



BASUNDHARA TEACHERS' TRAINING COLLEGE

(A UNIT OF NORTH BIHAR EDUCATIONAL TRUST)

RECOGNIZED BY NCTE-ERC, BHUBANESHWAR
AFFILIATED B.R.A. BIHAR UNIVERSITY, MUZAFFARPUR
DR. U.S. ROY KNOWLEDGE PARK, SILOUT (NEAR MARKAN CHOWK) N.H. 28,
MUZAFFARPUR (BIHAR) PIN-843119

Assignment Answer Book

Course: B.Ed Year: _____

Name: Sudhir Kumar Shrivastava

Roll No.: 50492 (College Roll No-39)

Date of Submission: _____

Subject: Contemporary India and Education Paper: CC-02

Session: 2022-24

Full Marks 20/10

Q.1	<u>08</u>	<u>08</u>
Q.2		
Q.3	<u>09</u>	<u>09</u>
Q.4		
Total Marks		<u>17</u>

Comment: _____

Signature of Evaluator


Principal
Basundhara Teachers
Training College, Silout
Muzaffarpur, Bihar


Coordinator
Examination Committee
BTTC, Muzaffarpur

Ans. 3. Plato has been considered a great philosopher, politician, mathematician, social reformer and educationist of the ancient period. It is very obvious to note that Plato has produced his thought in every field of education. We can recognize him with this conspicuous thoughts in the book "The Republic" and "The Log" in reference with education and philosophy. On account of conspicuous thoughts in these two books Plato has provided a great achievement to the educational and philosophical world. Very conspicuously we can state that Plato was an idealistic thinker. There we observe complete and supreme idealism in his thoughts. In reference with the Republic educationist Rousseau writes, "Republic is not an epic written only on politics, but also it is such an excellent creation for education as has never been written before." In this way, Plato achieved a lot of fame on account of writing the book namely "The Log" and "The Republic" as well. Philosophical idea of Plato. It is quite clear to say that Plato was the educationist who had idealistic thought. Plato accepted his thoughts the ultimate truth and reality of life. According to him, the relation of thoughts was not with the thoughts existed in the mind, because there is no existence of such thought in the life. These types of thoughts are momentous. Real ideals and thoughts are always related with

eternal values of life. This type of thought is the gist of whole of the world. It creates the ideals of Satyam, Shivam, Sundaram as well. Due to the medium of thoughts, real divine set up is performed. Plato has expressed philosophical views in two types written as under. 1. word related idea. Two types of world related ideas have been expressed by Plato. The first thing is that he does the performance of his thoughts, which he accepts as the world of considerations. Secondly, the world is related with worldly things in which we observe the impermanence of things. Ultimately, we think that the world of considerations is true and immortal. No change is there in it. There is independent and unchangeable existence of it. The consideration is the ultimate goal and truth of human life. Materialistic world is mortal and changeable. It is only the reflection of life. 2. Soul related ideas. Plato believes in the immortality of the world. According to Plato the soul is spirit and supernatural. There after the death of man, the soul's existence remains there on the earth. Therefore, we can say that soul is immortal. Its existence is not affected. The men who do evil deeds they get the result of their evil deeds. On the contrary, the men who do good deeds, they find the better place in the world of thoughts. It means that they achieve the ultimate truth in life. In this, we consider that Plato is in the acceptance

that man takes birth. Education related views of Plato accept that education is very essential for the development of man. In lack of education, there is no possibility of mental, intellectual and spiritual development of man. In his book, the Log Plato writes, "Education is the first and most superior thing in life which only the superior persons can achieve. The man should earn education for the establishment and leading the life superiorly. Man's character building is possible through the proper education and he achieves the power of recognising true and false ideas. Meaning of education by Plato takes all the virtues as the treasure of Education. On account of education moral and human qualities are developed in man. Making the meaning of education very clear in his book The Log Plato writes, "Education to me is the training which develops morality is the child through good habits, which creates the hatred in you towards the things from beginning to the end of life, the thing to which you show love. To me this is the real education. In this manner, Plato gives the great importance to develop the recognizing capacity in man what is correct or incorrect. According to him education develops the capacity of creating difference between correct and an incorrect. Aims of education by

Create positive view point in man towards comprehensive world and materialistic world. If the man keeps his thought towards materialistic world he will not get inclination towards comprehensive world. In this manner he cannot achieve the eternal values of life. Therefore, the function of education is to take the man upto that point which is the ultimate truth of life. Plato says that the aim of education is to make the eye move towards the enlightenment, which is already existed before the soul. It is not only the function of education to keep the total knowledge in the soul, but also to take out all the qualities which are involved with the soul. And this, this work can be done instructing the soul towards the proper goals. Therefore, the problems of education provides entire environment to the soul. In this manner, education should develop the character, humanistic and moral qualities in man to know the ultimate truth which is the main goal of man.

Curriculum by Plato - Plato has divided the curriculum into two parts. The first part is to provide Basic Education in which more importance has been given to physical exercise, games, sports, music, maths and history etc. The importance of poem has not been accepted in it. The poetry shows its effect only on emotions. Under the provision of higher education, great

effect on arithmetic, astrology, music, logic and science has been given as well. In the opinion of Plato, it can be said that in lack of higher education man cannot achieve the true comprehension. Therefore he should recognise the importance and existence of God in his soul. Plato writes once again, I want to remind you that only the power of clarification can make the absolute truth of logic very clear. It can only be given to the student who has been the student of science. Therefore, logic has been given a great importance in curriculum because truth can be recognised only by it. Teaching methods by Plato - Plato has accepted Socrates' method in teaching as well. In the provision of this method, question-answer technique has been adopted. The student has fundamental rights in it to ask questions to the teacher, and teacher solves the problem. It is the independent process of discussion. This teaching method is dependent on logic and thinking method. Besides this, games and sports method is also applied in primary classes. The students should be given independent thinking right to achieve the basic knowledge. Unnecessarily control should be prohibited as well. Plato says The knowledge achieved through force can never be permanent. Therefore basic education should not be based on force, but it should be dependent on recreation.

various views of plato related to education -
various views of plato related to education given
below - 1. School related views - plato suggests
for a determined place to provide education
properly. like socrates, he has opposed the provision
of providing education any where else. He is in
opinion that school is the proper agency to
create proper environment for providing education.
Due to school, the feeling of living in group
develops in the mind of the child. Thus, the learn
how to make an adjustment with the environment.
2. Teacher related views - plato has not expressed
any of the conspicuous expressed related to
teacher in his book. No manual code has been
formed in this regard. Therefore, he accepts the
man as a teacher who follows the path of justice
entirely. As plato worked as a teacher ideally in
one educational academy he wants to see the
reflection of an ideal teacher in this mind as well.
3. Discipline related views - plato has thrown the
light on the purified life along with self discipline.
He is in opinion that every man should keep
control over his sense organs and mind also. In
the form of social discipline, he respect the
importance of instructive discipline. plato, in his book
The log writes whether it is war period or its
is peace time, every one should follow his lead.
This thought provides us clear thinking that discipli

should be there in social and individual life. 4. Educational administration related views - Plato provides us his conspicuous thoughts relating to educational administration for extensive and proper application of good education. He suggests that the post of education minister should be created to enunciate education properly. Then education superintendents should be appointed as well citizens of the country. The age for this post should be set not less than 50 years as well. Therefore, two other directors also should be appointed to work under the post of superintendent. Besides this, other officers should be appointed for games and sports as well. In this way, we can say that Plato was in appointed the well set up organization in education.

Ans. 1. Rousseau (1712-1778) Jean Jacques Rousseau was born in 1712 at Geneva in the house of a poor watch-maker. His father on account of his irresponsible nature did not look after him. At the age of ten, he was committed to the care of his uncle. From the age of twelve to twenty-nine years he remained a vagabond. The key-note of the philosophy of Rousseau. "Everything is good as it comes from the hands of the authors of nature, but everything degenerates in the hands of man. Rousseau's ideal of the state

of Nature was a simple farming community or state without evils. Rousseau maintained that culture and learning had made people luxurious. He concluded that in a state of nature, men were more equal than they were under civilization. According to Rousseau - Every thing is good at it comes from the hands of man. Meaning of education according to Rousseau - For Rousseau, the aim of education was the attainment of the fullest natural growth of the individual. Education, he said is a natural not an artificial process. It is a development from within, not an accretion from without. The function of education is to preserve the child's goodness and purity without stain from the world. Methods of teaching according to Rousseau - Rousseau recommends learning by activity and experience. child centred education took the place of subject-centred education. At all times, he stressed the activity of the child in place of the activity of the teacher. He says, Teaching by doing whenever you can and only fall back on words when doing is out of question. Rousseau condemns the use of any book in the childhood and boyhood stage of Emile's schooling. He observes 'Too much reading serves only to make us presumptuous, block heads conceited and sophisticated.' Methods of teaching according to Rousseau - Rousseau recommends learning by activity and experience. child-centred education took the place of the activity of the teachers. He says Teaching by doing whenever you can and only

08


Principal

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Coordinator
Examination Committee
BTTC, Muzaffarpur



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Assignment Answer Book

Course: B.ED Year: 2023 (1st)
Name: Arshita Kumari
Roll No.: 761
Date of Submission: 03-06-23
Subject: Learning and Teaching Paper: CC-03
Session: 2022-24

Full Marks 20/10

Q.1	<u>08</u>
Q.2	
Q.3	<u>08</u>
Q.4	
Total Marks	16

Comment

Signature of Evaluator

Arshita Kumari
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Arshita Kumari
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Question-2

Q. What is the importance of motivation in learning doing education? What should be done by the teachers for motivation?

Answer →

Motivation, as the name suggests, is what 'moves' us. It is the reason we do anything at all. The concept of motivation may inductively seem fairly simple, a rich research literature has developed as researchers have defined this concept in a number of ways.

Social scientists and psychologists have approached the problem of motivation from a variety of different angles, and education researchers have adapted many of these ideas into the school context.

Theories of Motivation.

Intrinsic vs. extrinsic.

A common distinction made in the literature is between extrinsic and intrinsic form of education.

Intrinsic motivation is the act of doing an activity purely for the joy of doing it and its frankly very rare in school and work contexts.

Extrinsic motivation, or the use of external rewards or punishments to encourage student work completion, is generally painted in education as the

of good instruction.

Achievement of goal theory:-

It argues that all motivation can be linked to one's orientation towards a goal.

According to this theory there are two goals

- 1) Performance goals
- 2) Mastery goals.

Expectancy value theory:-

Goal orientation has a strong impact on persistence through a rigorous task, as described in expectancy value theory.

According to this model, expectations and values influence performance and task choice directly.

