ANNEXURE-I

SYNOPSIS

OF THE THESIS

Relevance of the Teachers’ Training Curriculum in Present Scenario
SYNOPSIS

Relevance of the Teachers’ Training Curriculum in Present Scenario

Thesis submitted to

Jharkhand Rai University, Ranchi

For the Award of the Degree of

DOCTOR OF PHILOSOPHY
IN
EDUCATION

Under the Supervision of

Research Supervisor
Dr. Rana Ranvijay Singh
Jharkhand Rai University, Ranchi

Research Supervisor
Dr. Dipak Kumar Sarkar
Bijay Pal Memorial B.Ed College, Burnpur

Submitted by

KALIDAS DE
SYNOPSIS

Relevance of the Teachers’ Training Curriculum in Present Scenario

INTRODUCTION

Where as:

B.Ed Course prepares human power capital that takes part as the produced means productions to prepare and or to build up of a potential further human power capital that will further take part in the long cherished process of “Nation - Building” and as the “Right to Education” to all Citizens of Indian federalistic State is guaranteed by the Chapter - III of the constitution of India and as the constitution of India has directed India in to a socialistic, Secular and Federal democracy.

The B.Ed syllabus shall have to be reconsidered to satisfy the constitutional needs which, at present, is not found fully in the B.Ed syllabus. Constitutionally the syllabus which followed during 1950s is still going on simply with a very “Eye-washing Change” creating the disturbances the “Right to Education” and “Right to Culture”, the main theme of Indian Constitution.

The Union Regulatory Authority on B.Ed Course shall have to bring a thorough change of the B.Ed syllabus to the direction to achieve national end of Socialism, Secularism, Federalism, Communal Harmony and National Integration failing which our Secularistic pattern of Federalism may face disturbances In the years to come.

Hence is the need and emergence of the study. The present B.Ed syllabus is unconstitutional and violets the preamble, Art. 16, Art. 14, & Chapter- III of Indian Constitution and thus the syllabus of B.Ed needs to be nourished to fullfil the constitutional commitments to the nation and Nationals.
STATEMENT OF PROBLEM

As “Education” is a continuous process for a nation, it is to be nourished with proper care in accordance with the need and emergency of the national need followed by the Constitutional Directions.

In the process of education The Teachers and their training play a vital role in preparing “Human Power Capital” in accordance with the need of the nation which also is a direction given by The National Policy On education-1986

Though Constitutionally India is a Socialistic, Secular, Democratic Republic our syllabus for Bachelor of Education is back- dated and not in according with the constitutional Commitments. The constitution of India, in its preamble, advocates Socialism, Federalism, Democracy, Secularism, Friendship and International fraternity which the present B.Ed syllabus denies.

Further More, Art. 16, Art. 14 and Chapter-III of the Indian Constitution have been denied in the present B.Ed syllabus.

This is the Socio-National, Socio-Constitutional and Socio-Educational Problems.

Hence this is a problem and attempt is being made through the present study to bring out a panacea to solve the problem.
REVIEW OF LITERATURES

After a careful study and observations of the B.Ed syllabus of various state Universities of the Country, it is evident that the syllabus follows some compulsory papers like:

1. Sociological and philosophical bases of education.
2. Educational psychology (In some states name differs)
3. a) Vision of secondary education in India in the context of 21st century. b) Health and Physical education
4. Curriculum and School Management
5. Inclusive education
6. Information, communication and educational Technology
7. Environmental education

METHOD SUBJECT (TWO)

a) Language :

b) Social Study / Commerce / Economics / History / Life Science / Physical Science / Mathematics / Computer Science / Social Studies / geography etc.

Though present syllabus of B.Ed differs a little than that of 1950s, it is not up to the mark as is required to suit Indian constitution, 1949-50

The above syllabus of Bachelor of Education of Kurukshetra University, Haryana, is followed by CDLU, MDU, JU to the letters and with the slightest variations in title of the subjects, state wise, all other states follow almost the same syllabus.

Every where in any syllabus of any state University regulated by the NCTE, there exists no paper of Compulsory nature on the Study on Communal Harmony, National Intergration and Secularism.
OBJECTIVES OF THE PRESENT STUDY

The present study aims at obtaining:

(1) To study the Teachers’ Training Curriculum of various Indian Universities especially B.Ed Curriculum and to find whether these are at par with the present national needs or not,

(2) To find out whether existing Teachers’ Training Curriculum is able to meet the present demands of the Society or not,

(3) To find out a panacea to cope up with nation and nationals needs as per the Constitution of India along with International friendship.

THE FOLLOWING OBJECTIVES SHALL BE ACHIEVED THROUGH THE PRESENT STUDY

To identify the Deficiency of:

a) Presently existing B.Ed syllabus.

b) Ways how to make up deficiencies

c) Finally to achieve a common B. Ed syllabus that can fulfill national ends as per the Indian constitution.

These objectives are to be achieved for the common interest of the nation to maintain Socialism, Secularism, Federalism, Communal Harmony, National Integration.
SIGNIFICANCE OF THE RESEARCH

The Significance of the present study can be viewed from different angles which are discussed below:

NATIONAL SIGNIFICANCY

India as a nation, follows secularistic pattern of social - democratic and federalistic nature with multi-linguistic and Multi-religious people. Success of the country depends on teachers who build future generation. If the teachers are not having the essence of socialism, Secularism, Communal Harmony, National Integration and oneness, they will be a grand failure to produce PROPER HUMAN POWER CAPITAL for the nation. Hence is the need of the present study nationally. Here it will not be an exaggeration to express that one of the root causes of the failure of the then USSR- the most powerful secular federalists country broke into pieces due to failure of producing like-wise human power.

SOCIAL AND EDUCATIONAL SIGNIFICANCE

Indian constitution declares India into a Social welfare state. Social welfare means social progress of the Citizens of the country towards Vertical Mobility diminishing Culture Lag. In a country like India, producing the Socially useful human power capital by the teachers, in accordance with the need and emergence of the Constitution with 100% effective mobility vertically, here exists the need of reconsideration and reconstruction of Bachelor of Education syllabus carefully by the Regulatory Authority as per the needs of Social security in the name of vertical mobility, social progress and development of the nationals and there by Indian Nation as a whole. As per Swami Vivekananda, “Education is to be directed towards “MAN-MAKING PRINCIPLE”. As per John Dewey, the Pragmatist, “Education shall be widely aimed and shall follow pragmatist nature”, This present study will find some positivity on the issue.
HYPOTHESIS OF THE STUDY

Though the study shall flow the historical method, a statistical analysis is to be carried out through response from the sample population to confirm the result of the study, in addition.

The undermentioned five Hypothesis shall be put to test:

FIRST HYPOTHESIS
“PRESENT TEACHERS’ TRAINING CURRICULUM SPECIALLY BACHELOR OF EDUCATION CURRICULUM CAN NOT SATISFY THE NATIONAL AND NATIONALS’ NEED DUE TO ABSENCE OF MAN-MAKING EDUCATION POLICY AS ADVOCATED BY GREAT INDIAN EDUCATOR - SWAMI VIVEKANANDA”

SECOND HYPOTHESIS
“PRESENT TEACHERS’ TRAINING CURRICULUM SPECIALLY B.ED CURRICULUM SHALL BE DEVELOPED WITH ONE COMPULSORY PAPER WITH MAN-MAKING EDUCATION POLICY, MORAL, SOCIAL AND CONSTITUTIONAL VALUES WITH SECULARISM AND IDEALS OF GOOD NATIONAL AND INTERNATIONAL CITIZENSHIP”

THIRD HYPOTHESIS
“WHILE THE EUROPEAN COUNTRIES ARE HAVING B.ED, OR TEACHERS’ TRAINING CURRICULUM FOR NOT LESS THAN THREE YEARS, INDIA SHALL GO ON WITH AT LEAST TWO YEARS TEACHERS’ TRAINING CURRICULUM”

FOURTH HYPOTHESIS
“ AFTER PASSING THE THEORETICAL AS WELL AS PRACTICAL EXAMINATIONS THERE SHALL BE AN INTERNSHIP OF MINIMUM FOR A PERIOD OF SIX MONTHS AT A HIGH OR HIGHER SECONDARY SCHOOL TO BE REGISTERED AS A RECOGNIZED TEACHER”

FIFTH HYPOTHESIS
“INTERNS FOR TEACHERS’ TRAINING CURRICULUM BE PAID AN HONORARIUM BY THE STATE GOVERNMENTS’ EDUCATION DEPARTMENT”
RESEARCH METHODOLOGY

Here in the present study the Historical Method shall be followed. Moreover a sample survey shall be carried out through various tools. “Constructed Questionnaire” may be found, is to be constructed and face validity through Research Methodology System.

Here in this present study, the sample survey Method shall be applied in addition to Historical Method.

* Questionnaire shall be constructed and “Face-Validity” is to be found.
* There will be a sample population of 100
* Stratified Random sampling shall be followed

<table>
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<td>B.Ed Passed Students from 1980s to 2013</td>
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Total Sample Size  100

As because the study follows the Historical Method there is no need of statistical calculation. Still the responses from the sample population shall confirm, in addition, the public opinion through sample population.

C.R.Test and logical reasoning will be followed to find the conclusion after Testing the Validity, Reliability and confidence level of the Hypothesis.
ANNEXURE-II

Publications of the Research Topic

Relevance of the Teachers’ Training Curriculum in Present Scenario

in ISSN JOURNALS (I)

Reprint
Published Matter in relation to
Relevance of TEACHERS' TRAINING CURRICULUM IN
PRESENT SCENARIO.

Ratna-Garbha

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A Bi-Annual Referred
Research Journal of Social Sciences & Humanities
Vol. : 13 No. 2 September 2016

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Social Sciences & Humanities Development Association,
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Ratna-Garbha

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<td>Relevance of the Teachers’ Training Curriculum in Present Scenario</td>
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RELEVANCE OF THE TEACHERS' TRAINING CURRICULUM IN PRESENT SCENARIO

Kalidas De

Education is the Continuous process. Further education is the preparation for future life. Education beautifies human beings according to Rabindranath Tagore the world famous poet. According to Swami Vivekananda the great Indian monk, "Education is the manifestation of perfection already in a man".

Education as per Maharshi Dayanand Saraswati is to know thyself. According to Swami Vivekananda, education is the only way to prepare a proper and humanly man for Society and such a potential force of truly humanistic professionals for the country is the need of the hour. Education prepares human-power capital for the country and education be given to top priority for the sake of development of growth of humanism and thus development of nation. There is no place of brutality in education. Education is to be Non-violent in nature.

