

## WORK EDUCATION (PASS) [ CODE -59]

- ▶ **Candidates with Graduation in Visual Arts, have to answer from Group A & Group C**
- ▶ **Candidates with Graduation in Performing Arts, have to answer from Group A & Group D**
- ▶ **Candidates with Graduation other than Visual Arts and Performing Arts, have to answer from Group A & Group B**

### Group A

**Unit 1** (i) Place of Work Experience in General Education as envisaged by the Education Commission 1964-66

(ii) Concept of Socially Useful Productive Work as designed by I.B. Patel Committee.

**Unit 2** (i) Purpose of Work Education as an Activity-approach in the curriculum of Secondary Education in West Bengal.

(ii) Difference of Work Education with Vocational Education – Pre-vocational experience.

**Unit 3** Bases of Work Education-philosophical, psychological and sociological. The ‘Four Pillars’ of educational foundation as determined by UNESCO’s International Commission on Education Chaired by Jacques Defors (1996).

Learning to know, to do to live together and to be – Work Education integrates all these four pillars.

**Unit 4** Behavioral changes expected out of the Programme of Work Education – development of attitude, acquisition of skill and gaining of knowledge.

**Unit 5** (i) A general idea of the syllabus in Work Education prescribed for West Bengal, with a good grounding in the projects included in the syllabus at (a) the Exposure Stage and (b) the Involvement Stage.

(ii) Scope for change in existing syllabus.

**Unit 6** Project method applied in teaching Work Education – how to integrate Discussion Method, Demonstration Method and Socialised Recitation with Project method.

**Unit 7** How are work projects related with other curricular subjects - need for involvement of the Headmaster, other subject teachers and parents.

**Unit 8** Edgar Dale’s Cone of Experience – improvised low-cost teaching aids application of other media in implementing projects.

**Unit 9** (i) Consideration for selecting work project in (a) urban school and (b) moffusil school

(ii) Occupational exploration and field-study

(iii) Utilisation of human and material resources

(iv) Difficulties, if any, faced by schools in implementing work projects – suggestions for overcoming those difficulties.

**Unit 10** (i) Assessment of procedure in Work Education – tools for

evaluation-present system.

(ii) Suggestions for improvement in evaluation process – feasibility or not of introducing a short written test ( of, say, 20 marks)in lieu of viva-voce, of the Final Madhyamik Pariksha.

<b>Group B</b>
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Process of growing/preparation, materials and equipments required etc. for work-projects as well as usefulness of the products, work-areas to be covered are as follows:

**Unit 11** Cereals (Paddy, Wheat) & Cash crop (Jute)

Varieties – preparation of seedbed – sowing, drilling and transplantation – organic manure and compost making- chemical fertilizer-inter culture – irrigation and water requirements – pest and weed control – harvesting. Making of food products from cereals.

**Unit 12** Growing Vegetables and simple Medicinal Plants

Soil fertility – major, secondary and micro-nutrients-organic manure and chemical fertilizers – tillage of seeded –manuring-sowing and transplantation – inter culture – irrigation and water requirements – disease and pest control – harvesting. Preservation of vegetables. Process of growing medicinal plants. Use of medicinal plants in our daily life.

**Unit 13** Flower and Fruit Plantation & Preservation

Different kinds of seasonal flowers – planning of an ideal garden – soil preparation – compost making – planting, mulching, pruning and training methods of propagation – weeding. Pot culture. Use of flower and scope of marketing. Preparing & garden for fruit cultivation - preparation of jam, Jelly and pickle – food processing, preservation, and packaging.

**Unit 14** Tailoring & Embroidery

Drafting and pattern making, cutting and construction, Cutting and finishing or underpant, pyjama, salwar, petticoat, blouse, kameez, shirt, trouser. Embroidery on garments --- different stitches and application, appliqué, mirror work etc.

