

**WEST BENGAL BOARD OF PRIMARY EDUCATION
SYLLABUS OF D.ED COURSE (2 YEARS)**

PAPER -1 BASIC CONCEPTS IN EDUCATION

Full Marks 100 (Part I: 50 & Part II: 50)

Syllabus for Part I (Full Marks 50)

- 1. Philosophical Foundations Education** **20**
i) Definition of Philosophy
ii) Definition of Education
iii) Relation between Philosophy and Education
iv) Idealism, Naturalism and Pragmatism
v) Influence of these Schools of Philosophy on diverse issues of Education (aim, curriculum, method of teaching and discipline)
- 2. Factors of Education** **10**
a) General discussion on the four factors of education (Teacher, Learner, Curriculum and School)
b) The Teacher Duties and Functions
c) The Learner (Child) Child centric education and its importance.
- 3. General introduction "Progressive Thoughts" in education of the following Indian Educators:** **20**
i) Iswar Chandra Vidyasagar
ii) Rabindranath Tagore
iii) Swami Vivekananda
iv) Mahatma Gandhi

Syllabus for Part II (Full Marks 50)

- 1. Sociological Foundations of Education** **15**
i) Relation between Individual and Society
ii) Relation between Education and Society
iii) Significance of Sociological Foundations of Education
- 2. A) The Curriculum** **20**
Definition of Curriculum Traditional and Modern Curriculum Factors of Curriculum construction with particular reference to the following:
i) Purposes of education ii) Needs and abilities of the educands iii) Availability of resources
B) The School
i) Concept, as a Society in miniature ii) Functions of School
- 3. General introduction to 'Progressive Thoughts' in education of the following Western Educators:** **15**
i) Rousseau ii) Froebel iii) Montessori

PAPER II EDUCATIONAL PSYCHOLOGY & LEARNING PROESS

Full Marks 100 (Part I: 50 & Part II: 50)

Syllabus for Part I (Full Marks 50)

- 1. Meaning, Nature and Scope of Educational Psychology** **15**
a) Definition of Psychology
i) as science of behaviour ii) as science of cognition
iii) as science of affective process iv) as science of psychomotor behaviour
b) Definition of Educational Psychology
c) Relation between Education and Psychology
d) Scope of Educational Psychology
- 2. Development of Child** **20**
i) Stages of Development (Infancy, Childhood and Adolescence):
ii) Types of Development-
a) Physical b) Motor
c) Language and Speech d) Cognitive
e) Emotional f) Social
- 3. Basic Cognitive Process**
a) Sensation b) Perception c) Attention

Syllabus for Part II (Full Marks 50)

- 1. Basic Cognitive Process** **5**
a) Concept formation
i) Definition of Concept ii) Steps in concept formation
iii) Development of concepts an iv) Role of the teacher
- 2. Learning Process** **15**
a) Definition of learning
b) Types of learning
i) Rote learning ii) Concept learning iii) Problem Solving learning
c) Remembering (Learning Retention Recall - Recognition) and Forgetting
- 3. Theories of learning and their applications in classroom** **20**
i) Theory of connectionism Learning by Trial and Error (Thorndike)

- ii) Learning by conditioning Classical conditioning (Pavlov)
 - Operant conditioning (Skinner)
 - iii) Learning by Insight (Gestalt Theory)
 - iv) Elementary idea of constructivism (meaningful learning)
4. Motivation
- i) Meaning
 - ii) Determinants derives, needs, interest and anxiety
 - iii) Techniques to motivate learners.

PAPER III PLANNING, MANAGEMENT, METHODOLOGY AND EVALUATION

Full Marks 100 (Part I: 50 & Part II: 50)

Syllabus for Part I (Full Marks 50)

- 1. Planning and Management (8 x 5) = 40**
- a) Concept of Planning and Management
 - i) Relationship between Planning and Management
 - b) Organisation and Management of Primary Education
 - i) Output of General Administration
 - ii) Needs and functions of School Organisation
 - c) Type of School
 - i) Types of Primary Schools in West Bengal
 - ii) Planning and management of Primary Schools in West Bengal
 - d) Time and Resource Planning
 - i) Time management Meaning and needs of Management - Basics of School time table
 - ii) Resource Management Meaning and needs of Resource management in Primary School
 - e) Management of activities in Primary School
 - i) Curricular activities (Knowledge , skill and Value based activities)
 - ii) Different Co- curricular activities (their management and organization)
- 2. Methodology of Evaluation 10**
- a) Measurement and Evaluation
 - i) Nature, Concept and definition, Nature of evaluation
 - ii) Relation between Measurement and Evaluation
 - iii) Type of evaluation and their application in Primary Education

Syllabus for Part II (Full Marks 50)

- 1. Planning and Management**
- a) Discipline and classroom management 6
 - b) Teacher Student relationship 7
 - i) Development of Teacher- student relationship and its importance
 - c) Parents- teacher relationship 7
 - i) Development of Parent-teacher relationship and its importance
- 2. Methodology and Evaluation**
- a) The following methods of teaching. 10
 - (Description , Importance , Advantages and Limitations only)
 - i) Lecture Method
 - ii) Activity Based Method
 - iii) Project Method
 - b) Continuous Evaluation in Primary education 10
 - i) Concept and nature
 - ii) Continuous and Comprehensive Evaluation (C. C. E) in Primary Education with special reference to West Bengal
 - c) Remedial Teaching 10
 - i) Concept , Types and Nature
 - ii) Identification of children with learning difficulties in respect of Reading , Writing and Arithmetic and their Remedial Teaching .

PAPER IV - DEVELOPMENT OF EDUCATION IN CONTEMPORARY INDIA

Full Marks 100 (Part I: 50 & Part II: 50)

Syllabus for Part I (Full Marks 50)

- 1. Emergence of Indian Education System Since The 'Freedom Struggle' (From 20th Century only) 20**
- a) A synoptic view of National Education Movement (1903 1938)
 - i) Causes and development
 - ii) Different phases and their characteristics
 - iii) The National Council of Education and its impact on Indian Education
 - b) Education in the Constitution of India (Major areas only)
 - i) Directive Principles
 - ii) Fundamental Rights
- 2. Basic Education 10**
- i) Development
 - ii) Successive modifications
 - iii) Limitations
 - iv) Impact on modern Primary Education
- 3. Five Year Planning and Primary Education in India (Current and immediately preceding Plan only) 10**
- i) Five Year Planning and Education in general
 - ii) Impact of Five Year Planning on Primary Education
- 4. Kothari Commission Recommendations regarding Primary Education 10**
- i) Structure
 - ii) Aims and objectives
 - iii) Curriculum and
 - iv) Teacher's Training

Syllabus for Part II (Full Marks 50)

1 . Himansu Bimal Majumder Commission on Primary Education (1979)	8
2 . Asoke Mitra Commission on Primary Education (1991 1992)	6
3 . National Policy on Education (1986) with reference to Primary Education only	6
4 . Universalisation of Elementary Education	10
i) Concept ii) Need iii) Importance iv) Development and Planning (with special reference to W. Bengal)	
5 . Needs and importance of Primary education :	10
For SC, ST, OBC, Women, Other Economically Backward classes	
6 . Education of the children with special needs (Elementary Level only)	10
i) Types of children with special needs. ii) Identification of Visual and hearing impairment and mild mental retardation.	
iii) Concept of inclusive education	

বিষয় জ্ঞান ও পাঠন পদ্ধতি - বাংলা (প্রথম ভাষা)

