

**UNIVERSITY OF CALCUTTA**  
**SENATE HOUSE**  
87/1, College Street , Kolkata-700 073

Professor (Dr.) Samir Kumar Bandyopadhyay  
B.E., M. Tech., Ph.D.

Registrar  
Ph.No.: 2241-0071/4984: Fax: 91-033-2241-3222  
Email: registrar@caluniv.ac.in

No. R/212 / B.Ed ( Self Finac.)

Date: 19.06.2006

To  
The Regional Director,  
National Council for Teacher Education ( Eastern Region)  
15, Neelkantha Nagar, Naya Pally,  
Bhubaneswar-751 012

Sub: Prayer for permission to introduce new course as B.Ed. ( Home Science) under the aegis of the Department of Home Science , University of Calcutta.

Dear Sir,

Please find enclosed the filled in format for permission to start a new course named as B.Ed. ( Home Science) under the aegis of the Department of Home Science , University of Calcutta . In connection with above it may kindly be noted that the Syndicate of the University of Calcutta in its meeting dated 20.12.2005 decided to introduce B.Ed. ( Home Science) course under the Department of Home Science , University of Calcutta on self- financing basis and accordingly the official notification of the University of Calcutta under CSR no. 12/06 dt. 03.04.06 has already been issued. But the University has decided to start the said course only when the permission be accorded from your end.

You are, therefore, requested kindly to do the needful and take necessary steps as possible to enable the University of Calcutta to introduce the said course from the current academic session i.e. 2006-2007.

Looking forward for your kind cooperation and future action.

Thanking you

Yours faithfully

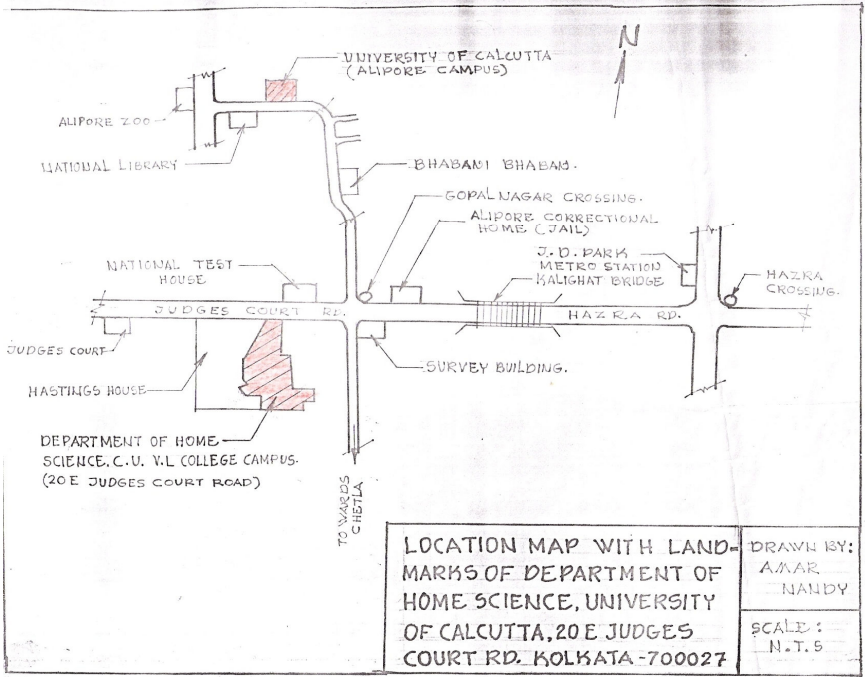
s/d S.K. Bandyopadhyay  
( Prof. S.K. Bandyopadhyay)  
Registrar

**--- COURSE PROPOSED ---**

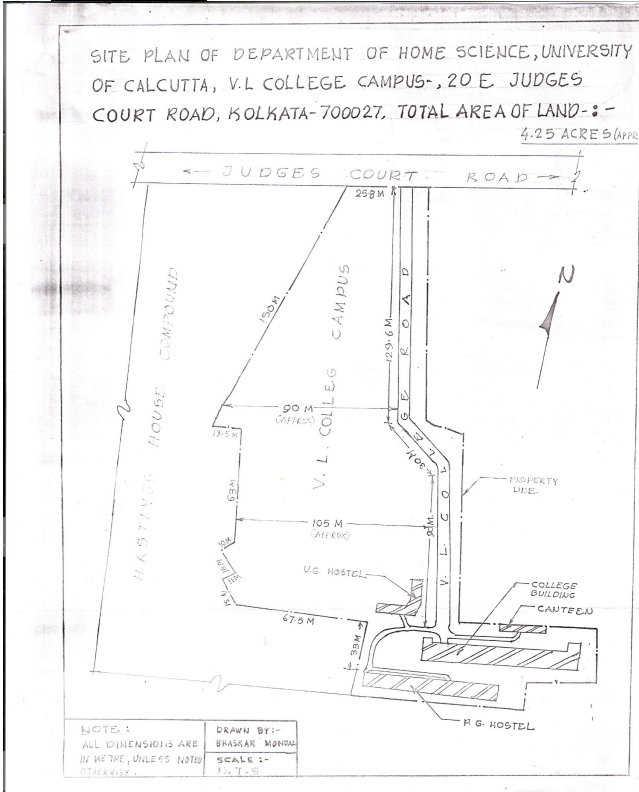
- 1) **TITLE : B.ED COURSE OF STUDY WITH HOME SCIENCE AS THE METHOD PAPER**
- 2) **OBJECTIVE : To Train the teachers to teach Home Science at School level.**
- 3) **DURATION OF COURSE : ONE YEAR**
- 4) **ADDRESS : Department of Home Science, Calcutta University**  
**20E, Judges Court Road**  
**Alipore**  
**Kolkata – 700 027.**

5) **PHONE No. : 2479 - 5594 / 2449 - 1840**

6) **LOCATION WITH NEAREST LANDMARK:**



7) **SITE PLAN :**



## 8) REGULATION :

### UNIVERSITY OF CALCUTTA DEPARTMENT OF HOME SCIENCE

#### REGULATION FOR THE BACHELOR OF EDUCATION (HOME SCIENCE)

##### **B.Ed. (H.Sc.) Course**

The P.G. Board of Studies in Home Science suggested introducing the Bachelor of Education (Home Science):

1. An examination on for the Degree of Bachelor of Education (Home Science) shall be held annually in Calcutta University and at such other place as shall from time to time be appointed by the Syndicate, and shall commence at such times at the Syndicate shall determine, the approximate date to be notified in the calendar.
2. Minimum eligibility for admission for Bachelor of Education (Home Science) Course shall be B.A., or B.Sc. (Home Science) degree in a 10 + 2 + 3 pattern. However candidates with higher qualifications may also apply and due weightage will be given to such qualifications for preparing the merit list of the candidates seeking admission. In order to be eligible for appearing in the Bachelor of Education (Home Science) Examination, a candidate after admission shall prosecute studies for not less than one academic year in the regular course of study in the subjects offered by him / her , along with necessary practical training, in the Department of Home Science, Calcutta University or any other college affiliated to the University for the specific purpose of Bachelor of Education (Home Science).
3. Every candidate for the Bachelor of Education (Home Science) Examination shall send to the Controller his/her application with a certificate from the appropriate authority in the form prescribed by the Syndicate at least six weeks before the date fixed for the commencement of the examination.
4. Fees should be forwarded by each candidate with his/her application as recommended by the Syndicate from time to time.
5. If a student after completion of a regular course of study for the examination under section 2 of Regulations does not register himself/herself as a candidate for or present himself/herself at the examination or fails to pass the examination immediately succeeding the completion of the regular course of study, he/she may appear at any of the two successive examinations following the one after completion of his/her regular course of study on payment of the prescribed fee provided that he/she produces in addition to the certificate as in section 3, a certificate in the appropriate manner and from the appropriate authority.
6. If such a student does not register himself/herself as a candidate for or appear at any two examinations immediately succeeding the examination following the completion of his/her regular

