



SWAMI VIVEKANANDA COLLEGE OF EDUCATION

NCTE APPROVED & AFFILIATED TO KOLHAN UNIVERSITY, JHARKHAND

At-Salboni, N.H.- 18, P.O.- Barakhurshi, P.S. - Galudih,

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PROSPECTUS



B.Ed.

SESSION 2023-2025

THE PRAYER

इतनी शक्ति हमें देना दाता, मन का विश्वास कमज़ोर हो ना
हम चलें नेक रस्ते पे, हमसे भूलकर भी कोई भूल हो ना ।
इतनी शक्ति हमें देना दाता, मन का विश्वास कमज़ोर हो ना
हम चलें नेक रस्ते पे, हमसे भूलकर भी कोई भूल हो ना ॥

दूर अज्ञान के हो अँधेरे, तू हमें ज्ञान की रौशनी दे
हर बुराई से बचके रहें हम, जीतनी भी दे भली ज़िन्दगी दे ।
बैर हो ना किसी का किसी से, भावना मन में बदले की हो ना

इतनी शक्ति हमें देना दाता, मन का विश्वास कमज़ोर हो ना ।
हम चलें नेक रस्ते पे, हमसे भूलकर भी कोई भूल हो ना ॥

हम न सोचें हमें क्या मिला है, हम ये सोचें क्या किया है
अर्पण फूल खुशियों के बांटें सभी को, सबका जीवन ही बन जाए मधुवन ।
अपनी करुणा को जल तू बहा के, कर दे पावन हर एक मन का कोना

इतनी शक्ति हमें देना दाता, मन का विश्वास कमज़ोर हो ना ।
हम चलें नेक रस्ते पे, हमसे भूलकर भी कोई भूल हो ना ॥

THE INSTITUTE



"Education is not filling the mind with a lot of facts. Perfecting the instrument and getting complete mastery of my own mind is the ideal education"

-Swami Vivekananda

Managed and controlled by *SAI SIKSHA SANSTHAN*

SVCE has been established with a firm commitment to foster a holistic approach to facilitate and promote studies and research in emerging areas of education. SVCE, Salboni, is embarking in this direction with the most cherished goals

- *Excellence in standards and*
- *Global accessibility to the students.*

Quality is a bench mark for the development of infrastructure and human resource at SVCE. A great teacher is one whom a student remembers and cherishes forever. Teachers have long lasting impact on the lives of their students and great teachers inspire students towards greatness.

ACHIEVEMENTS



OUR MISSION extends beyond classroom teaching to embed the values of love, compassion, equality, and justice. Our mission is to cultivate academically focused, empathetic, and responsible citizens dedicated to enhancing the world. The institution pledges to educate future leaders, both professional and academic, who are eager to work with us in reshaping society through cooperative efforts, innovation, and the generation of new knowledge. The college offers a supportive and nurturing atmosphere that enables students to thrive, developing into confident and prepared young women and men ready to take on global challenges. With relentless dedication, the college embeds the principles of mutual respect, teamwork, and the cultivation of social networks, facilitating the effortless exchange of knowledge, skills, and resources, thereby fostering a dynamic and healthy society. The college's commitment extends to empowering students with the necessary training to adapt to evolving socioeconomic demands while upholding human values and a focused social conscience, striving for "Quality in every Activity" to achieve unparalleled excellence

Vision & Mission



OUR *VISION* is to create a supportive and nurturing space where students, especially young women, grow into self-assured individuals ready to take on the world. We tirelessly work towards fostering values of mutual respect, teamwork, and the sharing of knowledge, skills, and resources to build a dynamic and inclusive society. At SVCE, we honour, uphold, and encourage the unique perspectives, rights, and dignity of every individual. Swami Vivekananda College of Education aims to emerge as a premier institution nationally, delivering exceptional teacher education that not only enlightens and empowers the student-teacher community but also fosters a culture of continuous learning. Beyond mere academic instruction, our vision encompasses instilling virtues of compassion, love, equity, and justice. We are committed to nurturing educators who will significantly contribute to the educational landscape of the country.