পূর্ণমান- ১২৫

উদ্দেশ্য :-

- প্রাথমিক স্তরের ভাষা ও সাহিত্যে পাঠ পরিচালনায় দক্ষতা অর্জন করতে সহায়তা করা।
- সমাজের বিভিন্ন স্তরের শিশুদের ভাষা শিক্ষার সমস্যার সঙ্গে পরিচিত হওয়া এবং তার সমাধানের দক্ষতা অর্জনে সহায়তা করা।
- শিশু সাহিত্য সম্বন্ধে শিক্ষার্থীর জ্ঞান আরও প্রসারিত করা।
- রুচিশীল দৃষ্টিভঙ্গী ও যুক্তিসম্মত মানসিকতা গঠন সহায়তা করা।
- মাতৃভাষার বিশেষ গঠন, ব্যাকরণের মূলনীতি ও বাগবিধির ক্রমান্বয়ে পরিচয় করানো।

Part-I

পূর্ণমান -৬০ (বিষয় ২০, পদ্ধতি ৪০)

বিষয় ২০

১. পদ্য	৬
কাণ্ডারি হুঁশিয়ার - কাজী নজরুল ইসলাম	
ছেলের দল - সত্যেন্দ্রনাথ দত্ত	
নোট বুক - সুকুমার রায়	
২. গদ্য	৬
পোষ্ট মাস্টার - রবীন্দ্রনাথ ঠাকুর	
দুখের দাম - বলফুল	
৩. ব্যাকরণ	৮
ক) ভাষার এবং উপভাষার সংজ্ঞা - উভয়ের সম্পর্ক	
খ) এপভাষার দুটি রূপ - কথ্য ও লেখ্য	
কথ্য উপভাষার পাঁচটি রূপ - রাঢ়ী, বঙ্গালী, কামরূপী, বরেন্দ্রী ও ঝাড়খণ্ডী	
লেখ্য উপভাষার দুটি রূপ - পদ্য ও গদ্য	
গদ্য উপভাষার দুটি রূপ - সাধু ও চলিত	
প্রাথমিক স্তরের বাংলা শিক্ষার ক্ষেত্রে আঞ্চলিক ভাষা এবং মান্য চলিত বাংলা ভাষার পার্থক্যজনিত সমস্যা ও তার সমাধান-প্রয়াস।	
গ) পদ পরিচয় - কার্যগত (Functional) ও অস্বয়গত (syntactic)	
ঘ) সমাস	

Part-I (পদ্ধতি -৪০)

১. প্রাথমিক স্তরে মাতৃভাষা শিক্ষার লক্ষ্য, উদ্দেশ্য ও প্রয়োজনীয়তা।	৬
২. ভাষা শিক্ষার বিভিন্ন স্তরঃ-	১২
ক) শোনা - প্রাথমিক শিক্ষায় শোনার গুরুত্ব	
খ) বলা - আদর্শ কথন	
গ) নির্ভুল বর্ণ ও শব্দ উচ্চারণের অভ্যাস গঠন - পদ্ধতি (কথোপকথন, ছড়া ও কবিতা আবৃত্তি, গল্প বলা ও গদ্যাংশ পাঠ)	
ঘ) পড়া - আদর্শ পঠনের বৈশিষ্ট্য	
সরব ও নিরব পাঠের প্রয়োজনীয়তা	
সরব ও নিরব পাঠের অভ্যাস গঠনের পদ্ধতি	
ঙ) লেখা - আদর্শ লিখনের অভ্যাস গড়ে তোলার পদ্ধতি	
চ) অনুলিখন, শ্রুতিলিখন	
ছ) বলা, পড়া ও লিখন ক্ষেত্রে যতি চিহ্নের যথাযথ ব্যবহার রীতি।	
৩. মাতৃভাষা শিক্ষাদানের কয়েকটি পদ্ধতি	৬
ক) বর্ণানুক্রমিক	
খ) শব্দানুক্রমিক	
গ) বাক্যানুক্রমিক	

- ঘ) ছড়া, গল্প বলা ও অভিনয়, আরোহী পদ্ধতি
৪. ক) ভাষা শিক্ষার সহায়ক উপকরণের গুরুত্ব ৮
খ) দর্শন ও শ্রুতিনির্ভর উপকরণ সমূহের শ্রেণিকক্ষে ব্যবহার ও প্রয়োগ পদ্ধতি - চাট, মডেল, ব্লাকবোর্ড, পকেটবোর্ড, অডিও/ভিডিও ক্যাসেট/সিডি
৫. অনুপাঠনের ধারণা ও পাঠ পরিকল্পনা -(প্রথম শ্রেণি থেকে পঞ্চম শ্রেণি) ৮
(Macro-Teaching)

Part-II

বাংলা

পূর্ণমান-৬৫ (বিষয় ২০, পদ্ধতি ৪৫)

বিষয় ২০

পাঠ্যসূচী :- চতুর্থ ও পঞ্চম শ্রেণির প্রচলিত বাংলা সাহিত্যের পাঠ্যসূচী এবং মাধ্যমিক স্তরের পাঠ্যসূচীর নিম্নলিখিত বিষয়গুলির বিশদ ও পর্যাপ্ত জ্ঞান-

১. পদ্য ৪
ভারততীর্থ- রবীন্দ্রনাথ ঠাকুর
দেশ - জসীমউদ্দিন
২. গদ্য ৪
অভাগীর স্বর্গ - শরৎচন্দ্র চট্টোপাধ্যায়
প্রাচীন ভারতের বিজ্ঞান চর্চা - সত্যেন্দ্রনাথ বসু
খাজাঞ্জিবাবু - তারাশঙ্কর বন্দোপাধ্যায়
অযান্ত্রিক - সুবোধ ঘোষ
৩. আধুনিক বাংলা সাহিত্যের ইতিহাসের সংক্ষিপ্ত রূপরেখা ৪
৪. কবি ও লেখক পরিচিতি-(প্রথম শ্রেণি থেকে পঞ্চম শ্রেণির পাঠ্যসূচী অনুযায়ী) ৪
৫. ব্যাকরণ ৪
প্রবাদ প্রবচন, সমোচ্চারিত ভিন্নার্থক শব্দ, বিপরীত শব্দ, সমার্থক শব্দ, বিভিন্ন ধরনের বাক্যগঠন পদ্ধতি (অর্থগত ও গঠনগত)

Part-II (পদ্ধতি-৪৫)

১. ব্যাকরণ শিক্ষার প্রয়োজনীয়তা ৪
২. প্রতিবেদন রচনা, অনুচ্ছেদ রচনা, পত্ররচনা শিখন পদ্ধতি ৬
৩. মাতৃভাষা শিক্ষাদানের কয়েকটি পদ্ধতি - কথোপকথন, আলোচনা, অনুবন্ধ ও প্রকল্প পদ্ধতি ৮
৪. উচ্চারণ ও বানান সমস্যা এবং তার প্রতিকার ও পদ্ধতি সমূহ - (পশ্চিমবঙ্গ বাংলা অকাদেমি প্রণীত বাংলা বানানবিধি-র অনুসরণে) ৬
৫. সামর্থ্যভিত্তিক একক বিশ্লেষণের মাধ্যমে পাঠ- পরিকল্পনা ৬
৬. নিরবচ্ছিন্ন ও সামগ্রিক মূল্যায়ন: পাঠের একক বিশ্লেষণ ও অভীক্ষাপত্র প্রস্তুতিকরণ (পঞ্চম শ্রেণি) ৮
৭. সামর্থ্যে ভিত্তিতে পাঠটাকা ও পাঠ - পরিকল্পনা প্রস্তুতিকরণ (Macro - Teaching) (প্রথম থেকে পঞ্চম শ্রেণি) ৭

CONTENTS AND METHODS OF TEACHING ENGLISH

(SECOND LANGUAGE) Full Marks 125

Part-I [Full Marks- 60 (Content -30 & Method-30)]

CONTENTS-30

SYLLABUS

1. Common instruction to the learners 8(Item No.1 to 3)
2. Listening and speaking
3. Elements of Phonetics
a. General concept of Vowel and Consonants b. Diphthongs with a few example 7(Item No. 4&5)
4. Rules of Spelling
5. General Parameters of Graphology 15 (Item No.6, & 6.a. to 6.c.)
6. Elaborate and Sufficient knowledge of the Curriculum from I to Class V.
a. Functional use of the following through text (Up to Class V)
(i). Articles, Parts of Speech, Tenses, Genders, Numbers and Punctuations.
b. Learning English numerical and action verbs through pictures of object and rhymes.

