

UNIVERSITY OF NORTH BENGAL
B. Ed. Course
(Rules, Regulations and Syllabus)

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B. Ed. Course

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1. Overview

The Bachelor of Education (B. Ed.) Programme under North Bengal University aims at developing the understanding and competencies required by practicing teachers for effective teaching-learning process at the secondary education level. The programme also provides opportunities to acquire skills essential for practicing teachers. It enables the student-teacher to select and organize learning behaviour according to the needs of the learners. The programme also provides knowledge and develops educational understanding in educational technology, school administration, school management educational evaluation, and other related fields of knowledge necessary for developing teaching competency. The duration of course is one year.

2. Objectives of the Programme:

The B. Ed. programme aims to enable the student teachers to achieve the following objectives:

- i) To improve the skills and competencies of teaching.
- ii) To develop knowledge about the basic parameters of Education.
- iii) To develop knowledge and understanding of the various methods and approaches for effective transaction of curriculum.
- iv) To develop skills required in selecting and organizing behavioural objectives on learning contents.
- v) To understand the psychology of learning and instruction.
- vi) To develop skills for analyzing learning contents for effective instructions.
- vii) To acquire understanding of the various procedures and techniques of evaluation and their applications in classroom.
- viii) To develop competencies for organising various activities and student support system.
- ix) To develop an understanding about the prevailing socio-cultural system and environmental situation.

3. Eligibility for the Course:

(a) Candidates having Graduation or Post-Graduation Degree in Arts/Science/Commerce of NBU or any other University with 50% marks for General and OBC categories and 45% marks for SC/ST/PWD categories are eligible for the course: The requirement of 50% marks shall not apply to persons appointed as teachers prior to the commencement of the National Council for Teacher Education (Regulations, Norms and Procedure), Second Amendment Regulations, dt, 30.3.2010 and Gazette Notification dt. 26.7.2010.

(b) The reservation for B. Ed. Programme for SC/ST/OBC(Non-Creamy Layer)/PWD and other categories shall be as per the rules of the Central Government.

4. Course Structure:

A. Foundations of Education

3x100=300

Paper – 01	Philosophical Foundations of Education and Curriculum Development
Paper – 02	Sociological and Economical Foundations of Education
Paper – 03	Contemporary issues and Development in Education

B. Pedagogical knowledge	5x100=500
Paper – 04	Psychology of Learning
Paper – 05	Psychology of Instruction
Paper – 06	Guidance & Counselling
Paper – 07	Educational Management and Administration
Paper – 08	Educational Technology and Assessment
C. School Based Method Papers :	2x100=200
Paper – 09	School Based Method Subject – 1
Paper – 10	School Based Method Subject – 2
D. Practical papers	4x100=400
Paper – 11	Teaching Practical Method – 1
Paper – 12	Teaching Practical Method – 2
Paper – 13	Compulsory Activities [to be performed with documentation]
Paper – 14	Practical and Experiential Activities
Total = 1400	

5. Availability of method subjects:

Modern Indian Language – (any one of Bengali and Nepali), English, Sanskrit, Geography, History, Economics, Life Science, Physical Science, Mathematics, Visual Arts, Work Education etc.

6. Subjects/Papers offered:

*** Every student-teacher is required to study the following papers.**

- i) Three papers on Foundations of Education: Total 3x100=300 (i.e. Paper 01 to 03)
- ii) Five papers on pedagogical knowledge: Total 5x100=500 (i.e. Paper 04 to 08)
- iii) Two papers on school based method subjects: Total 2x100=200 (i.e. Paper 09 & 10)
 *[Method papers may be selected from the availability of method subjects preferably the subjects opted by the candidates at UG/PG level].
 *A student-teacher may choose Work Education or Visual Arts as one of the method subjects,
- iv) Two practical papers on school based method subjects: Total 2x100=200 (i.e. Paper 11 & 12)
- v) One paper on compulsory activities (Assignment/Report): Total 1x100=100 (i.e. Paper 13)
- vi) One paper on Practical & Experimental activities: Total 1x100=100 (i.e. Paper 14)