The great Swami follows the pragmatism taking all excellent matters from the Western countries combined with moral values, Social values, patriotism fellowship, friendship, nationally and internationally properly honest and nation loving citizens shall have to be created through Curriculum and while teachers are the vanguards of the nation, Friends, philosophers and guides of the present students, Teachers’ Training Curriculum shall have to be framed basing on the need and emergence of the nation as per Indian system of education to bring out all round development. Plato was in believe that talent does not depend on non-genetically and therefore talent must be found in boys and girls born in any Social class. Mohandas Karmchand Gandhi popularly known as Gandhi- the father of the nation - India, believes basic education as the need of country-loving students as a part of Wardha Scheme to be generated by the Teachers Training through the Teachers' Training Curriculum to produce proper man. He wanted Indianization of education with international aspects which is good enough for Safety, Security, peace, progress, friendship, fraternity and love to people going across the national level to International level. Gandhi Ji's another view on education is that education shall follow non-violence in education which is the reflection of his non-violent movement against British exploitations up to 1947, 2nd week of August.

Now-a-days, In the country it is seen that violence in education has been taking places in some educational Institutions in the shape of Ragging. To follow Gandhian principle of Non-violence in education attempts are there for preventing education from violence but there shall be a law for the land in place of directives.

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Ratna-Garbha

Union Government shall have to enact Law on the maintenance of Non-Violence in Education, sooner the better.

Vivekananda was the first educational philosopher who introduced the Indian philosophies of Vedanta and Yoga to Western and is credited with raising the issue of man-making education and efficient professionals. Vivekananda is the follower of nationalistic and Internationalism both.

Presently, socially, morally and legally degradation of our Society has become the matter of Re-thinking towards modification of our Teachers’ Curriculum, the following are the present Scenario in the country.

**PRESENT SCENARIO OF SOCIAL, EDUCATIONAL, INDUSTRIAL AND POLITICAL STATUS IN INDIA AS PER NEWS PAPERS AND CHANNELS**

The following are some of the Observations on the Present Scenario in our Country:-

1. Rape of two female students by Computer Teachers,
2. 72 years old Christian Missionary mother at Nadia was raped by two years to 35 years aged youngsters,
3. Government files showing illegalities of government officers and courts were burnt intentionally,
4. Chopra sister and brothers killing after raping Ms. Chopra in Delhi, some educated anti socials,
5. Bangalore Teacher rapes his students,
6. Honour Killings of daughters have been a common scene.
7. Students fire at Police Officers to death,
8. Under, unjustified strikes by students under the provocation of opposition political parties disturbing regular education at School, College and University level,
9. Headmasters are being beaten up by Students and guards at School level under the guidance of guardians,
10. Young educated wife kills her husband and vice-versa,
11. Illegalities in Arms dealings by the Ministers,
12. Illegal Coal Block distribution allegations at the Central level investigated by CBI,
13. Anti-social of age group of 20-25 years enters in train and starts fire and bombing due to which innocent passengers are killed,
14. In joint Entrance examination for Medical and Engineering candidates appear with Original Admit card,
15. Nursing homes have been the death traps for the patients,
16. IAS officer throws out his old and helpless mother from her home.
Education Institutions specially Secondary Schools have become the Kitchen of Politics.

20 Year aged Secondary passed son murders his 50 years old serving father to get father's service on compassionate ground,

Brother kills sister & vice versa some times on problem issue created out of land and building acquisition,

Father-in-law kills daughter-in-law. Daughter in law kills mother in law to gain supremacy at the family,

Father kills son for a simple matter,

Friend shoots friend on triangular love cases,

Niroya rape and Murder Case at Delhi,

Punishment by Court to Sandip Sir with 10 years rigorous imprisonment for raping a minor aged student in accordance with 132 the POCSO Act,

Murder of younger Cousin by another elder Cousin,

Wild Rigging at the College and University hostels,

Using of high dose drugs at Hostels consume by the students leading to deaths,

Continuous Confinement - Gharao of University officers by the students in a massive group directed by opposition parties leads to break of continuous process of education,

Nagaland Armed Force Jawan kills another two Jawans during peace time in tent at night and is a matter of lack of adjustment which is not taught in secondary curriculum,

Bangalore rape case by teacher to his student again, all these are the Common Scenario at present in the country which are at the higher peak and of course the criminals are educated,

Viswa Bharti University, Established by Noble ? Winner Rabindranath Tagore, is a Central University and was always under "A" category assessed by the NAAC. But on 13th, May, 2015 the University has been degraded to Category "B" which will force the University to face 30% loss of amount of Financial Grant from the University Grants Commission, Bahadur Sah Zafar Marg, New Delhi. This degradation of Viswa Bharti University is due to the following lackness :

(a) Financial mis- appropriation,
(b) Less safety of female students at the hostels,
(c) Absence of wardens in the Female Hostels,
(d) Irregularities of class taking by the Teaching Staff,
Politicalization of education by some of the Teachers and Students and continuous strike at the University campus, of Continuous confinements of Administrative Officers by the students,
Infra structure deficiencies though finance was provided with by the UGC.- All these are some of the reasons of degradation of the Viswa Bharti University which will enforce the University to have a loss of 30% UGC grant,
Souvik Sinha of Patna a student of H. S. at St. Xaviers College Jumps from Top floor of College hostel to death which is due to the fact that adjustment, has not yet been taught by his teachers at the Secondary Level of Education. This is a case story of Mal-adjustment,
In Golabari Area Elder Cousin abducts younger Cousin of Seven years with a view to getting some undue money from guardians to repay the personal loan amount. Later, finding no way to escape, Ranajoy Thakur murders his younger cousin and later arrested. This is a case of mal-adjustment and brutality,
In Factory, Labour welfare officer was Ghraeoed by the agitating workers and was murdered at the spot by the workers,
In tea garden at Raypur, Ratan Mazumder Babu-staff was killed at tea garden by an educated worker- Jitbahen Nayak dtd. 16.05.2015 as a result of Mal-adjustment. Both are educated,
Service Tax Commissioner takes bribe and was caught red handed by the CBI. An amount of Rs. 13,00,000/- was searched out from Tax Commissioners' residence. Later the hush money gives also was arrested by CBI which is a case of financial demoralization,
Aruna Sanbag - a nurse by profession was Victimised through a gang rape - by her two male colleagues at Mumbai on 27th. Nov., 1973, 42 years in Hospital bed, died on 18/05/2015 at King Edward Memorial Hospital, Mumbai,
Industrial strikes have been a common issue now-a-days forcing losses of Crores.
EDUCATION DISTURBS EDUCATIONAL GROWTH : Fact : As per 23rd August 2015 ATV News Culcutta- A section of Students of Presidency University gheraaoed the Vice Chancellor and demanded her resignation being instigated by some opposition political parties. The Gherao was on upto 19 hours without food and drinks to V.C. Thus education is disturbed by the Curriculum of Teachers Training indirectly because students were not received value education, Indian traditions and therefore it became an ease
matter to any political party to instigate them to stop progress in education.

(p) As per News Channel dtd. 29/08/2015 - ATV News Channel Bank Manager of Durgapur Murders his married lover and her only child in Cold blood and News Channel Z News dated 26/08/2015 Murders of Seen at Mumbai by her mother and Divorced father are another examples of horrible society of the country. The murderers are highly educated and well established persons in the society.

(Sources : All Bengali, Hindi, English News Papers daily and TV Channels along with FIRs.)

OBSERVATIONS ON THE PRESENT SCENARIO

Again the scenario speaks of lackness of Teachers Training Curriculum which is imperfect and not need based.

With a view to avoiding such Social, Educational disorders along with terrorism there shall have to be modified Teachers' Training Curriculum in the shape of an Integral Curriculum Development with a combined effort of humanism plus professionalism where the Indian thinkers like Swami Vivekananda and Rabindra Nath's principles of education shall be followed in one hand and in the other hand value oriented moral education with Indian traditions in Education with the principles of "Bashudhaiba Kutumbakam" policy shall be followed.
Publications of the Research Topic

Relevance of the Teachers’ Training Curriculum in Present Scenario

in ISSN JOURNALS (II)


Topic: Need-Based Teacher's Training Curriculum is a Need for the hour for India and International Arena.

Reprint
To,

Kalidas De
Research Scholars
Department of Education
Jharkhand Rai University, Ranchi

Sub: Acceptance for Publication of Research Paper

Dear Colleague,

I have received your research paper entitled: "Need-Based Teachers' Training Curriculum is a Need for the hour for India and International Arena". Your paper has been accepted for the publication in "Ratna Garbha' Vol.14 No.1, March 2017, a Bi-Annual Research Journal of Social Sciences & Humanities, Published by Social Science and Humanities Development Association, Janak Nagar, Hesal, Ratu Road, Ranchi-834005 (Jharkhand).

Thanks for your Co-operation.

Your's Sincerely

(Sunil Kumar)
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A Bi-Annual Referred
Research Journal of Social Sciences & Humanities

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Ratna-Garbha
RATNA-GARBHA
A Bi-Annual Referred Research Journal of Social Sciences & Humanities

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15. Dr. Rajnish Shukla : Head, Deptt. of Comparative Religion, Sampurnanand Sanskrit University, Varanasi.
16. Dr. Kanchan Roy : Prof. of Anthropology, Ranchi University, Ranchi.
17. Dr. S.L.N. Das : University Prof., Head, Deptt. of Commerce & Business Management, Ranchi University, Ranchi.
19. Dr. M.N. Daftuar : Prof. of Psychology, Former Head & Former Dean, Social Sciences, M.S University, Baroda.
20. Dr. Rakesh Narayan : Head, Deptt. of Geography, Ranchi University, Ranchi.
21. Dr. Shradha Srivastva : Head, Deptt. of Music, Ranchi Women's College, Ranchi.
22. Dr. Kiran Mishra : Head, Department of English, Ranchi University, Ranchi.
23. Dr. G.R. Ganjhu : Former Head, Deptt. of Tribal & Regional Languages, Ranchi University, Ranchi.
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Ratna-Garbha

NEED-BASED TEACHERS’ TRAINING CURRICULUM IS A NEED FOR THE HOUR FOR INDIA AND INTERNATIONAL ARENA

Kalidas De

Introduction

In the 21st Century while science and technology has been emerging out of keeping the world population free from any sort of danger, to make people free from the clutches of terrorism that breaks international Safety, security and peace, it is the worthy attempt towards “Terrorism - free World” through education especially through required modifications of Teachers’ Training Curriculum which is but the panacea to save world population from the threats of terrorism and untowards Social, Civil, political as well as moral degradation.

The Topic generates healthy human power capitals for the world who will bring out further healthy as well as value-oriented future citizens who will act as the safe guard of not only India as a nation but the Only single Global village under UNO and UNESCO. Pen is mightier than an "Insas Rifle" or an Atom Bomb because operators are human beings. Modified teachers’ Training Curriculum with one (100) hundred marks paper on value-oriented man making education as advocated by the great Swami Vivekananda is an innovative attempt to turn the disturbing world in to an "Eden Gardens" of peace, progress, safety, security and solidarity of the world population. It is proved through various world class news that India, Bangladesh, Nepal, Bhutan, Barma (Mynmar) and all other Afro-Asian countries are the targets of terrorist attacks. The USA, The U.K. German, France – all these countries are also becoming victims of terrorism, i.e. The whole of the world is either under the evil-paws of ISIS or Maoists and anti human forces.