METHODS- 30

1. Objectives of teaching English as second language at Primary Level. 10 (Item No.1 to 3)
2. Present approach of teaching English as second language.
3. Acquisition of four Skills: Listening, Speaking, Reading and Writing.
4. Methods of teaching Second language 8(Item No. 4 to 6)
a. Grammer translation method
b. Direct Method

- c. Communicative Language Teaching.
- d. Activity Based Method
- 5. Innovative Teaching Practical
- 6. Use of T.L.M and Realia
- 7. Evaluation of Learning English
- 8. Micro Lesson Notes (Class I to V)

12(Item No. 7 & 8)

N.B. Text Books to be utilized in classroom teaching (Micro)

Part-II

Full Marks- 65 (Contents-30 & Methods-35)

CONTENTS-30

- 1. Elementary Phonetics 5
Drilling in Minimal Pairs.
- 2. Comprehension, rewriting, grammar and different approaches to teaching for the following topics from the Text books (VI to Viii) Prescribed by the WBBSE. 25
 - a. Robert Bruce : Class VI
 - b. A tale about Tails (Part I) : Class VII and The Kitten at Play (Poem) : Class VII
 - c. i) The Great Teacher (Prose): Class VIII ii) The Voice of Love (Prose): Class VIII
iii) Leisure (Poem): Class VIII

METHODS-35

Section- I

10(Item No. 1 and 2)

- 1. Role of home as the ideal language class room (concept only)
- 2. Method of teaching English
 - a. Structure Approach Methods, b. Eclectic Method , c. Task based language Teaching, d. Co-operative language Teaching
- 3. Idea of Scaffolding 7 (Item No. 3 & 4)
Extension of learning English through art and craft, Physical Education, assembly, prayer, general health and hygiene.

Section II

10

- 4. i. Relevant portion of the Reports of the Kothari Commission, Himangshu Bimal Majumder Committee and Asok Mitra Committee on English language Teaching and Learning.
ii. Pabitra Sarkar Committee's Report (Chapter VII only)

N.B. Text Books to be utilized in Classroom teaching (Macro Teaching)

CONTENTS AND METHODS OF TEACHING MATHEMATIC

FULL MARKS -125

PART-I (FULL MARKS-60)

CONTENTS -20

Knowledge of the contents of Arithmetic meant for Classes I,II and III and the following concepts of mathematics Syllabus of Madhyamik level (WBBSE)

Four simple rules, L.C.M, H.C.F., Fraction , Decimal Fractions, Metric Measures, Square roots, Unitary Methods, Percentage, Simple Interest, and Time and work.

Methods- 40

- 1. History of teaching Mathematics at Primary level, place of Mathematics in the Primary Curriculum from the stand point of Practical , intellectual and moral values. 5
- 2. Objectives of teaching mathematics at Primary level in terms of competencies/ learning outcomes, development of interest and appreciation. 8
- 3. Construction of mathematics Curriculum at Primary level Principles of selection of content, the description of the selected content, the Principles of organization of content in each of the Classes (I to V) and organization of each of the topic over different Classes. Rules of organization : simple to complex, concrete to abstract. Criteria of good Mathematics Text books for Primary Classes. 6
- 4. The common teaching learning materials (TLM) used in teaching and learning of Mathematics audio, visual and audio- visual . Use of environment in teaching and learning of Mathematics, Principles of selection and effective use of TLM . Analyzing the units in mathematics in each class and preparing TLM for each unit:- with their uses. 10

5. Methods and techniques of teaching Mathematics at Primary level : Inductive and Deductive method, Analysis and Synthesis method, Activity based method and Mathematics games ; techniques of introducing natural numbers and four fundamental processes. **6**
6. Lesson Planning and preparation of Lesson Notes on the basis of skill (Micro Lesson Plans.)

PART- II (FULL MARKS -65)

CONTENTS -20

20

1. Knowledge of the existing Syllabus of the Mathematics for Classes IV and V and the following concepts of Mathematics Syllabus of Madhyamik level (WBBSE)

- a) Arithmetic Ratio and Proportion. Profit and Loss.
 b) Geometry- Different types of angles, triangles, quadrilaterals., their characteristics. Circle-its different parts and their relationship.
 c) Mensuration Area of Rectangles, Square, Circle, Volume of Cubes, Cylinder and Rectangle Parallelepiped.

Methods-45

1. Methods of teaching Mathematics in Primary Classes **10**
 Discovery methods, Problem solving method, Project method
2. Development of Mathematical concepts by life centric experience, drill and exercise **6**
3. Evaluation in Mathematics
 Purpose and characteristics, difference between traditional examination and evaluation **6**
4. Concept of Continuous and Comprehensive Evaluation (CCE), Competency based Unit analysis, Principles of constructing Unit test and Achievement test. **8**
5. Lesson Plan- development of Micro- Lesson plans based on competencies/ skills **10**
6. Learning difficulties in Mathematics
 Nature of learning difficulties, identification of learning difficulties , analyzing learning difficulties; **5**
 Cause of the difficulties (on the basis of the evidences in hand and by case study)- arrangement for remedial teaching.

CONTENTS AND METHODS OF TEACHING NATURAL SCIENCE

(FULL MARKS -75)

PART I (FULL MARKS-40)

CONTENTS (MARKS- 14)

1. Knowledge of the content of Paribesh Parichiti for Classes I & II and Natural Science meant for class- III. **4**
2. Knowledge of the following topics upto Madhyamik level of the WBBSE. **10**
 a) Insects, Birds and Reptiles., b) Photosynthesis and Cell., c) Biodiversity and Environmental Pollution., d) Work, Power and Energy, Reflection of Light., e) Properties and use of the following gases: Oxygen (O₂), Hydrogen (H₂), Nitrogen (N₂) and carbon Dioxide (CO₂)

METHODS (FULL MARKS -26)

1. Natural Science Meaning and concept, Place of Natural Science in Primary Curriculum **10 (Item No. 1 & 2)**
2. Aims and objectives of teaching natural Science (Objectives to be stated in behavioural terms). **10 (Item No. 3,4 & 5)**
3. Principles of Curriculum Construction of Natural Science Principles of selection of contents, Principles of organization of content (Logical and Psychological including concentric and spiral approach).
4. Resources of Science Teaching Resources available in the Environment, Improvisation of Teaching and learning Materials (TLM)- its underlying principles and importance
5. Use of TLM : - Black Boards, Charts, Models, Audio recording, ROM
6. Lesson Planning and preparation of Lesson notes on the basis of skill (Micro) **6**

PART- II (FULL MARKS- 35)

CONTENTS (MARKS- 10)

1. Knowledge of the contents of Natural Science meant for Classes IV & V . **3**
2. Knowledge of the following topics upto Madhyamik level of the WBBSE **7**
 Magnetic Induction, Coulomb's Laws in Magnetism and Electricity, Ohm's law, Resistance, Kinetic Energy and Potential Energy, Different Forms of Carbon, Properties of Iron , Copper, Aluminum and everyday uses, Organs and systems of Human body.