Total Marks=1400

7. Distribution of marks in each paper:

Paper Code	Name of paper	Marks in external examination	Marks in Sessional activities/	Marks in Practical Activities / Assignments	Total
Paper-01	Philosophical Foundations of Education and Curriculum Development	100	-	-	100
Paper-02	Sociological and Economical Foundations of Education	100	-	-	100
Paper-03	Contemporary issues and Development in Education	100	-	-	100
Paper-04	Psychology of Learning	100	-	-	100
Paper-05	Psychology of Instruction	100	-	-	100
Paper-06	Guidance & Counselling	100	-	-	100
Paper-07	Educational Management and Administration	100	-	-	100
Paper-08	Educational Technology and Assessment	100	-	-	100
Paper-09	School Based Method Subject – 1	100	-	-	100
Paper-10	School Based Method Subject – 2	100	-	-	100
Paper-11	Teaching Practical Method – 1	-	-	100	100
Paper-12	Teaching Practical Method – 2	-	-	100	100
Paper-13	Compulsory Activities (to be performed with documentation)	-	-	100	100
Paper-14	Practical and Experiential Activities	-	50	50	100
Total		1000	50	350	1400

8. Detailed Marks distribution of Paper – 11 and Paper – 12

2x100=200

The marks on two Teaching Practical Papers shall be distributed as follows:

Paper – 11 (Teaching Practical Method – 1)

- (a) Delivery/Demonstration of a final lesson - 80 marks
 - (b) Final lesson plan -10 marks
 - (c) Lesson Plan book (consisting of all lesson plans executed by the student-teacher during Practice teaching on the selected school subject) -10 marks
- [Each of the above components is mandatory otherwise student-Teacher will be marked as absent]

Paper – 12 (Teaching Practical Method – 2)

- (a) Delivery/Demonstration of a final lesson - 80 marks
- (b) Final lesson plan -10 marks
- (c) Lesson Plan book (consisting of all lesson plans executed by the student-teacher during Practice teaching on the selected school subject) -10 marks
- [Each of the above components is mandatory otherwise student-Teacher will marked as absent]

Programme of Teaching Practical

- Each student-teacher shall perform practice teaching in a neighbouring school of his/her chosen medium under the supervision of a Lecturer/Teacher-Educator -in-charge of practice teaching for that particular school. The number of lessons being taught in no case shall be less than 40. After completion of the practice teaching the student-teacher will submit two lesson-plan books in the prescribed format.
- The final assessment of one class teaching of each method subject shall be done jointly by the external examiner the Principal / Teacher nominated by the Principal and the subject teacher appointed by the university. The Principal / Teacher nominated by the Principal shall act as the Co-ordinator for final decision of marks giving priority to the external examiner.
- The pass mark is 40% of the total marks.
- After completion of at least 40 lessons in two method subjects (out of which 30 at real classroom situation with duly prepared and approved Lesson Plans and 10 in simulated situation at the B.Ed. college through (SMT), Simulated Teaching & Demonstration lessons – altogether 40).

9. Detailed Marks distribution of Paper-13 (Compulsory Activities) : 100)

Marks of Paper-13 shall be allotted to Assignments/Reports and to be distributed as follows

(The marks will be given by internal examiners):

- **Activities under Group A (50 marks) and Group B (50 marks).**

Activities under Group A (50 marks)

Sl.No.	Activities	Marks
i	Achievement Test Construction (on any of the method subject)	10
ii	Text Book review	10
iii	Preparation of Teaching Aids (on both the method subjects);	10
iv	Simulated Micro-teaching (at least 5 in each method subject)	10
v	ICT Skill Development (proficiency in using Word, Excel, PowerPoint)	10
	Total	50

Activities under B Group (50 marks)

	Activities	Marks
a.	Preparation of Annual scheme of work in one subject for a particular class	10
b.	Maintenance of Registers and records	10
c.	Addressing of school Assembly	10
d.	Preparation of cumulative records	10
e.	Preparation of school time table	10
	Total	50

10. Detailed Marks distribution of Paper – 14 (Optional Activities)

(Any two of the following activities - 50x2=100)

Group – A (50 marks) * for all students: lab based and non lab based.

Sessinal Activities

List of Sessinal Activities

Such as Attendance (compulsory), Pretest / Test exam (Compulsory), Debate / Seminar etc. Rakhibandhan Utsab, Bhanu Jayanti, 15th August, College day, Teachers Day, Republic Day, Social awareness programme, Blood donation camp, etc.

