


Maitreya College of Education & Management

Shaping Education

Affiliated to Aryabhata Knowledge University, Patna


Report of Workshop sessions for effective communication

 **MCEM**
Maitreya College of Education & Management
Shaping Education
Affiliated to Aryabhata Knowledge University, Patna
Date : 18-05-2022

Notice

This is to inform all the students and staffs of the college that a workshop on the topic
"Communication Skill Development among the Teachers" will be organized in the college
campus on 28th May 2022 at 11:00 A.M.

All the students and teachers are requested to make it a point to attend the programme.

DR. GYANDEO MANI TRIPATHI

PRINCIPAL
MAITREYA COLLEGE OF EDUCATION
& MANAGEMENT HAJIPUR, BIHAR

EIP Campus, Hajipur Industrial Area,
Hajipur, Vaishali - 844 102 (Bihar), Ph. : 06224-271834
e-mail : admin@maitreyaedu.co.in, Web : www.maitreyaedu.co.in

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Date : 28-05-2022

Report on workshop "Communication Skill Development among the Teachers"

Maitreya College of Education and Management, Hajipur, Vaishali organized a workshop on 28th May 2022. The topic of the workshop was "Communication Skill Development among the Teachers" in a college. Most of the teaching staffs and students were present in the programme.

The workshop was inaugurated by Principal Prof. (Dr.) Gyandeo Mani Tripathi, Asst. Prof. Rekha Kumari, Prof. Ajay Kumar Singh with lightening the lamps.

The inaugural speech was delivered by Asst. Prof. Raj Kumar Roy; he told that Communication is a game-changer and social order to meet the growing demands of the workforce. Communication skills are the key to social integration in the twenty-first century. This results in a prolific and talented workforce and is an integral element for success in a working environment. Communication is vital for achieving victory in our digital world. In the buzzing world and the presence of a dizzying number of platforms, we are in the world of communication. Communication is everywhere and so is it significant in the workplace because we are collaborating more than ever in this cyberspace world. Communication abilities keep us abreast during a variety of living and working circumstances. Communication skills are, in some ways, the key to social integration in the twenty-first century. This also results in a prolific and talented workforce and an integral element for success in a working environment. The basic truth is that effective communication is about more than just being able to express information and ideas more precisely and succinctly.


The Keynote speaker was Asst. Prof. Rekha Kumari. She gave presentation on how teachers can enhance their communication skills. She also briefed the specific ways to improve communication skills for effective teaching in 21st century. Teachers with good communication always make things easier and understandable. Effective communication skills are really important for teachers in transmitting education, classroom management and interaction with students in the class. Teachers use different approaches, methods and strategies to teach the students according to their requirement. A teacher needs to adopt such skills of communication which motivate the students towards their learning process. During the workshop participants asked several questions and shared their opinions, thoughts and suggestions. Over all it was a good experience and exposure for prospective teachers.

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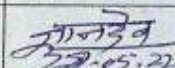
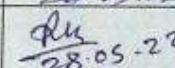
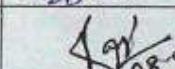
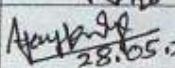
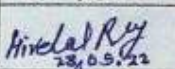
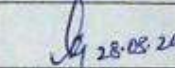
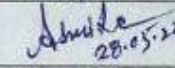
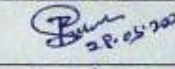
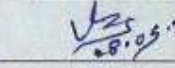
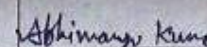

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any other speakers shared their views. At the end Principal Prof. (Dr.) Gyandeo Mani Tripathi and
 at. Prof. Rekha Kumari gave vote of thanks to all the attendee of the programme.

The following teachers and students attended this programme:

No.	Name of the Teacher	Designation	Department	Signature
	PROF. GYANDEO MANI TRI PATHI	PRINCIPAL	EDUCATION (B.Ed)	 28.05.22
	REKHA KUMARI	ASST. PROF.	"	 28.05.22
	RAJ KUMAR ROY	"	"	 28.05.22
	AJAY KUMAR SINGH	"	"	 28.05.22
	HIRALAL ROY	"	"	 28.05.22
	RITU RANI	"	"	 28.05.2022
	DR. ASMITA	"	"	 28.05.22
	PAWAN KR. PANDEY	"	"	 28.05.2022
	VANDNA KUMARI	"	"	 28.05.22
10				
11				
12				
13				
14				
15				
16				
Sl. No	Name of the Student	Course/Class	Roll Number	Signature
1.	ABHIMANYU KUMAR	B.Ed	954	
2.	ROHIT KUMAR	B.Ed	958	


