



MADHUSUDAN MAHTO TEACHER'S TRAINING COLLEGE

Recognized by ERC , NCTE & Affiliated to Kolhan University, Chaibasa (B.Ed.)
& Jharkhand Academic Council, Ranchi (D.El.Ed.)

(Managed by : Madhusudan Trust)

AT. : LAUDIA, P.O.-CHAKRADHARPUR, WEST SINGHBHUM, JHARKHAND-833102

www.mmttc.in, Email : madhusudantrust@gmail.com


Mob. : 7739817765



Ref. :

Date :


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MADHUSUDAN MAHTO TEACHER'S TRAINING COLLEGE

Managed by : Madhusudan Trust, Distt.-W. Singhbhum (Jharkhand)
Recognised by NCTE & Affiliated to Kolhan University, Chaibasa (Jharkhand)

MADHUSUDAN MAHTO
TEACHER'S TRAINING COLLEGE CKP



PROSPECTUS

We make your future

AT. : LAUDHIA, P.O.-CHAKRADHARPUR, WEST SINGHBHUM
www.mmttc.in, E-mail : madhusudantrust@gmail.com, mahato.shyam@gmail.com
Mobile : 7739817765



for Shuse
Principal
Madhusudan Mahto Teacher's
Training College
Chakradharpur, West Singhbhum
M.T.T.C



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for these
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Message for Our Trainer

We extend our heartiest welcome to all those who aspire to get training and groom themselves up to become skilled teachers and would be the true guardians of Society.

We are committed to improve the quality & Merit of village people. We shall not compromise in those front and assure you of the best education.

We expect equal commitment and dedication from our students forwards their attendance ; course assignments ; and teaching practice.

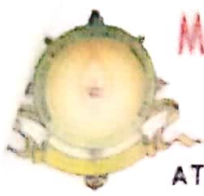
We are hopeful to provide the best and be the bet of the lot in the human resource making industry.

We believe that if anything or anyone has ever managed to change the Social & country, it has been only through learning & teaching.

Wishing you all a bright future ahead.



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ELIGIBILITY FOR ADMISSION

I. ACADEMIC

- (a) Science, Commerce & Arts Graduate & Post Graduates
- (b) As per National Council for Teacher Education (NCTE) norms, a candidate should have secured at least 45% marks (SC/ST) & 50% for general in the aggregate at the bachelors' Degree Examination of a recognized University

PLEASE NOTE :

Candidates of the following background will not be considered for admission

1. Candidates who have appeared for the University examination and are awaiting results
2. Candidates who have already been enrolled for other course viz-computer Science, Management Training Programme, Competitive exams or any other.
4. Incomplete, furnishing false information & late application form will be summarily rejected without any information to the candidate concerned

The College management reserve the right to reschedule the programme of admission etc. If needed may refuse admission to any candidate unsuitable for valid reason.



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Ref. :

Date :

LENGTH OF COURSE

The course is of two year duration

MEDIUM OF INSTRUCTION :

The medium of instruction is Hindi & English.

OFFICE TIMINGS :

The College will ordinarily be open from Monday to Friday 10.00 a.m. to 10.00 p.m.
and 01.30 p.m. to 04.30 p.m. and on Saturday 10.00 a.m. to 01.00 p.m.

HOW TO APPLY :

Application forms may be obtained from the college office. It is to be duly filled by the candidate and submitted to the office along with relevant documents by the dates indicated below

The application will not be accepted after.....

SUBMISSION OF APPLICATION FORMS :

Photocopies of the following certificates should be attached to the application form :

1. X/1A /1Sc /+2 - Mark sheet
2. X/1A /1Sc /+2-Pass Certificate
3. Attested photocopy of marks sheet of Bachelor & Master Degree.
4. College Leaving Certificate/Reg. Org. Other State Migration original
5. Caste Certificate for ST /SC /OBC Students issued by authority not below the rank of SDO.
6. Medical Certificate from competent Medical Officer. (For Handicapper Candidate)
7. Residential Certificate
8. Character Certificate
9. Aadhaar Card
10. Blood Group
11. Any other certificates of Co-curriculum activities, if any.



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ADMISSION PROCEDURE

1. MMTTC follows the admission procedure guided by Jharkhand Combined Entrance Competitive Examination Board. JCECEB was constituted under section 85 of Bihar Re-constituted Act, 2000 by the Govt. vide memo no. 374 dated 29.03.2001
2. JCECEB conducts Entrance Test, prepare merit list and through counseling allot students in college. Alloted students are admitted in college.
3. Document verification is done in college and an affidavit is taken. All guidelines relevant to Kolhan University are followed.
4. All original certificates and mark sheets should be shown on the day of the admission.
5. The Institute follows a policy consistent with the State policy on reservation for candidates from the Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Classes - non creamy layer (OBC-NCL) categories, Persons with Disabilities (PWD) and Economically Weaker Sections (EWS) (collectively referred to as reserved categories).

AT THE TIME OF ADMISSION

All relevant original certificates must be available with the candidate at the time of admission. The following ORIGINAL CERTIFICATES should be submitted in the office.

1. College Leaving Certificate.
2. Medical Certificate from Competent Authority, (for Handicapped Candidates)
3. Caste Certificate for ST./SC./OBC students. (from SDO)
4. Original Migration Certificate If the candidate has passed the last examination from University other than Kolhan University, Chaibasa
5. Four recent passport size photos. (size - 5x4 cm) (coloured) and one stamp size photo (Coloured)



Fos. Dhuse
Principal
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www.mmttc.in Email: madhusudantrust@gmail.com

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Ref.

Date:

RULES AND REGULATIONS

1. A student admitted to Madhusudan Mahto Teachers Training College must maintain an ethos of commitment to a professional programme. He/she is expected to aim at excellence in every spheres and conduct himself/herself in a responsible and dignified manner in the college campus.
2. Class attendance is must for University Examination. The college expect them to attend above 80% classes.
3. The trainee must attend all demonstration classes during the course as well as his/her scheduled practice Training Classes during January / February practice teaching period. The trainee is expected to teach in any school assigned by the college authorities.
4. All the trainees have to attend all college functions and activities such as cultural functions, seminars, symposia, debates, quizzes, essay competitions, sports, picnic, community services, exposure programmes etc.
5. Educational tour is a part of training programme and all the trainees have to join it.
6. Prior permission is required from the Principal for any absence either from theory or practical classes and community life activities. Application should be made for leave in writing.
7. It goes without saying that no commitment (competitive exams, computer course, private tuition, University exams) should be undertaken during the regular college timings of classes and activities.
8. The student's name is liable to be dropped from the rolls, if he/she is absent continuously for more than 10 days without leave. A re-admission fee will be charged, if re-admission is granted.
9. The college has a well-maintained library of books and periodicals. Every student is expected to make the best use of it making sure, however, to observe the library rules fully.
10. The trainees are expected to take proper care of the college property and help in maintaining the premises neat and tidy.



