

एन.सी.टी.ई. द्वारा मान्यता प्राप्त तथा कोटा विश्वविद्यालय से सम्बद्ध

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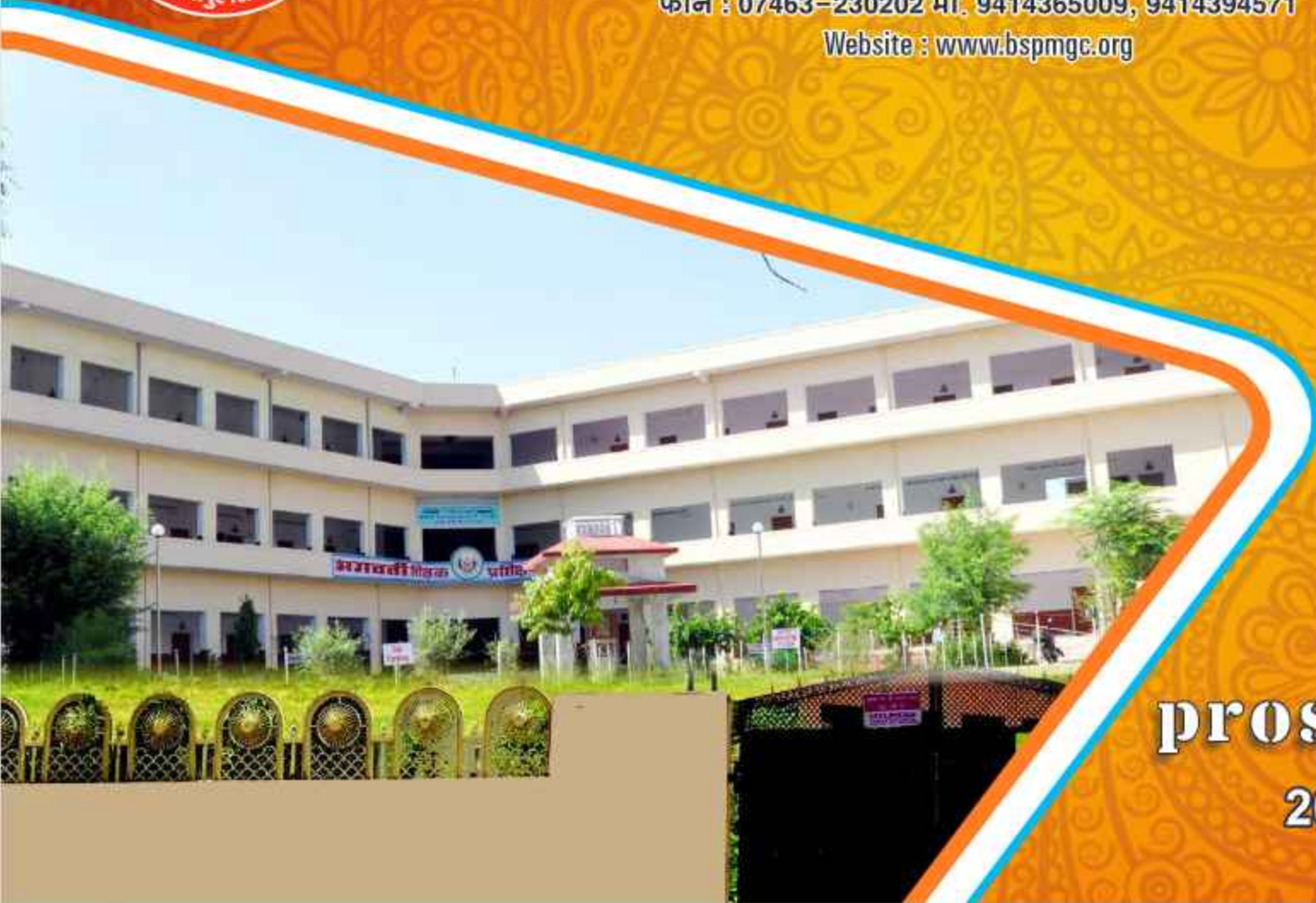


# भगवती शिक्षक प्रशिक्षण महाविद्यालय

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prospectus

2022-23



  
**राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद**  
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Date : January 23, 2017

  
  
 Director



## विद्यालय प्रेरणा स्रोत



### श्रद्धेय स्व. श्री गिरांजि प्रसाद शर्मा

काल की चट्टान पर  
समय के पक्ष पर  
तुम्हारी प्रेरणा से  
जो ज्ञान का दीपक  
प्रज्वलित हुआ है—

अज्ञान का हरण कर अपने आलोक से युगों-युगों तक पीढ़ियों का पथ निर्देशन करता रहेगा।  
नवीन पीढ़ी का सर्वांगीण विकास कर उसकी सृजनात्मक प्रतिभा द्वारा युगों-युगों तक राष्ट्र और समाज के उत्थान की ओर प्रेरित करता रहेगा।  
"ज्ञान दीपक के प्रंगक आगत पीढ़ियाँ तुम्हारे चरणों में श्रद्धा सुमन अर्पित कर तुम्हें नमन करती रहेंगी।"

# Message from Secretary



प्रिय छात्राध्यापक/छात्राध्यापिकाओं,

तुम सभी अपने हृदय में भविष्य के सुनहरे स्वप्न संजोये, कुछ विशिष्ट बनने की महत्वाकांक्षा लिए इस महाविद्यालय में प्रवेश ले रहे हो। तुम्हारे सामने सिविल, मैकेनिकल तथा कम्प्यूटर इंजीनियरिंग, चिकित्सा, हार्डवेयर, सॉफ्टवेयर, सी.ए. अनुसंधान, भूगर्भ-खगोलीय विज्ञान तथा विज्ञान की अनेक शाखाएं, सिविल सर्विस (प्रशासनिक तथा सैनिक प्रतियोगिताएं) तथा अन्य अनेक क्षेत्र खुले हुए हैं जो तुम्हें आकर्षित करके आमंत्रण दे रहे हैं। उनमें से तुम्हें अपनी रुचि, इच्छा तथा महत्वाकांक्षा के अनुरूप क्षेत्र चुन कर उसे प्राप्त करने का लक्ष्य बनाना है। जैसी तुम्हारी इच्छा, महत्वाकांक्षा, रुचि और लक्ष्य होगा वैसा ही तुम्हारा भविष्य और नियति होगी। वृहदारण्य उपनिषद् (IV.4.5) में कहा गया है-

*You are what your deep, driving desire is  
as your desire is, so is your will  
as your will is, so is your deed  
as your deed is, so is your destiny*

महत्वाकांक्षा तुम्हारे लक्ष्य प्राप्ति के पथ का अर्थ (आरम्भ) है तथा लक्ष्य की सिद्धि इसका अन्त। यह लक्ष्य सिद्धि की यात्रा (अर्थ से अन्त तक) संघर्ष और चुनौतियों से भरी है। उनका सामना करने तथा उन पर विजय प्राप्त करने में शिक्षा ही तुम्हें सक्षम बनाती है। स्वामी विवेकानन्द जी शिक्षा का उद्देश्य स्पष्ट करते हुए कहते हैं "छात्र में अन्तर्निहित पूर्णता की अभिव्यक्ति करना ही शिक्षा है। इसका लक्ष्य चरित्र निर्माण तथा छात्र में अन्तर्दृष्टि, तर्कशक्ति, विवेक, निर्णय शक्ति तथा कल्पना का विकास है। हमें वह शिक्षा चाहिए जिससे चरित्र बनता है, प्रतिभा का विस्तार होता है तथा आदमी अपने पैरों पर खड़ा हो सकता है।" ऐसी शिक्षा ही छात्र में अन्तर्निहित पूर्णता तथा प्रतिभा का विकास कर उसमें लक्ष्य प्राप्ति के लिए संघर्ष तथा चुनौतियों का सामना करने की क्षमता उत्पन्न करती है। इस क्षमता को प्राप्त करने के लिए छात्रों में शिक्षा के प्रति समर्पित भाव, वृद्ध निश्चय, अनुशासन तथा लगन की आवश्यकता है।

छात्राध्यापक/छात्राध्यापिकाओं, तुम जिस लक्ष्य प्राप्ति के लिए महाविद्यालय में प्रवेश ले रहे हो उस लक्ष्य प्राप्ति के लिए तुम्हें समस्त प्रकार की सुविधाएं उपलब्ध कराना महाविद्यालय प्रबंध समिति का दायित्व है।

अध्ययन के लिए शान्त तथा उपयुक्त वातावरण, सुविधापूर्ण भवन, स्वच्छ, शुद्ध तथा हवायुक्त कक्षाकक्ष, अनुभवी, विद्वान एवं विशेषज्ञ प्राध्यापकगण, गुणात्मक शिक्षा, समस्त साधनों एवं उपकरणों से सुसज्जित प्रयोगशालाएं, संदर्भ तथा आवश्यक पुस्तकों से पूर्ण पुस्तकालय तथा पत्र, पत्रिकाओं से पूर्ण वाचनालय की सुविधाएं सभी महाविद्यालय में उपलब्ध हैं। इसके अतिरिक्त शारीरिक, मानसिक तथा भावात्मक विकास के लिए महाविद्यालय अनेक सहशैक्षणिक गतिविधियां संचालित करता है, जिससे प्रत्येक छात्र को अपनी प्रतिभा विकास के लिए अवसर मिल सके।

उपलब्ध साधनों का लाभ उठाते हुए अपने स्वर्णिम भविष्य का निर्माण करो।

उज्ज्वल भविष्य की शुभकामनाएँ।

डॉ. अनिल कुमार शर्मा  
सचिव

# Message from Principal



प्रिय छात्राध्यापक/छात्राध्यापिकाओं,

शिक्षा मानव के बहुमुखी विकास का सशक्त माध्यम एवं भावी जीवन हेतु तैयार होने का सुदृढ़ आधार है। विद्यार्थी को सम्यक शिक्षा देने, आत्म निर्भर बनने, आर्थिक, सामाजिक, नागरिकता इत्यादि मानवीय गुणों के विकास हेतु प्रशिक्षित अध्यापकों की महती आवश्यकता है। कौशल की आवश्यकता निज जीवन व व्यवसाय के सभी क्षेत्रों में अपरिहार्य है। एक कुशल एवं प्रशिक्षित अध्यापक एक समृद्ध व विकासमान राष्ट्र का आधार स्तम्भ है। शिक्षण एक आदर्श व्यवसाय है। छात्राध्यापक/छात्राध्यापिका ने उपर्युक्त उद्भावनाओं एवं संकल्प सुदृढ़तानुरूप इस व्यवसाय को चुना है, इस सद्भावना हेतु धन्यवाद।

शिक्षा जीवन पर्यन्त चलने वाली प्रक्रिया है।

*to take education cradle to grave*

महाविद्यालय के सभी घटक व सदस्य आपको सदैव सहयोग करते रहेंगे एवं महाविद्यालय परिवार की आप से आशा है कि आप आत्मानुशासित रहकर इसके वातावरण में अपना सकारात्मक एवं मौलिक सहयोग देकर स्वाध्याय के प्रति सजग व सतत प्रयत्नशील रहेंगे।

आशा करते हैं कि एक कुशल प्रशिक्षित अध्यापक के रूप में अपने व्यक्तित्व का निर्माण करके इस संस्था, अपने परिवार, समाज, राज्य तथा राष्ट्र का नाम रोशन करेंगे।

लक्ष्य को प्राप्त करने हेतु बिना विश्राम किये निरन्तर आगे बढ़ना है।

*The woods are lovely dark and deep*

*But I have promise to keep*

*and miles go before I sleep*

*Life is morning .....*

महाविद्यालय आपको एक कुशल प्रशिक्षित संस्कारित व निष्ठावान अध्यापक के रूप में तैयार करने हेतु कृतसंकल्प है। आपको स्वर्णिम भावी जीवन की शुभकामनाएं।

धन्यवाद।

**डॉ. कृष्ण कान्त शर्मा**

प्राचार्य एवं पूर्व अधिष्ठाता  
शिक्षा संकाय, कोटा विश्वविद्यालय कोटा

# महाविद्यालय परिचय



“एकान्त, स्वच्छ तथा शान्त वातावरण शारीरिक, मानसिक तथा भावात्मक विकास के लिए आवश्यक है। यह मन में एकाग्रता तथा ध्यान केन्द्रित करने में सहायक होता है।”

—गिब्सन

भगवती शिक्षक प्रशिक्षण महाविद्यालय, गंगापुर सिटी में मिर्जापुर रोड़ पर शहर की हलचल से दूर, प्रदूषण रहित अध्ययन के लिए उपयुक्त शांत, शुद्ध वातावरण में स्थित है। यह लगभग पाँच एकड़ भूमि में विस्तारित है। भवन के सभी कक्ष एवं प्रयोगशालाएँ यू.जी.सी., एन.सी. टी.ई. एवं कोटा विश्वविद्यालय कोटा के मापदण्डानुसार निर्मित स्वच्छ, शुद्ध वायु एवं प्रकाश की सुविधाओं से युक्त है। प्रशिक्षणार्थियों के सर्वांगीण विकास के लिए गुणात्मक शिक्षा के लिए उपयुक्त वातावरण, विद्वान शिक्षक, आवश्यक उपकरण, साधन तथा सुविधाएँ उपलब्ध कराने हेतु प्रबन्ध समिति तत्पर रहती है।

प्रारम्भ में इस संस्था की स्थापना तथा शिक्षा क्षेत्र के प्रेरणास्त्रोत स्व. श्री गिर्राज प्रसाद शर्मा ने सन् 1982-83 में एक प्राथमिक विद्यालय के रूप में की थी। सफलता के पथ पर अग्रसर होते हुए प्राथमिक स्तर की शिक्षण संस्थाओं की स्थापना करते हुए 2005 में भगवती शिक्षक प्रशिक्षण महाविद्यालय की स्थापना की। शिक्षक प्रशिक्षण महाविद्यालय में सन 2005 से प्रशिक्षण कार्य प्रारम्भ हो गया। अपने प्राथमिक काल में केवल बी.एड. स्तर पर कला एवं विज्ञान संकाय का प्रशिक्षण प्रारंभ किया गया। प्रगति के सोपान पर बढ़ते हुए 2006 से बी.एस.टी.सी. एवं 2008 से एम.एड. पाठ्यक्रम संचालित है। वर्तमान में शिक्षक प्रशिक्षण महाविद्यालय में एम.एड. में 50 सीटें, बी.एड. में 200 सीटें तथा बी.एस.टी.सी. में 100 सीटें प्रशिक्षण हेतु उपलब्ध हैं। महाविद्यालय में सत्र 2017-18 से इन्टीग्रेटेड कोर्स जिसमें बी.एस.सी., बी.एड./बी.ए., बी.एड. की 50-50 शीट प्रशिक्षण हेतु उपलब्ध है। महाविद्यालय को नैक, बेंगलूर द्वारा 16-17 दिसम्बर 2016 में निरीक्षण कर जनवरी 2017 में 'बी+' ग्रेड प्रदान किया गया।