Flow theory:-

Flow is described as a psychological state in which an individual is purely intrinsically motivated and in which their sense of time is muted. Students experience flow during mastery-oriented tasks.

This state is accompanied by a lessening of self-consciousness, thoughts and feelings.

Nature Vs Nurture.

Each of these theories points on the malleability of motivation. While natural genetic variability will lead to differences in a student's innate desire, every student has the desire to reach their goals.

Importance of Motivation.

- 1) Motivation fosters creativity and critical thinking.
- 2) Motivation cultivates resilience and self-assurance.
- 3) To increase persistence motivation is necessary.
- 4) For improving performances and outcomes.
- 5) For higher levels of attendance.
- 6) For well being.
- 7) To change behaviour.
- 8) To develop competencies
- 9) To set goals

10) For planning and executing plans for future

Role of teacher in motivation.

i) Child centred approach:-

It is child who has to learn. So the child should be judged according to their ability, interest, capacity and previous experience of the child.

ii) Linking the new learning to the past:-

The child is easily motivated to learn the new materials if he thinks that he knows all that which is required as a base for the new learning.

iii) Use of effective methods, aids and devices:-
A new novel method helps in creating interest and motivation leading to the learner.

iv) Definiteness of the purpose and goals:-

It makes the learner interested and sets him to work in a desirable direction. So, it is the primary duty of the teacher to tell the students about the purpose of acquiring a new skill or experience.

Question-3

What are the maxims of teaching describe any five maxims of teaching.

Answer-

The maxim of teaching states that when teaching or instructing others, one should proceed from the definite to the indefinite.

This means that when imparting knowledge, it is best to start with specific, clear, and well-defined information, and then gradually move on to more abstract or general concepts.

Maxims of teaching are universally found facts by teachers on the basis of their experience. It is important for every profession to have some rules, ethics, code and other boundaries to practice that profession with utter fairness and trust.

Some of Maxims of Teaching.

-From known to Unknown:-

A step from unknown to unknown explains that it is possible for students to have some prior known and unknown concepts that are to be learned.

This maxim of teaching helps to make teaching more effective. For example, cooking and eating are known concepts for students but photosynthesis is unknown.

From simple to complex :-

It is always easier to understand simple concepts for students such as theory but understanding analytics is a complex concept. Teachers must teach simple concepts first to make a strong base for the complex concepts and slowly increase the level of complexity for students.

From concrete to abstract :-

Every fact of the maxims of teaching starts with a simple concept and builds up to a complex one. The fact for teachers from concrete to abstract can be explained with a simple mathematical solution. This helps in creating a better understanding among the students.

From Particular to General :-

Examples are the best way to understand any concept. This maxim of teaching helps teachers in creating a better understanding of the students.

The teachers should give particular examples of an incident or scenario and then the students should be asked to generalise them.

For example, you are teaching tenses to your students. Take a particular example to explain the use of tenses and then ask them to apply them in general situations and similar scenarios.

From whole to Part :-

It is easier for students to understand the entire concept at once and then focus on its multiple parts. This is a great way to make students learn the concepts and create an understanding of them. For example - in order to teach a poem, this manner of teaching is the best way and it's a fact for teachers.

First, read the entire poem in front of the class and make them understand the generalized concept of the poem and then start with the parts like understanding the meaning of each line, use of words, rhyme scheme, and other parts of the poem.

From psychological to logical :-

It is always important to keep in mind the ability and level of understanding of your students. Initially, it should be kept in mind to prepare them in the best way. Starting with psychology helps them to create

a logical understanding of the concepts.
This is a student-centred maxims of teaching.

From induction to deduction:-

Induction refers to arriving at a conclusion after analysing all the statements and examples, whereas deduction is entirely the opposite. Teachers should move from induction to deduction.

For example - while teaching active and passive voice, teachers should first give some explanations of forming sentences from active to passive and then use them in continuous conversation.

From Empirical to Rational:-

This maxim of teaching is a journey from smaller maturity levels to a higher maturity level. Empirical is based on first-hand observations and rational is based on more argumentative and logical reasoning.

Teachers should start with empirical knowledge and then get to rational concepts. This helps teachers in making students understand the logic behind general concepts.

From Analysis to Synthesis:-

Analysis means breaking down a complex

Concept into simpler parts and analysing them whereas synthesis is bringing all separated parts together or we can say it is used for fixation. The best way to explain this maxims of teaching is that a sentence can be analysed by breaking it down into many parts, such as nouns, verbs, adjectives etc.

From Actual to Representative:-

The use of actual objects in education is really important, especially for students of lower classes to form concrete learning. Whereas for representative learning, pictures and visuals can be used to explain to senior students who already have an understanding of the real ones. This is a great way to teach students.

From definite to indefinite:-

Starting from definite concepts make it easier for students to understand and then move on to indefinite knowledge. Such as starting from rules of grammar, tenses etc and then the vast concepts.

These are the maxims of teaching that are universally applicable. Use these in your teaching method and make your teaching more effective.


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First/Second Terminal / Test Examination 2023-2024

INSTRUCTIONS

1. Do not write any thing on back side of this cover page.
2. Read the instructions carefully given on the Question paper.
3. Use only blue & black ball point pen.
4. Use of red green pen is strictly prohibited.
5. Use of any unfair means or indiscipline is strictly prohibited.
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7. Write on both sides of pages of the answer Book.
8. Write your Roll number on the Graph Paper / Chart / Supplementary Sheet & tag these along with the main answer sheet/property.

(To be filled by the examinee)	
COURSE	B.Ed
SESSION	2023-24
NAME OF PAPER	Knowledge & Curriculum
PAPER NUMBER	C.C-8
DATE	3.10.2023
DAY	Tuesday
Supplementary Sheet	

Roll No. in Figure	71
Roll No. in Words	Seventy one
Facsimile of Supdt.	

Iyotika Sharma (Name & Signature of the Student)	
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Checked the entries made by student

(Signature of Invigilator in full)
[Signature]

Date 03.10.23 Room No.Hall....

MAXIMUM MARKS	
Q.No.	MARKS OBTAINED
1.	12
2.	
3.	12
4.	
5.	13
6.	
7.	
8.	13
9.	14
10.	
Total in Figures Sixty-four	
Total in Words - 64	

<i>[Signature]</i> (Signature of Examiner with Date)	
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[Signature]
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Examination Committee
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UNIT-I

Ans 1-

KNOWLEDGE

Introduction

Knowledge are food to brain. Knowledge come from a healthy mind. Knowledge is a process of collecting or acquiring information through experience, observation and exploration is consider as knowledge.

(12)

* Knowledge - (Meaning and Definition)

- According to Oxford Dictionary :-
Knowledge is acquired information through Empirical and non Empirical ways.
- According to Plato :- According to Plato knowledge is based on 3 main factors :-
 - 1) Justified
 - 2) Truth
 - 3) Experience.

- Knowledge is always a justified or proved statement or information.
- Knowledge is always true. It cannot be any false narrative.
- Knowledge is always based on experiences of any person.

* TYPES OF KNOWLEDGE

1) PRIORY KNOWLEDGE

2) POSTRIORY KNOWLEDGE

3) EMPERICAL KNOWLEDGE

- Priory Knowledge :- Priory know is based on previous fact and it is always be will be the same.

For Example : $2 + 2 = 4$ (It is truth and Justified if we will add 2 with 2 is always equal 4)

- Priory knowledge follow the pro

- Posterior knowledge :- Posterior knowledge ~~have~~ come after experience means there are different ways of one information.
- Empirical knowledge :- Empirical knowledge comes through observation with various observing skills.

* SIGNIFICANCE OF KNOWLEDGE

- Knowledge helps in various aspects of human life. It helps in solving different situation or difficulties of life.
- Knowledge generate curiosity in life.
- Senses works actively in human beings.
- Knowledge helps in achieving Goals of our life.
- Knowledge prove a healthy mind and healthy soul.

* CONCLUSION

- ~~At~~ Knowledge is dynamic in Nature a healthy body leads to healthy mind.
- Knowledge always comes through experiences
- Knowledge ~~creates~~ comes from curiosity, Activeness, observation etc.

UNIT - II

Ans 3 - FEELING

Introduction

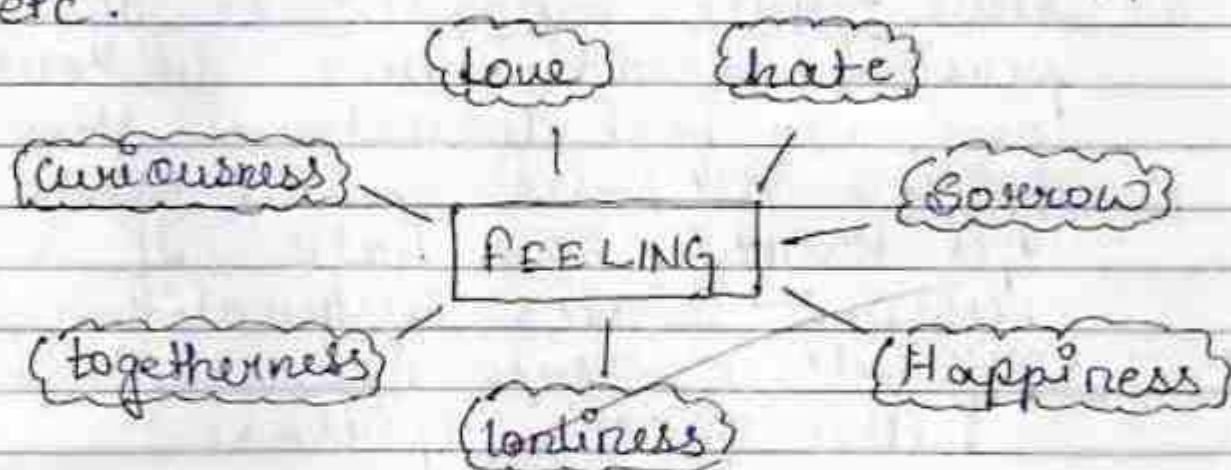
Feelings are the natural process of human beings.

(12) - Every human body is consist of different feelings.

- There are different types of feeling present in human beings.
- Feeling may vary time to time age to age person to person

* Meaning and Definition of Feeling

- A person without feelings are equal to stone.
- Every living body have different feeling like love, hate, sorrow, happiness etc.



- Apart from the above there are many more feelings present in humans.
- Feelings varies with age to age like Adult will think more maturely than a child.
- feeling are also a part of hormonal changes.
- Feeling also changes through Experiences

* CONCLUSION

- * - Feelings are Natural process of living beings feeling helps in growth and development of a person.
- Feelings are also a biological process due to puberty and hormonal changes feeling may vary.