FROM THE CHAIRMAN's DESK



Mr. Subrata Kumar Biswas

These sweeping changes in society and rumbling shifts in the digitized global marketplace give rise to a very important questions, "Are the society and the families of this place are equipped with to match the change? It's a big question to answer. But our Endeavour will be to identify the challenges and organized them into sequential framework and overcome them by our unique strengths, talents, training, and creativity.

We must develop our minds and continually sharpen and invest in the development of our competencies to

avoid becoming obsolete. The principles of balancing the need to meet today's demands with the need to invest in the capabilities that will produce tomorrow's success are unavoidable. The same is true to our health, our family and the society as a whole.

Change-real change-comes from the inside out. It comes from striking at the root the fabric of our thought, the fundamental, essential paradigms, which give definitions to our character and create the lens through which we see the world. The thought, the feeling, the desire, and the consciousness we cherish with spiritual mind leads to the TRUTH-THE DIVINE TRUTH-BUILDS CHARACTER OF INTEGRITY AND LOVE.

So, the education with integrity and attitude brings all prosperity in the personal lives which lead to a well- developed society to make healthy, wealthy and strong nation.

PRINCIPAL's DESK



PRINCIPAL: Dr Pulak Chakraborty Ph.D. (Education)

The world has changed. These major changes in society and the changing dynamics of global digital markets raise important questions: "Are people and families in this region willing to adapt to this change?" This is an important question that needs to be answered. But our effort is to use our abilities, skills, knowledge and special abilities to understand difficulties, solve problems and overcome them.

So, knowledge and honesty and attitude bring about a good personal life leading to a developed society to create a healthy, prosperous and strong nation.

FACULTY LIST

Dr. Pulak Chakraborty - Principal

Mr. Abhishek Nag – Asst. Professor

Mr. Amit Jana – Asst. Professor

Mr. Suvendu Pal – Asst. Professor

Mr. Arkadeep Marik – Asst. Professor

Mr. Santanu Kumar Pal – Asst. Professor

Mr. Rajesh Jana – Asst. Professor

Mr. Binay Krishna Das – Asst. Professor

Mrs. Sangita Dash – Asst. Professor

Dr Arindam Singh – Asst. Professor

Mrs. Debolina Das – Asst. Professor

Mr. Biswajit Debnath – Asst. Professor

Mrs. Reshmi Rekha – Asst. Professor

Mrs. Swati Singh – Asst. Professor

Miss. Sheetal Kumari – Asst. Professor

Mr. Mitun Sarkar – Asst. Professor

CELLS

Sports cell

The sports cell was established with the objective to inspire students to be physically fit strong and energetic by engaging in physical and mental exercise, enhancing the sportsmanship attitude and learning, teamwork, problem-solving, etc. through participation in sports

Placement cell

The placement cell at the institute has a crucial role in guiding & assisting the MMS students for their entry into suitable employment and successful career.

Women's cell

Women cell aims at empowering and orienting women to recognize their true potential and to help them attain their own stand in a competing world.

Cultural cell

The Cultural Cell is the beating heart of our college's vibrant cultural scene. We organize and support a wide array of cultural events, performances, and activities that showcase the talents and traditions of our diverse student body.

Examination cell

The Examination Cell is an apex body of the institute which is headed by examination coordinator and is facilitated by three sections: *Examination, Record Maintenance and Administration*

Grievance Redressal cell

The Grievance and Redressal Cell desires to promote and maintain a conducive and unprejudiced environment for its stakeholders.

Anti-Ragging cell

Ragging is totally prohibited in SVCE, inside and / or outside the campus and anyone found guilty of ragging and / or abetting ragging whether actively or passively, or being a part of conspiracy to promote ragging, is liable to be punished under the provisions of any penal law for the time being in force.

Academic cell

The Academic Cell in our college is responsible for managing various academic-related activities and ensuring the smooth functioning of academic processes.

