



ST. PAUL TEACHERS' TRAINING COLLEGE BIRSINGHPUR

(Under Aegis of Parmeshwar Neeta Education Trust)
Recognized by NCTE, Bhubaneswar

Affiliated to L.N.Mithila University, Darbhanga (B.Ed.) & Bihar School Examination Board Patna (D.El.Ed.)

LIST OF ACTIVITIES SESSION 2022-23

S.No	ACTIVITIES	Date
1.	Mehndi and Pot Painting competition	05.07.2022
2.	Awareness rally	13.08.2022
3.	Rally on Vividhta me Ekta ka Utsav Abhiyan	25.08.2022
4.	Extension Lecture on Innovative Teaching Model	27.08.2022
5.	Lecture on Effective Teaching Skill	23.09.2022
6.	Bhagat Singh Jayanti	28.09.2022
7.	Rally on Jal Sanrankshan Jagrukta Abhiyan	08.10.2022
8.	Exhibition on TLM	14.10.2022
9.	Swalamban Jagrukta Rally	04.11.2022
10.	Lecture on the NEP2020: Reinventing Teacher Education	07.11.2022
11.	Cancer awareness Programme	07.11.2022 to 14.11.2022
12.	Extension Lecture on Micro-Teaching in Education	10.11.2022
13.	National Education Day	11.11.2022
14.	Debate on Janjatiya Gaurav Diwas	15.11.2022
15.	Extension Lecture on Constitutional Day	26.11.2022
16.	Campaign on world AIDS Day	01.12.2022
17.	Extension Lecture on Human Rights Day	10.12.2022
18.	Classical Music Competition on Mahakavi Subramania Bharti Jayanti	11.12.2022
19.	Rally on youth Day and Poem , Essay , painting Competition	12.01.2023
20.	Parakram Diwas on the birth anniversary of Subhash Chandra Bose	23.01.2023
21.	Yoga for Stress Management	01.02.2023 to
22.	Tribute on Saheed Divas with Flag March	14.02.2023
23.	Filaria Free Campaign	17.02.2023
24.	Awareness Programme on Prevention and Redressal of Sexual Harasment at Workplace	24.02.2023
25.	Extension Lecture & Science Exhibition on National Science day	28.02.2023
26.	Educational Excursion programme	09.04.2023 to 12.04.2023
27.	Rally on Switch to Millets for better immunity	20.04.2023

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St. Paul Teachers' Training College

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LIST OF ACTIVITIES SESSION 2021-22

S.No	ACTIVITIES	Date
1.	Samajik Samrashta Jagrukta Abhiyan	21.10.2021
2.	Rally on Vigilance awareness week	26.10.2021 to 01.11.2021
3.	Pariksha Charcha	12.11.2021
4.	Covid -19 awareness campaign	18.11.2021
5.	Game session	05.12.2021 to 09.12.2021
6.	Educational Excursion	25.12.2021
7.	Swami Vivekanand Jayanti (Online)	12.01.2022
8.	International Mother Language Day	21.02.2022
9.	Science Exhibition on National Science day	28.02.2022
10.	Extension Lecture on Mahila Divas	08.03.2022
11.	Two days Institutional Seminar	09.03.2022 -10.03.2022
12.	Lecture on Use of ICT in Effective Teaching –Learning Process	08.04.2022
13.	Educational excursion	29 & 30.04.2022
14.	Placement Cell	06.05.2022
15.	R.N.Tagore Jayanti	07.05.2022
16.	Lecture deliver on “ECCE in vision of NEP-2020”	09.05.2022
17.	J. Krishan Murti Jayanti	11.05.2022
18.	Samajik Samrashta Jagrukta Abhiyan	21.10.2021
19.	Rally on Vigilance awareness week	26.10.2021 to 01.11.2021
20.	Pariksha Charcha	12.11.2021
21.	Covid -19 awareness campaign	18.11.2021
22.	Game session	05.12.2021 to 09.12.2021
23.	Educational Excursion	25.12.2021
24.	Swami Vivekanand Jayanti (Online)	12.01.2022
25.	International Mother Language Day	21.02.2022
26.	Science Exhibition on National Science day	28.02.2022
27.	Extension Lecture on Mahila Divas	08.03.2022
28.	Two days Institutional Seminar	09.03.2022 -10.03.2022
29.	Lecture on Use of ICT in Effective Teaching –Learning Process	08.04.2022
30.	Educational excursion	29 & 30.04.2022
31.	R.N.Tagore Jayanti	07.05.2022
32.	Lecture deliver on “ECCE in vision of NEP-2020”	09.05.2022