Group – B (50 marks) For non lab students only

(Any two of the following activities - 25x2=50)

Sl.No.	Activities	Marks
i	Development/Administration of Psychological Test (as per norms with detailed report); along with viva-voce	25
ii	Project Work on any one of the approved project (as per norms with detailed report); along with viva-voce	25
iii	Development of Innovative Lesson Plan (details with logic and applicability be reported); along with viva-voce	25
iv	Case Study (a student-exceptionally bright or exceptionally dull – taken preferably from the school of internship) – detailed study with well-prepared Schedule/Tool for collecting data, analysis of data and interpretation of results – to be submitted in the form of report;) along with viva-voce	25
v	Comparative study of the results of Madhyamik/H.S. examinations of two secondary schools for last three years; like govt. vs. private, English vs. vernacular medium, rural vs. urban etc.	25
	Any two to be performed	25 + 25

Group – B (for lab based student – teacher)

Practical on method subjects

(50 marks)

12. Examination Rules and Regulations of B.Ed. course:

- (a) Each of the B.Ed. papers shall have 100 marks.
- (b) A Candidate may be allowed to appear in the Bachelor of Education (B. Ed.) Examination provided that he/she has prosecuted for not less than a year, a regular course of study in the subjects offered by him/her in a college affiliated to this University for this purpose and has in addition, undergone a course of practical training.
- (c) In order to pass B. Ed. Examination, a candidate must secure at least 40% marks in each paper and in aggregate. Therefore in aggregate a total of 560 marks out of 1400 marks.
- (d) Candidates securing at least 840 or 60% marks shall be declared to have obtained a First Class.
- (e) Candidates securing marks between 560 and 839 (both inclusive) shall be declared to have obtained a Second Class.
- (f) A candidate who fails to pass or present himself for the B. Ed. Examination shall not be entitled to claim a refund of the examination fees nor will such fees be carried over for subsequent examination.
- (g) If a student-teacher after completion of a regular B. Ed. course and after having obtained his/her Admit Card does not appear in the B. Ed. Final examination for some unavoidable reasons, he/she may appear in the next subsequent examination as a casual candidate and will be required to pay the prescribed fees.
- (h) A candidate may be considered as failed in B.Ed. Examination
 - (i) If fails in theory part only (then the candidate has to re-appear only theory papers)
 - (ii) If fails in Practical part only (then the candidate has to re-appear only practical papers)
 - (iii) If fails in theory and practical paper(s) (then the candidate has to re-appear all theory and practical papers)
 - (iv) If fails to secure pass marks in assignment paper(s), (then the candidate has to re-submit only assignment)
 - (v) If fails in method practical examination, (then the candidate has to re-appear only method practical papers)

If a candidate fails in only one or two theory papers in the second year from the year of his/her admission he/she shall have a chance to re-appear in those papers only in the immediate next year. Results of all such candidates will be declared as per clause of **Examination Rules**.

Every student-teacher has to complete his / her B.Ed. Examination within three chances.

To pass B.Ed. Examination 40% marks is mandatory in each papers.

Foundations of Education

Paper – I

Philosophical Foundation of Education and Curriculum Development

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 and Scope of Education:

- (i) Meaning, (ii) Aims, (iii) Objectives of Education in relation to time and Place
- (iv) The four pillars of education proposed by Delors Commission (1996).

12 classes

Unit-2 : Bases of Education :

Philosophical, Sociological, Biological, Psychological, Economical

10 classes

Unit-3 : Child – Centric Education: Concepts, Features & importance.

Unit-4 :

- i) **Philosophy and Education** : Significance, Educational practices and problems.
- ii) **Major Philosophical thoughts** : 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) Swami Vivekananda : Concept, Aims, Curriculum, Methods, Man-making Education.
- b) Rabindranath : Concept, Aims, Curriculum, Methods, and Educational experiment.
- c) Gandhiji : Concept, Aims, Curriculum, Methods and Basic Education.
- d) Rousseau : Concept, Aims, Curriculum, Methods and Child-centric Education.
- e) Froebel : Concept, Aims Curriculum, Methods and Part-whole theory.
- f) Dewey : Concept, Aims, Curriculum, Methods and Activity Centred Education.