- course of study or fails to pass these examinations, he/she may appear at the subsequent examinations of the same standard after fresh admission to the regular course.
7. A candidate who has obtained 40% of marks in any paper shall be declared to have qualified for that paper, but in order to be declared as passed in the Bachelor of Education (Home Science) Examination, he/she must secure at least 40% marks in the aggregate. Such candidate can be placed in the Second Class. Also, candidates, securing at least 60% of marks shall be placed in the First Class.
  8. A candidate who has failed to qualify in a paper but has secured 40% marks in the aggregate may appear in the subsequent two examinations in that paper only. He/She shall be declared passed in the Bachelor of Education (Home Science) Examination without class as a compartmental candidate provided he/she secure at least 40% marks in that paper in any of the subsequent two examinations. This benefit is restricted to the Theory paper of the Bachelor of Education (Home Science) Course only.
  9. A candidate who has failed to qualify in two papers but has secured 40% marks in the aggregate may also appear in the manner as given in section 7 in those two papers only. He/She shall be declared passed the Bachelor of Education (Home Science) Examination without class provided he/she secures at least 40% of marks in those two papers in any of the two subsequent examinations. But the above benefit will be restricted to two papers and to the Theory papers only.
  10. A candidate who has failed as per detail given in section 7 and 8 above may retain the marks secured in papers VII, VIII and IX to his/her credit which may be carried to any of the two subsequent examinations but in such a case the candidate shall be declared passed the Bachelor of education (Home Science) Examination without class. The marks secured in paper X shall be carried to the subsequent examinations without any such conditions
  11. In order to be declared as a regular candidate , that is, one who has prosecuted regular course of study as a collegiate candidate, one shall have to attend 75% of the lectures delivered and practical classes held. However, a candidate who has failed to attend 75% of the classes but has attended at least 65% of the classes, may appear in the annual Bachelor of Education (Home Science) Examination as a non collegiate candidate with due permission of the appropriate authority and on payment of a condonation fee as may be prescribed by the University from time to time. Such candidates will not be eligible for any University medal or certification for rank he/she may secure in the said examination.
  12. The written examination for the Degree of Bachelor of Education (Home Science) shall be conducted by means of printed papers, the same papers being used at every place at which the examination is held.
  13. Every candidate shall be examined in the following subjects :-

## **9) CURRICULUM :**

### **CURRICULUM FOR THE BACHELOR OF EDUCATION (B.Ed.) IN HOME SCIENCE**

1. Home Science Department proposes to introduce B.Ed. in Home Science Syllabus with a view to (i) include new thrust areas in the course (ii) make it more professional and practical (iii) streamline the course to bring about more effective integration of different units of knowledge essential for the future teachers; and (iv) to make teachers more competent to meet the social, academic and national needs.
2. Duration of the course will cover one full calendar year including the annual examination, the session of the course will be as follows :

**3.1. Theory Papers :**

**600 marks**

- 3.1.1. The course shall comprise 3 compulsory papers each divided into two halves of 50 marks each as mentioned below :

Paper - I : Foundaitons and Development of Education in Independent India

First Half	:	Foundation of Educations
Second Half	:	Development of Education in Independent India

Paper – II : Psychology of Learning Instruction

First Half	:	Psychology of Learning
Second Half	:	Psychological Bases of Instruction

Paper – III : Educational Management

First Half	:	Institutional Management
Second Half	:	Management of Manpower Resources

**3.1.2. Pedagogical Study of School Subjects : 200 marks**

- Paper – IV and V : Each candidate shall choose two School subjects from the following ones for Pedagogical Studies, one of which must be from the Home Science group as at serial No. 4 given below. However, eligible candidates may choose both method papers from Home Science group.

1. Bengali
2. English
3. Fine Arts
4. Home Science : 4A. Food & Nutrition  
4B. Home Management

4C. Human Development

5. Work Education

3.1.3. Paper – VI : Compulsory Elective Paper :

Each candidate shall elect one of the following subjects :

1. Educational and vocational Guidance
2. Education of Children with Special Needs
3. Population and Environmental Education
4. Education of Women in India
5. Health Education for School Children
6. Adult Education & Extension Education

**3.2. Practical Papers :**

**400**

**marks**

3.2.1 Development of Teaching skills and Instructional Materials (For two method papers) :

Paper VII, VIII and IX

**Paper VII : Demonstration of Laboratory Practical and Simulated Lesson**

**100marks**

One external and one internal examiner for demonstration of laboratory practical and simulated lesson will examine each candidate jointly.

Demonstration of experiment carrying 50 marks and simulated lesson carrying 50 marks each.

*Note : For simulated lesson, topics will be suggested on the spot by the external examiner.*

**Paper – VIII : Teaching Practical**

**100 marks**

Each candidate shall have to execute two lessons, one each in the two method papers. Each lesson will carry 50 marks.

Candidate will be examined in Teaching Practical jointly by an external and an internal examiner appointed by the University.

Marks will be distributed in the following manner.

The detailed and total marks are to be submitted to the coordinator with signature of both the examiners.

- |                                      |   |          |
|--------------------------------------|---|----------|
| 1. Voice, exposition and delivery    | : | 10 marks |
| 2. Presentation with clear objective | : | 10 marks |
| 3. Questioning                       | : | 10 marks |
| 4. Use of black board                | : | 05 marks |
| 5. Use of other teaching aids        | : | 05 marks |
| 6. Student participation             | : | 05 marks |
| 7. Lesson plan                       | : | 05 marks |

**Paper – IX : Sessional Activities related to Pedagogical Study :**

**100 marks**

(To be examined by external examiner)

- a) Pedagogical analysis of contents as in Paper IV and V : 30 marks for each paper
- b) Achievement Test on Paper IV and V : 20 marks for each paper

**3.2.2. Paper X : Sessional Activities Related to Teaching and Community Outreach**

<b>Activity :</b>	<b>100</b>
<b>marks</b>	
1. Practice lesson plan on the subject for Paper IV	: 20 marks
2. Practice lesson plan on the subject for Paper V	: 20 marks
3. Teaching aids used during practice teaching on Paper IV	: 05 marks
4. Teaching aids used during practice teaching on Paper V:	05 marks
5. Community outreach activities	: 30
marks	
6. Viva-Voce to be conducted jointly by one internal and one External examiner on Paper IV and V	: 10 + 10 marks

**3.1.1.**

**Paper – I : Foundation and Development of Education**

**First Half : Foundation of Education**

1. Concept and scope of Education
2. Base of Education – Biological, Psychological, Philosophical, Sociological and Economical.
3. Factors of Education and their interrelation : Qualities and role of a teacher Functions of School.
4. Relation between philosophy and education (influence of the major Schools of philosophy).
5. The contributions of great educators – Rousseau, Froebel, Dewey, Tagore, Gandhi, Swami Vivekananda and Sri Aurobindo.
6. Value education.
7. Curriculum – Nature, concept, principles of curriculum construction, type of curriculum, present curricular structure at the primary, secondary and higher secondary education in West Bengal.

**Second Half : Development of Education in Independent India**

1. Synoptic view of education (stages and types) just before independence.
2. Educational provision in India Constitution.
3. University Education Commission (1948-49) Recommendation with reference to the following areas :

- a) Aims
  - b) Structure
  - c) Curriculum
    - d) Reforms of Examination
    - e) Rural University
    - f) Religious and Moral Education
4. The Secondary Education Commission (1952-53) Recommendation with reference to the following area :
- a) Aims
  - b) Structure
  - c) Curriculum
  - d) Reforms of Examination
5. Kothari Commission (1964-66) Recommendation with reference to the following areas :
- a) Aims
  - b) Structure
  - c) Curriculum
  - d) Reforms of Examination
6. National Education Policy – 1968
7. National Policy on Education (NPE – 1986) and Revised Draft of NPE – 1986, Programme of Action (POA – 1992).
8. Sarva Shiksha Abhijan (SSA – 2000) – Main features.
9. Contemporary issues on Education with reference to various commissions, Committees and National Policy on Education – 1986:
- a. Universalisation of Elementary Education
  - b. Women's Education
  - c. Adult and Non formal Education
  - d. Technical and Vocational Education
  - e. Distance Education
  - f. Science Education
  - g. Teacher Education
  - h. Equalization of Education opportunity

Paper II **Psychology of Learning and Instruction**

First Half : **Psychology of Learning**

1. Introduction to the Psychological bases of Education. Subject matter of Educational Psychological and current trends.



2. Child's developmental characteristics. Development as basis of learning Meaning of growth and development. Language development cognitive development – Piaget. Moral development – Kohlberg . Psychological development – Erickson. Education and development.
3. Behavioural theories of learning. Classical conditioning; Thorndike's Connectionism. Social Cognitive. Learning (Modelling) Behavioural Theories applied to teaching.
4. Cognitive approaches to Learning. Meaningful learning, Discovery learning, Cognitive Costructivism. Information processing as an integrated model of learning, problem solving, attention and memory as in information processing Model.
5. Motivation and student learning, Maslow's theory of self-actualisation. Weiner's attribution. McLelland's achievement motivation. Factors affecting motivation (anxiety, curiosity and interest, locus of control, self efficacy, classroom environment etc.).

Second Half : **Psychology of Instruction**

1. Concept of Teaching and Instruction.
2. Students' abilities. Intelligence – Concept, nature and measurement. Creativity Concept factors and nurturing creativity.
3. Instructional Objectives. Taxonomy of Instructional Objectives. Hierarchy of the Objectives. Cognitive (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation), Affective (Receiving, Responding, Valuing, Organising as characterisation), Psychomotor (Perception, Set, Guided response, Mechanism, Complex or Over response, Adaptation, Origination).
4. Approaches to instruction, Direct and Indirect Instruction, Designs of Instruction (Sinner , Markle, and Gagne), Technology based Teaching strategies (Web-based instruction, Multi-media, CD-Rom, Intelligent Tutoring System).
5. Classroom Management. Managing the classroom and methods of control.

