CURRICULUM AND SYLLABUS OF THE PRIMARY TEACHERS' TRAINING TWO-YEAR COURSE UNDER THE ELEMENTARY TEACHER EDUCATION PROGRAMME (NCTE) LEADING TO DIPLOMA-IN-EDUCATION

West Bengal Board of Primary Education
Acharya Prafulla Chandra Bhavan
DK-7/1, Sector - II
Salt Lake City
Kolkata – 700 091
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Secretary
west Bengal Board of Primary Education
Acharya Prafulla Chandra Bhavan
DK-7/1, Sector–II, Bidhannagar
Kolkata – 700091
CONSTITUTION OF INDIA

PREAMBLE

"WE THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a
SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to
all its citizens:

JUSTICE, social, economic and political;
LIBERTY of thought, expression, belief, faith and worship;
EQUALITY of status and of opportunity; and to promote among them all;
FRATERNITY assuring the dignity of the individual and
the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY THIS TWENTY SIXTH day of November
1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS
CONSTITUTION."
Foreword

The Board has been declared as the Examinining Body by the Government of West Bengal for two years Diploma in Education (D. Ed.) Course according to the National Council For Teacher Education (N.C.T.E.) Norms (vide G.O. No. 1039-SE (Pry) Dated 23rd October, 2008). In its bid to promote quality of Primary Education, the Board is going to bring out the Curriculum and Syllabus for two-year D. Ed. course keeping in mind all the norms and recommendations of the NCTE. Approved by the School Education Department, Government of West Bengal (Vide No. 20-SE (P) Dated 7th January, 2009) this Curriculum and Syllabus is to be followed by all the Institutes recognized by NCTE and affiliated to West Bengal Board of Primary Education.

The Curriculum & Syllabus for the two-year D. Ed. Course has been based on innovative approaches to the Teacher Education under Elementary Teacher Education Programme in specific (i) the Subjects in the basic areas of knowledge, skill, practical and compulsory optional subject have been extended to include (a) planning and management, (b) contemporary developments in Education in India, (c) purposeful learning through direct experience, (d) art education and (e) computer applications in education; (ii) More weight age has been given in terms of allotment of marks to English (Second Language as Method Subject) and practical teaching (Micro & Macro); and (iii) With an aim to bring about uniformity and more transparency in the entire system of evaluation internal marking for the knowledge-based subjects and for contents and methods of teaching subject areas, the total marks have been increased to 1800 in order to reduce examination load the Course has been divided into two parts, Part-I with 900 Marks for Examination at the end of the 1st year and Part-II with 900 Marks for Examination at the end of the second year Course.

The New Syllabus has been meticulously developed by a group of competent experts and I am confident, it will help teachers to acquire education necessary for effective classroom teaching and management.

In spite of our best efforts to incorporate into it the latest developments in pedagogy and educational technology we never claim to have achieved the ultimate goal and therefore, most humbly invite suggestions and opinions for its further improvement.

[Signature]

President
W.B. Board of Primary Education
Curriculum and Syllabus for Diploma-In-Education Course (Two-Years)  
(Under Elementary Teacher Education Programme)  
1. Weight age  
The total marks allotted to each area of Courses of Studies for Examinations are detailed below:

Group – (A) : Knowledge Based Subjects.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Subjects</th>
<th>Marks Allotted</th>
<th>Full Marks (Part - I + II)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Internal</td>
<td>External</td>
</tr>
<tr>
<td>1.</td>
<td>Basic concepts in Education</td>
<td>×</td>
<td>50</td>
</tr>
<tr>
<td>2.</td>
<td>Educational Psychology and learning Process</td>
<td>×</td>
<td>50</td>
</tr>
<tr>
<td>3.</td>
<td>Planning, Management, Methodology and Evaluation</td>
<td>×</td>
<td>50</td>
</tr>
<tr>
<td>4.</td>
<td>Development of Education in Contemporary India</td>
<td>×</td>
<td>50</td>
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<tr>
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<td>200</td>
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### Group – (B) : Contents and Methods of Teaching

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<thead>
<tr>
<th>Sl. No.</th>
<th>Name of Subjects</th>
<th>Part I</th>
<th>Part II</th>
<th>Total for Part I &amp; Part II</th>
<th>Practical</th>
<th>Full Marks</th>
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<td>External</td>
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<td>60</td>
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<tr>
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<td>English (Second Language)</td>
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<td>Mathematics</td>
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<td>4.</td>
<td>Natural Science</td>
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<tr>
<td>5.</td>
<td>History</td>
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<td>x</td>
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<tr>
<td>6.</td>
<td>Geography</td>
<td>x</td>
<td>40</td>
<td>40</td>
<td>x</td>
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<tr>
<td><strong>Total</strong></td>
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<td>x</td>
<td>300</td>
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* Marks to be included under Teaching Practical (Group – C)
## Group - 'C' : Practical Based Areas

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of Subjects</th>
<th>Part I</th>
<th></th>
<th>Part II</th>
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<th>Full Marks</th>
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<td>Internal</td>
<td>External</td>
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<td>External</td>
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<tr>
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<td>Physical Education and Health Education</td>
<td>10 (Practical)</td>
<td>40 (Theoretical)</td>
<td>50</td>
<td>5 (Practical)</td>
<td>45 (Practical)</td>
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<tr>
<td>2.</td>
<td>Creative Work &amp; Productive Work</td>
<td>15 (Theoretical)</td>
<td>60 (Theoretical)</td>
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<td>Practice Teaching</td>
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<tr>
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<td>a) Macro Teaching</td>
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<td>25</td>
<td>25</td>
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<td></td>
<td>b) Micro Teaching</td>
<td>50</td>
<td>100</td>
<td>150</td>
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<td>4.</td>
<td>Cultural Activity</td>
<td>5</td>
<td>20</td>
<td>25</td>
<td>5</td>
<td>20</td>
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<td>Purposeful Learning through Direct Based Experience</td>
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<td>External</td>
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<td>Evaluation and Measurement in Primary Education</td>
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<td>10</td>
<td>40</td>
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<td>Art-Education</td>
<td>Theory-Cum-Practical Based</td>
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<td>10</td>
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<td>External</td>
<td>(Practical Exam.)</td>
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<tr>
<td>5.</td>
<td>Sangeet</td>
<td>Do-</td>
<td>10</td>
<td>40</td>
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<td></td>
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<td>6.</td>
<td>Computer Application in Education</td>
<td>Do-</td>
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<td>40</td>
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4.
Abstract Table of the Diploma-In-Education Course (Two Years)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Groups</th>
<th>Part I</th>
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<th>Part II</th>
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<tr>
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<td>BASIC CONCEPTS IN EDUCATION</td>
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<td>EDUCATIONAL PSYCHOLOGY AND LEARNING PROCESS</td>
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<td>3.</td>
<td>PLANNING, MANAGEMENT, METHODOLOGY AND EVALUATION</td>
<td>13</td>
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<tr>
<td>4.</td>
<td>DEVELOPMENT OF EDUCATION IN CONTEMPORARY INDIA</td>
<td>15</td>
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</tbody>
</table>
OBJECTIVES:

After completion of the syllabus learners will be able to:

1. Describe philosophical foundations of education and its different aspects.
2. Explain four factors of education giving special emphasis on teacher and learner.
3. Analyse the progressive ideas in education with special references to Vidyasagar, Rabindranath, Vivekananda and Gandhiji.
4. Describe sociological foundations of education.
5. Understand factors of curriculum construction.
6. Identify the functions of school and their relationship with society.
7. Critically explain the contributions of Western Thinkers in education (Rousseau, Froebel and Montessori only.)