16 classes

Unit-6 : Factors of Education : Learner, Teacher, Curriculum, School and their inter-relationship.

10 classes

Unit-7 :

a) **Modern Concept of Curriculum** :

- (i) Concept (ii) 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., Co-curricular activities and their importance.

c) **Curriculum Planning and Development :**

- i) Nature of discipline and Curriculum Planning.
- ii) Basic consideration in curriculum planning.
- iii) Model of Curriculum Development.
- iv) Process of Curriculum Development.
- v) The concept and need of curriculum evaluation.
- vi) Present curriculum structure at the school level in West Bengal.

10 classes

Unit-8 :

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

4 classes

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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.
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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. And Bengali Books of the paper

Paper – II

Sociological and Economical Foundations 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 and social mobility.
- Education and culture, cultural lag.

14 classes

U nit-2: Education and National Development:

- Education as a means of national welfare.
- Education and Human resource development.

6 classes

Unit-3: Education and Economic Development:

- Meaning and Nature
- Education for employability
- Education as an investment
- Privatization of education
- Public-Private partnership
- Liberalization in education
- Globalization on Education
- Problems related to child labour and measures for their welfare and education.

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	
Unit-6: Population education:	16 classes
- 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.	
Unit-7: Environmental Education:	10 classes
- Concept, Scope, Approaches, needs of environmental education at secondary stage. Conservation of Environment.	
Unit.-8: Emerging concerned in Indian education:	6 classes
- 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.
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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.
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14. Rush, R.R. : The Philosophical Bases of Education
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20. Shrivastava, K.K. : Philosophical Foundations of Education, Kanishka Publishers, Distributors, New Delhi-110002
21. Ghosh , Suresh C. : History of Education in India, Rawat Publications
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24. Chandra, S.S. : Sociology of Education
25. Talesra, H : Sociological Foundations of Education
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28. Pathak, G. & Deka, A., Foundations of Education, Surya Prakash, Guwahati, Assam, 2013

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 Contributions of various major Committee and Commissions on education (Pre-Independence Period), – Wood’s Despatch, Hunter Commission and Sargent Report.
10 classes
- Unit –II:** Brief review of the contributions 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), 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- VII: Peace Education:

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

6 classes

Unit- VIII: Present problems & Prospect:

Elementary Education (Special reference with SSA), Secondary Education
Higher Education, Women Education, Teacher Education, Inclusive Education,
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.
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6. Chakraborty, S.C. Modern Indian Education.
7. Ministry of Law and Justice, Right to Education Act (2009), Govt. of India, New Delhi.
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9. Narula, M (2006). Quality in School Education : Secondary Education and Education Boards, New Delhi, NUPEA / Sipra.
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12. UNESCO (2004). Education for All. The Quality Imperative, EFA Global Monitoring Report.
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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: Introduction to Educational Psychology

- a) Meaning Nature, Scope and relevance of educational psychology
- b) Methods of educational psychology (Process, Merits and Limitations)

8 classes

Unit- II: Understanding the development of the learner

- a) Concepts of Growth & Development
- b) Developmental characteristics of Late Childhood and Adolescence with reference to physical, , emotional Language and social aspects.
- c) Adolescent issues & Roles of the teacher : Peer Pressure, substance abuse, early exposure through media/internet.
- d) Theories of Development
 - i) Piaget's theory of Cognitive Development
 - ii) Erikson's theory of Psychological Development
 - iii) Kohlberg's theory of Moral Development

20 classes

Unit III: Differently abled children and inclusive education

- a) Concept of Differently abled children
- b) Types of Differently abled children
- c) Basic learning barriers, – such as, Dyslexia, Dyscalculia, Dysgraphia (Characteristics & Strategies).
- d) Inclusive Education : Meaning Needs and process.

10 classes

Unit IV: Learning:

- a) Meaning and concept of learning.
- b) Theories of Learning:
 - i) Pavlov's theory of conditioning
 - ii) Thorndike's Theory of learning
 - iii) Skinner's theory of learning
 - iv) Cognitive/Field theory (Gestalt)
 - v) Constructivist learning.
 - vi) Factors influencing learning & teaching process (related to learner, teacher and method).