METHODS (FULL MARKS- 25)

1. Approaches and Methods of Teaching Natural Science **12 (Item No.1,2, &4)**
 - (a) Approaches :- Inductive and Deductive Approaches, Constructivist Approach.
 - (b) Methods :- Lecture- cum- discussion, Lecture- cum-demonstration, Problems Solving, Project, Cooperative Learning.
2. Activity
Field trip, Guided Observation of Nature, Maintaining Diary of Observation including Sketches, developing facilities like Nature's Corner , Aquarium in School.
3. Action Research **5**
Concepts of Action research in Science Education in Primary Schools-
 - i) Use of A.R. in : Identifying weak and talented students in Science
 - ii) Diagnostic Test and Remedial Teaching in Science
 - iii) Identifying needs of the talented students in Science and their nurturing.
4. Preparing Achievement Tests on different units of Natural Science.
5. Lesson Planning and preparation of Lesson Notes on the basis of Competencies (Macro). **8**

CONTENTS AND METHODS OF TEACHING HISTORY

FULL MARKS- 75

PART I (MARKS- 40)

CONTENTS (MARKS -14)

1. Knowledge of Paribesh Parichiti for Class I and II, and History of Classes- III and IV **5**
2. Knowledge of the following topics upto Madhyamik level of the WBBSE **9**
 - a) Mehargarh Civilisation in relation to other Ancient Civilizations
 - b) i) Contact of India by sea- route with South East Asia in the middle age and its commercial and cultural impact.
ii) Importance of Vishnu Temple of Ankorvat and the Stupa of Borabudur.
 - c) Religious Movements in the middle Age (Bhakti Cult and Sufism) Contributions of Saints towards unity and synthesis of religions.

METHODS (MARKS -26)

1. Aims and Objectives of teaching history at the Primary level. **7 (Item No. 1& 5)**
2. Methods of Teaching History **6**
 - a) Conversation, Story- telling and Question Answer methods (for classes I & II)
 - b) Pendulum method and Dramatic Method for teaching History .
 - c) Understanding Social environment and local History through Observation , Survey and Excursion
3. Use of the following in Teaching of History: **5**
Sketch, Charts, Model, Flannel Board , Pocket and Other Boards, Time- line , Historical Maps.
4. Lesson Planning and Preparation of Lesson notes on the basis of Competencies (Micro Lesson Plans) **8**
5. Continuous and Comprehensive Evaluation (CCE) in History (class I to Class IV) Unit Analysis of the Lessons and Preparation of Tests.

PART II (MARKS -35)

CONTENTS (MARKS-10)

1. Knowledge of the existing Syllabus of the history of Class- V **4**
2. Knowledge upto Madhyamik level of the following topics (WBBSE): **6**
 - i) Constitution of Indian Republic and its salient Features with Special reference to Right and Duties of Indian Citizen.
 - ii) Institutional frame work of the Indian Democratic Republic.

METHODS (MARKS- 25)

1. Methods of Teaching History at the Primary Level **7**
Discussion method and Project Method
2. 'Space' and 'Time' Consciousness in Teaching History **4**
 - i) Definition of 'Time' and 'Space' sense in History
 - ii) Different ways and means of developing time and space sense.
3. Lesson Planning and preparation of Lesson Notes on the basis of Competencies (Macro). **7**
4. Continuous and Comprehensive Evaluation in History : Unit Analysis of the Lesson and Preparation of Tests (Class- V).

CONTENTS AND METHODS OF TEACHING GEOGRAPHY

FULL MARKS 75

PART I (FULL MARKS 40)

CONTENTS (MARKS- 14)

1. Knowledge of the existing Syllabus of Paribesh Parichity for Class I & II and Geography for Class III. 4

5 (Item No. 2a & 2b)

2. Knowledge upto Madhyamik Level of the following topics (WBBSE)

a) Land Forms and their Classification .

b) Earth as a Planet.

Movements of the Earth Rotation and Revolution and their effects (Formation and length of day and night, Change of Seasons, Deflection on Planetary Winds). 5 (Item No. 2 c & 2d)

c) Environmental Pollution with special reference to Land, Water and Air.

d) Relief Drainage and Climate of West Bengal .

PART I - METHODS (MARKS 26)

1. Aims and Objectives of Teaching Geography at the Primary Level. 8 (Item No. 1 & 6)

2. Methods of Teaching Geography : 2 (Item No. 2& 5)

a) Conversation , Story Telling and Question Answer methods (for classes I & II)

b) Observation and Experimentation Method, Field study and Land Survey. 6 (Item no. 3& 4)

3. Preparation and use of Maps, Models (Low Cost & No.Cost), Globe , Sketches, Atlas. 4. Use of the following in Geography teaching different types of Maps,(physical, political, agricultural ,Industrial, forest and mineral), Picture and chart (for classes I to III).

5. Lesson planning and preparation of lesson notes on the basis of Competencies and Unit Analysis(Micro).

6. Continuous and Comprehensive Evaluation (CCE) and preparation of tests (classes I to III).

PART II - FULL MARKS 35

CONTENTS (MARKS -10)

1. Knowledge of the existing Syllabus of Geography for classes IV & V. 2

2. Knowledge upto Madhyamik level of the following topics (WBBSE) 5

a) Location of India , Political division of Indian Union into State and Union Territories.

b) Economic Geography of India

i)Agriculture resources food crops- Rice and wheat,

Planatation Crops- Tea and Coffee

Fibre Crops- Cotton and Jute.

ii) Mineral Resources- Iron Ore and Coal

iii) Energy Resources- Thermal,Hydro-electricity and Non- convential Power Resources (Solar,wind, Tidal)

iv) Industries textiles (cotton and jute) Iron and Steel (Engineering: Locomotives and Automobiles)

c) Neighbouring Countries of West Bengal : Nepal, Bhutan, and Bangladesh .

3. Elementary knowledge of Earthquakes, Cyclone, Flood, Tsunamis, and Global Warming. 3

METHODS (MARKS- 25)

1. Methods of teaching Geography at the Primary level

i) Discussion ,Discovery method and Project Method(Macro)

2. Familiarity with natural surroundings and value of observation s in the teaching of local geography weather observation (through simplified description of wind vane, rain gauge , Fortin's barometer, Sixes Thermometer, hygrometer and Simplified weather Chart for primary level). Use of Model on Day & Night . 6

3.Elementary knowledge of earthquakes, Cyclone, Flood, Tsunamis and Global warming. 8

4. Continuous and Comprehensive Evaluation (CCE) and preparation of tests (classes IV & V). 5

PHYSICAL EDUCATION AND HEALTH EDUCATION

FULL MARKS- 100

PART I (FULL MARKS- 50)

INTERNAL MARKS :- (Physical Education :- 6 & Health Education :- 4)

EXTERNAL EXAMINATION (WRITTEN) :- (Physical Education - 25 & Health Education - 15)

PHYSICAL HEALTH EDUCATION (Theoretical Paper Written Examination)

Marks - 25

1. a) Meaning, aims and objectives of Physical Education in Primary Education
- b) Physical Growth & Motor Development (upto 11 years) 5

8 (Item No. 2 & 3)

2. Components of Physical Fitness(Speed, Endurance, Agility, Strength and Balance).
3. a) Major Rules of i) Football, Kabaddi, Kho- kho Daria Bandha ,Throwball ii) Track Field Sports. (Running events, Long Jump and High Jump)
- b) Principles of laying out a running track.
4. Teaching methods of Physical Education Demonstration method, Whole Part Whole method, Imitation method.
5. Lesson Notes / Planning Teaching aids.

6 (Item No. 4 & 5)

6. a) Fixture League and knock out System **6 (Item No. 6 &7)**
- b) Conducting Annual Sports and Play Day
7. Special Activities for Physical Challenged Children .

HEALTH EDUCATION (Theoretical paper Written Examination)

Marks 15

1. a) Meaning of Health Education : physical and mental 4
- b) Health service Daily health inspection and Medical inspection
- c) Environmental Hygiene - Lighting, Ventilation, Water Supply and waste Disposal.

5 (Item No. 2 &3)

2. Importance of Hygiene living Care of skin , Hair ,Ear, Throat, Eyes, Nose, Feet and cleanliness of immediate environment.
3. Formation of daily habits Eating, sleeping, Resting, Drinking of Pure Water, Regular Evacuation of Bowel.