Syllabus for Part - I

Full Marks - 50

1. Philosophical Foundations of Education
   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
   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 to ‘Progressive Thoughts’ in education of the following Indian Educators:
   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
   i) Relation between Individual and Society
   ii) Relation between Education and Society
   iii) Significance of Sociological Foundations of Education

2. A) The Curriculum
   a) Definition of Curriculum
   b) Traditional and Modern Curriculum
   c) 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:
   i) Rousseau
   ii) Froebel
   iii) Montessori
OBJECTIVES:

After completions of the syllabus the learners will be able to:

1. Understand and define Educational Psychology.
2. Identify and discuss stages and types of child development.
3. Analyse, describe and illustrate basic cognitive processes in mental development.
4. Explain learning and its related factors.
5. Discuss some selected learning theories and their applications in education.
6. Understand motivation and techniques to motivate learners.

Syllabus for Part - I

Full Marks - 50

1. Meaning, Nature and Scope of Educational Psychology
   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
   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
   a) Concept formation
      i) Definition of concept
      ii) Steps in concept formation
      iii) Development of concepts and
      iv) Role of the teacher

2. Learning Process
   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.
   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

OBJECTIVES:

After completion of the syllabus students will be able to

1. Discuss different aspects of Planning and Management particularly in education.
2. Analyse importance of Parent-Teacher and Teacher-Student relationship in educational management.
3. Explain different methods of teaching (particularly Lecture, Activity Based and Project Methods).
5. Describe process and importance of Continuous and Comprehensive Evaluation in Primary Education.
6. Plan 'Remedial Teaching' particularly in reading, Writing and Arithmetic.

Syllabus for Part - I

Full Marks - 50

1. Planning and Management

   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) Types of Schools
      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 - Need of time Management
          - Basics of School time table
      ii) Resource Management - Meaning and needs of Resource management in Primary Schools

   e) Management of activities in Primary Schools
      i) Curricular activities (Knowledge, Skill and Value based activities)
      ii) Different Co-curricular activities (their management and organization)
2. Methodology of Evaluation
   a) Measurement and Evaluation
      i) Nature, Concept and definition, Nature of evaluation
      ii) Relation between Measurement and Evaluation
      iii) Types of evaluation and their application in primary Education

Syllabus for Part - II

Full Marks - 50

1. Planning and Management
   a) Discipline and classroom management
   b) Teacher-Student relationship
      i) Development of Teacher-Student relationship and its importance
   c) Parents-Teacher relationship
      i) Development of Parent-teacher relationship and its importance

2. Methodology and Evaluation
   a) The following methods of teaching.
      (Description, Importance, Advantages and Limitations only)
      i) Lecture Method
      ii) Activity Based Method
      iii) Project Method
   b) Continuous Evaluation in Primary education
      i) Concept and nature
      ii) Continuous and Comprehensive Evaluation (C.C.E) in Primary Education with special reference to West Bengal
   c) Remedial Teaching
      i) Concept, Types and Nature
      ii) Identification of children with learning difficulties in respect of Reading, Writing and Arithmetic and their Remedial Teaching
DEVELOPMENT OF EDUCATION IN CONTEMPORARY INDIA

Full Marks - 100
Part I : 50
Part II : 50

OBJECTIVES:

After completion of the syllabus students will be able to:

1. Trace the emergence of Indian Education System during the Freedom Struggle (from 20th Century)
2. Understand the place of Education in Indian Constitution
3. Discuss Basic Education and its different aspects
4. Analyse the roll and importance of Five Year Planning (last two only) in Primary Education.
5. Describe recommendations of Kothari Commission on Primary Education (in some selected areas)
6. Analyse and Evaluate the recommendations of Himansu Bimal Majumdar and Asoke Mitra Commission on Primary Education
7. Identify the impact of N.P.E (1986) on Primary Education
8. Discuss UEE and different areas (W. Bengal only)
9. Explain the importance of Primary Education in some selected areas (SC, ST, OBC, Women and other Economically Backward population).
10. Understand the needs of inclusive education at Primary level for specially challenged children.

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

15
2. Basic Education
   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)
   i) Five Year Planning and Education in general
   ii) Impact of Five Year Planning on Primary Education
4. Kothari Commission
   Recommendations regarding Primary Education
   i) Structure
   ii) Aims and objectives
   iii) Curriculum and
   iv) Teachers' Training

Syllabus for Part - II

Full Marks - 50

1. Himansu Bimal Majumder Commission on Primary Education (1979) 8
3. National Policy on Education (1986) with reference to Primary Education only 6
4. Universalisation of Elementary Education
   i) Concept
   ii) Need
   iii) Importance
   iv) Development and Planning (with special reference to W. Bengal) 10
5. Needs and importance of Primary education:
   For SC
   ST
   OBC
   Women
   other Economically Backward classes 10
6. Education of the children with special needs (Elementary Level only)
   i) Types of children with special needs.
   ii) Identification of Visual and hearing impairment and mild mental retardation.
   iii) Concept of inclusive education 10
<table>
<thead>
<tr>
<th>SL. NO.</th>
<th>NAME OF THE SUBJECTS</th>
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</thead>
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<tr>
<td>1.</td>
<td>BENGALI (FIRST LANGUAGE)</td>
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<td>2.</td>
<td>HINDI (FIRST LANGUAGE)</td>
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<td>NEPALI (FIRST LANGUAGE)</td>
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<td>ENGLISH (SECOND LANGUAGE)</td>
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<td>6.</td>
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দ্বিতীয় দিকের ভাষা এবং সাহিত্য পাঠ পরিচালনায় দক্ষতা অর্জন করতে সহায়তা করা।

২) সমাজের বিভিন্ন ক্ষেত্রের শিক্ষার ভাষা শিক্ষার সমস্যার সঙ্গে পরিচিত হওয়া এবং তার সমাধানের দক্ষতা অর্জনে সহায়তা করা।

৩) শিশু সাহিত্য সম্পন্ন শিক্ষার্থীর জ্ঞান আরও প্রসারিত করা।

৪) রচনাশীল লেখকদের যুক্তির মাধ্যমে মন্ডলের পঠন সহায়তা করা।

৫) মাতৃভাষার বিশেষ পঠন, ব্যাকরণের মূলীভূতি ও ব্যাপ্তিবিদ্যা সঙ্গে ক্রমান্বয়ে পরিচয় করানো।

Part - 1

প্রশ্নমালা - 60
(বিষয় = 20, প্রণয়ন = 40)
বিষয় = 20

পাঠাগাত্মিক প্রশ্ন - পাঠবিধি ও পাঠাগাত্মিক প্রশ্নগুলির বিভাগ ও পর্যায়ের জ্ঞান -

১. পাদা

কাত্রির পুরুষার্থী - কাত্রি নজরুল ইসলাম
ছোটের দল - মেহেন্দর মণি
নোট মুক্ত - হোসিন রায়