14 classes

Unit – V: Transfer of Learning and memory and forgetting:

- 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 / Freud's)

6 classes

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 intelligences.
- Measurement of Intelligence.
- Concept, factors & nurturing of creativity.

10 classes

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:

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5. Mangal, S. K. (2000). *Advanced Educational Psychology*. Prentice hall of India Pvt. Ltd. New Delhi.

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13. আধুনিক শিক্ষা মনোবিজ্ঞান - ড. তুহিন কুমার সামন্ত ও দিপালী নন্দন

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:

- Concept of Instruction
- Educational and Instructional objectives
- Approaches to Instruction – Direct and indirect instruction

10 classes

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

8 classes

Unit-4: Instructional objectives:

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

10 classes

Unit-5: Methods of teaching:

- Concept of teaching method
- Lecture, Demonstration, Project method, problem solving method, Heuristic method and Discussion

14 classes

Unit-6: Technology –based teaching strategies:

- Web-based Instruction, Multi-media, CD-ROM, Intelligent tutorial system
- CAL/CAI

12 classes

Unit- 7: Models of Teaching:

Concept of teaching model
Advance Organizer model- Ausubel
Concept Attainment model – Brunner
Inquiry Training model- Suchman

12 classes

Unit –8: Classroom management:

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

6 classes

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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, Conduct Disorder, Disrupt Behaviour Disorder.
- Maladjusted pattern of behaviour in adolescence.

10 classes

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 between guidance and counselling
- 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: Organizing guidance and counseling services:

- 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.

20 classes

- The guiding parents
- Evaluation of guidance services.

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2. শিক্ষায় সংগতি - অপসংগতি এবং নি-র্দশনা - ড. সনৎ কুমার ঘোষ
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Paper-VII

Educational Management and Administration

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 an 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: Physical Facilities in a School:

- Physical resources in a school – physical space (building) with adequate classroom space, adequate furniture.
- Learning resources such as laboratories, library, sports field, staff rooms and common rooms.
- Management of physical resources – Cleanliness, appropriate use of each with an intent or schedule.
- Streamlining ways of using the facilities :- coordination, sharing.

14 classes

Unit-3: Essential factors of school organization and School Services:

- 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.
- Students' Self-government and Discipline;
- Physical Education;
- Library;
- Health Services and Sanitation;
- Community Services with special reference to Literacy Drive;
- School Complex.

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: Classroom and other Educational Management in School :

a) Classroom management –

- Concept, need and approaches.
- Roles of students in a classroom – leader, follower and non-participant.
- Role of teacher in classroom management.
- Managing behavioral problems in a classroom – Preventive, Supportive and Corrective.
- Punishment and its legal implications – the rights of a child.
- Time management in a classroom – allocated time versus engaged time.

14 classes

b) 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-6: School Environment – Teachers’ Role

- Teacher as the Manager of the Classroom – qualities and role.
- School environment – concept and characteristics, congenial school environment.
- Professional Ethics and Accountability, Commitment, performance and competency of the Teacher.
- Headmaster as the leader of school.
- Team work in implementation of school program.
- Different co-curricular activities – organization, effectiveness, usefulness – role of teacher.

6 classes

Unit-7. Mechanisms for coordinated functioning in school and Quality Management

- Institutional planning : long term and short term.
- Day to day schedules – time table, notifications, announcements.
- Institutional academic calendar.
- School managing committee : its constitution and functions.
- School-community Relationship.
- Regular documentation of events and activities of the school.
- Role of Administrative Authorities in local/state level/central level
- Board/Council of Secondary/Higher Secondary Education.
- NCERT & SCERT
- Managing Committee/Academic Council/Staff Council of the School.
- Management Information System (MIS).
- Feedback & Re-planning.

12 classes

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10. শিক্ষা-ব্যবস্থাপনা -- ড. দেবশিস পাল, ড. দেবশিস ধর, ড. মধুমিতা দাশ, ড. পারমিতা ব্যানার্জি
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Paper-VIII
Educational Technology and Assessment

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 organization, 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 organization
- 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 Assessment:

- Meaning, Importance and difference among Measurement, assessment, Evaluation and their interrelationship.
- Principles of assessment and evaluation.
- Purposes of Assessment : Prognostic, Monitoring of Learning, Providing Feedback, Promotion, Placement, Certification, Grading and Diagnostic.
- Scales of Measurement

- Formative and Summative Evaluation
- Need for continuous and comprehensive assessment.

