



MCTE PATNA

Mundeshwari College for Teacher Education

Affiliated to Aryabhatta Knowledge University

Sarari-Usri Road, Khagaul, Patna

2.4.7

Samples of Assessed Assignment for Theory Courses of Different Programs.

Internal Marks Assessment Process

S.O. LAI
Put up in file.
Akhil
25.03.17



Aryabhata Knowledge University

Patna, Bihar

Two year

Bachelor of Education (B.Ed.) Programme

COURSES OF STUDY

(Based on NCTE Curriculum Framework for two year B.Ed. Programme)

Shubh Kumar
25/2/17

Rakesh
25/02/17

P
25/2/2017

Q
25/2/17

M
25/2/17

R
25/2/17

Joshi Samrajita
25-2-2017

M
25/2/17

S. Singh
25-2-17

Marking Scheme for Internal Assessment of CCs and EPCs

Type of Courses	Break up	Marks
Courses with internal Marks 20	Internal test	10
	Assignments and Projects	10
	Total	20
Courses with internal Marks 10	Internal tests	05
	Assignments and Projects	05
	Total	10

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An Overview of the yearly distribution of Courses

First Year		Marks			
Course Code	Course Title	Credit	Internal	External	Total
CC-1	Childhood and Growing up	4	20	80	100
CC-2	Contemporary India and Education	4	20	80	100
CC-3	Learning and Teaching	4	20	80	100
CC-4	Language across the Curriculum	2	10	40	50
CC-5	Understanding disciplines and Subjects	2	10	40	50
CC-6	Gender, School and Society	2	10	40	50
PC-7A	Pedagogy of a School Subject - Part I	2	10	40	50
EPC-1	Reading and Reflecting on Texts	2	50	--	50
EPC-2	Drama and Art in Education	2	50	--	50
EPC-3	Critical Understanding of ICT	2	50	--	50
	Total	26	250	400	650
School Internship - 4 Weeks			Grades		Grades
Second Year					
PC-7B	Pedagogy of School Subject - Part II	2	10	40	50
CC-8	Knowledge and Curriculum	4	20	80	100
CC-9	Assessment for Learning	4	20	80	100
CC-10	Creating an Inclusive School	2	10	40	50
OC-11	Optional Course	2	10	40	50
EPC-4	Understanding the Self	2	50	--	50
School Internship - 16 Weeks		10	200	50	250
	Total	26	320	330	650
	Grand Total	52	610	690	1300

Order of Merit

Percentage of Marks	Grade
86 & Above	O (Outstanding)
76 to 85	A+ (Excellent)
66 to 75	A (Very Good)
56 to 65	B (Good)
45 to 55	C (Average)
Less than 45	D (Fail)

Chh. Kumar
25/2/17

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25/2/17
25/2/17

25/2/17

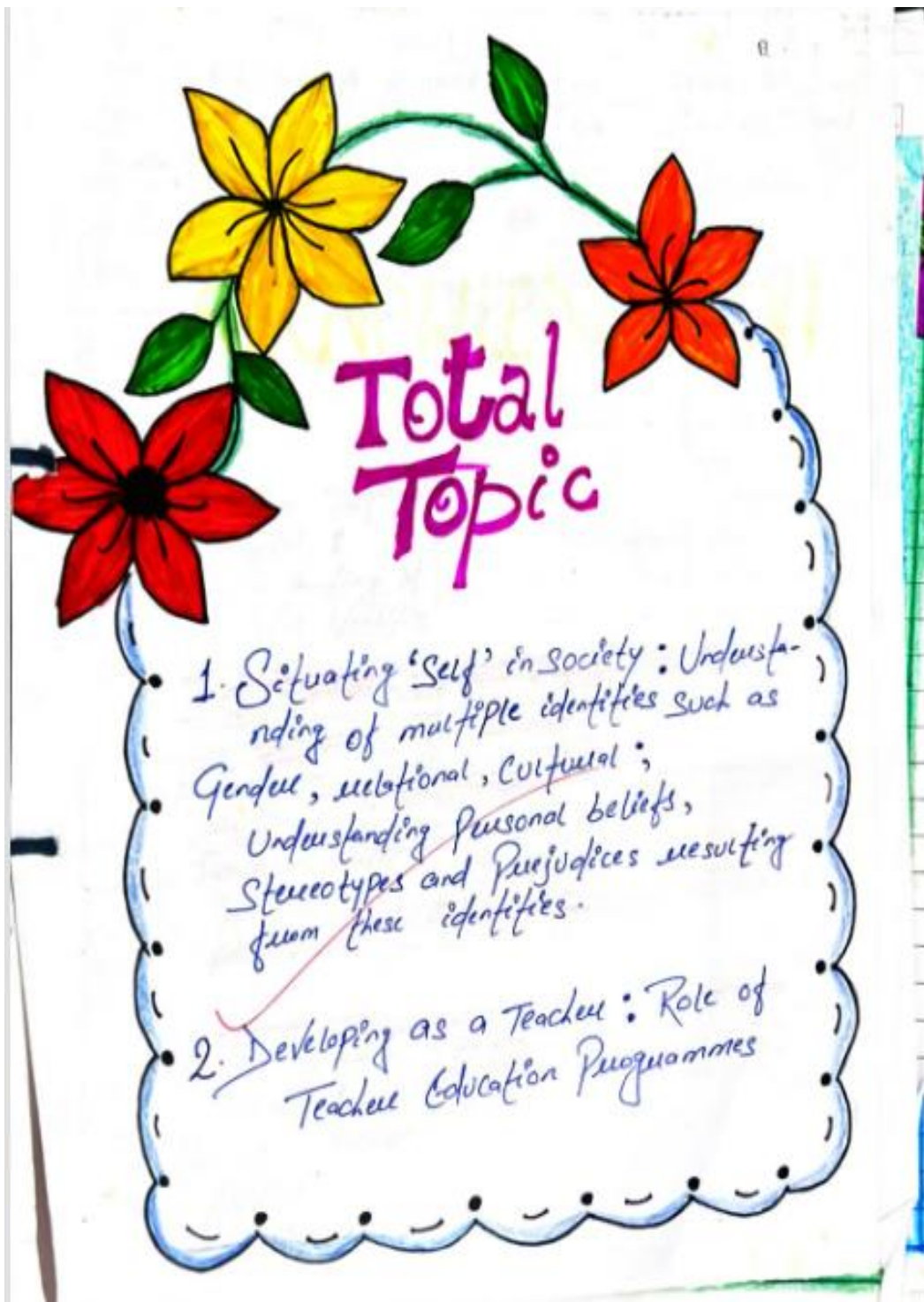
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Samples of Assignment