২. পদ্য

পোষ্টমাস্টার - রবীন্দ্রনাথ ঠাকুর
হোস্টের রাম - কাবুল

৩. ব্যাকরণ

ক) ভাষার এবং উপভাষার সন্ধা - উভয়ের সম্পর্ক

খ) উপভাষার দুটি রূপ - কথা ও লেখা

কথা উপভাষার পাঁচটি রূপ - রাজি, বিশালিক, কামরূপী, করেন্দ্রী ও ব্যাঙ্গাচিত্ত

লেখা উপভাষার দুটি রূপ - পদ্য ও পদা

পদ্য উপভাষার দুটি রূপ - সাধু ও চলিত

প্রাথমিক ভাষার বাংলা শিক্ষার ক্ষেত্রে আঞ্চলিক ভাষা এবং মানা চলিত বাংলা ভাষার পার্থক্যজ্ঞানিত সমস্যা ও তার সমাধানপ্রয়াস।

গ) পদ প্রচারা - কার্যক্রম (Functional) ও অদ্বৈত (syntactic)

ঘ) সমাধান
1. প্রাথমিক শিক্ষার মাতৃভাষা শিক্ষক দলীয়, উদেশ্য ও প্রয়োজনীয়তা।

2. ভাষা শিক্ষার বিভিন্ন দিক:
   ক) শেনা - প্রাথমিক শিক্ষায় শেনা প্রচুর
   খ) বলা - আদর্শ কথন
   গ) নিউল বর্ণ ও শব্দ উচ্চারণের অভ্যাস গঠন - প্রতিষ্ঠা (কথোপকথন, ছড়া ও কবিতা আবৃত্তি, পাখ কলা ও পাখাংশ পাঠ)
   ধ) পড়া - আদর্শ পাঠের প্রেরিত
       সর্ব ও নীরব পাঠের প্রয়োজনীয়তা
       সর্ব ও নীরব পাঠের অভ্যাস গঠন প্রতিষ্ঠা
   ন) লেখা - আদর্শ লিখনের অভ্যাস গড়ে তোলার প্রতিষ্ঠা
   চ) অনুলিপন, শ্রুতিলিপন
   ছ) বলা, পড়া ও লেখার ক্ষেত্রে যত চিহ্নের যথাযথ ব্যবহার রীতি।

3. মাতৃভাষা শিক্ষায়নের করেকট প্রতিষ্ঠা
   ক) বর্ণমালামুক্তি
   খ) শব্দমুক্তি
   গ) বলকম্প্লাইনিক
   ঘ) ছড়া, পাখ কলা ও অভিনয়, আরেকী প্রতিষ্ঠা

4. ক) ভাষা শিক্ষার সহায়ক উপকরণের গ্রন্থ
   খ) দর্শন ও হাতিয় উপকরণ সমূহের শ্রেষ্ঠিকন্ঠে ব্যবহার ও প্রয়োগ প্রতিষ্ঠা - চার্ট, মডেল, রার্কবোর্ড, পেইকবোর্ড, ওভিয়নি/ডিজিটাল ক্যাসেট/ডিডি

5. অনুপাঠর ধরণ ও পাঠ পরিকল্পনা - (প্রথম শ্রেষ্ঠ থেকে পঞ্চম শ্রেণি)
   (Macro-Teaching)
Part - II

বাংলা

পূর্ণমান - 65

(বিষয় 20, প্রশ্ন 45)

বিষয় - 20

পাঠাংশী - চতুর্থ ও পঞ্চম শ্রেণির প্রচলিত বাংলা সাহিত্যের পাঠাংশী এবং মাধ্যমিক স্তরের পাঠাংশীর নির্মাণ ও নিয়ন্ত্রণ বিষয়ের বিশ্লেষণ।

1. পাঠ
   - ভারতীয় - রবীন্দ্রনাথ ঠাকুর
   - দেশ - জগদিশ উদিন

2. পাঠ
   - অন্তর্গত স্বর্ণ - শরৎচন্দ্র চট্টোপাধ্যায়
   - প্রাচীন ভারতের বিজ্ঞান চর্চা - সতেরনাথ বসু
   - খাজাকিলিয়া - তরাশরক বন্দ্যোপাধ্যায়
   - অর্থনীতি - সুভাষ চৌধুরী

3. আধুনিক বাংলা সাহিত্যের ইতিহাসের সংক্ষিপ্ত রূপরেখা

4. কবি ও লেখক পরিচিতি - (প্রথম শ্রেণি থেকে পঞ্চম শ্রেণির পাঠাংশী অনুযায়ী)

5. ব্যাকরণ
   - প্রাচ্য-রাজন, সামাজিক ভিত্তিক শব্দ, বিপুলতার্থ শব্দ, সামাজিক শব্দ, বিভিন্ন ধরনের বাক্যপঞ্জন প্রশ্ন (অর্থনীতি ও গঠনপ্রণালী)

Part - II

প্রশ্ন = 45

1. ব্যাকরণ শিক্ষার প্রয়োজনীত্ব

2. প্রতিষ্ঠান রচনা, অনুচ্ছেদ রচনা, পত্রপত্র শিখন প্রশ্ন

3. মাধ্যমিক শিক্ষার কর্মকাণ্ড প্রশ্ন - কথোপকথন, আলোচনা, অনুসন্ধান ও প্রকল্প প্রশ্ন

4. উচ্চারণ ও বানান সমস্যা এবং তার প্রতিকার ও প্রতিষ্ঠান সমূহ - (পশ্চিমবঙ্গ বাংলা আকাদেমি প্রস্তুত 'বাংলা বানানবিদ্যা'-র অনুসরণ)

5. সামাজিকভিত্তিক একক বিশ্লেষণের মাধ্যমে পাঠ-পরিকল্পনা

6. নির্বিশেষ ও সামাজিক মূল্যায়ন; পাঠের একক বিশ্লেষণ ও অভিজ্ঞতাপ্রতিষ্ঠিতকরণ (পঞ্চম শ্রেণি)

7. সামাজিক অনুশীলন পাঠ্যটাইকা ও পাঠ-পরিকল্পনা প্রতিষ্ঠান (Macro-Teaching)
   - (প্রথম থেকে পঞ্চম শ্রেণি)
उद्देश्य
1. प्राथमिक स्तर पर भाषा और साहित्य संचालन की योग्यता उत्पति में सहायता करना।
2. विभिन्न स्तर से आने वाली बच्चों की भाषा सीखने से समभार्य-परिचिति एवं उन समस्याओं का समाधान
3. प्रशिक्षणाधिकृतों के अन्वर्तन बाल-साहित्य सम्बन्धी ज्ञान का विस्तारण।
4. भाषा-शिक्षण के प्रति आनन्दप्रद भाषा एवं प्रतिमोगितात्मक मानसिक विकास को सहायक होना।
5. मातृ-भाषा के प्रमुख लक्षण व्यक्तिका के प्रमुख सिद्धान्त सुहावों एवं लोकोक्ति यों से परिचित।