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3.	Prashant Anand	B.Ed (1st)	949.	Prashant Anand,
4	Abhijeet Kumar	B.Ed (1st)	957	Abhijeet Kumar
5	Kirti Choudhary	B.Ed	1031	Kirti Choudhary
6.	Sumaira Kumari	B.Ed	1036	Sumaira Kumari
7.	Ashu Kumari	B.Ed	1047	Ashu Kumari
8.	Priyanka Kumari	B.Ed	998	Priyanka Kumari
9.	Ravishankar Kumar	B.Ed	962	Ravishankar Kumar
10.	Rajiv Kumar Singh	B.Ed	969	Rajiv Kumar Singh
11.	Rabli Kumari	B.Ed.	1044	Rabli Kumari
12.	Himanshu Kumar	B.Ed	1034	Himanshu Kumar
13	Kajal Kumari	B.Ed	1046	Kajal Kumari
14	Preeti Kumari	B.Ed.	1037	Preeti Kumari
15	Suman Kumar	B.Ed.	1038	Suman Kumar
16	Abhinav Kumar	B.Ed	1043	Abhinav Kumar
17	Prince Kumar	B.Ed	1035	Prince Kumar
18	MANUJA VATS	B. Ed.	848	Manuja Vats
19.	RAJU KUMAR	B. Ed	956	Raju Kumar
20	Pooja Kumari	B. Ed	1032	Pooja Kumari
21.	Priya Kumari	B. Ed	966	Priya Kumari
22	SONAM BHARTI	B. Ed	970	Sonam Bharti
23.	Girisha MANI	B. Ed.	967	Girisha Mani

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	Saurabh Kumar	B.Ed	972	Saurabh Kumar
	SWETA JHA	B.Ed.	1016.	Sweta Jha
	Ritika	B.Ed.	976	Ritika
	Rakesh Rajan	B.Ed	977	Rakesh Rajan
	SHREYA RAJ	B.Ed.	996	Shreya Raj
	Soni KRY.	B.Ed.	995	Soni KRY.
	Nibha Kumari	B.ed	981	Nibha Kumari
	SARASWATI KRY.	B.ED.	997	Saraswati KRY.

DR. GYANDEO MANI TRIPATHI


Principal

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MAITREYA COLLEGE OF EDUCATION
& MANAGEMENT HAJIPUR, BIHAR

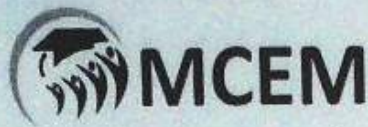
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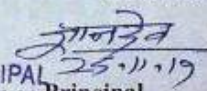
Date : 25-11-2019

Notice

An Awareness Programme/Workshop to promote "Skill India Mission" is going to be held on 05th December 2019 at 10:30 a.m. in the campus of Maitreya College of Education and Management, Hajipur, Vaishali, Bihar

All the staffs and students of the college are requested to attend the programme.

DR. GYANDEO MANI TRIPATHI


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Date : 05-12-2019

Report on Workshop/Awareness programme on topic "Skill India Mission"

Maitreya College of Education and Management have arranged a one-day awareness programme/workshop on Topic "Skill India Mission" on 05-12-2019 in the premises of college. The programme was inaugurated by Principal of the college. The students took oath to get benefitted through Skill India Mission. They also resolved to be Skilled and be Self-Dependent. Rather asking of Job they will create jobs for others.

Asst. Prof. Raj Kumar Roy spoke in detail about "Skill India Mission". He informed that "Skill India Mission is a government scheme launched in 2015. It is an umbrella scheme that has many skilling schemes and programmes under it. The chief objective is to empower the youth of the country with adequate skill sets that will enable their employment in relevant sectors and also improve productivity.

Principal, Prof. (Dr.) Gyandeo Mani Tripathi also delivered a very motivating speech. He addressing the students said that it is significant to observe that ability to access global opportunities depends on how well-equipped educationally; professionally and skill-wise you are. Every person possesses a unique skill. The requirement is to develop a mechanism to identify that skill. Skill building could also be seen as an instrument to empower the individual and improve their social acceptance. I would like to stress on the need of two basic qualities to boost the Skill India Movement forward. Firstly, it is the inner drive and initiative in one's mind and heart.

Asst. Prof. Satya Prakash Mishra during his speech delivery emphasized the need of Skill Development in present modern world. He said "This Skill India Mission is a symbol of youth empowerment. It will give a momentum to them to ensure that they contribute to both the state and country's economy in the best way possible.

Asst. Prof. Rekha Kumari delivered a descriptive speech where he explained the objective of Skill India Mission. He pointed out towards the following facts:-

- Though the number of colleges has mushroomed, students are not job-ready. They lack the skills that the workplace requires. The Skill India campaign aims to train over 40 crore people in different skills by 2022.
- The program not only wishes for employment but also strives to broaden the mindset of the youth. For actual progress, we need good entrepreneurship and skill.