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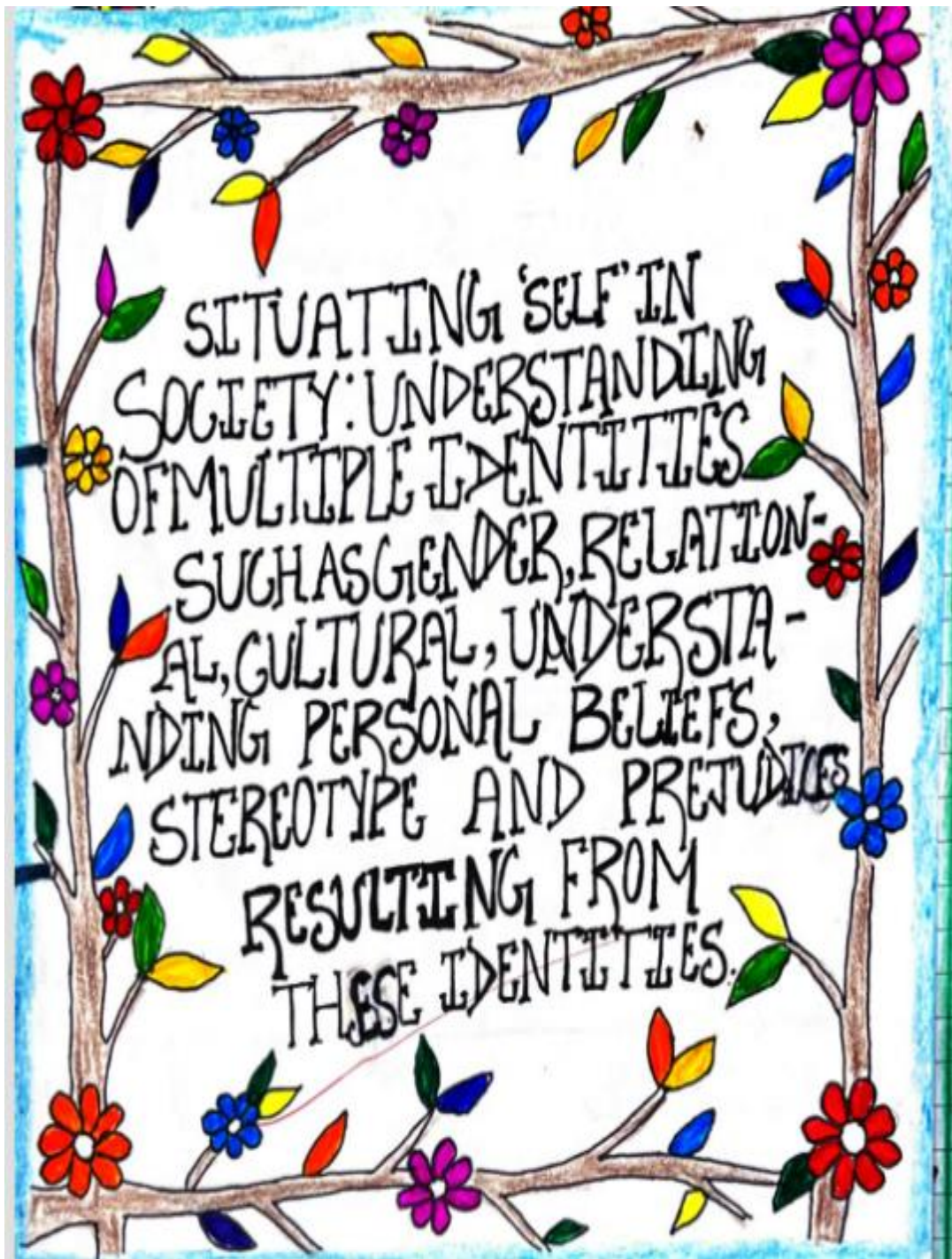
Name	ARCHANA KUMARI	Year	2020-22
Subject	UNDERSTANDING SELF	Class	B.Ed. (II nd year)
Semester		Roll No.	16