पाठप्रक्रम
1. हिंदी-भाषा शिक्षण-प्रसुतीकरण-हिंदी भाषा सीखने की आवश्यकता एवं उद्देश्य।
2. कक्षा – १ से लेकर कक्षा – ५ तक प्रकटित पाठप्रक्रम का विस्तृत एवं परीक्षा ज्ञानार्जन।
3. प्राथमिक स्तर पर हिंदी-भाषा शिक्षण समभार्य छात्रालय विशेषता एवं अध्ययन सम्बन्धी सामग्री का ज्ञानार्जन।
4. विभिन्न प्रकार की ध्वनियों का अर्थ - ध्वनि समभार्य लाभार्थक अर्थकर - विभिन्न प्रकार की ध्वनियों का अनुकरण।
5. क्रम-हिंदी भाषा में वार्तालाप, समुचित वार्तालाप का अभ्यास।
 निर्माण - वार्तालाप, कविता, कहानीकथन, पद्य, अभियंतन एवं अनुभव युक्त व्याख्या।
1. पढ़ा :-
पृष्ठ की अभिलापा - माखन लाल चुंबवंती
अनगील वचन - कबीर दास
भूल गया है करों हमसान - डॉ हरिवंश राय बच्चन

2. गाथा :-
जब मैं पड़ता था - मोहन दास करम चन्द गाँधी
ईदगाह - प्रेमचंद

3. व्याख्यान :-
(1) • भाषा - परिभाषा।
    • उपभाषा - परिभाषा एवं उनमें सम्बन्ध।
(2) • उपभाषा के दो रूप - कथित एवं लिखित।
    • कथित उपभाषा के पाँच रूप - अवधी, ब्रज, भोजपुरी, खड़ी बोली, मैथिली।
    • गद्दी उप भाषा के दो रूप - प्रामाणिक एवं आंचलिक।
    • प्रायोगिक स्तर पर आंचलिक भाषा एवं प्रामाणिक हिंदी भाषा में भेद सम्बन्धित समस्याये एवं
      उनके समाधान का प्रयास।

पद परिचय - • विकारी।
समास - • अविकार।
Method - 40

- प्राथमिक स्तर पर मान्त्वार्थ शिक्षण के उद्देश्य एवं प्रयोजनाचू० ।
- भाषा शिक्षण के विनियम स्तर :-
  - सुनना - प्राथमिक शिक्षण में सुनने का महत्व।
  - लिखना - आदर्श कथन।
    - भूल रहते वर्णी एवं शब्दों के उच्चारण का अभ्यास गठन एवं पद्धति (कथोपकथन, कहानी पाठ, कहानी-कथन, एवं गद्यांश पाठ)।
- पढ़ना - आदर्श पत्र की विशेषता।
  - उच्चारित एवं शान्त पत्र की प्रयोजनाचू०।
  - उच्चारित एवं शान्त पत्र की पद्धति।
- लिखना - आदर्श लेखन के अभ्यास गठन की पद्धति।
  - सुशील लेखन, झुल लेखन।
  - बोलने, पढ़ने, एवं लिखने के क्षेत्र में विशेष। बिन्दु के उच्चत प्रयोग की रोहत।
- मान्त्वार्थ शिक्षण की कुछ विधियाँ :-
  - वर्णों के अनुसार।
  - शब्दों के अनुसार।
  - स्त्रोतों के अनुसार।
  - कहानी कहानी कथन, अभिनय एवं आवश्यक पद्धति।
- भाषा शिक्षण में सहायक उपकरण का महत्व :-
- दर्शन एवं शब्द पाठ आयोपित उपकरण का श्रेणी भाषा में व्यवहार एवं प्रयोग की पद्धति - चार्ट, माइल, स्थापत्य ट्रैफिक, पपेटिफोर्ड, अड्डोइ, शूटिंग, कैपेटेट, सीडी।
- सुसंदर शिक्षण की धारणा एवं पाठ परिक्ष्यना
  (एक्षित श्रेणी से पंचम श्रेणी तक)
- हिंदी -
भाग - दो

Content 20

(Content 20 + Method 45) = 65

पद्य :--

• एक ब्रूंद - अयोध्या सिंह उपाध्याय हरिप्रभु।

• कदम्ब का पेड़ - सुभद्रा कुमारी चौहान।

• गद्य :--

• हार की जीत - श्री सुदर्शन।

• एकाग्रता - महानीर प्रसाद द्विवेदी।

• कवीर दास - संकलन।

• राष्ट्रीय गुण्डा - संकलन।

• आधुनिक हिंदी साहित्य के विकास की रूपरेखा।

• कवि एवं लेखक परिचय (प्रथम श्रेणी से पंचम श्रेणी तक)

व्याकरण :--

मुहावरे, समाचारित शब्द, विषयीतर्थक शब्द, पढ़ायित्वादी शब्द, समानार्थक शब्द, एवं विभिन्न प्रकार के वाक्य गठन की पद्धति (सार्थक एवं रचनात्मक)।
भाग - दो

Method - 45

- व्याकरण शिक्षा की प्रयोजनीयता।
- प्रतिवेदन, अनुच्छेद रचना, पत्र-लेखन सीखने की पद्धति।
- मातृभाषा शिक्षण की कुछ पद्धतियाँ - कथोपकथन, आलोचना, अनुवाद एवं प्रकट्प पद्धति।
- उच्चवरण एवं बहनी समस्या एवं उनके निर्णय की पद्धतियाँ।
- सामग्र्य पर आधारित इकाई विश्लेषण माध्यम से पाठ परिकल्पना।
- सत्ता एवं सामाजिक मूल्यों के इकाई पाठ विश्लेषण वांछित प्रश्न पत्र प्रस्तुतीकरण।
- सामग्रिक पर आधारित प्रमुख पाठ योजना एवं पाठ परिकल्पना प्रस्तुतीकरण (Macro-Teaching)
AIMS AND OBJECTIVES

The New Syllabus for the contents and methods of Teaching Urdu has been prepared in such a way as to enable the Trainees to become completely skilful Primary Teachers of Urdu, with sufficient knowledge of the Language, its intricacies and characteristic of Child Literature, besides developed ability to solve the problem involved in teaching and learning it at the Primary level.
METHODOLOGY
FULL MARKS – 26

1. Natural Science
   Meaning and concept, Place of Natural Science in Primary Curriculum
   
2. Aims and objectives of teaching Natural Science (Objectives to be stated in behavioural terms).

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


PART – II
FULL MARKS – 35
CONTENTS (MARKS – 10)

1. Knowledge of the contents of Natural Science meant for Classes IV & V.

2. Knowledge of the following topics upto Madhyamik level of the WBBSE.

METHODOLOGY (FULL MARKS – 25)

1. Approaches and Methods of Teaching Natural Science
   (a) Approaches: Inductive and Deductive Approaches, Constructivist Approach.
   (b) Methods: Lecture-cum-discussion, Lecture-cum-demonstration, Problem Solving, Project, Cooperative Learning.

2. Activity
3. Action Research
   Concept 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).
CONTENTS AND METHODS OF TEACHING HISTORY
FULL MARKS – 75

OBJECTIVES:
1. To acquaint the trainees with the objectives & methods of teaching history.
2. To help in acquiring effective skills of teachings history.
3. To help the trainees in understanding the needs of worthy citizen in a society.
4. To help in developing adequate social and human values.
5. To inspire analysis of the present in the light of the past.
6. To help in developing nationalism through unification of cultural ingredients, love for mankind and universalisation.