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:

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11. শিখনর অ্যা-সস-মন্ট, 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-বিভ্রমণে ও শিক্ষণ পদ্ধতির পাঠ্যসূচী

বিভাগ - ক
বিষয় ও শিক্ষণ কল্পে বিষয়-বিভ্রমণ (২০ + ২০)

একক - এক : প: ক: ম: শি: পর্বদ এর নবম ও দশম শ্রেণীর বাংলা বিষয়ের পাঠ্যসূচী (২০)
একক - দুই : নবম - দশম শ্রেণীর পাঠ্যসূচী অনুযায়ী শিক্ষণ কল্পে বিষয়-বিভ্রমণ (২০)

পঠনীয়

একক - এক : বিষয় নির্বাচন

প: ক: ম: পর্বদ / সমবয়সী পর্বদ এর নবম ও দশম শ্রেণীর উপযোগী গদ্য, কবিতা ও ব্যাকরণ।

একক - দুই : উপরোক্ত বিষয় নিম্নরূপে বিভ্রমণ -

পাঠের উদ্দেশ্য সমূহ (সমাপলকিমূলক / দক্ষতামূলক)।
উপএকক হিসাবে পাঠের চিহ্নিতকরণ।
পাঠ এককের বিজ্ঞানসম্মত উপএকক নির্বাচন।
শিক্ষণ পদ্ধতি / কৌশল নির্বাচন।
ভাষামূলক দক্ষতা উন্নয়নের ক্ষেত্রে চিন্তনধর্মী প্রশ্নের সাহায্যে প্রকাশ্যমিতা
উদ্দেশ্য জিত্তিক অর্জন।
শিক্ষামূলক প্রশ্নোত্তর নির্বাচন ও প্রকৃতির সংক্ষিপ্ত বিবরণ।

বিভাগ - খ
শিক্ষণ - পদ্ধতি (৬০)

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 মাধ্যমে মাতৃভাষা শিক্ষা এবং মাতৃভাষা চর্চার প্রয়োজনীয়তা।
আন্তর্জাতিক মাতৃভাষা দিবসের তাৎপর্য।
মাতৃভাষা ও সাহিত্যে অনুশীলন গ্রন্থাগারের গুরুত্ব।
মাতৃভাষা চর্চার 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 : বাক্যত্রয় ও ধ্বনিতন্ত্রের সংক্ষিপ্ত আদর্শ যারণাসমূহ উপযোগিতা।
পঠন : প্রকারভেদ। আদর্শ পঠনের বৈশিষ্ট্য।
কবিতা শিক্ষাদানের উদ্দেশ্য, গুরুত্ব, পদ্ধতি।
গদ্য শিক্ষাদানের উদ্দেশ্য, গুরুত্ব, পদ্ধতি।

ব্যবহার - 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 পাঠ : বাংলা ভাষা ও সাহিত্যের শিক্ষণ কৌশল সংক্রান্ত পদ্ধতি।

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

References :

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

**PEDAGOGICAL ANALYSIS OF CONTENTS AND METHODOLOGY OF TEACHING
ENGLISH**

Group – A

Contents and Pedagogical Analysis of Contents (20+20 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 20 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 (60 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.
 - v) Modern trends in Teaching English as a second language.
- c) 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.
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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

**PEDAGOGICAL ANALYSIS OF CONTENTS AND METHODOLOGY OF TEACHING
SANSKRIT**

Group – A

Contents and Pedagogical Analysis of contents (20+20 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 : 20 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 (60 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

PEDAGOGICAL ANALYSIS OF CONTENTS AND METHODOLOGY OF TEACHING ECONOMICS

Group – A

Contents and Pedagogical Analysis of Contents

(20+20 marks)

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

20 marks

Unit 2. Pedagogic Analysis of Content.

20 marks

- 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

(60 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.