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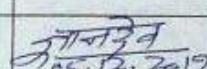
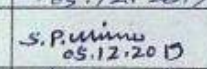
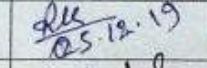
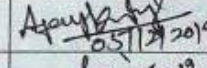
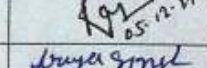
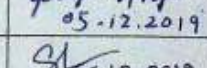
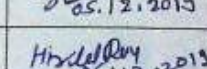
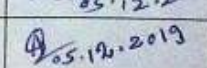
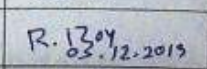
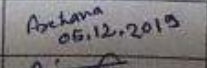
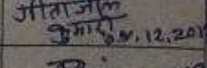
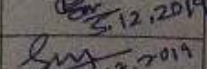


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- It also has provisions for the economic empowerment of the underprivileged youth such as skill loan scheme and aims to lessen poverty.
- Through Skill India mission, the government wants the youth to meet both local demand and rank well on a global scale.

Some students also delivered speeches which were appreciated by the audience.

The Programme came to completion by vote of thanks by a students and teachers of college.

The following teachers and students attended this programme:

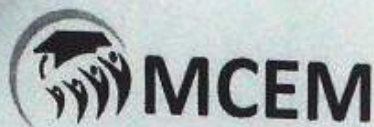
Sl. No	Name of the Teacher	Designation	Department	Signature
1	Prof. Gyandeo Mani Tripathi	Principal	Education	
2	Satyaprakash Mishra	Asst. Prof.	Education	
3	Rekha Kumari	"	"	
4	Ajay Kumar Singh	"	"	
5	Raj Kumar Roy	"	"	
6	Priya Singh	"	"	
7	Shailesh Kumar Singh	"	"	
8	Hira Lal Roy	"	"	
9	Ankit Kumar	"	"	
10	Rabi Kumar Roy	"	"	
11	Archana Srivastava	"	"	
12	Gitanjali Kumari	"	"	
13	Pavan Kumar Pandey	"	"	
14	SWATI Mishra	"	"	
15	/	/	/	/
16	/	/	/	/

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Sl. No	Name of the Student	Course/Class	Roll Number	Signature
1.	Renu Kumari	B. Ed.	761	Renu Kumari
2.	Rani Kumari	B. Ed.	824	Rani Kumari
3.	SUMANDEEP	B. Ed.	762	Samandeep
4.	Shilpee Kumari	B. Ed.	888	Shilpee Kumari
5.	Mithilesh Kumar	B. Ed.	782	Mithilesh Kumar
6.	PUJA PANDIT	B. Ed.	809	Puja Pandit
7.	SHIMPA KRF.	B. Ed.	765	Shimpha
8.	Sanjay Kumar	B. Ed.	796	Sanjay Kumar
9.	MEDHA KUMAR	B. Ed.	767	Medha - Kum.
10.	Subodh Kumar	B. Ed.	831	Subodh Kumar
11.	Kavita Kumari	B. Ed.	776	Kavita Kumari
12.	Priya - Kumari	B. Ed.	799.	Priya - Kum.
13.	Shalini Kumari	B. Ed.	808	Shalini Kumari
14.	PAPPU - Kumar	B. Ed.	775	Pappu - Kumar
15.	Sonali Kumari	B. Ed.	804	Sonali Kumari
16.	Anshu Kumari	B. Ed.	782	Anshu Kumari
17.	Abhishek - Kumar	B. Ed.	774	Abhishek Kumar
18.	Bhawani Kumari	B. Ed.	805	Bhawani Kumari
19.	Sarita - Kum.	B. Ed.	789	Sarita - Kum.

DR. GYANDEO MANI TRIPATHI

Principal
 25.12.2017
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 MAITREYA COLLEGE OF EDUCATION
 MANAGEMENT HAJIPUR, BIHAR