Paper III : **Management of Education**

First Half : **Institutional Management**

1. Institutional Planning in practice.
2. Leadership in School Administration. Head teacher, Teachers' Council.
3. Time Table.
4. School Services :
  - I. Student self-government & discipline.
  - II. Organisation of co-curricular activities.
  - III. Physical education.
  - IV. Library
  - V. Health Services, Sanitation, Sex Education
  - VI. Community services with special reference to literacy drive.

5. Evaluation of achievement of pupils. Tools and techniques of evaluation, Norm referenced test and criterion-referenced test. Examination, types of achievement test.  
Descriptive Statistics-central tendency and variability.
6. Inclusive Education Identification and screening of exceptional children institution modifications for inclusive education. Factors for successful integration.

Second Half : **Manpower and Resource Management**

1. Controlling authorities of School administration the role of Central and State Government in School administration, West Bengal Board of Secondary Education; Council of Higher Secondary Education and other Boards; Administrative structure of Secondary education with special reference to West Bengal.
2. Supervision and Inspection.
3. Educational Finance – Source of Finance, Kothari Commission on Educational Finance. Role of private enterprise in education.
4. Educational Planning. Manpower development, Education and Employment.
5. NPE (1986) on Educational management.
6. Qualitative improvement of Secondary Education. Role of NCERT, SCERT and NCTE.

5 9  
Paper IV and V.  
Pedagogical Analysis of Content and Methods of Teaching Bengali.

১. II বাংলা ভাষা ও সাহিত্য II

বিভাগ - ক

60 marks

শিক্ষা বিজ্ঞানের দৃষ্টিকোণ থেকে বিষয়বস্তু বিশ্লেষণ -

বিষয় নির্বাচন -

একক - ১

(ক) ষষ্ঠ, সপ্তম এবং অষ্টম শ্রেণীর পাঠ্যসূচী থেকে দুটি কবিতা ও দুটি গদ্য।

(খ) নবম এবং দশম শ্রেণীর পাঠ্যসূচী থেকে দুটি কবিতা ও গদ্য।

(গ) একাদশ ও দ্বাদশ শ্রেণীর পাঠ্যসূচী থেকে দুটি কবিতা ও দুটি গদ্য।

একক - ২

মাধ্যমিক ও উচ্চমাধ্যমিকের পাঠ্য বাকরণের যে কোন দুটি বিষয় পর্যালোচনা।

একক - ৩

(ক) নির্বাচিত বিষয় গুলি পাঠ্যসূচীতে অন্তর্ভুক্তির যথার্থ বিচার।

(খ) নির্বাচিত বিষয় গুলি শিক্ষাদানের পদ্ধতি - রসাহারনের ক্ষেত্রে তুলনামূলক পাঠ - উপকরণের ব্যবহার -  
ভাষাতাত্ত্বিক পরীক্ষা।

(গ) উপরোক্ত বিশ্লেষণের ভিত্তিতে অসীম নিদর্শন ও তার প্রয়োগ।

একক - ৪

ভাষা শিক্ষায় সাহিত্যের ইতিহাসের গুরুত্ব এই প্রসঙ্গে বাংলা সাহিত্যের ইতিহাসের সংক্ষিপ্ত আলোচনা :

(ক) উক্ত পর্বের বাংলা গদ্যে বিদ্যালয়।

(খ) বাংলা কাব্যের নবজাগরণে মণ্ডুন্দন দত্ত।

(গ) আধুনিক বাংলা কাব্যে জীবনানন্দ দাস।

(ঘ) রূপক ও সাক্ষেপিক পাঠক রচনায় রবীন্দ্রনাথ।

(ঙ) বাংলা ঠিক্যে বঙ্কিম চন্দ্র।

(চ) বাংলা ছোটগল্পে রবীন্দ্রনাথ।

বিভাগ - খ

60 marks

শিক্ষা পদ্ধতি

একক - ১

(ক) শতাব্দীর সংজ্ঞা।

(খ) বাস্তববাদী শিক্ষার উদ্দেশ্য ও গুরুত্ব।

(গ) সর্বস্তরের শিক্ষায় মাধ্যমরূপে শ্রমজাতির স্থান এবং গুরুত্ব।

একক - ২

(ক) পঠনের প্রয়োজনীয়তা - উদ্দেশ্য ও প্রকৃতি অনুসারে পঠনের প্রকারভেদ ও তুলনামূলক আলোচনা -  
আদর্শ পাঠের বিশেষত্ব।

(খ) ধ্বনিতত্ত্ব- সংজ্ঞা ও উপযোগিতা।

(গ) কবিতা ও গদ্য পাঠদান পদ্ধতির তুলনামূলক আলোচনা।

(ঘ) ব্যাকরণ শিক্ষাদানের বিভিন্ন পদ্ধতি।

(ঙ) দ্রুত পঠন - উদ্দেশ্য, প্রকৃতি ও পদ্ধতি।

(চ) রচনা শিক্ষাদান - উদ্দেশ্য এবং সৃজনাত্মক রচনায় সূক্ষ্ম করে জোরার উপায়।

(ছ) অনুবাদ শিক্ষা - উদ্দেশ্য ও পদ্ধতি।

একক - ৩

(ক) সাহিত্য অনুশীলনমূলক বিবিধ কাজ ও তার ভূমিকা।

(খ) ভাষা সাহিত্য শিক্ষকের বিশেষ গুণাবলী।

একক - ৪

শিক্ষা সহায়ক উপকরণ - উপকরণ ব্যবহারের উদ্দেশ্য ও গুরুত্ব - উপকরণের প্রকারভেদ - উপকরণ  
ব্যবহারের কৌশল।

একক - ৫

পাঠটীকা প্রস্তুতি - উদ্দেশ্য ও প্রকারভেদ।

## **Paper IV and V: Pedagogical Analysis of Content and Method of Teaching English**

### **Group A : Pedagogical Analysis of Content**

**60 marks**

#### **1. Selection of Content**

- a. Two Chapters/Episodes from Syllabus of Class VI – VIII.
- b. Two Prose/ Prose-comprehension lesson and Two Poems (either for appreciation or for skill development) from Class IX – X.
- c. Two Prose pieces and Two Poems from syllabus of Class XI – XII Or Two additional prose pieces and two poems from Syllabus of Class IX-X (treated either as a Skill development or as an Appreciation lesson).

#### **2. Pedagogical Analysis :**

- a. Objective of the lesson-Skill and / or Appreciation.
- b. Identification of the Content-Unit / Skills.

- c. Specifying the behavioural out come.
  - d. Specifying the method of developing the content unit/skill.
  - e. Selection and strategy of using teaching aids.
  - f. Questioning/Tasks set for the development of the language skills.
  - g. Criterion test.
3. Justifying the inclusion of the content area into the Curriculum.
  4. Objective Test for skills/content-unit in terms of behavioural out comes.

**Group B : Methods of Teaching English**

**40**

**marks**

1. Position of English in India : Colonial v/s Post Colonial perspectives-Introduction to the concepts of Multilingualism and Bilingualism- the value of attaining a working knowledge of English – English as a Library language, Link language, a language for Communication in a Globalize/Economy, a World language to foster International Brotherhood.
2. Aims and Objectives of Teaching English – The Linguistic, Literary and Cultural Aims of teaching English Language Acquisition and Language learning – The Objectives of teaching English as a Second Language (with special reference to West Bengal) in the Secondary and Higher Secondary stage
3. Methods and Approaches of Teaching English :
  - a. Grammar Translation v/s the Natural Method.
  - b. Dr. West’s New Method v/s Rabindranath Tagore’s Method of Teaching English.
  - c. Structural Approach v/s The Functional Communicative Approach.
4. The above – mentioned method/ approaches are to be considered critically to delineate the Technique of developing :
  - a. Reading Skills for comprehension and appreciation.
  - b. Listening Skills for comprehension and appreciation.
  - c. Speaking and Writing for communication.
  - d. Grammatical sense.
  - e. Vocabulary.
  - f. Creative Writing.
5. Innovative techniques for the development of the Language Skills and Literary Appreciation.

**3. Pedagogical Analysis of the Contents and Methods of Teaching Fine Arts**

**Group A : Pedagogical Analysis of the contents**

**60**

**marks**

Pedagogical analysis of the following contents, where each content area is to be analysed in to teaching units sequences of teaching units, selection of teaching strategies, and technique of evaluation and nature of questioning.

1. Definition of Art – differences between the beauty of nature and the beauty of art.
2. A brief study of the characteristics of :
  - a. Pre- historic period
  - b. Ajanta – Cave painting
  - c. Rajput painting
  - d. Mughal painting
3. Characteristics of the painting of the Renaissance period in India and Europe with special reference to the art of Abanindranath Tagore, Rabindranath Tagore, Nandalal Bose, Jamini Roy, Botticelli, Leonardo da Vinci, Rembrandt and Raphael.
4.
  - a. Representational drawing and painting of flowers, foliage , fruits and projects in clay , glass
  - b. Design and Lettering – their uses on floors, clothes, pots and posters.
  - c. Modelling in clay of simple objects, moulding and casting.
  - d. Block – making and printing with potato, lino, and stencil printing.
5. Justifying the contents for inclusion into school curriculum.
6. Preparing Achievement tests for two topics.