GENERAL RULES AND REGULATIONS

- A student admitted to the college must maintain an ethos of commitment to a professional program. He/she is expected to aim excellence in every sphere and conduct himself in responsible and dignified manner in the college campus.
- According to Kolhan University and NCTE norms. A trainee must attend 75% of all theory classes (including optional subjects).
- The trainee must wear the college uniform and attend all demonstration classes on Saturdays during the course as well as his/her scheduled field work and internship programme during the session.
- Since this is a training college, there is no such thing as leave for one's or other's marriages, maternity leave etc.
- All the trainee must attend all the college functions and activities such as cultural functions, seminars, sports, essay competition, picnic, community services etc.
- Prior permission is required from the Principal for any absence either from theory or practical classes, application should be submitted in written.
- The student's name is liable to be dropped from the rolls, if he/she is absent continuously for more than 15 days without permission. A re-admission fee will be charged, in case of name struck off due to long absence.
- The conduct of the trainee in the classes as well as on the premises of the college will be such as will cause no disturbance to fellow students or to the other classes.
- No student should invite any person for any functions and educational picnic/excursion or any get-together talks in the college without prior permission of the Principal.
- The trainee is expected to take proper care of the college property and help maintain the premises neat and tidy.
- If, for any reason the continuance of the trainee in the college is in the opinion of the Principal, detrimental to the best interests of the college, the Principal may ask such a student to leave the college without giving any reason to his decision.
- Original College Leaving certificate once submitted at the time of admission will not be returned to the student. So, they are advised to keep sufficient number of Xerox copies of their original CLC.
- After passing the university examination, CLC will be issued on the payment of Rs. 500/-. In case of loss or damage duplicate CLC may be issued on request with an affidavit by notary payment of Rs. 500.
- All students must appear the extra activity like Educational Tour, Celebration of God Ship, Picnic, Seminar etc. in the academic session.

ABOUT THE COURSES

For B.Ed. Programme:

The bachelor of education, referred to as B.Ed., is a professional course offered to those who are interested in pursuing their career in teaching.

The college is co-educational.

Medium of instructions will be Hindi/English. Examinations made by written in English/ Hindi except in language subject.

The course is of 2-year duration.

Eligibility:

Candidates can take part in the admission process of B.Ed. if they have graduated with at least 50% marks in their bachelor's degree/ master's degree in any stream.

There is no age bar. Though, the minimum age for admission is 19 years.

How To Apply

- Candidates with at least 50% marks in the Bachelor Degree with at least one school subject.
- Admission is made on the basis of allotted seats through the centralised counselling assigned by the Government of Jharkhand.
- There is reservation of seats for SC/ST/OBC/EWS/PH/WOMEN/etc. As per the rule of Jharkhand Government. This roster must be adhered by the institution.
- The online registration process starts probably in the month of April-May through Jharkhand Combined Entrance Competitive Examination Board (JCECEB).
- After issuing the Merit List on the website of JCECEB (<http://jceceb.jharkhand.gov.in>), centralised B. Ed. Admission physical counselling different colleges has been allotted taking the preferences from the candidate.

Features of B.Ed. Programme:

- Micro Teaching
- Practice Teaching
- Criticism
- Workshop
- Attendance
- Project Work
- Seminar Guest Lectures
- School Internship

The programme shall comprise three broad curricular areas:

- Theory Course
 - Perspective in Education
 - Curriculum and Pedagogic Studies
- Engagement in Field
- School Internship

B.ED. COURSE DESCRIPTION

SEMESTER I	SUBJECT CODE	PAPER TITLE	CREDITS	MARKS
	Paper I	Childhood and Growing Up	5	100
	Paper II	Contemporary India and Education	5	100
	Paper IV	Language across the Curriculum	3	50
	Paper V	Understanding Disciplines and Subjects	3	50
	EPC I	Critical Understanding of ICT	3	50
	TOTAL		19	350

SEMESTER II	SUBJECT CODE	PAPER TITLE	CREDITS	MARKS
	Paper III	Learning and Teaching	5	100
	Paper VII	A Pedagogy of a School Subject- Part I	3	50
	Paper VIII A	A knowledge of Curriculum- part I	3	50
	EPC II	Drama and Art in Education	3	50
	School Internship		3	50
	TOTAL		17	300

SEMESTER III	SUBJECT CODE	PAPER TITLE	CREDITS	MARKS
	Paper VII	B Pedagogy of a school subject- Part II	3	50
	Paper IX	Assessment of Learning	5	100
	EPC III	Understanding the Self	3	50
	School Internship (II Months)		5	100
	TOTAL		16	300

SEMESTER IV	SUBJECT CODE	PAPER TITLE	CREDITS	MARKS
	Paper VI	Gender, School and Society	3	50
	Paper VII B	Knowledge and Curriculum- Part II	3	50
	Paper X	Creating an Inclusive School	3	50
	Paper XI	Physical Education and Yoga	3	50
	School Internship (II Months)		5	100
	TOTAL		17	300

APPLICATION NO.