* UNIT - III

QNS5 CURRICULUM

Introduction

Curriculum are the prescriptive planning to improve or guidance to be required or help the Education System

curriculum $\xrightarrow[\text{Latin}]{\text{Greek}}$ Curricule = to Run

Curriculum is a derive from Latin word Curricule. which means to run

* Definition of Curriculum

- Curriculum are made by Government.
- Curriculum are made to help the Educator in the process of teaching learning.
- Curriculum are made to reduce literacy gaps and make Education more effective.
- Curriculum are rigid but sometimes it changes by considering requirement of the students, teachers, society and Nation.

* IMPORTANCE OF CURRICULUM

- Curriculum are the frame of Education.
- It helps teachers/Educator in teaching learning process.
- It helps as a Guidelines for teacher as well as students.

- It provide Motives of teaching learning process.
- It focusses on growth and development of a students.
- It Enhances the of or focus on Enhancement of Education System
- It runs as a whole system not part by part.

* UTILITY OF CURRICULUM

- Utilisation of Curriculum is very wide in nature.
- Curriculum is need for development in Education system
- Curriculum is child centric. Its main aim is to holistic development of a child.
- Curriculum is need to Introduce differer methods of learning

* CONCLUSION

- Curriculum are the set of guidance provided to the Educators for conducting quality education in Schools.
- It is designed and passed by the Central government.
- Its main aim and objective is to provide quality education up to the age of 14 or 14+.
- To fulfill the gap of present in Education system.

UNIT IV

ms8 - NEEDS OF CURRICULUM IN SCHOOL

Introduction

③ Curriculum is meant to develop the process of teaching learning in schools.

- Curriculum is designed in such a way that all the schools have

= to follow it.

* NEEDS IN SCHOOL

- Curriculum is a structure to Educations which should be followed by Schools.
- Curriculum is need to promote Education and also provide quality Education to every students.
- Curriculum is need for the holistic development of a students.
- Curriculum helps the schools in providing different modes and methods of teachings.
- Curriculum provide proper Infrastructures, Equipments, Material in schools for better Education.
- Curriculum helps in providing

different ways in teaching in schools.

- Curriculum helps in providing proper Environment in schools.
- It fulfills the gaps in Education with different schools.

* CONCLUSION

- * - Curriculum are set of Information to helps and smoothen the teaching learning process in schools
- Curriculum is made by the considering the required ment of students, teacher, School as well as Nation.
- Curriculum is prescriptive in Nature. It is made to provide Equality in Education system.
- Curriculum is made for promoting Quality in Education.

UNIT - V

Ans - 9

AUDIO-VISUAL AIDS IN CURRICULUM

Introduction

- Curriculum has provided various Media or Material to improve the teaching learning process.
- Curriculum is made to ease & make the the teaching learning process more interesting.
- Curriculum is focused on Quality learning and It also provide Equality in learning.
- It is made for student holistic development.
- Curriculum is also focussed on infrastructure of the classrooms, Teaching learning materials, Technologies used for teaching etc.

* Audio - Visual Aids

- Audio - visual Aids are the tool used listening and picturing. ~~the~~ method used in teaching.
- Audio - visual Aids helps as a tool for those who are slow learners.
- Audio - visual Aids are used by a teacher in classroom.

* Importance of Audio - Visual Aids

- Audio - visual Aids teachers to easily teach in classrooms.
- Without the help of Audio those who have problem in visualisation that child can easily understood the lesson.
- Children those who have hearing problem can easily understood with the help of pictures.

Audio-Visual Aids makes teaching as well as learning more interesting and easy to understand.

It helps in Quality learning

It helps in development of Knowledge, Thinking, of a students.

It saves time and make learning more flexible.

CONCLUSION

- Curriculum are the various sets of teaching learning Aids.

- The Teaching learning Aids are use to make Education more interesting and easily to teach and understood.

- Audio - Visual Aids helps us need for provide quality Education
providing

- Audio-visual Aids Engage Every students in learning process.
- Audio-visual Aids are needs to teach the students more effectively in the classroom.
- It also helps to Active the student in learning.

Amish

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First/Second Terminal / Test Examination 20.2.23-20.2.24.....

INSTRUCTIONS

1. Do not write any thing on back side of this cover page.
2. Read the instructions carefully given on the Question paper.
3. Use only blue & black ball point pen.
4. Use of red green pen is strictly prohibited.
5. Use of any unfair means or indiscipline is strictly prohibited.
6. Write you Roll No. in the specified column.
7. Write on both sides of pages of the answer Book.
8. Write your Roll number on the Graph Paper / Chart / Supplementary Sheet & tag these along with the main answer sheet/property.

(To be filled by the examinee)	
COURSE	B.Ed
SESSION	2023-25
NAME OF PAPER	Childhood & Growing up
PAPER NUMBER	CC-01
DATE	18.12.2023
DAY	Monday
Supplementary Sheet	

Roll No. in Figure	7
Roll No. in Words	Seven
Facsimile of Supdt.	

Anshula Bindu (Name & Signature of the Student)
--

Checked the entries made by student

P. B. Singh
(Signature of Invigilator in full)

Date 18.12.2023 Room No. 01

MAXIMUM MARKS	
Q.No.	MARKS OBTAINED
1.	12
2.	---
3.	---
4.	15
5.	15
6.	---
7.	12
8.	---
9.	07
10.	---
Total in Figures <i>Sixty one..</i>	
Total in Words <i>61</i>	

<i>P. B. Singh</i> (Signature of Examiner with Date)

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P. B. Singh
Coordinator
Examination Committee
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UNIT - I

Ans 1. Childhood is the bedrock stage in the human life. When an infant grows to the next stage is called childhood. Childhood is the stage where a child instill the social values, beliefs, physical development and many other things. So during the childhood, we should focus on the development of characteristics of child when he is a child.

While growing up during the childhood stage following development contexts should be kept in mind:

① Physical Development - During childhood a child undergoes a physical development. We should ensure proper physical growth of a boy child or a girl child. Physical development can be given by many activities such as sports, games, etc. During childhood a child develops motor skills to do various activities.

a) Gross motor skills - A child can move their body parts coordinately. ~~Ex~~
Example: balancing games, hand-eye-coordination, etc.

b) Fine Motor skills - During childhood a child develops fine motor skills to enhance their physical development.

c) Develops strength - A child develops some strength to carry various things that induces their physical growth.

d) Develops

② Mental Development - During childhood, the child begins to grow physically as well as mentally.

A healthy body leads to a healthy mind. So, to make a child mentally strong we should first make the child fit physically. A child learns to think, reason and connect if proper mental growth is there. School and parents play an important role in inculcating mental growth in kids. They

• School - School can engage child in various mind games or mental games to enhance their development

• Parents - Parents can make them physically fit by giving proper nutritious diet so that they can use their healthy

body to enhance their mental growth.

③ Social Development - A child learns to socialize at a very young age. Socialization means to interact within the environment with your family, friends, society, etc. School, family, parents, peers, etc. play a very crucial role in inculcating the social values in a child during the tenure of childhood.

• School - In school children learn to socialize with their peers, interact with their teachers. They participate in various games or activities to enhance their social skills.

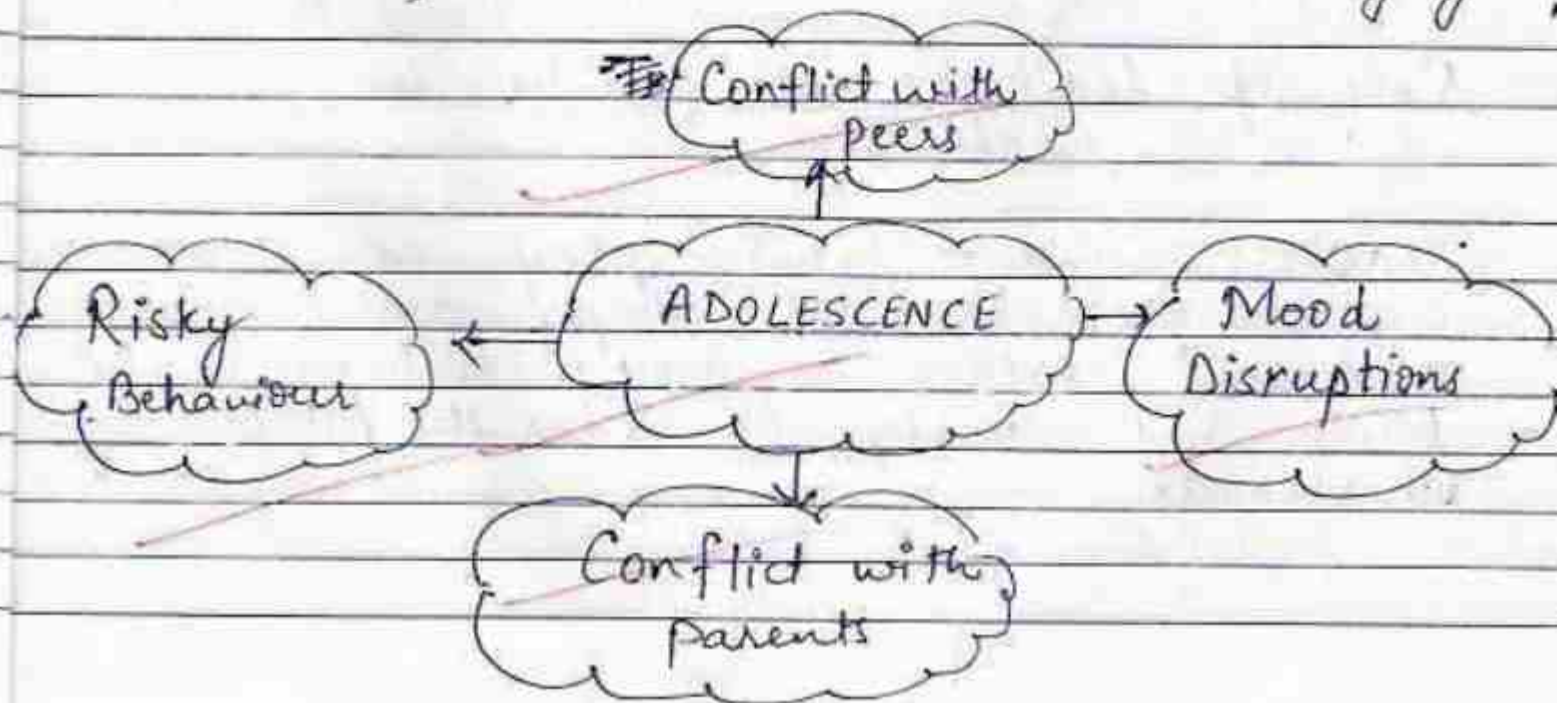
Example: In the playground, while playing in a team a child learns the importance of team work, interacts with teammates to play better and learn the importance of sportsmanship.