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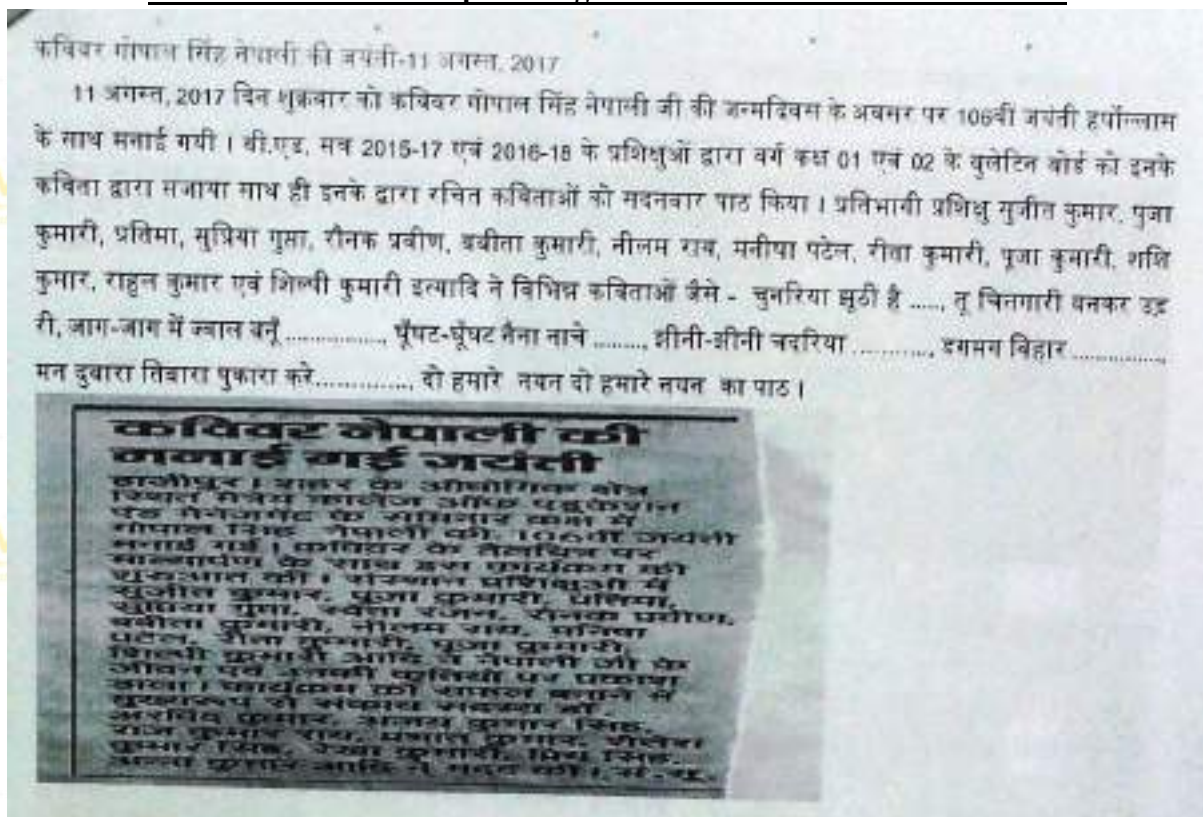
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2. Simulated sessions for practicing communication in different situations



3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur



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गुरुदेव रवीन्द्रनाथ टैगोर जयंती पर कविता गायन एवं पेंटिंग प्रतियोगिता- 7 मई, 2018

7 मई, 2018 दिन सोमवार को रवीन्द्रनाथ की जयंती पर संस्थान के सेमिनार हॉल में कविता गायन व बोधिसत्व सभाघार में पेंटिंग प्रतियोगिता का आयोजन किया गया। कार्यक्रम में प्रतियोगिता का आयोजन दो चरणों में किया गया। प्रथम चरण में पेंटिंग प्रतियोगिता का आयोजन दोपहर 01:30 से 02:30 तक हुआ। इसके बाद दूसरे चरण में बोधिसत्व सभाघार में पेंटिंग प्रतियोगिता का आयोजन किया इस कार्यक्रम में सत्र 2019-19 के निम्नलिखित प्रशिक्षुओं ने भाग लिया। डी.एस.कोठारी सदन से अनिल कुमार, सोफिया हबीब, अनुज कुमार शर्मा, विकास कुमार, प्रीति कुमारी व मोहम्मद रिजवान, मित्र भाई सदन से राजनंदनी कुमारी, मेहा सिंह, चांदनी कुमारी, विद्याभूषण कुमार, अशोक कुमार व प्रियान्शु, जे.कृष्णमूर्ति सदन से प्रियंका कुमारी, रणधीर कुमार, सारिका कुमारी, विवेककुमार, पंकज कुमार व प्रियंका और जे.पी.आई.क सदन से देवशरण गुप्ता, तोमा कुमारी, इच्छू कुमार, रोशन कुमारी, रुबी कुमारी व कुमुद कुमारी ने भाग लिया।

इस कार्यक्रम में प्रतियोगिता का आयोजन दो चरणों में किया गया। प्रथम चरण में पेंटिंग प्रतियोगिता का आयोजन दोपहर 1:30 से 2:30 तक बोधिसत्व सभाघार आयोजित हुआ।

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4. Classroom teaching learning situations along with teacher and peer feedback

- मुद्रालय आयोग 1952-53, राष्ट्रीय शिक्षा नीति, 1986 और इसके संशोधित रूप, 1992।

इकाई-4 शिक्षा नीतियों का अध्ययन-

- मध्याह्न भोजन योजना कार्यक्रम व पोषण को सुनिश्चित करने में वैधानिक कार्य की समीक्षा।
- NCF 2005, BCF 2008, NCFTE 2010: विभिन्न नीतियों के क्रियाव्ययन द्वारा विद्यालयी शिक्षा में बदलाव।
- हाशिये पर खड़े बच्चों के नामांकन व ठहराव में राष्ट्रीय माध्यमिक शिक्षा अभियान (RMSA) व सर्व शिक्षा अभियान (SSA) की भूमिका।
- सार्वभौमिक व समावेशी शिक्षा में शिक्षक की भूमिका।
- समान स्कूल प्रणाली आयोग के प्रतिवेदन का शिक्षक शीर्षक अध्याय।