**Group B : Methods of Teaching**

**40 marks**

1. Aims and objectives of teaching art and crafts in school.
2. Place of Art and Crafts in school education. Child Art, its characteristics and the exceptional children.
3. The Art teachers' role. Areas of activities , i.e. , environment, participation in life, excursion to place of art.
4. Syllabus for different classes of Secondary school relationship with other subjects, especially Work Education.
5. Methods of teaching Art and Crafts in Secondary school, stage ; the Arts and Crafts room equipments.
6. Activities related to Art and Crafts, organization of school exhibitions and art and crafts exhibitions using art and crafts in school functions; preparation of teaching aids.
7. Evaluation in art and crafts.

4.A. Food and Nutrition

Pedagogical Analysis of the Contents & Methods of Teaching Food & Nutrition.

**Group A : Pedagogical Analysis of the Contents**

**60 marks**

1. Selection of Content area :
  - a. Three topics from the syllabus of Class IX – X.
  - b. Three topics from the syllabus of Class XI – XII.
2. Pedagogical Analysis :
  - a. Aims, objectives and scope of Food & Nutrition
  - b. Analysis of the course content
  - c. Specifying the objectives of the subject
  - d. Summarising the course and defining the concept wherever necessary
  - e. Selection of teaching strategy
  - f. Questions to the reference to the objectives
  - g. Selection of teaching aids.
  - h. Different methods of cooking.
  - i. Preparing notes on the different dishes and their ingredients/ cooking appliances & utensils.
  - j. Diets for the different age group : Pre- Schooler to old age.
3. Critical evaluation of the effectiveness of the topics in the school curriculum.
4. Preparing a file for the pedagogical analysis mentioned above for assessment.
5. Preparing objective tests on two topics.

**Group B : Methods of Teaching**

**40 marks**

1. Selection of Food and Nutrients and their different aspects.
2. Development of the concept of Diet at different age levels and methods of cooking suitable meals for India people.
3. Different methods of food preservation.
4. Food & Nutrition in school curriculum : a Critical review of the Food and Nutrition syllabus prescribed in Secondary and Higher Secondary Boards in West Bengal.
5. Method of teaching : Discussion method, Project method , Practical situation, Seminar and Workshop.
6. Management of Work unit : Teacher and his teaching; Selection of Work projects; Budgeting and Planning; Time allocation; Ingredient and Appliances; Table setting and Decoration.
7. Utility of Cookery Projects.
8. Utility of the different types of Diet Planning – Project.
9. Evaluation of Workbook, Practical work and Attainment – Design of Work Diary for pupils; Teacher's record book.
10. Preparation of Plan of Activity for Work Projects.

#### 4.B. Home Management

##### Pedagogical Analysis of the Contents and Methods of Teaching Home Management.

Group A: Pedagogical Analysis of the Contents 60 marks

1. Selection of Content Areas:

- a. Three topics from the syllabus of Class IX – X.
- b. Three topics from the syllabus of Class XI – XII.

2. Objectives of Teaching Home Management, Management in Family Living.
3. Selection of the content areas :The following topics are to be covered : Definition, Objectives, Planning, Evaluation and Interior Decoration.
4. Effectiveness of topic in the Secondary and Higher Secondary curriculum.
5. Method of teaching the subject in interesting way.
6. Preparation of necessary teaching aids and their utility at different classes.
7. To prepare a notebook on the basis of the arrangement and decoration of different rooms.

Group B . Methods of Teaching Home Management 40 marks

1. Objectives and Planning of Home Management – Interior Decoration.
2. Process in making Budget with special reference to the different classes of Indian family.
3. Knowing Management through work simplification, Money management and Decision – making.
4. Evaluation of :
  - a. Theoretical knowledge
  - b. Practical work
5. Use of teaching aids for Home Management.
6. Place of Home Management in Secondary and Higher Secondary curriculum.

#### 4C. Human Development

##### Pedagogical Analysis of the contents and methods of teaching Human Development.

Group A : Pedagogical Analysis of the Contents 60 marks

1. Selection of Content Areas :

- a. Three topics from the syllabus of Class IX - X
- b. Three topics from the syllabus of Class XI – XII

2. Pedagogical Analysis :

- a. Analysis of the course content into the teaching units.
- b. Summarising the units and defining the concept wherever necessary.
- c. Preparing notes on Human Development as multidisciplinary science.
- d. Aims, objectives and scope of Human Development.
- e. Development tasks through the Lifespan – Infancy, Early childhood, Middle childhood, Adolescence, Adulthood and Old age.



- f. Present status of young children in India – Rural, Tribal, Urban with reference to mortality rate, and availability of health services, socio – economics status of the family, nutrition and education.
  - g. Guidance and Counseling of young children-definition, fundamentals and basic techniques.
  - h. Specifying the objectives of the subject.
  - i. Selection of teaching strategy.
  - j. Questions with reference to the objectives.
  - k. Selection of Teaching Aids.
3. Critical evaluation of the effectiveness of the topics in the school curriculum
  4. Preparing a file for the pedagogical analysis mentioned above for assessment
  5. Preparing objective tests on two topics.

**Group B : Methods of Teaching**

**40 marks**

1. Basis needs of young child.
2. Adolescence (13 to 18 years) characteristics, milestones. Problems : physical, motor, social, moral, emotions, cognitive and language.
3. Human Development in school curriculum in critical review of the Human Development syllabus prescribed in Secondary and Higher Secondary boards in West Bengal.
4. Method of teaching – Discussion method, Project method , seminar and Workshop.
5. Management of work unit. Teacher and his training. Selection of work project-Budgeting and Planning – Time allocation – Preparation of teaching aids suitable for teaching the subject.
6. Evaluation of workbook, practical work and attainment – design of work diary for pupils, teacher's record book.

**5. Pedagogical Analysis of the Contents and Methods of Teaching Work Education**

**Group A : Pedagogical Analysis of Contents**

**60**

**marks**

1. Selection of content area :
  - a. Three topics from the syllabus of Class VI – VIII.
  - b. Three topics from the syllabus of Class IX – X
2. Pedagogical analysis :
  - a. Analysis of the course contents into teaching units.
  - b. Summarising the units and defining the concepts wherever necessary.
  - c. Preparing note on the ingredients / tools / equipments, if necessary.

- d. Sequencing the units.
  - e. Specifying the instructional objectives for each concept/unit.
  - f. Selection of teaching strategy.
  - g. Questioning with reference to the objectives.
  - h. Selection of teaching aids other than those in (c) above.
  - i. Criterion Test
3. Critical evaluation of the effectiveness of the topics in the school curriculum.
  4. Preparing a file for the pedagogical analysis mentioned above for assessment.
  5. Preparing objective tests on two topics, then try out and item analysis.

**Group B : Methods of Teaching**

**40 marks**

1. Aims, objectives and scope of Work Education.
2. Bases of Work education psychological, sociological, historical and economic.
3. Development of the concept of Work experience in general education suitable for India with special reference to the National Policy on Education (1986), behavioral change expected out of the programme of work experience.
4. Areas of Work Education i.e., Socially Useful Productive Work (SUPW, as designed by I.B. Patel Committee).
5. Place of Work Education in the school curriculum; a critical review of the Work education syllabus prescribed in West Bengal in :
  - a. The Exposure stage
  - b. The Involvement stage
6. Methods of guiding Work Education: Discussion method – Work – Study method, Project method – Unit plan – social facilitation achievement – motivation.
7. Management of Work unit : Teacher and his training – Selection of work projects-Budgeting and Planning- Time allocation- Materials and equipments- Disposal of finished products – Organisational co-ordination of different agencies monitoring network through Resource Centres – problems the roof.
8. Integration of Work education with other school subjects.
9. Utility of Social Service projects – Removal of Social distances – importance of Literary drive, Flood relief, first – aid , etc.
10. Evaluation of workbook, practical work and attainment – developing certain tools, e.g., rating scale, check, check-list, observation schedule etc., design of work diary for pupils. Teacher’s record book.
11. Preparation of Plan of Activity for Work Projects.
12. Provisions to be expected from school.