I N D E X

Sr. No.	Experiment Description	Experiment Date Page No.	Submission Date	Remarks / Signature
1.	Situating 'self' in Society : <ul style="list-style-type: none"> • understanding of multiple identities such as - Gender - Relational - Cultural - Understanding personal beliefs - Stereotypes - Prejudices 	01 - 20		
2.	Developing as a Teacher : Role of Teacher Education Programmes.	21 - 31		

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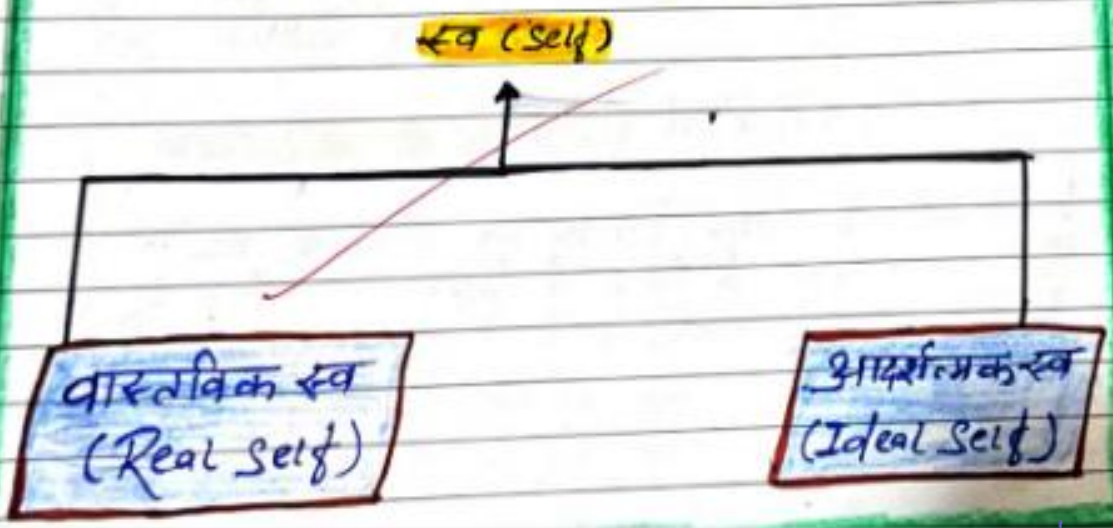
INTRODUCTION

स्व - अवधारणा उस प्रयोग को कहा जाता है जिसमें 'मैं ऐसा ही हूँ', की समग्र अवधारणा निहित है।

स्व - अवधारणा के विषय में अपने विश्वासों, धारणाओं, अनुभूतियों, प्रत्यक्ष अनुभवों के आधार पर निर्मित होती है।

→ व्यक्ति स्वयं के बारे में जो सोचता है तथा अपने बारे में जो अवधारणा विकसित करता है, उसे 'स्व' कहते हैं।

स्व दो रूप में हो सकता है :-



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(i) वास्तविक स्व :-

वास्तविक स्व से तात्पर्य है व्यक्ति अपने बारे में क्या सोचता है या प्रत्यक्षीकृत करने है।

जैसे :- वह कौन है? उसमें क्या-क्या विशेषताएँ हैं?

(ii) आदर्शात्मक स्व :-

आदर्शात्मक स्व का अर्थ यह कैसा होना चाहता है तथा अपन चक्कर कैसे बनना चाहता है।

दोस प्रकार 'स्व' के दोनों रूपों में से प्रत्येक का संबंध शारीरिक एवं मनोवैज्ञानिक पहलू से होता है।