CC-3 अधिगम एवं शिक्षण (Learning and Teaching)

उद्देश्य (Objectives of Subject)

- प्रशिक्षुओं को इस योग्य बनाना कि वे भारतीय समाज एवं उसकी शिक्षा से जुड़ सकें।
- विभिन्न प्रकार के समुदायों, बच्चों एवं विद्यार्थियों से जुड़ना तथा उस समाज की विश्लेषणात्मक समझ प्राप्त करना, सामाजिक विश्लेषण द्वारा उसके अवधारणात्मक उपकरणों को प्राप्त करना।
- विविधताओं का सम्मान करना और सभी प्राणियों हेतु तनावरहित, शांतिप्रद एवं न्यायपूर्ण माहौल स्थापित करना।
- शिक्षा के उद्देश्यों से संबंधित संवैधानिक मूल्यों की समालोचनात्मक समझ बनाना।
- जन-शिक्षा हेतु बनायी गयी शैक्षिक नीतियों एवं उनकी रूपरेखा की समझ बनाना।

इकाई-1 अधिगम से संबंधित अवधारणाएँ

- सीखना (अधिगम) – निश्चित अर्थ और लोगों की अलग-अलग धारणाएँ, गलत अवधारणाओं से पर्दा हटाना।
- अधिगम को प्रभावित करने वाले कारक।
- अन्तर्सम्बन्धों की विश्लेषणात्मक समझ – अधिगम और विकास अधिगम और अभिप्रेरणा, अधिगम और सृजनात्मकता, अधिगम और बुद्धि।

इकाई-2 अधिगम के सैद्धांतिक परिप्रेक्ष्य :-

- अधिगम से सम्बन्धित सिद्धांतों के विकास का ऐतिहासिक परिप्रेक्ष्य।
- अधिगम से संबंधित सिद्धान्त: व्यवहारवादी, संज्ञानवादी, सूचना-प्रक्रियाकरण मॉडल, मानवतावादी, सामाजिक-संरचनावादी सिद्धान्त।
- विभिन्न शैक्षिक परिस्थितियों में अधिगम की अवधारणाओं एवं सिद्धान्तों की उपयोगिता।
- विभिन्न प्रकार की शैक्षिक परिस्थितियों से अधिगम अवधारणाओं एवं सिद्धान्तों की सम्बद्धता एवं उपयोगिता।
- विभिन्न सैद्धान्तिक परिप्रेक्ष्यों के आधार पर अधिगमकर्ता की विभिन्न अधिगम-परिस्थितियों में भूमिका।

इकाई-3 अधिगम एवं शिक्षण :-

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- अधिगम व्यवस्था : मुद्दे एवं सम्बन्ध, अधिगम; ज्ञान को भेजने एवं प्राप्त करने के रूप में, ज्ञान की संरचना करने के रूप में, व्यक्तिगत बनाम समूह अधिगम, भिन्न-भिन्न (विषय) समूहों में अधिगम, अधिगम सन्दर्भ की प्रकृति।
- शिक्षण-अधिगम प्रक्रिया के प्रतिमान(Model Pattern): शिक्षक-केन्द्रित, छात्र-केन्द्रित, विषय-केन्द्रित,
- शिक्षक: (A) ज्ञान को भेजने (सम्प्रेषक) वाले के रूप में, (B) आदर्श, (C) सुगमकर्ता, (D) प्रबंधकर्ता एवं (E) सह-अधिगमकर्ता के रूप में।
- शिक्षण के सामाजिक-संरचनावादी परिप्रेक्ष्य की समझ एवं उसका उपयोग।
- सृजनात्मक अधिगम :- अवधारणा, उसका शिक्षणशास्त्रीय अनुप्रयोग।
- सुगम-अधिगम-वातावरण का निर्माण; अभिप्रेरणा को बढ़ावा देना, धनात्मक भावनाओं का विकास, सामर्थ्यवान बनाना (Self capacity for producing a desire result), सहयोगपूर्ण कार्य (Work in Partnership) करना एवं स्वयं के द्वारा सीखने की कोशिश।