6 (Item no. 4,5,&6)

4. Safety Education safety at Home, School, Play Ground & Streets.
5. Awareness of Communicable Diseases malaria, Cholera, Influenza, Common Cold & Cough and Conjunctivitis.
6. Balanced diet and concepts of Malnutrition, Beriberi, some common health problems : Eye and ear diseases and their remedies.

PART - II [PHYSICAL EDUCATION (Practical Examination)]

Marks 40

1. Fundamental Movements
Walking, Running, Jumping, Crawling and pushing
2. Rhythmical Activities :-
 - a) Callisthenics (with and without apparatus), b) Folk Dance, c) Bratachari
3. Drill and Marching
4. Low Organization Games:-
 - a) Imitative Games, b) Chasing Games, c) Story Telling, d) Relay Games, e) Balancing Activities
5. Major Games:
Kabaddi, Kho- Kho, Daria Bandha and Football/ Throwball
6. Basic Gymnastics:
Forward Roll, Backward Roll.
7. Asanas (any five) - Bhuyangasana, Padmasana, Salvasana, Sarbangasana, Bajrasana, Dhanurashana, Halasana, Gomukhasana.
1. Athletics
Running (100Mts. & 200Mts), Jumiung (Long and High), Throwing the Cricket Ball,

PART II [HEALTH EDUCATION (Practical Examination)]

Marks -10 (Internal Marks- 5 (for Part II) & External Marks- 5 (for Part II))

Total = 10Marks

1. First Aid and Nursing Practical Applications :
 - a) Use of Roller Bandages

- i) Bleeding Wound (Incised Wound), in the tip of the index finger.
 - ii) Ankle injury,
 - b) Use of Triangular Bandage
 - i) Wound on the Scalp, ii) Arm Slim.
 - c) Use of Tourniquet
 - i) Arterial Wound in the lower arm, ii) Snake Bite
 - d) Use of Splints in the fracture of forearm.
 - 2. Preparation of charts for balanced Diet and Standard Diet.
 - 3. Garbage cleaning and its disposal , Preparation of Compost Pit.
 - 4. Social services around the locality of the Institution pertaining to health, visit to the surroundings of the locality with students.
 - 5. Arrangement of an Annual Exhibition on Health and Hygiene.
- (N.B. Unit 1 . will be examined externally and other Units will be assessed internally)

CREATIVE AND PRODUCTIVE WORK

GENESIS

All Education commissions of pre-independent and post-independent era categorically recommended the orientation of Art and Aesthetics in the school education curriculum . In reality the very perception has not been given proper importance. With the result the present school education system has become very dull and demotivating and learners' potentialities are remain unexplored. In the Primary education level this issue is very much relevant in the course / curriculum . With this aim in view teacher training programme orientation of Art and Crafts has been given due importance in this important area .

This present System demands through review to cope up with the fast changing social scenario . After careful review the proposed new syllabus has been worked out on the basis of specific objective identified from long teaching experiences in the Teachers Training Programme .

The following conceptions of Creative work , Productive Work , Art and Craft have been considered:

CREATIVE WORK :

Work relating to or involving the use of imagination or original ideas in order to create something.

PRODUCTIVE WORK :

Work relating to production of useful goods and materials .

ART :

The expression and application of creative skill and imagination specially through a Visual Medium such as painting and sculpture and various branches of Creative activity such as painting , music , literature and dance .

CRAFT :

An activity involving skill in making useful things Primarily by hand .

FINE ARTS :

Art intended to be appreciated primarily or solely for the aesthetic content .

AESTHETIC :

Concerned with beauty or the appreciation of beauty .

ACTIVITIES OF CREATIVE AND PRODUCTIVE WORKS ARE GIVEN BELOW :

- (1) Drawing & Painting., (2) Collage., (3) Clay Work., (4) Graphics., (5) Card Board & Paper Craft Work.,
- (6) Design / Display & Decoration.
- (7) Needle Work and Embroidery.
- (8) Toy Making.

CREATIVE & PRODUCTIVE WORK

Full Marks 150 (Both Part I & II)

Part I Examination

Full Marks 75 (Internal 15 & External Theoretical Examination 60)

(A) AN INTRODUCTION OF ART AND CRAFT .

20

- (i) What is Art & What is Craft ? Their relationship.
- (ii) Creativity & Creative Process
- (iii) Cave Painting : Altamira , Ajanta
Sculpture : Ellora
- (iv) Folk Arts in Bengal
- (v) Bengal Terracotta.

(B) TECHNIQUES ON CREATIVE AND PRODUCTIVE WORK :

40

- (a) Classification of colours Primary, complementary, mixed colour, devices of adjustment of colour , familiarity with the current names of colours, indigenous sources of colours.
- (b) Use of different types of paper, pencil and eraser, primary idea about other medium of drawing .
- (c) Different procedures of painting on wall, floor , board etc.
- (d) Collage : definition, background and material used.
- (e) Preparation of different types of adhesive-gum : flours, sago , tamarind seed etc.
- (f) A brief description of different types of Calligraphy.

- (g) Concept of dimension in the shapes of different things.
- (h) Preparation of clay and use of tools in clay work.
- (i) History, background and characteristics of graphics.
- (j) Various kinds of paper works.
- (k) Different types of stitch : cross-stitch, chain-stitch, button-hole stitch, French knot.
- (l) Process of dyeing and printing cloths.
- (m) Concept of perspective.

CREATIVE & PRODUCTIVE WORK

Part II Examination (Practical)

Full Marks 75 (Internal 5 & External Practical Examination 70)

Time : 4 Hous

(A) ALL ARE COMPULSORY :

(20 X 2) = 40

(1) DRAWING AND PAINTING (COMPULSORY)

- (a) Three dimensional forms of trees, fruits, leaves, birds, animals, fishes, life and reality. (Using different Media such as Pencil, Pastel, Ink, Water Colours and Tempera)
- (b) Three-dimensional shape, use of light and shade, colours and perceptive.
- (c) Bending and mixing of paints, use of initial complementary and mixed paints preparation and use of indigenous paints.
- (d) Use and preparation of paint brush with indigenous materials. Proper use of different sizes of paint-brushes.
- (e) Practice composition : Landscape, hillscape etc.
- (f) The shape, size, measure and proportion of letters and writing printing types (thin / thick) , writing letters of different shapes (Bengali and English) , different types of calligraphy relating to the content.

(2) COLLAGE

- (a) Collage on Card- Board , wood, cloths from thrown away articles (Straw, leaves, sola, branches of tree, coloured paper-piece, picture, beads & seeds.)
- (b) Shapes of different simple forms (like tree, fruits leaves, birds, animals, human form etc.)
- (c) Preperation of different adhesives and their uses.

(B) ANY TWO FROM THE FOLLOWING :

(15 X 2) = 30

(1) CLAY WORK :

- (a) Collection of soil , drying up & powdering of soil, mixing with sand, husk and straw of Jute.
- (b) Making three-dimensonal objects with soil.
- (c) Making earthen tiles and paint different types of leaves, flowers on them.
- (d) Making low and high relief work.
- (e) Making fruit, animals, dolls and toys with the help of fingers.
- (f) Making different types of earthen vessels by the twisting process.
- (g) Preparation of simple equipments and tools used in Clay-Work.
- (h) Hardening earthen work through drying.
- (i) Painting and decoration on earthen materials.

(2) GRAPHICS :

- (a) Use of leaf, flower, fibre and other materials as a print device.
- (b) Use of different types of medium for graphics (like vegetable, wood, lino, stencil etc.) (c) Use of finger print , handprint, mono-print etc.
- (d) Making different types of composition with the help of graphics medium.

(3) CARD BOARD AND PAPER CRAFT WORK

- (a) Use paper folding and cutting to prepare bag , cap, boat, kite, different kinds of design.
- (b) Making musk and toys using paper pulp and paper mache.
- (c) Preparation of mounting board, bulletin board, flat-file, cover file and try with the help of card board.
- (d) Preparation of adhesive with the help of gum, flour, seed etc.
- (e) Making simple musk, toys etc. with the help of paper.