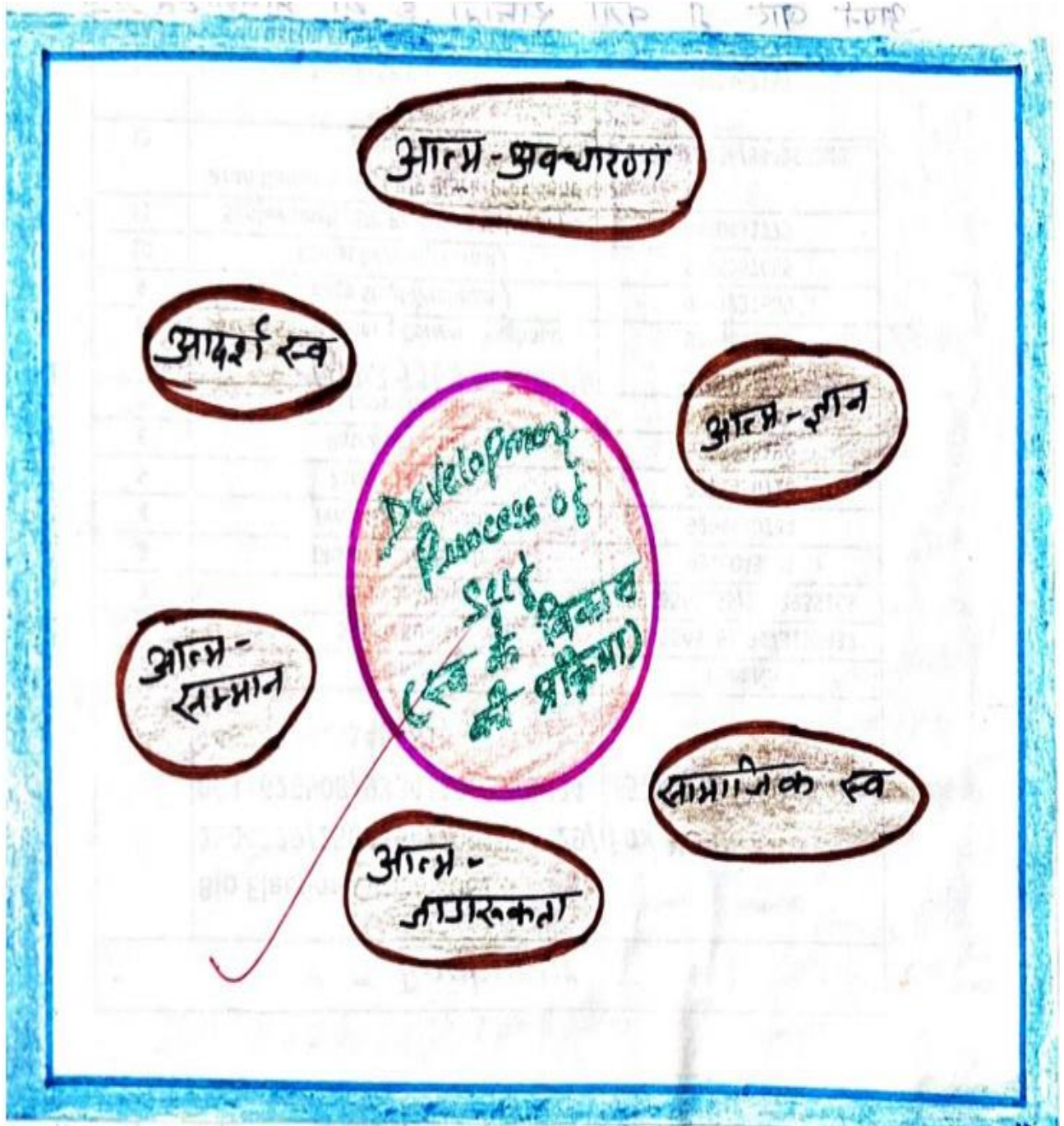
शारीरिक दृष्टिकोण में शारीरिक अनुभव, ग्रॉन एवं शारीरिक क्षमता तथा मनोवैज्ञानिक दृष्टिकोण में बुद्धि, कौशल एवं अन्य लोगों के साथ मानसिक क्षमताओं का प्रदर्शन आदि से संबंधित होता है।

कार्ल रॉजर्स (Carl Rogers) के अनुसार,

“स्व अवधारणा एक स्थिर, सुसंगत वैज्ञानिक संरचना है जो 'मैं' और 'मुझ' के बसों के अवलंब एवं 'मैं' और 'मुझ' के दूसरों के एवं जीवन के अन्य पहलुओं के साथ संबंधों के अवलंब तथा इन अवलंबों के साथ जुड़े मूल्यों से निर्मित होता है।”

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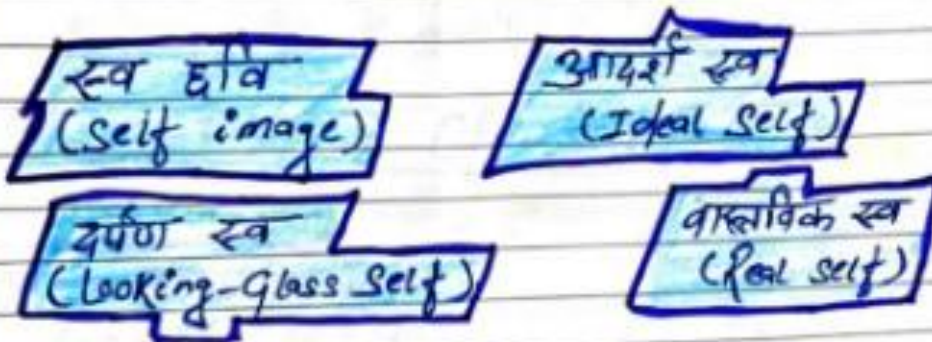


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Components of Self-Concept :-

ई. एरिक्सन के अनुसार, स्व अवधारणा के निम्न चार घटक हैं :-



① स्व छवि :- स्व छवि एक ऐसा भाग है जिसमें व्यक्ति स्वयं को देखता है।
जैसे :- वह कौन है क्या है?