Simple Physical fighting with the help of Insas rifle and war-tactics will not be enough. It needs human beings’ mental approach to look down upon the terrorism. People of the world are to be taught of oneness of the world population. People are to be trained in such a way as it can stand against terrorism with a determined aim and objective to put an end to terrorism from the world keeping in mind the Indian values underlying in "Bashudhaiba Kutumbakam" all are my sisters and brothers and I am protector of national as well as International people. Education Curriculum is to be made used to prepare "Human-Power-capital in a Right way. India with Bengal tried for peace. Bengal tried for peaceful world and peaceful India. To Bengal’s Swami Vivekananda – all the members attending world conference before 150 years at Chicago are not "Ladies and gentleman" but "my sisters and brothers of America.

*Research Scholar, Department of Education, Jharkhand Rai University, Ranchi
By saying: "Where the mind is without fear and head is high" R. N. Tagore taught the world population to live in the world with dignity that brings peace and solidarity. Lord Gresam of the UK told "Bad money drives out good money out of circulation". This is the high time to bring out good avoiding bad for the interest of India and world population.

J.J. Rousseau told of natural education which shall be child centric and by saying so he advocates naturalism in education.

Rousseau tells, Men were born free but now they are everywhere in chain. This chain of terrorism is to be broken. And that too through modified and space - aged required educational curriculum for the Teachers'. No matter we are the Hindus, the Muslims, the Christians, The Buddhists, The Jainists, The Sikhs but we are men and member of the world belonging to human civilization.

Human civilization’s safety and security now is at stake owing to terrorism, “Black whale”, worst mentality and these can be stopped only by the modification of going Teachers' Training Curriculum and to have modified Teachers' Training Curriculum in accordance with the space age.

American John Dewey the pragmatist stated of Curriculum should be exchanging needed with the base of human need of the hour. He is right in holding this opinion.

The facts, figures, News paper cuttings, groups and data collected, are of clear one standard to prove the need of modifications of education and Teachers Training curriculum for the interest not only of India, but for the world population.

OUR OBSERVATIONS

The topic on the Teachers' Training Curriculum in present Scenario is proven best through arguemental (Qualitative) approach. It has also combined qualitative and quantitative approach both in the same issue and therefore an innovative one and as such the Researchers is a deserving candidate to be awarded with Ph.D Degree. The Researcher Sri Kalidas De is 25 with adequate educational experience of 50 years = 75 years.

If possible UN & UNESCO should think of awarding such type of Researcher with International Recognition through Peace Award internationl. The Significance of the present study can be viewed from different angles which are discussed below:

NATIONAL SIGNIFICANCY IN THE LIGHT OF INTERNATIONAL AFFA

India as a nation, follows secularistic pattern of social - democratic federalistic nature with multi-linguistic and Multi-religious people. Success of the country depends on teachers who build future generation. If the teachers not having the essence of socialism, Secularism, Communal Harmony, National Integration and oneness, they will be a grand failure to produce PROF HUMAN POWER CAPITAL for the nation. Hence is the need of the pre...
Ratna-Garbha

study nationally. Here it will not be an exaggeration to express that one of the root causes of the failure of the then USSR- the most powerful secular federalists country broke into pieces due to failure of producing like-wise human power. Indian constitution declares India into a Social welfare state. Social welfare means social progress of the Citizens of the country towards Vertical Mobility diminishing Culture Lag. In a country like India, producing the Socially useful human power capital by the teachers, in accordance with the need and emergence of the Constitution with 100% effective mobility vertically, here exists the need of reconsideration and reconstruction of Bachelor of Education syllabus carefully by the Regulatory Authority as per the needs of Social security in the name of vertical mobility, social progress and development of the nationals and there by Indian Nation as a whole. As per Swami Vivekananda, "Education is to be directed towards "MAN-MAKING PRINCIPLE". As per John Dewey, the Pragmatist, "Education shall be widely aimed and shall follow pragmatist nature", This present study will find some positivity on the issue.

REFERENCES :
ANNEXURE - III

Seminar
CERTIFICATES
Certificate

This certificate is awarded to Sri/Smt./Shri/Dr.

K. L. I. C. S. E. L. K.

Date: 7th May, 2016

National Seminar on Vedanta and the Modern World
17th Annual Conference of Centre
Vedanta Research Centre, Ranchi

In collaboration with
Ranchi University, Ranchi

The University Department of Philosophy
2nd Seminar

Firakula, M.B

Date: 20th August 2016

Venue: Bokoro, Bimbali Hall

2. A. C. B. M. College of Education

Certificate No. 47

SKB University, Pune & WBBPE

BKM College of Education

National Level Seminar in Department of Education

Certificate issued to

[Signature]

[Stamp]
SEMINAR CERTIFICATE

ON
RELEVANCE OF TEACHERS’ TRAINING CURRICULUM IN PRESENT SCENARIO

 jointseminar on education and curriculum organised by Vidyapathi Bachelor of Education College (Under the affiliation of Burdwan University & recognition of NCTE.) G.T. Road West, PO: Asansol, District: Bardhaman Paschim (W.B.).

Date of Seminar: 19/08/2016 Venue: College Hall Time: 10.00 AM to 5.30 PM

Attended by all students, lecturers, staff, local and state level educationists

Main speaker was Sri Kalidas De (Jp 00140045 JRU, Ranchi) on his topic for Ph.D (Education)

All colleges under BU were invited

With the topic: Relevance of Teachers Training Curriculum in present scenario.

Sri De expressed the topic to all present at the seminar for 01 hour and then invited the questions & replied all the questions related to the topic up to entire satisfactions.

I wish him all success in life, especially for Ph.D. Degree.

Secretary
Vidyapati B.Ed. College
Asansol
ANNEXURE - IV

OBSERVATION CERTIFICATES
FROM SOME Ph.D Degree Holders
ON THE THESIS

Relevance of the Teachers’ Training Curriculum in Present Scenario
Certified that I have gone through the Thesis work captioned “Relevance of Teachers Training Curriculum in Present Scenario” submitted by KALIDAS DE (JP 00140045) for the Degree of Ph.D in Education and found the following:-

(a) It is an innovative invention & Research Methodology has been fully followed by the Researcher.

(b) In my opinion, the above Thesis work done by Kalidas De, is suitable enough to be considered for the Award of Ph.D Degree.

Signature
(Dr. Mousumi Ghosh)
B.B. College, Asansol

Dated Asansol, 22th. December, 2016
OBSERVATION CERTIFICATE

I have gone through the research work entitled "Relevance of the Teachers’ Training Curriculum in Present Scenario" that has been done by the research scholar Mr. Kalidas De and in this regard I found the following:

1. Mr. Kalidas De as a Research Scholar has followed research methodologies with the shelter of qualitative and quantitative approach both with a view to minimize marginal error in proving the hypotheses to reach at his final findings.

2. The research work by Mr. Kalidas De (Jp00140045 of Jharkhand Rai University) is need-based nationally as well as internationally to produce proper “human power capital” for the sake of peace, progress, happiness, growth and development, and in this regard it is unique in its sense.

3. In my opinion, it is a successful and need-based research work that requires a global recognition and implication.

4. History of Indian research will be proud of having such a research work by Mr. Kalidas De, even at the age of 74. This will in fact be a booster dose for the youngsters.

Dr. Sanjeev Pandey
Asst. Professor
Dept. of Botany
B. B. College, Asansol - 03

HEAD
Dept. of Botany
II.B. College, Asansol
I am pleased to certify that the Research work titled - "Relevance of Teachers Training Curriculum in Present Scenario" done by Kalidas De of Asansol is having the suitability for the award of Ph.D Degree in Education as per my opinion.

That I have studied his Research work and found the face validity of the work done by Kalidas De.

Prof.(Dr.) Santosh Kumar Das  
Principal, PTTI(B.Ed)  
(Under the University of Burdwan)  
NH-II, Chanda
CERTIFICATE

I have an opportunity to go through the Research Work - "Relevance of Teachers Training Curriculum in Present Scenario" done by Mr. Kalidas De, who as far as I know, was engaged in 39 years as the teacher of a nationally famous HSMP School under W.B. Govt., two years of experienced personality in the Sarva Siksha Mission of the govt. of W.B. and three years experienced in B.Ed College (UGC & NCTE approved) and thus his present study is based on a practical experience of 43 years as an educationist. More over his present Research work is the symbol of the combination of "Quantitative and qualitative method" to prove all Hypothesis as valid, acceptable and reliable with higher confidence level. Mr. De's this thesis may play a vital role in keeping our education system meaningfully alive and active to produce "proper human power capitals" for the country to give adequate value of our constitution, traditional values of humanity, secularism and Swami Vivekananda's man-making education policy if considered favourably by the Jharkhand Rai University, Ranchi for the award of Ph.D. degree in Education.

(Dr. Rabindra Nath Sau), MSc, MEd, Ph.D
Headmaster

Dr. Rabindranath Sau
Headmaster
ASANOSL OLD STATION HIGH SCHOOL (M.S.)
G. T. Road (East), Asansol-3
OBSERVATION CERTIFICATE

This is to certify that the thesis work captioned "RELEVANCE OF TEACHERS TRAINING CURRICULUM IN PRESENT SCENARIO" originated by the Research scholar - Kalidas De (Jp 00140045), in my knowledge, is an innovative work suitable to be awarded the Degree of Doctor of Philosophy (Ph.D.) in Education.