Sanjiv Kumar
Principal
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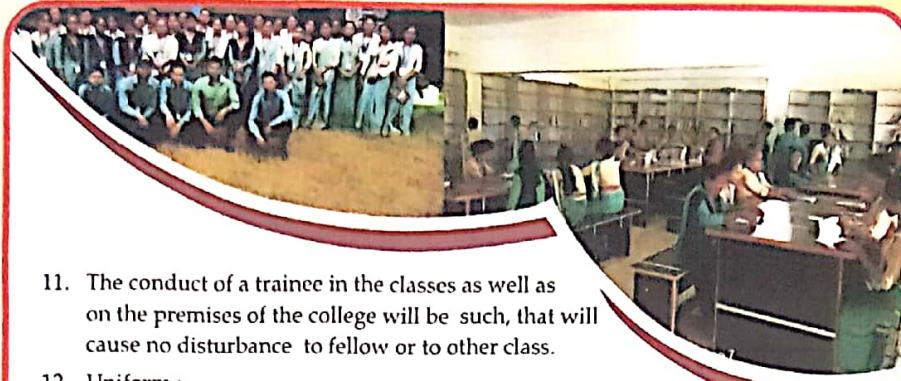
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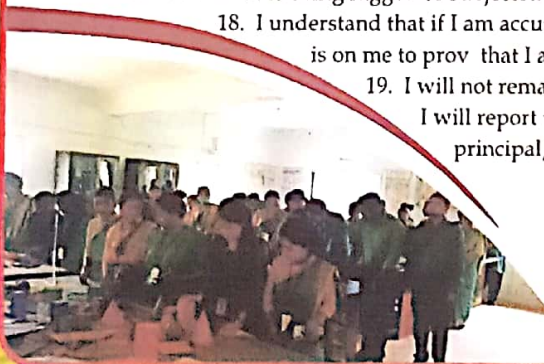


Ref. :

Date :



11. The conduct of a trainee in the classes as well as on the premises of the college will be such, that will cause no disturbance to fellow or to other class.
12. Uniform :-
FOR GIRLS :- To be announce at the time of admission.
FOR BOYS :- To be announce at the time of admission.
WINTER SEASON :- To be announce at the time of admission.
Each selected candidate should have at least two set of the dress code/uniform.
13. If for any reason the continuance of a trainee in the college is , in the opinion of the principal, detrimental to the best interests of the college, the principal may ask such student to leave to college without giving reason for her/his decision.
14. The student, who secure admission on the basis of false certificates, Mark sheet or on the basis of any misrepresentation of facts or illegal means, shall be summarily cancelled; all fees paid by him/her shall be forfeited. Legal action shall also be taken against them.
15. I confirm that I have read UGC'S regulations on Ragging.
16. I confirm that I have read the judgment of the Hon. supreme court on prevention of ragging.
17. I promise that I will not indulge in ragging or any form of in violent behaviour neither will I tolerate being ragged or subjected to violence.
18. I understand that if I am accused of ragging, the responsibility is on me to prov that I am not guilty.
19. I will not remain a spectator to acts of ragging.
I will report the matter immediately to by principal/Director and to the anti ragging.



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NOTE :

1. As the college does not receive any grants from Govt., or from any other organisation and has to cover its running expenses from the fees and services rendered, it is no possible for the College to grant concession of fees ships.
2. Fee once deposited will not be refunded under any circumstances.

LENGTH OF COURSE

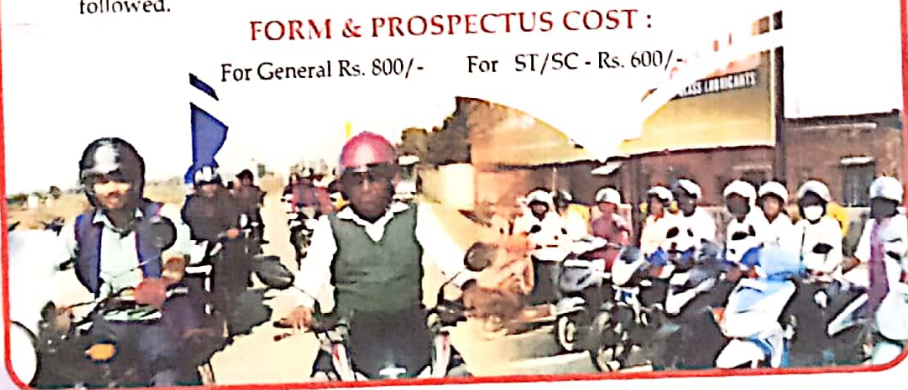
The course is of two years duration, starting from 1st July. There shall be at least 150 teaching days in a year (exclusive of period of admission, examination etc) Besides, every trainee shall be required to undergo internship-in-teaching (including practice teaching and skill development) for at least 30 days in a near by Secondary/Senior Secondary School.

IMPORTANT INSTRUCTION

1. There shall be reservation of seats for SC/ST/OBC/ Handicapped candidates etc. as per rules of the Jharkhand Govt. / NCTE/University.
2. Time to time NCTE, State Govt. & University New Rules/Direction should be followed.

FORM & PROSPECTUS COST :

For General Rs. 800/- For ST/SC - Rs. 600/-



For - *Khuse*
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SEMESTER WISE DISTRIBUTION OF THE COURSES

Semester I				
Subject Code	Paper Title	Credits	Hours	Marks
Paper I	Childhood and Growing Up	5	100	80 +20 marks
Paper II	Contemporary India and Education	5	100	80 +20 marks
Paper IV	Language across the Curriculum	3	50	40+10 marks
Paper V	Understanding Disciplines and Subjects	3	50	40+10 marks
Paper EPC I	Critical Understanding of ICT	3	50	50 marks
Total		19	350	350 marks
Engagement with the Field: Tasks and Assignments for Courses I,II,IV & V				

Semester II				
Subject Code	Paper Title	Credits	Hours	Marks
Paper III	Learning and Teaching	5	100	80 +20 marks
Paper VII A	Pedagogy of a School Subject - Part-I	3	50	40+10 arks
Paper VIII A	Knowledge and Curriculum - Part-I	3	50	40+10 marks
Paper EPC II	Drama and Art in Education	3	50	50 marks
	School Internship (1 Month)	3	50	50 marks
Total		17	300	300
Engagement with the Field: Tasks and Assignments for Courses III, VII A & VIII A				

Semester III				
Paper Code	Subject Title	Credits	Hours	Marks
Paper VII B	Pedagogy of a School Subject - Part-II	3	50	40+10 marks
Paper IX	Assessment for Learning	5	100	80 +20 marks
Paper EPC III	Understanding the Self	3	50	50 marks
	School Internship (2 Months)	5	100	100 marks
Total		16		300 marks