② आदर्श स्व :- आदर्श स्व यह बताता है कि व्यक्ति कैसा बनना चाहता है या व्यक्ति कैसा बनना चाहता है।

③ दर्पण स्व :- दर्पण स्व से आशय एक ऐसी तरीके से है जिसमें व्यक्ति यह सोचता है कि लोग उसके बारे में क्या सोचते हैं - न कि उस तरीके से जिसमें लोग

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उस वास्तव में देखते हैं। दर्शन-स्व व्यक्ति के 'स्व' की परधारी है जिसका अन्य लोग अवलोकन (conception) करते हैं।

(एव) वास्तविक स्व :-

वास्तविक स्व एक वास्तविकता है कि आखिर व्यक्ति है क्या। news page.

TYPES OF SELF

According to Karl Rogers

① व्यक्तिगत स्व
(Personal self)

② सामाजिक स्व
(Social self)

① व्यक्तिगत स्व :-

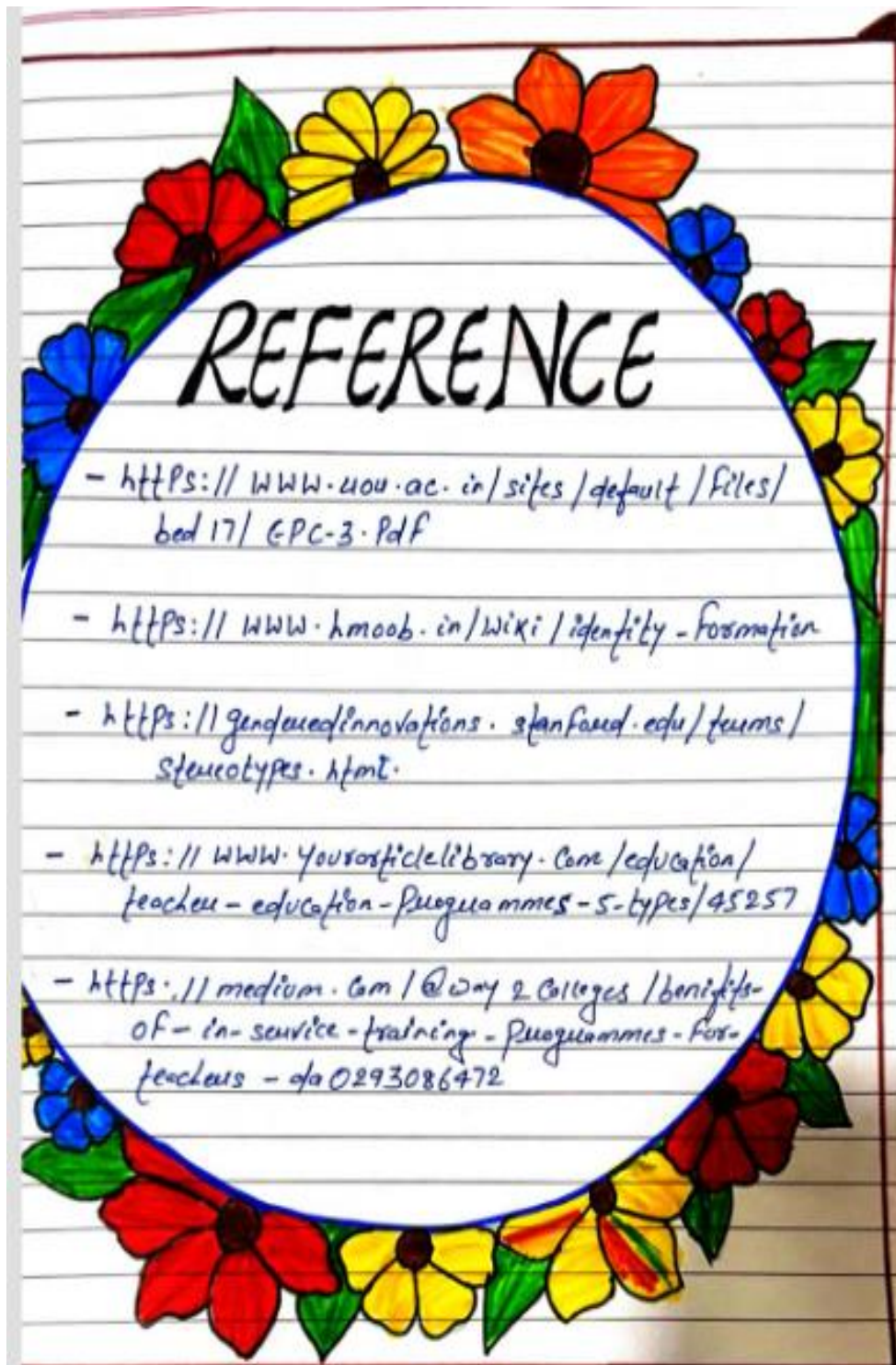
व्यक्तिगत स्व वह है जो एक व्यक्ति अपने हीन में विश्वास करता है या स्वयं हीन का प्रभाव करता है। यह एक व्यक्ति की मनोवैज्ञानिक प्रक्रियाओं जैसे अवलोकन, सीखना एवं अभिप्रेरण आदि से निर्मित होता है जो कि संयुक्त रूप से एक अद्वितीय संपूर्णता में स्थापित हो जाती है।