महाविद्यालय में मानवीय संसाधनों के साथ पर्याप्त रूप से भौतिक संसाधन उपलब्ध है। जिसमें फर्नीचर, श्यामपट्ट, पुस्तकालय, वाचनालय समावेशित है। शिक्षक प्रशिक्षण महाविद्यालय में 'हाइटेक युग' का मेरुदण्ड कम्प्यूटर की सुसज्जित प्रयोगशाला है।

सह शैक्षणिक गतिविधियों के लिए विभिन्न प्रतियोगिताओं के अंतर्गत सेमिनार, संगोष्ठी, भ्रमण, विभिन्न खेल प्रतियोगिताओं का आयोजन किया जाता है।

शिक्षक प्रशिक्षण महाविद्यालय में ध्वनि एवं ताप प्रतिरोधी विशाल बहुउद्देशीय कक्ष, घास व सुविधाओं से पूर्ण स्तरीय खेल मैदान, शीतल एवं शुद्ध पेयजल घर, स्वच्छ एवं बड़ा वाहन स्टेण्ड, स्वच्छ एवं पर्याप्त शौचालय, कम्प्यूटर एवं अन्य साधनों से युक्त प्रशासनिक कक्ष आदि वांछित एवं उत्कृष्ट आधारभूत सुविधाएँ स्थापित हैं।

प्रवक्ताओं के अलावा मानवीय संसाधनों में प्रबन्ध समिति, लिपिक वर्ग एवं कर्मचारीगण भी अपनी अहम भूमिका रखते हैं। इनके सामूहिक प्रयासों से शिक्षण कार्य प्रभावी एवं सुचारु रूप से होता है।

# प्रयोगशालाएँ



## भाषा प्रयोगशाला

हमारे भगवती शिक्षक प्रशिक्षण महाविद्यालय में भाषा शिक्षण हेतु भाषा प्रयोगशाला स्थापित है। इसका मुख्य उद्देश्य विद्यार्थियों से शुद्ध उच्चारण करवाना एवं उनमें उच्चारण कौशल को विकसित करना है। इस हेतु भाषा प्रयोगशाला में एक शिक्षक इकाई एवं बीस विद्यार्थी इकाई स्थापित है। जिनके माध्यम से विद्यार्थी अपनी उच्चारण संबंधी समस्याओं का समाधान करते हैं। भाषा प्रयोगशाला में भाषा शिक्षक सर्वाधिक महत्वपूर्ण भूमिका निभाता है। जिसमें वह विद्यार्थियों के उच्चारण दोषों का निवारण करता है। प्रयोगशाला में टेपरिकार्डर व कम्प्यूटर की भी व्यवस्था है। जिनका प्रयोग विभिन्न भाषायी कैसेट्स को सुनाने हेतु किया जाता है। इस प्रकार यह भाषा प्रयोगशाला महाविद्यालय के प्रशिक्षणार्थियों के लिए अतिमहत्वपूर्ण है।

## मनोविज्ञान प्रयोगशाला

भगवती शिक्षक-प्रशिक्षण महाविद्यालय में मनोवैज्ञानिक परीक्षणों हेतु सुसज्जित एवं सुव्यवस्थित मनोविज्ञान प्रयोगशाला है। इसका उद्देश्य छात्रों को मनोवैज्ञानिक परीक्षण करना सिखाना है। मनोविज्ञान प्रयोगशाला में 67 प्रयोग / परीक्षण तथा विभिन्न मनोवैज्ञानिकों के चित्र स्थापित है। जिसके अन्तर्गत प्रशिक्षणार्थियों से विभिन्न मनोवैज्ञानिक जैसे व्यक्तित्व परीक्षण, बुद्धि परीक्षण, समायोजन तथा सृजनशीलता आदि के परीक्षण करवाये जाते हैं। प्रशिक्षणार्थियों को प्रयोगों तथा उपकरणों से सम्बन्धित जानकारियाँ दी जाती हैं। एम.एड. बी.एड. एवं बी.एस.टी. सी. के प्रशिक्षणार्थियों को उनके पाठ्यक्रम से सम्बन्धित परीक्षण जारी किये जाते हैं। इस प्रकार मनोविज्ञान प्रयोगशाला महाविद्यालय के प्रशिक्षणार्थियों के लिए अत्यन्त महत्वपूर्ण है।

## शिक्षा तकनीकी प्रयोगशाला

आज का युग विज्ञान का युग है शिक्षा में वैज्ञानिक प्रभाव के कारण नए नए नवाचारों का उदय हुआ है। शिक्षण को प्रभावशाली रूचिकर एवं शोधगम्य बनाने के लिए शिक्षा में तकनीकी का प्रयोग किया जा रहा है। इन्हीं आवश्यकताओं को ध्यान में रखते हुए महाविद्यालय की शिक्षा तकनीकी प्रयोगशाला को आधुनिक वैज्ञानिक उपकरणों से सुसज्जित किया गया है। शिक्षा तकनीकी प्रयोगशाला में एल.सी.डी. प्रोजेक्टर, ओ. एच.पी. रंगीन टी.वी., ट्रॉजिस्टर, डी.वी.डी., कैमरा, फ्लेनल बोर्ड, बुलेटिन बोर्ड, स्लाइड प्रोजेक्टर, प्रोजेक्टर स्क्रीन, ट्रांसपैरेन्सी, विभिन्न शिक्षण कैसेट्स आदि नवीन तकनीकी संसाधनों का प्रयोग किया जाता है। प्रयोगशाला में उपर्युक्त संसाधनों का प्रयोग प्रशिक्षित प्राध्यापकों द्वारा अध्ययन कार्य करवाया जाता है। प्रशिक्षणार्थी भी रूचि एवं प्रकरणानुसार इनका प्रयोग करते हैं। इनके द्वारा प्रशिक्षणार्थियों में नवाचार के प्रति जागृति उत्पन्न की जाती है।

## xf.kr

गणित ऐसी विधाओं का समूह है जो संख्याओं, मात्राओं, परिमाणों रूपों और उनके आपसी रिश्तों, गुण, स्वभाव इत्यादि का अध्ययन करती है। गणित एक अमूर्त या निराकार और निगमनात्मक प्रणाली है।



# प्रयोगशालाएँ



## भौतिक विज्ञान प्रयोगशाला

महाविद्यालय में भौतिक परीक्षणों हेतु सुसज्जित एवं सुव्यवस्थित भौतिक विज्ञान प्रयोगशाला है। जिसमें एक साथ 50 प्रशिक्षणार्थियों को परीक्षण करने की व्यवस्था उपलब्ध है।

## रसायन विज्ञान प्रयोगशाला

महाविद्यालय में रसायन विज्ञान से सम्बन्धित परीक्षणों हेतु सुसज्जित एवं सुव्यवस्थित रसायन विज्ञान प्रयोगशाला है। इस प्रयोगशाला में रसायन शास्त्र से संबंधित विभिन्न कार्बनिक एवं अकार्बनिक तत्वों का परीक्षण कराया जाता है।

## जन्तु विज्ञान प्रयोगशाला

महाविद्यालय में जन्तु विज्ञान से सम्बन्धित विभिन्न नमूने, सूक्ष्मदर्शी एवं जीवों की आंतरिक संरचना दर्शाने वाले चार्ट एवं मॉडलों से सुसज्जित एवं सुव्यवस्थित जन्तु विज्ञान प्रयोगशाला है। जिसमें एक साथ 50 प्रशिक्षणार्थियों को परीक्षण करने की व्यवस्था उपलब्ध है।

## वनस्पति विज्ञान प्रयोगशाला

महाविद्यालय में वनस्पति विज्ञान प्रयोगशाला में विभिन्न वनस्पतियों जैसे शैवाल, कवक, ब्रायोफायटा, टेरेडोफायटा आदि की शारीरिक व आकारिकी की जानकारी प्रयोगात्मक रूप से दी जाती है। एक साथ 50 प्रशिक्षणार्थियों को परीक्षण करने की व्यवस्था उपलब्ध है।

## कम्प्यूटर प्रयोगशाला

वर्तमान समय में कम्प्यूटर हर क्षेत्र की आवश्यकता बन गया है। इसी बात के ध्यान में रखते हुए महाविद्यालय में बी.एस.टी.सी., बी.एड. व एम.एड. के प्रशिक्षणार्थियों को कम्प्यूटर अनुप्रयोग में दक्ष करने के लिए एक कम्प्यूटर प्रयोगशाला स्थापित की गई है। जिसमें 20 कम्प्यूटर लगे हुए हैं। प्रयोगशाला पूर्णतः स्वच्छ एवं वातानुकूलित है। जिसमें एक साथ 40 प्रशिक्षणार्थियों को प्रशिक्षण प्रदान करने की सुविधा है। प्रयोगशाला में प्रत्येक कम्प्यूटर पर इंटरनेट सुविधा उपलब्ध है। प्रशिक्षणार्थियों को इंटरनेट का प्रयोग करना सिखाया जाता है। प्रवक्ताओं द्वारा पावर पॉइन्ट में स्लाइड बनाकर शिक्षण में उनका उपयोग करना भी प्रशिक्षणार्थियों को सिखाया जाता है।

## एन.यू.पी. डब्ल्यू. प्रयोगशाला

महाविद्यालय में समाज उपयोगी उत्पादक कार्य एवं कार्यानुभव प्रयोगशाला है। प्रयोगशाला में छात्राध्यापक / छात्राध्यापिकाओं को समाज की उन्नति में अपना योगदान देने के अवसरों से परिचित कराया जाता है। यहां दैनिक कार्य हेतु आवश्यक वस्तुओं का निर्माण करना सिखाया जाता है। समाज उपयोगी उत्पादक शिविर के अंतर्गत स्वच्छता अभियान, विभिन्न कुशितियों के विरुद्ध जनजागृति रैलियां, शीमारियों की रोकथाम हेतु जन जागृति कार्यक्रम आयोजित किये जाते हैं। साथ ही विभिन्न वस्तुओं जैसे मोमबत्ती, अमृत धारा,







## पुस्तकालय एवं वाचनालय

वर्तमान समय में पुस्तकालयों की भूमिका सूचना केन्द्र के रूप में बदल गई है। सूचना प्रौद्योगिकी के इस युग में किसी भी शोधकार्य के लिए अपने शोधकार्य को अद्यतन बनाये रखने के लिए डेलनेट (Developing Library Network, DELNET) दक्षिण एशिया के पुस्तकालय नेटवर्क को आपस में जोड़ता है इससे भारत के 32 राज्यों के 1630 पुस्तकालय एवं 7 देश इससे जुड़े हुए हैं। डेलनेट 1992 में एक सोसायटी के रूप में पंजीकृत हुआ। यह सुविधा भगवती शिक्षण प्रशिक्षण महाविद्यालय में उपलब्ध है। महाविद्यालय का पुस्तकालय पूर्णरूप कम्प्यूटराइज्ड (DIGITAL LIBRARY) है। जिसमें 14587 पुस्तकें एवं 22 मासिक पत्र-पत्रिकाएँ हैं। पुस्तकालयाध्यक्ष सूचना अधिकारी के रूप में सम्बन्धित विषय के नवीनतम ज्ञान की जानकारी उपलब्ध करवाने में महत्वपूर्ण भूमिका निभाते हैं। पुस्तकालय में पाठकों को पढ़ने के लिए अलग से वाचलनालय कक्ष (Reading Room) है। जिसमें पाठक बैठने की कुल क्षमता 50 एक साथ पाठक अध्ययन करते हैं। प्रवक्ताओं के लिए गत माह की पत्र-पत्रिकाएँ आदान-प्रदान की जाती है। एवं शोधार्थियों के लिए इन्टरनेट द्वारा सामग्री उपलब्ध कराई जाती है।

पुस्तकालय में विभिन्न पुस्तकों से (एन.एस.एसी., एन.सी.ई.आर.टी., शब्दकोश, विश्वकोश) से पाठक अध्ययन करते हैं।

### पुस्तकालय एवं वाचनालय के नियम

1. पुस्तकालय में बिना परिचय पत्र दिखाए प्रवेश निषेध है।
  2. प्रशिक्षणार्थी अपनी व्यक्तिगत पुस्तकें अथवा अन्यसामग्री पुस्तकालय से बाहर रखने के बाद ही प्रवेश कर सकेंगे।
  3. पुस्तकालय में शांति बनाए रखना एवं नियमों का पालन करना प्रत्येक प्रशिक्षणार्थी का उत्तरदायित्व होगा। नियमों का उल्लंघन करने पर प्रशिक्षणार्थी को पुस्तकालय में प्रवेश से वंचित कर दिया जावेगा।
  4. पुस्तकालय कार्ड पर छात्र/छात्राओं को पाठ्य पुस्तकें ही अध्ययन के लिए दी जाएंगी। प्रश्न पत्र, समाचार पत्र एवं पत्रिकाएँ पुस्तकालय से बाहर ले जाने की अनुमति नहीं दी जा सकेगी।
  5. संदर्भ ग्रन्थों के घर ले जाने की अनुमति नहीं दी जाएगी। संदर्भ ग्रन्थों का अध्ययन केवल पुस्तकालय में ही किया जाएगा।
  6. प्रत्येक पुस्तकालय कार्ड अहस्तांतरणीय होगा। उसके बिना प्रशिक्षणार्थी पुस्तकालय सुविधाओं से बंचित रहेगा।
  7. पुस्तकालय कार्ड के खोने की स्थिति में यथाशीघ्र पुस्तकालयाध्यक्ष को सूचना देनी होगी। नया कार्ड निर्धारित शुल्क - 25/-
  8. पुस्तक खो जाने, पृष्ठ निकलने, या पृष्ठ फट जाने पर अथवा उस पर नाम लिखकर या किसी प्रकार की टिप्पणी लिखकर अनुपयोगी कर देने पर, उस पुस्तक के स्थान पर दूसरी नयी प्रति पुस्तकालय में जमा करानी होगी अन्यथा पुस्तक का वुगना मुख्य चुकाना होगा।
  9. पत्र-पत्रिकाओं, समाचार पत्रों एवं पुस्तकों से शिक्षित सामग्री अथवा चित्र काटना दण्डनीय अपराध है।
  10. पुस्तकालय में पुस्तक लौटाने की अंतिम तिथि के बाद पुस्तक वापसी पर एक रुपया प्रतिदिन प्रतिपुस्तक आर्थिक दण्ड देना होगा।
  11. प्रत्येक कार्ड को धारक को अधिकाधिक 4 पुस्तकें एक साथ अधिकाधिक 10 दिन के लिए दी जाएंगी।
  12. परीक्षा अवकाश में पुस्तकालय से पुस्तक दोगुनी कीमत अदा करने पर अध्ययन हेतु स्वीकृत की जा सकती है। वह धन राशि पुस्तक लौटाने पर वापस करदी जाएगी।
  13. सत्र के अन्त में अदेय प्रमाणपत्र (NOC) पत्र लेने से पूर्व पुस्तकालय कार्ड पुस्तकालय में जमा कराने होंगे।
- नोट:- पुस्तकालय एवं वाचनालय के नियमों के पुस्तकालयाध्यक्ष द्वारा प्राचार्य के निर्देश पर बदलाव सम्भव है।