CATEGORY

SUBJECT

GEN

OBC

SC

ST

SWAMI VIVEKANANDA COLLEGE OF EDUCATION

At - Village Salboni, NH-33, P.S.-Galudih, Dist.-East Singhbhum, Jharkhand

(Approved by NCTE and Affiliated to K.U., Chaibasa)

ADMISSION FORM : B.Ed. SESSION

Date of Admission		Subject Details		
Admission No.		Honors Paper		
Receipt No.		Method Paper		
Class Roll No.				
Identification Marks				

Principal's Comment	Recommendation of Admission Committee
Signature	Signature

1)	Candidate's Name (In Capital Letter)	English																	
		Hindi																	

2)	Father's Name (In Capital Letter)																		
		Occupation																	

3)	Mother's Name (In Capital Letter)																		
		Occupation																	

4)	Guarian's Name (In Capital Letter)																		
		Occupation																	

5) Sex	<input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/> TG	Mobile No. / WhatsApp No.																	
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6) E-mail ID	7) Physical Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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8) Aadhaar Card No.																			
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9) Date of Birth																			
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10) Age as on 1st July																			
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11) Bank A/C No.	a) Bank's Name
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b) Branch :	c) IFSC Code.....
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12) Marital Status	<input type="checkbox"/> M <input type="checkbox"/> UM <input type="checkbox"/> Other	13) Blood Group	
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14) Any Diseases (If Any) :	(Blood Group Certificate to be attached)		
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15)	Last Exam Passed : Board/University	Year	Stream	Type	Medium	Div/ % of Marks

16)	C. L. C. No. :	Date	Issued From

17) Qualification Exam Passed	Year of Passing	Board/ University	Subject taken	Full Marks	Marks Obtained	% of Marks Obtained
Matriculation/10th						
H. S. /10+2						
B.A./B.SC/B.COM (Pass/Hons)						
M.A./M.SC/M.COM						
Others						

18) Permanent Address of the Candidate/Father/Guardian : Vill.....

P.O..... P.S. Block Dist.

State-Jharkhand/..... Pin Mob. No. (S)..... (P).....

19) Permanent Address of the Candidate/Father/Guardian : Vill.....

P.O..... P.S. Block Dist.

State-Jharkhand/..... Pin Mob. No. (S)..... (P).....

20) Transport Facility Required : ☐ Yes ☐ No

21) Hostel Facility ? : ☐ Yes ☐ No

Undertaking :

I hereby declare that I have read and understand the instruction sheet/prospectus carefully and shall abide by all the rules and regulation of the college where I shall be selected for admission. I solemnly declare that, it is my desire to take up educational work in the state of Jharkhand after finishing the training course and that I shall bind me to complete the full course of training. Course work in respect of **Educational Excursion/Annual Picnic and other activities are compulsory and I shall undertake to take full participation in this regard.**

In the event of submission of fraudulent, incorrect or untrue information or suppression of any fact like education qualification marks etc. I understand that my admission/Degree is liable for cancellation. I further understand that my admission is purely provisional subject to the verification of Mark Sheets and other documents eligibility conditions. I shall obey the college rules & regulation and maintain peace and sanctity of the college. Further as per rule, I will attend minimum 70% of classes of B.Ed. course failing which my eligibility to sit in the examination may disqualified.

Place :

Date : Full Signature of the Guardian

..... Full Signature of the Candidate

Counselling Date & Report :

Signature

FEE STRUCTURE OF B.ED.

A fee for the B.Ed. Course is payable in 4 installments (Excluding Examination Fees) over the 2 years and payable at the scheduled date. College may revise the amount.

FEES INSTALLMENT (B.Ed.)				
SEMESTER	First (Rs)	Second (Rs)	Third (Rs)	Fourth (Rs)
FEES	40,000.00	40,000.00	40,000.00	40,000.00
DATE	During Admission	15-01-2024 (On or Before)	15-07-2024 (On or Before)	15-01-2025 (On or Before)

Note: Uniform Fees : Rs. 6000/- (One Time Payment)

Date :

Student's Signature

Program learning outcomes of B.Ed.