• Family - Within family a child learns to interact with their parents or caregivers. Grandparents instill social values in their grandchild. Parents interact with the child to develop him better.

UNIT - II

Ans 4. Adolescence is a stage where a child transitions from childhood to adulthood. During adolescence, an individual undergoes changes in body and brain. ~~A~~ During adolescence, there is a decreased level in self-confidence and increased level of sensitivity when ~~an~~ ~~at~~ an individual hits puberty. This happens due to emotional immaturity, physical and hormonal changes.

During adolescence, a child undergoes mood disruptions. One minute the child is happy and the next minute he is depressed. Adolescents are more vulnerable than any other age groups. They exhibit anger, frustration, loneliness, fear of missing out, more in relation to other age groups.



<u>Categories</u>	<u>Role of Teacher</u>	<u>Role of Family</u>
<p>① Academic Performance and Career Development</p>	<ul style="list-style-type: none"> • Teachers can provide effective learning to enhance their academic performance. • Teachers can foster learning environment in school. • Teachers can guide about the career development. 	<ul style="list-style-type: none"> • Parents can create friendly environment. • Parents can assist child in their homework. • Parents can encourage educational aspirations of a child.
<p>② Mental and Emotional Development</p>	<ul style="list-style-type: none"> • Teachers should focus on mood swings or changes in a child. • Teachers should provide safe and healthy environment. 	<ul style="list-style-type: none"> • Parents should encourage open discussions about the feelings and other things. • Parents should set goals. • Parents should make a happy atmosphere at home.

③ Social and Interpersonal Development

- Teachers should develop social and interpersonal skills by various activities such as group discussions, debate, quiz, etc.

- Parents should inculcate social skills by making them participate in various activities in the society.

- Teachers should motivate kids to participate in inter-school competitions which will boost their social and interpersonal skills.

- Parents should encourage their kids to play outside or actively participate in social or cultural programmes.

④ Identity and Self-Esteem

- Teachers should help a child to build a good identity of a child and boost their self-esteem.

- Parents should be open for talk on various topics so that a child never feels shy or scared to share their views with parents.

- Teachers should organize various

- Parents should talk or debate

activities like story narrating, introduction of a topic, double coat debate, etc. to boost self esteem and confidence in kids.

with their kids to boost their self-esteem and keep healthy learning environment.

2) Peer Pressure and Risky Behaviour

• Teachers should guide them about the peer pressure and its effects.

• Parents should not judge their child or compare them with their friends/peers.

• Teachers should encourage students to have healthy competitions.

• Parents should teach them about the results of peer pressure.

• Teachers should motivate students to organize groups study and encourage their friends to participate.

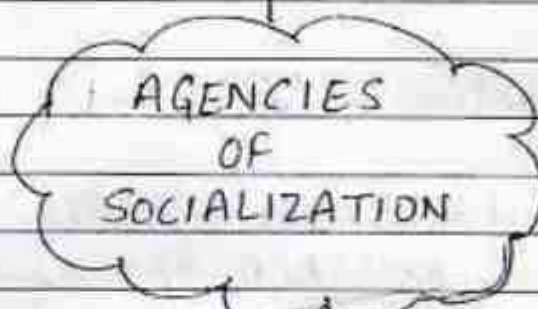
UNIT-III

Ans 5. Socialization is a process through which an individual learns to interact with others. Socialization starts at the time of birth and ends at death. It is a life-long dynamic process. An infant starts socializing with their near ones by smiling at them. A child starts socializing by saying a group of words.

Socialization is a dynamic process which starts as early as an infant and stays with us as late as the time of your death.

Socialization is an important factor for an individual to grow and develop in a society. An infant learns to socialize from home. During childhood a child socializes at home and starts socializing at pre-school or day care. In adolescence an individual develops ~~mastering~~ socializing skill to socialize better at their school or with their peer groups.

- Environment
- Political Groups
- Workplace



- Religious Groups
- Ethnic Groups
- Clubs / Teams

- Family
- School / Day Care
- Peers
- Society

Process of socialization -

- (i) Family - Socialization starts with the family. An infant or a child learns to identify social values from itself. Therefore, it is rightly called that a family is a "cradle of social virtues".

Family is the first place where one ~~keeps~~ starts socializing.

② School / Day Care - After family,

'school or day care' is the place where a child learns to socialize.

• Socialization with their peer groups -

→ a child learns with their peer groups or kids of same age or class while learning and playing.

• → a child learns and plays with kids of different region, religion, gender and other aspects which keeps them to socialize better.

③ Society - The surrounding or people around us is our society.

A place where we live is our society. A child socializes well in the society with the people of their known.

Example: When a child greets their neighbour / security staff by saying Hello or Namaste it comes under the social skill development.

④ Religious Groups - People learn to socialize well at various religious groups. At these events or organisations people socialize with their like ones.

⑤ Ethnic Groups - People socialize at people of their same ethnic groups with the same ethnic values.

⑥ Workplace - Employers and employees learn to socialize well through their type of work and blend well with their teams to perform good as a team.

⑦ Political Groups - People learn to socialize at different political groups who share some or different political views or beliefs.

⑧ Clubs / Teams - People join various clubs or teams to socialize with their team-mates.

UNIT- IV

Ans 7.

Individuals are different from one another on the basis of region, religion, caste, creed, gender, behaviour, etc.

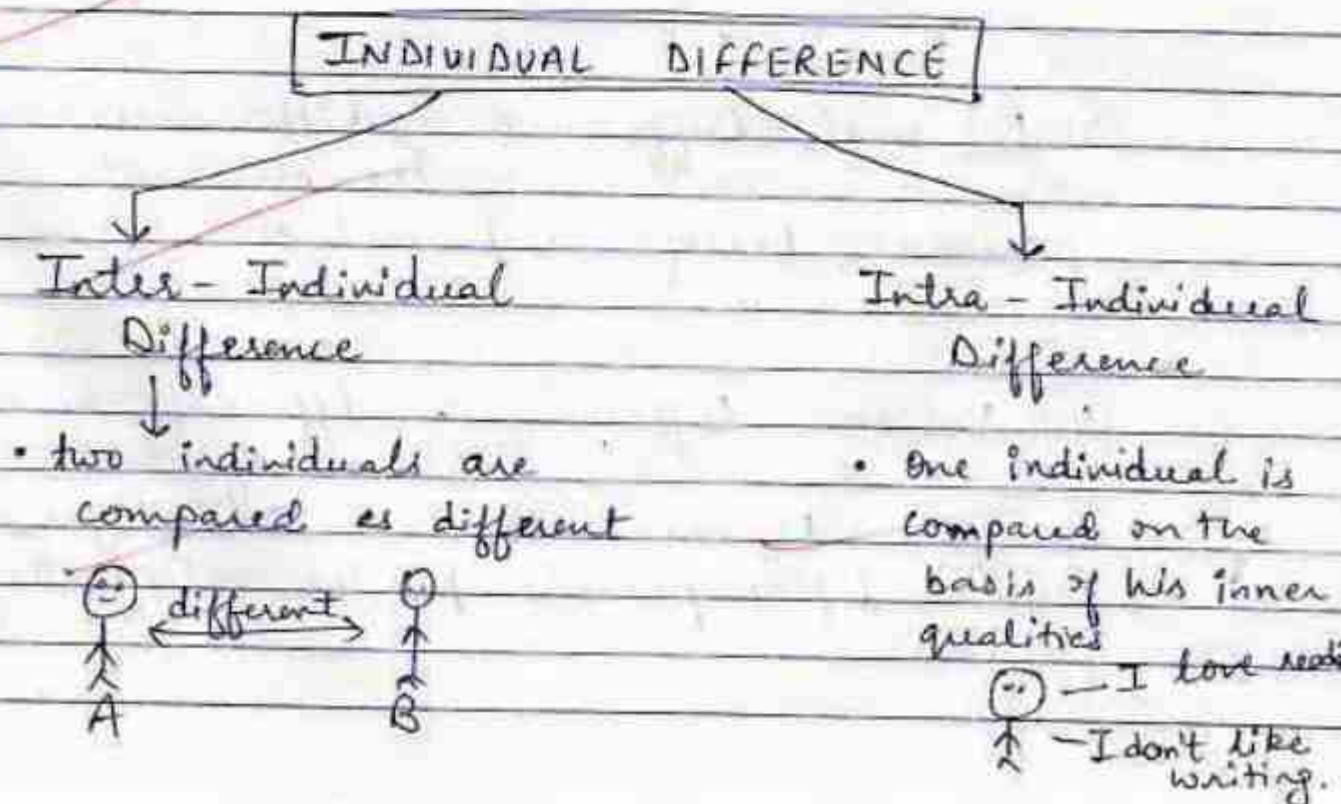
(12)

Individual difference means how individuals are different from each other in respect of certain given parameters.

Individual differences are of two types -

(1) Inter-Individual Difference

(2) Intra-Individual Difference



Factors affecting individual differences are -

① Physical Difference - difference on the basis of appearance. Somebody is fat, someone is thin. Some is fair complexion, someone is dark complexion. We differ people on the basis of their physical appearance.

② Age Difference - difference on the basis of age. We can easily differentiate people on the basis of their age. According to that individual will learn as per their age.

③ Personal Difference - difference on the basis of personal beliefs and values.

④ Religious Differences - difference on the basis of which religion do one follows. We can differentiate or define persons by the religion they follow.

(5) Temperamental Difference - difference on the basis of temperaments that individual inherits.

(6) Mental / Cognitive Difference - difference on the basis of the thinking or logical skills of an individual.

(7) Difference in speed learning and retention -

We differ people according to their speed of learning - are they slow learners or quick learners and also on the basis of their retention skills. What they learn and how much they can retain in their mind about the learnings made.

(8) Personality Difference - difference on the basis of certain grounds such as hate, love, anger etc.

(9) Moral Difference - difference on the basis of our moral beliefs or values.

(10) Social Difference - difference on the basis of how well or how poor do we socialize with others.

(11) Educational Difference - difference on the basis of our education, school, educational values.

(12) Socio-Cultural Difference - difference on the basis of social and cultural belongings and upbringing.

(13) Socio-economic Difference - difference on the basis of economic background, income, society we live in.

UNIT-V

~~41~~

Ans 9. Identity formation is a continuing process of how we behave. How we present ourselves in front of others also comes under identity formation.

Identity formation can be influenced by ~~many factors~~ such as -

① Influence by peer - peer groups can influence one's identity both positively and negatively. Good company of friends can make you and bad company of friends can erode you.