## आचार्य अक्षिता एवं अनुशासन

- ★ सभी छात्राध्यापक/छात्राध्यापिकाओं को अनुशासन बद्ध रहकर महाविद्यालय द्वारा दिये गये निर्देशों का पालन करना अनिवार्य है।
- ★ सभी प्रशिक्षार्थियों को महाविद्यालय गणवेश में आना है।
- ★ बीमारी की स्थिति में अनुपस्थित रहने पर चिकित्सकीय प्रमाण पत्र, प्राचार्य को पुरस्तुत करना अनिवार्य है।
- ★ प्रशिक्षणार्थी को प्रत्येक सैद्धान्तिक विषय तथा शिक्षणाभ्यास कार्यक्रम में विश्वविद्यालय द्वारा निर्धारित उपस्थित अनिवार्य है, अन्यथा विश्वविद्यालय नियमानुसार जो अनुशासनात्मक कार्यवाही होगी, उसका उत्तरदायी स्वयं प्रशिक्षणार्थी होगा।
- ★ सभी प्रशिक्षणार्थियों को आन्तरिक मूल्यांकन परीक्षा देना अनिवार्य है, छात्र/छात्रा आन्तरिक मूल्यांकन अंको से यथित रह सकते हैं जिसका जिम्मेदार स्वयं छात्र/छात्रा होगा, इससे विश्वविद्यालय परीक्षा परिणाम भी प्रभावित हो सकता है।
- ★ प्राचार्य द्वारा बिना पूर्व स्वीकृत अवकाश पर रहने पर अनुशासनात्मक कार्यवाही की जाएगी।
- ★ बिना पूर्व अनुमति के 03 कार्य दिवस से अधिक अनुपस्थिति रहने पर छात्र/छात्रा का नाम महाविद्यालय उपस्थिति पंजिका से पृथक कर दिया जाएगा तथा पुनः प्रवेश की कार्यवाही नियमानुसार पूर्ण करनी होगी।
- ★ शिक्षणाभ्यास, सामयिक जांच, एस यू पी डब्ल्यू शिविर आदि क्रियाओं के दौरान अवकाश देय नहीं होगा।
- ★ स्कूल इन्टरशिप फेज-प्रथम (चार सप्ताह) एवं फेज-द्वितीय (16 सप्ताह) में 90 प्रतिशत उपस्थिति अनिवार्य है।
- ★ प्रशिक्षण के दौरान प्रशिक्षणार्थी को किसी दूसरी संस्था से किसी भी प्रकार का शिक्षण, प्रशिक्षण प्राप्त करने, सरकारी या गैर सरकारी सेवा करने या छात्रवृत्ति प्राप्त करने की स्वीकृति नहीं होगी, यदि प्रशिक्षणार्थी ऐसा करता पाया गया और विश्वविद्यालय स्तर पर अनुशासनात्मक कार्यवाही होती है तो उसका उत्तरदायी स्वयं छात्र होगा।



## उपस्थिति संबंधी नियम:

विश्व विद्यालय व शिक्षा विभाग द्वारा प्रत्येक प्रशिक्षणार्थी को अपने शिक्षण सत्र में कम से कम 80 प्रतिशत उपस्थिति देना अनिवार्य है। यदि इससे कम उपस्थिति होती है तो प्रशिक्षणार्थी स्वयं जिम्मेदार होगा। आवश्यक प्रार्थना पत्र स्वीकृति का तात्पर्य उपस्थिति गणना नहीं होगा। स्वास्थ्य खराब होने पर मेडिकल सर्टिफिकेट जमा करना आवश्यक है।

## परिषदों का गठन :

महाविद्यालय द्वारा प्रशिक्षण में विभिन्न दायित्वों की पूर्ति हेतु अनेक परिषदों का गठन किया जाता है। उनके प्रभारी एवं सदस्यों को अपना-अपना कार्य जिम्मेदारी के साथ पूर्ण करना होता है। सम्बन्धित सदन प्रभारी को अपनी फाइल में विभिन्न प्रतिवेदन सुरक्षित रखने पड़ते हैं।

## छात्रवृत्तियाँ

समाज कल्याण विभाग द्वारा निर्धारित आवेदन-पत्र भरने पर अनुसूचित जाति अनु-जनजाति तथा अन्य पिछड़ा वर्ग एवं विकलांग प्रशिक्षणार्थियों की छात्रवृत्ति दी जाती है। सम्बन्धित प्रमाण-पत्र बनवाकर प्रशिक्षणार्थी को आवेदन पत्र के साथ लगाना है। यदि वह छात्रवृत्ति के नियमानुसार दायरे में आते हैं तो वह छात्रवृत्ति लेने का हकदार होगा।





## पाठ्य ऋणगामी क्रियाएँ :

महाविद्यालय परिसर में नियमित एवं पाठ्यक्रमानुसार विविध पाठ्य सहगामी क्रियाओं का आयोजन होता रहता है। जिसमें सभी प्रशिक्षणार्थियों का भाग लेना अनिवार्य है। ये क्रियाएँ शैक्षिक, साहित्यिक एवं सांस्कृतिक आदि होती हैं, जिससे व्यक्ति के व्यक्तित्व का चहुँमुखी विकास होता है।

## महाविद्यालय पत्रिका :

महाविद्यालय प्रतिवर्ष "आस्था" नामक पत्रिका का प्रकाशन करता है। यह पत्रिका विद्यार्थियों की वैचारिक अभिव्यक्ति को मंच प्रदान करती है। वर्ष की गतिविधियों एवं उपलब्धियों को प्रतिबिम्बित करती है। इसमें विद्यार्थियों एवं प्राध्यापकों के विभिन्न विषयों से सम्बन्धित मौलिक लेख, कविता, कहानी - संस्मरण आदि रचनाएँ प्रकाशित होती हैं। पत्रिका की गुणवत्ता में निरन्तर वृद्धि हो रही है। यह पत्रिका सृजनात्मकता के साथ महाविद्यालय की विकास यात्रा का दर्पण प्रस्तुत करती है।

## रोजगार पत्राभर्ष प्रकोष्ठ :

महाविद्यालयी शिक्षा के द्वारा विद्यार्थी के व्यक्तित्व को सबल बनाया जाता है ताकि वह कुशल नागरिक बन सके। इसके साथ उसमें व्यावहारिक कौशलों का विकास किया जाता है ताकि सुखमय जीवन जी सके।

आज विद्यार्थी के लिए अकादमिक शिक्षा के बाद व्यावसायिक शिक्षा हेतु अनेक पाठ्यक्रम उपलब्ध हैं। ऐसे अनेक मार्ग हैं जिन पर चलकर कोई विद्यार्थी अपने भविष्य की वृत्ति का निर्धारण कर सकता है। उस मार्ग का चयन बुद्धिमत्ता से किया जाना आवश्यक है। विद्यार्थी की इसी समस्या निवारणार्थ महाविद्यालय में रोजगार परामर्श प्रकोष्ठ का गठन किया गया है, जो विद्यार्थी को उचित व्यावसायिक निर्देशन या मार्ग निर्देशन देती है।

## खेलकूद

'स्वस्थ शरीर में स्वस्थ मस्तिष्क का निर्माण होता है' की उक्ति को ध्यान में रखते हुए महाविद्यालय विद्यार्थियों के शारीरिक एवं मानसिक विकास को पुष्ट करने हेतु खेलकूद एवं शारीरिक प्रतियोगिता के महत्त्व देता है। यह सही है कि खेल मैदान ऐसी प्रयोगशाला है जहाँ विद्यार्थी अभ्यास, सहयोग, त्याग, एकता आत्मविश्वास जैसे गुणों को अंगीकार करते हैं। खेलों की उपादेयता को स्वीकार करते हुए खेलकूद गतिविधियों के संचलनार्थ महाविद्यालय में फुटबाल, कबड्डी, खो-खो, एथलेटिक्स, बास्केटबॉल, भारोत्तलन, बैडमिंटन, टेण्डबॉल, क्रिकेट, वालीबॉल आदि खेल खेलने की व्यवस्था है।

## राष्ट्रीय सेवा योजना (एन.एस.एस.)

महाविद्यालय में राष्ट्रीय सेवा योजना की इकाई संचालित है। इच्छुक प्रशिक्षणार्थी पृथक फार्म भरकर एन.एस.एस. इकाई में जमा कराकर इसमें भाग ले सकता है।

## नौवन एवं नैजिन क्लब

महाविद्यालय में नौवर एवं नैजिन क्लब संचालित है। प्रशिक्षणार्थी में सामाजिक कार्यों के प्रति रुचि जागृत करता है एवं स्वाभिमान व आत्मविश्वास की भावना जागृत करता है।



## डी.एल.एड. प्रथम वर्ष – मूल्यांकन योजना

प्रथम वर्ष :

क्र.सं.	प्रश्न पत्र क्र.सं.	प्रश्न पत्र	मूल्यांकन		योग
			बाह्यांक	अन्तरांक	
1.	प्रथम	बच्चे और बचपन	70	30	100
2.	द्वितीय	शिक्षा के उद्देश्य, ज्ञान और पाठ्यचर्या	70	30	100
3.	तृतीय	भारतीय समाज और शिक्षा	70	30	100
4.	चतुर्थ	भाषा, संज्ञान और समाज, पाठ्यचर्या के सन्दर्भों में	35	15	50
5.	पंचम	हिन्दी भाषा-शिक्षण और प्रवीणता	60	40	100
6.	षष्ठम	अंग्रेजी भाषा-शिक्षण और प्रवीणता	60	40	100
7.	सप्तम	गणित शिक्षण	60	40	100
8.	अष्टम	पर्यावरण अध्ययन शिक्षण	60	40	100
9.	नवम	कला शिक्षण	20	30	50
10.	दशम	सूचना एवं सम्प्रेषण तकनीकी (ICT)	20	30	50
	योग		525	325	850
		विद्यालय अनुभव	75	175	250
	महायोग		600	500	1100

**ध्यातव्य :**

1. प्रत्येक प्रश्न पत्र 3 घंटे का होगा।
2. प्रत्येक प्रश्न पत्र के आंतरिक एवं बाह्य मूल्यांकन में पृथक-पृथक उत्तीर्ण होना अनिवार्य होगा।
3. प्रत्येक विषय में 40 प्रतिशत अंक प्राप्त करना अनिवार्य है।



## डी.एल.एड. द्वितीय वर्ष – प्रश्न पत्रों की रूपरेखा

द्वितीय वर्ष :

क्र.सं.	प्रश्न पत्र क्र.सं.	प्रश्न पत्र	मूल्यांकन		योग
			बाह्यांक	अन्तरांक	
1.	प्रथम	बच्चे और सीखना	70	30	100
2.	द्वितीय	विद्यालय संस्कृति, प्रबन्धन और शिक्षक	70	30	100
3.	तृतीय	आधुनिक विश्व में विद्यालयी शिक्षा	70	30	100
4.	चतुर्थ	हिन्दी भाषा-शिक्षण और प्रवीणता	60	40	100
5.	पंचम	अंग्रेजी भाषा-शिक्षण और प्रवीणता	60	40	100
6.	षष्ठम्	गणित शिक्षण	60	40	100
7.	सप्तम	तृतीय भाषा-संस्कृत/उर्दू/पंजाबी/सिन्धी/गुजराती	60	40	100
8.	अष्टम्	स्वास्थ्य एवं शारीरिक शिक्षा	30	20	50
9.	नवम्	सामाजिक विज्ञान/विज्ञान	60	40	100
	योग		540	310	850
		विद्यालय अनुभव	75	175	250
	महायोग		515	485	1100

ध्यातव्य :

1. प्रत्येक प्रश्न पत्र 3 घंटे का होगा।
2. प्रत्येक प्रश्न पत्र में उत्तीर्ण होना अनिवार्य होगा। उत्तीर्ण के लिए 40 प्रतिशत अंक लाना अनिवार्य होगा।
3. प्रत्येक प्रश्न पत्र के आंतरिक एवं बाह्य मूल्यांकन में पृथक-पृथक उत्तीर्ण होना अनिवार्य होगा।



## COURSE OF STUDY AND SCHEME OF EVALUATION

### *B.Ed. I YEAR*

Paper No.	Paper Name	Paper Code	Max Marks		
			Ext.	Int.	Total
Course 1	Childhood and Growing up	BED-01	80	20	100
Course 2	Contemporary India and Education	BED-02	80	20	100
Course 3	Learning and Teaching	BED-03	80	20	100
Course 4	Language across the curriculum (1/2)	BED-04	40	10	50
Course 5	Understanding Disciplines and Sub. (1/2)	BED-05	40	10	50
Course 6	Gender, School and Society (1/2)	BED-06	40	10	50
Course 7	Pedagogy of School Subject First Subject Part - I	BED-07	40	10	50
	Pedagogy of School Subject Second Subject Part-I		40	10	50-
Course 8	Reading and Reflecting on texts (1/2)	BED-08	-	50	50
EPC 1	Internal assessment				
Course 9	Drama and Art in Education (1/2)	BED-09	-	50	50
EPC 2	Internal assessment				
Course 10	Critical understanding of ICT	BED-10	-	50	50
EPC 3	Internal assessment				
* School Internship (Phase I, 4 week) Internal Assessment			(50 marks) to be included in second year total		
<b>Total</b>			<b>700</b>		

\* Note : Engagement with the field. Task and Assignment of Courses 1,2,3,4,5,6,7 a & b (part I)



## COURSE OF STUDY AND SCHEME OF EVALUATION

### B.Ed. II YEAR

Paper No.	Paper Name	Paper Code	Max Marks		
			Ext.	Int.	Total
Course 11 (a ) & (b)	Pedagogy of School Subject Part II (Subject First)	BED-11 a & b	40	10	50
	Pedagogy of School Subject Part II (Subject Second)		40	10	50
Course 12	Knowledge and Curriculum	BED-12	80	20	100
Course 13	Assessment for learning	BED-13	80	20	100
Course 14	Creating of Inclusive School	BED-14	40	10	50
Course 15	* Optional Courses A) Vocational/Work Education B) Health and Physical Education C) Peace Education D) Guidance and Counselling	BED-15	40	10	50
Course 16 EPC 4	Understanding the self Internal assessment	BED-16	-	50	50
Course 17	* School Internship (Phase II, 16 weeks) Internal assessment	BED-17	100 marks + 50 marks of first year to be included. Total = 150		
Course 18	<b>External Assessment</b> One Final Lesson of Pedagogy of a school Subject	BED-18	100 marks		
<b>Total</b>			<b>700 marks</b>		

**Note :** 1. Engagement with the field. Task and Assignment of Courses 11(a,b) 12, 13, 14, 15  
2. \*Optional Courses can be from among the following - vocational/work education, health and physical education, peace education, guidance and counseling etc. and can also be an additional pedagogy course (for a school subject other than that chosen for course 7 (a & b) at the secondary level or the same school subject at the higher secondary level.)