After completion of the B.Ed. program, the student teacher will be able to-

1. Gain both theoretical understanding of sociological analysis and practical experience interacting with various communities, children, and educational institutions.
2. Utilize an understanding of different facets of learner development to design learning experiences.
3. Enhance proficiency in understanding the diverse functions teachers fulfil in supporting the learning process.
4. Develop a conceptual grasp of diversity, inequality, and marginalization within Indian society, and consider their implications for education.
5. Implement principles of constructivist and cooperative learning in the teaching and learning process.
6. Examine the interplay among school curriculum, policy, and learning within various contexts.
7. Crafting an environment that fosters inclusivity in schools requires an understanding of cultural dynamics, policies, and practices.
8. Utilize information and communication technology to improve the learning and teaching experience.
9. Utilize drama and art to cultivate the personal development of learners.
10. Connect insights about gender, education, and societal norms with the process of learning.
11. Acquire a fundamental grasp of emerging trends in education.
12. Develop a professional demeanour in teaching.

Course Learning Outcomes

SEMESTER-I

Course -I: Childhood and Growing Up

The student teacher will be able to-

1. Describe how development influences learning.
2. Plan activities based on various learning roles.
3. Discuss the uniqueness of each learner and the diversity among learners.
4. Create educational plans tailored for learners with different abilities.
5. Develop programs that support personality growth.
6. Offer strategies for assisting learners in overcoming adjustment challenges

Course- II: Contemporary India and Education

The student teacher will be able to-

1. Gain a clear understanding of the current state of Indian society.
2. Identify and grasp the contemporary issues facing Indian society.
3. Recognize and articulate the contribution of educators and the education system to societal change.
4. Acknowledge the significance of social values and how they can be fostered through educational practices.

Course- IV: Language across Curriculum

The student teacher will be able to-

1. Explain functions of the brain in language acquisition.
2. Analyze the significance and role of native language and linguistic intelligence.
3. Detail the role of language in the development of one's personality.

Course -V: Understanding Disciplines and subjects

The student teacher will be able to-

1. Explore the administration responsibilities and the educator's function.
2. Analyze the organization of the classroom environment and the execution of leadership roles.

3. Differentiate between mental well-being and the promotion of mental health within domestic and educational settings.

Course EPC- I : Critical Understanding of ICT

The student teacher will be able to-

1. Describe the changing pattern of education due to ICT..
2. Explain the challenges in integrating ICT in school education.
3. Explain the software and its uses in Education.
4. Apply the ICT strategies in the Teaching Learning Process.

SEMESTER-II

Course -III : Learning and Teaching

The student teacher will be able to-

1. Explore the multifaceted responsibilities of educators.
2. Facilitate the development of empathy among students.
3. Connect the principles of the constitution with educational practices.

Course VII (A): Pedagogy of a school subject - I

Mathematics

The student teacher will be able to-

1. Discuss the significance and attributes of strategic preparation.
2. Develop a strategy for instructing on the key notions, rules, and theoretical underpinnings of Mathematics for students.
3. Create and execute supplementary activities to enhance the understanding of Mathematics.
4. Support the autonomous study of Mathematics.
5. Encourage group-based learning approaches.
6. Employ a range of educational materials for learning enhancement.

Hindi Language

The student teacher will be able to

1. Explain the objective of teaching Hindi through self-study.
2. Clarify the structure of Hindi language
3. Discuss about the development of the Hindi language.
4. Explain hymns for teaching Hindi language
5. Discuss the correlation of Hindi language with other languages.
6. Analyze the issues relating to importance and place of Hindi in school curriculum, acquisition of skills in Hindi, realization of aims and objectives of learning Hindi and language policy as conceived in NPE, 1986 and NCF - 2005
7. Use various methods, approaches and strategies for teaching-learning Hindi and transact various types of lesson plans covering all aspects of Hindi language following different approaches
8. Develop test items to assess learning in Hindi and provide feedback as well as prepare enrichment materials

Sanskrit Language

The student teacher will be able to

1. Clarify the structure of Sanskrit language
2. Discuss the development of Sanskrit language
3. Explain hymns for teaching Sanskrit language
4. Discuss correlation with other subjects

English Language

The student teacher will be able to-

1. Explain the nature and structure of the English Language.
2. Express the importance of English Language as a means of communication.