3.1.3

**Paper VI : Compulsory Elective Papers (Any One from the following)**

**100 marks**

**1. Educational and Vocational Guidance**

1. Guidance- Concept, Principles, types ( Educational, Vocational , Personal), kinds ( individual and group) , Need, Guidance ( Philosophical, Social, Psychological) with special reference to Secondary including Higher Secondary stage of education (5 classes).
2. Techniques of collecting information for Guidance and counseling Intelligence test, Aptitude test, Achievement test, Personality test, Interest Inventories, Interview, Questionnaire, Rating scale, Socio- metric test, Records – Anecdotal record, Cumulative record, Case Study (12 cases).
3. Concept of Adjustment as adaptation to the external (environment) demands. Adjustment as balance or integration of personality. Adjustment as coping with stress relation of three concepts.
4. Mental Health – Concept of mental health as state of subjective well – being and as objectively observable behavior pattern. Mental health as continuum. Relation of mental health and adjustment.
5. Maladjusted pattern of behavior in infancies and childhood – attention deficit and hyperactivity. Feeding , eating and sleeping disorder. Anxiety and Phobia, Autism, conduct disorder, disruptive behavior disorder.
6. Maladjusted pattern of behavior in adolescence – Personality disorder (paranoid, Schizoid antisocial and narcissistic personality disorder), substance related disorder, Obsessive – compulsive disorder and Somatoform disorder.
7. Common adjustment problems in adolescence. Parental , social and educational support for the adolescence.
8. Counseling – Definition – Counseling and guidance, Psychotherapies – Psychodynamic . Behavioristic and social learning approached. Purposes of counseling and techniques of counseling ( Direct, Indirect and Electric).
9. Vocational guidance – its relation with educational guidance, need for vocational guidance, career, information, sources, methods of collection, classification, and filling up of information and its dissemination.
10. Organisation of school guidance service (minimum requirements opening a guidance centre in school. Minimum activities – orientation, student’s information, counseling, placement service, tomodial service, following service research activities, child guidance clinic, role of school personnel.

**2. Education of Children with Special Needs**

1. Introduction : Types of disability. Need for special education General nature of special education. Mainstream education.
2. Mental Retardation : Definition. Classification. Cause of mental retardation.Characteristics and education of the mental retarded learner.
3. Gifted Children : Definition. Characteristics. Problem with gifted children. Education of the gifted learner.
4. Visual Handicap : Definition. Classification. Cause of visual handicap. Characteristics and education of the visually handicap learner.
5. Auditory Handicap : Definition. Classification. Cause of hearing handicap. Characteristics and education of the hearing handicap children.
6. Learning Disability : Definition. Types of learning disability. Cause of learning disability. Diagnosis. Characteristics and education of the learning disabled.
7. Special Education in India : Recommendations of the committee and commissions. Role of government agencies, community and NGOs. Legal provisions.

### **3. Population and Environmental Education**

1. Introduction to population education. Concepts and scope.
2. Population education in India. Population situation. Population and development policy. Education Policy, 1986. national population education programme.
3. Population dynamics. Population growth and distribution. Age and sex of composition. Components of population change (fertility, mortality and migration).
4. Population and development. Food, shelter, water and education.
5. Population, environment and resource . Sustainable development. The sustainable weighing cost and benefit. Deforestation, soil erosion, flood, ground water exploitation, threat to wild life. Chemical and pesticide. Water and air Pollution, acid rain, green house effect, Ozone depletion, recycling of resources, conservation and rational use of resources.
6. Population, environment, health & nutrition. Interrelation of the four and their role in the quality of life.
7. Population education and environmental education inter dependence of the two and their integration. Teaching of population and environment education. Population and environmental education as separate school subjects. Integrated models for structuring environmental education. Awareness campaign, action programmes, integration with other national programs like NSS, NCC, Scouting, Nature clubs etc. changing learner behavior through environmental education.

### **4. Education of Women in India**

1. Development of Women : education in pre-independence era. Contributions of different government and non-government organisation, missionaries, and Indian Reforms.
2. Development of Women : education in pre-independence era.
  - a. Constitutional provisions.
  - b. Recommendations of various Commissions and Committees. Radhakrishnan Commission (1964 – 49), Mudaliar Commission (1952 – 53), Kothari Commission (1948 – 66 ), Committees with special reference to Durgabai Deshmukh, Hansa Mehta, Bhakta Badsalam.
  - c. Recommendations of NPE (1968), NPE (1986) , POA( 1992)on Women education.
  - d. Education for All.
  - e. Education for Women’s improvement (2001).
  - f. Various programmes on promotion of Women – education in the 10<sup>th</sup> Five year plan.

## **5. Health Education for School children**

To help the students to gain the knowledge about :

- I. Growth and development from infancy to adolescence and their health problems.
- II. The functions of various health agencies.
- III. Health education at different levels and areas.

### **Health (WHO concept)**

The physical , mental and social aspect of health. The concept of health on the total growth of school children. Various factors affecting health.

### **Growth and Development**

- I. The physical growth and development from infancy to adolescence.
- II. Factors influencing healthy growth and development of children.
- III. General health problems of school children at different ages from early school years to adolescence.
- IV. Prevention of diseases, methods of prevention and maintenance of health of school children.

### **School Health Services**

- I. Aims and objectives
- II. Elements of school health services
  - a. Maintenance of good health
  - b. Health service.
  - c. Health education.

### **Health Education**

- I. Concept of Health Education
- II. Objectives and Principles

- III. Importance of health education
- IV. Educational methods
- V. Health education in rural areas.
- VI. Different aspects of Health Education.

**6. Adult Education and Extension Education**

To help the students to gain knowledge :

- a. The importance of extension education, its philosophy.
- b. The agencies of adult education.
- c. The different methods of adult education.

Philosophy and importance of adult education in a democratic society.

Adult learner – characteristics and psychology of the adult learner.

- a. Philosophy of extension education
- b. Importance of extension work
- c. Role of the student in Home Science extension work
- d. Qualification and training for the extension works.

Different organisations and institutions for adult education.

Different methods of adult education.

Preparation of Teaching aids by the student for the neo-literates.

- a. Use of audio visual aids.
- b. Folk media for adult education.
- c. Meaning of continuing education.
- d. Network of library.
- e. Distance education.
- f. Open school system.

Programmes of adult education in different countries.

Evaluation – criteria and methods.

National Adult Education Programme – National Literacy Mission, meaning and scope of the programme.

Reference :

- 1. Kundu, Ch. : Adult Education
- 2. Chandra, A : Non-formal Education for all
- 3. Taneja, B.R. : Educational Thought & Practice

**Suggested Readings**

**3.1.1**

**Paper – I**

### **First Half : Foundation of Education**

1. Banerjee, A., (2001), Philosophy and Principles of Education, B.B. Kundu & Grandsons, Calcutta.
2. Purkait, B.R., (1996), Principles and Practices of Education , New Central Book Agency (P) Ltd. Calcutta.
3. Chakraborty, J.C., (1992) , Modern Education : Its Aims and Principles, Usha Publishing House, Calcutta.
4. Ozmon, H.A. Craver, S.M., (1981), Philosophical Foundations of Education, Charles E. Merrill Publishing Company.
5. Sharma, R., (2000), Text Book of Educational Philosophy , Kaushka Publisher & Distributors, New Delhi.
6. Teneja, V.R, Teneja, S. (2000), Educational Thinkers, Atlantic Publishers and Distributors.
7. Bhattacharya, S., Philosophical Foundations of Education, Atlantic Publishers and Distributors.

### **Second Half : Development of Education in Independent India**

1. Banerjee, Jyoti Prasad, Education in India ; Past, Present and Future, Vol. I, Central Library, Calcutta.
2. Banerjee, Jyoti Prasad, Bharatiya Shikhar Itihaas O Sampratit Samasya, Central Library, Calcutta, 1989.
3. Ghosh, Ranjit, Bharater Sikkhadhara ; Prachin O Madhyajug, Calcutta.
4. Government of India, National Policy on Education (1986).
5. Halder, Gourdas, Bharater Adhunik Sikkhar Itihaas, Banerjee Publishers, Calcutta, 1984.
6. Naik, J.P., The Education Commission and After, A.P.H. Publishing Corporation, New Delhi, 1997.
7. Nurulla and Naik, A History of Education in India, Maxmillan & Co. Ltd., Baroda.
8. Purkait, B. R., Milestones in Modern Indian Education, New Central Book Agency , Calcutta.
9. Report of the Education Commission (1964-66), NCERT, New Delhi.
10. Sanyal, Dipti and Mitra, Gangarm, Bharater Sikkhar Itihaas, Naba Prakashani, 1995.

### **Paper –II**

#### **First Half: Psychology of Learning**

#### **Second Half : Psychology of Instruction**

1. Educational Psychology, Ellist, Kratochwill, Little Field Cook and Travers, McGraw Hill International, 2000.
2. Psychology Applied to Teaching , Biehler & Snowman, Houghpon & Co., 1991.
3. Educational Psychology : Learning Instruction & Assessment, Christino B. McCormick, Michael Pressley, Longman, 1997.

4. Psychology : The Science of Behavior , Neil R. Carlson, William Buskist, published by Autan and Bacon, Boston, London 1997.
5. Educational Psychology, Paul Eggen, Don Kauchak, published by Merrill Prentico Hall, New Jersey, 2001.
6. Introduction to Psychology, 7<sup>th</sup> Edition, C.T. Morgan, R.A. King, J.R. Weisz, J. Schopler, published by Tata McGraw Hill, 1993.
7. Educational Psychology, Elliot, Kratchwill, Little Field Cook and Travers, McGraw Hill International, 2000.
8. Psychology Applied to Teaching, Biehler and Snowman, Houghten Mifflin & Co., 1991.