# Four Years Integrated Course Scheme of B.A. B.Ed. 1st Year

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.A.- B.Ed 01	GenEnglish (Compulsory)*	100	-	-	100
II	B.A.-B.Ed 02	Childhood and Growing Up	80	20	-	100
III	B.A.-B.Ed 03	Contemporary India and Education	80	20	-	100
IV	B.A.-B.Ed. 04(G-A)	Instructional System & Educational Evaluation	80	20	-	100
V VI & VII	B.A.-B.Ed 05, 06 & 07 (G-B)	Content (Select any Three) 1. Hindi (I & II) 2. Sanskrit(I & II) 3. English(I & II) 4. Urdu (I & II) 5. History (I & II) 6. Political Science/Puñaid (I & II) 7. Economics(I & II) 8. Sociology(I & II) 9. Philosophy/ Psychology (I & II) 10. Drawing & Painting (I & II) 11. Geography (I & II) 12. Home Science (I & II) 13. Music(I & II)	100+100 100+100 100+100 100+100 100+100 100+100 100+100 100+100 100+100/75+75 100 75+75 75+75 40+40	- - - - - - - - 50 (Psy.) 40+40+20 50 25+25 80+40	600	
					<b>Grand Total</b>	<b>900</b>

**\*ELIGIBILITY CRITERIAN ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.**



# Four Years Integrated Course

## Scheme of B.A. - B.Ed. II Year

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.A.-B.Ed 01	Gen. Hindi(Compulsory)*	100	-	-	100
II	B.A-B.Ed 02	Knowledge and curriculum	80	20	-	100
III	B.A-B.Ed 03	Learning and Teaching	80	20	-	100
IV	B.A.-B.Ed 04 (G-A)	Peace Education	80	20	-	100
V	B.A.-B.Ed	<b>Content</b>				600
VI	05,	(Select any Three)	100+100			
&	06	1. Hindi (I & II)	100+100			
VII	&	2. Sanskrit(I & II)	100+100			
		3. English(I & II)	100+100			
		4. Urdu (I & II)	100+100			
		5. History (I & II)	100+100			
		6. Political Science/Pub. Aid (I & II)	100+100			
		7. Economics(I & II)	100+100			
		8. Sociology(I & II)	100+100			
		9. Philosophy/ Psychology (I & II)	100+100/75+75			
		10. Drawing & Painting (I & II)	100			
		11. Geography (I & II)	75+75			
		12. Home Science (I & II)	75+75			
		13. Music(I & II)	40+40			
VIII	B. A - B.Ed Practicum	<b>OPEN AIR / SUPW CAMP</b> 1. Community Service 2. Survey (Based on social and educational events) 3. Co-Curricular Activities 4. Health and Social awareness programme (DISASTER MANAGEMENT AND CLEANINESS)		25 25		100
				25		
				25		
				25		
					Grand Total	900 +100

\*ELIGIBILITY CRITERIAN ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.

# Four Years Integrated Course Scheme of B.A. - B.Ed. III Year

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.A.-B.Ed 01	Elementary Computer Application (Compulsory)*	100	-	-	100
II	B.A.-B.Ed 02	Language Across the Curriculum	80	20	-	100
IV	B.A.-B.Ed 04(G-A)	Guidance and Counselling in School	80	20	-	100
V	B.A.-B.Ed	<b>Content</b>				600
VI & VII	05, 06 & 07 (G-B)	(Select any Three) 1. Hindi (I & II) 2. Sanskrit(I & II) 3. English(I & II) 4. Urdu (I & II) 5. History (I & II) 6. Political Science/Pub. Aid (I & II) 7. Economics(I & II) 8. Sociology(I & II) 9. Philosophy/ Psychology & II) 10. Drawing & Painting (I & II) 11. Geography (I & II) 12. Home Science (I & II) 13. Music(I & II)	100+100 100+100 100+100 100+100 100+100 100+100 100+100 100+100 100+100/75+75 100 75+75 75+75 40+40	- - - - - - - - - - - - - -	- - - - - - - - 50 (Psy.) 40+40+20 50 25+25 80+40	
VIII	08(a,b)	Pedagogy of a School Subject (part-1) , I & II Year(candidate shall be required to offer any two papers from the following for part -1 & other for part-2). 1. Hindi 2. Sanskrit 3. English 4. Urdu 5. History 6. Economics 7. Civics 8. Geography 9. Social Studies 10. Home Science 11. Drawing and Painting 12. Music 13. Psychology	80	20	-	100
Practicum		<b>Special Training Programme</b> X Micro Teaching (5 Skills) X Simulated Teaching (5 Lesson) X Practice Lesson (4 Week Internship) X Observation of teaching of peer group (2 Lesson) X Technology Based Lesson X Criticism Lesson X Attendance/Seminar/ Workshop			10 50 05 05 20 10	100
		<b>Final Lesson</b>	<b>100</b>			<b>100</b>
						900 +100 +100

\*ELIGIBILITY CRITERIAN ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.

# Four Years Integrated Course

## Scheme of B.A. - B.Ed. IV Year

Theory Paper	Course Code	Title of the Paper	Evaluation			
			External	Internal	Practical	
I	B.A.-B.Ed.01	*Environmental Studies (Compulsory)	100	-	-	100
II	B.A.-B.Ed.02	Creating and Inclusive school	80	20	-	100
III	B.A.-B.Ed.03	Understanding Disciplines and Subject	80	20	-	100
IV	B.A.-B.Ed.04 (G-A)	Physical Education & Yoga	80	20	-	100
V	B.A.-B.Ed.05	Gender, School and Society	80	20	-	100
VI	B.A.-B.Ed.06	Assessment for Learning	80	20	-	100
VIII	08(a,b)	Pedagogy of a School Subject (part 1) , 1st & IInd Year(candidate shall be required to offer any two papers from the following for part1 & other for part2). 1. Hindi 2. Sanskrit 3. English 4. Urdu 5. History 6. Economics 7. Civics 8. Geography 9. Social Studies 10. Home Science 11. Drawing and Painting 12. Music 13. Psychology	80	20	-	100
Practicum		1. Practice teaching		50		
		2. Block Teaching (Participation in School Activities Social Participation in Group)		20		
		3. Report of any feature of school / case study/action research		10		100
		4. Criticism Lesson		20		
		<b>Final Lesson</b>	<b>100</b>			<b>100</b>
						<b>600+100</b> <b>+100</b>

\*ELIGIBILITY CRITERIAN ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.

# Four Years Integrated Course

## Scheme of B.Sc. B.Ed. 1st Year

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.Sc.-B.Ed. 01	Gen. English(Compulsory)*	100	-	-	100
II	B.Sc.-B.Ed. 02	Childhood and Growing Up	80	20	-	100
III	B.Sc.-B.Ed. 03	Contemporary India and Education	80	20	-	100
VIII	B.Sc.-B.Ed. 04 (G-A)	Instructional System & Educational Evaluation	80	20	-	100
V VI & VII	B.Sc.-B.Ed 05, 06 & 07 (G-B)	<b>Content (PCB &amp; PCM Group) (Select any Three)</b> 1. Chemistry(I,II,III) 2. Botany (I,II,III) 3. Zoology(I,II,III) 4. Physics (I,II,III) 5. Mathematics(I,II,III)	50+50+50 50+50+50 50+50+50 50+50+50 44+66_68	- - - - -	50 50 50 50 22	200 200 200 200 200 <b>900</b>

\*ELIGIBILITY CRITERIAN ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.

# Four Years Integrated Course Scheme of B.Sc. B.Ed. II Year

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.Sc.-B.Ed. 01	Gen. Hindi(Compulsory)*	100	-	-	100
II	B.Sc.-B.Ed. 02	Knowledge and curriculum	80	20	-	100
III	B.Sc.-B.Ed. 03	Learning and Teaching	80	20	-	100
IV	B.Sc.-B.Ed 04 (G-A)	Peace Education	80	20	-	100
V VI & VII	B.Sc.-B.Ed 05, 06 & 07 (G-B)	<b>Content (PCB &amp; PCM Group) (Select any Three)</b> 1. Chemistry(I,II,III) 2. Botany (I,II,III) 3. Zoology(I,II,III) 4. Physics (I,II,III) 5. Mathematics(I,II,III)	50+50+50 50+50+50 50+50+50 50+50+50 66+44+68	- - - - -	50 50 50 50 22	200 200 200 200 200
VIII	B.Sc. - B.Ed	<b>OPEN AIR / SUPW CAMP</b> 1. Community Service 2. Survey (Based on social and educational events) 3. Co-Curricular Activities 4. Health and Social awareness programme (DISASTER MANAGEMENT AND CLEANINESS)		25 25 25 25		100
						900+100

\*ELIGIBILITY CRITERIAN ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.

# Four Years Integrated Course Scheme of B.Sc. B.Ed. III Year

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.Sc.-B.Ed. 01	Elementary Computer Application (Compulsory)*	100	-	-	100
II	B.Sc.-B.Ed. 02	Language Across the Curriculum	80	20	-	100
IV	B.Sc.-B.Ed- 04 (G-A)	Guidance and Counseling in School	80	20	-	100
V VI & VII	B.Sc.-B.Ed 05, 06 & 07 (G-B)	<b>Content (PCB &amp; PCM Group) (Select any Three)</b> 1. Chemistry(I,II,III) 2. Botany (I,II,III) 3. Zoology(I,II,III) 4. Physics (I,II,III) 5. Mathematics(I,II,III)	50+50+50 50+50+50 50+50+50 50+50+50 66+66+46	- - - - -	50 50 50 50 22	200 200 200 200 200
VIII	08(a,b)	Pedagogy of a School Subject (part-1), 1st & IInd Year(candidate shall be required to offer any two papers from the following for part-1 & other for part-2). 1. Mathematics 2. Physics 3. Chemistry 4. Biology	80	20	-	100
<b>Practicum</b>		<b>Special Training Programme</b> X Micro Teaching (5 Skills) X Simulated Teaching (5 Lesson) X Practice Lesson(4 Week Internship) X Observation of teaching of peer group (2 Lesson) X Technology Based Lesson X Criticism Lesson X Attendance/Seminar/Workshop			10 50 05 05 20 10	100
		<b>Final Lesson</b> Workshop	<b>100</b>			<b>100</b>
						<b>900+100 +100</b>

\*ELIGIBILITY CRITERIAN ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.

# Four Years Integrated Course

## Scheme of B.Sc. B.Ed. IV Year

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.Sc.-B.Ed. 01	Environmental Studies (Compulsory)*	100	-	-	100
II	B.Sc.-B.Ed. 02	Creating and inclusive school	80	20	-	100
III	B.Sc B.Ed. 03	Understanding Disciplines and Subject	80	20	-	100
IV	B.Sc.-B.Ed. 04(G-A)	Physical Education & Yoga	80	20	-	100
V	B.Sc.-B.Ed. 05	Gender, School and Society	80	20	-	100
VI	B.Sc.-B.Ed. 06	Assessment for Learning	80	20	-	100
VIII	B.Sc.-B.Ed. 08(a,b)	Pedagogy of a School Subject (part-2) , Ist & IInd Year(candidate shall be required to offer any two papers from the following for part-1 & other for part-2). 1.Mathematics 2. Physics 3. Chemistry 4. Biology 5. General Science	80	20	-	100
Practicum		1. Practice teaching 2. Block Teaching (Participation In School Activities Social Participation in Group) 3. Report of any feature of school / case study/action research 4. Criticism Lesson <b>Final Lesson</b>		50 20 10 20		100   100
			<b>100</b>			<b>100</b>
						600+100 +100

\*ELIGIBILITY CRITERIAN ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.

## *M.Ed. I Year*



Core Paper	I	Educational Studies	(80+20) 100 marks
	II	Philosophical and Sociological Fundamental of Education	(80+20) 100 marks
	III	Psychology of Learning and Development	(80+20) 100 marks
	IV	Methodology of Educational Research	(80+20) 100 marks
Specialization	V	Any one of the following : <b>Area (A) Elementary Education</b> (i) Structure, Management and Quality Concerns of Elementary Education <b>Area (B) Secondary Education</b> (ii) Structure, Management and Quality Concerns of Secondary Education	(80+20) 100 marks
Elective/Optional	VI	Any one of the following : <b>Area (B) Guidance and Counseling</b> (i) Principles and Procedure of Guidance and Counseling <b>Area (D) ET and ICT in Education</b> (i) Principles of ET & ICT <b>Area (E) Education Management</b> (i) Principles of Education Management	(80+20) 100 marks
Paractical/		Preparation of synopsis and seminar presentation	50 marks
Field Work		Working on tool development of dissertation	
		Internship (Pre and In-service)	50 marks
		Professional Writing	25 marks
		Yoga for Self Development	25 marks
		Open Air Session and Social Participation	50 marks
TOTAL			800 Marks



## *M.Ed. II Year*



Core Paper	I	Teacher Education	(80+20) 100 marks
	II	Indian Education -Its Development, Major policies prospectus and challengers	(80+20) 100 marks
	III	Advance Educational Research (Quantitative and Qualitative)	(80+20) 100 marks
Specialization	IV	Any one of the following same area as selected in 1st Year : <b>Area (A) Elementary Education</b> (i) Issues, Curriculum and Assessment of Elementary Education <b>Area (B) Secondary Education</b> (ii) Issues, Curriculum and Assessment of Secondary Education	(80+20) 100 marks
Elective/Optional	V	Any one of the following same area as selected in 1st year : <b>Area (B) Guidance and Counseling</b> (ii) Dynamics and Techniques of Guidance and Counseling <b>Area (D) ET and ICT in Education</b> (ii) Implications of ET and ICT in Education <b>Area (E) Education Management</b> (i) Practices of Education Management	(80+20) 100 marks
Paracticals/ Field Work		Finalization and submission of Dissertation (50 marks External, 50 marks Internal 50 Viva voce)	150 marks
		Communication Skills	25 marks
		Yoga for Self Development	25 marks
TOTAL			700 Marks

## Vision & Mission of the College



- To inculcate values relevant to moral, social and national needs.
- To encourage students in dreaming and achieving their goal in their career.
- To promote student's own decision making power.
- To make students aware regarding commitments and responsibilities towards the society.
- To make the students academically strong and versatile.
- To create target oriented aptitude in the students.
- To inculcate gender equity among the students.

## Course Outcomes: BA B. Ed. Integrated Program

On the completion of the B.A. B.Ed. I year Programme, student teachers will be able to develop:

### **B.A.-B.Ed – 01 – General English**

#### **Outcome:**

An essentially language based course that aims at making students study English Prose with a view to enlarge their comprehension of the language and develop all the four skills. It also aims at giving them basic skills in grammar, widening their vocabulary and teaching them to write simple and correct English.

### **B.A.-B.Ed – 02 - Childhood and Growing up**

#### **Outcome:**

After completing the course the students will be able:-

- To develop an understanding of the basic concepts, methods and principles of psychology.
- To develop an understanding of the nature and process of development.
- To understand the different periods of life with Psycho-Social Perspective.
- To develop an understanding of the nature and process of learning in the context of various learning theories and factors.
- To understand the critical role of learning Environment.
- To acquaint them with various Psychological attribute of an individual.

### **B.A.-B.Ed. 03 - Contemporary India and Education**

#### **Outcome:**

After completing the course the students will be able to :

- To promote reflective thinking among students about issues of education related to contemporary India.
- To develop an understanding of the trends, issues and challenges faced by contemporary education in India.
- To appreciate the developments in Indian education in the post-independence era.
- To understand the Commissions and committees on education constituted from time to time.
- To understand issues and challenges of education and concern for the underprivileged section of the society.
- To develop awareness about various innovation practices in education.
- To develop and understanding of self-teaching technical devices.
- To understand the constitutional values and provisions for education.