SYLLABUS
PART – I (Marks – 40)
CONTENTS (MARKS – 14)

1. Knowledge of Paribesh Parichiti for Class I and II, and History of Classes – III and IV.
2. Knowledge of the following topics upto Madhyamik level of the WBBSE.
   a) Mehar Garh 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.
2. Methods of Teaching History
   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:
   Sketch, Chart, 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)

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
2. Knowledge upto Madhyamik level of the following topics (WBBSE):
   i) Constitution of Indian Republic and its Salient Features with Special reference to Rights 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
   Discussion Method and Project Method
2. ‘Space’ and ‘Time’ Consciousness in Teaching History
   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).
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

OBJECTIVES:
1. To help acquisition of knowledge of Geography for realizing values associated with the discipline.
2. To help acquiring effective skills of teaching Geography.
3. To develop competency in using various teaching aids.
4. To develop awareness about the environment and environment related values.
5. To develop nationalism and internationalism through teaching and learning of Geography.
6. To help understand relationship of Geography with allied disciplines like, Economics, Agriculture etc.
7. To develop awareness and understanding about the causes of natural disasters

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.

1. 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 of Planetary Winds).
   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.

2. Methods of Teaching Geography:
   a) Conversation, Story Telling and Question Answer method (for classes I & II)
b) Observation and Experimentation Method, Field study and Land Survey.

6 (Item No. 3 & 4)


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. Knowledge upto Madhyamik level of the following topics (WBBSE)
   a) Location of India, Political division of Indian Union into States and Union Territories.
   b) Economic Geography of India
      i) Agricultural resources – Food crops – Rice and Wheat, Planation Crops – Tea and Coffee
         Fibre Crops – Cotton and Jute.
      ii) Mineral Resources – Iron Ore and Coal
      iv) Industries – Textiles (cotton and Jute) Iron and Steel (Engineering : Locomotives and Automobiles)
   c) Neighbouring Countries of West Bengal : Nepal, Bhutan and Bangladesh.


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 observations in the teaching of local geography – weather observation (through simplified description of wind vane, rain gauge, Fortin’s Barometer, Sexts Thermometer, Hygrometer and Simplified Weather Chart for Primary Level). Use of Model on Day & Night.


4. Continuous and Comprehensive Evaluation (CCE) and preparation of tests (Classes IV & V)
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PHYSICAL EDUCATION AND HEALTH EDUCATION
FULL MARKS – 100

OBJECTIVES:
1. To help motivate children to participate regularly in games and sports and to form the habit of undertaking regular physical exercise.
2. To develop organic fitness, neuro-muscular skills, character, personality, mental and emotional health of the children.
3. To arouse qualities like discipline, punctuality, honesty, co-operation, leadership and sociability.
4. To help maintain healthy practices and life styles.
5. To keep persons and environment clean and live hygienically.
6. To disseminate scientific knowledge about prevention of diseases and promotion of health.
7. To acquire knowledge of food and nutrition.
8. To form basic concepts in First-Aid.
9. To instil the qualities of social service in the children.

PART – I
FULL MARKS – 50
Internal Marks : –
Physical Education : – 6
Health Education : – 4
10

EXTERNAL EXAMINATION (WRITTEN)
Physical Education : – 25
Health Education : – 15
40

PHYSICAL EDUCATION
(Theoretical Paper Written Examination)
Marks – 25

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

2. Components of Physical Fitness (Speed, Endurance, Agility, Strength and Balance).
    (Running events, Long Jump and High Jump)
   b) Principles of laying out a running track.

5. Lesson Notes / Planning – Teaching aids

6. a) Fixture – League and Knock out System
   b) Conducting Annual Sports and Play Day

7. Special Activities for Physically Challenged Children.

HEALTH EDUCATION
(Theoretical Paper Written Examination)
Marks – 15

1. a) Meaning of Health Education : physical and mental
   b) Health Service – Daily health inspection and Medical inspection

2. Importance of Hygienic living – Care of Skin, Hair, Ear, Throat, Teeth, Eyes, Nose, Feet and cleanliness of immediate environment.


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; Rickets, 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 Organizational Games:
   a) Imitative Games
   b) Chasing Games
   c) Story Telling Activities
   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 (100 Mts. & 200 Mts.), Jumping (Long and High), Throwing the Cricket Ball,
PART – II
HEALTH EDUCATION
(Practical Examination)
Marks – 10

Internal Marks – 5 (for Part – II)
External Marks – (for Part – II)
Total – 10 Marks

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 Sling
   c) Use of Tourniquet
      i) Arterial Wound in the lower arm
      ii) Snake Bite
   d) Use of Splints in the fracture of forearm

   5 (Item No. 2, 3 & 4)

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 Institutions 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

OBJECTIVES

To develop
(a) awareness on Art and Aesthetics.
(b) understanding of different forms of Art and its historical Development and planning
(c) understanding of visual communication and its skills.
(d) perceptual understanding of Three Dimensional Objects.
(e) basic skills related to drawing and painting.
(f) understanding of colour dynamics.
(g) understanding relevant Art materials and Techniques.
(h) understanding of Graphic, its techniques and applications.
(i) understanding of model making.
(j) understanding of materials and its creative uses.
(k) understanding of creative crafts and its utility.
(l) understanding of productive and creative works.
(m) understanding of planning and development of Teaching Aids.

GENESIS

All Education commissions of pre-independent and post-independent era catagorically recomended the orientation of Art and Aesthetics in the school education curriculum. In reality the very perception has not been given proper importance. With the results the present school education system has become very dull and demotivating and learners’ creative 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.

The 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
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.
(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:
(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) Uses 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 Hours

SYLLABUS:-

(A) ALL ARE COMPULSORY:

(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 Colour 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 paintbrushes.
(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) Preparation of different adhesives and their uses.

(15 X 2) = 30

(B) ANY TWO FROM THE FOLLOWING:

(1) CLAY WORK:

(a) Collection of soil, drying up & powdering of soil, mixing with sand, husk and straw of Jute.
(b) Making three-dimensional 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.

(20 x 2) = 40
(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 tray 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 Bandhani.
(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 piece of coloured clothes: Handkerchief, Tray 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 toys and listing of materials for their preparation.

(b) Preparation of five different toys using cheap ingredients like soil, bottles of different shapes and sizes, 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 and teaching those activities.

(b) Each trainee will keep a 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 standard 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).


   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.
Objectives:
1. After completion of the course, the trainees will be able to attain competency in teaching in the Primary Schools.
2. Divide curriculum into different lesson units and to attain skill of preparation of plan and outline for imparting lesson.
3. Select and apply properly methods of teaching with follow-up reading.
4. Evaluate at the end of lesson and keeping records thereof on that basis.
5. Gain experience to prepare suitable teaching materials for imparting lessons.
6. Understand the learning problems of the children and the possible solution of such problems.
7. Attain experience of comprehensive live organization in Schools.
8. Understand the needs of learning of children coming from different social surroundings, to learn harmonizing adequately with curriculum.
9. Acquire the ability to teach simultaneously in different classes (multigrade class-teaching).
10. Develop ability to teach through activities.
11. Learn experiencing curriculum through direct experience based works.