Example: If your friend is good in studies you will also try to improve your identity and become good at studies.

② Influence by media - Media or mass media can influence one's identity formation.

③ Influence by technology - Technology can influence one's identity formation.

Example: If we study online then technology is influencing positive on your identity formation.

If you watch reels and youtube shorts with no learning then it will have bad influence on your identity.

④ Influence by globalisation


Principal

Basundhara Teachers
Training College, Silout
Muzaffarpur, Bihar


Coordinator
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BTTC, Muzaffarpur



BASUNDHARA TEACHERS' TRAINING COLLEGE

(A UNIT OF NORTH BIHAR EDUCATIONAL TRUST)

RECOGNIZED BY NCTE-ERC, BHUBANESHWAR
AFFILIATED B.R.A. BIHAR UNIVERSITY, MUZAFFARPUR

First/Second Terminal / Test Examination 2023-2024

INSTRUCTIONS

1. Do not write any thing on back side of this cover page.
2. Read the instructions carefully given on the Question paper.
3. Use only blue & black ball point pen.
4. Use of red green pen is strictly prohibited.
5. Use of any unfair means or indiscipline is strictly prohibited.
6. Write you Roll No. in the specified column.
7. Write on both sides of pages of the answer Book.
8. Write your Roll number on the Graph Paper / Chart / Supplementary Sheet & tag these along with the main answer sheet properly.

(To be filled by the examinee)	
COURSE	B.Ed
SESSION	2022 - 2024
NAME OF PAPER	Creating An Inclusive School
PAPER NUMBER	CC - 10
DATE	05 / 10 / 2023
DAY	Thursday
Supplementary Sheet	

Roll No. in Figure	56
Roll No. in Words	Fifty Six
Facsimile of Supdt.	

<p>Preeti Kanjan (Name & Signature of the Student)</p>
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Checked the entries made by student

Preeti Kanjan
(Signature of Invigilator in full)

Date 05/10/23 Room No. 03

MAXIMUM MARKS	
Q.No.	MARKS OBTAINED
1.	08
2.	—
3.	—
4.	10
5.	07
6.	—
7.	—
8.	—
9.	—
10.	—
Total in Figures	25 Twenty Five
Total in Words	25

<p><i>[Signature]</i> (Signature of Examiner with Date)</p>

[Signature]
Principal
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Muzaffarpur, Bihar

[Signature]
Coordinator
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BTTC, Muzaffarpur

UNIT - I

Q. 1. What do you mean by inclusive education? Discuss its characteristics and objectives.

समावेशी शिक्षा से आप क्या समझते हैं? इसकी विशेषताओं एवं उद्देश्यों का वर्णन करें।

Ans: समावेशी शिक्षा का तात्पर्य है "सबों के लिए शिक्षा" एक समान सभी को शिक्षा प्रदान किया जाना चाहिए। यह है उच्च जाति का है या निम्न जाति का, अमीर है अथवा गरीब है सबका समान शिक्षा मिलनी चाहिए।

NCF (National Curriculum Framework) 2005 ने भी समावेशी शिक्षा पर बल दिया है। पहले के समय में शिक्षा प्राप्त करने के लिए बहुत सारे बाधाएँ मिलीं। सब किया जाता था। जिसमें सिर्फ उच्च जाति, परिवार और अमीर आदमियों के बच्चे ही सिर्फ शिक्षा ग्रहण कर पाते थे। वहीं निम्न और मध्यम वर्ग के

लोगों के लिए शिक्षा प्राप्त
वारना बहुत मुश्किल था।

(आजका) अब यह सब
बहुत आसानी से प्राप्त हो गया
है। अब सभी वर्गों, जात,
उमिर, गरीब, किल्यांग (handi-
wrapped) आदि सब सब (समान
शिक्षा) प्राप्त कर सकते हैं।
आर और हमारे संविधान में
सर्वों के लिए सब प्रावधान
बनाया गया है। सभी
समस्या बराबर हैं। उन्हें सब
प्राप्त बराबर मिलनी चाहिए।
चाहें वा शिक्षा हो या फिर
जीवन जीना। सभी को
बराबर का हकदार बनाया
गया है। सभी व्यक्तियों को
बराबर का अधिकार प्राप्त
है।

उसी को NCF (National
Curriculum Framework) 2005
में भी यह सब सब के
लिए समान बनाया है।

"Education for all"

आर निम्न के द्वारा आर में
मान मिल गए।

Characteristics of Inclusive Education :-

- (i) समावेशी शिक्षा के द्वारा शिक्षा प्राप्त करने में जो मंद - भाव होता है उसे प्रेरित किया गया।
- (ii) इनके द्वारा सभी बच्चे को समान रूप से शिक्षा प्राप्त करने हैं।
- (iii) समावेशी शिक्षा से सभी बच्चों का विकास समान रूप से होता है और जो बुरावर रूप से देखे के विकास में अपना योगदान दे पाते हैं।
- (iv) समावेशी शिक्षा के लिए ही राज्य सरकारें (State Government) के गरीब और असहाय बच्चों के लिए विशेष शिक्षा की व्यवस्था की है जिसमें जो मंद अन्य बच्चों को तरह शिक्षा प्राप्त कर सकें।
- (v) समावेशी शिक्षा के द्वारा ही अब मंद - भाव भी समाप्त हो पाया है।

(i) जन्मजात श्रवण बाधिता :-

जन्मजात श्रवण बाधिता में यह तात्पर्य है कि जब लघ्य जन्म से ही इसी समय से उन्हें सुनने में Problem होता है यह बाधिता जन्मजात बाधिता है और यह समस्या लघ्या का कान से होती है कान में ही किसी nerves का जब जाने या कोई कारण से nerves का damage हो जाने की स्थिति में जन्मजात श्रवण बाधिता उत्पन्न होती है

(ii) ^कजात श्रवण बाधिता :-

यह श्रवण बाधिता जीवन में किसी प्रकार की दुर्घटना (accident) की जाने की वजह से होती है इसमें व्यक्त जन्म से ही बिलकुल ठीक होता है पर किसी कारण से बाद में कान का nerves याद damage हो जाते हैं तो वह ^कजात श्रवण बाधिता बाधिता है

अवण लायित बालकी के लिए शोकाव सबंध :-

(i) अवण लायित बच्चों के लिए दुसरे समाजि का ज्यादा से ज्यादा उपयोग किया जाना चाहिस ।

(ii) अवण लायित बच्चों के लिए Dislexya machine का सुयोग किया जाना चाहिस । ताकि वा सी other (दूसरी) बच्चों की तरह सब कुछ सुन सके ।

(iii) Dislexya वाले विद्यार्थी के लिए ज्यादा चलाचित वाली पुरतकी का उपयोग किया जाना चाहिस ।

(iv) अवण लायित बच्चों के लिए सांकातिक भाषा (Sign language) का सुयोग किया जाना चाहिस । ताकि वा सी दुसरी बाली को समझ सके ।

(v) अवण लायित बाली बच्चों के साथ बिलगाव नही किया जाना चाहिस (Separation) उन्हे सी समी बच्चों के साथ ही बढाना चाहिस ।

10

UNIT - III

Q. 5. What do you mean by Educational management for S.W.D.N? Describe in details.

विभिन्न आवश्यकता वाले बच्चों के लिए शिक्षण संबंधक से आप क्या समझते हैं?

Ans :- विभिन्न आवश्यकता वाले बच्चों से निम्नांकित तात्पर्य है :-
 विभिन्न वर्गों के बच्चों के गाँवों में निवास करने वाले बच्चों जिनकी पास साधन की कमी है वे भी बच्चों जिनकी माता पिता उन्हे शिक्षा प्रदान करने में असमर्थ है वे बच्चों को कोई शैक्षणिक विचार से ग्रसित है या वे बच्चों को मन्द बुद्धि के हैं उनादि।

- (i) Low IQ level.
- (ii) ADHD = Attention deficit hyper Disorder.
- (iii) Dyslexia
- (iv) Dyscalculia
- (v) Dysgraphia, etc.

* सभी बच्चों को अलग-अलग संबंध रहे आनश्यकता होती है। जैसे :-

(i) अिनकी माता - पिता बच्चों को पहचान लिये जाने से असमर्थ है उनके लिए निःशुल्क (free) शिक्षा रहे व्यवस्था की जानी चाहिए।

(ii) जो बच्चे शहर से दूर गाँव में निवास करते हैं उनका लिए गाँव में ही बेहतर शिक्षा प्राप्त करने की जरूरत है।

(iii) जो बच्चे संदर्भ वाले हैं उन्हें सभी बच्चों को साथ रखकर उनपर विशेष ध्यान दिया जाना चाहिए।

(iv) जो बच्चे निम्नलिखित प्रकार के विभिन्न बिमारी (diseases) से ग्रस्त हैं। For eg :-

(a) Diarrhoea = अलग बाधित वाले बच्चों को लिए ज्यादा से ज्यादा सांकेतिक भाषा का प्रयोग किया जाना चाहिए। इनके लिए दूधय सामग्री का उपयोग

बिना जाना चाहिए।

(b) Dyscalculia इसमें बच्चे गणित कमजोर होते हैं। इसके लिए उन्हें प्रारंभिक शिक्षा के समय से ही गणित विषय से ज्यादा से ज्यादा अवगत कराना चाहिए।

(c) ADHD = इस विकार से प्रसिक्त बच्चों को सही उपचार की आवश्यकता होती है। क्योंकि इस विकार से प्रसिक्त बच्चे स्कूल जगह अपना दिमाग खिंच (Incontinent state) नहीं कर पाते हैं।

(d) Dysgraphia = इस विकार से प्रसिक्त बच्चों को लिखने में सुमर्या होती है। जो लिखने में असमर्थता महसूस करते हैं। इसके लिए ऊपर पढ़ाई को शुरूआत समय से ही ध्यान दिया जाना चाहिए।

(e) दिव्यांग (Handicapped) :-

दिव्यांगता को जैसी भी बहुत

प्रकार की बच्चे आते हैं। इसमें 40% से अधिक जो विद्यार्थी होते हैं उन्हें सरकार की तरफ से Special छुट प्रदान की जाती है।

विद्यार्थी की श्रेणी में 99% से अधिक लड़के अपने पैरों से चलने में असमर्थ हैं तो उनकी शिर्स Wheel chair प्रदान किया जाना चाहिए।

शिरस गाँव से रक्तुण विद्यालय जाते बहुत दूर हो तो नुजदीक से विद्यालय गाँवों को प्रदान की जाती चाहिए। ताकि बसों बच्चों इसमें पहुंचकर आसानी से शिक्षा ग्रहण कर सकें।

7

Principal
Basundhara Teachers
Training College, Silout
Muzaffarpur, Bihar

Coordinator
Examination Committee
BTTC, Muzaffarpur



Basundhara Teachers' Training College

(A unit of North Bihar Educational Trust)

Recognized by NCTE-ERC, Bhubaneshwar | Affiliated to B.R.A. Bihar University, Muzaffarpur

B.Ed.
2 years

B.A./B.Sc.
B.Ed.
years
integrated



N.T.T.