### Paper – III

#### Second Half : Management of Manpower Resource

1. R. Sinha, Educational Administration in India.
2. P.D. Shukla, Administration of Education in India.
3. S.S. Mathur, Educational management and Administration in India.
4. R.P. Bhatnagar and V.Agarwal, Educational Administration.
5. S.N. Mukherjee, Administration of Education : Planning and Finance.
6. M.S. Khan and M.S. Khan, Educational Administration.
7. K. Wilee and J.T. Lonell, Supervision for Better School.
8. Mout, Pant, M., Principles of Educational Administration.
9. R. Williams, Democratic Practice in School Administration.
10. NIEPA, New Delhi, Bulletins and occasional publications.
11. M.R. Singha, The Economics of Manpower Planning, 1965.
12. J.P. Naik, Planning in Education.
13. D. Adam edited, Educational Planning.
14. NPE, 1986, Government of India Publication.
15. J.P. Banerjee, Education in India, Past, Present and Future, Vol. II.

### 3.1.2

#### **2. Group A : Pedagogical Analysis of Content and Method of Teaching English**

1. The Cambridge Encyclopedia of Language, David Crystal, Cambridge University Press.
2. A Course in Modern Linguistics, Charles F. Flocket, The Macmillan Co.
3. Language, Leenard Bloomfield.
4. Aspects of the Theory of Syntax, Noan Chomsky
5. Poetics, Aristotle, translated by Bywater.
6. Aesthetic, Benedetlo Croce, Rupa & Co.
7. Invitation to Linguistics, Marie Peo, George Allen and Uawin Ltd.



8. Course in General Linguistics, Ferdinand de Saussure.
9. Foreign and Second Language Learning, W. Littlewood.
10. Communicative Syllabus Design and Methodology, K. Johnson.
11. Communicating Naturally in a Second Language, W. Rivers.
12. Languages and Communication , J. Richards & Schmidt.
13. A University Grammar of English, Quirk & Greenbaum.
14. A Communicative Grammar of English, Leech & Svartik.
15. Communicative Methodology in English Teaching , C. Brumfit.
16. A Teaching Practice Handbook, R. Gower & S. Walters.
17. Teaching English Writing, A. Pencas.
18. Teaching Writing English, R. White.
19. Developing Reading Skills, F. Grollut.
20. Reading in the Language Classroom, E. Williams.
21. Teaching Listening Comprehension, P. Ur.
22. Teaching the Spoken Language, Brown & Yule.
23. Games of Language Learning Wright.
24. Visual Aids for Classroom Interaction, S. Flolden.
25. A Language Testing Handbook, A. Harrison.
26. Teaching English as a Second Language, C. Verghese.
27. Teaching Learning English : A Guideline, published by WBBSE.

**10) INFRASTRUCTURE**

**a. Details of Rooms :**

**i) Room for theoretical classes : 2**

- Room -1 ; Area : 1269 Sq.ft.
- Room - 2 ; Area : 828 Sq.ft.

**ii) Rooms for practical classes: 5**

- Area – 450 Sq.ft.
  - Area – 725 Sq.ft.
  - Area – 500 Sq.ft
- } **GROUND FLOOR**
- Area – 483.17 Sq.ft.
  - Area : 539.70 Sq.ft.
- } **SECOND FLOOR**

**iii) Room of the Course Coordinator**

- 1 ;

- Area – 376.42 Sq.ft.

**iv) Library :**

- **Reading & Reference Service :**
  - ❖ **Reading Room Area – 1360 Sq.ft. (Approx)**
- **Lending Service :**
  - ❖ **Stack Room Area – 1268 Sq.ft. (Approx)**
- **Internet Service ;**
- **Journal/Serial based Service**

- **Books and Numbers**

ACCESSION NO	DATE	AUTHOR	SHORT TITLE
5180	27/12/05	A. Banerjee	Philosophy & Principle of Education
5181	..	..	..
5182	..	Dr . B.R. Purkait	Principles & Practices of Education
5183	..	..	..
5184	..	G.P. Banerjee	Education in India vol I
5185	..	..	..
5188	..	V.Rajaram	Fundamentals of computer
5191	..	Moti Nandi	Shrestha Galpo
5198	..	Laura E. BERK	Child Development
5199	..	F.C Blank ed	Handbook of Food & Nutrition
5200	..	Stella Soundararaj	A Textbook of Household Art
5201	..	B.Srilakshmi	Nutrition science
5203	..	Rajamma P Devadas & N Jaya	A Text Book on Child development
5204	..	RK Majumdar	Research Methods in Social Science
5205	..	Earl Babbie	The Practice of Social Research
5206	..	S M Mohsin	Experiments in Psychology
5208	..	Stephen & Elliot & et 'al	Educational Psychology
5209	..	James M Jay	Modern Food & Microbiology
5210	..	NIIR Board	Food Preservation
5211	..	Laura E Berk	Child Development
5212	..	B Srilakshmi	Nutrition Science
5133	9.9.05	Dutta.RB	Mass Communication & Theory Practices
5134	..	Bhatia .Arun	Media Flow & Monitoring
5135	..	Johri,Poonam	Mineral & water
		Priya Bhargav & Tarachand	Food & nutrition

- **Dissertation based service**
- **List of Instruments**

<u>Sl.No</u>	<u>Instruments</u>	<u>Qty.</u>
1.	Computer	10 Nos
2.	Laptop	1 No.
3.	LCD Projector	1. No.
4. 04	Computer Printer (1 No. Dot	3 Pc

	Matrix , 1 No. Inkjet & 1 Laserjet)	
5. 02	Xerox Machine	1 No.
6. 03	Overhead Projector	2 Nos
7. 04	Slide Projector	1 No
8. 05	UV-Vis Spectrophotometer	1 No.
9. 06	Cuvette 10 MM optical Path x12.5 mm exterior width - silicon	1 No.
10. 07	Centrifuge ( Remi)	1 No.
11. 08	High Speed Homogenizer	
12. 09	Laminair Air Flow Bench Horizontal	
13. 10	Micro Kjeldhal Digestion & Distillation Unit	
14. 11.	Refrigerator	
15. 12	Autoclave Boiler	
16. 13.	Incubator	
17. 14.	Chemical Balance	
18. 15	pH Meter	
19. 16	Densitometer	
20. 17	Photo Fluorometer	
21. 18	Electrophoresis apparatus	
22. 19	Heart Perfusion	
23. 20	Electric Balance	
24. 21	Electrophoresis	
25. 22	Kymograph	
26. 23	T.A.T. Henry Murrey Leopold Bleak	
27. 24	Dearborn Form Board	
28. 25	Analytical weight box	
29. 26	Voltage stabilizer	
30. 27	Rough Balance	
31. 28	pH Scan	
32. 29	Slide Cabinet	
33. 30	Screen for O.H. Projector	
34. 31	Aquaguard	3 Pcs
35. 32	Mixer Grinder	
36. 33	Colourimeter	
37. 34	Metronome	
38. 35	Hot Air Oven	
39. 36	Microscope	22 Pcs
40. 37	Electro Balance	
41. 38	WESWOX	
42. 39	Micro pipette (10-100 ml)	
43. 40	Sambros ( B.O.D) Incubator	
44. 41	Key Board (110 Keys)	6 Nos
45. 42	UPS- 1.0 KVA+1/2 KVA	
46. 43	Glucometer	
47. 44	Skinfold Callipers	
48. 45	Executive Table	
49. 46	Computer Table	
50. 47	Computer Printer Table	
51. 48	Fan 9 Ceiling -136 Pcs, Table-1 Pcs, Pedestal- 1 Pcs, Exhaust- 8	

	Pcs, Wall fan -1 Pc) + Ceiling fan-25 Pcs	
52. 49	Table ( ordinary)	68 Pcs
53. 50	Almirah ( Steel)	16 Pcs
54. 51	Bench	178 Pcs
55. 52	Almirah ( Wooden)	
56. 53	Cyclostyle Machine	1 Pc
57. 54	Laboratory Freeze Dryer	1 Pc
58. 55		

v) Seminar Room : One

- Room No. – 7 ; Area : 1269 Sq.ft.

11) List of Proposed Teachers with Details :

A.