### **B.A.-B.Ed. 04 - Instructional System and Educational Evaluation**

#### **Outcome:**

This course will enable the student teacher to:

- Explain the need, importance and characteristics of educational evaluation.
- Describe the approaches to educational evaluation.
- Discuss the role of educational evaluation in Teaching - Learning Process.
- Explain the nature of tools and techniques of educational evaluation.
- Describe the need and importance of psychological testing.
- Explain the nature of learners' evaluation and need for continuous comprehensive educational evaluation in schools.

On the completion of the B.A.B.Ed. II year Programme, student teachers will be able to develop:

### **B.A.-B.Ed.-09 - Knowledge and Curriculum**

#### **Outcome:**

After completing the course the students will be able:-

- To create excellence in the educational system for facing the knowledge of challenges of the twenty first century.
- To encourage the application of knowledge skills in the Indian educational institutions.
- To enhance the quality of pre-service and in-service teacher training.
- To realize the importance of curriculum modification.
- To provide awareness and understanding of social environment.
- To transform teacher- pupils in to a vibrant knowledge-based society.

### **B.A.-B.Ed.-10 - Learning and Teaching**

**Outcome:**

After completing the course the students will be able:-

- To get acquainted with the concept, principles and nature of teaching and learning.
- To understand the different learning styles based on the difference of learners.
- To study the relationship between teaching and learning and the factors which influence learning
- To make use of modern information and communication technology to improve teaching-learning process.
- To understand learning as a process of communication and be aware of various resources available for making it effective.
- To study and analyse the socio cultural factors influencing cognition and learning.
- To study and understand learning in constructivist perspective.
- To get acquainted with professional ethics of teaching profession.
- To study the new trends and innovations involved in teaching learning process with professional ethics.

**B.A.-B.Ed.-11 - Peace Education****Outcome:**

The course will enable the student teachers to –

- To understand the concept of peace education.
- To acquire the knowledge about peaceful mind makes peaceful world.
- To understand the theory and practice of peace education
- To understand the philosophical thoughts for peace.
- To promote awareness about the existence of Conflicting relationships between people, within and between nations and between nature and humanity.
- To create frameworks for achieving Peaceful and Nonviolent societies.

On the completion of the B.A. B.Ed. III year Programme, student teachers will be able to develop:

**B.A.-B.Ed.-17 - Language across the Curriculum****Outcome:**

The student teacher will be able:

- To understand children's language background for effective teaching and learning.
- To create sensitivity to the language diversity that exists in the classroom
- To be familiar with theoretical issues, and to develop competence in analysing current school practices and coming up with appropriate alternatives.
- To enhance the theoretical understanding of multilingualism in the classroom.
- To understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.
- To understand the nature of reading comprehension in the content area and writing in specific content areas.
- To understand interplay of language and society.
- To understand function of language and how to use it as a tool.
- To understand language and speech disorder and make remedial measures too.

**B.A.- B.Ed.-18 - Guidance and Counselling in school****Outcome:**

The course will enable the student teachers to –

- Understand the concept, need and meaning of guidance.
- Get acquainted with the principles, issues, problems and procedure of guidance.
- Develop understanding about the role of school in guidance.
- Understand the various areas, tools and techniques in guidance.
- Understand the concept, need and meaning of counselling.
- Get acquainted with the principles and process of counselling.
- Understand the tools and techniques in counselling.

**B.A.B.Ed. 22 (a & b) - PEDAGOGY OF ENGLISH****Outcome:**

The student teacher will be able to:

- Understand the Nature & Role of English language.

- Understand the pronunciation patterns in English.
- Understand the linguistic behaviour of the individual and the society.
- Understand the different roles of language.
- Understand the relation between literature and language.
- Develop creativity among learners.
- Examine authentic literary and non-literary texts and develop insight and appreciation.
- Understand the use of language in context, such as grammar and vocabulary.
- To be able to develop activities and tasks for learners.
- Understand the importance of home language and school language.
- To be able to use multilingualism as a strategy in the classroom situation.
- Understand about the teaching of Poetry, Prose and Drama.
- Identify methods, approaches and materials for teaching English at different levels.
- Understand constructive approach to language teaching and learning.
- Understand the process of language assessment.
- Familiarise students with our rich culture, heritage and aspects of our contemporary life.

#### **B.A. B.Ed. 22 (a & b) - Pedagogy of Hindi**

##### **Outcome:**

- भाषा की अलग अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- भाषा के साहित्य के सम्बन्ध को जानना
- हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतन्त्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों की भाषायी विकास के प्रति समझ बताना और उसे सुमुन्नत करने के लिए तरह तरह के मौके जुटाना

- भाषा के मूल्यांकन की प्रक्रिया को जानना

- साहित्य और गैर साहित्यिक मौलिक रचनाओं की मझ और सराहना

- भाषा सीखने – सीखाने के सृजनात्मक दृष्टिकोण को समझना

#### **B.A.B.Ed. 22 (a & b) - Pedagogy of History**

##### **Objectives:**

The student teacher will be able to:

- Understand the aims and objectives of teaching History.
- Develop an understanding of the nature of History.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of History and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of History.
- Review the Text-book of History (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare, select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in History at secondary level.
- Understand the concept of multiple assessment techniques.

#### **B.A.B.Ed. 22 (a & b) - Pedagogy of Civics**

##### **Objectives:**

Student-teachers will be able to:-

- Understand the aims and objectives of teaching Civics.
- Develop an understanding of the nature of Civics.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Civics and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Civics.
- Review the Text-book of Civics/political science (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.

- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in Civics/political science at secondary level.
- Understand the concept of multiple assessment techniques

#### **B.A.B.Ed. 22 (a & b) - Pedagogy of Geography**

##### **Objectives:**

Student-teachers will be able to:-

- Understand the aims and objectives of teaching Geography.
- Develop an understanding of the nature of Geography.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Geography and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Geography.
- Review the Text-book of Geography (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in Geography at secondary level.
- Understand the concept of multiple assessment techniques.

#### **B.A.B.Ed. 22 (a & b) - Pedagogy of Social Science**

##### **Outcome:**

Student-teachers will be able to:-

- Understand the aims and objectives of teaching Social Science.
- Develop an understanding of the nature of social sciences, as an individual and integrated disciplines.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Social Science and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Social Science.
- Review the Text-book of Social Science (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in social science at secondary level.
- Understand the concept of multiple assessment techniques.

On the completion of the B.A. B.Ed. IV year Programme, student teachers will be able to develop:

#### **B.A. B.Ed. 25 Creating and Inclusive School**

##### **Outcome:**

The Course will enable the student teachers to-

- To demonstrate knowledge of different perspectives in the area of education of children with disabilities.
- To reformulate attitudes towards children with special needs.
- To use specific strategies involving skills in teaching special need children in inclusive classrooms.
- To modify appropriate learner – friendly evaluation procedures.
- To incorporate innovative practices to respond to education of children with special needs.
- To contribute to the formulation of policy.
- To implement laws pertaining to education of children with special needs.

#### **B.A. B.Ed.26 - Understanding Disciplines and Subjects**

##### **Outcome:**

After Completing the Course the students will be able:--

- To develop an understanding of the nature of disciplinary knowledge in the school curriculum.
- To acquire a conceptual understanding of the impact of school subjects on disciplines.
- To develop interest, attitudes and knowledge about the content in respect of framing the syllabus.
- To build up a professional, disciplinary and curriculum programme.

#### **B.A. B.Ed.27 - PHYSICAL EDUCATION AND YOGA**

##### **Outcome:**

The Course will enable the student teachers to-

- To enable them to understand the need & importance of Physical Education.
- To acquaint them to allied areas in Physical Education.
- To sensitize the student teacher towards physical fitness & its importance.

- To make them aware of the benefits of physical fitness & activities for its development.
- To help them acquire the skills for assessment of physical fitness.
- To introduce them to the philosophical bases of yoga.
- To introduce them to types of Yoga & its importance.
- To motivate them to resort to physical activity for the fitness development.
- To help them understand the procedure of health related fitness evaluation.

#### **B.A. B.Ed.28 - Gender, School and Society**

##### **Outcome:**

After completing the course the students will be able :-

- To develop basic understanding familiarity with key concepts-gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.
- To understand some important landmarks in connection with growth of women's education in historical and contemporary periods.
- To learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region;
- To understand the need to address gender based violence in all socialspaces and evolves strategies for addressing.

#### **B.A. B.Ed.29 - Assessment for Learning**

##### **Outcome:**

The Course will enable the student teachers to-

- Understand the process of evolution
- Develop the skill in preparing, administering and interpreting the achievement test.
- Understand and use different techniques and tools of evaluation for learning.
- Comprehend the process of assessment for learning.
- Develop skill necessary to compute basic statistical measures to assess the learning Develop.

#### **B.A.B.Ed. 22 (a & b) - Pedagogy of Hindi**

##### **Outcome:**

- भाषा की अलग अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- भाषा के साहित्य के सम्बन्ध को जानना
- हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतन्त्रअभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों की भाषायी विकास के प्रति समझ बताना और उसे सुमुन्नत करने के लिए तरह तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्य और गैर साहित्यिक मौलिक रचनाओं की मझ और सराहना
- भाषा सीखने – सीखाने के सृजनात्मक दृष्टिकोण को समझना

#### **B.A. B.Ed. 22 (a & b) - Pedagogy of English**

##### **Outcome:**

The student teacher will be able to:

- Understand the Nature & Role of English language.
- Understand the pronunciation patterns in English.
- Understand the linguistic behaviour of the individual and the society.
- Understand the different roles of language.
- Understand the relation between literature and language.
- Develop creativity among learners.
- Examine authentic literary and non-literary texts and develop insight and appreciation.
- Understand the use of language in context, such as grammar and vocabulary.
- To be able to develop activities and tasks for learners.
- Understand the importance of home language and school language.

- ☐ To be able to use multilingualism as a strategy in the classroom situation.
- ☐ Understand about the teaching of Poetry, Prose and Drama.
- ☐ Identify methods, approaches and materials for teaching English at different levels.
- ☐ Understand constructive approach to language teaching and learning.
- ☐ Understand the process of language assessment.
- ☐ Familiarise students with our rich culture, heritage and aspects of our contemporary life.

**B.A.B.Ed. 22 (a & b) - Pedagogy of History**

**Outcome:**

The student teacher will be able to:

- ☐ Understand the aims and objectives of teaching History.
- ☐ Develop an understanding of the nature of History.
- ☐ Encourage to grasp concepts and to develop thinking skills.
- ☐ Define and differentiate the concept of History and explain its relative position in the Syllabus.
- ☐ Evaluate the existing school syllabus of History.
- ☐ Review the Text-book of History (Secondary level).
- ☐ Apply appropriate methods and techniques of teaching particular topics at different levels.
- ☐ Prepare, select and utilize different teaching aids.
- ☐ Perform Pedagogical Analysis of various topics in History at secondary level.
- ☐ Understand the concept of multiple assessment techniques.

**B.A.B.Ed. 22 (a & b) - Pedagogy of Civics**

**Outcome:**

Student-teachers will be able to:-

- ☐ Understand the aims and objectives of teaching Civics.
- ☐ Develop an understanding of the nature of Civics.
- ☐ Encourage to grasp concepts and to develop thinking skills.
- ☐ Define and differentiate the concept of Civics and explain its relative position in the Syllabus.
- ☐ Evaluate the existing school syllabus of Civics.
- ☐ Review the Text-book of Civics/political science (Secondary level).
- ☐ Apply appropriate methods and techniques of teaching particular topics at different levels.
- ☐ Prepare, select and utilize different teaching aids.
- ☐ Perform Pedagogical Analysis of various topics in Civics/political science at secondary level.
- ☐ Understand the concept of multiple assessment techniques

**B.A.B.Ed. 22 (a & b) - Pedagogy of Geography**

**Outcome:**

Student-teachers will be able to:-

- ☐ Understand the aims and objectives of teaching Geography.
- ☐ Develop an understanding of the nature of Geography.
- ☐ Encourage to grasp concepts and to develop thinking skills.
- ☐ Define and differentiate the concept of Geography and explain its relative position in the Syllabus.
- ☐ Evaluate the existing school syllabus of Geography.
- ☐ Review the Text-book of Geography (Secondary level).
- ☐ Apply appropriate methods and techniques of teaching particular topics at different levels.
- ☐ Prepare, select and utilize different teaching aids.
- ☐ Perform Pedagogical Analysis of various topics in Geography at secondary level.
- ☐ Understand the concept of multiple assessment techniques.

**B.A.B.Ed. 22 (a & b) - Pedagogy of Social Science**

**Outcome:**

Student-teachers will be able to:-

- ☐ Understand the aims and objectives of teaching Social Science.
- ☐ Develop an understanding of the nature of social sciences, as an individual and integrated disciplines.
- ☐ Encourage to grasp concepts and to develop thinking skills.
- ☐ Define and differentiate the concept of Social Science and explain its relative position in the Syllabus.
- ☐ Evaluate the existing school syllabus of Social Science.
- ☐ Review the Text-book of Social Science (Secondary level).
- ☐ Apply appropriate methods and techniques of teaching particular topics at different levels.
- ☐ Prepare, select and utilize different teaching aids.
- ☐ Perform Pedagogical Analysis of various topics in social science at secondary level.
- ☐ Understand the concept of multiple assessment techniques.



On the completion of the B.Sc. B.Ed. I year Programme, student teachers will be able to develop:

**B.Sc.-B.Ed – 01 - General English**

**Outcome:**

An essentially language based course that aims at making students study English Prose with a view to enlarge their comprehension of the language and develop all the four skills. It also aims at giving them basic skills in grammar, widening their vocabulary and teaching them to write simple and correct English.

**B.Sc.-B.Ed – 02 - Childhood and Growing up**

**Outcome:**

After completing the course the students will be able:-

- ❖ To develop an understanding of the basic concepts, methods and principles of psychology.
- ❖ To develop an understanding of the nature and process of development.
- ❖ To understand the different periods of life with Psycho-Social Perspective.
- ❖ To develop an understanding of the nature and process of learning in the context of various learning theories and factors.
- ❖ To understand the critical role of learning Environment.
- ❖ To acquaint them with various Psychological attribute of an individual.

**B.Sc.-B.Ed.- 03 - Contemporary India and Education**

**Outcome:**

After completing the course the students will be able to :

- ❖ To promote reflective thinking among students about issues of education related to contemporary India.
- ❖ To develop an understanding of the trends, issues and challenges faced by contemporary education in India.
- ❖ To appreciate the developments in Indian education in the post-independence era.
- ❖ To understand the Commissions and committees on education constituted from time to time.
- ❖ To understand issues and challenges of education and concern for the underprivileged section of the society.
- ❖ To develop awareness about various innovation practices in education.
- ❖ To develop and understanding of self-teaching technical devices.
- ❖ To understand the constitutional values and provisions for education.

**B.Sc.-B.Ed.-04 - Instructional System and Educational Evaluation**

**Outcome:**

This course will enable the student teacher to:

- ❖ Explain the need, importance and characteristics of educational evaluation.
- ❖ Describe the approaches to educational evaluation.