Practical Works:
1. Demonstration Lessons by the Teacher Educator.
2. Criticism Lessons by the 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 Schools 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 Schools 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) Supervision during teaching followed by comments and discussion.

5. External Examination (Practical):
   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) Practice 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

A Concept:

By Cultural Activities we generally mean activities related to the development of Culture. Culture is essentially the outcome of what people in community undertake to accomplish for enhancement of their individual and community lives through entertainment and which tend to trickle through generations as tradition. It is based on definite rational skill and knowledge. Here Culture means assimilation of different traditional norms and means for the refinement of individual knowledge through social and aesthetic activities such as music, dance, recitation, debate, quiz, drama, play and games etc. So, in short by Cultural Activities we mean those activities which help to develop mental and social levels of human being.

Part – I Examination

Internal – 05
External – 20

\[ 10 \times 2 = 20 \]

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

Part – II Examination

Internal – 05
External – 20

\[ 10 \times 2 = 20 \]

1. Dance
2. Exttempore
3. Debate
4. Sangeet (Folk song and Patriotic Song)

Notes for Part – I & Part – II Examinations:

1) Participation of each trainee in all items is 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 EXPERIANCE


(Internal Examination)

Objectives:
1. To find out the place of direct experience based activities in Primary School Curriculum.
2. To help attain knowledge, competency, habit and attitude through the experience based activities.
3. To help attain concept of direct experience based activities and to understand the importance of his activity for all round development of the child.
4. To acquire skill for conducting direct experience based activities in different classes of Primary School.
5. To acquire skill of observation of the physical and social environment.
6. To develop the sensivity of social needs and problems.
7. To develop awareness of natural and social events.
8. To develop sense of respect and dignity towards productive labour.
9. To develop positive attitude towards democratic living.
10. To help combining theoretical knowledge with practical experiences.

WORK-SCHEDULE OF DIRECT EXPERIENCE BASED ACTIVITY IN TRAINING INSTITUTE

1. Observation of remarkable day:


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.


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 GUIDELINE:

1. Evaluation will be made on the basis of presentation before the teachers. In presence of teacher a selected part of the experiance based creativity will be presented orally by the trainees individually.

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

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<th>Skill of performance</th>
<th>Note-Books</th>
<th>Presentation and interaction</th>
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   b) Sessional Activity 5 marks in each part – (5 + 5) = 10

   Total = 50

3. Three note Books are to be presented – viz.
   a) Diary of the daily Work
   b) Specimen Collection book / Project Book.
   c) Note – Book on Special Days.

4. Time:
   Total (for each Trainee) 10 minutes
   a) Presentation 5 – 6 Minutes
   b) Interaction 4 – 5 Minutes

5. Average of the marks awarded by all the teachers will be considered.
GROUP - (D)

COMPULSORY OPTIONAL SUBJECTS

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COMPULSORY OPTIONAL SUBJECTS
PRE-PRIMARY EDUCATION
FULL MARKS – 100

Objectives:
1. To understand the nature and importance of Pre-Primary Education.
2. To be conversant with the nature of growth and development of children at Pre-Primary Level.
3. To understand the Philosophical basis of Pre-Primary Education and its methods.
4. To acquire skills and competencies required to practice Pre-Primary Education.
5. To be aware of the development of Pre-Primary Education in West Bengal, its constraints and remedies.
6. To be aware of the role of teachers and parents in Pre-Primary Education.
7. To acquire knowledge about the administration measures and agencies of Pre-Primary Education in West Bengal.

PART – I (FULL MARKS – 50)

1. Nature and importance of Pre-Primary Education:
   Concept of Pre-Primary Education and its scope. Types of Pre-Primary Education – Formal and Informal
   Role of home, school and outer environment in Pre-Primary Education.

2. Objectives of Pre-Primary Education:
   Support the growth and development of the child – cognitive and psychomotor and development of
   adaptive skills, and preparation for Primary Education.

3. Principles and Methods of Pre-Primary Education of:–
   Froebel, Montessori, and Gandhiji (Pre-basic Education).

4. Developmental Characteristics of Children at Pre-Primary Stage: (Upto 5 Years)
   Physical – Development of body size and its proportion. Growth (size and weight) of brain and Sense
   Organs
   Motor – Development of Psychomotor skills. Anomalies in Psychomotor development, and
   Development of handedness. Psychomotor development and learning
   Emotional – Characteristics of Childhood emotions – Cognitive, affective and emotional responses.
   Role of Pre-Primary Education in emotional development.
   Speech and language – Elementary idea about the stages of Language development. Helping
   development of Speech and language
   Cognitive – Nature of memory capacity, attention and perceptual process.
   Social – Elementary idea about the social and moral characteristics of Pre-Primary Children.

5. Development of Pre-Primary Education in West Bengal since Independence:–
   i) Nursery, Kindergarten and Angonwari, ii) Pre-Primary Teacher Training
PART - II (FULL MARKS - 50)

1. Teaching of basic skills:
   a) Recognition of alphabets, Colour, Shapes, Size and Figures.
   b) Speech – Conversation, Social interaction, Rhymes and Music.
   c) Development of writing readiness and drawing.
   d) Numerical concepts – Number concepts, Order of the numbers and counting up to twenty.
   e) Training in other Psychomotor skills – Group dancing, Formation of different shapes and figures with Clay and similar other materials, Assembly of Parts to a whole, Paper folding and preparation of different objects.
   f) Sensing of different Textures.

2. Learning by observation – Importance of Observation of:-
   a) Spatial discrimination
   b) Biological World.
   c) Immediate Social environment.

3. Facilitators of Pre-Primary Education:-
   a) Importance of Parent-Teacher meeting – Parents involvement
   b) Purpose of Play, Different types of Play, Play as a Therapeutic Method.

4. Pre-Primary Education of the exceptional children:
   a) Emotionally disturbed – Anxiety prone, Aggressive, Apathetic
   b) Social – isolated and shy
   c) Intellectual – Mild Mental Retardation

5. Integrated Child Development Scheme (I.C.D.S.):
   a) Food and Nutrition programmes –
   b) Health related programme.
SOCIAL EDUCATION
FULL MARKS – 100

OBJECTIVES:
After completions of the syllabus the learners will be able to :-
1. help development understanding about ones own society.
2. help development of skills for better social living.
3. understand the factors related to Health Education and Family Education.
4. help understanding the contributions of social reformers of social change.
5. develop positive attitude towards social ecology and various strata of people in the society.
6. understand the dynamics of social resource mobilization.
7. develop respect towards human rights and responsibility to social duties.

SYLLABUS
PART – I (Full Marks – 50)

1. Concept of Society and Social Education:-
   b) Concept of Social Education - Meaning and purpose of Social Education; Relation between Formal Education and Social Education; Formal, Informal and Non-formal Education in the context of Social Education.

2. Importance of Social Education: –
   a) Social education as an integrated study of different disciplines.
   b) Importance of Social Education at the Elementary Level.

3. Health and Family Education: –
   b) Family Education: - i) Family as the basic unit of society; ii) Role of family in child’s life and health iii) Life style Education.