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LIST OF ACTIVITIES SESSION-2020-21

S.No	ACTIVITIES	Date
1.	National Webinar (Impact of Covid-19 for the transformation of Human Life)	16.07.2020
2.	National Webinar (Dealing with uncertainty during the Corona virus pandemic)	30.07.2020
3.	Teach Talk on Trending Technology	04.08.2020-10.08.2020
4.	Swami Vivekanand Jayanti	12.01.2021
5.	Republic Day	26.01.2021
6.	Science Day	28.02.2021
7.	Placement Cell	16.04.2021

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LIST OF ACTIVITIES SESSION – 2019-20

S.No	ACTIVITIES	Date
1.	Educational Guidance Programme	11.07.2019
2.	Independence Day	15.08.2019
3.	Two days Faculty Development Programmes	22&23.08.2019
4.	Lecture on soft skill	13.09.2019
5.	Rally on Jal – Shakti Abhiyan	14.09.2019
6.	Hindi divas	14.09.19
7.	Dinkar Jayanti	23.09.2019
8.	Rally on Swachhta Abhiyan	01.10.1019
9.	Jai Prakash Narayan Jayanti	11.10.2019
10.	Yoga Programme	03.10.19 to 13.10.19
11.	Extension lecture on National Education day	11.11.2019
12.	Indradhanush Programme (Art & Science Exhibition)	14.11.1019
13.	One days National Seminar	16.11.2019
14.	Dr. Rajendra Prasad Jayanti	03.12.2019
15.	Lecture on Human Rights Day	10.12.2019
16.	Game session	16.12.2019 to 21.12.2019
17.	Beti Bachao Beti Padhao Rally	09.01.2020
18.	Republic day	26.01.2020
19.	Dr. Zakir Hussain Jayanti	08.02.2020
20.	Candle March on Saheedo Divas	14.02.2020
21.	Model Exhibition on Science day	28.02.2020
22.	Rally organized by women cell on International Women's day	07.03.2020

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LIST OF ACTIVITIES SESSION 2018-19

S.N	ACTIVITIES	Date
1.	World population day	11.07.2018
2.	Independence Day	15.08.2018
3.	Lecture on Competency Development	28.08.2018
4.	National Sports Day	29.08.2018
5.	Teacher day celebration	05.09.2018
6.	Hindi divas	14.09.2018
7.	Workshop on learning plan	20.09.2018
8.	Natak on the life of Gandhi	03.10.2018
9.	Yoga Programme	03.10.18 to 13.10.18
10.	Beti Bachao Beti Padhao rally	22.10.2018
11.	Ekta Divas	31.10.2018
12.	Environmental awareness Programme	24.11.2018
13.	Nukkar Natak & Rally on Swachhta Abhiyan in rural area	24.01.2019
14.	Republic Day	26.01.2019
15.	Quiz competition	31.01.2019
16.	Zakir Hussain Jayanti	08.02.2019
17.	Sarswati Puja	10.02.2019
18.	Lecture on Ethics in Research	22.02.2019
19.	Educational Excursion	06.03.2019
20.	Mahila Divas	08.03.2019
21.	Holi Milan Samaroh	19.03.2019
22.	Lecture on the development of critical thinking	26.03.2019
23.	Jyoti Bai Fule Divas	11.04.2019
24.	Lecture on Ethics of Teaching	06.05.2019
25.	R.N.Tagore Jayanti	09.05.2019
26.	Art & Craft exhibition	24.05.2019