इकाई-4 आकलन की समझ :-

- तथ्यों के अर्थ : आकलन, परीक्षण, परीक्षा, मूल्यांकन (Evaluation), ग्रेडिंग एवं मूल्यनिर्धारण (Value Determination) (Appraisal) तथा मापन का अर्थ और इनका अन्तर्सम्बन्ध।
- आकलन :- मुख्य परिप्रेक्ष्यों में (व्यवहारवादी, संज्ञानवादी एवं संरचनावादी दृष्टिकोण), गुणात्मक एवं परिमाणात्मक आयाम।
- आकलन का उद्देश्य:- 'अधिगम का आकलन' एवं 'अधिगम के लिए आकलन'।
- सतत एवं व्यापक आकलन: अवधारणा एवं अवयव।
- आकलन में सांख्यिकी की भूमिका : प्रारम्भिक सांख्यिकी का परिचय, केन्द्रीय प्रवृत्ति, मानक विचलन, सहसम्बन्ध, आँकड़ों का ग्राफीय प्रदर्शन।
- आकलन :- योजना, टूल्स का निर्माण, क्रियान्वयन, एवं रिपोर्टिंग (प्रायोजना, दत्तकार्य, प्रदर्शन (क्रिया करना) परीक्षणों के प्रकार एवं उनकी संरचना। स्वयं के द्वारा अधिगम प्रक्रिया का अवलोकन (Obsevation), सहपाठियों द्वारा, शिक्षक द्वारा अवलोकन; स्वयं का आकलन और सहपाठियों द्वारा आकलन, आँकड़ों एवं शैक्षिक सामग्रियों को रखने हेतु आवश्यक तरीकों (Portfolios) का निर्माण, पृष्ठपोषण)

CC-4, सम्पूर्ण पाठ्यचर्या में भाषा (Languages in Curriculum)

उद्देश्य (Objectives)

- प्रशिक्षु को इस योग्य बनाना कि वह छात्र/छात्रा के भाषायी पृष्ठभूमि को समझ सके तथा यह भी जान सके कि कक्षा में मौखिक एवं लिखित भाषा को कैसे प्रयोग करे कि यह सुनिश्चित हो सके की वे (विद्यार्थी) विषय से क्षेत्र को अधिक से अधिक सीख सकें।
- प्रशिक्षुओं को सैद्धान्तिक मुद्दों से परिचित करना। तथा उनमें क्षमता पैदा करना कि वे वर्तमान विद्यालयी कार्यकलापों का विश्लेषण कर सकें तथा उसके उचित विकल्पों को प्रस्तुत कर सकें।
- कक्षा में बहुभाषिकता को समझना।
- विषयवस्तु के क्षेत्र में अपठित गद्यांशों के प्रकृति की समझ और विशिष्ट विषय क्षेत्रों के लेखन की समझ बनाना।

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CC-3LEARNING AND TEACHING

अधिगम और शिक्षण

OBJECTIVES

- To enable student teachers to engage with studies on Indian society & education.
- To acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children & schools.
- To respect diversity and at the same time establish frameworks for collective living and resolution of tensions peacefully & justly.
- To understand critically the constitutional values related to the aims of education.
- To make them understand the policy frameworks for public education in India.

Unit-1 Concepts related to Learning

- Learning: Implicit knowledge and beliefs; demystifying misconceptions
- Major factors affecting learning
- Analytical understanding of relations: Learning and Development; Learning and Motivation; Learning and Creativity; Learning and Intelligence

Unit-2 Theoretical perspectives on Learning

- Reflecting on the development of theories on learning: Historical perspective
- Theories related to Learning: Behaviorist, Cognitivist, Information-processing view, Humanist, Social-constructivist
- Concepts and principles with their applicability in different learning situations
- Relevance and applicability for different kinds of learning situations
- Role of learner in various learning situations, as seen in different theoretical perspectives

Unit-3 Learning and Teaching

- Organising Learning: issues and concerns; Learning as 'transmission and reception of knowledge' and Learning as 'construction of knowledge'; Individual versus group learning; learning in heterogeneous groups; nature of the learning context
- Paradigms for learning-teaching process: teacher centric, subject centric and learner centric; Teacher as a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner
- Understanding Social-constructivist perspective of teaching and its implications
- The idea of Creative Learning: Concept and its pedagogical implications
- Creating facilitative learning environments: enhancing motivation, positive emotions, self-efficacy, collaborative and self regulated learning

P. Singh
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Unit-4 Understanding Assessment

- Meaning of terms: assessment, evaluation, test, examination, appraisal, grading, measurement; and their interrelations
- Assessment: major perspectives (behaviorist, cognitivist and constructivist), qualitative and quantitative aspects
- Purpose of assessment: 'Assessment of Learning' and 'Assessment for Learning'
- Continuous and Comprehensive assessment: Concept and components
- Role of statistics in assessment: Introductory Elementary statistics, Central tendencies, standard deviation, correlation, graphical representation of data
- Assessment: Planning, construction of tools, implementation and reporting (projects, assignments; performances; Kinds of tests and their constructions; Observation of learning processes by self, by peers, by teacher; Self-assessment and peer-assessment; Constructing portfolios; feedback)

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CC- 9ASSESSMENT FOR LEARNING**OBJECTIVES:**

- Understand the nature of assessment and evaluation and their role in teaching-learning process.
- Understand the perspectives of different schools of learning on learning assessment
- Realise the need for school based and authentic assessment
- Examine the contextual roles of different forms of assessment in schools
- Understand the different dimensions of learning and the related assessment procedures, tools and techniques
- Develop assessment tasks and tools to assess learners performance
- Analyse, manage, and interpret assessment data
- Analyse the reporting procedures of learners performance in schools
- Develop indicators to assess learners performance on different types of tasks
- Examine the issues and concerns of assessment and evaluation practices in schools
- Understand the policy perspectives on examinations and evaluation and their implementation practices
- Traces the technology bases assessment practices and other trends at the international level