( Dr. SOMENATH MUKHERJEE)

Headmaster

[Signature]

[Stamp]
ANNEXURE - V

SHOWING SOME UNIVERSITIES’ CURRICULUM OF TEACHERS’ TRAINING AS PER WEBSITES AND SOME NEWS PAPERS CUTTINGS MENTIONING DATES OF PUBLICATIONS SHOWING PRESENT SCENARIO OF THE COUNTRY

PRESENT SCENARIO OF THE COUNTRY-SOCIAL, EDUCATIONAL, POLITICAL AND SPIRITUAL
2.06.01 OSMANIA UNIVERSITY'S CURRICULUM

The following is a partial list of syllabus of courses similar to Andhra University - BEd offered by other Universities in India.
Detailed Course Structure

A. Foundations of Education

100 (80-wrtten + 10 (tutorial – one from each paper) + 10 (test examination) ×3=300

Paper I. Philosophical Foundations of Education

Paper II. Sociological Foundations of Education

Paper III. Contemporary Issues and Development in Education

B. Pedagogical knowledge

100 (80-written + 10 (tutorial - one from each paper + 10 (test examination)) ×5=500

Paper IV. Psychology of Learning

Paper V. Psychology of Instruction

Paper VI. Guidance & Counselling – Approaches & Strategies

Paper VII. School Organization and Management

Paper VIII. Educational Technology and Evaluation

C. Pedagogical Content Knowledge of School Subjects 100 (20 (Content) + 30 (Pedagogical Analysis) + 50 (Methodology) ×2=200

Paper IX. School Subject 1

Paper X. School Subject 2

D. Practical Papers

Paper XI. Teaching practical (Method 1) 100
Paper XII. Teaching practical (Method 2) 100

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

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

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

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

Paper XIV. Sessional Activities 20×5=100

a) Co-curricular activities-Cultural activities, gardening, games, sports ect.
b) Educational outreach programme
c) Workshop Based Activities or School Based Activities –(any one)
   WBA: Achievement Test Preparation or Administration of Psychological Test
   SBA: Conducting a Case Study
d) ICT Skill Development (Computer Practical- Word, Excel & power point)
e) Language Proficiency (Item: Debate, Seminar, Recitation, Group discussion, Extempore speech ; To verify: Phonetics, pronunciation, Fluency, Exposition, Use of Punctuation)
2.06.03

COURSE STRUCTURE & SYLLABUS

B.ED PROGRAMME (ODL MODE)

School of Education
Netaji Subhas Open University
25/2 Ballygunge Circular Road
Kolkata-700019
E-mail: schooledu@wsu.ac.in
(Annexure-II)

COURSE STRUCTURE AND SYLLABUS OF B.Ed. ODL PROGRAMME, NSOU

The programme is essentially a judicious mix of theory and practical courses to develop knowledge, skills and attitude in practising teachers. Illustrations and cases of relevant situations and activities comprise the core of each course. These are suitably supported by theoretical aspects to the extent needed. Keeping this in view, the programme consists of the following four groups of courses:

- **Group A: Core Courses**
- **Group B: Content-based Methodology Courses**
- **Group C: Optional/Special Courses**
- **Group D: Practical Courses**

The programme comprises 62 credits.

### B.Ed. Course Structure

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<th>Title</th>
<th>Credit Hours</th>
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<td><strong>Common Courses</strong></td>
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<td>B.Ed.CC-01</td>
<td>Education in India</td>
<td>6</td>
<td>9</td>
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<tr>
<td>B.Ed.CC-02</td>
<td>Understanding the Learner and Learning Process</td>
<td>6</td>
<td>9</td>
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<tr>
<td>B.Ed.CC-03</td>
<td>Teacher Functions</td>
<td>6</td>
<td>9</td>
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<tr>
<td>B.Ed.CC-04</td>
<td>Technology of Teaching</td>
<td>6</td>
<td>9</td>
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<tr>
<td>B.Ed.CC-05A</td>
<td>Computer Education</td>
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<td>5</td>
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<tr>
<td><strong>Part-B</strong></td>
<td><strong>Optional Courses</strong></td>
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<tr>
<td>B.Ed.OC-05B(01)</td>
<td>Population Education and Development Education</td>
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<tr>
<td>B.Ed.OC-05B(02)</td>
<td>Environmental Education</td>
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<td>B.Ed.MC-06/07</td>
<td>Content –cum-Methodology of Teaching School Subject-I</td>
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<td>Content –cum-Methodology of Teaching School Subject-II</td>
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<td><strong>Practical Work</strong></td>
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<td>B.Ed.PT-01</td>
<td>Practice of Teaching and Related Assignments of CCM-I</td>
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<td>B.Ed.PT-02</td>
<td>Practice of Teaching and Related Assignments of CCM-II</td>
<td>4</td>
<td>20 lessons</td>
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<td>Number of Days/Workshop (Approx)</td>
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Course Description

Group A: Core Courses (27 Credits)

Considering the job requirement of school teachers and the broad programme objectives, the following five core courses are identified:

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<td>Understanding the Learner and Learning Process</td>
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<td>Teacher Functions</td>
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<td>Computer Education</td>
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Group-B Content –cum-Methodology Courses (16 Credits)

6. B.Ed. MC-06  Content -cum-Methodology of Teaching School Subject-I
7. B.Ed. MC-07  Content -cum-Methodology of Teaching School Subject-II

Under B.Ed. MC-06 and MC-07 the University is offering the following school subjects from which the student teacher has to choose any two: English, Bengali, Sanskrit*, Hindi, Social Studies, Physical Science, Life Science and Mathematics.

<table>
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<th>Credits</th>
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<td>Content –cum-Methodology of Teaching English</td>
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<td>Content –cum-Methodology of Teaching Bengali</td>
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<td>B.Ed. MC.06/07 (03)</td>
<td>Content –cum-Methodology of Teaching Sanskrit</td>
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<td>B.Ed. MC.06/07 (04)</td>
<td>Content –cum-Methodology of Teaching Hindi</td>
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<td>B.Ed. MC.06/07 (05)</td>
<td>Content –cum-Methodology of Teaching Social Studies</td>
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<td>B.Ed. MC.06/07 (06)</td>
<td>Content –cum-Methodology of Teaching Physical</td>
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<td>B.Ed. MC.06/07 (07)</td>
<td>Content –cum-Methodology of Teaching Life Science</td>
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<td>B.Ed. MC.06/07 (08)</td>
<td>Content –cum-Methodology of Teaching Mathematics</td>
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<td>B.Ed. MC.06/07 (09)</td>
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*Sanskrit Method may be introduced

Group C: Optional/ Special Course (3 Credits)

The University is offering the following from which the student has to choose one.

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Group D: Practical Work (16 Credits)
In this set of courses emphasis is laid on skill development. The practical work is based on
the subject-content presented in the various theory courses. The practical experiences are
suitably categorised and organised under the following three practical courses:

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<td>Workshop-based Practicals</td>
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<td>3.</td>
<td>B.Ed. PT</td>
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SYLLABUS

B.Ed. CC-01 EDUCATION IN INDIA

BLOCK-1 AN INTRODUCTION TO EDUCATION

Unit-1 Education – Meaning and Concept
Unit-2 Education – Contributions of Visionaries
Unit-3 Aims of Education
Unit-4 Constitution and Education
Unit-5 Education- Philosophical Foundations
Unit-6 Education- Sociological Foundations

BLOCK-2 EDUCATION IN INDIA- A HISTORICAL PERSPECTIVE

Unit-7 Education in India- An Introduction
Unit-8 Educations in Ancient India- 1
Unit-9 Educations in Ancient India- 2
Unit-10 Educations in Medieval India
Unit-11 Education during British Period
Unit-12 British System of Education- as practiced in India

BLOCK-3 EDUCATION COMMISSIONS AND THEIR IMPACT

Unit-13 Sargent Report (1944)
Unit-14 University Education Commission (1948)
Unit-15 Secondary Education Commission (1952-53)
Unit-16 Indian Education Commission (1964-66)
Unit-17 National Policy of Education (1986)
Unit-18 National Curriculum Framework (2001-02)

BLOCK-4 EDUCATION AND VALUES

Unit-19 Values- An Introduction
Unit-20 Sources of Values
Unit-21 Traditional Values of India
Unit-22 Contemporary Values
Unit-23 Value Erosion
Unit-24 Inculcation of Values

BLOCK-5 INDIAN EDUCATIONAL RESPONSES TO SOCIAL NEEDS
Unit- 25  Universalisation of Education
Unit- 26  Education of Disadvantaged Groups
Unit- 27  Education of National and Emotional Integration
Unit- 28  Education for International Understanding
Unit- 29  Vocationalisation of Education
Unit- 30  Distance Education

**BLOCK- 6  EDUCATIONAL ADMINISTRATION AND SUPERVISION**
Unit- 31  Educational Administration and Supervision- An Introduction
Unit- 32  Educational Administration and Supervision- Role of Central, State Government and Non-governmental Organisations
Unit- 33  Indian Educational Administration- Structure
Unit- 34  Indian Educational Administration and Supervision- Problems
Unit- 35  Teaching as a Profession in the Indian Context
Unit- 36  Professionalising Education in the Indian Context

**B.ED. C. C-02 UNDERSTANDING THE LEARNER AND LEARNING PROCESS**

**BLOCK – 1  EDUCATIONAL PSYCHOLOGY- A SOURCE OF KNOWLEDGE AND TECHNIQUES**
Unit- 1  Psychology: An Introduction
Unit- 2  Educational Psychology: An Introduction
Unit- 3  Educational Psychology: Utility
Unit- 4  Methods of Psychology – 1
Unit- 5  Methods of Psychology – 2
Unit- 6  Data Collecting Devices: An Introduction

**BLOCK- 2  UNDERSTANDING THE LEARNER**
Unit- 7  Development: An Introduction
Unit- 8  Development up to Adolescence
Unit- 9  Development during Puberty and Adolescence
Unit- 10  Stages of Development: Different View-points
Unit- 11  Fostering All-round Development
Unit- 12  Guidance and Counseling

**BLOCK- 3  UNDERSTANDING THE LEARNER'S PERSONALITY**
Unit- 13  Personality: An Introduction
Unit- 14  Measurement of Personality
Unit- 15  Process of Adjustment
Unit- 16  Defense Mechanism
Unit- 17  Well-Adjusted Personality
Unit- 18  Mental Health and Hygiene

**BLOCK- 4  LEARNER AS AN INDIVIDUAL**
Unit- 19  Individual Differences: An Introduction
Unit- 20  Areas of Individual Differences - 1
Unit- 21  Areas of Individual Differences - 2
Unit- 22  Exceptional Children
Unit- 23  Individualizing Instruction
Unit- 24  Learner as a Member of a Group

BLOCK- 5  UNDERSTANDING LEARNING PROCESS
Unit- 25  Learning: An Introduction
Unit- 26  Process of Learning - 1
Unit- 27  Process of Learning - 2
Unit- 28  Understanding Kinds of Learning - 1
Unit- 29  Understanding Kinds of Learning - 1
Unit- 30  Facilitating the Process of Learning

BLOCK- 6  UNDERSTANDING LEARNING RELATED ISSUES
Unit- 31  Memory
Unit- 32  Forgetting
Unit- 33  Motivation
Unit- 34  Attention
Unit- 35  Transfer of Learning
Unit- 36  Factors that Influence Learning

B.Ed. CC-03 TEACHER FUNCTIONS

BLOCK- 1  FACILITATING LEARNING
Unit-  1  Teaching: An Introduction
Unit-  2  Micro Skills of Teaching
Unit-  3  Micro Skills: Description and Comments
Unit-  4  Models of Teaching
Unit-  5  Communication
Unit-  6  Teaching as Communication

BLOCK- 2  CURRICULUM CONSTRUCTIONS
Unit-  7  Curriculum: An Introduction
Unit-  8  Components of Curriculum
Unit-  9  Principles of Curriculum Construction
Unit- 10  Types of Curriculum
Unit- 11  Approaches to Curriculum Construction
Unit- 12  Steps of Curriculum Construction