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Sessional Work

- **Assignment (select any two of the following)**(Concerned teacher can devise assignment as per requirement of the course)
 1. Designing learning activities, appropriate strategies, selecting/preparing learning resources; assessment techniques and tools, etc.
 2. Analysis of unit/chapter in subject textbook to identify the concepts, principles and processes and to understand the underlying the subject structures
 3. Analysis of subject textbook of the concerned class taught by the pupil-teacher (content, exercises, activities, activities, activities and overall presentation of the book)
 4. Critical analysis of teaching skills and strategies used in a lesson taught in a class or lesson plan in a nearby school
 5. Identification of learning difficulties experienced by students in a lesson and evaluation of the diagnostic and remedial strategies adopted by the teacher in a nearby school

Suggested Readings:

1. Victor, P George (2002), *Teaching Philosophy in 21st Century*, D. K. Print World, Delhi
2. Scheffler, Israel (1956), *Philosophical Models of Teaching*, Harvard Educational Review
3. Fletcher, BA (1961), *A Philosophy for a Teacher*, Oxford Press, New York
4. Scheffler, Israel (1973), *Reason and Teaching*, London
5. Brookfield, S (1990), *The Skillful Teacher*, San Francisco
6. Goodyear, GE & Allchin, D (1998), 'Statement of Teaching Philosophy' *To Improve the Academy*, 17, 103-22

Course **EPC I: Reading and Reflecting on Texts**

Course Objectives:

The student-teachers will be able to

1. To engage with reading interactively-individually and in small groups;
2. Reading a variety of text and reflexively placing what one has read;
3. Develop strategies for different types of reading skills;
4. Writing with a sense of purpose;
5. Responding to a text with one's own opinion or writing.

Unit 1: Speaking and Reading Skills

- a) Definition, Components: Punctuation, Articulation, Public Speaking, Telephone etiquette
- b) Definition of Reading, Levels of Reading, Techniques of Reading
- c) Different types of reading skills and strategies
- d) Reading a variety of texts as empirical, conceptual, historical work, policy documents, studies about school and teaching-learning
- e) Reading Narrative texts, expository texts from diverse sources, autobiographical narratives, field notes and ethnographies

Unit 2: Improving Written, Communication and Presentation Skills

- a) Writing and Expressing,
- b) Organizing content and preparing an outline, Constructing Meaningful Sentences
- c) Responding to a text with one's own opinion or writing
- d) Analysing audience and locale and Making Effective Presentations

Unit 3: Reflecting on Texts

- a) Simple meaning of the text
- b) Reading between the lines- hidden meaning of text



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- c) Reading biographies, anecdotes, notes
- d) Preparing notes

Sessional Work

- **Assignment** (select any two of the following)(Concerned teacher can devise assignment as per requirement of the course)

Read any one of the following texts and give critical appraisal of it:

- a) *Deevaswapna* by Gijubhai Badheka
- b) *De-schooling Society* by Ivan Illich
- c) *Juthan* by OmprakashValmiki
- d) *Tottochan*
- e) *National Policy on Education 1986*
- f) *Learning without Burden*-Yashpal Committee Report

Course EPC 2: Drama and Art in Education

Course Objectives:

The student-teachers will be able to

1. Extend their awareness through multiple perspectives, to look at reality through fantasy;
2. Live or relive moments and evoke or even recreate situations;
3. Understand the medium, in order to transpose learners into different time and space, to shape their consciousness through introspection and collective experiences;
4. Understanding the self and as a form of self-expression for enhancing creativity

Unit 1: Drama as Performing Art

- a) Understanding the concept of Drama and its relevance for Education
- b) Drama as pedagogy
- c) Organizing drama: preparatory activities and resources, dramatic society
- d) Forms of Drama : solo, group
- e) Playing Drama: story, dialogue, characters, symbols, creating different situations
- f) Knowledge of Indian and regional drama traditions
- g) Social Relevance of dance and Drama in Contemporary Indian Scene
- h) Appreciating art of drama in learners

