According to Uniform Curriculum Structure for Two Years BEd Programme in WEST BENGAL following NCTE Regulations, 2014

2nd Semester BEd PRACTICUM

(Engagement with Field)

(Course III, VIII(A), IX & EPC-2)

Dr. Amal Kanti Sarker

MSc (Physics), MA (Education), BEd, PhD Ex-Principal (Offg) and Ex-Associate Professor in Education Satyapriya Roy College of Education (Formerly ABTT College), Kolkata

Debarpita Sarker

MA (Education), BEd Factulty in Child Psychology, George School of Competitive Exam

The 'art' of

TEACHing... Is the art of... ASSISTing

Ríta Publication

Pulisher and Book-seller 25B, Beniatola Lane, Kolkata-700 009 Website: www. ritapublication.com

Preface

This book is written according to two-years programme following NCTE Regulations, 2014 keeping in mind the needs of the BEd students of 2nd semester. We have tried to highlight various aspects of theoretical as well as practical portions. We think this book is able to guide the students to complete the different activities. We have presented different samples related to engagement with the field/practicum.

We have considered various books, e-journals, blog and different websites during the composition of this book. We are thankful to the authors of those books/ printing matters. We have also followed different suggestions given by the books (BEd Practicum, 2nd semester, Bengali versions). We are thankful to the authors of this book particularly.

We are indebted to my publisher Sri Biju Bhattacharya for his eager and willingness to publish this book.

Distinguished Teachers, Scholars on subject are welcome to prefer their concrete and valuable opinions.

Sodepur, Kolkata March, 2022 The 'art' of TEACHing... Is the art of... ASSISTING DISCOVERY Wark Van Deron