4. Contribution of Social Reformers to Social Change - Raja Rammohan Roy, Iswar Chandra Vidyasagar, Swami Vivekananda,
PART - II
FULL MARKS - 50

1. Concept of Social Integration: Meaning and nature of Social Integration - Constraints of Social Integration and means to overcome them.

2. Social Change and the role of different agencies:
   a) Social change - Meaning and process; Social Education as a Vehicle of Social Change;
   b) Role of different agencies: Teachers, State and Central Governments, Local bodies including Municipalities, Panchayats, N.G.O.s, and Mass Media.

3. Human Right Education:
   i) Basic human rights and duties; ii) Right to education in terms of 86th Amendment of the Constitution of India.

4. Action programmes of Social Development:
   b) Role of Social Workers for Mobilization of Social human resources. Organization of group activities for the development of Society.
   c) Problem of Child Labour in Social Education.

5. Environmental and Population Education:
   a) Elementary knowledge of Ecology; concept of global warming
   b) Meaning of Environmental Education; Need for Environmental Education - for sustainable development
   c) Growth of Population and its relation with social life; Role of social education for population control and sustenance of environment.
EVALUATION AND MEASUREMENT IN PRIMARY EDUCATION
FULL MARKS - 100

Objectives:
1. To develop understanding about the concepts of measurement and evaluation.
2. To develop acquaintance about various tests and tools of measurement.
3. To help acquisition of skills necessary, for preparing achievement tests including objective tests and their uses.
4. To help acquiring elementary knowledge about Diagnostic Tests and their uses.
5. To acquire knowledge about the modern trends in evaluation.
6. To help acquiring knowledge and skills for using elementary statistical tools.
7. To develop scientific attitude towards education system, teaching and evaluation.
8. To develop systematic habits respect for precision and objectivity.

PART - I
MARKS - 50

Syllabus:
1. a) Concept of Measurement and Evaluation.
   difference and relation between the two.
   b) General objectives of evaluation in Primary Education.

2. Techniques of evaluation -
   Observation and teacher’s rating;
   Group assessment and interview; Examination (Written, Oral & Practical)
   and its importance.

3. Achievement Test - i) Concept of Criterion referenced tests
   ii) Construction of Teacher made Test
   iii) General characteristics of Objective, Short answer and Essay type tests and their preparation;
   Method of scoring essay type test: Bulk scoring, part scoring and their merits and limitations.

4. Preparing objective test items - i) Selection and analysis of content area; ii) choosing item format;
   iii) Item writing with behavioral objectives iv) Writing Parallel items.

5. Statistical Treatment of data:
   a) Tabulation of scores into frequency distribution. b) Graphical representation and interpretation -
   i) Bar diagram, ii) Pie diagram, iii) Frequency polygon, iv) Histogram and v) Ogive
PART – II
MARKS - 50

1. Characteristics of a good test - Reliability, Validity and Objectivity; Methods of finding reliability; Types of validity; Relation between reliability and validity.

2. Different types of norms Interpretation of test results in terms of norms and criteria.

3. Meaning and purpose of Diagnostic Tests – For reading, writing and arithmetic and their importance.

4. Trends in Evaluation Question Bank, Grading, Cumulative Record Card, Continuous and Comprehensive Evaluation and its importance in Primary Education

5. Statistical Treatment of data
   Measures of central tendency and variability; Ranks difference correlation;
   Elementary idea of normal distribution and normal curve; Concept of percentile and percentile rank.
ART EDUCATION

Full Marks – 100

OBJECTIVES

1. To help understanding the fundamentals of Fine Arts
2. To develop sense of colour and aesthetic sense
3. To develop skills of drawing, painting and other forms of Fine Arts
4. To develop acquaintance with the great masters in Fine Arts
5. To help understanding the importance of Folk Arts of our region and develop awareness necessary for their presentation

PART – I

Full Marks – 50, (Internal – 10 & External – 40)

SYLLABUS (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.

1. Fundamentals of Fine Arts:
   b. An Outline of gradual development of Indian art and craft.
   c. Concept of Aesthetics.

2. Concept of Colours:
   Primary and Secondary Colours, Complementary Colours, Cool Colour and Warm Colour.

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

4. Principles and elements of design and decoration.

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

7. A. Painting:
   Painting of different media:—Tempera, Opaque Water colour, Transparent Water Colour, Pastel, Oil Colour and Acrylic
   B. Great Masters:
      i) Leonardo Da Vinci, Picasso and Vincent Van Gogh (1853 – 1890)
      ii) Indian — Abanindra Nath Tagore, Jamini Roy and Raja Ravi Barma.

    PART – II
    Full Marks – 50, (Internal – 10 & External – 40)

SYLLABUS:— (Practical)

    B.

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<th>SL. NO.</th>
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<tbody>
<tr>
<td>01.</td>
<td>Drawing &amp; Painting (Colour composition – Water Colour, Pastel)</td>
<td>04.</td>
<td>Composition from Paper Cutting</td>
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<tr>
<td>02.</td>
<td>Print Making:</td>
<td>05.</td>
<td>Preparation of Greetings Card / Calender</td>
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<tr>
<td></td>
<td>a. Block of Potato &amp; other Vegetables</td>
<td>06.</td>
<td>Dyeing: Batik and Bandhni</td>
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<td></td>
<td>b. Stencil Making</td>
<td>07.</td>
<td>Collage</td>
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<td></td>
<td>c. Lino - Cut</td>
<td>08.</td>
<td>Clay Modeling</td>
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<tr>
<td>03.</td>
<td>Fabric Painting</td>
<td>09.</td>
<td>Alpana</td>
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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.
সন্ন্যাস

Full Marks – 100

উদ্দেশ্য:

এই বিষয়টির চর্চা করে শিক্ষকরা—

1) শুরু বর্তমান ও বিকৃত জীবের বৈশিষ্ট্য ব্যাখ্যা করতে পারবেন।

2) জীব সমূহ মুক্তিক ও বৈজ্ঞানিক দক্ষতা অর্জন করবেন।

3) রাগের গঠন বৈশিষ্ট্যের সমূহে অবদত্ত হবেন এবং নির্বাচিত কয়েকটি রাগের সম্পূর্ণ পরিচয় লাভ করবেন।

4) তালের বৈশিষ্ট্যগুলি উল্লেখ করতে পারবেন এবং নির্বাচিত কয়েকটি প্রচলিত তাল লিখনের দক্ষতা অর্জন করতে পারবেন।

5) শৈশব সন্ন্যাস শিক্ষার উপযোগিতা সম্পর্কে সচেতন হবেন এবং বাংলার প্রাপ্ত সন্ন্যাসকারদের জীবনী ও অবদান সমূহ জানতে পারবেন।

6) বাংলার লোকসন্ন্যাস সমাজে ধরণা লাভ করবেন।

7) অনুষ্ঠান বাদামী সমূহে ধরণা লাভ করবেন।

8) নির্বাচিত নানা ধরণের গান গাওয়া এবং প্রশিক্ষণ দেওয়ার দক্ষতা অর্জন করবেন।

Syllabus:

Part - I

সন্ন্যাসের তাত্ত্বিক অংশ (Theoretical Part)

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

1. রাগ বিষয়ক ২—

১০ মার্কস (Item No. 1 & 2)