(4) DESIGN / DISPLAY & DECORATION

- (a) Making different types of flowers, leaves, trees, fishes, insects, people etc.
- (b) Application of the form, rhythm, proportion, balances etc. in design, display & decoration.
- (c) Preparation of different types of design in different media using the folk form.
- (d) Making objects of the different shapes using paper, colour, thermocol etc.
- (e) Preparation of different types of design with help of Bandhni.
- (f) Decoration of Sara, Pot, Earthen plate etc.
- (g) To make different types of design using spray printing.

(5) NEEDLE WORK EMBROIDERY :

- (a) Practicing different types of stitches : Hem stitch, Run stitch, Gujrati stitch, Kasmiri stitch, French knot, Satin stitch and Dal stitch.
- (b) Cutting, sewing, making and decorating useful materials with picee of coloured clothes : Handkerchief, Try cover, Table cover, Pillow

cover with appropriate stitches.

(c) Making of toys, dolls and bags by joining pieces of cloth.

(d) Use of rope, thread, wool, polythene to make bag, cushion, doormat etc.

(6) TOY MAKING

(a) Planning of Toy making, initial drawing of the toy and listing of materials for their preparation.

(b) Preparation of five different toy using cheap ingredients like soil, bottle of different shapes and size, egg-shells, various kinds of small, big, square or rectangular paper boxes, coconut shells, card board, paper, jute, feather, leaf, stick etc.

(c) Preparation of adhesive using gum: flour, sago, arrowroot, tamarind seed, use of synthetic adhesive.

(d) Making paper pulp and preparation of toys and masks using the paste.

(e) Use of bamboo, wood to make toy, boat, pen-stand.

GUIDELINES:

(a) To keep an watch on the teacher-trainees attain practical skill during training to keep watch on the aspect of acquiring raw-materials locally and to make necessary tools in possible circumstances by the trainees. It will help the teachers to take-up the job on their return; and to make use of the raw-materials and to make necessary tools for learning those activities.

(b) Each trainee will keep diary for their daily practical activities mentioning name of each and every activity, whether creative or productive, with day / date, objectives, equipments, tools and brief outline of the methodology (with pictorial illustrations).

(c) Each Trainee should prepare four lesson notes (one in each item) during their training-period, and select and submit one creative and one productive activity for with internal and two for external assessment separately.

EVALUATION GUIDELINES :

1. Internal assessment will be made on the basis of the methods and standers of the work throughout the year and all of these, in both the areas, will be retained in the exhibition-room with serial Nos. for External Evaluation.

2. In addition to the above , the following three records are to be submitted with the signature of the subject-teacher for examination by the External Examiner :-

a) A diary with the record of work done throughout the year (one diary each for both creative and productive activity).

b) An exercise book (record book) with class-wise and term-wise annual lesson plans.

c) A record book containing lesson plans on one creative and one productive activity for final examination.

PART I (INTERNAL EVALUATION (MARKS 15)

1. Continuous and intensive Practice has to be done by the trainees on the following items :-

a. Drawing and Painting

b. Collage

(Daily Work book should be submitted at the end of the Session)

PART II (FOR EXTERNAL EXAMINATION)

Out of eight (8) activities' mentioned above, noted four (4) are to be done of which two will be compulsory and two other would be selected from the rest.

The Institute would select two other activities from Group B (SL. NO 1 to 6) according to their available resources.

PRACTICE TEACHING AND PRACTICAL WORK

TOTAL MARK -350 (PART 175 MARKS & PART II 175 MARKS)

PRACTICAL WORK :

1. Demonstration Lessons by the Teacher Educator.

2. Criticism Lessons by Teacher Educator.

3. Discussion and preparation of teaching learning materials.

4. Practice Teaching . (At least 40 days shall be for Practice Teaching / Skill development in nearby Primary / Elementary School per academic session / year).

Organization:

1. In order to harmonize lesson-imparting (teaching) habits adequate plans are to be devised by the teacher educators at the commencement of session and the headmaster / mistress of the respected Primary School will be informed of this and their assistance in this respect will be called for.

2. At the outset Demonstration Lesson and Criticism Lesson will be conducted.

3. Practice of Multigrade teaching will be conducted.

4. Task of teacher educator:

a) Prior to practice teaching , lesson plans are to be approved by the teacher educator.

b) Supevision during teaching followed by comments and discussion.

5. External Examination (Prictical):

a) Out of 350 Marks 250 Marks earmarked for External Examination on the following subjects.

Mother tongue (First Language) , English (Second Language) , Mathematics, Natural Science , History and Geography.

b) Macro Teaching and Micro Teaching in both cases two lessons each will be assessed in External Examination (150 marks for Macro Teaching and 100 marks for Micro Teaching).

i) Any two Micro Lessons from the following six skills (at the end of first year) :

Skill of Stimulus Variation

Skill of Probing Question

Skill of Reinforcement

Skill of using Black Board

Skill of using Teaching Aids

Skill of Citing Examples

ii) Two Macro Lessons (one from First Language / Second Language and one from any of the other four content based subjects i.e., Mathematics, Natural Science, History and Geography) for Final External Examination at the end of Second Year.

c) Practical Teaching and Works:

Part I Examination :-

i) Micro Teaching

Internal Examination 50

External Examination - 100

ii) Macro Teaching

Internal Examination 25

Total - 175

Part II Examination :-

i) Macro Teaching

Internal Examination 25

External Examination -150

Total - 175

CULTURAL ACTIVITY (Compulsory Paper)

Full Marks 50

Part I Examination (Internal 05 & External 20)

1. A Dramatic Performance 10 x 2 = 20
2. Sangeet (Rabindra and Nazrul)
3. Recitation
4. Read out Self Writing

Part II Examination (Internal 05 & External 20)

1. Dance 10 x 2 = 20
2. Extempore
3. Debate
4. Sangeet (Folk song and Patriotic Song)

Notes for Part I & Part II Examinations:

i) Participation of each trainee in all compulsory but during examination.

Each Trainee will choose any two out of four items (at Part I & Part II Examination)

ACTIVITIES RELATED TO PURPOSEFUL LEARNING THROUGH DIRECT EXPERIENCE

Full Marks 50 (PART I 25 AND PART II 25)

(Internal Examination)

WORK SCHEDULE OF DIRECT EXPERIENCE BASED ACTIVITY IN TRAINING INSTITUTE

1 . Observation of remarkable day :-

Foundation day of the Institute , Teacher's Day, Parent's Day, Mother's Day, Children's Day, National Independence Day , Republic Day , Netaji Birth Day , World Environment Day , World Women's Day , International Physically Disable Day , Language Day , World Peace Day and Seasonal Ceremony.

2 . Educational Tour / Excursion :

Local Granary (Farm House) Productive Centre, Agricultural Field, Local Market, Historical Place etc, and preparation of Report.

3. To organize and participate in Annual Sports.

4. Project Work:

Gardening, plantation and maintenance preparation of Note Book.

5 . Mid-Day Meals with symbolic participation in Primary schools.

6 . Organizing Relief Work.

7 . Project on Role and importance of Transport and Communication.

8 . Collection of natural objects and preparation of compiling book, flower, leaf, feather etc. Preparation of Note Book.

9 . Observation of work in natural environment, climate, trees and plants, insects, beasts and birds, Life cycle of animal.

10 . Awareness about Social Health.

EVALUATION GUIDE LINE :

1 . Evaluation will be made on the basis of presentation before the teachers. In presence of teacher a selected part of the experience based

creativity will be presented orally by the trainees individually.

2. Teachers will award marks individually according to the following format:-

	Knowledge of the presented subject mater	Skill of Performance	Note-Books	Presentation and Interaction	Total
Part I	5	5	5	5	20
Part II	5	5	5	5	20
b) Sessional Activity	5 marks in each part (5+5) =				10
	Total =				50

3. Three note Books are to be presented viz.

- Diary of the daily Work
- Specimen Collection book / Project Book.
- Note Book on Special Days.