Semester IV				
Paper Code	Subject Title	Credits	Hours	Marks
Paper VI	Gender, School and Society	3	50	40+10 marks
Paper VIII B	Knowledge and Curriculum - Part-II	3	50	40+10 marks
Paper X	Creating an Inclusive School	3	50	40+10 marks
Paper XI	Optional Course*	3	50	40+10 marks
Paper EPC IV	Physical Education and Yoga	3	50	50 marks
	School Internship (2 Months)	5	100	100 marks
Total		20		350 marks
Engagement with the Field: Tasks and Assignments for Courses VI, VIII B, X & XI				



For-
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Format of affidavit to be given on Rs. 20 Non-Judicial stamp paper duly attested by Oath Commissioner/Notary Public with Photograph of the candidate to be submitted at the time of admission

I
S/O / D/O
aged about resident of
..... District State
Pin by faith by caste
by occupation does here by solemnly affirm/swear as follows :-

1. That I have read & understand the rules and regulations given in the prospectus of the college.
2. That I agree to abide by rules and regulations currently in force and the amended / altered in future from time to time by the Management of Madhusudan Mahto Teachers' Training College.
3. I will not indulge in any activity that would tarnish the image of the institution.
4. That the management of Madhusudan Mahto Teachers' Training College has every right to suspend/dismiss me from the college or even debar from the university in case I breach the code of conduct.
5. That the fee once paid will not be refunded under any circumstances.
6. That my admission is subject to the approval from management of Madhusudan Mahto Teachers' Training College.
7. That the information furnished in application form is true and correct.
8. That I will secure at least 80% attendance to appear at the University Exam.
9. That the process of scholarship will be taken care by me. I shall be liable for any adverse impact due to process discrepancy / anomaly.
10. I shall indemnify the college under all circumstances. what so ever.
11. That all documents, degrees and certificates which I have submitted are correct. If any of the submitted documents is found to be wrong or false, then I shall be liable to be punished according to law. Hence I swear this affidavit.

(Signature of the candidate
Name Address with Contact No.
(In Block Letters)

(Countersignature of the Parents/Guardians)
Name Address with Contact No.
(In Block Letters)

Name :
Address with Contact No.

Name :
Address with Contact No.



For - *[Signature]*
Principal
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Form No. 93

Session 20 -20



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Mobile 7739817765, 09905146397, 8863000383

For Office Use Only
Verified by Office Assistant

Admission Form

Courses Offered : B Ed

Photo

(To be filled by the Candidate in his/her own handwriting)

- Name of the Candidate (In English)
in capital letters & as per matriculation Certificate
- Name of the Candidate (In Hindi)
- Mother's Name
- Father's Name
- Name of the Guardian / Husband
- Date of Birth : DD MM YYYY
- Category : Gen OBC SC ST
- Sex : Male Female 3rd Gender
- PH Marital Status : Married Unmarried
- Nationality :
- Religion :
- Blood Group :
- Domicile : Jharkhand Other State
- Correspondence Address : At P.O. PS
Dist State Pin
- Permanent Address : At P.O. PS
Dist State Pin
- Mobile : (Candidate) (Guardian)
- E-mail ID : Aadhaar No
- Whether you are a fresh or in-service candidate
- Teaching Expeience (for in service candiate)



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19 Educational Qualification (Fill the Appropriate Columns)

Sl No	Name of Examination	Name of Board / University	Year of Passing	Subjects	FM	Marks Obtained	Percentage (%)	Remarks

20 Sports Achievements :

Sl No	Sports / Games	Level of Participation	Year

21 Extra Curricular activities

(Attach the necessary enclosures)

22 Have you ever been involved in any acts of Crime/ Indiscipline/ Misbehavior ? Yes / No

(If yes, furnish details on a separate sheet)

- 23 List of Enclosures : 1 2 3
 4 5 6 7
 8 9 10 11

I declare that the information given above is correct. I have read the admission rules prescribed by the institution & shall abide by them and by all the other rules of the institution further, I declare that I am not Pursuing any regular course from any university

Date Signature of the Applicant Signature of the Father/ Mother/ Guardian

Form No **93** RECEIPT
 Received Rs by cash / vide DD No dated drawn on
 along with application form for admission in B. Ed. Course from Mr./Mrs./Ms

For *Khushu*
 Principal
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CCA CALENDER FOR B.ED. COURSE

SESSION 2020-22 (INREACH ACTIVITIES)

SL. NO	DATE/MONTH	AWARENESS PROGRAM
1	12 JANUARY	VIVEKANANDA JAYANTI, YUVA DIVAS
2	14 JANUARY	TUSU PARAB
3	23 JANUARY	SUBHAS CHANDRA JAYANTI/ALUMNI DAY
4	25 JANUARY	NATIONAL VOTERS DAY
5	26 JANUARY	REPUBLIC DAY
6	16 FEBRUARY	BASANT PANCHAMI
7	28 FEBRUARY	SCIENCE DAY
8	8 MARCH	NATIONAL WOMEN'S DAY
9	26 MARCH	HOLI MILAN
10	7 APRIL	WORLD HEALTH DAY
11	14 APRIL	AMBEDKAR JAYANTI
12	16 APRIL	SARHUL MILAN
13	29 MAY	WORLD TRIBLE DAY
14	5 JUNE	WORLD ENVIRONMENTAL DAY
15	21 JUNE	INTERNATIONAL YOGA DAY
16	1-7 JULY	VAN MAHOTSAV
17	11 JULY	WORLD POPULATION DAY
18	15 AUGUST	INDEPENDENCE DAY
19	16 AUGUST	SAWAN MAHOTSAV
20	5 SEPTEMBER	TEACHER'S DAY
21	8 SEPTEMBER	WORLD LITERACY DAY
22	14 SEPTEMBER	HINDI DIWAS
23	16 SEPTEMBER	KARMA MILAN UTSAV
24	2 OCTOBER	GANDHI JAYANTI/SWACHHATA PROGRAM
25	12 NOVEMBER	COLLEGE ANNUAL DAY
26	1 DECEMBER	WORLD AIDS DAY
27	10 DECEMBER	HUMAN RIGHTS DAY
28	22 DECEMBER	CHRISTMAS GATHERING

CCA CALENDER FOR B.ED. COURSE

SESSION 2020-22 (OUTREACH ACTIVITIES)