UNIT 1: Perspectives on Assessment and Evaluation

- I. Meaning of Assessment, Measurement, Tests, Examination, Appraisal, and Evaluation and their interrelationships
- II. Difference between 'true ability' and 'observed ability', Principles of assessment and evaluation, Behaviorist, Cognitivist and Constructivist Perspectives
- III. Purposes of Assessment: Prognostic, Monitoring of Learning, Providing Feedback, Promotion, Placement, Certification, Grading and Diagnostic
- IV. Classification of assessment: based on purpose (prognostic, formative, diagnostic and summative) scope (teacher made, standardized), attribute measured (achievement, aptitude, attitude, etc.), nature of information gathered (qualitative, quantitative), mode of response (oral and written; selection and supply), nature of interpretation (norm-referenced, criterion referenced) and context (internal, external) Need for continuous and comprehensive assessment School based assessment; Authentic assessment.

UNIT 2: Assessment of Learning

- I. Dimensions of learning: cognitive, affective and performance
- II. Assessment of cognitive learning: types and levels of cognitive learning: understanding and application; thinking skills –convergent, divergent, critical, problem solving, and decision making; items and procedures for their assessment

P. Singh
28/9/15

R. Singh
28/9/15

मानदेव
28.09.2015

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- Assessment of affective learning: attitude and values, interest, self-concept; items and procedures for their assessment
- Assessment of Performance: tools and techniques for assessment of skills
- Grading: Concept, Types and Application: indicators for grading; CBSE and State evolved indicators.

3: Assessment for Learning

- Assessment information as an input for learning, metacognition and development - need for continuous, formative and diagnostic assessment.
- Use of Projects, Assignments, Work sheets, Practical work, Performance based activities, Seminars and Reports as assessment devices.
- Developing Performance Tasks (Subject Specific)
- Assessment of Group Processes - Collaborative/Cooperative Learning and Social skills.
- Portfolio Assessment - its meaning, scope and uses; Planning, development and Assessment.
- Self, Peer and Teacher Assessments.

4: Issues, Concerns and Trends in Assessment and Evaluation

- Existing Practices: Unit tests, half- yearly and annual examinations, semester system, Board examinations and Entrance tests, State and National achievement surveys.
- Management of assessment and examinations, Use of question bank
- Issues and Problems: Marking Vs Grading, Non-detention policy, Objectivity Vs Subjectivity,
- Impact of entrance test and public examination on teaching and learning - the menace of coaching
- Policy perspectives on examinations and evaluation: Recommendations in National Policies of Education and curriculum frameworks
- Trends in assessment and evaluation: Online examination, Computer-based examination and other technology based examinations
- Standards based assessment - international practices.

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तीन घण्टों में बंटकर किया गया। निर्धारित मण्डल के रूप में संकाय अंजनी कुमारी सिंह, सत्य प्रकाश शर्मा एवं राजश्री कुमारी सिंह जबकि शिक्षार्थियों में से अंजनी कुमारी, प्रियंका सिन्हा, नूतन कुमारी एवं कुन्दन कुमार को रखा गया। इस क्रिज प्रतियोगिता का विजेता संस्थान का सदन जे.कृष्णमूर्ति सदन रहा। सदनवार प्रतियोगिता में प्राप्त अंक इस प्रकार हैं-

1. बी.एस.कोठारी सदन - 18
2. गिजुभाई सदन - 06
3. जे. कृष्णमूर्ति सदन - 20
4. जे.पी. माईक सदन - 18

"पृथ्वी दिवस" - 22 अप्रैल, 2018

22 अप्रैल "अंतर्राष्ट्रीय पृथ्वी दिवस" के उपलक्ष्य पर 21 अप्रैल, 2018 दिन अतिवार को मैत्रेय कॉलेज ऑफ एजुकेशन एंड मैनेजमेंट, हाजीपुर के सेमिनार हॉल में दोपहर 2:00 बजे, "पृथ्वी का विगड़ता परिवेश, एक विमर्श" विषय पर सेमिनार का आयोजन किया गया। सेमिनार में संस्थान के बी.एड. सह 2017-19 के प्रथम वर्ष के प्रशिक्षुओं ने पूर्व निर्धारित उप-विषयों पर अपना-अपना पेपर प्रस्तुत कर प्रशिक्षुओं एवं संकाय सदस्यों के मध्य अपने विचार प्रस्तुत किए तथा पृथ्वी के किसी न किसी परिवेश के विगड़ते परिदृश्य पर लोगों का ध्यान खींचा। प्रशिक्षुओं ने पृथ्वी के संवहन में परिवर्तन, पृथ्वी की जल की समस्या एवं निदान, कृषि कार्य की चुनौतियां, पृथ्वी पर आपदाओं का अनिर्बंधित होना, ग्लोबल वार्मिंग का जीवन पर प्रभाव, जीव-जंतुओं का प्रोपन एवं सुरक्षा, पृथ्वी की सुरक्षा कबच ओजोन परत क्षरण के कारण एवं प्रभाव, कटते वृक्षों एवं घटते जंगलों से बढ़ती समस्याएं, वर्षा जल संग्रह से होगा पानी की समस्या का निदान आदि विषय पर चर्चा किया। सभी प्रतिभागियों ने एक बात कही की यह सभी समस्याएं मनुष्य के कृत्यों का परिणाम है, अतः सभी मनुष्य को समझ-बूझ कर व्यवहार करना चाहिए, इसी से सभी समस्याओं का समाधान संभव है।