4. Time :

Total (for each Trainee) 10 minutes

- Presentation 5 -6 Minutes
- Interaction 4 5 Minutes

5 . Average of the marks awarded by all the teachers will be considered ..

COMPULSORY OPTIONAL SUBJECTS

ART EDUCATION (FULL MARKS 100)

PART I - FULL MARKS -50, (Internal 10 & External 40)

(Theoretical)

The conception of Art, Fine Arts and Aesthetics are considered as follow

ART:-

The expression and application of creative skill and imagination specially through a Visual Medium- such as painting , sculpture and various branches of Creative Activity such as painting , music ,literature and dance.

FINE ART:

Art intended to be appreciated primarily or solely for the aesthetic content .

AESTHETIC:

Concerned with beauty or the appreciation of beauty.

A.

10

1. Fundamental of Fine Arts:

- Nature of Fine Arts Relation of Nature with artistry (art & craft) , Ingredients of Art & craft- beauty, texture, rhythm. equilibrium, adjustment.
- An Outline of gradual development of Indian art and craft.
- Concept of Aesthetics.

2. Concepts of Colours:

8 (Item No. 2&3)

Primary and Secondary colours, Complementary colours, Cool Colour and Warm Colour.

3. Concept of folk art and craft; Folk art and craft of different regions of West Bengal.

12 (Item No. 4 To 6)

4. Principles and elements of design and decoration.

5. Typography : Anatomy and style of types, spacing and alignment of types.

6. i) Use of symbols for drawing Human beings, Animals and Birds ii) Process of Batik Bandhni and Fabric.

10 (Item No. 7)

7. A. Painting :

Painting of different media :- Tempera, Opaque Water Colour, Transparent Water Colour, Pastel, Oil Colour and Acrylic.

B. Great Masters :

- Leonardo Da Vinci, Picasso and Vincent Van Gogh (1853 1890)
- Indian Abanindra Nath Tagore, Jamini Roy and Raja Ravi Barma.

PART II

Full Marks 50 , (Internal 10 & External 40)

SYLLABUS :- (Practical)

B.

SL. NO.	DECRPTION	SL. NO.	DESCRIPTION
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1 . Drawing & Painting (Colour composition -4 . Composition from Paper Cutting

Water Colour, Pastel)

- 2 . Printing Making :
 - a) Block of Potato & other Vegetables
 - b) Stencil Making
 - c) Lino Cut
- 3 . Fabric Painting
- 5 . Preparation of Greetings Card / Calender
- 6 . Dyeing : Batik and Bandhni
- 7 . Collage
- 8 . Clay Modeling
- 9 . Alpana

N.B. 1) Practicals of (1 and 2) items will be done in First Year and Internal Marking will be of 10 Marks .

2) Two items from 3 to 9 will be examined by the External Examiner . These will be selected by lottery only .

COMPUTER APPLICATION IN EDUCATION

Full Marks 100

SYLLABUS FOR PART I

Full Marks: 50 (Theory 40: Project Work 10)

A. Computer Fundamentals 10

1. Functions of Computer (input, process, storage and retrieval of information)
2. Computer System Characteristics (speed, accuracy and storage)
3. Block diagram of computer, configuration of computer, selecting a PC
4. Input and Output devices
5. Memory : RAM, ROM, Secondary Memory Importance and use in computer
6. Operating Systems: Types of Operating System Windows, and Linux, relative merits and demerits.
7. Computer Networks : Types of Networks

B. Word Processing Package 6

1. Create, Edit, Save, Cut, Copy, Paste a document;
2. Header, Footer, Background Theme, Symbols, Word Art, Subscripts, Superscripts, Drawing Tools & Clip Art, Inserting Table, Numbering Pages, Spell-Check, Deleting.
3. Mail Merge,
4. Printing Documents.

C. Excel (Spreadsheet) 12

1. Knowledge of Worksheet and introduction to excel
2. Entering Data into worksheet
3. Copy, Paste, Entering Labels, Draw Chart & Graph
4. Copy, data from one worksheet to another , saving worksheet
5. Developing formula (Mathematical / Statistical)

D. Internet Recourses, Design of Web-Page, e-mail:- 12

1. Concept of internet, World Wide web how it works,.
2. Internet surfing, browsing & search engines, collecting information from website / portals of various international , national and state level organization, Critical examination and use of web recourses in teaching learning
3. Web Page Designe
4. Using e-mail service- hardware requirement
5. Concept of virus, firewall and password for network security,

Project work in part-I

[SUFFICIENT PRACTICE WILL BE REQUIRED IN THE USE OF POWER POINT AND MULTIMEDIA FOR COMPLETION OF THE PROJECT WORK. ABILITY TO USE THE POWER POINT OR MULTIMEDIA SYSTEM WILL BE JUDGED FROM THE QUALITY OF THE PROJECT REPORT. THEORITICAL QUESTIONS WILL NOT BE FRAMED ON THESE TWO AREAS]

Knowledge of following two areas are necessary for Project work

A. Power Point

1. Starting Power Point The Power point Menu
2. Creating a new presentation using wizard , saving and closing presentation
3. Editing text, adding and deleting slides
4. Insertion of pictures graphs , different font style and size , setting of desine, views of temppath and animation.
5. Slide show, Slide printing

B. Multimedia System:

1. Macromedia Flash for 2 D animation,
2. Adobe Photoshop for photo editing,
3. Coral Draw 13 for stock photo,
4. Adobe PageMaker 7 for Bengali typing,
5. 3 d Max 9 for 3d animation,
6. Director Mx for authoring,
7. Sansad / Gitanjali / Sumit Bengla fonts

8. Recording and playback of audio and video files

PROJECTS: (Internal only)

A. To Prepare a power point presentation on the following:

5+5

i) Profile of primary education panchayat/ Block / Municipality / Sub- Division / District Level of West Bengal

B. To Prepare a lesson plan with Computer Aided Learning Materials on any content area suitable for Primary level as a power point presentation [At least 5 L Ps are to be prepared]

SYLLABUS FOR PART II

Full Marks: 50 (10 + 40)

PROJECT WORK IN PART II (Internal)

10

To prepare lesson plans with Computer Aided Learning Materials (on any content area suitable for primary Classes content chosen for Part I project will be different) as a multimedia presentation. [At least 5 L Ps are to be prepared]

Practical Work: (Marks 40)

30

1. TO PREPARE A LESSON PLAN WITH POWER POINT OR MULTIMEDIA PRESENTATION AS ASSIGNED BY THE EXTERNAL EXAMINER (ONE CONTENT AREA SUITABLE FOR PRIMARY CLASSES TO BE SELECTED THROUGH DRAW OF LOTTERY)

2. EVALUATION OF SUBMITTED PROJECT REPORT

5

3. VIVA VOICE

5

সঙ্গীত

Full Marks - 100

উদ্দেশ্যঃ-

এই বিষয়টির চর্চা করে শিক্ষকরা-

১) শুদ্ধ স্বর ও বিকৃত স্বরের বৈশিষ্ট্য ব্যাখ্যা করতে পারবেন।

২) স্বর সপ্তক সমৃদ্ধ তাত্ত্বিক ও ব্যবহারিক দক্ষতা অর্জন করবেন।

৩) রাগের গঠন বৈশিষ্ট্য সম্বন্ধে অবহিত হবেন এবং নির্বাচিত কয়েকটি রাগের সম্পূর্ণ পরিচয় লাভ করবেন।

৪) তালের বৈশিষ্ট্য গুলি উল্লেখ করতে পারবেন এবং নির্বাচিত কয়েকটি প্রচলিত তাল লিখনের সক্ষমতা অর্জন করতে পারবেন।