② सामाजिक स्व :-

मुझे या मेरा (me) सामाजिक स्व का दर्शाता है और उसका प्रतिनिधित्व करता है। मुझे या मेरा वह होता है जिसमें एक व्यक्ति दूसरों के प्रति प्रकार होता है या

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ACKNOWLEDGEMENT

In preparation of my assignment, I had to take the help and guidance of some respected persons, who deserve my deepest gratitude. As the completion of this assignment gave me much pleasure, I would like to show my gratitude to **NOUSHIA TABASUM (Assistant Professor MCTE)** for giving me a good guideline for assignment throughout numerous consultations.

I would like to expand my gratitude to our respected Principal **DR. SUNITA SINGH (Asst. Professor MCTE)** and **SHASHI SINGH (Asst. Professor MCTE)** for the co-operation, constant guidance and encouragement which helps me to overcome my doubts in doing this assignment. Her regular suggestions made my work easier and proficient.

In addition, a thank you to my parents who provided me with a suitable environment to do my assignment me and a thank you to all the teachers and my classmates who have helped me directly and indirectly in writing this assignment.


Principal

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TOPIC-1

(UNIT-I)

WARDHA COMMISSION

(1937)



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Introduction

The Wardha Scheme of Education (1937) is also known as *Nai Talim / Basic Education / Bunyadi Talim / Basic Shiksha*. The name 'Wardha scheme of education' derives its name from the education conference of National Workers held at Wardha under the president ship of Mahatma Gandhi. The scheme strengthened several constructive programmes for the economic, educational and social development of people. Gandhi ji considered education as an effective instrument of national reconstruction. It was given definite shape by the Committee under the chairmanship of Dr. Zakir Hussain who later on become the President of India.

Basic Education is also called The Wardha Scheme of Education.

- "Basic Education" is the contribution of Mohan Das Karamchand Gandhi (Mahatma Gandhi). According to Mahatma Gandhi, basic education is education for life and through life, basic education is also called Nai Talim or Bunyadi Shiksha. Some name Basic Education as Wardha scheme of Education in Wardha Ashram.
- The term 'Basic' is significant in Basic Education. Basic comes from the term "Base", Which means bottom or foundation. So in the literary sense, **Basic education (Wardha scheme of Education)** is the foundation of education or education at the primary level on which the edifice of the Superstructure of Higher Education can be built.

It is called basic education because:

- It is grounded on cultural traditions of India
- It emphasizes the acquisition of certain minimum knowledge and skills that every child is required to possess irrespective of caste, Creed, colour and gender
- It is the primary or starting point of Once education
- It is designed to meet the needs of the common man of the country
- It tries to utilize the inherent abilities of the child to the fullest extent
- It is correlated with the basic requirements like food, dress, shelter, healthful living, etc.
- It is closely related to the basic occupation of the society

Origin of Wardha scheme of Basic Education (1937)

- During Second Round Table conference held in 1931 in London, Mahatma Gandhi pointed out the unsuccessfulness of Primary education under the British rule.
- He criticized the British policies for the ineffectiveness of Indian education.
- Education as per Gandhi ji should be the holistic development (all round development)

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- So, Gandhiji published an article in weekly journal "HARIJAN" on July 31, 1937. On the basis of this article on October 22 and 23, 1937 an all India National Educational conference was held.
- That conference was called the **WARDHA EDUCATIONAL CONFERENCE**.

After this discussion on education, following resolutions were passed:

- National wide provision of free and compulsory education.
- Mother tongue should be the medium of instruction.
- The conference endorsed Mahatma Gandhi's proposal that education should be centered around some productive form of manual work and be integrally related to the central handicraft.

Appointment of Dr. Zakir Hussain Committee

- A committee was appointed under the chairmanship of Dr. Zakir Hussain to formulate the scheme of basic education in India.
- The committee also consisted other members including **Vinava Bhave, Prof. K.G Saigalain's, Arya Nayakam, Prof. K.T Shah, Kaka Kalekar, J.C kumarappa, Kishori Lal.**
- The report submitted by the committee and published in March 1938, came to be known as Wardha scheme of education.
- The report included the basic principles of Wardha scheme of education, its objectives, organization of schools, their administration, and instruction, promotion of craft centered education like spinning, weaving etc.
- The second report included agriculture, woodcraft metal work, and other basic handicrafts.