Unit 2: Visual Arts and Crafts

- a) Understanding visual arts and crafts with their relevance for Education
- b) Visual arts and crafts as pedagogy
- c) Visual arts and crafts : different forms, basic resources and their use
- d) Knowledge of Indian Craft Traditions and regional folk arts
- e) Appreciating visual arts and crafts in learners

Unit 3: Art –aided Learning and role of a Teacher

- a) Integrating Drama with school curriculum
- b) Dance/drama research and other component of correlated arts
- c) Integrating Arts and Crafts with school curriculum
- d) Visualizing School and Classroom as a space for art aided learning
- e) Preparation of teacher for art aided learning
- f) Role of Media and technology in the study and propagation of dance/drama



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30



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Sessional Work

- **Assignment** (Any two of the following)(Concerned teacher can devise assignment as per requirement of the course)

Course **EPC 3: Critical Understanding ICT**

Course Objectives:

The student-teachers will be able to

1. Appreciate the concept of integration of Information and Communication Technology with Education
2. Assure a positive role in Technology Medicated Communication in the classroom
3. Benefit from the computers and internet for Educational research and interaction.
4. Employ various technological equipment/amenities and the application software in, skillfully and intelligently producing, structured Educational Courseware for use in methodologies (teaching subjects)
5. Evaluate Educational Software and Computer Based Educational Courseware.

Unit 1: Concept of Information and Communication Technology (ICT)

- a) ICT in Education: Concept, need and importance of ICT in Education.
- b) Difference between Educational Technology, Communication Technology and Information Technology.
- c) Challenges in integrating Information and Communication Technology in School Education in the scenario of schools in Bihar

Unit 2: Interaction through Computers and Internet


- a) Computer Fundamentals: Meaning, characteristics, Basic components (hardware and software) and functioning of a computer (through Block Diagram)
- b) Using Computer in Schools: Instruction (including Computer Based Instructions, Computer Assisted Instructions, and Computer Managed Instruction), Computer Based Education and Computer Managed Education (with special focus on Admission, Administration, and Evaluation).
- c) Internet: Use of Internet in Education, Research & Communication; including e-learning and Educational uses of search engines, e-mail, educational chat rooms, blogs, discussion groups/boards, e - conferencing.
- d) Technology Mediated Communication: Concept of Classroom (Technology Mediated) Communication. Role of a Teacher in Technology Mediated Communication.

Unit 3: ICT and Evaluation

- a) Educational Software: Concept, need and Evaluation of Educational software.
- b) Question Bank Development in school scenario (with inbuilt Evaluation mechanism): Developing Question Bank using Hot Potatoes with different types of questions such as multiple choice, short answers, jumbled sentences, crossword, match, order, gap-fill exercises.
- c) Technology supported presentations/projects/assignments: Concept, need and Evaluation of Students' Educational MM presentations/projects/assignments.

Sessional Work

- **Assignment** (Any two of the following)(Concerned teacher can devise assignment as per requirement of the course)
 1. Development of Software: Transparencies / Slides /Scripts / Scenarios.
 2. Development of Programmed Learning Material
 3. Development of Learning Multimedia Package.


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4. Organizing workshop on Handling Hardware.
5. Conducting a Lesson using OHP / Slide Projector / Video / Computer.

Suggested Readings:

- *Computers and Communication Technology*. (2008). Part I & II (Class XI), available online on the National Council of Educational Research and Training, New Delhi website: www.ncert.nic.in
- *Computers in Education* (2000). Indira Gandhi National Open University, Delhi: <http://www.ignou.ac.in> (in Hindi *Shiksha me Computer*)
- Hot Potatoes™ available at <http://web.uvic.ca/hrd/hotpot/>
- Morrison, G.R., Lowther, D.L. & Demeulle L. (1999). *Integrating Computer Technology into the Classroom*. United States of America: Merrill (Prentice Hall)
- Moursund, D. (2005). *Introduction to Information and Communication Technology in Education*. Retrieved from website of University of Oregon: www.uoregon.edu
- National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy, Ministry of HRD, GOI. Retrieved from: http://mhrd.gov.in/ict_school
- Roblyer, M.D. (2008). *Integrating Educational Technology into Teaching*. New Delhi: Pearson Education, South Asia, India.
- Singh, Kamal Deep. (2012). *Lesson through Multimedia*. N. Delhi: Arya Book Depot.