BLOCK- 3  ORGANIZING CO-CURRICULAR ACTIVITIES
Unit- 13  Co-Curricular Activities: An Introduction
Unit- 14  Co-Curricular Activities: Classification
Unit- 15  Organizing Co-Curricular Activities - 1
Unit- 16  Organizing Co-Curricular Activities - 2
Unit- 17  Organizing Co-Curricular Activities - 3
Unit- 18  Organizing Co-Curricular Activities - 4

BLOCK- 4  EVALUATION AND DATA PROCESSING
Unit- 19  Evaluation: An Introduction
Unit- 20  Techniques and Tools of Evaluation
Unit- 21  Tools of Evaluation: An Introduction
Unit- 22  Test Items and Rating Scales: An Introduction
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<td>Classification and Promotion</td>
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<td>Resource Mobilisation and Management</td>
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<td>Action Research as a School Development Programme</td>
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Unit 24: Designing a Teaching Strategy

**BLOCK 5: INSTRUCTIONAL AIDS**
Unit 25: Textbook as Instructional Aid
Unit 26: Other Instructional Aids
Unit 27: Improvised Aids
Unit 28: Technology Dependent Instructional Aids
Unit 29: Computers as Instructional Aids
Unit 30: Co-Curricular Activities as Instructional Aids

**BLOCK 6: MONITORING THE PROGRESS AND FOLLOW-UP**
Unit 31: Monitoring the Progress
Unit 32: Follow-up of Monitoring
Unit 33: Diagnosis - Introduction
Unit 34: Diagnostic Testing - 1
Unit 35: Diagnostic Testing - 2
Unit 36: Remediation

**B.Ed. CC-05A: COMPUTER EDUCATION**
**BLOCK 1: INTRODUCTION TO COMPUTERS**
Unit 1: Computer as a Tool
Unit 2: Classification of Computers
Unit 3: Evolution of Computers
Unit 4: Hardware
Unit 5: Software
Unit 6: Programming

**BLOCK 2: OPERATING COMPUTERS**
Unit 7: Getting a Computer Started
Unit 8: Features of Windows
Unit 9: An Introduction to MicroSoft Office
Unit 10: Word Processor
Unit 11: Spreadsheet
Unit 12: PowerPoint Presentations

**BLOCK 3: OFF-LINE AND ON-LINE SERVICES**
Unit 13: Use of Off-Line and On-Line Services
Unit 14: Internet
Unit 15: World Wide Web
Unit 16: Electronic Mail
Unit 17: Tele-Conferencing
Unit 18: Social Implications

**B.Ed. CC-05B (01) POPULATION AND DEVELOPMENT EDUCATION**
**BLOCK-1 INTRODUCTION**
Unit- 1: The Concept
Unit- 2: Population and Development
Unit- 3: Sustainable Development
Unit- 4: Population and Development Education- Aims and Objectives
Unit- 5: Population and Development Education- Nature and Scope
Unit- 6: Population and Development Education- Importance in the Indian Context
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### SCHEME OF EXAMINATION AND SYLLABUS FOR B. ED. ONE YEAR REGULAR COURSE TO BE IMPLEMENTED FROM THE SESSION 2010-11

**PART I: THEORY (PAPERS I- VII)**

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<tr>
<td>V B</td>
<td>Action Research</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>Group A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Opt. i  Teaching of Hindi</td>
<td>80</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Opt. ii Teaching of English</td>
<td>80</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Opt. iii Teaching of Punjabi</td>
<td>80</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Opt. iv Teaching of Sanskrit Only for B.A. with Sanskrit</td>
<td>80</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Opt. v Teaching of Physical Sciences (Old syllabus 2008-09)</td>
<td>80</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Group B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opt. i  Teaching of Social Science</td>
<td>80</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Opt. ii Teaching of Science and Technology</td>
<td>80</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Opt. iii Teaching of Commerce</td>
<td>80</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Opt. iv Teaching of Computer Science</td>
<td>80</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Opt. v Teaching of Home Science</td>
<td>80</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Opt. vi Teaching of Geography (Old syllabus 2008-09)</td>
<td>80</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Opt. vii Teaching of Economics (Old syllabus 2008-09)</td>
<td>80</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Opt. viii Teaching of History (Old syllabus 2008-09)</td>
<td>80</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Opt. ix Teaching of Civics (Old syllabus 2008-09)</td>
<td>80</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Group C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opt. i  Teaching of Mathematics</td>
<td>80</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Opt. ii Teaching of Sanskrit (Only for M.A. Sanskrit and Shastri Students) (They can opt Teaching of Hindi only)</td>
<td>80</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Opt. iii Teaching of Art (Old syllabus 2008-09)</td>
<td>80</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Opt. iv Teaching of Music (Old syllabus 2008-09)</td>
<td>80</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Opt. v</td>
<td>Teaching of Life Sciences (Old syllabus 2008-09)</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td><strong>PART II-PRACTICALS (PAPERS VIII- XI)</strong></td>
<td><strong>Max. Marks: 300</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Examination would be conducted by an External Team consisting of one Coordinator (Head Examiner) and three members (Sub-examiners) -**PRACS TEAM** as appointed by the University for all Practicals from paper VIII A and VIII B, IX & X i.e School Education Programme)

<table>
<thead>
<tr>
<th>VIII A</th>
<th>ICT enabled Practical/Projects</th>
<th>40</th>
<th>10</th>
<th>4</th>
<th>(1.30 HRS/40)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VIII B</strong></td>
<td><strong>Community Based Projects and Work Experience (Any one of the following)</strong></td>
<td>40</td>
<td>10</td>
<td>2+2</td>
<td>(1.30 HRS/40)</td>
</tr>
</tbody>
</table>

1) Out of School Children’ Enrolment Drive (At least 5 children enrolment to Support teaching)

2) Recycling of the Waste Paper (Any five items)

3) School/Classroom ambience: Interior-decoration (Old syllabus 2008-09)

4) Polio Drive and First Aid (Preparing awareness material e.g. Posters/Hand Bills etc) (Any five items)

5) Drawing and Painting (Old syllabus 2008-09)

6) Alternate School Monitoring- Support teaching

7) Out Reah programme (Marginalized children i.e Special needs/Economically/SC/ST/ Girls)

8) Mid Day Meal- Preparation to Monitoring

9) Organising Parent- Teacher Meeting

10) Serva Shiksha Abhiyaan (SSA) Project
<table>
<thead>
<tr>
<th>IX</th>
<th>School Education Programme (SEP-)Teaching Practice: School Teaching Subject I</th>
<th>60</th>
<th>20</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(This programme must help Pupil-teacher to learn to function as a Teacher) One lesson of each be delivered by Pupil-teacher, be evaluated by a team of experts consisting of One Coordinator (Head-Examiner) and three Members (Sub-examiners) -</td>
<td></td>
<td></td>
<td>C.B.W./ Distribution of Printed Teaching/Learning Material (For Blind Students) (Compulsory)</td>
</tr>
<tr>
<td></td>
<td>A. Any Four Micro-Teaching Skills with 2 lessons each skill. Use of Chalk Board including Handwriting (Compulsory) Use of Teaching Aids (Compulsory) 1) Questioning 2) Introducing the Lesson 3) Use of Reinforcement 4) Stimulus Variation 5) Illustration with Examples</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Mega Lesson/ Discussion I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Simulated Lessons: 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>E. Real teaching :15 Lessons of Teaching Subject -1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Observation Lessons: 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F. Criticism Lesson: 1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>X</th>
<th>School Education Programme (SEP-)Teaching Practice: School Teaching Subject II</th>
<th>60</th>
<th>20</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(This programme must help Pupil-teacher to learn to function as a Teacher) One lesson of each be delivered by Pupil-teacher, be evaluated by a team of experts consisting of One Coordinator</td>
<td></td>
<td></td>
<td>C.B.W./ Distribution of Printed Teaching/Learning Material (For Blind Students) (Compulsory)</td>
</tr>
</tbody>
</table>
(Head-Examiner) and three Members (Sub-examiners) -

A) Any Four Micro-
Teaching Skills with 2
lessons each skill.
Use of Chalk Board
including Handwriting
(Compulsory)
Use of Teaching Aids
(Compulsory)
1) Questioning
2) Introducing the Lesson
3) Use of Reinforcement
4) Stimulus Variation
5) Illustration with examples
B. Mega Lesson/ Discussion
Lesson- 1
C. Simulated Lessons: 5
D. Real Teaching :15
Lessons of Teaching Subject
–II
E. Observation Lessons: 10
F. Criticism Lesson: 1

<table>
<thead>
<tr>
<th>XI</th>
<th>Participation in Co-curricular School-based Activities (Select any Four of the Following)</th>
<th>Grades from O, A, B, C, and D would be awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Communication skills and Functional use of Language Lab</td>
<td>Portfolio would be maintained activity-wise for all including documentary proofs and would be submitted before the commencement of the exams. These would be evaluated by a team of Internal Experts.</td>
</tr>
<tr>
<td>B</td>
<td>Bharat Scouts and Guides</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Literary Activities</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Cultural Activities</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>International and National Days Celebration</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Sports Activities</td>
<td></td>
</tr>
</tbody>
</table>
SYLLABUS

BACHELOR OF EDUCATION (B.Ed.)
2011 & 2012 EXAMINATIONS

OUTLINES OF TESTS

The syllabi of B.Ed. Course will consist of following three parts:

<table>
<thead>
<tr>
<th>PART</th>
<th>Subject</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Theory</td>
<td>700</td>
</tr>
<tr>
<td>II</td>
<td>Skill in Teaching</td>
<td>300</td>
</tr>
<tr>
<td>III</td>
<td>Sessional Work</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1200</strong></td>
</tr>
</tbody>
</table>

PART-I: THEORY

(i) Evaluation in this part will be external as well as internal.
(ii) Each theory paper will be of three hours duration. This part will consist of seven papers.