- ❖ Discuss the role of educational evaluation in Teaching - Learning Process.
- ❖ Explain the nature of tools and techniques of educational evaluation.
- ❖ Describe the need and importance of psychological testing,
- ❖ Explain the nature of learners' evaluation and need for continuous comprehensive educational evaluation in schools.

On the completion of the B.Sc. B.Ed. II year Programme, student teachers will be able to develop:

#### **B.Sc.-B.Ed.- 09 - Knowledge and Curriculum**

##### **Outcome:**

After completing the course the students will be able:-

- ❖ To create excellence in the educational system for facing the knowledge of challenges of the twenty first century.
- ❖ To encourage the application of knowledge skills in the Indian educational institutions.
- ❖ To enhance the quality of pre-service and in-service teacher training.
- ❖ To realize the importance of curriculum modification.
- ❖ To provide awareness and understanding of social environment.
- ❖ To transform teacher- pupils in to a vibrant knowledge-based society.

#### **B.Sc.-B.Ed.- 10 - Learning and Teaching**

##### **Outcome:**

After completing the course the students will be able:-

- ❖ To get acquainted with the concept, principles and nature of teaching and learning.
- ❖ To understand the different learning styles based on the difference of learners.
- ❖ To study the relationship between teaching and learning and the factors which influence learning
- ❖ To make use of modern information and communication technology to improve teaching-learning process.
- ❖ To understand learning as a process of communication and be aware of various resources available for making it effective.
- ❖ To study and analyse the socio cultural factors influencing cognition and learning.
- ❖ To study and understand learning in constructivist perspective.
- ❖ To get acquainted with professional ethics of teaching profession.
- ❖ To study the new trends and innovations involved in teaching learning process with professional ethics.

#### **B.Sc.-B.Ed.-11 - Peace Education**

##### **Outcome:**

The course will enable the student teachers to –

- ❖ To understand the concept of peace education.

- ❖ To acquire the knowledge about peaceful mind makes peaceful world.
- ❖ To understand the theory and practice of peace education
- ❖ To understand the philosophical thoughts for peace.
- ❖ To promote awareness about the existence of Conflicting relationships between people, within and between nations and between nature and humanity.
- ❖ To create frameworks for achieving Peaceful and Nonviolent societies.

On the completion of the B.Sc. B.Ed. III year Programme, student teachers will be able to develop:

#### **B.Sc.-B.Ed.-17 - Language across the Curriculum**

##### **Outcome:**

The student teacher will be able:

- ❖ To understand children's language background for effective teaching and learning.
- ❖ To create sensitivity to the language diversity that exists in the classroom
- ❖ To be familiar with theoretical issues, and to develop competence in analysing current school practices and coming up with appropriate alternatives.
- ❖ To enhance the theoretical understanding of multilingualism in the classroom.
- ❖ To understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.
- ❖ To understand the nature of reading comprehension in the content area and writing in specific content areas.
- ❖ To understands interplay of language and society.
- ❖ To understand function of language and how to use it as a tool.
- ❖ To understand language and speech disorder and make remedial measures too.

#### **B.Sc.-B.Ed.-18 - Guidance and Counselling in School**

##### **Objectives:**

The course will enable the student teachers to –

- ❖ Understand the concept, need and meaning of guidance.
- ❖ Get acquainted with the principles, issues, problems and procedure of guidance.
- ❖ Develop understanding about the role of school in guidance.
- ❖ Understand the various areas, tools and techniques in guidance.
- ❖ Understand the concept, need and meaning of counselling.
- ❖ Get acquainted with the principles and process of counselling.
- ❖ Understand the tools and techniques in counselling.

#### **B.Sc.B.Ed.22 (a &b) - Pedagogy of General Science**

##### **Outcome:**

The course will enable the student teachers to –

- ❖ Understand General Science as an interdisciplinary area of learning.
- ❖ Understands aims and objectives of teaching General Science at different levels.
- ❖ Explore different ways of creating learning situations for different concepts of science:
- ❖ Formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary stages.
- ❖ Facilitate development of scientific attitudes in learners.

- ❖ Examine different pedagogical issues in learning science. 6. Stimulate curiosity, inventiveness and creativity in science.
- ❖ Develop ability to use science concepts for life skills.
- ❖ Develop competencies for teaching, learning of science through different measures.
- ❖ Construct appropriate assessment tools for evaluating learning of science.
- ❖ Understands the CCE pattern of Evaluation.

#### **B.Sc.B.Ed.22 (a & b) - Pedagogy of Biology**

##### **Objectives:**

The course will enable the student teachers to –

- ❖ Develop insight on the meaning and nature of Biology for determining aims and strategies of teaching- learning.
- ❖ Appreciate that science is a dynamic and expanding body of knowledge.
- ❖ Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
- ❖ Identify and relate everyday experiences with learning of Biology.
- ❖ Appreciate various approaches of teaching- learning of Biology.
- ❖ Explore the process, skill in science and role of laboratory in teaching- learning.
- ❖ Use effectively different activities / experiments/ demonstrations / laboratory experiences for teaching-learning of Biology.
- ❖ Integrate the Biology knowledge with other school subjects.
- ❖ Analyse the contents of Biology with respect to Content, process, skills, knowledge organization and other critical issues.
- ❖ Perform Pedagogical analysis of various topics in Biology.
- ❖ Develop process-oriented objectives based on the content themes/Units.
- ❖ To understand meaning, concept and various types of assessment.

#### **B.Sc.B.Ed.22 (a & b) - Pedagogy of Chemistry**

##### **Outcome:**

The course will enable the student teachers to –

- ❖ Gain insight on the meaning and nature of chemistry for determining aims and strategies of teaching-learning.
- ❖ Appreciate that chemistry is a dynamic and expanding body of knowledge.
- ❖ Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
- ❖ Identify and relate everyday experiences with learning chemistry.
- ❖ Trace historical background of Chemistry.
- ❖ Appreciate various approaches of teaching-learning of chemistry.
- ❖ Analyse the contents of Chemistry with respect to Content, process, skills, knowledge organization and other critical issues.
- ❖ Perform Pedagogical analysis of various topics in Chemistry.
- ❖ Use effectively different activities/ demonstration/laboratory experiences for teaching-learning of chemistry.
- ❖ Integrate chemistry knowledge with other school subjects.
- ❖ To understand meaning, concept and various types of assessment.

#### **B.Sc.B.Ed.22 (a & b) - Pedagogy of Mathematics**

##### **Outcome:**

The course will enable the student teachers to –

- ❖ Gain insight into the meaning, nature, scope and objectives of mathematics
- ❖ Appreciate mathematics as a tool to engage the mind of every student.
- ❖ Understand the process of developing the concepts related to Mathematics.
- ❖ Appreciate the role of mathematics in day to day life.

- ❖ Learn important mathematics: mathematics more than formulas and mechanical procedures.
- ❖ Pose and solve meaningful problems.
- ❖ Construct appropriate assessment tools for evaluation mathematics learning.
- ❖ Understand methods and techniques of teaching mathematics.
- ❖ Perform pedagogical analysis of various Topics in mathematics at secondary level.
- ❖ Understand and use I.C.T. in teaching of mathematics.
- ❖ Understand and use continuous and comprehensive evaluation, diagnostic testing and remedial teaching in Mathematics.

On the completion of the B.Sc.B.Ed. IV year Programme, student teachers will be able to develop:

#### **B.Sc. B.Ed. 25 - Creating and inclusive school**

##### **Outcome:**

The Course will enable the student teachers to-

- ❖ To demonstrate knowledge of different perspectives in the area of education of children with disabilities.
- ❖ To reformulate attitudes towards children with special needs.
- ❖ To use specific strategies involving skills in teaching special need children in inclusive classrooms.
- ❖ To modify appropriate learner – friendly evaluation procedures.
- ❖ To incorporate innovative practices to respond to education of children with special needs.
- ❖ To contribute to the formulation of policy.
- ❖ To implement laws pertaining to education of children with special needs.

#### **B.Sc.-B.Ed. 26 - Understanding Disciplines and Subjects**

##### **Outcome:**

After Completing the Course the students will be able:--

- ❖ To develop an understanding of the nature of disciplinary knowledge in the school curriculum.
- ❖ To acquire a conceptual understanding of the impact of school subjects on disciplines.
- ❖ To develop interest, attitudes and knowledge about the content in respect of framing the syllabus.
- ❖ To build up a professional, disciplinary and curriculum programme.

#### **B.Sc.-B.Ed. 27 - Physical Education and Yoga**

##### **Objectives -**

The Course will enable the student teachers to-

- ❖ To enable them to understand the need & importance of Physical Education.
- ❖ To acquaint them to allied areas in Physical Education.
- ❖ To sensitize the student teacher towards physical fitness & its importance.
- ❖ To make them aware of the benefits of physical fitness & activities for its development.
- ❖ To help them acquire the skills for assessment of physical fitness.
- ❖ To introduce them to the philosophical bases of yoga.
- ❖ To introduce them to types of Yoga & its importance.

- ❖ To motivate them to resort to physical activity for the fitness development.
- ❖ To help them understand the procedure of health related fitness evaluation.

#### **B.Sc.-B.Ed. 28 - Gender, School and Society**

##### **Outcome:**

After completing the course the students will be able :-

- ❖ To develop basic understanding familiarity with key concepts-gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.
- ❖ To understand some important landmarks in connection with growth of women's education in historical and contemporary periods.
- ❖ To learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region;
- ❖ To understand the need to address gender based violence in all socialspaces and evolves strategies for addressing.

#### **B.Sc. B.Ed. 29 - Assessment for Learning**

##### **Outcome:**

The Course will enable the student teachers to-

- ❖ Understand the process of evaluation
- ❖ Develop the skill in preparing, administering and interpreting the achievement test.
- ❖ Understand and use different techniques and tools of evaluation for learning.
- ❖ Comprehend the process of assessment for learning.
- ❖ Develop skill necessary to compute basic statistical measures to assess the learning Develop.

#### **B.Sc.B.Ed.22 (a &b) - Pedagogy of General Science**

##### **Objectives:**

The course will enable the student teachers to –

- ❖ Understand General Science as an interdisciplinary area of learning.
- ❖ Understands aims and objectives of teaching General Science at different levels.
- ❖ Explore different ways of creating learning situations for different concepts of science:
- ❖ Formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary stages.
- ❖ Facilitate development of scientific attitudes in learners.
- ❖ Examine different pedagogical issues in learning science. 6. Stimulate curiosity, inventiveness and creativity in science.
- ❖ Develop ability to use science concepts for life skills.
- ❖ Develop competencies for teaching, learning of science through different measures.
- ❖ Construct appropriate assessment tools for evaluating learning of science.
- ❖ Understands the CCE pattern of Evaluation.

#### **B.Sc.B.Ed.22 (a &b) - Pedagogy of Biology**

##### **Outcome:**

The course will enable the student teachers to –

- ❖ Develop insight on the meaning and nature of Biology for determining aims and strategies of teaching- learning.
- ❖ Appreciate that science is a dynamic and expanding body of knowledge.

- ❖ Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
- ❖ Identify and relate everyday experiences with learning of Biology.
- ❖ Appreciate various approaches of teaching- learning of Biology.
- ❖ Explore the process, skill in science and role of laboratory in teaching- learning.
- ❖ Use effectively different activities / experiments/ demonstrations / laboratory experiences for teaching-learning of Biology.
- ❖ Integrate the Biology knowledge with other school subjects.
- ❖ Analyze the contents of Biology with respect to Content, process, skills, knowledge organization and other critical issues.
- ❖ Perform Pedagogical analysis of various topics in Biology.
- ❖ Develop process-oriented objectives based on the content themes/Units.
- ❖ To understand meaning, concept and various types of assessment.

### **B.Sc.B.Ed.22 (a &b) - Pedagogy of Chemistry**

#### **Outcome:**

The course will enable the student teachers to –

- ❖ Gain insight on the meaning and nature of chemistry for determining aims and strategies of teaching-learning.
- ❖ Appreciate that chemistry is a dynamic and expanding body of knowledge.
- ❖ Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
- ❖ Identify and relate everyday experiences with learning chemistry.
- ❖ Trace historical background of Chemistry.
- ❖ Appreciate various approaches of teaching-learning of chemistry.
- ❖ Analyze the contents of Chemistry with respect to Content, process, skills, knowledge organization and other critical issues.
- ❖ Perform Pedagogical analysis of various topics in Chemistry.
- ❖ Use effectively different activities/ demonstration/laboratory experiences for teaching-learning of chemistry.
- ❖ Integrate chemistry knowledge with other school subjects.
- ❖ To understand meaning, concept and various types of assessment.

### **B.Sc.B.Ed.22 (a &b) - Pedagogy of Mathematics**

#### **Outcome:**

The course will enable the student teachers to –

- ❖ Gain insight into the meaning, nature, scope and objectives of mathematics
- ❖ Appreciate mathematics as a tool to engage the mind of every student.
- ❖ Understand the process of developing the concepts related to Mathematics.
- ❖ Appreciate the role of mathematics in day to day life.
- ❖ Learn important mathematics: mathematics more than formulas and mechanical procedures.
- ❖ Pose and solve meaningful problems.
- ❖ Construct appropriate assessment tools for evaluation mathematics learning.
- ❖ Understand methods and techniques of teaching mathematics.
- ❖ Perform pedagogical analysis of various Topics in mathematics at secondary level.
- ❖ Understand an use I.C.T. in teaching of mathematics.
- ❖ Understand and use continuous and comprehensive evaluation, diagnostic testing and remedial teaching in Mathematics.

### **Course Learning Outcomes:**

#### **Course – CHILDHOOD AND GROWING UP**

##### **Outcome:**

The student teacher will be able:

- To study and get the introduction of childhood, child development and adolescence.
- To develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds.
- To arrive at an understanding of how different sociopolitical realities construct different childhoods, within children's lived contents: family, schools, neighbourhoods and community.
- To understand learning as divergent process.
- To read about theories of child development, childhoods and adolescence as constructed in different social economic and cultural settings.
- To focus on the issues of marginalization of difference and diversity, and stereotyping.
- To understand the role of the family, and the school in the child's development,

#### **Course – CONTEMPORARY INDIA AND EDUCATION**

##### **Outcome:**

The student teacher will be able:

- To acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools.
- To understand the diversity, inequality and marginalisation in society and the implications for education.
- In provide a setting for interaction, generation of dialogue and the opportunity to appreciable diverse perspectives of issues.
- To understand the classroom in social context
- To provide a setting for interaction, generation of dialogue and the opportunity of appreciate diverse perspectives of issues/
- To understand the concept of policy frameworks for public education in India.
- To understand critically the policy perspectives of education.
- To understand the prominent social determinants.

#### **Course – LEARNING AND TEACHING**

##### **Outcome:**

The student teacher will be able:

- To develop understanding of concept of teaching and learning from socio- cultural and cognitive processes.
- To develop scientific attitude for the process of teaching & learning.
- To compare the views of behaviourist, cognitive and humanist about teaching and learning.
- To explain the relationship among variable in teaching learning process.
- To reflect on their own implicit understanding of the nature and kinds of learning.
- To explore the possibilities of an understanding of processes in human cognition and meaning making them as basis for designing learning environments and experiences at school.
- To appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teacher's
- To plan teaching learning based on learner centred approaches.