Nursery Teacher Training

LESSON PLAN (60)

Principal
Principal

**Basundhara Teachers
Training College, Silout
Muzaffarpur, Bihar**

Name : MD KASHIF HUSSAIN

Subject :

College Roll No. 26..... Session : 2021-23 Unv. Roll No. : 41405

Unv. Reg. No. : 90366/17

Coordinator
Coordinator

**Teaching Practice Committee
Muzaffarpur**


PRINCIPAL CERTIFICATE

TO WHOM IT MAY CONCERN

This is to certify that Mr./Mrs. Md: Kashif Hussain.....

Roll No. 26..... is a student of BASUNDHARA TEACHERS' TRAINING COLLEGE, Silout, Muzaffarpur. (B.Ed. Course) Session 2021-22..... During his/her practice in our school very successfully. We are satisfied with his/her good performance with innovative teaching skills.

I wish him/her all the success in his/her life.


Supervisor/Observer


Principal
Basundhara Teachers
Training College, Silout
Muzaffarpur, Bihar


Incharge Headmaster
Head Master / Principal
Maniyari Kudhanu, Muzaffarpur


Coordinator
Teaching Practice Committee
B.T.C, Muzaffarpur

LESSON PLAN (पाठ योजना) - 02

SUBJECT (विषय)	TOPIC (प्रकरण)		
Mathematics	बेलन		
NAME OF STUDENT छात्राध्यापक/छात्राध्यापिका का नाम) :- Md. Kashif Hussain			
SCHOOL (विद्यालय का नाम) :- M.R.S High School "Tariyara"			
CLASS (वर्ग)	PERIOD (कालांश)	TIME (अवधि)	DATE (दिनांक)
10th	2nd	45 min	18/11/22

GENERAL AIMS (सामान्य उद्देश्य)

- 1) छात्रों में गणित के प्रति सही उत्पन्न करना
- 2) छात्रों में गणितीय दृष्टिकोण का विकास करना
- 3) छात्रों में तर्कशक्ति, विचार, शक्ति सम्पन्न शक्ति का विकास करना।

SPECIFIC AIMS (विशिष्ट उद्देश्य)

- 1) छात्र/छात्रा बेलन के बारे में जान सकेंगे।
- 2) छात्र/छात्रा बेलन को अच्छी तरह समझ सकेंगे।
- 3) छात्र/छात्रा बेलन को हल कर सकेंगे।


Principal
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 Muzaffarpur, Bihar


Coordinator
 Teaching Practice Committee
 BTTC, Muzaffarpur

TEACHING METHODS (शिक्षण विधि)	TEACHING AIDS (शिक्षण सहायक साम)
उद्दीपन परिवर्तन कौशल	श्यामपट्ट चोंक छात्र



PREVIOUS KNOWLEDGE (पूर्वज्ञान) :- छात्र/छात्रा आकृतियों के बारे में सामान्य ज्ञान रखते हैं।

INTRODUCTION प्रस्तावना

PUPIL TEACHER ACTIVITIES (छात्राध्यापक/छात्राध्यापिका क्रियाएँ)	STUDENT ACTIVITIES (छात्र/छात्रा क्रियाएँ)
1) आयत किस कहते हैं?	उत्तर: वह आयत जिसमें लंबाई और चौड़ाई हो।
2) वर्ग किस कहते हैं?	उत्तर: वह आयत जिसकी सभी भुजाएँ बराबर हों।
3) बेलन किस कहते हैं?	गोल

STATEMENT OF THE AIM (उद्देश्य कथन) :- आज छात्रों को बेलन के बारे में अध्ययन कराना।

PRESENTATION (प्रस्तुतिकरण)

TEACHING POINT (शिक्षण बिन्दु)	PUPIL TEACHERS ACTIVITIES (छात्राध्यापक/छात्राध्यापिका क्रियाएँ)	STUDENT ACTIVITIES (छात्र/छात्रा क्रियाएँ)	BLACKBOARD WORK SUMMARY (श्यामपट्ट सारांश)
<p>1. बेलन की आकृति</p>	<div style="text-align: center;">  </div> <p>1) इस आकृति को क्या कहते हैं?</p> <p>2) बेलनाकार आकृति का कोई एक उदाहरण दीजिए?</p> <p>3) बेलन का <u>प्रिजम</u> चित्र छात्रों को दिखाते हुए</p> <p>यह बेलन किन 2 भागों से मिलकर बना है?</p>	<p style="text-align: center;">बेलन</p> <p style="text-align: center;">इस तर्की आदि।</p> <p>ऊपर नीचे घूर्णन तथा बेलन में लंब कर दिया जाए तो आसत है।</p>	<div style="text-align: center;">  </div>

Principal

**Basundhara Teachers
Training College, Silout
Muzaffarpur, Bihar**

Coordinator

Teaching Practice Committee
TTC, Muzaffarpur

PRESENTATION (प्रस्तुतिकरण)

TEACHING POINT (शिक्षण बिन्दु)	PUPIL TEACHERS ACTIVITIES (छात्राध्यापक/छात्राध्यापिका क्रियाएँ)	STUDENT ACTIVITIES (छात्र/छात्रा क्रियाएँ)	BLACKBOARD W. SUMMARY (श्यामपट्ट सारांश)
<p>2. वृत्त क्षेत्रफल</p>	<p>⇒ वृत्तकार भागों का क्षेत्रफल क्या होगा (छात्रों द्वारा इससे वृत्तकार आकृति बनाई जाए)</p> <p>⇒ (श्यामपट्ट पर आकृति की आकृति बनाई जाए) इस आकृति की लंबाई धिनी होगी।</p>	<p style="text-align: center;">$2 \times r^2$</p>	<p style="text-align: center;">$2 \times r^2$</p> <p style="color: red; text-align: center;">Use of Black Board.</p>



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PRESENTATION (प्रस्तुतिकरण)

TEACHING POINT (शिक्षण बिन्दु)	PUPIL TEACHERS ACTIVITIES (छात्राध्यापक/छात्राध्यापिका क्रियाएँ)	STUDENT ACTIVITIES (छात्र/छात्रा क्रियाएँ)	BLACKBOARD WORK SUMMARY (श्यामपट्ट सारांश)
<p>8. क्षेत्र</p>	<p>① आयत की चौड़ाई क्या होगी?</p> <p>② बेलन का संपूर्ण पृष्ठ क्षेत्रफल क्या होगा?</p> <p>③ आयतकट गण्य का क्षेत्रफल क्या होगा?</p> <p>④ इस बेलन का संपूर्ण क्षेत्रफल क्या होगा?</p>	<p>बेलन की ऊँचाई (h) के बराबर</p> <p>दोनों वृत्तों का क्षेत्रफल + आयतकट गण्य का क्षेत्रफल</p> <p>$2\pi r \times h$</p> <p>$2\pi r^2 + 2\pi rh$ $= 2\pi r(h+r)$</p>	<p>$2\pi r \times h$</p> <hr style="border: 1px solid red; width: 100%;"/>


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EVALUATION QUESTIONS :-
(मूल्यांकन प्रश्न)

प्रश्न

① यदि बेलन की त्रिज्या r और ऊँचाई h हो तो बेलन का लंबुनी दृष्ट कोण ?

② बेलन के कितने वृत्तकार भाग होते हैं ?

1. Preparation of the Lesson Plan

2. Use of Teaching aids.

3. Improv teaching of

④ Evaluation and Self confidence
का त्रिज्या r और ऊँचाई h हो तो बेलन का वक्र दृष्ट कोण ?

HOME ASSIGNMENT :-
(गृहकार्य)

प्रश्न

① यदि बेलन का त्रिज्या r और ऊँचाई h हो तो बेलन का वक्र दृष्ट कोण ?

② बेलन का वक्र दृष्ट कोण ?

का वक्र दृष्ट कोण ?

③ बेलन का वक्र दृष्ट कोण ?

Principal

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Muzaffarpur, Bihar**

Coordinator

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BTC, Muzaffarpur**

LESSON PLAN (पाठ योजना) -04

SUBJECT (विषय)	TOPIC (प्रकरण)		
Mathematics	त्रिकुण		
NAME OF STUDENT छात्राध्यापक/छात्राध्यापिका का नाम) :- Md. Kashif Hussain			
SCHOOL (विद्यालय का नाम) :- M.R.S High School Maniyari			
CLASS (वर्ग)	PERIOD (कालांश)	TIME (अवधि)	DATE (दिनांक)
8th	2nd	45 min	21-11-2022

GENERAL AIMS (सामान्य उद्देश्य)

- 1) छात्रों में गणित के प्रति रुचि उत्पन्न करना
- 2) छात्रों में गणितीय दृष्टिकोण का विकास करना
- 3) छात्रों में तर्कशक्ति, विचार शक्ति, कल्पनाशक्ति का विकास करना

SPECIFIC AIMS (विशिष्ट उद्देश्य)

- 1) छात्र/छात्रा त्रिकुण के बारे में ज्ञान लक्ष्य
- 2) छात्र/छात्रा त्रिकोणमिति को अच्छी तरह समझ लक्ष्य
- 3) छात्र/छात्रा त्रिकुणों को हल कर लक्ष्य

TEACHING METHODS (शिक्षण विधि)	TEACHING AIDS (शिक्षण सहायक सामग्री)
प्रस्तावना कीजिए	श्याजपट्ट चॉक स्टार

PREVIOUS KNOWLEDGE (पूर्वज्ञान) :- छात्र/छात्रा शिक्षण के बारे में सामान्य जानकारी रखते हैं।

INTRODUCTION प्रस्तावना

PUPIL TEACHER ACTIVITIES (छात्राध्यापक/छात्राध्यापिका क्रियाएँ)	STUDENT ACTIVITIES (छात्र/छात्रा क्रियाएँ)
1) A — B AB आकृति को क्या कहेंगे?	सरल रेखा
2) A ↗ B ABC क्या है?	कोण
3) शिक्षण आकृति कहेंगे?	चित्रकार