<table>
<thead>
<tr>
<th>PAPER</th>
<th>NOMENCLATURE</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Teacher in Emerging Indian Society</td>
<td>80 20 100</td>
</tr>
<tr>
<td>II</td>
<td>Development of Learner and Teaching-Learning Process</td>
<td>80 20 100</td>
</tr>
<tr>
<td>III</td>
<td>Development of Educational System in India</td>
<td>80 20 100</td>
</tr>
<tr>
<td>IV</td>
<td>Essentials of Educational</td>
<td></td>
</tr>
</tbody>
</table>
V
(A) Compulsory

<table>
<thead>
<tr>
<th>Technology and Management</th>
<th>80</th>
<th>20</th>
<th>100</th>
</tr>
</thead>
</table>

(B) Elective:

<table>
<thead>
<tr>
<th>Any one of the following:</th>
<th>40</th>
<th>10</th>
<th>50</th>
</tr>
</thead>
</table>

(i) Elementary Education
(ii) Population Education
(iii) Environmental Education
(iv) Alternative Education (Adult and Non-Formal Education)
(v) Educational Measurement and Evaluation
(vi) Physical Education
(vii) Value Education
(viii) Information and Communication Technology

VI & Teaching Subject-I

<table>
<thead>
<tr>
<th>Teaching Subject-II</th>
<th>80</th>
<th>20</th>
<th>100</th>
</tr>
</thead>
</table>

Any two of the following options:

(i) Teaching of English or Hindi or Punjabi or Sanskrit
(ii) Teaching of Social Studies or
     Teaching of Political Science or
     Teaching of Geography or
     Teaching of History or
     Teaching of Economics
     Teaching of Commerce
(iii) Teaching of Mathematics
(iv) Teaching of Physical Science
(v) Teaching of Life Science
(vi) Teaching of Home Science
(vii) Teaching of Art
(viii) Teaching of Agriculture
(ix) Teaching of Music
(x) Teaching of Commerce
(xi) Teaching of Computers
(xii) Teaching of Science
(xiii) Teaching of Physical Education

PART-II: SKILL IN TEACHING

<table>
<thead>
<tr>
<th>Part</th>
<th>200</th>
<th>100</th>
<th>300</th>
</tr>
</thead>
</table>

This part will consist of the following:

(i) Five core microteaching skills, in simulation and two lesson in each skill in each subject.
(ii) At least two demonstration lessons in each subject.
(iii) At least two discussion lessons in each subject.
(iv) At least thirty observation lessons, i.e. fifteen in each subject, besides observation of demonstration and discussion lessons.
(v) Teaching practice of thirty working days with a minimum of twenty-five lessons in each subject.
(vi) Black board writing and sketch making.
(vii) Preparation of at least two teaching aids in each subject.

At least twenty-five percent of the lessons delivered by a candidate should be elaborately supervised and supervisor’s remarks, comments and suggestions on each lesson should be written on the candidate’s lesson note book. The Principal of the college will certify on the lesson note book of the candidates that the
above requirements have been completed. Teaching practice will be completed before the commencement of the university examination. As far as possible, the discussion lessons will be supervised by Method Masters.

During the examination of Skill in Teaching, a period should have a duration of 0 to 35 minutes and not more than three lessons be allowed to be evaluated in that period. Two lessons (one in each subject) of 100 marks each will be evaluated by a board of two examiners – one internal and one external.

Internal evaluation for each paper will be as under:
- Two Discussion Lessons 20 Marks
- Two Teaching Aids 20 Marks
- Overall Teaching Practice 10 Marks

The Principal of the college will be co-ordinator. The co-ordinator will ensure uniformity in the standard of evaluation of different examiners. Only college level teachers/university teachers would be approved as examiners. He/She may take changes in the assessment, if required and inform the examiner before preparing the final list. The award list prepared by the examiners will accompany the final list, when it is submitted to the university.

**PRACTICE OF TEACHING**

- (a) Discussion lessons in each subject 20+20
- (b) Two Teaching aids in each subject 20+20
- (c) Overall school practice 20

**EVALUATION**

The Principal of the college will arrange orientation programmes in item (a) above. Evaluation in all items (a to c) will be internal and done by the teachers concerned as following:

- (a) On the basis of the marks in discussion lessons.
- (b) By the subject teacher and
- (c) The supervisor in school. This assessment will be sent to the university by the Principal before 1st April.

**PART-III : SESSIONAL WORK**

**Marks : 200**

(i) **Work Experience**

<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 Marks</td>
<td>10 Marks</td>
<td>50 Marks</td>
</tr>
</tbody>
</table>

There will be practical work in this part. External evaluation will be done by a board of two examiners – one internal and one external with the principal as co-ordinator. Internal evaluation will be done on the basis of a record/file maintained by the student. A student to be eligible in the B.Ed. examination must attend 75% of the total periods allotted to this activity. The candidate will chose any one of the following:

*Note: A student opting paper V B option VIII “Information and Communication Technology” will not be allowed to take the option (ii) “Computer Application” in Sessional Work Part-III.*

(a) Computer Application
(b) Gardening
(c) Home Craft : Cooking or Needle Work
(d) Leather Work
(e) Drawing and Painting
(f) Interior Decoration
(g) Domestic Use of Electric Gadgets

(ii) **Black Board Writing and Sketch Making**

<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
<th>Total</th>
</tr>
</thead>
</table>
(iii) Massage: Short, Put, Discus Throw, Javelin Throw

(iii) Massage: Strokes (The effleurage movements, Petri Massage and Tapotment) and their application in various body parts.

(iv) Yoga
   Asanas and their major classification
   (a) Meditative: Padama, Sidha, Vajra
   (b) Relaxative: Shava and Makar
   (c) Cultural: Bhujang, Ushtra, Ardhamatsyendra, Baka, Shalbha, Paschimottan, Padma, Dhanush, Chakra, Vajra, Hal, Makar, Shava, Matsya, Mayur, Sapta, Vajra.

(v) Practical Copy.

(B) EVALUATION

| External Evaluation | 40 Marks |
| Internal Assessment | 10 Marks |

Internal assessment will be based on the performance and participation at college, inter-college level and other competitions.

BOOKS RECOMMENDED

Amateur Athletic Federation of India, New Delhi; Handbook.


Bunn, John: The Art of Officiating

Emmanuel, George: Track and Field Events Layout and Marking.


Goel, K.G.; Goel Gaurav: Encyclopaedia of Sports and Games.

Iyengar, B.K.S.: Light on Yoga

Kavalayanand Swami: Asanas, Kaivalyadhama Lonavala

Lace, V. Mary: Massage and Medical Gym, 1956.


(IV) CO-CURRICULAR ACTIVITIES  

Evaluation will be done on the basis of performance and participation at college, inter-college and university level co-curricular activities by the student.

(V) COMMUNITY WORK  

Evaluation will be done on the basis of participation in blood donation camp, campus improvement, adult literacy classes, awareness campaigns and community service by the student.
(viii) Electric bell circuit.
(ix) Electric lamps, incandescent lamps, day and night lamps, decoration lamps, fluorescent tube and its circuit.
(x) Heat producing appliances heater, geyser, hair dryer, iron and kettle.
(xi) Fan, regulator, washing machine, drying machine, air cooler, electric drill.
(xii) Transformer, rectification, filtration, battery eliminator, voltage stabilizer.
(xiii) Handling of radio, tape recorder, record player, stereo amplifier and television.

(B) EVALUATION
External Examination 40 Marks
Internal Assessment 10 Marks
Internal assessment will be determined on the basis of practical file and class room interaction.

(II) BLACK BOARD WRITING AND SKETCH MAKING 40 Marks

(A) SYLLABUS
(i) Simple sketches of the following shapes and objectives:
   (a) Square, rectangle, triangle, cube, book, slate, brick, match box.
   (b) Round objects, glass flower - pot, mug, bottle, jag, thermos bottle, flask pitcher, bucket, tub.
   (c) Common trees, fruits and vegetables (two each).
   (d) Birds and animals : Parrot, Cock, Hen, Chicken, Pea-cock, Crow, Duck, Elephant, Hare, Deer.
(ii) Stick Figures : Showing the following actions – standing, walking slow, walking fast, running, jumping, playing hockey, football, volley-ball, basket-ball, cricket, pushing and pulling.
(iii) Face Expression : Simple faces only showing different face expressions.
(iv) Chart/Illustrations : Every student shall prepare at least two teaching aids related to his/her teaching subjects.
(v) Black-Board Writing and Script Writing : In English/Punjabi/Hindi (Every student will opt for any two scripts).

Note: Every student will keep a record (a drawing file) of the practical work done during the session which will carry marks in the annual examination. Students are allowed to use colours wherever they want.

(B) EVALUATION
External Evaluation 40 Marks
Internal Assessment 10 Marks
Internal assessment will be determined on the basis of practical file and class room interaction.

(III) GAMES AND SPORTS (Four Days in a week) 40 Marks

(A) SYLLABUS
(i) Skill in games
    Any one game out of the following : Hockey, Football, Basketball, Cricket, Badminton, Kabbadi, Kho-Kho, Volley Ball, Gymnastic, Table Tennis
(ii) Skill in Fundamental of Athletics
    Any one event out of the following :
    Races : 100m, 200m, 400m, 800m
    Jumps : Long Jump, High Jump
EVALUATION

<table>
<thead>
<tr>
<th>Activity</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Examination</td>
<td>40</td>
</tr>
<tr>
<td>Note Book</td>
<td>05</td>
</tr>
<tr>
<td>Preparation of Plot</td>
<td>15</td>
</tr>
<tr>
<td>Identification Seeds, Weeds and Flowers</td>
<td>10</td>
</tr>
<tr>
<td>Viva-Voce</td>
<td>10</td>
</tr>
<tr>
<td>Internal Assessment</td>
<td>10</td>
</tr>
<tr>
<td>Plot Preparation and Viva</td>
<td>05</td>
</tr>
<tr>
<td>Identification</td>
<td>05</td>
</tr>
</tbody>
</table>

(c) HOME CRAFT

There will be two options and the candidates are required to choose any one of the two.

NEEDLE WORK AND EMBROIDERY  40 Marks

(A) SYLLABUS

(i) Simple stitches
(ii) Seams
(iii) Fasteners in Common Use
(iv) Mending: Darning, patching and renovation
(v) Knowledge of common embroidery stitches and their use in making any two of the following:
   (a) Table Cloth
   (b) Tray Cloth and Teacroy
   (c) Table Mat
   (d) Cushion Cover

(B) EVALUATION

<table>
<thead>
<tr>
<th>Activity</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Examination</td>
<td>40</td>
</tr>
<tr>
<td>Internal Assessment</td>
<td>10</td>
</tr>
</tbody>
</table>

Internal assessment will be determined on the basis of practical file and classroom interaction.

OR

COOKING  40 Marks

(A) SYLLABUS

(i) Knowledge of different methods of cooking such as boiling, steaming, frying, baking, stewing and roasting.
(ii) Preparation of simple breakfast, lunch and dinner.
(iii) Preparation of snacks for special occasions.
(iv) Preparation of jams, chutneys and pickles.
(v) Table setting for different meals.

(B) EVALUATION

<table>
<thead>
<tr>
<th>Activity</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Examination</td>
<td>40</td>
</tr>
<tr>
<td>Internal Assessment</td>
<td>10</td>
</tr>
</tbody>
</table>

Internal assessment will be determined on the basis of regularity and classroom interaction.

(d) LEATHER WORK  40 Marks

(A) SYLLABUS

(i) Leather cutting, modelling, painting and thonging.
(ii) Practical of MS-Office: Loading of papers of printer, creating a document, editing, copy, move, sentence/ blocks, tab setting, search formatting of output and printing. Use of continuous stationary and loose sheets.

**BOOKS RECOMMENDED**

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sinha, P.K.</td>
<td>Introduction to Computer</td>
<td>Tata McGraw Hill</td>
</tr>
<tr>
<td>Subramaniam</td>
<td>Introduction to Computers</td>
<td>McGraw Hill, 2004</td>
</tr>
</tbody>
</table>

Note: There will be no evaluation of the theory portion. Evaluation will be done on the basis of viva-voce from theory part and working knowledge/handling of computer from practical part.