## Course – LANGUAGE ACROSS THE CURRICULUM

### Outcome:

The student teacher will be able:

- To understand children's language background for effective teaching and learning.
- To create sensitivity to the language diversity that exists in the classroom
- To be familiar with theoretical issues, and to develop competence in analysing current school practices and coming up with appropriate alternatives.
- To enhance the theoretical understanding of multilingualism in the classroom.
- To understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.
- To understand the nature of reading comprehension in the content area and writing in specific content areas.
- To understand interplay of language and society.
- To understand function of language and how to use it as a tool.
- To understand language and speech disorder and make remedial measures too.

## Course – UNDERSTANDING DISCIPLINES AND SUBJECTS

### Outcome:

The student's teacher will be able

- To reflect on the nature and role of disciplinary knowledge in the school curriculum.
- To know the paradigm shifts in the nature of disciplines.
- To study the methods of study and validation of knowledge in changing scenario.
- To know a school subject and how the context was selected, framed in the syllabus and how it can be transformed so that the learner construct their own knowledge through it.

## Course – GENDER, SCHOOL AND SOCIETY

### Outcome:

The student teacher will be able:

- To know the difference between gender and sex.
- To develop basic understanding and familiarity with key concepts – gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
- To know the learning and challenges of gendered roles in society.
- To study various aspects of gendered roles, relationship and ideas in textbooks and curricula.
- To study the overview of girl education in India.
- To acquaint with gender just education and ways & means to promote. • To know the process of gender sanitization in teaching learning process.

## हिन्दी का शिक्षण शास्त्र

उद्देश्य प्रशिक्षणार्थी इस पाठ्यक्रम को पढ़ने के उपरान्त-

- हिन्दी पाठ्यचर्या निर्माण के सिद्धांत जान सकेंगे।
- हिन्दी पाठ्यचर्या एवं पाठ्यपुस्तक को जान सकेंगे।
- हिन्दी भाषा के मूल्यांकन की प्रक्रिया को जान सकेंगे।
- माध्यमिक शिक्षा बोर्ड द्वारा प्रस्तावित पाठ्यचर्या का समालोचनात्मक विश्लेषण कर सकेंगे।
- एक अच्छी हिन्दी की पाठ्य पुस्तक की विशेषता जान सकेंगे।
- हिन्दी भाषा शिक्षक की विशेषता जान सकेंगे।
- हिन्दी प्रश्नों के आधार बिन्दु जान सकेंगे।
- हिन्दी प्रश्न पत्र निर्माण एवं अंकन प्रक्रिया को जान सकेंगे।
- हिन्दी भाषा शिक्षक की व्यवसायिक एवं नैतिक जिम्मेदारियों का निर्वहन कर सकेंगे।
- हिन्दी भाषा शिक्षक के शैक्षिक उन्नयन हेतु विविध उपायों की जानकारी प्राप्त कर सकेंगे।

## Course - PEDAGOGY OF ENGLISH

### Outcome:

The student teacher will be able to:

- Develop an understanding and use concept mapping and curricular elements in English language teaching.
- Develop the ability to plan Curriculum in English language at senior secondary level.
- Undertake Critical appraisal of existing English language curriculum at secondary/ senior secondary stage prescribed by RBSE / CBSE.
- Know the qualities of text book of English language.
- Develop necessary skills to prepare and use various instructional/learning material.
- Develop the ethics & Professional growth of a English language teacher.
- Develop an Understanding and use learning resources in English language.
- Organize various activities related to English language subject viz. Field trip, Exhibition, Fair, language Games.

### संस्कृत का शिक्षण शास्त्र

- संस्कृत की ध्वनियों, शब्दों, वाक्यों का वर्गीकरण कर प्रयोग कर सकेंगे।
- संस्कृत के विद्वानों, संस्थाओं का परिचय प्राप्त कर प्रेरणा ग्रहण कर सकेंगे।
- संस्कृत की पत्रिकाओं की समीक्षा कर सकेंगे।
- संस्कृत शिक्षक के गुणों एवं दायित्वों को समझ सकेंगे संस्कृत शिक्षक की व्यवसायिक दक्षता के कार्यक्रमों में सहभागी बन सकेंगे।
- संस्कृत शिक्षक की मूल्य-संदर्भित जवाबदेही को समझ सकेंगे।
- संस्कृत कक्षा की आवश्यकता व साज-सज्जा को समझ सकेंगे।
- संस्कृत पाठ्यक्रमों की समीक्षा कर सकेंगे।
- पाठ्यपुस्तकों की समीक्षा कर सकेंगे।
- छात्रों की संस्कृत सम्बन्धी उच्चारण, वर्तनी अथवा वाक्य रचना सम्बन्धी त्रुटियों का निराकरण करने हेतु उपचारात्मक शिक्षण योजना निर्माण कर सकेंगे।
- संस्कृत शिक्षण के अनुभूत समस्याओं के निराकरण हेतु क्रियात्मक अनुसंधान ; बज्रपद त्र्यम्बतीन्द्र के भाकल्प का निर्माण कर सकेंगे।

## Course - PEDAGOGY OF URDU

### Outcome:

The student-teachers will be able to:

- Understand the relation of language and literature.
- Understand role and importance of translation.
- Develop insight and appreciation through examining authentic literary and non-literary texts in Urdu literature.
- Develop and use teaching aids in the classroom both print and audio-visual material, and ICT (Internet and Computer Technology).
- Acquire knowledge of the process of Language assessment: concept of continuous evaluation system, its various techniques, diagnostic testing and Remedial measures;
- Develop an insight into the symbiotic relationship of curriculum, syllabus and textbooks.
- Understand need and function of language lab.
- Understand the nature and mechanism of Urdu Language.

## Course –PEDAGOGY OF SOCIAL SCIENCE

### Outcome:

The student teachers will be able to –

- Develop an understanding of Principles of Social Science curriculum development.
- Develop an ability to evaluate the existing curriculum of Social Science.
- Construct and use Instructional/ Learning material.
- Develop an ability to use community resources in teaching of Social Science.

- Use audio visual aids and ICT in teaching of Social Science.
- Develop an understanding of responsibilities and professional ethics of Social Science teacher.
- Develop an understanding of modes of professional development of Social Science teacher.

### **Course –PEDAGOGY OF CIVICS**

#### **Outcome:**

The student teachers will be able to –

- Develop an understanding of curriculum construction.
- Develop ability to evaluate the existing curriculum in Civics/political science at the Sr. Secondary level.
- Use ICT and community resources in teaching of Civics.
- Organize Co-curricular activities related to Civics teaching.
- Develop an ability to construct and use instructional/ learning material.
- Develop professional understanding required as Civics teacher.
- Develop an understanding of modes of professional development of Civics teacher.

### **Course – PEDAGOGY OF ECONOMICS**

#### **Outcome:**

The student teachers will be able to –

- Develop the ability to evaluate the present curriculum in economics at the Secondary and Senior Secondary level.
- Use Learning Resources in teaching learning process.
- Develop professional understanding required as economic teacher.
- Develop an understanding of modes of Professional development of Economic Teacher.
- Develop awareness about recent advancements in teaching of Economics.

### **Course – PEDAGOGY OF GEOGRAPHY**

#### **Outcome:**

The student teacher will be able to:

- Develop understanding about Principles of Curriculum construction in Geography.
- Develop skill in constructing & analysing geography curriculum
- Develop skills in using different resource for teaching geography
- Understands importance of Professional development of geography teachers
- Develop skills to be a successful geography teacher

### **Course – PEDAGOGY OF HISTORY**

#### **Outcome:**

The student teachers will be able to –

- Develop an understanding of principles of development of curriculum of history.
- Develop an ability to evaluate the existing curriculum of History.
- Construct and use instructional/ Learning material.
- Develop an ability to use community resources in teaching of History.
- Use audio visual aids and ICT in teaching of History.
- Develop an understanding of responsibilities and professional ethics of History teacher.
- Develop an understanding of modes of professional development of History teacher.

### **Course – PEDAGOGY OF ART**

#### **Outcome:**

The student-teachers will be able to:

- Develop understanding about Principles of Curriculum Construction in Art.
- Develop Skill in constructing and analysing Art curriculum.

- Understands importance of Professional development of Art Teachers
- Develop skill to be a successful Art Teacher.
- Understand the significant role and Educational values of Art Room; Art Museums, Art Exhibitions and Art Galleries.
- Understand the role of Art in society, culture and international understanding.
- Develop awareness regarding the rich cultural and artistic heritage of India and the specific regions;

### **Course – PEDAGOGY OF GENERAL SCIENCE**

#### **Outcome:**

The student teachers will be able to :-

- Develop ability to evaluate the existing syllabus of General Science.
- Develop an understanding of curriculum construction.
- Use audio-visual aids, community resources and ICT in teaching-learning of General Science.
- Organize co-curricular activities related to General Science teaching.
- Develop abilities to equip and manage General Science laboratory and organize practical work in General Science.
- Construct and use instructional / learning materials.
- Understand responsibilities, qualities and professional ethics of General Science teacher.
- Understand the modes of professional development of General Science Teacher

### **Course – PEDAGOGY OF BIOLOGY**

#### **Outcome:**

The student teachers will be able to :-

- Develop ability to evaluate the existing syllabus of Biology.
- Develop an understanding of curriculum construction.
- Use audio-visual aids, community resources and ICT in teaching-learning of Biology.
- Organize co-curricular activities related to Biology teaching.
- Develop abilities to equip and manage biology laboratory and organize practical work in Biology.
- Construct and use instructional / learning materials.
- Understand responsibilities, qualities and professional ethics of biology teacher.
- Understand the modes of professional development of Biology Teacher

### **Course – PEDAGOGY OF CHEMISTRY**

#### **Outcome:**

The student teacher will be able to-

- Understand qualities and ethics of Chemistry Teacher.
- Foster creativity through Teaching of Chemistry.
- Relate chemistry to conservation of environment
- Review a chemistry text book.
- Organize various activities related to chemistry viz field trip, Science Fair, Science Club, Science Quiz.
- Create Awareness in community through various programmes about the issues such as Food Adulteration, Superstitions and Hazards from Chemical substances and Chemical Industries etc.

### **Course – PEDAGOGY OF MATHEMATICS**

#### **Outcome:**

The student teachers will be able to-

- Identify difficulties in learning concepts and generalization, and provide suitable
- remedial measures.

- Develop ability to teach proof of theorems and to develop mathematical skills to solve problems.
- Develop understanding of the strategies for teaching exceptional students in mathematics.
- Develop capacity to evaluate and use instructional materials in mathematics education.
- Develop skills to be a successful mathematics teacher.
- Construct appropriate assessment tools for evaluating mathematics learning.
- Familiarize with the development of curriculum in mathematics.
- Understand and use of learning resources in Mathematics.

### **Course – PEDAGOGY OF PHYSICS**

#### **Outcome:**

The student teacher will be able to :

- Critically appraise Physics curriculum at senior secondary level.
- Study science laboratory in schools, facilities and materials available in class that facilitate learning of Physics.
- Plan, manage physics laboratory and organize physics practical work
- Analyse the text book with reference to the content, its organization, learning experiences and other characteristics
- Select and effectively make use of multimedia and other learning resources in classroom teaching
- Conduct Physics related activities through science clubs, science fairs, science exhibitions during school attachment
- Conduct Physics practicals prescribed by RBSE
- Become aware of various professional organizations and professional development Programs for Physics Teacher.
- Identify themes in Physical Science for which community can be used as a learning Resource

### **Course – PEDAGOGY OF BUSINESS ORGANISATION**

#### **Outcome:**

The student teacher will be able to:

- Understand and use of concept mapping and curricular elements in Business Organisation teaching.
- Develop the ability to plan Curriculum in Business Organisation at senior secondary level.
- Undertake a critical appraisal of existing Business Organisation curriculum at sr. secondary stage prescribed by RBSE / CBSE.
- Know the qualities of text book of Business Organisation.
- Understand and use I.C.T. in Business Organisation Teaching.
- Develop the ethics & Professional growth of a Business Organisation teacher.
- Organize various activities related to Commerce viz. Field trip, Commerce club, Commerce Exhibition, Commerce Fair.
- Understand and use learning resources in Business Organisation.

### **Course – PEDAGOGY OF FINANCIAL ACCOUNTING**

#### **Outcome:**

The student teacher will be able to:

- Develop an understanding and use concept mapping and curricular elements in Financial Accounting teaching.
- Develop the ability to plan Curriculum in Financial Accounting at senior secondary level.
- Undertake Critical appraisal of existing Financial Accounting curriculum at senior secondary stage prescribed by RBSE / CBSE.

- Know the qualities of text book of Financial Accountancy.
- Develop necessary skills to prepare and use various instructional/learning methods and Media Integration.
- Develop the ethics & Professional growth of a Financial Accounting teacher.
- Develop an Understanding and use learning resources in Financial Accounting.
- Organize various activities related to Financial Accounting subject viz. Field trip, Exhibition, Fair, Financial Games.

## COURSE – B.Ed. Second

### Course Learning Outcomes

#### हिन्दी का शिक्षण शास्त्र

- उद्देश्य प्रशिक्षणार्थी इस पाठ्यक्रम को पढ़ने के उपरान्त—
- हिन्दी पाठ्यचर्या निर्माण के सिद्धांत जान सकेंगे।
- हिन्दी पाठ्यचर्या एवं पाठ्यपुस्तक को जान सकेंगे।
- हिन्दी भाषा के मूल्यांकन की प्रक्रिया को जान सकेंगे।
- माध्यमिक शिक्षा बोर्ड द्वारा प्रस्तावित पाठ्यचर्या का समालोचनात्मक विश्लेषण कर सकेंगे।
- एक अच्छी हिन्दी की पाठ्य पुस्तक की विशेषता जान सकेंगे।
- हिन्दी भाषा शिक्षक की विशेषता जान सकेंगे।
- हिन्दी प्रश्नों के आधार बिन्दु जान सकेंगे।
- हिन्दी प्रश्न पत्र निर्माण एवं अंकन प्रक्रिया को जान सकेंगे।
- हिन्दी भाषा शिक्षक की व्यवसायिक एवं नैतिक जिम्मेदारियों का निर्वहन कर सकेंगे।
- हिन्दी भाषा शिक्षक के शैक्षिक उन्नयन हेतु विविध उपायों की जानकारी प्राप्त कर सकेंगे।

### Course - PEDAGOGY OF ENGLISH

#### Outcome:

The student teacher will be able to:

- Develop an understanding and use concept mapping and curricular elements in English language teaching.
- Develop the ability to plan Curriculum in English language at senior secondary level.
- Undertake Critical appraisal of existing English language curriculum at secondary/ senior secondary stage prescribed by RBSE / CBSE.
- Know the qualities of text book of English language.
- Develop necessary skills to prepare and use various instructional/learning material.
- Develop the ethics & Professional growth of a English language teacher.
- Develop an Understanding and use learning resources in English language.
- Organize various activities related to English language subject viz. Field trip, Exhibition, Fair, language Games.