2. রাগ বিষয়ক ৪—

রাগের গঠন বৈশিষ্ট্যের সমূহ বিচার, রাগের রাজনীতি, সমাজবাদ, অনুবাদের বিবাদ, বাংলা পার্থক্য, রাগের সৃষ্টি, পক্ষ, ঘটনা, অস্ত্র, তাল, তাল ও বিদ্যমান আলোচনা।

3.  ক) বিলাল রাগের সম্পূর্ণ পরিচয়।

আ) রাগ ইত্যাদিও তালের রাগের সম্পূর্ণ পরিচয় এবং স্বচ্ছ রাগের মূলাভাব আলোচনা।

4. তাল বিষয়ক ২—

মাটি, ছুঁচ, বিভাগ, লোহ, তাল, খালি, সম, ফুল, তালের অস্ত্র, তালের জাতি (সমাজী ও বিবম্বলী) তাল লিখন।

5. নিম্নলিখিত তালগুলির পরিচয় ও তাল সিদ্ধান্ত ২—

দাদা, কাহারো, একতা, গ্রিন্ড, সম্পূর্ণ, তেওড়া, বীপাদান।

10 মার্কস (Item No. 5 & 6)

6.  ক) শৈশব সন্ন্যাস শিক্ষার উপযোগিতা, বিদ্যালয়ের পাঠক্রমে সন্ন্যাস শিক্ষার আবশ্যকতা,

খ) নিম্নলিখিত সন্ন্যাসকারদের জীবনী ও তার সাহিত্যিক অবদান ও রবীন্দ্রনাথ, নজরুল, জিজ্ঞাসালী, বিভূতিশরদ, রজনীকান্ত।

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7. লোকসমীতি:
   ক) লোকসমীতির সংজ্ঞা ও প্রকারভেদ;
   খ) নির্দিষ্টি লোকসমীতি সম্পর্কে প্রাথমিক ধারণা:
       টুসু, ভাদু, সার্বঃ, জামি, হাম্বালী, ভাওযাইয়া, গাজীরা।

8. বাদাম্য:
   হানমোচিয়াম, খানপুরা, তওলা সম্পর্কে সমাক জন।

9. Practicals: (Will be examined by Internal Examiner).
   (ক) প্রাথমিক সমীতি
      ১. প্রথম গেঁথে পালিয়ে যেহেত
      ২. ছোট শিশু মেয়াদ
      ৩. সারা জীবন দিয়ে আলো সূর্য ঘর চাও
      ৪. সত্য মূল প্রমাণ তুমি
      ৫. অদললে কে
      ৬. একসাথে চলো একসাথে বলো
      ৭. বিপদে মোরে রক্ষা কর
      ৮. তুমি নির্মল কর
   (খ) জাতীয় বিলস / পালন উপযোগী দেশায়াসী বিভক্ত
      ১. জন পন মন অধিনায়কে জয় হে
      ২. উঠো ভারত লক্ষ্য
      ৩. একসাথে বাধ্যায়াচি
      ৪. ভারত আমার ভারতবর্ধ
      ৫. ভারতবর্ধ সুরফের একনাম
      ৬. সাধে বিরহ সে
      ৭. বন্দে মাতরম
      ৮. বলো বলো বল সবে
      ৯. কারার ওই লৌহ কপাট

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Part - II

সঙ্গীত

(Practical)

Full Marks - 50 (Practical - 40 & Internal - 10)

(Will be examined by External examiner)

1. (ক) জ্ঞানী ও অন্যান্য দিঃ
   ১. কোন আলোকে প্রাণের প্রদীপ
   ২. যদি তার ডাক ফুটে কেউ
   ৩. মহুন দিঃ মূলের যেধায়
   ৪. বহু শ্রীকান্ত আসে
   ৫. অথতে মুহূর্ত এসেছে জ্যোতির্ময়
   ৬. হে মুতন দেখা দিক আবার
   ৭. বিধবিয়া তীর্থ প্রজাত

(খ) খুশু উচ্চন
   ১. আকাশ ভরা সূর্য তারা
   ২. বাদল বাঁধ
   ৩. আজি কর কর মুখের বাদল দিনে
   ৪. আজি ধনের ক্ষেত
   ৫. হিমের রাতে
   ৬. হেমতে কোন বসেছ বাড়ী
   ৭. পিছ তোদের
   ৮. শীতের হাওয়ায় লাগল নাচন
   ৯. ওঃ পূরবসী

(গ) জড়া গান
   ১. আকাশ থেকে মেজ করেছে
   ২. বৃষ্টি পড়ে টাপুর টপুর
   ৩. হাটি মাটিত তেম
   ৪. শ্রীর বর্ষা
   ৫. আমারে আয় টুইয়ে
   ৬. ভেরো হলো দেবর খেলো
   ৭. এক একে এক

(ঘ) কমলা হাত
   ১. চল চল খেলী চল
   ২. চল কেদল চলাই
   ৩. সফুলতান
   ৪. সব কাজে হাত লাগাও মনা সব কাজে
   ৫. আমারা চায় সুন্দর আনন্দ
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. \[ 3 \times 10 = 30 \text{ marks} \]

- Practical note book containing notations etc. \[ 5 \text{ marks} \]
- Viva voice by the external examiner \[ 5 \text{ marks} \]
COMPUTER APPLICATION IN EDUCATION

Full Marks - 100

Objectives:
1. To empower the trainee in understanding the basic functions of a Computer.
2. To enable trainee in designing appropriate teaching learning applications in an inter-disciplinary approach by using a Computer.
3. To develop appropriate attitude in the trainee towards the use of technology in enhancing learning opportunities across the curriculum of School Education.
4. To empower the trainee in accessing global information resources and be aware of its challenges.
5. To enable the trainee to analyse and reflect in an inter-disciplinary manner with some application software.
6. To enhance the communication and pedagogical skills of the trainees.

SYLLABUS FOR PART – I

Full Marks: 50

Theory – 30; Project Work – 10

A. Computer Fundamentals

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
7. Computer Networks: Types of Networks

B. Word Processing Package

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,

C. Excel (Spreadsheet)

1. Knowledge of worksheet and introduction to Excel
2. Entering Data into worksheet
3. Copy, Paste, Entering Labels, Draw Charts & Graph,
4. Copy, Data from one worksheet to another, Saving worksheet,
5. Developing formula (Mathematical / Statistical)
D. Internet Resources, Design of Web-page, e-mail:

1. Concept of Internet, Word Wide Web – how it works,
2. Internet surfing, browsers & search engines, collecting information from websites/ portals of various international, national and state level organizations, Critical examination and use of web resources in teaching-learning.
3. Web Page Design
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 SYSTEMS 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,
   3. Editing text, adding and deleting slide.
   4. Insertion of pictures graph, different font style and size, setting of design, views of templates and animation.
   5. Slide show, Slide printing

B. Multimedia Systems:
   1. Macromedia Flash for 2 D animation,
   2. Adobe Photoshop for photo editing,
   3. Corel 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:
   i) Profile of Primary Education – Panchayet / 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)
To prepare lesson plans with Computer Aided Learning Materials (on any content area suitable for Primary Classes – content chosen for Part – I Project and Part – II project will be different) as a multimedia presentation. [At least 5 L Ps are to be prepared]

Practical Work: (Marks 40)

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

3. VIVA VOCE