Main features of Wardha Scheme of Basic Education

- ✓ **Free and compulsory education:** Free and compulsory education was to be given for 8 years (from 6 to 14 years). It was to be given in two stages, the junior stage covering 5 years and senior stage for 3 years.
- ✓ **Craft centered education:** The idea behind the scheme was to provide education through some form of craft or productive work. It was to relieve the child from the tyranny of purely academic and theoretical instruction and to break down the existing barriers of prejudice between manual and intellectual work.
- ✓ **Self-supporting education:** It aimed to provide such kind of education which can be self-supporting in later life. The basic idea of Mahatma Gandhi was that if the craft which is chosen is taught properly, it would enable the school to pay the salaries of teachers. It would also ensure the dignity of labor along with livelihood for the students after leaving school.

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TOPIC-2

(UNIT-I)

MUDALIAR COMMISSION
(1952-53)



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Introduction

- ✓ The recommendations of Dr. Radhakrishnan were reinforced by the Secondary Education Commission, appointed in September 1952 with L.S. Mudaliar as Chairman. The report was submitted to its first parliament in 1953. The Secondary Education Commission known as MUDALIAR COMMISSION was appointed by the government of India in term of their Resolution to bring changes in the present education system and make it better for the Nation. DR. A. LAKSHMANSWAMI MUDALIAR, the Vice-Chancellor of Madras University was the Chair-person of this commission.
- ✓ The commission has observed, "We have to bear in mind the principle that secondary education is a complete unit by itself and not merely a preparatory stage, that at the end of this period, the student should be in a position, if he wishes, to enter on the responsibilities of life and take up some useful vocations. The age at which the child is to begin his secondary education and the age up to which it should be continued is therefore, a matter of considerable importance. It is now generally recognized that the period of secondary education covers the age-group of about to 17 years. Properly planned education, covering about 7 years should enable the school to give a thorough training in the courses of study taken by the student and also help him/her to attain a reasonable degree of maturity in knowledge, understanding and judgement which would stand him/her in good stead in life."

The Aims and Objectives of the Recommendations:

The commission has defined the aims of secondary education the following manner:

1. To Produce Ideal Citizens-

The Commission has realised that no nation can progress without a national feeling along with social feeling. Therefore, it has laid down that the aim of secondary education should be to produce such ideal citizens who imbued with strong national and social feeling. They are to prepare to shoulder their responsibilities and duties and to offer any sacrifice for the sake of their nation. Such citizens should have co-operative feeling directed towards universal brotherhood.

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While describing the national spirit the Commission has sub-divided it into three parts:

- ✓ The Commission has explained the concept of national feeling. It has urged that the students of the country should have faith in the greatness and importance of culture of their country and they should feel proud of the same
 - ✓ The Commission suggests that the student should himself make a self-study and analyze his own positive and negative traits with a view to improve his character and personality.
 - ✓ It has been emphasized by the Commission that one should be prepared to make any sacrifice for the nation.
- 2. To Develop Capacity for Earning Money**
The Commission is of the view that after having received secondary education one should be able to earn enough for maintaining himself. For developing this capacity vocational subjects should be introduced in the curriculum.
- 3. Quality of Leadership**
Secondary education should develop the quality of leadership in students. This quality is very necessary for the sake of democracy and for the development of the country as a whole.
- 4. To Develop Human Virtues**
Man is a social animal. So he should have the spirit of co-operation, discipline, humility, love, kindness and the feeling of brotherhood. The curriculum must have such subjects which may inculcate these virtues in students. Science, literature, fine arts, humanities, music and dance are some of such subjects.
- 5. To Improve Vocational Efficiency:**
The Commission regarded that self-sufficiency and national prosperity are possible through the creation of vocational efficiency of the students engaging himself in productive work.
- 6. To develop Personality:**
The secondary education should be moulded to develop the sources of creative energy among the students so that they can appreciate their cultural heritage to cultivate rich interests in Music, dance, drama, crafts.

Duration of Secondary Education

- ✓ The Commission has recommended that the secondary education should be for children between 11 to 17 years of age. It has divided this seven years' education into two parts-
 - (1) Junior High School stage for three years
 - (2) High School for four years.

12

REFERENCES

UNIT-1 TOPIC-1

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UNIT-1

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REFERENCES

UNIT-1
TOPIC-1

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UNIT-1

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MUNDESHWARI COLLEGE
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TEACHER EDUCATION

PEDAGOGY OF SOCIAL SCI - II

Submitted To :-
Uday Sir.
Assistant Professor
MCTE.

Submitted By :-
Nidhi Kumari
Roll no- 43.
B.Ed 1st Year.
Session- 2023-25..