### संस्कृत का शिक्षण शास्त्र

- संस्कृत की ध्वनियों, शब्दों, वाक्यों का वर्गीकरण कर प्रयोग कर सकेंगे।
- संस्कृत के विद्वानों, संस्थाओं का परिचय प्राप्त कर प्रेरणा ग्रहण कर सकेंगे।
- संस्कृत की पत्रिकाओं की समीक्षा कर सकेंगे।
- संस्कृत शिक्षक के गुणों एवं दायित्वों को समझ सकेंगे संस्कृत शिक्षक की व्यवसायिक दक्षता के कार्यक्रमों में सहभागी बन सकेंगे।
- संस्कृत शिक्षक की मूल्य-संदर्भित जवाबदेही को समझ सकेंगे।
- संस्कृत कक्षा की आवश्यकता व साज-सज्जा को समझ सकेंगे।
- संस्कृत पाठ्यक्रमों की समीक्षा कर सकेंगे।
- पाठ्यपुस्तकों की समीक्षा कर सकेंगे।

- छात्रों की संस्कृत सम्बन्धी उच्चारण, वर्तनी अथवा वाक्य रचना सम्बन्धी त्रुटियों का निराकरण करने हेतु उपचारात्मक शिक्षण योजना निर्माण कर सकेंगे।
- संस्कृत शिक्षण के अनुभूत समस्याओं के निराकरण हेतु क्रियात्मक अनुसंधान ; बिजपत्रद त्रैमासिक के आकलन का निर्माण कर सकेंगे।

### **Course - PEDAGOGY OF URDU**

#### **Outcome:**

- The student-teachers will be able to:
- understand the relation of language and literature;
- understand role and importance of translation;
- develop insight and appreciation through examining authentic literary and non literary texts in Urdu literature;
- develop and use teaching aids in the classroom both print and audiovisual material, and ICT (Internet and Computer Technology);
- acquire knowledge of the process of Language assessment: concept of continuous evaluation system, its various techniques, diagnostic testing and Remedial measures;
- develop an insight into the symbiotic relationship of curriculum, syllabus and textbooks;
- understand need and function of language lab;
- understand the nature and mechanism of Urdu Language;

### **Course –PEDAGOGY OF SOCIAL SCIENCE**

#### **Outcome:**

- The student teachers will be able to –
- Develop an understanding of Principles of Social Science curriculum development.
- Develop an ability to evaluate the existing curriculum of Social Science.
- Construct and use Instructional/ Learning material.
- Develop an ability to use community resources in teaching of Social Science.
- Use audio visual aids and ICT in teaching of Social Science.
- Develop an understanding of responsibilities and professional ethics of Social Science teacher.
- Develop an understanding of modes of professional development of Social Science teacher.

### **Course –PEDAGOGY OF CIVICS**

#### **Outcome:**

- The student teachers will be able to –
- Develop an understanding of curriculum construction.
  - Develop ability to evaluate the existing curriculum in Civics/political science at the Sr. Secondary level.
  - Use ICT and community resources in teaching of Civics.
  - Organize Co-curricular activities related to Civics teaching.
  - Develop an ability to construct and use instructional/ learning material.
  - Develop professional understanding required as Civics teacher.
  - Develop an understanding of modes of professional development of Civics teacher.

### **Course – PEDAGOGY OF ECONOMICS**

#### **Outcome:**

- The student teachers will be able to –
- Develop the ability to evaluate the present curriculum in economics at the Secondary and Senior Secondary level.
  - Use Learning Resources in teaching learning process.

- Develop professional understanding required as economic teacher.
- Develop an understanding of modes of Professional development of Economic Teacher.
- Develop awareness about recent advancements in teaching of Economics.

### **Course – PEDAGOGY OF GEOGRAPHY**

#### **Outcome:**

The student teacher will be able to:

- Develop understanding about Principles of Curriculum construction in Geography.
- Develop skill in constructing & analysing geography curriculum
- Develop skills in using different resource for teaching geography
- Understands importance of Professional development of geography teachers
- Develop skills to be a successful geography teacher

### **Course – PEDAGOGY OF HISTORY**

#### **Outcome:**

The student teachers will be able to –

- Develop an understanding of principles of development of curriculum of history.
- Develop an ability to evaluate the existing curriculum of History.
- Construct and use Instructional/ Learning material.
- Develop an ability to use community resources in teaching of History.
- Use audio visual aids and ICT in teaching of History.
- Develop an understanding of responsibilities and professional ethics of History teacher.
- Develop an understanding of modes of professional development of History teacher.

### **Course – PEDAGOGY OF ART**

#### **Outcome:**

The student-teachers will be able to:

- Develop understanding about Principles of Curriculum Construction in Art.
- Develop Skill in constructing and analysing Art curriculum.
- Understands importance of Professional development of Art Teachers
- Develop skill to be a successful Art Teacher.
- Understand the significant role and Educational values of Art Room; Art Museums, Art Exhibitions and Art Galleries.
- Understand the role of Art in society, culture and international understanding.
- Develop awareness regarding the rich cultural and artistic heritage of India and the specific regions;

### **Course – PEDAGOGY OF GENERAL SCIENCE**

#### **Outcome:**

The student teachers will be able to :-

- Develop ability to evaluate the existing syllabus of General Science.
- Develop an understanding of curriculum construction.
- Use audio-visual aids, community resources and ICT in teaching-learning of General Science.
- Organize co-curricular activities related to General Science teaching.
- Develop abilities to equip and manage General Science laboratory and organize Practical work in General Science.
- Construct and use instructional / learning materials.
- Understand responsibilities, qualities and professional ethics of General Science teacher.
- Understand the modes of professional development of General Science Teacher



## **Course – PEDAGOGY OF BIOLOGY**

### **Outcome:**

The student teachers will be able to :-

- Develop ability to evaluate the existing syllabus of Biology.
- Develop an understanding of curriculum construction.
- Use audio-visual aids, community resources and ICT in teaching-learning of Biology.
- Organize co-curricular activities related to Biology teaching.
- Develop abilities to equip and manage biology laboratory and organize practical work in Biology.
- Construct and use instructional / learning materials.
- Understand responsibilities, qualities and professional ethics of biology teacher.
- Understand the modes of professional development of Biology Teacher

## **Course – PEDAGOGY OF CHEMISTRY**

### **Outcome:**

The student teacher will be able to-

- Understand qualities and ethics of Chemistry Teacher.
- Foster creativity through Teaching of Chemistry.
- Relate chemistry to conservation of environment
- Review a chemistry text book.
- Organize various activities related to chemistry viz field trip, Science Fair, Science Club, Science Quiz.
- Create Awareness in community through various programmes about the issues such as Food Adulteration, Superstitions, Hazards from Chemical substances and Chemical Industries etc.

## **Course – PEDAGOGY OF MATHEMATICS**

### **Outcome:**

The student teachers will be able to-

- Identify difficulties in learning concepts and generalization, and provide suitable remedial measures.
- Develop ability to teach proof of theorems and to develop mathematical skills to solve problems.
- Develop understanding of the strategies for teaching exceptional students in mathematics.
- Develop capacity to evaluate and use instructional materials in mathematics education.
- Develop skills to be a successful mathematics teacher.
- Construct appropriate assessment tools for evaluating mathematics learning.
- Familiarize with the development of curriculum in mathematics.
- Understand and use of learning resources in Mathematics.

## **Course – PEDAGOGY OF PHYSICS**

### **Outcome:**

The student teacher will be able to :

- Critically appraise Physics curriculum at senior secondary level.
- Study science laboratory in schools, facilities and materials available in class that facilitate learning of Physics.
- Plan, manage physics laboratory and organize physics practical work
- Analyse the text book with reference to the content, its organization, learning experiences and other characteristics

- Select and effectively make use of multi-media and other learning resources in classroom teaching
- Conduct Physics related activities through science clubs, science fairs, science exhibitions during school attachment
- Conduct physics practical's prescribed by RBSE
- Become aware of various professional organizations and professional development programs for Physics Teacher.
- Identify themes in Physical Science for which community can be used as a learning Resource

## **Course – PEDAGOGY OF BUSINESS ORGANISATION**

### **Outcome:**

The student teacher will be able to:

- Understand and use of concept mapping and curricular elements in Business Organisation teaching.
- Develop the ability to plan Curriculum in Business Organisation at senior secondary level.
- Undertake a critical appraisal of existing Business Organisation curriculum at sr. secondary stage prescribed by RBSE / CBSE.
- Know the qualities of text book of Business Organisation.
- Understand and use I.C.T. in Business Organisation Teaching.
- Develop the ethics & Professional growth of a Business Organisation teacher.
- Organize various activities related to Commerce viz. Field trip, Commerce club, Commerce Exhibition, Commerce Fair.
- Understand and use learning resources in Business Organisation.

## **Course – PEDAGOGY OF FINANCIAL ACCOUNTING**

### **Outcome:**

The student teacher will be able to:

- Develop an understanding and use concept mapping and curricular elements in Financial Accounting teaching.
- Develop the ability to plan Curriculum in Financial Accounting at senior secondary level.
- Undertake Critical appraisal of existing Financial Accounting curriculum at senior secondary stage prescribed by RBSE / CBSE.
- Know the qualities of text book of Financial Accountancy.
- Develop necessary skills to prepare and use various instructional/learning methods and Media Integration.
- Develop the ethics & Professional growth of a Financial Accounting teacher.
- Develop an Understanding and use learning resources in Financial Accounting.
- Organize various activities related to Financial Accounting subject viz. Field trip, Exhibition, Fair, Financial Games.

## **Course – KNOWLEDGE AND CURRICULUM**

### **Outcome:**

The student teacher will be able

- To know the perspectives in education.
- To focus on epistemological base of education between knowledge and skill teaching and training – Knowledge and information and reason and belief to engage with the enterprise of education.
- To discuss the basis of modern child centered education.
- To identify relationship between the curriculum framework and syllabus.
- To help prospective teachers to take decision about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual underpinning that inform it.
- To focus on social base of education.
- To help prospective teachers to understand the process of curriculum development.

## **Course – Assessment for Learning**

### **Outcome:**

The student teacher will be able –

- To understand assessing children's progress, both in term of their psychological development and the criteria provided by the curriculum.
- To know the critical role of assessment in enhancing learning.
- To know the constructivist paradigm of learning and assessment.
- To acquaint with the importance of feedback in the process of assessment.
- To know the practicality of learning centred assessment.
- To prepare prospective teachers to critically look at the prevalent practices of assessment.
- To prepare students teachers to facilitate better learning and prepare more confident and creative learner.
- To understand the policy prospective on examinations and evaluation and their implementation practices.

### **Course – Creating an Inclusive School**

#### **Outcome:**

The Student teacher will be able –

- To understand concept, meaning and significance of inclusive education.
- To bring about an understanding of the „cultures‘ policies and practices that need to be addressed in order to create an inclusive school.
- To learn the definition of disability and inclusion within an educational framework so as to identify the dominating threads that contribute to the psychological construct of disability and identity.
- To appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- To screen out and identify special needs of children for developing a broader plan to foster the need of the diverse inclusive class.
- To develop critical understanding of international acts, policies and educational provision for children with special needs.
- To develop the ability to conduct and supervise action research activities.

### **Course – Vocational/Work Education**

#### **Outcome:**

The student teacher will be able –

- To know about vocational/work Education.
- To study about the importance of vocational/work education.
- To study philosophical aspects vocational/work education.
- To develop manual work and vocational skills.
- To Study the ways and means of integrating vocational/work education into the curriculum.

### **Course – Health and Physical Education**

#### **Outcome:**

The student teacher will be able to:

- Help them to understand the concept of holistic health, its various dimensions and determinants and the importance of sports and yoga for development of holistic health.
- Develop positive attitude towards health as individual and be collectively responsible to achieve it.
- Equip them to know their health status, identify health problems and be informed for taking remedial measures.
- Make them aware about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries.

- Encourage them to learn and to form right habits about exercise, games and sports, sleep, rest and relaxation.
- Sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development.
- Create interest for the practice of yogasanas and meditations through which they learn the skills/art of self-control, concentration, peace and relaxation to avoid ill effects of stress, strain and fatigue of routine life.
- Help them to understand and develop skills to deal with psycho-social issues including those, related to process of growing up during adolescence, HIV/AIDS and substance abuse;
- Understand various policies and programmes related to health, physical education and yoga.
- Help them to understand the process of assessment of health and physical fitness.

### **Course – Peace Education**

#### **Outcome:**

The student teacher will be able –

- To explain and know about peace education, their relevance and connection to inner harmony as well as harmony in social relationships.
- To study about Human Rights and Peace Education.
- To study and understand the views of different philosophies about peace.
- To know how peace education is helpful in conflict resolution.
- To study the ways of integration of peace into the curriculum
- To study how teacher can be as peace builder
- To use pedagogical skills and strategies in and out of classroom for promoting peace.
- To understand and resolve conflicts within self and in society.

### **Course – GUIDANCE AND COUNSELLING**

#### **Outcome:**

The student teacher will be able –

- To develop an understanding of the concepts of guidance and counselling.
- To develop an understanding of educational, vocational and personal guidance.
- To know the various types of guidance and counselling programme.
- To study the essential guidance and counselling services.
- To acquaint the students with the testing devices and techniques of guidance.
- To know the recent trends, issues and challenges in guidance and counselling.

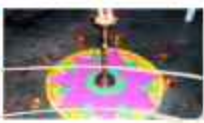
### **Course – UNDERSTANDING THE SELF**

#### **Outcome:**

The student teacher will be able –

- To develop understanding about themselves the development of the self as a person and a teacher
- To develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
- To develop a holistic and integrated understanding of the human self and personality.
- To build resilience within to deal with conflicts at different level and learn to create terms to draw upon collective strength.
- To help explore one's dreams, aspiration, concerns through varied forms of self-expression, including poetry and humour.

To introduce yoga to enhance abilities of body and mind and promote sensibilities that help to give in peace and harmony with one's surrounding.



# Glimpses of College





## An Education Hub



### शैक्षणिक गुणवत्ता के लिए प्रतिबद्ध संस्थान



- भगवती प्राथमिक विद्यालय  
गणेश मिल्, गंगपुर सिटी
- भगवती प्राथमिक विद्यालय  
नर्सिंग कॉलोनी, गंगपुर सिटी
- भगवती उच्च माध्यमिक विद्यालय  
नर्सिंग कॉलोनी, गंगपुर सिटी

- भगवती बालिका उच्च माध्यमिक विद्यालय  
गणेश मिल्, गंगपुर सिटी
- भगवती उच्च माध्यमिक विद्यालय  
गणेश मिल्, गंगपुर सिटी
- भगवती स्नातकोत्तर महाविद्यालय  
मिर्जापुर रोड, गंगपुर सिटी

- भगवती प्राइवेट आर्ट्स, टी.आर्ट्स,  
मिर्जापुर रोड, गंगपुर सिटी
- भगवती कन्या महाविद्यालय  
उदई रोड, गंगपुर सिटी
- भगवती शिक्षक प्रशिक्षण महाविद्यालय  
मिर्जापुर रोड, गंगपुर सिटी
- बी.एम. इन्डिया मीडियम स्कूल  
उदई रोड, गंगपुर सिटी

*Governed by : Bhagwati Bal Vidyalaya Samiti, Gangapur City*