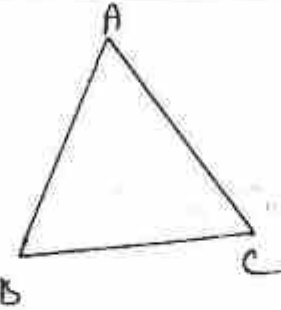
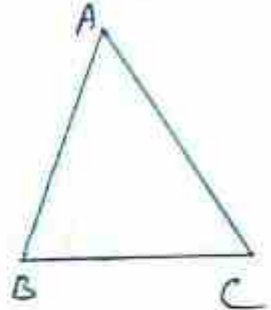
STATEMENT OF THE AIM (उद्देश्य कथन) :- आप इस लोग शिक्षण के बारे में विस्तार से पढ़ेंगे।

Principal
Principal

Basundhara Teachers
Training College, Silout
Muzaffarpur, Bihar

Coordinator
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Teaching Practice Committee
BTTC, Muzaffarpur

PRESENTATION (प्रस्तुतिकरण)

TEACHING POINT (शिक्षण बिन्दु)	PUPIL TEACHERS ACTIVITIES (छात्राध्यापक/छात्राध्यापिका क्रियाएँ)	STUDENT ACTIVITIES (छात्र/छात्रा क्रियाएँ)	BLACKBOARD WORK SUMMARY (श्यामपट्ट सारांश)
<p>1. त्रिभुज</p>	<div style="text-align: center;">  </div> <p>0. आकृति ABC को क्या कहते हैं!</p> <p>0. कोनों के आधार पर त्रिभुज किन प्रकार के होते हैं!</p> <p>0. <u>कोण-कोण</u> ही होती है!</p>	<p>त्रिभुज</p> <p>तीन</p> <p>समकोण त्रिभुज</p> <p>मधुमकोण त्रिभुज</p> <p>अधिक कोण त्रिभुज</p>	<div style="text-align: center;">  </div> <p style="color: red; font-size: 1.2em;">Use of B Board</p>

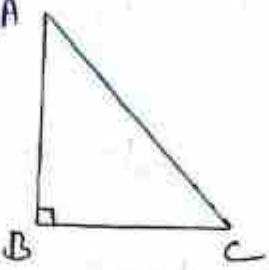
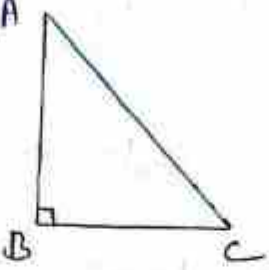
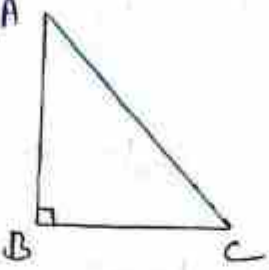


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PRESENTATION (प्रस्तुतिकरण)

TEACHING POINT (शिक्षण बिन्दु)	PUPIL TEACHERS ACTIVITIES (छात्राध्यापक/छात्राध्यापिका क्रियाएँ)	STUDENT ACTIVITIES (छात्र/छात्रा क्रियाएँ)	BLACKBOARD SUMMARY (श्यामपट्ट सारांश)
<p>२. त्रिभुज का वर्गीकरण</p>	<div style="text-align: center;"> </div> <p>१. भुजा के आधार पर त्रिभुज किन्तु प्रकार के होते हैं?</p> <p>२. कोण-कोण ती होती है उनके नाम बताएँ?</p>	<p style="text-align: center;">तीन</p> <p>(i) समबाहु त्रिभुज</p> <p>(ii) समद्विबाहु त्रिभुज</p> <p>(iii) विषमबाहु त्रिभुज</p> <div style="text-align: right; margin-top: 20px;"> <p>Principal Basundhara Teachers Training College, Silout Muzaffarpur, Bihar</p> </div>	<div style="text-align: center;"> </div>

PRESENTATION (प्रस्तुतिकरण)

TEACHING POINT (शिक्षण बिन्दु)	PUPIL TEACHERS ACTIVITIES (छात्राध्यापक/छात्राध्यापिका क्रियाएँ)	STUDENT ACTIVITIES (छात्र/छात्रा क्रियाएँ)	BLACKBOARD WORK SUMMARY (श्यामपट्ट सारांश)
<p style="text-align: center;">  </p> <p> 1. ΔABC किस प्रकार की त्रिभुज है? </p> <p> 2. ΔABC में BC क्या है? </p> <p> 3. ΔABC में AB क्या है? </p> <p> 4. ΔABC का <u>क्षेत्रफल</u> क्या होगा? </p>	<p style="text-align: center;">  </p> <p> 1. ΔABC किस प्रकार की त्रिभुज है? </p> <p> 2. ΔABC में BC क्या है? </p> <p> 3. ΔABC में AB क्या है? </p> <p> 4. ΔABC का <u>क्षेत्रफल</u> क्या होगा? </p>	<p style="text-align: center;">  </p> <p> समकोण त्रिभुज </p> <p> आधार </p> <p> लंब </p> <p> $\frac{1}{2} \times 30 \times 35$ </p>	<p style="text-align: center;">  </p> <p style="color: red; text-align: center;"> <i>use of teaching aids.</i> </p> <p> $\frac{1}{2} \times 30 \times 35$ </p>


 Principal

Basundhara Teachers
 Training College, Silout
 Muzaffarpur, Bihar


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EVALUATION QUESTIONS :-
(मूल्यांकन प्रश्न)

प्रश्न:

- ① साक्षात् शिक्षण के सफलता का एक सिद्धांत
- ② शिक्षण के फलदायी शक्तों में विज्ञापन का योगदान

1- Use of teaching aids.

2. Importance of techniques of evaluation.

3. Preparation of the lesson.

HOME ASSIGNMENT :-
(गृहकार्य)

प्रश्न:

- ① एक शिक्षण का आधार 70% है और 30% की

उच्चतम 12cm है जो छात्रों की

(i) सफलता

(ii) परीक्षा


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Coordinator
Teaching Practice Committee
B.T.C., Muzaffarpur



Basundhara Teachers' Training College

(A unit of North Bihar Educational Trust)

Recognized by NCTE-ERC, Bhubaneshwar | Affiliated to B.R.A. Bihar University, Muzaffarpur

B.Ed.
2 years

B.A./B.Sc.
B.Ed.
4 years
integrated



N.T.T.

Nursery Teacher Training

LESSON PLAN (60)

Name : MD KASHIF HUSSAIN

Subject :

College Roll No. 26..... Session : 2021-23 Unv. Roll No. : 41405

Unv. Reg. No. : 90366/17

Principal
Principal

Basundhara Teachers
Training College, Silout
Muzaffarpur, Bihar

Coordinator
Coordinator
Teaching Practice Committee
- BTTC, Muzaffarpur

PRINCIPAL CERTIFICATE

TO WHOM IT MAY CONCERN


This is to certify that Mr./Mrs. Mr. Kashif Hussain.....


Roll No. 26..... is a student of BASUNDHARA TEACHERS' TRAINING COLLEGE, Silout, Muzaffarpur. (B.Ed. Course) Session 2021-23..... During his/her practice in our school very successfully. We are satisfied with his/her good performance with innovative teaching skills.

I wish him/her all the success in his/her life.


Supervisor/Observer


Principal
Basundhara Teachers
Training College, Silout
Muzaffarpur, Bihar


Incharge Headmaster
Head Master / Principal
Maniyari Kudhanu, Muzaffarpur


Coordinator
Teaching Practice Committee
B.T.C., Muzaffarpur

LESSON PLAN (पाठ योजना) - 01

SUBJECT (विषय)		TOPIC (प्रकरण)	
Mathematics		वास्तविक संख्या	
NAME OF STUDENT छात्राध्यापक/छात्राध्यापिका का नाम) Md. Kashif Hussain			
SCHOOL (विद्यालय का नाम) :- M.R.S High School Maniyari			
CLASS (वर्ग)	PERIOD (कालांश)	TIME (अवधि)	DATE (दिनांक)
8th	1st	45min	17/11/2022

GENERAL AIMS (सामान्य उद्देश्य)

- 1) छात्रों में गणित के प्रति रुचि उत्पन्न करना
- 2) छात्रों में गणितीय दृष्टिकोण का विकास करना
- 3) छात्रों में तर्कशक्ति, विचारशक्ति, कल्पनाशक्ति का विकास करना।

SPECIFIC AIMS (विशिष्ट उद्देश्य)

- 1) छात्र/छात्रा वास्तविक संख्या के बारे में जान सकेंगे।
- 2) छात्र/छात्रा वास्तविक संख्या की अच्छी तरह समझ सकेंगे।
- 3) छात्र/छात्रा तर्कों को हल कर सकेंगे।


Principal
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Coordinator
 Teaching Practice Committee
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TEACHING METHODS (शिक्षण विधि)	TEACHING AIDS (शिक्षण सहायक सामग्री)
प्रदर्शन एवं प्रश्नोत्तर विधि	शुष्कफल चॉक डस्टर

TEACHING
(शिक्षण विधि)
1- वास्तविक

PREVIOUS KNOWLEDGE (पूर्वज्ञान) :- छात्र/छात्रा संख्या के बारे में समझ जानकारी रखते हैं।

INTRODUCTION प्रस्तावना

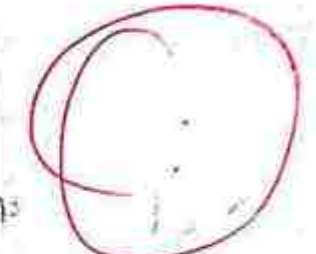

PUPIL TEACHER ACTIVITIES (छात्राध्यापक/छात्राध्यापिका क्रियाएँ)	STUDENT ACTIVITIES (छात्र/छात्रा क्रियाएँ)
(i) परिमेय संख्या किसे कहते हैं? (ii) अपरिमेय संख्या किसे कहते हैं? (iii) वास्तविक संख्या किसे कहते हैं?	उत्तर- वे संख्याएँ जो $\frac{p}{q}$ के रूप में लिखी जा सकें। मिलती

STATEMENT OF THE AIM (उद्देश्य कथन) :- आज हमलोग वास्तविक संख्या के बारे में अध्ययन करेंगे।


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PRESENTATION (प्रस्तुतिकरण)