SL. NO	DATE/MONTH	AWARENESS PROGRAM
1	27 JANUARY	COVID-19 AWARENESS PROGRAM
2	8 FEBRUARY	BLOOD DONATION CAMP
3	9 MARCH	HEALTH CHECKUP PROGRAM
4	27 MARCH	SWACHA BHARAT PROGRAM
5	5 APRIL	EDUCATIONAL AWARENESS PROGRAM
6	21 FEBRUARY	VOTING AWARENESS PROGRAM
7	7 MAY	WATER CONSERVATION PROGRAM
8	17 MAY	ELECTRICAL CONSERVATION PROGRAM
9	25 JUNE	BETI BACHAO BETI PADHAO
10	1 JULY	PLANTATION PROGRAM
11	28 JULY	ENVIRONMENTAL CONSERVATION AWARENESS
12	20 AUGUST	AIDS AWARENESS PROGRAM
13	15 SEPTEMBER	ROAD SAFETY AWARENESS PROGRAM



For *Chh...*
Principal
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Mobile : 7739817765



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Date:

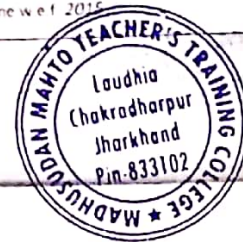
Total	19	350	350 marks
Engagement with the Field: Tasks and Assignments for Courses I, II, IV & V			

Semester II				
Subject Code	Paper Title	Credits	Hours	Marks
Paper III	Learning and Teaching	5	100	80+20 marks
Paper VII A	Pedagogy of a School Subject - Part-I	3	50	40+10 marks
Paper VIII A	Knowledge and Curriculum - Part-I	3	50	40+10 marks
Paper EPC II	Drama and Art in Education	3	50	50 marks
	School Internship (1 Month)			
	Total	17	300	300
Engagement with the Field: Tasks and Assignments for Courses III, VII A & VIII A				

Semester III				
Paper Code	Subject Title	Credits	Hours	Marks
Paper VII B	Pedagogy of a School Subject - Part-II	3	50	40+10 marks
Paper IX	Assessment for Learning	5	100	80+20 marks
Paper EPC III	Understanding the Self	3	50	50 marks
	School Internship (2 Months)	5	100	100 marks
	Total	16		300 marks

Semester IV				
Paper Code	Subject Title	Credits	Hours	Marks
Paper VI	Gender, School and Society	3	50	40+10 marks
Paper VIII B	Knowledge and Curriculum - Part-II	3	50	40+10 marks
Paper X	Creating an Inclusive School	3	50	40+10 marks
Paper XI	Optional Course*	3	50	40+10 marks
Paper EPC IV	Physical Education and Yoga	3	50	50 marks
	School Internship (2 Months)	5	100	100 marks
	Total	20		350 marks
Engagement with the Field: Tasks and Assignments for Courses VI, VIII B, X & XI				

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Paper IX: Activities and Assignments

Paper VIII: Pedagogical Content Subjects

Engagement with the Field

- ❖ Activities and Assignments that run through all the courses as indicated against each course
- ❖ School Outreach & Community Activities
- ❖ Courses on Enhancing Professional Capabilities (EPC)
 - EPC-I Critical Understanding of ICT
 - EPC-II Drama and Art Education
 - EPC-III Understanding Disciplines
 - EPC-IV Physical Education and Yoga

Optional Courses (OC)

NOTE: Optional Courses can be from among the following - Vocational/Work Education, Peace Education, Guidance and Counselling, etc. and can also be an Additional Pedagogy Course* (for a school subject other than that chosen for Course 7 (a&b) at the secondary level, or the same school subject at the higher secondary level).

- OC-XI (A) Spinning and Weaving
- OC-XI (B) Tailoring
- OC-XI (C) Wood Work
- OC-XI (D) Peace Education
- OC-XI (E) Guidance and Counselling
- OC-XI (F) Pedagogy of School Subjects

SEMESTER WISE DISTRIBUTION OF THE COURSES

Semester I				
Subject Code	Paper Title	Credits		Marks
Paper I	Childhood and Growing Up	5	100	80 + 20 marks
Paper II	Contemporary India and Education	5	100	80 + 20 marks
Paper IV	Language across the Curriculum	3 *	50	40 + 10 marks
Paper V	Understanding Disciplines and Subjects	3	50	40 + 10 marks
Paper EPC I	Critical Understanding of ICT	3	50	50 marks



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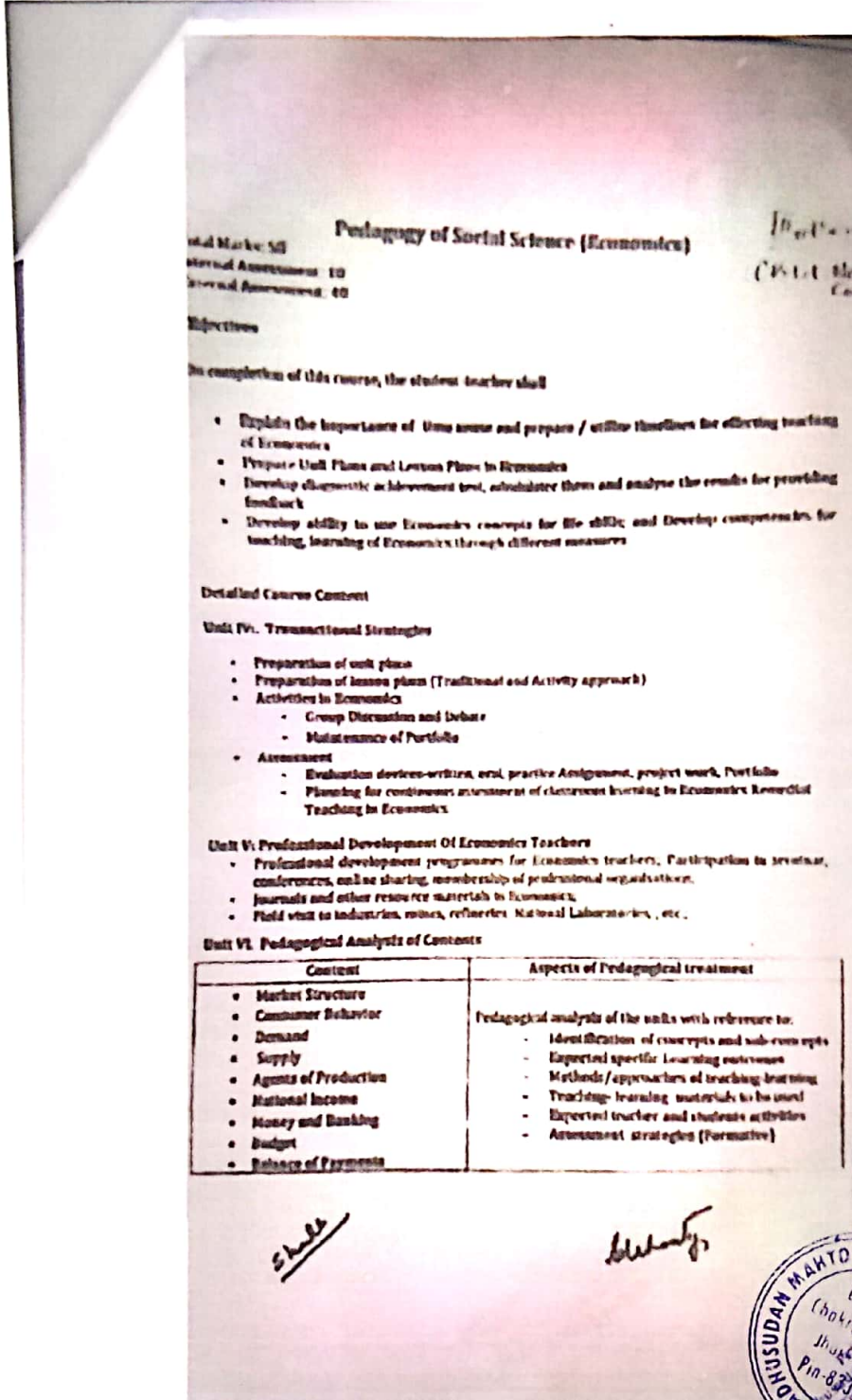
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Date :



Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Pedagogy of Social Science (Economics)

Objectives

On completion of this course, the student teacher shall

- Explain the importance of Unit plans and prepare / utilize them for effective teaching of Economics
- Prepare Unit Plans and Lesson Plans in Economics
- Develop diagnostic achievement test, administer them and analyse the results for providing feedback
- Develop ability to use Economics concepts for life skills and Develop competencies for teaching, learning of Economics through different measures

Detailed Course Content

Unit IV: Transactional Strategies

- Preparation of unit plans
- Preparation of lesson plans (Traditional and Activity approach)
- Activities in Economics
 - Group Discussion and Debate
 - Maintenance of Portfolio
- Assessment
 - Evaluation devices-written, oral, practice Assignment, project work, Portfolio
 - Planning for continuous assessment of classroom learning in Economics Research/Teaching in Economics

Unit V: Professional Development Of Economics Teachers

- Professional development programmes for Economics teachers, Participation in seminars, conferences, online sharing, membership of professional organisations,
- Journals and other resource materials in Economics,
- Field visit to industries, mines, refineries, National Laboratories, etc.

Unit VI: Pedagogical Analysis of Contents

Content	Aspects of Pedagogical treatment
<ul style="list-style-type: none"> • Market Structure • Consumer Behavior • Demand • Supply • Agents of Production • National Income • Money and Banking • Budget • Balance of Payments 	Pedagogical analysis of the units with reference to: <ul style="list-style-type: none"> - Identification of concepts and sub-concepts - Expected specific learning outcomes - Methods/approaches of teaching/learning - Teaching-learning materials to be used - Expected teacher and students activities - Assessment strategies (Formative)

Sharma

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Ref.:

Date:

CBE-NC
(2)

Pedagogy of Social Science (Economics)

Total Marks: 80
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- State the meaning, scope and importance of Economics
- Specify the skills and competencies to formulate specific learning outcomes for different Economics lessons
- Identify the different methods and skills of teaching Economics for transacting the contents effectively.
- Explain the importance of time sense and prepare / utilize timelines for effective teaching of Economics

Detailed Course Content

Unit I: Concept, Objectives and Values of Teaching Economics

- Meaning, Nature and Scope of Economics
- Values of teaching Economics
- Correlation of Economics with other school subjects
- Objectives of teaching Economics at elementary and secondary levels
- Formulation of specific learning outcomes in Economics Lessons

Unit II: Methods and Approaches to Teaching-Learning Economics

Story-telling

- Narration-cum-discussion
- Dramatization
- Source Method
- Project method
- Teaching Economics using monuments
- Field Trips

(To be discussed in terms of meaning, process, merits and limits)



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Ref. :

Date :

11th Semest
CBEI - NE
(21)

Pedagogy of Social Science (Economics)

Total Marks: 80
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- State the meaning, scope and importance of Economics
- Specify the skills and competencies to formulate specific learning outcomes for different Economics lessons
- Identify the different methods and skills of teaching Economics for transcending the constraints effectively.
- Explain the importance of time scope and prepare / utilize timelines for effective teaching of Economics

Detailed Course Content

Unit I: Concept, Objectives and Values of Teaching Economics

- Meaning, Nature and Scope of Economics
- Values of teaching Economics
- Correlation of Economics with other school subjects
- Objectives of teaching Economics at elementary and secondary levels
- Formulation of specific learning outcomes in Economics Lessons

Unit II: Methods and Approaches to Teaching-Learning Economics

Story-telling

- Narration-cum-discussion
- Dramatization
- Source Method
- Project method
- Teaching Economics using monuments
- Field Trips

(To be discussed in terms of meaning, process, merits and limitations)

Unit III: Development of Resource Materials

Shukla

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Ref. :

Date :

PEDAGOGY OF LANGUAGE (SANSKRIT)

Total Marks 50
Internal Assessment 10
External Assessment 40

Objectives

On completion of this course, the student-teacher shall

- Analyze the issues relating to importance and place of Sanskrit in school curriculum, acquisition of skills in Sanskrit, realization of aims and objectives of learning Sanskrit and language policy as conceived in NPE, 1986 and NCF - 2005
- Use various methods, approaches and strategies for teaching-learning Sanskrit and transact various types of lesson plans covering all aspects of Sanskrit language following different approaches
- Develop test items to assess learning in Sanskrit and provide feedback as well as prepare enrichment materials

Detailed Course Content

Unit I: Sanskrit in School Curriculum

- Language policy in India with reference to NPE, 1986 and NCF - 2005
- Importance of Sanskrit language in India in historical perspectives
- Place of Sanskrit as a compulsory subject in school curriculum (both at elementary and secondary levels)
- Objectives of learning Sanskrit at elementary and secondary levels
- Sanskrit language skills - their components, independence and interdependence

Unit II: Acquisition of Sanskrit Language: Methods, Approaches and Strategies

- Psychology of language acquisition and language learning
- Acquisition of Sanskrit language : problems and issues with reference to multi-lingual context
- Importance of language context and input-rich classroom environment for acquisition of Sanskrit language
- Understanding of different methods and strategies : Translation Method, Direct Method, Bi-lingual Method, Communicative Approach including Silent Approach, Suggestopaedia, skill-based activity, Group Learning

UNIT III: Transaction of Contents and Learning Assessment in Sanskrit

- Transaction of Prose (detailed and non-detailed), poetry, grammar and composition lessons - Approaches, Methods and Strategies
- Preparation of Unit Plan

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PEDAGOGY OF LANGUAGE (URDU)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objective:

On completion of this course, the student-teacher shall

- Analyze the issues relating to importance and place of Urdu in school curriculum, acquisition of skills in Urdu, realization of aims and objectives of learning Urdu and language policy as conceived in NPE, 1986 and NCF - 2005
- Use various methods, approaches and strategies for teaching-learning Urdu and transact various types of lesson plans covering all aspects of Urdu language following different approaches
- Develop test items to assess learning in Urdu and provide feedback as well as prepare enrichment materials

Detailed Course Content

Unit I: Urdu in School Curriculum

- Language policy in India with reference to NPE, 1986 and NCF - 2005
- Importance of Urdu language in India in historical perspectives
- Place of Urdu in school curriculum (both at elementary and secondary levels)
- Objectives of learning Urdu at elementary and secondary levels
- Urdu language skills - their components, independence and interdependence

Unit II: Acquisition of Urdu Language: Methods, Approaches and Strategies

- Psychology of language acquisition and language learning
- Acquisition of Urdu language : problems and issues with reference to multi-lingual context
- Importance of language context and input-rich classroom environment for acquisition of Urdu language
- Understanding of different methods and strategies : Translation Method, Direct Method, Bi-lingual Method, Communicative Approach including Silent Approach, Suggestopaedia, skill-based activity, Group Learning

UNIT III: Transaction of Contents and Learning Assessment in Urdu

- Transaction of Prose (detailed and non-detailed), poetry, grammar and composition lessons - Approaches, Methods and Strategies
- Preparation of Unit Plan
- Preparation of Lesson Plan following communicative approach and constructivist approach (SE and ICON Models)

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Unit II: Acquisition of Hindi Language: Methods, Approaches and Strategies

- Psychology of language acquisition and language learning
- Acquisition of Hindi language: problems and issues with reference to multi-lingual context
- Importance of language context and input-rich classroom environment for acquisition of Hindi language
- Understanding of different methods and strategies: Translation Method, Direct Method, Bi-lingual Method, Communicative Approach including Silent Approach, Suggestopedia, skill-based activity, Group Learning

Unit III: Transaction of Contents and Learning Assessment in Hindi

- Transaction of Prose (detailed and non-detailed), poetry, grammar and composition lessons: Approaches, Methods and Strategies
- Preparation of Unit Plan
- Preparation of Lesson Plan following communicative approach and constructivist approach (SE and ICON Models)
- Strategies for enrichment of vocabulary in Hindi: word formation skill and spelling
- Teaching-learning materials in Hindi: Types and Uses: preparation of low cost relevant teaching-learning materials in Hindi
- Assessment in Hindi: assessing skills in Hindi: framing different types of objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), Portfolio assessment in Hindi, Continuous Assessment of Learners' performance in Hindi within and beyond classroom situations
- Key Learning Resources in Hindi: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all

Tasks & Assignments

Each student-teacher is required to submit assignments on **any one** of the following

- Preparation of 5 Lesson Plans on the topics from the prescribed text following SE and ICON Model (at least two plans in each model)
- Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print

Suggested Readings:

1. Pandey, R.S. (1992) Hindi Shikshan, Vinod Pustak Mandir, Agra
2. Singh, Niranjani Kumar (1983) Madhyamik Vidyalayon Mein Hindi Shikshan Rajasthan Hindi Granth Academy, Jaipur
3. Singh, Savitri (1992) Hindi Shikshan, R. Lall Book Depot, Meerut
4. Shukla, Bhagwat Charan (1974) Hindi Ucharan Aur Vartan, Aryan Book Depot, New Delhi
5. Sukhia, K.K. (1988) Hindi Dhwani Aur Unka Shikshan, Rannaryan Lal, Allahabad



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Tasks & Assignments

Each student-teacher is required to submit assignments on **any one** of the following :

- Preparation of 5 Lesson Plans on the topics from the prescribed text following 5E and ICON Model (at least two plans in each model)
- Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print

Suggested Readings:

1. Teaching of English - P.K. Gupta, anil Gandhi, & S.S. Bhatnagar
2. Teaching of English - A Modern Approach, Bose F.L
3. The technique of Language teaching, Bose F.L
4. Teaching of English as second Language - Allen H B
5. Language Testing - Labo Robert
6. The essentials of English Teaching - R.K. Jain

TEACHING OF LANGUAGE (HINDI) K.K

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- Analyze the issues relating to importance and place of Hindi in school curriculum, acquisition of skills in Hindi, realization of aims and objectives of learning Hindi and language policy as conceived in NPE, 1986 and NCF - 2005
- Use various methods, approaches and strategies for teaching-learning Hindi and transact various types of lesson plans covering all aspects of Hindi language following different approaches
- Develop test items to assess learning in Hindi and provide feedback as well as prepare enrichment materials

Detailed Course Content

Unit I: Hindi in School Curriculum

- Language policy in India with reference to NPE, 1986 and NCF - 2005
- Importance of Hindi language in India in historical perspectives
- Place of Hindi as a compulsory subject in school curriculum (both at elementary and secondary levels)
- Objectives of learning Hindi at elementary and secondary levels
- Hindi language skills - their components, independence and interdependence

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- Development of teaching-learning materials - Maps, Atlas, Globes, Charts, Graphs, Models, Film strips, T.V. Video, OHP, and Computer
- Timeline - Concept, Aspects, Type and Use

Tasks & Assignments

Each student-teacher is required to submit assignments on **any one** of the following:

- Identifying the learning difficulties in any topic and prepare remedial programme
- Preparation of no cost and low cost teaching aids on any two topics.

Suggested Readings

1. Burton W.H. (1972). *Principles of history teaching*. London: Methuen.
2. Carretero, Mario, & Voss, James F. (Eds.) (1994). *Cognitive and instructional processes in history and the social sciences*. Hillsdale: Lawrence Erlbaum Associate.
3. Chaudhary, K.P. (1975). *The effective teaching of history in India*. New Delhi: NCERT.
4. Choudhury, K.P. (1975). *The effective teaching of history in India*. New Delhi: NCERT.
5. Drake, Frederick D. & Lynn, R. Nelson (2005). *Engagement in teaching history: Theory and practices for middle and secondary teachers*. Columbus, OH: Pearson.
6. Ghate, V.D. (1956) *Teaching of history*. Bombay: Oxford University Press.
7. Gunnin, Dennis (1978). *The teaching of history*. Goom Helm Ltd. London.
8. James T. H., Arthur, J. and Hunt, M. (2001). *Learning to teach history in the secondary school: A companion to school experience*. London: Routledge Falme.
9. Kochhar, S.K. (1970). *Teaching of political science*. New Delhi: Sterling Publishers