Content as per Syllabus		
Course-III: Learning and Teaching	11-	-124
 Micro-teaching practical through simulation mode. (Five lessons in 5 skills on a particular topic are to be delivered in front of peer group under the guidance of the subject teacher.) Teaching skills: Introducing the lesson • Questioning • Use of teaching aids Reinforcement • Illustration, [Each skill consists of five components]. 	/	
Example:		
1. English		21
2. Geography		31
3. Life Science		41
4. Physical Science		54
5. Education		72
6. Mathematics		91
7. History		108
Course-VIII(A): Knowledge and Curriculaum-Part-1	125-	-170
 Policy analysis National Curriculum Frameworks (NCF-2000 & 2005) Identification of core, hidden, null and latent curriculum in textbooks. Designing an activity based curriculum Analysis of School Curriculum at different stages 	·····	127 143 153 163
 Identification of core, hidden, null and latent curriculum in textbooks. Designing an activity based curriculum Analysis of School Curriculum at different stages 	 	143 153 163
 Identification of core, hidden, null and latent curriculum in textbooks. Designing an activity based curriculum Analysis of School Curriculum at different stages Course-IX: Assessment for learning 	 	143 153
 Identification of core, hidden, null and latent curriculum in textbooks. Designing an activity based curriculum Analysis of School Curriculum at different stages Course-IX: Assessment for learning Writing educational objectives, learning experience and corresponding 	 	143 153 163
 Identification of core, hidden, null and latent curriculum in textbooks. Designing an activity based curriculum Analysis of School Curriculum at different stages Course-IX: Assessment for learning 	 	143 153 163 - 262
 Identification of core, hidden, null and latent curriculum in textbooks. Designing an activity based curriculum Analysis of School Curriculum at different stages Course-IX: Assessment for learning Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives. Framing measurable and non-measurable learning outcomes Determining the objectivity given an answer key 	 171-	143 153 163 • 262 173 193 197
 Identification of core, hidden, null and latent curriculum in textbooks. Designing an activity based curriculum Analysis of School Curriculum at different stages Course-IX: Assessment for learning Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives. Framing measurable and non-measurable learning outcomes Determining the objectivity given an answer key Determining the objectivity of a tool 	 171-	143 153 163 - 262 173 193 197 201
 Identification of core, hidden, null and latent curriculum in textbooks. Designing an activity based curriculum Analysis of School Curriculum at different stages Course-IX: Assessment for learning Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives. Framing measurable and non-measurable learning outcomes Determining the objectivity given an answer key Determining the objectivity of a tool Finding out the content validity of the given question paper 	 171-	143 153 163 • 262 173 193 197
 Identification of core, hidden, null and latent curriculum in textbooks. Designing an activity based curriculum Analysis of School Curriculum at different stages Course-IX: Assessment for learning Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives. Framing measurable and non-measurable learning outcomes Determining the objectivity given an answer key Determining the objectivity of a tool Finding out the content validity of the given question paper Designing Rating scale, Questionnaire, Interview Schedule in a given a topic. 	 171- 	143 153 163 •262 173 193 197 201 205
 Identification of core, hidden, null and latent curriculum in textbooks. Designing an activity based curriculum Analysis of School Curriculum at different stages Course-IX: Assessment for learning Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives. Framing measurable and non-measurable learning outcomes Determining the objectivity given an answer key Determining the objectivity of a tool Finding out the content validity of the given question paper Designing Rating scale, Questionnaire, Interview Schedule in a given a topic. Rating scale 	 171-	143 153 163 - 262 173 193 197 201
 Identification of core, hidden, null and latent curriculum in textbooks. Designing an activity based curriculum Analysis of School Curriculum at different stages Course-IX: Assessment for learning Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives. Framing measurable and non-measurable learning outcomes Determining the objectivity given an answer key Determining the objectivity of a tool Finding out the content validity of the given question paper Designing Rating scale, Questionnaire, Interview Schedule in a given a topic. 		143 153 163 -262 173 193 197 201 205 214
 Identification of core, hidden, null and latent curriculum in textbooks. Designing an activity based curriculum Analysis of School Curriculum at different stages Course-IX: Assessment for learning Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives. Framing measurable and non-measurable learning outcomes Determining the objectivity given an answer key Determining the objectivity of a tool Finding out the content validity of the given question paper Designing Rating scale, Questionnaire, Interview Schedule in a given a topic. Rating scale Questionnaire Interview Schedule 		143 153 163 •262 173 193 197 201 205 214 218 225 229
 Identification of core, hidden, null and latent curriculum in textbooks. Designing an activity based curriculum Analysis of School Curriculum at different stages Course-IX: Assessment for learning Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives. Framing measurable and non-measurable learning outcomes Determining the objectivity given an answer key Determining the objectivity of a tool Finding out the content validity of the given question paper Designing Rating scale, Questionnaire, Interview Schedule in a given a topic. Rating scale Questionnaire Interview Schedule Framing Diffrent types of questions. Preparation of Blue Print and a question paper 		143 153 163 -262 173 193 197 201 205 214 218 225 229 239
 Identification of core, hidden, null and latent curriculum in textbooks. Designing an activity based curriculum Analysis of School Curriculum at different stages Course-IX: Assessment for learning Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives. Framing measurable and non-measurable learning outcomes Determining the objectivity given an answer key Determining the objectivity of a tool Finding out the content validity of the given question paper Designing Rating scale, Questionnaire, Interview Schedule in a given a topic. Rating scale Questionnaire Interview Schedule 		143 153 163 ·262 173 193 197 201 205 214 218 225 229

Co	ourse-EPC-2 : Drama and Art in Education	263-3	344
1.	Develop a script of any lesson in any subject of your choice to perform a		
	Play / Drama.		265
2.	Develop a script for the street play focusing on "Girl's education and		
	Women empowerment".	·	277
	Prepare a script of Bhavai based on some Socio-political issues.		285
4.	Prepare a Pictorial monograph on "Various folk dance of Bangal"		
	(Sample Khata)		1-10
	Prepare a pictorial monograph on "Various Dance forms in India".		289
6.	Prepare a calendar chart on "Various Musical Instruments in India".		305
7.	Develop an Audio CD based on newly composed Poems of Bengali/		
	Hindi language.		319
8.	Prepare some useful, productive and decorative models out of the		
	waste materials.		323
9.	Visit the Faculty of Performing Arts in your city and prepare a detailed		
	report on its multifarious functioning.		327
10.	Organize a competition on some Decorative/Performing Art forms in		
	the school during your School Internship programme and prepare a		
	report on it.		331
11.	Organize a workshop on some selected Creative Art forms in the school		
	during your School Internship programme and prepare a report on it.		335
12.	Develop a creative design based on your choice for CD Cover or Book cover.		341
	Develop a design or picture based on collage work.		342

The 'art' of TEACH ing... is the art of... ASSISTing DISCOVERY Mark Van Doron