3. Develop insight into major concepts, principles, perceptive and features of English Language at school level.
4. Analyse features and principles of curriculum development of English Language.

Economics

The student teacher will be able to-

1. Explain the nature and structure of Economics.
2. Understand the aims of Economics education.
3. Write instructional objectives of teaching a topic.
4. Establish correlation of Economics with other subjects..

Social Science

The student teacher will be able to-

1. Explain the meaning, definition, nature and structure of Social Science.
2. Understand the aims of Social Science education.
3. Plan for imbibing values through Social Science teaching.
4. Write instructional objectives of teaching a topic.
5. Analyse features of the existing curriculum of Social Science in the light of NCF 2005 and principles of curriculum development.

Physical Science

The student teacher will be able to-

- 1 State the nature and importance of physical science and its relevance in secondary school curriculum.
- 2.. Use various methods and models of teaching.
3. Promote construction of knowledge.
4. Facilitate self-learning of Science.
5. Promote cooperative learning.
6. Use various learning resources.

Course VII : Pedagogy of a school subject biological science

Course VIII (A) : Knowledge and Curriculum -I

The student teacher will be able to-

- 1.Outline the philosophical foundations of contemporary child-focused education.
- 2.Defend the evolution of educational practices in light of progress in Information and Communication Technologies (ICT) and the field of educational psychology.
- 3.Connect the principles enshrined in the constitution to educational practices and policies.
- 4.Discuss the impact of concepts such as nationalism, universalism, secularism, multiculturalism, and multilingualism on education.
- 5.Detail the functions and roles of the National Council of Educational Research and Training (NCERT), State Councils of Educational Research and Training (SCERT), Secondary School Certificate (SSC)/Central Board of Secondary Education (CBSE)/Indian Certificate of Secondary Education (ICSE) Boards, and the Textbook Bureau.
- 6.Identify the factors influencing the creation and design of educational curricula.
- 7.Choose and cultivate suitable educational materials and resources.

Course EPC-II : Drama and Art in Education

The Student teacher will be able to

1. Understand basics of different Art forms – impact of Art forms on the human mind
2. Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
3. Enhance skills for integrating different Art forms across school curriculum at secondary level
4. Enhance awareness of the rich cultural heritage, artists and artisans

SEMESTER-III

Course VII (B): Pedagogy of a school subject - II

Mathematics

The student teacher will be able to-

1. Discuss the significance and attributes of strategic preparation.
2. Develop a strategy for instructing on the key notions, rules, and theoretical underpinnings of Mathematics for students.
3. Create and execute supplementary activities to enhance the understanding of Mathematics.
4. Support the autonomous study of Mathematics.
5. Encourage group-based learning approaches.
6. Employ a range of educational materials for learning enhancement.

Hindi Language

The student teacher will be able to

1. Explain the objective of teaching Hindi through self-study.
2. Clarify the structure of Hindi language
3. Discuss about the development of the Hindi language.
4. Explain hymns for teaching Hindi language
5. Discuss the correlation of Hindi language with other languages.
6. Analyze the issues relating to importance and place of Hindi in school curriculum, acquisition of skills in Hindi, realization of aims and objectives of learning Hindi and language policy as conceived in NPE, 1986 and NCF - 2005
7. Use various methods, approaches and strategies for teaching-learning Hindi and transact various types of lesson plans covering all aspects of Hindi language following different approaches
8. Develop test items to assess learning in Hindi and provide feedback as well as prepare enrichment materials

Sanskrit Language

The student teacher will be able to

1. Clarify the structure of Sanskrit language
2. Discuss the development of Sanskrit language
3. Explain hymns for teaching Sanskrit language
4. Discuss correlation with other subjects

English Language

The student teacher will be able to-

1. Explain the nature and structure of the English Language.
2. Express the importance of English Language as a means of communication.
3. Develop insight into major concepts, principles, perceptive and features of English Language at school level.
4. Analyse features and principles of curriculum development of English Language..

Economics

The student teacher will be able to-

1. Explain the nature and structure of Economics.
2. Understand the aims of Economics education.
3. Write instructional objectives of teaching a topic.
4. Establish correlation of Economics with other subjects..