**Unit 15** Paper & Cardboard work and Making of Household Articles

Materials and techniques of paper-cutting, office file, greetings cards. Book-binding: Jus stitch-Limp binding – Flash cut binding – cover wrapping binding. Household articles made from jute or bamboo; preparation of fashion goods by cloth, clay, paper or cardboard; making flower and flower-vase using plasticine; making photo-frame with waste materials; wearing of bag and making of dolls by cloth and cotton.

**Unit 16** Designing, Dyeing and Batik Printing

Basic design and technique. Simple dyeing. Tie and dye and Batic processes.

**Unit 17** Fabric Printing and Screen Printing

Basic designing – colour application – spray printing – stenciling. Silk Screen printing – material and techniques.

**Unit 18** Soap and Phenyl making

Varieties of soap: hard and soft – consistency of soap – raw material: oils and fats, fatty acid, resin, caustic soda – determination of hardness through soap stock – saponification solubility ratio. Various methods of manufacture: (a) cold process (b) semi-boiled process (c) full-boiled process preparation of soft soap and phenyle

#### **Unit 19 Household Electrical Gadgets Repairing**

Verification of Ohm's Law – wires used in internal wiring – method of earthing – fitting of C.T.S. Wiring in residence – determination of fusing constant by test – conducting routine tests on the wiring insulation – location of fault – dismantling and study of parts with sketches of electrical fan, fluorescent lamp, heater, electrical iron, calling bell etc. – how to convert from AC to DC and vice-versa.

#### **Unit 20 Computer Application**

(a) Computer Fundamentals : Computer Generations, Block diagram of a Computer and brief description of each functional block, Input and Output devices (Keyboard, Mouse, VDU), CPU (ALU and Control Unit), Primary memory, CACHE Memory, concept of Hardware and Software, Language translators, Programming Languages, concept of Operating System, Familiarity with Operating System environment through GUI.

(b) Word Processing: Creating, Editing, Formatting, Saving and Retrieving documents, checking spelling and Grammar, Finding and replacing text, creating multiple columns, inserting graphics within text, equation editor and its use, Protection using password, creating macro, Mail Merge, Printing of documents.

(c) Spreadsheet: Creating, Edition, Saving and retrieving documents, creating and modifying tables, creating and generating charts using data sheet, working with equations and excel library function, Pivot table, use of hyperlink and macro in excel spread sheet, use of filter option.

(d) Computer Networking: Concept about network, Network structures, LAN, MAN, WAN, Internet, broadband connection, e-mail, chatting, w.w.w. , U.R.L., D.N.S., Search engines.

(e) Presentation Package: Creation of a lesson unit through presentation package.

### **Group C – Visual Art**

#### **Indian Art**

General Background of Indian Art / Constraints of Indian Art Development. Evaluation of Indian Art- Sculpture

1. Art of Indus Valley Civilization
2. Art of Maurya : Asokan Pillars
3. Early Budhish Art of India from Sunga to Ajanta, Sanchi. Kushan : Gandhara & Mathura. Amaravati. Gupta Period : Sarnath, Ajanta
4. Art of Mahabalipuram : Ellora, Konarak, Chola Bronze : Nataraj

5. Miniature Paintings of India-i) Mughal & ii) Rajput
6. Bengal Art Tradition-i) Terra Cotta Temple of Birbhum & Bishnupur, ii)Pata Chitra, iii) Kalighat Painting, iv)Basic Elements in art of painting
7. Abanindranath Tagore, Rabindranath Tagore, Amrita Sher-gil, Jamini Roy, Nandalal Bose, Benode Behari Mukhopadhyay, Jainul Abedin, Somnath Hore, M.F. Husain, Meera Mukharjee, Chittaprosad Bhattacharya, Gopal Ghose, S.H.Raza, Francis Newton Souza.