सेमिनार में भाग लेने वाले प्रतिभागियों की सूची इस प्रकार है -

क्र.सं.	Roll No.	प्रतिभा के नाम	विमर्श के विषय
1	70	पिशाभूपण कुमार	पृथ्वी और हमका संगठन

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2	36	मन्वी कुमारी	हमारी पृथ्वी की समस्या
3	45	सोफिया इवीच	बर्षा जल-संग्रह से होगा, पानी की समस्या का निदान
4	69	अनुज कुमार	कृषि कार्य में लगता है सर्वाधिक जल ? एक चुनौती
5	11	सुनील कुमार	पृथ्वी और आपदा
6	07	रानी कुमारी	ग्लोबल वार्मिंग का पृथ्वी पर प्रभाव
7	73	मो. रिजवान	बड़े पृथ्वी में मिलता है जीव-जंतुओं को पोषण और सुरक्षा
8	87	इरेन्द्र कुमार	बर्षा जल-संग्रह से होगा, पानी की समस्या का निदान
9	35	प्रियंका	पृथ्वी और ओजोन
10	16	दुर्गेश नन्दन	पृथ्वी और संभावित चुनौतियाँ
11	88	सुशब् कुमारी	कटते हुए वृक्ष से बढ़ती समस्याएँ
12	71	पंकज कुमार	बर्षा जल-संग्रह से होगा, पानी की समस्या का निदान
13	63	रमणीक कुमार	जीवन में पेड़-पौधों का महत्व
14	82	रवीश कुमार	कटते हुए वृक्ष से बढ़ती समस्याएँ
15	47	रवि शंकर कुमार	ग्लोबल वार्मिंग का पृथ्वी पर प्रभाव

इस विषय पर आज से आगे लेने से पूर्व प्रशिक्षुओं एवं संकाय सदस्यों ने संस्थान के प्रांगण में कुचिचा के 30 पौधों का लेखा-जमा कराया जिससे कि संस्थान में पौधों की संख्या बढ़ाना है तथा अपने घरों के आसपास एक वृक्ष का पौधा लगाकर उसका पोषण करना सुरक्षा करना है।



पृथ्वी दिवस पर पौधारोपण करते प्रशिक्षु

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पृथ्वी दिवस पर विमर्शनाला में भाग लेते प्रशिक्षु



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बोधियत्व सभागार में पेटिंग करते प्रशिक्षु

इसके बाद दूसरे चरण में रवीन्द्रनाथ टैगोर से संबंधित कविता पाठ प्रतियोगिता का आयोजन सेमिनार हॉल में किया। पेटिंग प्रतियोगिता में निर्णायक मंडली सदस्य अन्ना कुमारी, राजकुमार राय और अर्चना श्रीवास्तव के द्वारा प्रथम स्थान सन 2017-19 की प्रशिक्षु चौदली (Roll No-74, गिजुभाई सदन), द्वितीय स्थान प्रियान्सु (Roll No-30, गिजुभाई सदन) और तृतीय स्थान प्रियंका (Roll No-46, गिजुभाई) को प्राप्त हुआ।



वही कविता वाचन प्रतियोगिता में निर्णायक मंडली सदस्य रेखा कुमारी, सत्य प्रकाश मिश्रा एवं बिभूति कुमार सिंह के द्वारा सन 2017-19 की प्रशिक्षु प्रियांशु (Roll No-30, गिजुभाई सदन) को प्रथम स्थान, मारिका कुमारी (Roll No-31, जे.कृष्णमूर्ति सदन) व विकास कुमार (Roll No-49, डी.एस.कोठारी सदन) को क्रमशः द्वितीय व तृतीय विजेता घोषित किया गया। अमृता रानी (Roll No-04, जे.पी.नार्डक सदन), मो.रिजवान (Roll No-73, डी.एस.कोठारी सदन) एवं कुमारी अर्निका उर्फ कुमुद (Roll No-24, जे.पी.नार्डक सदन) को सांत्वना पुरस्कार के लिए चुना।