TEACHING POINT (शिक्षण बिन्दु)	PUPIL TEACHERS ACTIVITIES (छात्राध्यापक/छात्राध्यापिका क्रियाएँ)	STUDENT ACTIVITIES (छात्र/छात्रा क्रियाएँ)	BLACKBOARD WORK SUMMARY (श्यामपट्ट सारांश)
<p>वास्तविक संख्या</p>	<p>⇒ परिमेय संख्या और अपरिमेय संख्याओं के सम्मेलन को वास्तविक संख्या कहते हैं।</p> <p>जैसे:- $\frac{1}{2}, 2, \sqrt{3}, \sqrt{5}, p+\sqrt{3}$</p> <p>(ii) HCF किस कहते हैं?</p> <p>(iii) LCM किस कहते हैं?</p>	<p>छात्र ध्यानपूर्वक साक्ष्य रहे हैं।</p> <p>अतः वे संख्याएँ जिसमें अंश लगी संख्याएँ गणना खाएँ।</p> <p>अतः उस सबसे छोटी धनात्मक पूर्णक संख्या को कहते हैं जो a और b दोनों से विभाजित हो सके।</p>	<div style="text-align: center;">  </div> <p>(i) वास्तविक संख्या</p> <p>(ii) HCF</p> <p>(iii) LCM</p> <div style="text-align: center;">  </div>
	<p><i>(Signature)</i> Principal Basundhara Teachers Training College, Silout Muzaffarpur, Bihar</p>		<p><i>(Signature)</i> Coordinator Teaching Practice Committee BTC, Muzaffarpur</p>

PRESENTATION (प्रस्तुतिकरण)

TEACHING POINT (शिक्षण बिन्दु)	PUPIL TEACHERS ACTIVITIES (छात्राध्यापक/छात्राध्यापिका क्रियाएँ)	STUDENT ACTIVITIES (छात्र/छात्रा क्रियाएँ)	BLACKBOARD WORK SUMMARY (श्यामपट्ट सारांश)	TEACHING (शिक्षण)
<p>3. अंकित (लघुगीत) -</p>	<p>⇒ एत धन पूर्णिक के महत्तम समापक (ग.सं. 00 H.C.F) के वास्तविक परिष्कार के लिए एक प्रभावी विधि है। जिसे अंकित लघुगीत के नाम से जाना जाता है।</p> <p><u>स्पष्टीकरण</u></p> <p>H.C.F (ग.सं.)</p> <p>$a = 6q + 8$</p> <p>$\frac{5}{3} \quad b - 3) \begin{matrix} 5 \\ 1-2 \end{matrix}$</p> <p style="margin-left: 100px;">$\frac{3}{2-8}$</p>	<p>9) $72(8)$</p> <p style="margin-left: 40px;">$\frac{72}{0}$</p>	<p>Ex: $a = 6q + 8$</p> <p>$a = 9 \times 8 + 0$</p> <p style="margin-left: 40px;">$= 72$</p>	<p>3. लघुगीत</p>


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PRESENTATION (प्रस्तुतिकरण)

TEACHING POINT (शिक्षण बिन्दु)	PUPIL TEACHERS ACTIVITIES (छात्राध्यापक/छात्राध्यापिका क्रियाएँ)	STUDENT ACTIVITIES (छात्र/छात्रा क्रियाएँ)	BLACKBOARD WORK SUMMARY (श्यामपट्ट सारांश)
<p>३. एन्जोरिडम</p>	<p>⇒ एक विशेष प्रकार की समस्या का हल प्राप्त करने की चरणबद्ध प्रक्रिया को एन्जोरिडम कहा जाता है।</p> <p>(i) प्रमेयिका या लेमा (Lemma)?</p> <p>⇒ लेमा एक सिद्ध कथन होता है जिसकी सहायता से बड़े कथन सिद्ध किए जाते हैं।</p>	<p>सभी ध्यानपूर्वक। धर (हैं)।</p>	<div style="border: 1px solid red; border-radius: 50%; padding: 10px;"> <p>(i) एन्जोरिडम</p> <p>(ii) प्रमेयिका या लेमा (Lemma)</p> </div>


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EVALUATION QUESTIONS :-
(मूल्यांकन प्रश्न)

प्रश्न: 1. शिक्षक क्या कितने करते हैं?

2. क्या है?

- ① Use of Black Board
- ② Use of Teaching aids
- ③ Preparation of Lesson Plan

HOME ASSIGNMENT :-
(गृहकार्य)

प्रश्न

① 135 और 225 का ग.ल. निकालें

② 6, 18, 22 का ल.ल. निकालें

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LESSON PLAN (पाठ योजना) - 02

SUBJECT (विषय)		TOPIC (प्रकरण)	
Mathematics		बेलन	
NAME OF STUDENT छात्राध्यापक/छात्राध्यापिका का नाम :- Md. Kashif Hussain			
SCHOOL (विद्यालय का नाम) :- M.R.S High School Maniyara			
CLASS (वर्ग)	PERIOD (कालांश)	TIME (अवधि)	DATE (दिनांक)
10th	2nd	45 min	18/11/22

GENERAL AIMS (सामान्य उद्देश्य)

- 1) छात्रों में गणित के प्रति सही उत्पन्न करना
- 2) छात्रों में गणितीय दृष्टिकोण का विकास करना
- 3) छात्रों में तर्कशक्ति, विचार, शक्ति कल्पनाशक्ति का विकास करना।

SPECIFIC AIMS (विशिष्ट उद्देश्य)

- 1) छात्र/छात्रा बेलन के बारे में जान सकेंगे।
- 2) छात्र/छात्रा बेलन को अच्छी तरह समझ सकेंगे।
- 3) छात्र/छात्रा बेलनों को हल कर सकेंगे।


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TEACHING METHODS (शिक्षण विधि)	TEACHING AIDS (शिक्षण सहायक सामग्री)
उद्दीपन परिकल्पना कौशल	श्वाकपट्ट चौक छात्र

PREVIOUS KNOWLEDGE (पूर्वज्ञान) :- छात्र/छात्रा आकृतियों के बारे में सामान्य ज्ञान रखते हैं।

INTRODUCTION प्रस्तावना



PUPIL TEACHER ACTIVITIES (छात्राध्यापक/छात्राध्यापिका क्रियाएँ)	STUDENT ACTIVITIES (छात्र/छात्रा क्रियाएँ)
1) आयत किस कहते हैं?	उत्तर: वह आकृति जिसमें लंबाई और चौड़ाई हो।
2) वर्ग किस कहते हैं?	उत्तर: वह आकृति जिसकी सभी भुजाएँ बराबर हों।
3) वक्रण किस कहते हैं?	निश्चल

STATEMENT OF THE AIM (उद्देश्य कथन) :- आज छात्रों को वक्रण के बारे में अध्ययन कराना।


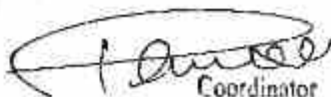

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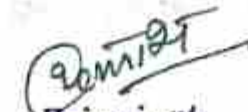

PRESENTATION (प्रस्तुतिकरण)

TEACHING POINT (शिक्षण बिन्दु)	PUPIL TEACHERS ACTIVITIES (छात्राध्यापक/छात्राध्यापिका क्रियाएँ)	STUDENT ACTIVITIES (छात्र/छात्रा क्रियाएँ)	BLACKBOARD WORK SUMMARY (श्यामपट्ट सारांश)
<p>1. बेलन की आकृति</p>	<div style="text-align: center;">  </div> <p>1) इस आकृति को क्या कहते हैं?</p> <p>2) बेलनाकार आकृति का कोई एक उदाहरण दीजिए?</p> <p>3) बेलन का प्रमुखी चित्र छात्रों को दिखाते हुए</p> <p>अब बेलन किन 2 भागों से मिलकर बना है?</p>	<p style="text-align: center;">बेलन</p> <p>इस तर्की आदि।</p> <p>ऊपर नीचे पृष्ठ तथा बीच में ले कर दिखा जाए तो आसुर है।</p>	<div style="text-align: center;">  </div>

PRESENTATION (प्रस्तुतिकरण)

TEACHING POINT (शिक्षण बिन्दु)	PUPIL TEACHERS ACTIVITIES (छात्राध्यापक/छात्राध्यापिका क्रियाएँ)	STUDENT ACTIVITIES (छात्र/छात्रा क्रियाएँ)	BLACKBOARD WORK SUMMARY (श्यामपट्ट सारांश)
<p>2. वृत्त क्षेत्रफल</p>	<p>⇒ वृत्तकार भागों का क्षेत्रफल क्या होगा (छात्रों द्वारा हवा में वृत्तकार आकृति बनाते हुए)</p> <p>⇒ (श्यामपट्ट पर आयत की आकृति बनाते हुए) इस आयत की लंबाई पता ली होगी।</p> <p style="text-align: center;">  Principal Basundhara Teachers Training College, Silout Muzaffarpur, Bihar </p>	<p style="text-align: center;">$2 \times r^2$</p>	<p style="text-align: center;">$2 \times r^2$</p> <p style="text-align: center; color: red;"> <u>Use of Black Board.</u> </p> <p style="text-align: center;">  Coordinator Teaching Practice Committee GTTC, Muzaffarpur </p>

PRESENTATION (प्रस्तुतिकरण)

TEACHING POINT (शिक्षण बिन्दु)	PUPIL TEACHERS ACTIVITIES (छात्राध्यापक/छात्राध्यापिका क्रियाएँ)	STUDENT ACTIVITIES (छात्र/छात्रा क्रियाएँ)	BLACKBOARD WORK SUMMARY (श्यामपट्ट सारांश)
<p>३. क्षेत्र</p>	<p>① आयत की चौड़ाई क्या होगी?</p> <p>② बेलन का संपूर्ण पृष्ठ क्षेत्रफल क्या होगा?</p> <p>③ आयतकार भाग का क्षेत्रफल क्या होगा?</p> <p>④ इस बेलन का संपूर्ण क्षेत्रफल क्या होगा?</p>	<p>बेलन की ऊँचाई (h) के बराबर</p> <p>दोनों घूर्णनों का क्षेत्रफल + आयतकार भाग का क्षेत्रफल</p> <p>$2\pi r \times h$</p> <p>$2\pi r^2 + 2\pi r h$ $= 2\pi r (r + h)$</p>	<p>$2\pi r \times h$</p> <hr style="border: 1px solid red;"/>
	<p> Principal Basundhara Teachers Training College, Silout Muzaffarpur, Bihar</p>		<p> Coordinator Teaching Practice Committee BTTC, Muzaffarpur</p>

EVALUATION QUESTIONS :- (मूल्यांकन प्रश्न)

प्रश्न!

① यदि बेलन की त्रिज्या 8 और ऊंचाई 1 हो तो बेलन का लंबुनी दृष्ट को?

② बेलन में कितने वृत्तकार भाग होते हैं?

1. Preparation of the lesson plan
2. Use of teaching aids.
3. Improves teaching of.
4. Improves manner of teaching and self confidence

की त्रिज्या 7cm है और ऊंचाई 15cm है

HOME ASSIGNMENT :- (गृहकार्य)

प्रश्न!

① यदि बेलन की त्रिज्या 8 और ऊंचाई 1 हो तो बेलन का लंबुनी दृष्ट को?

① बेलन का आयतन ② बेलन का वक्र दृष्ट को

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