**EVALUATION**

<table>
<thead>
<tr>
<th>External Evaluation</th>
<th>40 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Assessment</td>
<td>10 Marks</td>
</tr>
</tbody>
</table>

Internal assessment will be determined on the basis of practical file and class room interaction.

(A) **OBJECTIVES**: To enable the student teachers to:

(i) Be familiar with gardening practices.
(ii) Be familiar with all relevant concepts and content of gardening.
(iii) Develop the skill of dignity of labour.
(iv) Be familiar with methods of maintaining school campus.
(v) Know the techniques of kitchen gardening and vegetables grown in Punjab.

(B) **SYLLABUS**

(40 Marks)

**SECTION-A**

Plant Life: Seed germination, parts of a plant, pollination, transportation, respiration, seasonal weeds, control of weeds.

**SECTION-B**

Soil: Physical properties, soil fertility, types of soil, soil preparation, tillage, types of tools and implements, method of sowing.

**SECTION-C**


**SECTION-D**

Kitchen Gardening: Selection of site and preparation, summer and winter vegetable, potato, tomato, brinjal, cabbage vegetable, root-vegetable, onion, lady finger, bottle guard.

**SECTION-E**

Campus Maintenance: Preparation of lawn, nursery preparation and plantation, selection of summer and winter seasonal plants, including shrubs, climbers and hedges, vegetative propagation.

**SECTION-F**

Identification: Flowers, seeds, tools and implements, climbers, hedges, preparation of practical...
BACHELOR OF EDUCATION PROGRAMME
(Integrated)

(B.Ed. One Year)

Bachelor of Education Programme (B.Ed.) integrated is a one year correspondence course. All students who have passed B.A./B.Com./B.Sc. with 45% minimum marks or equivalent course from any University are eligible for admission to this course. Student of any part of India are eligible for the course. No age bar.

There will be seven written papers in all, one functional and viva-voce paper, details of which are as under:

**Compulsory Papers**

1. Teacher in Emerging Indian Society.
3. Development of Education System in India.
5. Methods of Teaching (any two subjects)
   - (i) Hindi/English/Sanskrit Teaching (or Regional Languages by Prior Permission only)
   - (ii) Home Science/Mathematics Teaching
   - (iii) History Teaching
   - (iv) Science Teaching
   - (v) Social Studies Teaching
   - (vi) Commerce Teaching
   - (vii) Bio-Science Teaching
   - (viii) Physical Science Teaching
   - (ix) Chemistry
   - (x) Geography
   - (xi) Civics
   - (xii) Computer
6. Environmental Education
7. Viva-Voce & Practical (Teaching in any School at least 90 days)

**Note:** 90 days teaching within two year is essential in any school. Teachers may get
Paper I
Theory & Principles of Education
M. Marks 80
Unit I
Education & Philosophy
Unit II
Major Philosophies of Education
Unit III
Educational Thinkers & their Contribution in developing Principles of Education.
Learning & Motivation
Unit IV
Intelligence
Unit V
Personality
PAPER - III
Development of education System in India M. Marks 80
Unit I
A. Education in Ancient & Medieval India
Unit II,
Education in British India
Unit III
Education in Post-Independence Era.
Unit IV
Problems & Issues - I
Unit V
Problems & Issues - II
PAPER - IV
Essentials of Instruction Technology
M. Marks 80
Unit I. Teaching & Its Models
Unit II
Audio-Visual Aids & Teaching Devices.
Unit III
Techniques of Teacher-Preparation
Unit - IV
Taxonomy of Educational Objectives & Lesson Planning.
Unit V
A detailed discussion of the following

Optional Papers
V (New)
Education, Guidance & Educational Technology, population
VIII (Old)

VI (New)
&
V (Old)
Hindi, Kashmiri

Teaching of English, Urdu, Punjabi,

VII (New)
& VI (old) (arts)

Teaching of History & Civics, Geography,

(ARTS) OR (SCIENCE)

OR

VIII (New)
& (Science)
VII (old)

Teaching of Physical Science, Bio-Science, Mathematics

SPECIAL PRICE FOR THE MASS ADMISSION.

BOOKS, PRACTICAL, FOODING LODGING FACILITY OF STUDENTS.
SYLLABUS

For

DIPLOMA IN EDUCATION (D.Ed.)
FIRST YEAR
(YEARLY)

Swami Vivekanand University, Sironja Sagar
2012-2013
इकाई-1
शिक्षा का अर्थ एवं प्रकृति (वैदिक एवं आधुनिक काल के सन्दर्भ में)
(1) शिक्षा का अर्थ, महत्त्व एवं परिभाषा (2) शिक्षा की प्रकृति (3) शिक्षा की
प्रक्रिया (4) शिक्षा के उद्देश्य

इकाई-2
भारतीय शैक्षिक विचारधाराएँ
(1) स्वामी विवेकानंद (2) रवीन्द्रनाथ टैगोर (3) महात्मा गांधी (4) गिजूआई
(5) स्वामी दयानन्द

इकाई-3
शिक्षा के सामाजिक प्रकार
(1) समाज की प्रकृति (2) विद्यालय एवं समाज
(3) शिक्षा और सामाजिक परिवर्तन
(4) सामाजिक परिवर्तन में शिक्षक की भूमिका
(5) शिक्षा को प्रभावित करने वाले कारक

इकाई-4
राष्ट्रीय एवं अंतरराष्ट्रीय सद्भाव हेतु शिक्षा
(1) राष्ट्रीय एवं अंतरराष्ट्रीय सद्भाव हेतु शिक्षा
(2) राष्ट्रीय एवं अंतरराष्ट्रीय सद्भाव हेतु शिक्षा
(3) भारतीय प्रजातन्त्रिक व्यवस्था में राष्ट्रीय एवं अंतरराष्ट्रीय सद्भाव हेतु शिक्षा

इकाई-5
पाठ्यक्रम
(1) पाठ्यक्रम का अर्थ एवं स्वरूप (2) पाठ्यक्रम की आवश्यकता एवं महत्व (3)
पाठ्यक्रम निर्माण के सिद्धांत (4) अनिवार्य पाठ्यक्रम (कोर पाठ्यक्रम) (5) पाठ्य
वस्तु पर आधारित पाठ्यक्रम — (अ) दक्षता आधारित पाठ्यक्रम (ब) वाल केन्द्रित
पाठ्यक्रम (स) गतिविधि आधारित पाठ्यक्रम (द) स्थानीय समुदाय की
आवश्यकता हेतु पाठ्यक्रम (द) पाठ्य सहगांगी क्रियाएँ।
इकाई-6
शिक्षा की चुनौतियों एवं शिक्षा की व्यवस्था-
(1) बहुकथा शिक्षा/समृद्ध शिक्षा/व्यक्तिगत शिक्षा (2) मानवीय एवं भौतिक संसाधनों का शैक्षिक उपयोग नवाचार (3) समृद्ध साहित्य कामकाजी बालक -बालिकाओं की शिक्षा (4) विषयों आवश्यकता वाले बच्चों की शिक्षा विकलांगता की पहचान शिक्षा की व्यवस्था एवं विशेष योजनाएं (5) बालिका शिक्षा एवं इसकी शिक्षा व्यवस्था (6) अत्यसंख्यक वर्ग (7) सुखशिक्षा संबंधित वर्ग के बच्चे (8) विशेष समूह के बच्चों के लिये शिक्षा का प्राक्काल (9) अन्य चुनौतियों
इकाई-7
भव्य प्रदेश में प्रारम्भिक शिक्षा एवं उसकी नवीन अवधारणाएँ।
(1) आपस्थीति, आपस्थीति एवं आपस्थीति केंद्र शिक्षा (2) शिशु शिक्षा केंद्र एवं आपस्थीति (3) मौनत्रोंसरी एवं किंदुड़ गार्डर पद्धतियाँ (4) शिक्षा गार्डर योजना एवं वैकल्पिक विद्यालय (5) गुणात्मक शिक्षा – उत्तरदायित्व एवं संसाधन विकास
इकाई-8
शिक्षक की परिवर्तित भूमिका
(1) प्रारम्भिक शिक्षा के लोक्यापीकरण का अर्थ एवं उद्देश्य – शाला पहुँच, प्रवेश, धारण, उपलब्धि सब शिक्षा अभियान की भूमिका (2) शिक्षा की नवीन व्यवस्थाएँ – (अ) एडूसेट, टेलीकॉम्फ्रेंसिंग, वीडियोकॉम्फ्रेंसिंग (b) शैक्षिक समारोह रोपहर, डाइट, जिला शिक्षा केंद्र, राज्य शिक्षा केंद्र (एम. आर. टी.) की भूमिका (3) अंतर्राष्ट्रीय संगठन एवं उनकी भूमिका यूनाइटेड, विश्व संस्थाएं संगठन।
इकाई-9
शिक्षा के संवैधानिक एवं राज्यव्यवस्था शिक्षा नीति।
(1) शिक्षा के संवैधानिक प्राक्काल, निशुल्क एवं अनिवार्य शिक्षा का अधिकार एवं अधिनियम 2009 (2) मध्य प्रदेश जनशिक्षा अधिनियम 2002 (3) राज्यव्यवस्था शिक्षा नीति की आवश्यकता एवं स्वरूप (4) प्रारम्भिक शिक्षा एवं शिक्षा से सम्बन्धित अंश राज्यव्यवस्था शिक्षा नीति 1986, प्रोग्राम ऑफ स्कूली एक्सेन्ट 1987, प्रोग्राम ऑफ एक्सेन्ट 1992 राज्यव्यवस्था प्राध्यक्ष को रूपरेखा 2000 एवं 2005 (5) शिक्षा के क्षेत्र में नयी संविधान नवीनजातीय शिक्षा (ब) शैक्षिक अवसरों की समानता (स) महिला सशक्तीकरण (ड) बाल अधिकार।
इकाई-10
बाल केंद्रित शिक्षा एवं शिक्षा की क्षेत्रात्त स्थिति–
(1) अभ्यास एवं गहन (2) बाल केंद्रित शिक्षा एवं शिक्षक केंद्रित शिक्षा में अंतर (3) बाल केंद्रित शिक्षा में शिक्षक की भूमिका (4) बाल केंद्रित शिक्षण की विधियाँ – किंदुड़ गार्डर मौनत्रोंसरी, मौनत्रोंसरी एवं अन्य किंदुड़ गतिविधियाँ (5) शैक्षिक वातावरण निर्माण (6) मिट्रवत् कक्षा प्रबंधन (7) सुजनात्मक गतिविधियाँ (8)
स्वाधीनता के लिये समूह कार्य, सांस्कृतिक गतिविधियाँ, क्षेत्र भ्रमण आदि (9) समस्यायुक्त शिक्षण गतिविधियाँ यथा - दक्षता सम्बन्धी, समक्षी अधिगम प्रचारित (ए.एल. एम) गतिविधि आधारित अधिगम (ए.बी. एल)