School Internship

Having gained some experience with the child, the community and schools during the course works in institutes, the student-teachers need to be sent to schools for firsthand experience. During the first year, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres, etc. and to a designated school for at least four weeks.

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Course EPC 4: Understanding the Self

Course Objectives:

After undergoing this course, the student teachers will be able to:

1. Understand the development of self as a person and as teacher ;
2. Develop sensibilities, dispositions and skills;
3. Develop social relational sensitivity and effective communication skills;
4. Develop integrated understanding of human self and personality to deal with conflicts at different levels;
5. Understand the philosophy of Yoga and its role in well-being.

Unit 1: Understanding Self

- a) Self-Awareness: Recognition of self-character, self-confidence, self-worth, self-esteem, and self-development and self-assessment
- b) Understanding adequate self as a product of positive experiences of caring, warmth and appreciation in the family, school, neighbourhood etc. which promote healthy discipline, shunning violence
- c) Development of professional identity of a teacher
- d) Awareness of the influence of social milieu on self
- e) Negative experiences generate stress, anger aggression

Unit 2: Yoga and its role in self-well-being

- a) Yoga, meditation, anger/stress management as practices that restore positive physical health and attitudes
- b) Awareness of own identity, social identity, cultural underpinnings
- c) Developing capabilities for mediation- Listening to the conflicting parties, awareness of context of conflict, conflict between teachers, conflict between teacher and student, skills and strategies for conflict resolution
- d) Alternative strategies and creative solutions to overcome/transform conflicts

Unit 3: Becoming a Humane Teacher

- a) Nurturing capabilities for critical self- reflection; transcending past negative experiences
- b) Development of sensitivity, importance of empathy
- c) Developing skills of communication: listening to others, sharing feelings, descriptive non-judgemental feedback, empathising, trusting
- d) Self-discipline, self-management;
 - Removal of prejudices, biases and stereotypes and building multicultural orientation;
 - Nurturing ethical behaviour, positivity, non-violence, love and caring, compassion; and
 - Habitual self-reflection by using daily journal on experiences.

Sessional Work

- **Assignment** (Any two of the following)(Concerned teacher can devise assignment as per requirement of the course)



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School Internship:


Having gained some experience with the child, the community and schools in the first Year, the second year would offer intensive engagement with the school in the form of School Internship. During the first year, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres, etc. for at least four weeks. In the Second Year School Internship should be organized for sixteen weeks.

During the Internship,

- A student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.
- The student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organization and management;
- The student-teachers will understand the needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching-learning.
- Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary.
- They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty.
- Internship in schools is to be done for a minimum duration of 16 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty.
- For each student-teacher, internship should be conducted preferably in one school for the entire 16 weeks.
- During Internship student-teacher has to organize different activities in the school such as co-curricular activities and do case studies on infrastructural facilities available or on any other issue of importance.
- Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but it should aim for meaningful and holistic engagement with learners and the school.
- Learners have to maintain following records-
 - 1) Lesson plans (30 in each school subject)
 - 2) Micro plans on core teaching skills
 - 3) Preparing teaching-learning materials (20 in each school subject)

Scheme of Assessment for Internship Programme

School Internship Programme		For sixteen weeks
Internal Assessment		
Tasks	Details	Marks
1.	School Diary- a) Maintenance of Attendance Register b) Morning assembly And School Records	5
2.	Classroom Observation (one week)	5
3.	School Time-Table	5
4.	Village Camps & Community Work	5
5.	Parent-Teachers Meeting	5
6.	Seminar Organization	10
7.	Micro-teaching Records	10
8.	Organizing Cultural Programmes	10
9.	Action Research	10
10.	Preparation of TLM	10
11.	Teaching Practice	35+35
Total		150
External Assessment		50+50
Gross Total		250


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