PEDAGOGY OF LANGUAGE (ENGLISH) C.B

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- Analyze the issues relating to importance and place of English in school curriculum, acquisition of skills in English, realization of aims and objectives of learning English and language policy as conceived in NPE, 1986 and NCF - 2005

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PEDAGOGY OF SOCIAL SCIENCE (HISTORY & CIVICS) - 2019

Objectives

On completion of this course, the student-teacher shall

- State the meaning, scope and importance of History and Political Science
- Specify the skills and competencies to formulate specific learning outcomes for different History and Political Science lessons
- Identify the different methods and skills of teaching History and Political Science for transacting the contents effectively
- Explain the importance of time sense and prepare / utilize timelines for effecting teaching of History

Detailed Course Content

Unit I: Concept, Objectives and Values of Teaching History and Political Science

- Meaning, Nature and Scope of History and Political Science
- Values of teaching History and Political Science
- Recommendations of NCF - 2005 on teaching of History and Political Science
- Correlation of History and Political Science with other school subjects
- Objectives of teaching History and Political Science at elementary and secondary levels
- Formulation of specific learning outcomes in History and Political Science Lessons

Unit II: Methods and Approaches to Teaching-Learning History and Political Science

- Story-telling
- Narration-cum-discussion
- Dramatization
- Source Method
- Project method
- Teaching History using monuments
- Field Trips

(To be discussed in terms of meaning, process, merits and limitations)

Unit III: Development of Resource Materials

- Curriculum as resource material
- Approaches to curriculum in History - Bio-graphical, Chronological, Concentric



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Unit I: Geography in School Curriculum

- Meaning, nature and scope of Geography
- Importance of Geography in school curriculum at elementary and secondary levels
- Correlation of Geography with other school subjects
- Objectives of teaching-learning Geography at the secondary school level

Unit II: Methods and Approaches to Teaching-learning Geography

- Emerging Curricular trends in Geography as per NCF-2005
- Constructivist approach to Teaching - Learning Geography
- Methods of teaching - learning Geography:
 - Lecture-cum-discussion
 - Observation
 - Discovery
 - Problem-solving
 - Project Method

(To be discussed in terms of meaning, process, merits and limitations)

Unit III: Learning Resources In Geography

- Preparation, collection, procurement and use of teaching-learning materials like Maps, Globe, Charts, Graphs, Bulletin board, Models
- ICT in Learning of Geography - Film strips, Slides, transparencies T.V., Video, computer, internet
- Map reading and map preparation
- Geography Laboratory and Resource Room
- Use of community resources

Tasks & Assignments

Each student-teacher is required to submit assignments on **any two** of the following:

- Identifying the learning difficulties in any topic and prepare remedial programme
- Preparation of no cost and low cost teaching-learning materials on any two topics.

Suggested Readings:

1. *Asirbatham: Political Theory*, Upper Indian Publishing House Ltd., Lucknow.
2. *Balkrishna: Principles of Civics* Kitab Mahal, Allahabad
3. *General Geography* : NCERT, New Delhi
4. *O. P. Verma : Teaching of Geography*
5. *B. D. Shaida : Teaching of Social Studies (Hindi)*

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For *Shree*

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Date :

Tasks & Assignments

Each student-teacher is required to submit assignments on **any one** of the following:

- Preparation of five lesson plans on any topic of Biological Science included in the Science textbook for the secondary schools.
- Preparation of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print.

Suggested Readings:

- Narendra Vaidya *Impact of Science Teaching*
- Bremner *Teaching Biology*
- UNESCO *Modern Trends in Teaching Biological Sciences: Vols III*
- Washington *Teaching Science Creativity*
- Agrwal D.D. *Modern Methods of Teaching Biology*, New Delhi: Sorup and Sons, 2002
- Das R. C. *Science Teaching in Schools*, New Delhi: Sterling Publishers Pvt. Ltd., 1905
- Edward Chand Fisher R. I. *Teaching elementary school science*, Gangasaran and sons
- Bhatt Parat Chand *Science process skills in teaching and learning*, New Delhi: Commonwealth publication.
- Mangal S. K. *Teaching of science*, New Delhi: Arya Book Depot, 1992.
- Rawat M. S. *Biology teaching*, Agra: Sahitya Prakashat, 1996.
- Sharma R. C. *Modern Science Teaching*, Delhi: Dhanpat Rai and Sons, 1995
- Sood J. K. *Science Teaching*, Agra: Vinod Pustak Mandir, 2003

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- State the importance of teaching and learning of Geography at the secondary level.
- Use appropriate teaching methods and strategies while facilitating learning of Geography.
- Develop lesson plans for effective teaching and learning of Geography.
- Prepare, collect and procure resource materials including suitable teaching aids and use them effectively in the classroom.

Detailed Course Content



For - Khuse

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- Plan units/ lessons in Biological Science using traditional and constructivist approaches for effective classroom transactions.
- Develop and collect activities and resource materials for their use in enhancing quality of learning of Biological Science at the secondary level.

Detailed Course Content

Unit I: Biological Science in School Curriculum

- Nature of Biological Science: Nature and Scope of Science and Biological Science in particular.
- Place of Biological Science in school curriculum. Importance of Biological Science in daily life.
- Objectives of teaching-learning Biological Science at the secondary school level.
- Curriculum Reforms in Science Education: Rationale, objectives, principles, designs and materials in Science, recent curricular reforms at the National and State levels (NCF 2005).

Unit II: Approaches and Methods of Teaching-learning Biological Science

- Observation - Types, importance in Bio-Science, process, recording of observation
- Experimentation: Experimentation under controlled conditions within laboratory and beyond laboratory situation, Process and limitations.
- Problem Solving: Problem identification, formulation of hypotheses, collection of data, testing hypotheses and arriving at solution.
- Demonstration-cum-Discussion
- Project: Situation analysis, selection of the project, preparation of the project proposal, implementation of the project, evaluation and reporting.
- Use of ICT for self-learning, collaborative learning Concept Mapping.

Unit III: Curricular Activities

- Preparation of Unit Plan, Preparation of Lesson Plans -Traditional, Activity Approach and constructivist approach. (ICON & 5E model)
- Teaching-learning Materials in Science: Preparation, collection, procurement and use of teaching-learning materials in Science like Charts, Graph, Bulletin Board, Models, ICT materials like Filmstrips, Slides, Transparencies, TV, Audio and Video, Computer, and Internet.
- Learning Activities - Science laboratory activities, Observing flora and fauna in their natural setting, Science Club, Science Seminar, Preservation of biological specimens for learning and building Biological Museum, Science Exhibition
- Key Learning Resources in Science: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all

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Ref. :

Date :

Tasks & Assignments

Each student-teacher is required to submit assignments on **any one** of the following:

- Preparation of five lesson plans on any topic of Physical Science included in the Science textbook for the secondary schools.
- Preparation of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print.