**CURRICULUM VITAE**

1. Name : Archita Roy
2. Date of Birth : 02.05.1979
3. Age : 26 years
4. Father's Name : Late Narayan Chandra Roy
5. Guardian's Name : Mrs. Archana Roy
6. Occupation : Service (Bank of India)
7. Marital Status : Single
8. Nationality : Indian
9. Religion : Hinduism

**10. Permanent**

**Address :** 31/1H, Christopher Road,  
Kolkata – 700 046.

**11. Contact No. :** 2329 0266

12. Educational Qualification :

Name of Exam & Year	Name of School/College/University	Subjects Taken	Marks Obtained & % of Marks	Class/ Division
B.Ed. from University of Calcutta - 2005	Loreto College	Methods : English, Geography	751 75%	1 <sup>st</sup>
M.A. in Education from University of Calcutta	University of Calcutta	Education, Educational Psychology, Sociology, Philosophy, Pedagogy, Measurement & Research	516 64%	1 <sup>st</sup> (5 <sup>th</sup> Rank)
B.A. (Hons) in Education from University of Calcutta / 2001	Loreto College	Education (H), Political Science, English, Environment Studies.	459 58%	2 <sup>nd</sup>
H.S. from West Bengal Council of Higher Secondary Education/1998	Loreto College Sealdah	English, Bengali, Geography, Political Science, Home Science, Management, Nutrition,	705 70.5%	1 <sup>st</sup>
Madhaymik From West Board of Secondary Education/1996	Loreto College Sealdah	English, Bengali, Maths, History, Geography, Life Science, Physical Science	540 60%	1 <sup>st</sup>

13. Extra Curricular Activities :

Have been teaching in the village schools near Pailan from 1990 – 1998 as a part of our school curriculum under the guidance of sister M. Cyril (Principal of Loreto Day School Sealdah)

Have been teaching the street children (Rainbow Project) from 1990 to 1996 as a part of our School programme under the guidance of sister M. Cyril (Principal of Loreto Day School, Sealdah).

**Won awards in school and colleges in academics and co-curriculum activities.**

**14. Computer Knowledge : Have successfully completed the training of Ms Office from Lereto College.**

**15. Other Interest : Brown Belt holder in Martial Arts. (Karate), mountaineering & travelling,**

**Date :**

**Place : Kolkata**

s/d Archita Roy

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**Signature**



## CURRICULUM VITAE

NAME : SAIRINDHREE SEN

FATHER'S NAME : Dr. Achintya Kumar Sen

Address : 99A, Tarak Pramanick Raod.

Kolkta – 700 006.

TELEPHONE NO. : 033 – 2241 – 2232

MOBILE NO. : 98304 – 21682

E – MAIL I.D. - : [sen\\_sairindhree@yahoo.co.in](mailto:sen_sairindhree@yahoo.co.in)

DATE OF BIRTH : 28<sup>th</sup> May, 1976

STATUS : Unmarried

WORKING EXPERIENCE : Working as a lecturer in Education

& English Method at Jadavpur Vidyapith College of Education since October, 2004.

Working as a part time lecture in English, at Vidyasagar College for Women, since November, 2002.

ACADEMIC QUALIFICATION : Attained 1<sup>st</sup> Class 1<sup>st</sup> rank in M.Ed. Examination under Calcutta

University, , in 2005, securing 73.3%

Acquired B.Ed. Degree under Calcutta University , with Method & Education, in 2002,

Securing 66 %

Passed Master Degree in English from Calcutta University in 2000, with 58%

Passed All India Senior School Certificate Examination , conducted by Central Board of Secondary Education, in 1995, from Mahadevi Birla Girls' Higher Secondary, with 76%

Passed All India Secondary School Examination, conducted by Central Board of Secondary Education in 1993, from Mahadevi Birla Girls' Higher Secondary School, with 79%.

LANGUAGES KNOWN : English , Bengali & Hindi.

COMPUTER EDUCATION : Acquired training in the latest version of MS Office and interenet.

PRIZES WON : Best Student of the School Trophy (1993 – 94); all round best Trophy in School (1986 – 87). Trophies in Music, Dances & Needle – work in school.

CO-CURRICULAR INTERESTS : Learn dancing from Uday Shankar India Culture Centre, Also received training in Art, Music and Elocution at school.

HOBBIES : Painting, Music, Reading, Creative writing , Garments Designing

DATE :  
PLACE

s/d Achintya Kumar Sen  
SIGNATURE :

12) Office Staff : 1

13) Proposed Student Intake : 30

14) Financial Details About the Course :

Approximate Budget Estimate for self financing Course (B.Ed Course of study with Home Science as the method paper)

No. of Students 30

Income			Expenditure
Admission : Rs.2000/- per student per year = Rs.2000/- X 30 student  Tuition Fee : Rs.1500/- per month per student =Rs.18,000/- X 30 Students	60,000/-       5,40,000/-	30% of the income generated from tuition fee to be deposited to Calcutta University.  Teaching including conveyance Office Expenses  Practical Expenses Stationary including Teaching aids & equipments Miscellaneous	1,80,000/-  2,10,000/- 1,00,000/-  40,000/-  60,000/- 10,000/-
Total Rs.	6,00,000/-	Total Rs.	6,00,000/-
<p>N.B. 1) Sports fees, migration fees (if necessary) Library fees, Session charges will be paid By the students as per University rules separately. 2) Examination fees will be paid by the students as per University norms separately.</p>			

15. List of Proposed Practice Teaching Schools :

- i) **Sarat Ch. Paul Girls Higher Secondary School**  
**43, Ram Kamal Street**  
**Khidderpose,**  
**Kol – 23.**
- ii) **Chetla Girls Higher Secondary School**  
**Chetla, Alipore, Kol – 700 027.**
- iii) **Ballygunge Silpa Sikshayatan**  
**14 No, Ballygunge Place**

**Kol – 700 009**

**16. Sport Facilities :**

- i) Outdoor : University Sports Ground,  
Rowing Club And Departmental Ground.**
- ii) Indoor : Table Tennis, Carrom, Badminton, Chess etc.**

## SEARCH REPORT

I have caused necessary searches in respect of Premises No. 20E, Judges Court Road, P.S. Alipore , Kolkata- 700 027., within the limits of The Kolkata Municipal Corporation under Ward No. 74, with the offices of D.R.Alipore and A.D.S.R. Alipore from the years between 1995 and 2006 ( both inclusive) as per original Search Receipts enclosed herewith .

During the period of search as per records available no Entry whatsoever has been found in books of Index II relating to above mentioned property.

So far as search is concerned I certify that the above mentioned property of ESTATE & TRUST OFFICER, UNIVERSITY OF CALCUTTA is free from all encumbrances.

Encl:-

s/d Suniti Kumar Mandal  
Advocate

Search Receipt No.

REGN N 131645  
REGN N 131644  
REGN N 838086

### Land Title Certificate

To  
The Regional Director  
Eastern Regional Committee,  
National Council for Teacher Education  
Jaipur/Bhopal/ Bhubaneswar/Bangalore

### Sub: Land Title Certificate

On the request of the Registrar, University of Calcutta , Trust Society /Institute, I have personally examined the various land documents/ Records pertaining to the following land.

1. Address: 20 E, Judges Court Road
2. Location: Alipore, Ward No. 74, Kolkata- 700 027
3. Area/ Measurement: 4 ( four) Bighas

After careful examination of the documents and satisfying myself , I certify that the above mentioned land is presently in the name of ESTATE & TRUST OFFICER , UNIVERSITY OF CALCUTTA. Tax has been

paid upto date of the said premises. In this connection , I am enclosing herewith a Search Report in respect of the above premises. The said land covered by various structures .

Further it is clarified that there are no restrictions for construction of buildings to be used for Teacher Education Courses.

In my opinion that here is no bar for construction of Urban Land ( Selling & Regulation) Act, 1976.

Suniti Kumar Mandal  
Advocate

Name: SUNITI KUMAR MANDAL  
Place: Judges' Court , Alipore, Kolkata-27  
Date: 19.06.2006

**INDIA NON JUDICIAL**

West Bengal

**08AA 695235**

BEFORE THE LEARNED METROPOLITAN MAGISTRATE AT CALCUTTA

**AFFIDAVIT**

I, PROF. SAMIR KUMAR BANDOPADHYAY , son of Mr. H.K. Banerjee aged about 52 years by faith Hindu by occupation Service ( Registrar, University of Calcutta) working for gain at the Office of the University of Calcutta having its office at 87/1, College Street, Kolkata- 700 073., do hereby solemnly affirm and say as follows:-

1. I am the Registrar of the University of Calcutta and I am competent to swear this affidavit.
2. That the University of Calcutta is eager to start B.Ed College (self financed) from the session 2006-2007 as per the NCTE Norms, standards and guidelines prescribed from time to time for which the University of Calcutta has approached NCTE with an application for grant of Recognition of Teacher Education Institutions/ Permission to start a new Course or increase in intake ( other than Open and Distance Learning System).
3. That the contents given in the said Application form for grant of Recognition of Teachers Education Institution/ Permission to start a new course or increased in intake (other than Open and Distance Learning System) and the documents attached therewith are true and correct.
4. That the paragraphs contained in the foregoing affidavit are true to my knowledge.

s/d Samir Kumar Bandhopadhyay  
DEPONENT

Identified by me.

s/d Rajib Kumar Basak  
Advocate

**India Non Judicial**

West Bengal

**B 333652**

Before the Notary Public At Alipore

**Affidavit**

I, Prof. Dr. Samir Kumar Bandyopadhyay, son of Sri H.K.Banerjee, aged about 52 years , by faith : Hindu, by Profession : Service, residing at P-109 , Senhati Colony, Police Station : Behala, Kolkata-700 034, District: South 24 Parganas, do hereby affirm and state as follows:-

1. That I am working for gain at University of Calcutta as Registrar and I am competent to swear this Affidavit.
2. That Viharilal College of Home & Social Science, University of Calcutta, is situated at 20 E, Judges Court Road, within Ward No. 74 of the Kolkata Municipal Corporation, Police Station: Alipore, Kolkata-700 027, District: South 24 Parganas, in the State of West Bengal , measuring about 4 bighas of land consisting of buildings structures, play-grounds, gardens, servants' quarters, etc.
3. That I further state that the above mentioned land is in possession of ESTATE & TRUST OFFICER, UNIVERSITY OF CALCUTTA. I also further state that there is restriction for construction of building within the aforementioned premises which may be used for imparting Teacher's Training Courses under Registrar of National Council for Teacher Education.