### **Western Art**

1. Prehistoric Art : Altamira Cave Painting
2. Egyptian Art
3. Greco-Roman Art
4. Italian Renaissance Art
5. Art Work of Giotto in *Death of St. Francis*, Leonardo da Vinci in *Last Supper & Monalisa*, Raphael in *Madonna*, Michelangelo in *Pieta & Sistine Chapel Ceiling*, Rembrandt in *Night Watch*, Vermeer in *Lace Maker & Head of a girl with pearl earring*, Bruegel in *Crucifixion*
6. Baroque and Rococo in the contribution of Van Eycks( Dutch ) in *Rainbow & Alterpiece of Lamb*
7. Classicism, Romanticism, Realism (1800-1818AD) in the contribution of Turner(British) in *Rain, steam, speed & Constable(British) in Landscapes*
8. Impression of Modern Art in the contribution of Frenchman- Manet in *The Fifer*, Monet in *Water Lilies*, Cezanne in *Still life with apple*, Matisse in *The open window*, Rodin in *Thinker* ,
9. Spanish Art Contribution of Picasso in *Guernica*, Dali in *The persistence of memory* ,
10. Art Contribution of Dutchman- Van Gogh in *Sunflower*,Romanian- Brancusi in *Bird in Space* and Swiss-German- Paul Klee in *Forgetful Angel, Conjuring Trick*
11. Art contribution of modern Artist like Jackson Pollock, Mark Rathko, Mondrian.

### **Creative Handicrafts/Design/Photography**

Theory on i) Preparation of common clay ii) Uses of various hand tools & equipments for wood work . iii) Batik : Method & Materials, preparation & use of Batik colour. Iv) Method, materials & process of mould and plaster casting.

<b>Group D – Performing Art</b>
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### **Music**

- 1) Introduction to Western music with reference to Tagore's songs influenced by west.
- 2) Ragas like, 'Bhairabi', 'Kedar', 'Chayanat', 'Pilu', or 'Bahar' 'Multani' ('Bilambito' & 'Druto')
- 3) Bhajans of Meera Bai or Kabir Kirtan, Ramprasad, Nazrul geeti, Atulprasad, Dwijendra geeti, Rajanikanter gan. Etc.
- 4) Tagore's Songs from 'Geeti Charcha' (Part IV) or selected songs from 'Geetabitan'. Also students be introduced to Tagore's songs in Tappa form.
- 5) Ragas: 'Iman Kalyan', 'Tpdī', 'Brindabanisarang' ('Bilambita' & 'Druto' Kheyal).
- 6) Tagore's Song.
- 7) Kirtan, Bhatiali. Baul.
- 8) Instrumental Music.
- 9) Lives of Hindustani Musicians.
- 10) Musical notes (Soralipi) of Tagore's Songs and 'Druto Kheyal'.
- 11) Variations of contents in Tagore's Songs and his musical environment at home.
- 12) Dwijendralal Ray, Rajanikanta Sen – their life and music.
- 13) 'Tal' (Rhythm): usual and created by Tagore.
- 14) Notes.
- 15) Musical notes (Soralipi) of 'Druto Kheyals'.

16) Influences of musics in Child hood of Rabindranath & his teacher.

17) Atulprasad Sen, Kazi Nazrul Islam

18) Usual 'Tal' (Rhythm) & 'Tal' created by Rabindranath.

**Dance:** In Primary classes dances with easy forms and postures should be taught as prescribed by the teacher. Dances should include 'Bratachari Nritya and other popular folk dances and other classical dances in India.

**Theatre:**

A. Sukumar Roy ('Abol Tabol', 'Khai Khai', etc) and Rabindranath Tagores ('Sishu', 'Shey', 'Birpurush' etc.) 'Pagla Dasu', 'Khai Khai', or 'Abak Jalpan' of Sukumar Roy and Tagore's 'Ichhapuran' or 'Siburam' from 'Shey'.

B. 'Rapid Reader': 'Tuntunir Galpo' and 'Chotoder Ramayan' (Upendra kishore Roy Chowdhury), 'Maku' and 'Padipishir Barmi baskho' (Lila Mazumdar), 'Sukholata Rao er Galpo', 'Feluda', Prof. Sanku and other stories of Satyajit Roy .

C. Pathonatika, Modern Theatre and the influence by the West.