Suggested Readings:

1. Rajiv Gang (1994). "World Famous Scientists" - Pustak Mahal, Delhi.
2. Venugopal Nagasuri (2002). Science Vaitali kulu - Sree Madhulatha Publications, Vijayawada
3. Bloom, Benjamin S. Ed (1958): Taxonomy of Educational Objectives, Handbook I - Cognitive Domain, Harcourt Brace & World Inc, New York
4. Clark Julia V. (1996). Redirecting Science Education, Corwin Press Inc, California.
5. Ediger, Marlow and D.B.Rao (2000). Teaching Science Successfully, Discovery Publishing House, New Delhi
6. Krathwohl, David R. Ed (1964). Taxonomy of Educational Objectives, Handbook - Affective Domain, David McKay, New York
7. Mohan, Radha (1995). Innovative Science Teaching, Prentice Hall of India, New Delhi
8. New Unesco Source Book for Science Teaching (1978), Oxford & IBH, New Delhi
9. Sharma, R.C. & Shukla C.S. (2002). Modern Science Teaching, Dhanpat Rai Publishing Company (P) Ltd, Delhi
10. Sood J.K. (1989). New Directions in Science Teaching, Kohli Publishers, Chandigarh
11. Vaidya, N (1996). Science Teaching for the 21st Century: Deep & Deep Publications, New Delhi
12. <http://www.history.msu.edu/~andrew/ack1/madhusudan/www/remember.html>
13. <http://www.wash.yclapedia.com>
14. <http://www.scienceworld.wjgrad.com/physics.html>

PEDAGOGY OF BIOLOGICAL SCIENCE - P. 47

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- State the nature and importance of Biological Science and its relevance in secondary school curriculum in context with recent curriculum reforms in School Curriculum.
- Use various methods and approaches to teaching-learning Biological Science suitable for the secondary school classes.



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- Use various methods and approaches to teaching-learning Physical Science suitable for the secondary school classes.
- Plan lessons in physical science for effective classroom transactions.
- Develop and collect activities and resource materials for their use in enhancing quality of learning of Physical Science at the secondary level.

Detailed Course Content

Unit I: Physical Science in School Curriculum

- Nature of Physical Science: Nature and Scope of Science and Physical Science in particular. Importance of Physical Science in daily life.
- Objectives of teaching-learning Physical Science at the secondary school level.
- Curriculum Reforms in Science Education: Rationale, objectives, principles, designs and materials in Science, recent curricular reforms at the National and State levels (NCF 2005).

Unit II: Methods of Teaching-learning Science

- Discovery - Nature and purpose: guided discovery strategies in teaching and learning of concepts in science.
- Experimentation- Experimentation under controlled conditions within laboratory and beyond laboratory situation, Process and limitations.
- Problem Solving- Problem identification, formulation of hypotheses, collection of data, testing hypotheses and arriving at solution.
- Demonstration-cum-Discussion
- Project - Situation analysis, selection of the project, preparation of the project proposal, implementation of the project, evaluation and reporting.
- Constructivist Approaches: Self-learning and peer learning strategies, Collaborative strategies: SE and ICON Models

Unit III: Curricular Activities

- Preparation of Unit Plan; Preparation of Lesson Plans (Traditional, Activity Approach and constructivist approach)
- Teaching-Learning Materials - Preparation, collection, procurement and use of teaching-learning materials in Science like, Charts, Graph, Bulletin Board, Models, ICT materials like, Filmstrips, Slides, Transparencies, TV, Audio and Video, Computer, and Internet;
- Learning Activities - Science Laboratory Activities: Field Trip, Science Club, Science Seminar, Science Exhibition
- Key Learning Resources in Science: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all

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Unit III: Curricular Activities in Mathematics

- Preparation of Lesson Plans (Traditional, Activity and Constructivist Approaches).
- Activities in Mathematics: Mathematics Quiz, Mathematics Club activities, Mathematics Exhibition, Planning and organizing Mathematics laboratory activities Mathematics outside the classroom.
- Learning Materials in Mathematics: Types, functions, preparation and utilization of learning materials - Textbook Models, Calculators and computers, Graphic calculators, Maintaining portfolio in Mathematics
- Key Learning Resources in Mathematics: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all

Tasks & Assignments

Each student-teacher is required to complete assignments on **any one** of the following

- Preparation of five lesson plans on any topic from the Mathematics texts of the secondary school following the 5E and/or ICON models.
- Preparation of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print.

Suggested Readings

1. Aggarwal S M: *The teaching of Mathematics*
2. Mangal S K: *Teaching of Mathematics*
3. Sidhu Kulbir Singh: *The Teaching of Mathematics*
4. Kumar Sudhir, Ratnalikar D N, *Teaching Of mathematics*
5. Saint Binod K: *Teaching of Mathematics*
6. James Anice: *Teaching Of Mathematics*
7. Kulshreshla Arun Kumar *Teaching Of Mathematics*
8. Wadhwa Shalini: *Modern Methods of Teaching mathematics*

PEDAGOGY OF PHYSICAL SCIENCE

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- State the nature and importance of physical science and its relevance in secondary school curriculum.



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COURSE VII (A) PEDAGOGY COURSES

PEDAGOGY OF MATHEMATICS J.N.P

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- Narrate the evolution and nature of Mathematics and its importance in the school curriculum in the context of the recent curricular reforms.
- Use various methods and approaches of teaching and learning mathematics especially suitable for the secondary school classes.
- Plan lessons in Mathematics using traditional and constructivist approaches for effective classroom transactions.
- Develop and collect activities and resource materials for their use in enhancing the quality of learning Mathematics at the secondary level.

Detailed Course Content

Unit I : Foundations of Mathematics Education

- Nature of Mathematics: Nature and Scope of Mathematics, Nature of Mathematical propositions, Mathematical proof, structure and logic; history of Mathematics with special reference to Indian Mathematics.
- Learning of Mathematics: Importance of Mathematics at elementary and secondary level, Objectives of teaching-learning Mathematics at the two levels.
- Curriculum Reforms in School Mathematics: Rationale, objectives, principles, designs and materials in Mathematics, recent curricular reforms at the National and State levels (NCF 2005).

Unit III: Methods of Teaching-Learning Mathematics

- Learning by Discovery: Nature and purpose of learning by discovery; guided discovery strategies in teaching Mathematical concepts.
- Teaching for Understanding Proof: Proof by induction and deduction; proof by analysis and synthesis.
- Problem Solving in Mathematics: Importance of problem solving in Mathematics, Steps of problem solving in Mathematics, Problem Posing, Generating and solving real life problems using Mathematical principles, Situation model for solving word problems.
- Constructivist approaches: Self-learning and peer learning strategies, Collaborative strategies; SE and ICON Models.

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