That the above statements are true to my knowledge.

s/d Samir Kumar Bandhopadhyay  
Deponent  
Identified by me.

s/d Suniti Kumar Mandal  
Advocate





No. REGN I 838086  
Receipt for Fees for Copy under Application for Inspection

No.

Dated

Serial Number of application: 2355/1427  
Date of application: 15/6/06  
Account of copy of Deed No.: 2003-06  
Registered in Book No.:  
Volume No.: Page:  
Year: Adsh Alipore  
Office:  
Fee under Article: 20 E Judges' Court Road, Kolk-27  
a)  
b) Index II  
Preparing map or plan: S.K.Mandal  
Per (value): p(i) 30/-  
Paper: Sheet:  
S.K.Mandal

.....Registrar of.....

15/6/06

**India Non Judicial**

West Bengal  
Before the 1<sup>st</sup> Class Judicial Magistrate, Alipore

**A 157888**

**Affidavit**

I, DR. MINATI SEN, wife of Dr. Alope Sen, aged 57 years, Hindu by faith, Teaching by profession, residing at 'Bipasa Apartment' Flat No. F4/2, Chetla C.I.T. Housing, at Premises No.143, Sankar Bose Road Extension, Police Station : Alipore, Kolkata- 700 027. District: South 24 Parganas, do hereby solemnly affirm and say as follows:-

1. That I am the Course Coordinator, B.Ed. Course, Department of Home Science, Viharilal College of Home & Social Science, University of Calcutta. I am competent to swear this affidavit.
2. That Viharilal College of Home & Social Science, University of Calcutta is situated at 20E, Judges Court Road, within Ward No. 74 of the Kolkata Municipal Corporation, Police Station : Alipore, Kolkata- 700 027, measuring about 4 Bighas land consisting of buildings, structures, playground, gardens, servants' quarters etc.
3. That I further state that the above land is in possession of Estate & Trust Officer, University of Calcutta. I also further state that there is restriction for construction of building within the aforementioned premises which may be used for imparting Teacher's Training Courses under aegis of National Council for Teacher Education.

That the above statements are true to my knowledge.

s/d Minati Sen  
DEPONENT  
Identified by me

s/d Suniti Kumar Mandal  
Advocate

**INDIA NON JUDICIAL**

West Bengal

08AA 695237

Before the Notary Public At Calcutta

**AFFIDAVIT**

I, PROF. SAMIR KUMAR BANDOPADHYAY ( Name of the Registrar) of the University of Calcutta ( Name of the Institution) hereby undertake to comply with the following in connection with my /our application for grant of recognition of B.Ed. College ( Self Finances) ( name of the Institution/ Course/ Programme) from Session 2006-2007. ( academic year)

1. That infrastructural , instructional and other facilities will be provided as per the NCTE norms, standards and guidelines prescribed from time to time.
2. That admission of students , satisfying the eligibility conditions will be made either on the basis of marks obtained in the qualifying examination or in the entrance examination conducted by the State Govt./ University as per its policy.
3. That there shall be reservation of seats for SC/ST/OBC/Handicapped etc. as per the policy of State Govt.
4. That admission to the course will be made only after recognition is granted by the concerned Regional Committee of the NCTE.
5. a) That the full time staff will be appointed on regular basis as per the qualifications prescribed in the Norms and Standards through a reasonably wide advertisement and open selection on the basis of the recommendation of duly constituted Selection Committee.  
b) That the part time staff will be appointed as per the guidelines of the State Govt./ the affiliated University.
6. That the tuition and other fees will be charged at rates prescribed by the concerned State Govt./ the affiliating University.
7. That the academic and other staff of the institution (including part time staff) shall . be paid such salary as may be prescribed by the concerned State Govt./University from time to time.
8. That the management shall discharge the statutory obligations relating to provident fund , pension , gratuity etc in respect of all its employees.
9. That the Management will make adequate funds available for providing satisfactory facilities and for proper programme implementation.
10. That the Management shall maintain (i) Endowment fund of Rs. 5.00 lacs ( Rupees five lacs only) to be operated jointly by the authorized representative of the Management and an officer of the concerned Regional Committee and (ii) a reserve fund equivalent to three months salary of the staff.
11. That the accounts of the institution will be properly maintained and audited by. the audit authorities or a Chartered Accountant, and will be open for inspection.
12. That the Management will strictly follow all conditions and norms prescribed by NCTE from time to time, conduct the programme in all earnestness.  
And submit itself to inspection by the NCTE as required at any time.
13. In the event of non-compliance by the University of Calcutta ( name of the institution etc.) with regard to the norms and standards and any other condition laid down / prescribed by the NCTE from time to time, the NCTE or a body or a person authorized by it will be free to take all necessary measures for affecting withdrawal of its recognition or permission, without consideration of any other issue, and that all liabilities arising out of such a withdrawal would solely be that of the Institution/ Management.
14. That the Management will not cause or allow discontinuation of the Course in any year or for any batch, and that where compelled , it will seek the occurrence of NCTE for discontinuation on the completion of the year/ batch.

15. That the Management has seen, studied and understood the norms and conditions stipulated by the NCTE for grant of recognition to the programme proposed and feels that they are satisfied by the time of inspection, failing which I would be willing to accept an unfavourable decision.

16. The (College/ Institution) by virtue of the approval given by the NCTE shall not automatically become claimant of any financial grant or assistance from the Central or State Govt. or support from time to time.

s/d Samir Kumar Bandhopadhyay  
(Signature of the authorized designated  
authority giving undertaking alongwith  
his/her official position and office seal)

Registrar  
University of Calcutta

Identified by me

Rajib Kumar Basak

Advocate

UNIVERSITY OF CALCUTTA  
SENATE HOUSE  
87/1, College Street , Kolkata-700 073.

Prof. (Dr.) Samir Kumar Bandhopadhyay  
B.E., M.Tech., Ph.D.

**To Whom It May Concern**

This is to certify that the Department of Home Science, Viharilal College Campus is constituent unit of the University and is managed and maintained by the University of Calcutta.

Prof. S.K.Bandyopadhyay  
Registrar

To  
Dr. Minati Sen  
Course Co-ordinator  
Reader, Department of Home Science,  
University of Calcutta  
20 B Judges Court Road  
Alipore  
Kolkata- 700027

Dear Madam,

As desired by you , I am furnishing herewith photocopies of Sanctioned Plan of Viharilal College for your further necessary action.

With Regards

Yours faithfully

(D.K.Chakraborty)  
Engineer, C.U.

West Bengal Form No. 1556

[ New Rule Form No.19(Appendix-I)]

No. REGN N 131644

Receipt for Fees Deposited for Search or Inspection

Serial Number of application: 22784  
Date of application: 15/6/06  
Search for the year(s): 1993-06  
Name of the office to which the record  
to be searched or inspected relates: DVLSR Alipore  
Name of person or property to be searched:  
Nature of document:  
Particulars of record to be inspected  
( year, number,book, volume and page  
in the case of registered document): 20 E Judges' Court Road, Kolkata-27  
From whom received:  
Fees paid under Article: Sole II  
F(1) (i) S.K.Mandal  
F(1) (ii)  
F(2)

Rs: 30/-

West Bengal Form No. 1556

.....Registrar of.....  
[ New Rule Form No.19(Appendix-I)]

No. REGN N 131645

Receipt for Fees Deposited for Search or Inspection

Serial Number of application: 22785  
Date of application: 15/6/06  
Search for the year(s): 2003-06  
Name of the office to which the record  
to be searched or inspected relates: DVLSR Alipore  
Name of person or property to be searched:  
Nature of document:  
Particulars of record to be inspected  
( year, number,book, volume and page  
in the case of registered document): 20 E Judges' Court Road, Kolkata-27  
From whom received: Computer  
Fees paid under Article: Sole II  
F(1) (i) S.K.Mandal  
F(1) (ii)  
F(2)

Rs: 30/-

.....Registrar of.....

