Social Science

The student teacher will be able to-

1. Explain the meaning, definition, nature and structure of Social Science.
2. Understand the aims of Social Science education.
3. Plan for imbibing values through Social Science teaching.
4. Write instructional objectives of teaching a topic.

5. Analyse features of the existing curriculum of Social Science in the light of NCF 2005 and principles of curriculum development.

Physical Science

The student teacher will be able to-

- 1 State the nature and importance of physical science and its relevance in secondary school curriculum.
- 2.. Use various methods and models of teaching.
3. Promote construction of knowledge.
4. Facilitate self-learning of Science.
5. Promote cooperative learning.
6. Use various learning resources.

Course VII : Pedagogy of a school subject biological science

On completion of this course, the student-teacher shall -

- 1.State the nature and importance of Biological Science and its relevance in secondary school curriculum in context with recent curriculum reforms in School Curriculum.
- 2.Use various methods and approaches to teaching-learning Biological Science suitable for the secondary school classes.
- 3.Plan units' lessons in Biological Science using traditional and constructivist approaches for effective classroom transactions.
- 4.Develop and collect activities and resource materials for their use in enhancing the quality of learning of Biological Science at the secondary level.

Course -IX : Assessment for Learning

The student teacher will be able to-

1. Analyze and interpret data for drawing Inferences.
- 2.Utilize different forms of feedback to enhance educational experiences.
- 3.Build and sustain a detailed and unified profile for each learner.

Course EPC-III : Understanding the self

On completion of this course, the student-teacher shall

Explain that any Self is a human resource to exercise all the resources: cognitive, affective and psychomotor.

Realize that the Self does not have independent existence but related to Nature, other selves and the 'Unknown' causing it and this great design of the Universe

3. Perform one's function to the possible extent as any part of Nature is silently doing so; thereby developing self-actualization and self-esteem.
- 4.Realize that one is responsible as a person and as a teacher for the integrated development of oneself and one's pupils: Physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
5. Realize the commonness and uniqueness prevalent in Nature and human nature and feel equality as the reality and contribute to the furtherance of evolution at mental level.

SEMESTER-IV

Core Course VI : Gender, School and Society

The student teacher will be able to-

- 1.Outline the challenges affecting women.
- 2.Propose solutions to remove barriers hindering women's education.
- 3.Explore the impact of social reform movements in India on women's status.
- 4.Create educational activities aimed at raising awareness about gender issues and promoting women's empowerment.
5. Organize training and counselling for various personnel regarding gender equality and women empowerment

Course VIII (B) : Knowledge and Curriculum -II

The student teacher will be able to-

1. Outline the philosophical foundations of contemporary child-focused education.
2. Defend the evolution of educational practices in light of progress in Information and Communication Technologies (ICT) and the field of educational psychology.
3. Connect the principles enshrined in the constitution to educational practices and policies.
4. Discuss the impact of concepts such as nationalism, universalism, secularism, multiculturalism, and multilingualism on education.
5. Detail the functions and roles of the National Council of Educational Research and Training (NCERT), State Councils of Educational Research and Training (SCERT), Secondary School Certificate (SSC)/Central Board of Secondary Education (CBSE)/Indian Certificate of Secondary Education (ICSE) Boards, and the Textbook Bureau.
6. Identify the factors influencing the creation and design of educational curricula.
7. Choose and cultivate suitable educational materials and resources.

Course X: Creating an Inclusive School

The student teacher will be able to-

1. Become aware of legal provisions and policies about inclusive education in India.
2. Describe the unique attributes and requirements of students with differences in physical and mental capabilities, socio-economic backgrounds, cultural backgrounds, and learning disabilities.
3. Orient parents and peer group for support.
4. Use cooperative learning strategies in class.
5. Work together with special education teachers.
6. Apply for a learner's friendly evaluation process.

Course XI : Optional Paper

Guidance and counselling

The student teacher will be able to-

1. The function of educational institutions and educators in mentorship.
2. Overview and methodology of different counselling forms.
3. Identify concerns faced by adolescents that necessitate therapeutic intervention.