৫) শৈশবে সঙ্গীত শিক্ষার উপযোগিতা সম্বন্ধে সচেতন হবেন এবং বাংলার প্রধান সঙ্গীতকারদের জীবনী ও অবদান সমৃদ্ধ জানতে পারবেন।

৬) বাংলার লোকসঙ্গীত সম্বন্ধে ধারণা করবেন।

৭) আনুষঙ্গিক বাদ্যযন্ত্র সম্বন্ধে ধারণা লাভ করবেন।

৮) নির্বাচিত নানা ধরনের গান গাওয়া এবং প্রশিক্ষণ দেওয়ার দক্ষতা অর্জন করবেন।

Syllabusঃ

Part-I

সঙ্গীতের তাত্ত্বিক অংশ (Theoretical Part)

Full Marks -50 (Theory -40 and Internal -10)

১. স্বর বিষয়ক ঃ-

১০ (item no. 1 & 2)

শুদ্ধ ও বিকৃত স্বর; সপ্তক (মন্দ্র, মধ্য ও তার); স্বরের আহরণ, অবরোহণ, শ্রুতি।

২. রাগ বিষয়ক ঃ-

রাগের গঠন বৈশিষ্ট্য ঃ- সময় বিচার, রাগের বাদী, সমবাদী, অনুবাদী, বিবাদীস্বর, বর্জিত স্বর, রাগের জাতী, পকড়, ঠাট, অলঙ্কার, তান, স্থায়ী, অন্তরা, সঞ্চারী, আভোগ।

৩. ক) বিলাবল রাগের সম্পূর্ণ পরিচয়।

১০ (item no. 3 & 4)

খ) রাগ ইমন ও ভৈরব রাগের সম্পূর্ণ পরিচয় এবং দুটি রাগের তুলনামূলক আলোচনা।

৪. তাল বিষয়কঃ-

মাত্রা, ছন্দ, বিভাগ, লয়, তালি, খালি, সম, ফাঁক, তালের আবর্তন, তালের জাতি (সমপদী ও বিষমপদী); তাল লিখন।

৫. নিম্নলিখিত তাল গুলির পরিচয় ও তাল লিখন ঃ-

১০ (item no. 5 & 6)

দাদরা, কাহারবা, একতাল, ত্রতাল, বাস্পক, তেওড়া, ঝাঁপতাল।

৬. ক) শৈশবে সঙ্গীত শিক্ষার উপযোগিতা, বিদ্যালয়ের পাঠক্রমে সঙ্গীত শিক্ষার আবশ্যিকতা,

খ) নিম্নলিখিত সঙ্গীতকারের জীবনী ও তাঁর সাঙ্গীতিক অবদান ঃ- রবীন্দ্রনাথ, নজরুল, দ্বিজেন্দ্রলাল, অতুলপ্রসাদ, রজনীকান্ত।

৭. লোকসঙ্গীত ঃ-

১০ (item no. 7 & 8)

ক) লোকসঙ্গীতের সংজ্ঞা ও প্রকারভেদ;

খ) নিম্নলিখিত লোকসঙ্গীত সম্পর্কে প্রাথমিক ধারণা ঃ-

টুসু, ভাদু, সারি, জারি, ভাটিয়ালি, ভাওয়ালি, গন্তিরা।

৮. বাদ্যযন্ত্র ঃ-

হারমোনিয়াম, তানপুরা, তবলা, সম্পর্কে সম্যক জ্ঞান।

৯. Practicals : (Will be examined by Internal examiner).

(ক) প্রার্থনা সঙ্গীত

১। তোমারি গেহে পালিছ মেহে, ২। ছোট শিশু মোরা, ৩। সারা জীবন দিল অলো সূর্য গ্রহ চাঁদ, ৪। সত্য মঙ্গল প্রেমময় তুমি, ৫। আনন্দলোকে, ৬। একসাথে চলো একসাথে বলো, ৭। বিপদে মোরে রক্ষা কর, ৮। তুমি নির্মল কর

(খ) জাতীয় দিবস / পালন উপযোগী দেশাত্মবোধক

১। জন গন মন অধিনায়ক জয় হে, ২। উঠগো ভারত লক্ষ্মী, ৩। একসূত্রে বাঁধিয়াছি, ৪। ভারত আমার ভারতবর্ষ, ৫। ভারতবর্ষ সূর্যের একনাম, ৬। সারে যাঁহা সে, ৭। বন্দে মাতরম, ৮। বলো বলো বল সবে, ৯। কারার ওই লৌহ কপাট

Part-II সঙ্গীত

(Practical) Full Marks -50 (Practical - 40 & Internal -10) (Will be examined by External examiner)

১. (ক) জন্মদিন ও স্মরণ দিবস

১। কোন অলোতে প্রানের প্রদীপ, ২। যদি তোর ডাক শুনে কেউ, ৩। বিশ্ব সাথে যোগের যেথায়, ৪। ঐ মহামানব আসে, ৫। ভেঙ্গেছে দুয়ার এসেছে জ্যোতির্ময়, ৬। হে নুতন দেখা দিক আরবার, ৭। বিশ্ববিদ্যা তীর্থ প্রাজ্ঞান

(খ) ঋতু উৎসব

১। আকাশ ভরা সূর্য তারা, ২। বাদল বাউল, ৩। আজি ঝর ঝর মুখর বাদল দিনে, ৪। আজি ধানের ক্ষেতে, ৫। হিমের রাতে, ৬। হেমন্তে কোন বসন্তেই বাণী, ৭। পৌষ তোদের, ৮। শীতের হাওয়া লাগল নাচন, ৯। ওরা গৃহবাসী

(গ) ছড়ার গান

১। আকাশ ঘিরে মেঘ করেছে, ২। বৃষ্টি পড়ে টাপুর টুপুর, ৩। হাট্টি মাটিন টিম, ৪। গ্রীষ্ম বর্ষা, ৫। আয়রে আয় টিয়ে, ৬। ভোর হলো দোর খোলো, ৭। এক একে এক

(ঘ) কর্ম সঙ্গীত

১। চল চল খেলি চল, ২। চল কোদাল চালাই, ৩। সুপ্রভাত!, ৪। সব কাজে হাত লাগাই মোরা সব কাজে, ৫। আমরা চাষ করি আনন্দে

(ঙ) আনুষ্ঠানিক

১। অগ্নিশিখা এসো এসো, ২। শুভ কর্মপথে, ৩। এদিন আজি কোন্ ঘরে গো, ৪। সবারে করি আহ্বান, ৫। প্রাণ ভরিয়ে তুষা হরিয়ে

২. (নিম্ন লিখিত অংশটি কেবলনাত্র অনুশীলনের জন্য)

(ক) প্রার্থনা সঙ্গীত

১। তোমারি গেহে পালিছ মেহে, ২। ছোট শিশু মোরা, ৩। সারা জীবন দিল অলো সূর্য গ্রহ চাঁদ, ৪। সত্য মঙ্গল প্রেমময় তুমি, ৫। আনন্দলোক, ৬। একসাথে চলো একসাথে বলো, ৭। বিপদে মোরে রক্ষা কর, ৮। তুমি নির্মল কর

(খ) জাতীয় দিবস / পালন উপযোগী দেশাত্মবোধক

১। জন গন মন অধিনায়ক জয় হে, ২। উঠগো ভারত লক্ষ্মী, ৩। একসূত্রে বাঁধিয়াছি, ৪। ভারত আমার ভারতবর্ষ, ৫। ভারতবর্ষ সূর্যের একনাম, ৬। সারে যাঁহা সে, ৭। বন্দে মাতরম, ৮। বলো বলো বল সবে, ৯। কারার ওই লৌহ কপাট

N.B i) External examiner will conduct the practical examination. One song by personal choice of the examinee and other two by the choice of the external examiner. -3x10=30 marks

ii) Practical note book containing notations etc.- 5 marks

iii) Viva voice by the external examiner - 5 marks

40 marks