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अभिस्वीकृति

मैं अपने अध्यापक **Uday Sir** का सम्मान और धन्यवाद करना चाहती हूँ कि उन्होंने मुझे इतनी शिक्षा प्रद परिशोजना बनाने का यह अवसर प्रदान किया।

इस परिशोजना से मुझे **PEDAGOGY OF SOCIAL SCIENCE II** में भूगोल और अर्थव्यवस्था के बारे में बहुत कुछ सीखने और जानने का मिला।

मैं अपने माता - पिता , भाई - बहन , मित्रों को भी धन्यवाद करना चाहूँगी।

धन्यवाद

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MUNDESHWARI COLLEGE
for
TEACHER EDUCATION

CC-09 ASSESSMENT FOR LEARNING

SUBMITTED TO:

KUMARI BARKHA
PROFESSOR
MCTE

SUBMITTED BY:

RABJOAT KAUR
Roll no. - 65
SESSION - 2022-24
Course - B.ed 2nd
Year

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I Would like to express my deep sincere thanks to my subject teacher "Shashi ma'am". who gave me the golden opportunity to do this wonderful assignment, which helped me in during a lot of research and I came to know about to many new things.I am really thankful to him.

Secondly, I would like to thanks my life partner, parents, friends and teachers who helped me a lot to finalizing this project within the limited time.

THANKS To ALL

Name –Sonali kumari

Roll no.-91

Session-20-22

TOPIC

Procedure of counselling:-

Initial disclosure,
In depth exploration
and
Commitment to action.

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INTRODUCTION

- Counselling is a therapeutic relationship between two people, i.e the counselor and the client in order to bring about positive change in the client.
- The counselor supports clients with physical, emotional, and mental health issues, helping them resolve crises, reduce feelings of distress, and improve their sense of wellbeing.
- While personal and theoretical approaches may vary, a professional counselor will typically begin by building a relationship with the client before understanding their situation and their reason for seeking help
- Then they can explore how to move forward and assist the client in changing their thinking, emotional responses, and behavior .
- successful, counseling offers the client the opportunity to change by establishing specific goals, improving their skills, promoting decision making, and improving relationships across life domains .

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COUNSELLING-

- A counselor is a professionally trained expert who helps people overcome their issues after a systematic chain of sessions.
- The types of counselling vary, depending on the needs of the clients.
- counselling is a talking therapy that allows people to discuss their problems with trained professionals in a peaceful and safe ambiance.
- The exact meaning of counselling might vary among individuals

But in general, it is the process where you talk about Your issues in Details either intending to overcome the same or to explore your thoughts comprehensively.

COUNSELLING DEFINITION:-

- Williamson "It is a means of helping people to learn how to solve their own problems."
- Carl Rogers (1965) "It is a definitely structured relationship which allows the client to gain an understanding of himself to a degree which enables him to take positive steps in the light of his new orientation."
- Jones " It is an activity in which all facts are gathered and focused on the particular problem of the counselor, who is then given direct and personal help."
- **UK's NHS website defines counselling as:** "A talking therapy that involves a trained therapist listening to you and helping you find ways to deal with emotional issues."

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COUNSELLING PROCESS

STAGES OF COUNSELLING PROCESS

**Initial
disclosure**

**In-depth
exploration**

**Commitment
to action**

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MUNDESHWARI COLLEGE FOR TEACHER TRAINING ASSIGNMENT PPT

SUBJECT :- METHOD PAPER (PHYSICAL SCIENCE)



SUBMITTED TO :-
NOUSHIA TABASSUM
(ASSISTANT PROFESSOR M.C.T.E)

SUBMITTED BY:-
NAME :-DILKISHORE DILWALA
ROLL NO:- 23
COURSE:- B.Ed
SESSION :- 2023-25

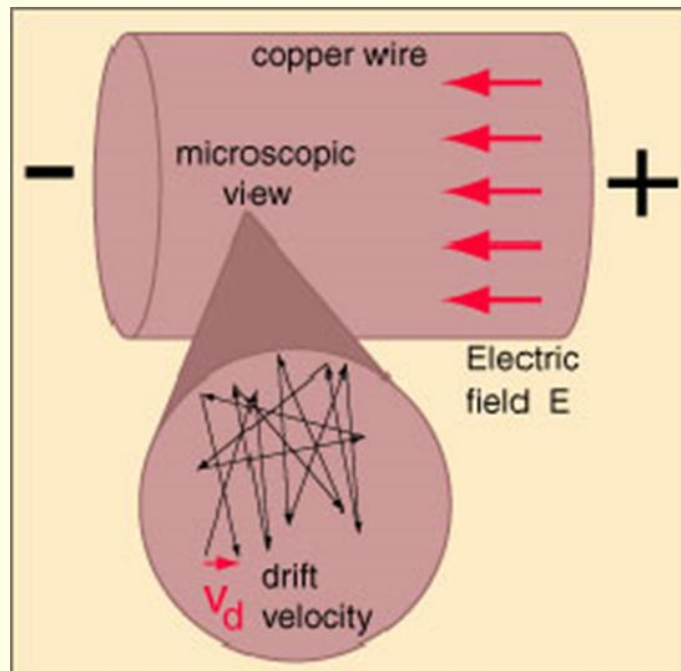
Electric Circuit



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What occurs in a wire when the circuit switch is closed?



What occurs in a wire when the circuit switch is closed?

- An electric field is established instantaneously (at almost the speed of light, 3×10^8 m/s).
- Free electrons, while still randomly moving, immediately begin drifting due to the electric field, resulting in a net flow of charge.
- Average **drift velocity** is about 0.01cm/s.

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Principal

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