सत्रगत कार्यक्रम - प्रथम प्रश्न-पत्र

दीप-निम्नलिखित मे से कोई पांच (प्रथम पर पांच अन्य)

(1) अपनी पाठशाला के ग्राम/नजदीकी ग्राम के 20 परिवारों का सर्वेक्षण कर ग्राम शिक्षा पंजी/कोहार्ट पंजी तैयार कीजिये (प्रशिक्षक सर्वेक्षण प्रारूप एवं पंजी संगठन सम्बन्धी मार्गदर्शन प्रदान करें) (2) प्रारम्भिक शिक्षा की किसी एक पाठ्य -पुस्तक की समीक्षा। (3) विशेष रूप से बच्चों के लिये संचालित विभिन्न योजनाओं में से किसी एक योजना के प्रभाव का अध्ययन- किन्हीं 2 बच्चों की केस स्टडी (4) अन्तरात्मक शिक्षण/समूह शिक्षण हेतु कार्य-योजना बनाना (5)शाखा के भौतिक संसाधनों का शैक्षिक उपयोग हेतु प्रोजेक्ट तैयार करना (Building as leaning Aid BALA) (6) सर्व शिक्षा अभियान के अंतर्गत-एक विकास खण्ड के लिये स्कूल मैपिंग की योजना बनाना (7) अपने घर में विकासक्रम के शैक्षिक समन्वयक हेतु विकासखण्ड में शैक्षिक स्तर सुधार की कार्य योजना तैयार करें (8) जिसे की भौगलिक एवं सामाजिक स्थिति का विश्लेषण करते हुए शैक्षणिक समस्याओं को सूचीबद्ध कर उनके निदान हेतु सुझाव दें (9) बाल केन्द्रित शिक्षा पर आधारित शिक्षण सहायक सामग्री का निर्माण करना (दो)
दुनिया की कमाई में भारत का हिस्सा सिर्फ 2.74 फीसदी

कृपया डिटेल का इन्फूम्बर हिन्दी

24.4% दुनिया की कमाई में भारत का हिस्सा

5.4% अमेरिका का हिस्सा

2.74 फीसदी दुनिया की कमाई में भारत का हिस्सा
পরীক্ষাকেন্দ্রে কম প্রশ্নপত্র
অভিযুক্ত বঙ্গবিশ্ববিদ্যালয়

প্রথম চট্টগ্রামের, শাহসুন্দর, ৩০ জুলাই: বিশ্ববিদ্যালয়ের গাফিলতি নেওয়া ছিল তিনটি ক্ষেত্রে। বর্ধমানের রায়ুরায় শাহসুন্দর মহাবিদ্যালয়ে মসলাবাদ ছিল প্রশ্নপত্র গুলিয়ে পরীক্ষায়। পরীক্ষায় প্রশ্নগুলিতে পরীক্ষার কম প্রশ্নপত্র গুলিয়ে পরীক্ষায়।

শাহসুন্দর কলেজ কর্তৃক এবং পরীক্ষার দুর্লভ কর্তৃক পরীক্ষার কম প্রশ্নগুলি দেওয়া যায় না। বর্ধমান বিশ্ববিদ্যালয়ের কর্তৃক এই গুফিলিতির জন্য প্রশ্নগুলি দেওয়া যে হয়। শাহসুন্দর কলেজ কর্তৃক পরীক্ষার কথা জানা গেছে, মসলাবাদ সত্ত্বা ফাইলে বাংলা প্রশ্ন জানা ছিল। জামালপুর, গোলাম এবং উপজেলার বাংলা পরীক্ষার কোন বিষয়ে হয় শাহসুন্দর মহাবিদ্যালয়ে। ষষ্ঠ পরীক্ষার ছুরি ৪৩৩।

কলেজের কর্তৃক করা পরীক্ষার প্রথম পর্যায়ে শাহসুন্দর ছুরি ৪৩৩। পরীক্ষার কথা। ১০০টির পরীক্ষা করা পরীক্ষার কথা। পরীক্ষার কথা।
HC REJECTS VISVA BHARATI V-C’S PETITION

THE PETITION CHALLENGED FINDINGS OF FACT-FINDING COMMITTEE

STATESMAN NEWS SERVICE
Kolkata, 15 July

The petition of Visva Bharati vice-chancellor Sushanta Dutta Gupta (pic left) seeking that the fact finding committee probing charges into issues which arose during his tenure be declared illegal was rejected by Justice Tapobrat Chakraborty (pic right) of Calcutta High Court today. Visva-Bharati Vice- Chancellor Sushanta Duttagupta moved a writ petition before the Calcutta High Court challenging the findings of a fact-finding committee appointed by the Union ministry of human resources development to look into charges of financial and administrative irregularities against him. The committee, comprising former Allahabad High Court judge Saktimayan Singh Yadav, Srimanta Satchi Sripada and Cambridge University professor Dilip Chakraborty, had submitted a report to the ministry on the charges against the vice-chancellor. The committee looked into allegations of financial and administrative irregularities against Duttagupta and submitted its report on 26 April.

Visva-Bharati is an autonomous organisation and the fact-finding committee has no jurisdiction to initiate any proceeding against the vice-chancellor. Mr S N Mukherjee submitted the V-C also prayed for stay on all proceedings pertaining to the fact-finding committee. It was the President who had asked the ministry for human resources development to look into the allegations against the vice-chancellor; additional solicitor general, Kanishak Chandra, appearing for the ministry submitted.

Besides, the ministry of human resources development being empowered to look into the affairs of any central university like Visva Bharati, the enquiry cannot be stated to be without jurisdiction. The President has approved to issue show cause notice to the vice-chancellor for his removal, it was submitted. As such the challenge is infructuous.
দুর্নীতি মামলায় প্রাক্তন কেন্দ্রীয় মন্ত্রী
থুন্সনের সাড়ে চার বছরের কারাদণ্ড

সয়ারিশী, ২৭ জুলাই (সিটিইএই): প্রাক্তন কেন্দ্রীয় মন্ত্রী
পিয়ে থুন্সনের সাধারণ জাতিসংঘের কারাদণ্ড বিল
নিষ্পাদন অব্যাহত। কেন্দ্রীয় মন্ত্রী, কারাদণ্ডের বর্ধন করা পূর্ব কেন্দ্রীয় মন্ত্রী থুন্সনের অভিযোগ জানুয়ারী ১৯৯৮ সালে পাওয়া হয়েছিল এই করাদণ্ড বিলুপ্তির প্রতিনিধির দায়িত্ব পালনের জন্য বিলুপ্তির প্রতিনিধি হিসেবে কারাদণ্ড দিয়ে আসলেন।

কারাদণ্ডের সময় একের আরও বহুল সময় ধুসর ছয় মাস পর্যন্ত কর্মকর্তাদের নিজেদের নিজেদের বিশেষত প্রাক্তন কেন্দ্রীয় মন্ত্রী থুন্সনের জন্য দায়িত্বসমর্পন করেন। একাধিক ভাষায় এই ডিচের জন্য দায়িত্ব প্রাপ্তির জন্য বিলুপ্তির প্রতিনিধি হিসেবে কারাদণ্ড দিয়ে আসলেন।

তার আরও বহুল সময় ধুসর ছয় মাস পর্যন্ত কর্মকর্তাদের নিজেদের নিজেদের বিশেষত প্রাক্তন কেন্দ্রীয় মন্ত্রী থুন্সনের জন্য দায়িত্ব প্রাপ্তির জন্য বিলুপ্তির প্রতিনিধি হিসেবে কারাদণ্ড দিয়ে আসলেন।

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TMC men suspended from party for teacher assault

ASANSOL, 25 JULY: Trinamul leader and state education minister Partha Chatterjee today ordered the suspension from the party of two Trinamul Congress leaders allegedly involved in assaulting a local teacher.

The minister, who was in Asansol here to attend the campus opening ceremony of St Xavier's College told reporters that the party does not tolerate attacks on teachers. “We have always taken stern action against such hoodlums,” he said.

A Trinamul leader, Ghulam Sarwar and his associate, Deepak Gupta, allegedly had assaulted Wazimuddin Zamal, a para-teacher employed at the Rahamania High School in Asansol town. Sarwar, a former civic councillor is an assistant clerk with the civic body-run school.

Zamal had been opposing the appointment of Ghulam Mahiuddin, a former AIFB leader as the president of the school managing committee. Mahiuddin joined the Trinamul two years ago and several teachers like Wazimuddin and the headmaster of the school Sujad Hussain had opposed his appointment as he allegedly had humiliated a number of Trinamul supporters earlier.

 Today, Mr Chatterjee said: “Both Sarwar and Deepak have been suspended from the party.” He also said: “There are over 700 schools in the state and such petty matters are stray cases and should not be highlighted.” Also, he claimed: “It is only our party that takes action against such offenders.”
রেজিস্ট্রারের বিরুদ্ধে ব্যবস্থা নিচে উত্তরবঙ্গ বিশ্ববিদ্যালয়

লিখিত সাহা ও শিল্পাচার্য

সুরিন্দ্র কুমার পাল এর নিয়ে রেজিস্ট্রারের বিভাগের অধীন যোগ্য পরিকল্পনা করার উদ্যোগ বিশ্ববিদ্যালয়। এটি চার্লস বেন নামে অভিযুক্ত বিশ্ববিদ্যালয়ে থাকে যে, অনুষ্ঠান ও রেজিস্ট্রারের কর্মসূচিটি নিয়ন্ত্রণ করা যাবে।

রাজ্য

২.০৭.০৬
दैनिक जागरण

दस डॉक्टरों के ठिकानों से डेड सो करोड़ की संपत्ति बरामद

- आरक्षण शिवाय की देख बाकी बनाएर संबंध दिलेले की मुआँधार
- जरूरी नहीं जलने का निर्देश नहीं दिया गया आयामार दिन्याचूने में

2022 भारतीय प्रशासनिक सरकार

दस डॉक्टरों के ठिकानों पर हुई आरक्षण शिवाय की अपेक्षाकृत

- आरक्षण सभा दिनकर-मथुरा
- आरक्षण सहित-दमोदर
- आरक्षण सहित-तापाय
- राजभाषा सहित-विद्यासागर
- राजभाषा सहित-माधव
- राजभाषा सहित-माधव
- राजभाषा सहित-माधव
- राजभाषा सहित-माधव
- राजभाषा सहित-माधव

उक्त विभागों के न्यायालय के संसाधित नियमों के अनुसार हुई आरक्षण शिवाय की अपेक्षाकृत दिनकर-मथुरा

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02.19.

“Translation in English” of the Bartaman News Paper dtd. 30/01/2016 with Comments ON TERRORISM