
Paper making and paper cutting work
Bicycle repairing

**Paper – XII**

*(Teaching Practical - 100 Marks)*

Student-Teacher are to demonstrate Lesson (Two Method Papers):

[50+50] Marks = 100 Marks

**Paper – XIII**
A. Psychology Practical – 50 Marks

i. Measurement of Intelligence (Verbal WAIS Scale and Nonverbal – Block Design, Cube Construction).

ii. Testing Personality Traits (Cattle’s 16 PF).

iii. Measuring Levels of Anxiety (by any standardized test).

iv. Measuring introversion – by any standard and Inventory kindness.

v. Measuring adjustment by and standard adjustment Inventory.

vi. Attitude/ Interest.

vii. Self concept assessment by administrating and standard scale.

viii. Measuring creativity by and standard activity scale.

ix. Measuring Motivation by and standard motivation scale.

x. Long term measuring Test ……. By CB Durivedi.

B. Computer Application in Classroom – 50 Marks

Computer Fundamentals

- What is Computer?
- Elements of Computer System
- Features / Application / Generation
- Limitation of Computer
- Classification of Computer – Analog / Digital / Hybrid
- Classification according to size – Super / Mainframe / Mini / Micro

- What is Hardware?
- Diagram of Hardware
- Function of Input Device / Output Device / CPU
- Function of Primary Memory / Secondary Memory
- Function of Ram / Rom / Cache
- Different types of Monitor
- Concept of Binary Number System / Decimal Number System
- Bit / Byte / Kbyte / Mega Byte / Giga Byte / Tera Byte
- Different Ports – USB Port / Serial Port etc.

- What is Software?
- Classification of Software
- System Software / Application Software / Utility Software
- Operation System Software / Language processor
- Compiler / Interpreter / Assembler
- Firmware & Liveware
Features of Word Processing

Table

15. Print Preview / Print

13. Inserting Table

What is Database?

9. Mail Marge

8.

4.

6.

12. Spelling / Grammar

11. Background Theme / Clip Art

10. Superscript / Subscript

1. Create document
2. Save document
3. Page formatting
4. Undo / Select all
5. Cut / Copy / Paste
6. Find / replace Text
7. Alignment – Left / Right / Center / Justify
8. Line Spacing / Paragraph Spacing
9. Header / Footer

Practical

1. Create document
2. Save document
3. Page formatting
4. Undo / Select all
5. Cut / Copy / Paste
6. Find / replace Text
7. Alignment – Left / Right / Center / Justify
8. Line Spacing / Paragraph Spacing
9. Header / Footer
10. Superscript / Subscript
11. Background Theme / Clip Art
12. Spelling / Grammar
13. Inserting Table
14. Shortcut Keys – Ctrl + B / Ctrl + S etc.
15. Print Preview / Print
Ms – Excel 2007

- What is a Workbook
- What is a Spread Sheet or Worksheet
- The advantage of an electronic spreadsheet
- Data Type
- Cell / Active Cell / Cell Pointer / Range of Cells
- Basic Use:
  - Financial Modeling
  - Scientific & Engineering
  - Database management
  - Presentation Graphics
- Cell Reference / Relative Reference / Mixed Reference

Practical

1. Create a Workbook
2. Inserting and Deleting and moving sheets in a workbook
3. Enter Data: numbers, text, date, time, formula, function, logic
4. Formatting with Borders, Patterns and color
5. Cell Range: Select / Edit / Delete
6. AutoFill / Entering formula
7. Inserting + Deleting Rows and Columns
8. Freezing Titles
9. Conditional Formatting
10. Chart: Bar / Line / Pie
11. Data: Shorting / Data Validation

Working with Excel Function:

1. Text Oriented Functions –
   - Char / Exact / Left / Right / Mid / Len / Upper / Lower / Proper
2. Mathematical Functions –
   - ABS / Exp / fact / Log 10 / Round / Sqrt / Sum / Average
3. Statistical Functions –
   - Count / Max / Min / median / Mode / Stdev / Var
4. Date and Time Functions –
   - Date / Day / Month / year / Weekday / Now / Today / Datedif / Time / Hour/ Minute / Second
5. Logical Functions –
   - If / and / not / or
6. Financial Functions –
   - FV / NPER / PMT / PV / Countif / Sumif
Ms – Powerpoint 2007 + Animation + Project

- What is Powerpoint?
- Components of a Slide – Titles / Graphs / Drawing Objectives / Clip Art + Picture
- View Option – Normal / Outline / Slide / Slide Sorter / Slide Show / Notes Page
- Add / Modify / Delete / Move a slide
- Add / edit text
- Background / Color Scheme
- Header / Footer
- Graphics
- Audio / Video
- Charts
- Transition
- Slide Show Animation
- Animate Text and Objectives
- Templates

Developing and Presenting Teaching Learning Materials

Networking + Internet

- What is Network?
- Types of Networks
- Why network
- Server / Workstation or node
- Sharing Printers / Files / Folders
- What is Internet
- Deference between Internet & Intranet
- w w w / http / TCP-IP / Browser / HTML / URL etc
- e-mail

Utility Software

- CD / DVD Writing / Sound Converter / PDF Converter
- Virus Clearing / Disk Cleanup / Disk Defragmenter
- Bengali Software Typing
- Printer / Scanner Handling

Paper – XIV

Project on Community Orientation with reference to Education
B. Action Research: 50 Marks

Objectives:
This practical Project will enable the student-teacher to:
  i) Identity the Meaningful problems in Education specially in Schools.
  ii) Be engaged in the inquiry into the problems.
  iii) Develop a plan of action for the solution of the problem.
  iv) Have a firsthand experience for conducting a research and its reporting.

Students- teachers are to prepare research report after conducting action research based on education. The action research report is to be prepared according to the following heading.

Section I :
1. Title page
2. Acknowledgement
3. Contents

Section II :
1. Introduction:-
   A. Background
   B. Objective of the Study (Identification of a problem area, Identification of the problem, delimiting the problem)
   C. Action hypotheses / Research questions
2. Methodology:
   A. Subjects
   B. Selection of tools for gathering data
   C. Procedure (Data Collection)
3. Results:
   A. Presentation of data
   B. Analysis of data
4. Discussion:
   A. Summary of findings
   B. Implication of the Study.
   C. Develop a plan for action

Paper – XV

[Practice Teaching Supervision (Two Method Papers) & Co-curricular Activities: (2×15)+20 = 50 Marks]

A. Practice Teaching Supervision (Two Method Papers): (2×15 = 30 Marks)
B. Co-curricular Activities: 20 Marks

Student-teacher will be awarded marks in accordance with their attendance and participation in the curricular programmes.

1. Internal Social and Puja social
2. Teachers Dey Celebration
3. Jagaddharti Puja
4. Independence Day
5. Republic Day
6. Blood Donation Camp
7. Rabindra Jayanti
8. UGC Seminars
9. Vidyarthi Brata celebration
10. CTE Programme.