Course EPC IV: Physical Education and Yoga

On completion of this course, the student-teacher shall

1. Understand the importance of Physical Education in Human life
2. Understand the different programmes of Physical Education
3. Practice Yoga for peaceful and harmonious living
4. Enumerate the relationship between Yoga and goals of life

बीएड कॉलेज में लगा हेल्थ चेकअप कैप

स्वामी विवेकानंद

गालुडीह | संवाददाता

स्वामी विवेकानंद बीएड कॉलेज में एनएसएस द्वारा एक दिवसीय हेल्थ चेकअप कैप का आयोजन किया गया। इसमें जमशेदपुर के राधा एक्वापेसर क्लिनिक फिजियोथेरेपी एक्सपर्ट साइज से डाक्टर लक्ष्मी अग्रवाल और अनुमंडल अस्पताल से डा. सैयदा खानम और डॉ. उदय प्रकाश जेनरल फिजिसियन पहुंचे थे।

कार्यक्रम का शुभारंभ मड़वाडी महिला समाज के राष्ट्रीय मध्यांचल प्रमुख अनीता अग्रवाल और घाटशिला शाखा की अध्यक्ष लक्ष्मी अग्रवाल ने अपना चेकअप कर शुरूआत की। डॉ. लक्ष्मी अग्रवाल ने फिजियोथेरेपी के सहारे कंधे का दर्द, पीठ दर्द, सिर दर्द, जोड़ों का दर्द, कब्ज, गैस्ट्रिक, लकवा, गठिया, थाइराइड, बलड प्रेशर आदि के



शुक्रवार को स्वामी विवेकानंद बीएड कॉलेज में स्वास्थ्य जांच करते डाक्टर। • हिन्दुस्तान किया। अनुमंडल के डाक्टर ने जेनरल हेल्थ चेकअप के दौरान डायबिटीज, हाईपाटेंशन, एनिमिया, ग्यानिक तकलीफ आदि के बारे में जांच कर जानकारी दी।

इस मौके पर मुख्य रूप से चेयरमैन

सुब्रतो विश्वास, उप प्राचार्य नमिता साव, अभिषेक नाग, गोविंद जैना, मंजु प्रमाणिक, अनिता घोष, मधुसूदन मल्ल, रूपा मल्लिक, दीना तिवारी, दीपाली मंडल, चिन्मय साधु, जया शर्मा आदि शामिल थे।

काम ऐसा करें कि कथनी व करनी में फर्क न हो : मृणाल



कार्यशाला में उपस्थित विद्यार्थी और शिक्षक.

- स्वामी विवेकानंद बीएड कॉलेज में शिक्षक के व्यक्तित्व विकास पर कार्यशाला

गालुडीह. सालबनी स्थित स्वामी विवेकानंद कॉलेज ऑफ एजुकेशन बीएड कॉलेज सभागार में शिक्षक के व्यक्तित्व विकास विषय पर कार्यशाला आयोजित हुई. इसकी शुरुआत कॉलेज के चेयरमैन सुब्रतो कुमार विश्वास, देव संस्कृति विश्वविद्यालय हरिद्वार के मृणाल कांत शर्मा और श्रीनाथ विश्वविद्यालय से आये गुरुदेव महतो ने दीप प्रज्वलित कर किया. मृणाल कांत शर्मा ने कहा कि हम सबको अगर कुछ ईश्वर से मांगना है तो क्या मांगें. यह मांगेंगी की हमें सद्बुद्धि दीजिए. हम सभी शिक्षक ईश्वर के दूसरा रूप हैं. इसलिए हमें अपना काम कैसे करना है यह सोचना चाहिए ताकि कथनी



मंच पर उपस्थित अतिथि.

और करनी में फर्क न हो. कार्यशाला को श्रीनाथ विश्वविद्यालय के ट्रस्टी गुरुदेव महतो ने संबोधित किया. इस अवसर पर डा. रविन्द्र नाथ महतो, प्रभारी प्राचार्य अभिषेक नाग, विभागाध्यक्ष मधुसूदन मल. संजीव कुमार तिवारी, मंजुश्री प्रमाणिक, गोविन्द गोपाल जना, अर्कदीप मारिक, शीतल कुमारी, अरिदम सिंह, दिपाली मंडल तथा महाविद्यालय के छात्र-छात्राएं उपस्थित थे.







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