PEDAGOGICAL ANALYSIS OF CONTENTS AND METHODOLOGY OF TEACHING GEOGRAPHY

Group – A Contents and Pedagogical Analysis of Contents (20+20 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: 20 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 (60 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. Relations 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 & WBCHE. Significance of study tour / field in geography curriculum. Reference Material – Encyclopedia, 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 costal 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, Bhujanga 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.

PEDAGOGICAL ANALYSIS OF THE CONTENT AND METHODOLOGY OF TEACHING HISTORY

Group– A

Contents and Pedagogical analysis of contents

(20+20) 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 VI-VIII.

20 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 BACKGROUNDS OF TEACHING HISTORY.

- a) Meaning, Definition and Modern Concept of History.
- b) Nature – Is History Science or Arts?
- c) Aims, values and objectives of Teaching History at Secondary & Higher Secondary Stage.
- d) Inter-Relationship and Correlation with other subjects.
- e) Teaching History for National Integration & International understanding.
- f) Sources of History – Importance of Primary & Secondary Sources.
- g) Modern Indian Historiography.

UNIT – 2. CURRICULUM OF HISTORY.

- a) Concepts, trends & principles in History curriculum construction.
- b) Recent curricular concerns in India (with reference to Secondary and H.S. level)
- c) Place of History in Secondary & Higher Secondary Level Curriculum in West Bengal.
- d) Criteria of selecting content for History Syllabus at Secondary and Higher Secondary Level.
- e) Evaluation of existing History Syllabus in Secondary & Higher Secondary Level in West Bengal.
- f) Criteria of a good History text book.

Unit – 3 : METHODS AND STRATEGIES FOR TEACHING HISTORY.

- a) Characteristics of Good Teaching Method in History.
- b) Lecture Method.

- c) Discussion Method.
- d) Dramatization Method.
- e) Project Method.
- f) Source Method.
- g) Quality of a Good History Teacher.
- h) Role of History Teacher in Managing Controversial Issues.
- i) Problems of teaching History in the Indian context.

UNIT - 4. PLANNING FOR TEACHING HISTORY.

- a) Models of teaching History.
- b) Concept and preparation of Unit Plan.
- c) Lesson Plan : Concept, Importance and Preparation of Lesson Plan.
- d) Formulating Instructional Objectives in teaching History.
- e) Planning for developing teaching skills.
- f) Constraints related to teaching History.

UNIT – 5. RESOURCES TO TEACHING HISTORY.

- a) Learning Resources in History –Time Line, Map, History Room, History library & History Museum as learning resources.
- b) Importance and types of teaching aids.
- c) ICT and History Teaching – ICT as a learning resource in Teaching History.
- d) Text Book, Reference & Collateral reading as learning resources.
- e) Co-curricular activities as instructional aids.

UNIT – 6. EVALUATION IN HISTORY.

- a) Meaning and purpose of evaluation.
- b) Assessment of Cognitive and Non-Cognitive aspect related to History.
- c) Comprehensive and Continuous Evaluation (CCE) : Concept.
- d) Tools & Techniques of Evaluation in History.
- e) Preparation of Unit / Achievement Test in History.
- f) Types of Questions.
- g) Diagnosis of learning difficulties in History.
- h) Review of Present Evaluation System in History at Secondary and Higher Secondary Stage in West Bengal.

UNIT – 7. HISTORY TEACHER.

- a) Essential competencies of History teacher.
- b) Professional development of History teacher.
- c) History teacher and controversial issues.
- d) Self and peer evaluation for effective teaching.

References :

1. Carr, E. H. (1961). What is History ? London, Macmillan and Co. Ltd.
2. Ghosh, K. D. (1951). Creative Teaching of History. Calcutta. Oxford University Press.
3. Chowdhuri, K. P. (1975). Effective Teaching of History in India, New Delhi, NCERT.
4. Ghate, V. D. (1962). The Teaching of History, Bombay, Oxford University Press.
5. Jadav, Nirmal (2001). Teaching of History, New Delhi, Anmol Publication.
6. Sharma, S. K. Teaching of History, New Delhi, Lotus Press.
7. Collingwood, R. G. (1951). The Idea of History. London, Oxford University Press.
8. Johnson, H. (1942). The Teaching of History in Elementary and Secondary School, New York, Macmillan.
9. Philip, Ian (2008). Teaching History: Developing as a Reflective Secondary Teacher, New Delhi, Sage Publication India Pvt. Ltd.
10. Haydn, Terry and Counsell, Christine (2003). History, ICT and Learning in the Secondary School, U. K. Rutledge.

PEDAGOGICAL ANALYSIS OF CONTENTS AND METHODOLOGY OF TEACHING LIFE SCIENCE

Group – A

Contents and Pedagogical analysis of contents (20+20) 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. 20 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

(60 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

- 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 :-
- vi) Science fair and club.
- vii) Field trips and specimen collection / dissection
- viii) Science magazine
- ix) Science quiz
- x) 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 labeling
- 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

PEDAGOGICAL ANALYSIS OF CONTENTS AND METHODOLOGY OF TEACHING MATHEMATICS

Group – A

Contents and Pedagogical Analysis of contents

(20+20 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 : 20 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

(60 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 -- সূত্র ব্যাঞ্জি
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.
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8. Kumar, Sudhir, Ratan, P.N., Teaching of Mathematics, New Delhi: Anmol Publication Pvt.Ltd.
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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.
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PEDAGOGICAL ANALYSIS OF CONTENTS AND METHODOLOGY OF TEACHING PHYSICAL SCIENCE

Group – A

Contents and Pedagogical Analysis of contents

(20+20 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 : 20 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

(60 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 Method; 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.

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. Vaideya, 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 CO_2 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 Titrimetric method

Note:

- A student teacher is required to perform at-least five experiments from Sl. No. 1 to 7 and two from the rest.
- A examinee is required to perform one experiment from Sl. No. 1 to 7 and one experiment from 8 to 11 in the final laboratory Practical Examinations.

PEDAGOGICAL ANALYSIS OF CONTENTS AND METHODOLOGY OF TEACHING VISUAL ARTS

Group – A

Contents and Pedagogical Analysis of contents

(20+20 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 – 20 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 Visual Arts

(60 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 মুখাপাধ্যায়

PEDAGOGICAL ANALYSIS OF CONTENT AND METHODOLOGY OF TEACHING WORK EDUCATION

Group – A

Contents and Pedagogical Analysis of contents

(20+20 marks)

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

Unit – 2. Pedagogical Analysis : 20 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

Methodology of Teaching Work Education

(60 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; candle 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 চ-ট্রাপাধ্যায়, অরুণ প্রামাণিক
2. কর্মশিক্ষা কী কেন কীভা-ব -- শিবপ্রসাদ চক্রবর্তী
3. কর্মশিক্ষা -- WBBSE
4. কর্মশিক্ষা বিষয় ও প্রকল্প -- অধ্যক্ষ পিয়ূষ কান্তি চ-ট্রাপাধ্যায়

**PEDAGOGICAL ANALYSIS OF CONTENTS AND METHODOLOGY OF TEACHING
NEPALI**

Group – A

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

- iii) Division of the units into suitable subunits specifying the number of periods
- iv) 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 Nepali (60 marks)

Unit – 3. General Discussion

- d) Historical background and present status of ELT in India.
- e) Aims & Objectives of teaching Nepali
 - vi) as a link language.
 - vii) as a tool for learning empowerment
 - viii) as a library language.
 - ix) as an regional language.
 - x) Modern trends in Teaching Nepali as a first language.
- f) Aims & Objectives of teaching English as a second Language in Curriculum as mentioned in WBBSE.

Unit – 4. Language Learning

- f) Different between First language and second language and foreign language.
- g) Nepali as first language.
- h) Language learning and language acquisition.
- i) Bilingualism and multilingualism.

- j) 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 Nepali as a first 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 Nepali

- 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

- vi) Assessment of English language learning
- vii) Principles of constructing a Nepali language test.
- viii) Characteristics of a good test -- Reliability and validity.
- ix) Types of tests.
- x) Construction of an Nepali language question paper.

Unit – 8. Learning Resources

- v) Learning Resources in Nepali language: concept and its importance.
- vi) Different Resources :
 - Print (books, manuals etc.)
 - Audio
 - Others (Projected & non projected)
- vii) Language Laboratory and its importance.
- viii) ICT and Nepali teaching – Role of ICT

References: