



Bharat Shikshan Prasarak Mandal, Latur

# JAIKRANTI COLLEGE OF EDUCATION, LATUR

Sitaram Nagar,  
Behind Ashtavinayak Temple, Latur  
Website

[http://jaikranticollege.com/BEDCollege\\_Latur/Home/Index](http://jaikranticollege.com/BEDCollege_Latur/Home/Index)



*Prospectus*

# 2023-2024



## जयक्रांती अध्यापक महाविद्यालयबाबहल

जयक्रांती अध्यापक महाविद्यालय हे लातूर शहरातील सीताराम नगर येथे आहे. मागील ८ वर्षांपासून हे महाविद्यालय उद्दिष्ट, ज्ञान आणि कौशल्ये आत्मसात करण्याची संधी विद्यार्थ्यांना उपलब्ध करत आहे. ज्यामुळे त्यांची पूर्ण क्षमता विकसित करता येईल आणि समाजाचे यशस्वी सदस्य बनतील.

व्यक्तीच्या सर्वांगीन विकासासाठी शिक्षण हे मूलभूत आहे हे आपण जाणतो. एक प्रमुख शिक्षण संस्था म्हणून, आम्ही उच्च तांत्रिक शिक्षणाच्या वाढत्या गरजा पूर्ण या अंतर्निहित क्षमतेचा उपयोग करण्याचा प्रयत्न करतो.

जसे -जसे आपण विकसित होतो तसे -तसे आपण नवीन तंत्रज्ञान पद्धती, शिस्त, संसाधने आणि अगदी मनोवृत्तीमध्ये विस्तार करतो. हे साध्य करण्यासाठी जयक्रांती अध्यापक महाविद्यालय हे सर्व विद्या शाखा, संसाधने आणि पायाभूत सुविधांची सर्वोच्च गुणवत्ता सुनिश्चित करेल. शैक्षणिक उत्कृष्टता आणि दृष्टीकोनातील अष्टपैलुत्व यावर लक्ष केंद्रित करून त्यांची रचना केली जाईल. ज्यामुळे विद्यार्थ्यांच्या गरजा पूर्ण होतील.

शिक्षण आणि संशोधनासाठी संस्थांची बांधिलकी विद्यार्थ्यांना त्यांच्या ज्ञानाच्या शोधात प्रोत्साहन देईल आणि आश्वासन देईल, हे सर्व ज्ञानाच्या देवाणघेवाणी द्वारे आणि वाढीव माध्यमातून विकसित समाज निर्माण करण्याच्या संस्थेच्या जबाबदारीचे प्रतिबिंब आहे. भारत त्याची वाटचाल करत आहे. भविष्यात शिक्षकांसाठी माहिती तंत्रज्ञानाचे ज्ञान ही प्रमुख शक्ती आहे.

२१ वे शतक हे आपलेच आहे आणि त्यासाठी व्यावसायिक कुशल मेंदूची आवश्यकता असेल प्रदान करू जे गुणवत्ता प्रदान करू शकतील आणि समाजात मूल्य वाढवू शकतील. आम्ही जयक्रांती अध्यापक महाविद्यालय पायाभूत सुविधा गुणवत्ता, विद्याशाखा, प्रशिक्षण आणि त्यांना त्यांच्या खऱ्या क्षमतेची जाणीव देण्यासाठी सक्षम वातावरण याद्वारे आमच्या विद्यार्थ्यांना सर्वोत्तम प्रदान करण्यासाठी बचनबध्द आहोत

### ध्येय :

- ✦ उपेक्षित वर्गातील विद्यार्थ्यांसाठी दर्जेदार उच्च शिक्षण उपलब्ध करून देणे,
- ✦ मूल्य आधारित संस्कृती आत्मसात करून त्यांची कौशल्ये सुधारणे.
- ✦ विद्यार्थ्यांच्या सर्वांगीण विकासात योगदान देणे आणि महाविद्यालयाला उच्च शिक्षणात उत्कृष्ट केंद्र बनवणे
- ✦ नवीन व अद्ययावत ज्ञान विद्यार्थ्यांपर्यंत पोचविणे.

### उद्दिष्ट :

- ✦ ICT आधारित अध्यापन पद्धती आणि वैज्ञानिक मूल्यमापन पद्धती वापर करणे व पारंपारिक पद्धतीव्यतिरिक्त नवीन शिक्षण पद्धती शिक्षणप्रक्रियेत आणणे.
- ✦ विद्यार्थी आणि प्राध्यापकांना ICT चे नियमित आणि सवयीचे वापरकर्ते बनवणे
- ✦ प्राप्त ज्ञानाच्या बळकटी करणाऱ्यासाठी सरावाची संधी उपलब्ध करून देणे.
- ✦ प्रशिक्षणातील अनुकृता व नेमकेपणा साध्य करणे.



श्री. बालाजी अंबाजी घार  
(अध्यक्ष)

व्यक्तीच्या सर्वांगीण विकासासाठी शिक्षण मूलभूत आहे हे आपण जाणतो. एक प्रमुख शिक्षण संस्था म्हणून, आम्ही उच्च तांत्रिक शिक्षणाच्या वाढत्या गरजा पूर्ण करून या अंतर्निहित क्षमतेचा उपयोग करण्याचा प्रयत्न करतो. जगाच्या गरजेनुसार मागणीनुसार शिक्षणात परिवर्तन करून समाज परिवर्तनाचे मूळ तत्व आहे. दर्जेदार शिक्षण देऊन जग बदलले जाऊ शकते. येथे आमच्या संस्थेत आम्ही विद्यार्थ्यांना आमच्या महाविद्यालयातील परीसरामधील सर्वात महत्वाची व्यक्ती मानतो. आम्ही विद्यार्थ्यांना ध्येय साध्य करण्यासाठी संधी निर्माण करून देतो. आणि त्यांचे ध्येय साध्य करण्यासाठी प्रेरित करतो. आम्ही ओळखतो की आमच्या विद्यार्थ्यांच्या शैक्षणिक उपक्रमा व्यतिरिक्त ते संपूर्ण, समृद्ध जीवन जगतात आणि देशाचे जबाबदार, चांगले नागरिक बनतात. आपण सर्वांनी मिळून शिकायें, वाढायें आणि प्रगती करावी अशी माझी मनापासून इच्छा आहे. जयक्रांती अध्यापक महाविद्यालयाच्या माध्यमातून गुणवत्तापूर्ण शिक्षण देणारे शिक्षक तयार या प्रयत्न आमचा राहिल.



श्री. गोविंदराव अंबाजी घार  
(सचिव)

अतिशय यशस्वी आणि आश्चर्यानात्मक कारकिर्दीसाठी सर्व विद्यार्थ्यांना माझ्या मनःपूर्वक शुभेच्छा ! जबाबदार आणि दर्जेदार विद्यार्थी निर्माण करणे आणि त्यांच्या सभोवतालच्या जगामध्ये बदल घडवू शकतील असे विद्यार्थी याची दृष्टी असणं हे आपलं नैतिक कर्तव्य आहे. असे आम्हाला जयक्रांती अध्यापक महाविद्यालयामध्ये नेहमीच वाटत आलं आहे. निवडलेले प्राध्यापक, उत्तम भौतिक पायाभूत सुविधा आणि आधुनिक शिक्षण पद्धतीच्या तत्वांवर आधारित प्रभावी अध्यापन प्रणालीद्वारे आम्ही आमच्या विद्यार्थ्यांना त्यांचे व्यक्तिमत्त्व घडविण्यासाठी, शैक्षणिक आणि अतिरिक्त कामगिरी करण्यासाठी सर्वोत्तम व्यासपीठ उपलब्ध करून दिले आहे. मला खात्री आहे की पात्र आणि अनुभवी शिक्षकांनी विद्यार्थ्यांना दिलेल्या या सर्वांगीण ज्ञानामुळे विद्यार्थी कोणत्याही संस्थेची मोठी संपत्ती ठरतील.



**Dr.P.P.Tandale**  
Principal,  
Jaikranti College of Education,Latur

## College Development Committee



### Bharat Shikshan Prasarak Mandal, Latur **JAIKRANTI COLLEGE OF EDUCATION, LATUR**

#### **COLLEGE DEVELOPMENT COMMITTEE**

Sr. No	Name of Member	Designation
1	Shri. Balaji Ghar	Chairman
2	Shri. Govind Ghar	Seceretary
3	Dr. Anusaya N. Nagime	Member Teacher
4	Shri. Mahesh S. Survase	Member Teacher
5	Shri. Sharad B. Pade	Nominee of Principal
6	Mrs. Sangita N. Hingne	Member Teacher
7	Shri. Yogiraj G. Punekar	Non-Teaching Representative
8	Shri. Prashant G. Ghar	Member (Education)
9	Shri. Balaji P. Kamble	Member (Social)
10	Dr. Gopal R. Pawar	Member (Research)
11	Shri. Prashat A. Bhise	Member (Industry)
12	General Secretary- Student Council	Member (G.S.)
13	Ladies Representative- Student Council	Member (L.R.)
14	Dr. Vaishali C. Yeske	IQAC Co-ordnator
15	Dr. Pramod P. Tandale	Member - Seceretary

## IQAC Committee



### Bharat Shikshan Prasarak Mandal, Latur **JAIKRANTI COLLEGE OF EDUCATION, LATUR**

#### **IQAC COMMITTEE**

Sr. No	Name of Member	Designation
1	Dr. Pramod P. Tandale	Principal / Chair Person
2	Shri. Balaji Ghar	President, BSPM, Latur
3	Shri. Govindrao Ghar	Secretary, BSPM, Latur
4	Shri. Prashant G. Ghar	Member, BSPM, Latur
5	Shri. Sharad B. Pade	Nominee of Principal
6	Shri. Laxman M. Bansode	Member
7	Shri. Vishwanath P. Sindhikumthe	Member
8	Mrs. Sangita N. Hingne	Member
9	Dr. Anusaya N. Nagime	Member
10	Shri. Mahesh S. Survase	Member
11	Shri. Balaji P. Kamble	Alumni Nominee
12	Shri. Vishal B. Ghar	Employer Nominee
13	Raman N. Manade	Student Nominee
14	Shri. Yogiraj G. Punekar	Office Superintendent
15	Dr. Vaishali C. Yeske	Director - IQAC

## Qualification Needed for Admission

### पात्रता व नियम :-

१. मान्यता प्राप्त विद्यापीठाची कोणत्याही शाखेची पदवी / पदव्युत्तर पदवी.
२. पदवी / पदव्युत्तर पदवी परीक्षेत खुल्या प्रवर्गातील उमेदवारांना किमान ५०% ( ४९.५ ते ५० टक्क्यांपर्यंतचे गुण) व मागासवर्गीय उमेदवारांना किमान ४५% ( ४४.५ ते ४५ टक्क्यांपर्यंतचे गुण) गुण असणे अनिवार्य आहेत.
३. महाराष्ट्र शासनामार्फत येणारी बीएड सीईटी परीक्षा उत्तीर्ण असणे आवश्यक आहे.
४. राज्य केंद्रीय प्रवेश प्रक्रिया मार्फत महाविद्यालयाच्या यादीमध्ये नाव असणे आवश्यक आहे.
५. शासन नियमाप्रमाणे आरक्षण लागू राहिल.
६. मान्य तुकड्यांच्या आधारे विहित प्रवेश क्षमतेपर्यंत प्रवेश मर्यादित राहातील.
७. परदेशीय विद्यार्थ्यांनी विद्यापीठातून तात्पुरत्या स्वरूपात पात्रता प्रमाणपत्र घेतल्याशिवाय प्रत्यक्ष प्रवेश मिळणार नाही.
८. विद्यापीठातून पात्रता प्रमाणपत्र मिळाल्याशिवाय सर्व प्रवेश तात्पुरते असतील.
९. कोणत्याही परिस्थितीत मुळ प्रमाणपत्र विद्यार्थ्यां व्यतिरिक्त इतरांना दिले जाणार नाहीत.

### प्रवेशासाठी आवश्यक प्रमाणपत्रे :

#### Admission For B.Ed. First Year Necessary Documents List :

- CET Application (Hard & Soft Copy)
- CAP Registration Form
- CAP Option Form
- CET Score Card
- Candidate Domicile Certificate/ Birth Certificate
- 10th Certificate
- 12th Memo
- Graduation All Mark Memo with Conversation Certificate
- Post-Graduation All Memo with Conversation Certificate
- Caste Certificate
- Non Creamy Layer Certificate valid till 31st March 2022
- Caste Validity Certificate
- EWS Certificate (Valid till 31st March 2022)
- Transfer Certificate (T.C.)
- Migration Certificate ( Other University Students )

## Two Year B.Ed. (Semester Pattern)

<b>1st Semester Subject &amp; Subject Code</b>		
Sr. No.	Paper Name	Paper Code
1.	Knowledge And Curriculum	BEDCC101
2.	School Management and Administration	BEDCC102
3.	Contemporary India and Education	BEDCC103
4.	Learning and Teaching	BEDEC104
5.	Environmental Education and Disaster Management	BEDEC105

  

<b>2nd Semester Subject &amp; Subject Code</b>		
Sr. No.	Paper Name	Paper Code
1.	Gender School and Society	BEDCC201
2.	Understanding Disciplines and Subjects	BEDEC202
3.	Inclusive Education	BEDEC203
4.	Pedagogy of School Subjects- Marathi, Hindi, English, Science	BEDPSS204-A
5.	Pedagogy of School Subjects-Mathematics, History, Geography, Commerce	BEDPSS204-B

  

<b>3rd Semester Subject &amp; Subject Code</b>		
Sr. No.	Paper Name	Paper Code
1.	Childhood and Growing Up	BEDCC301
2.	Assesment For Learning	BEDCC302
3.	Action Research	BEDCC303
4.	Guidance and Counselling	BEDCC304
5.	Women's Education	BEDCC305

  

<b>4th Semester Subject &amp; Subject Code</b>		
Sr. No.	Paper Name	Paper Code
1.	Educational Technology and ICT	BEDCC401
2.	Peace Education	BEDCC402
3.	Value Education	BEDCC403
4.	Pedagogy of School Subjects- Marathi, Hindi, English, Science	BEDCC404-A
5.	Pedagogy of School Subjects-Mathematics, History, Geography, Commerce	BEDCC405-B



## Programme Learning Outcomes

### Bachelor of Education

#### Objectives of the Programme:

1. To promote capabilities for inculcating national values and goals as mentioned in the constitution of India.
2. To be a competent, committed teaching professionals for achieving excellence in education.
3. To integrate Subject Knowledge with Pedagogical, Contextual, Technological Knowledge, Teaching skills, Interdisciplinary Knowledge, educational media and curricular frame for successful transaction of curriculum content that encourages students learning.
4. To promote social change, social cohesion, international understanding and protection of human rights and rights of the child.
5. To use competencies and skills needed for becoming an effective teacher.
6. To be sensitive student teacher about emerging issues such as environment, Population, gender equality, legal literacy, Yoga & Health Education etc.
7. To enhance professional capacities like reading and reflecting on texts, understanding of self, understanding the use of drama and art in education, etc.
8. To encourage innovation, research and extension activities in educational field.
9. To enhance knowledge, attitude, Skills & competencies of Educational Management, Administration, Evaluation etc.

#### Outcomes of the Programme:

- PO1: Promotion of National Values and Goals: Student teacher shall be capable to promote national values and goals mentioned in the constitution of India through teaching and other professional work.
- PO2: Integration of Knowledge and Pedagogy: Student teacher shall be competent to integrate knowledge of subjects with pedagogical, technological knowledge and different social-cultural context.
- PO3: Curricular Analysis and Enrichment: Student teacher shall be able to analyse the curricula, identifying the gaps and enrich the curricula with plural sources of knowledge, media forms, filed activities, study groups, teaching tools and skills for successful transaction of curriculum.
- PO4: Understanding of Context and Problem Solving: Student teacher shall understand personal and societal context of the learner, Psycho-Social-Cultural-Economic development processes, historical background and developments in education to cope with complex educational problems at various levels.
- PO5: Educational Evaluation, Management, Guidance and Counselling Services: Student teacher shall apply the knowledge of various disciplines allied to education, organizational skills for various educational services, administrative activities, evaluation, guidance & counselling services and co-curricular activities.

# PLO

- PO6: Sensitivity for Emerging Issues: Student teacher will be sensitive towards issues related to population, environment, gender equality, different literacy, Yoga & Health Education etc.
- PO7: Learner Centred Educational Practices: Student teacher shall apply knowledge of Educational Psychology, Pedagogy, Philosophical Perspectives and Technology to perform, innovate and evaluate learner centred educational practices.
- PO8: Knowledge Creation, Research and Innovation: Student teacher shall involve himself/herself in knowledge updating, knowledge creation, action research and innovative practices in teaching and activities related to students, parents, community, educational groups and Government Organizations.
- PO9: Professional Communication Skills: Student Teacher shall perform Professional Communication Skills Reading and Writing in educational magazines, journals and other forms of publication.
- PO10: Collaborative, Culture Responsive and Creative Work Capacities: Student Teacher shall perform Professional Communication Skills Reading and Writing in educational magazines, journals and other forms of publication.

## Courses Learning Outcomes

### **BEDCC 101: Knowledge and Curriculum**

1. Student Teacher understands the epistemological and social bases of education
2. Student Teacher describes the concept of educational sociology bases education
3. Student Teacher knows the dimension of curriculum and process of making Curriculum
4. Student Teacher identifies the concept and need of language
5. Student Teacher becomes acquainted with communication skills
6. Teacher describes the characteristics and importance of good Communication

### **BEDCC 102: School Management and Administration**

1. Student teacher gets acquainted with the concept of Management
2. Student teacher understands and knowledge about infrastructure facilities as quality education
3. Student teacher becomes familiar with the areas of management
4. Student teacher gets acquainted with school administration
5. Student teacher understands the new approaches of decision making and related factors attesting it
6. Student teacher becomes aware about the function of school administration
7. Student teacher applies the functions of school administration in class room
8. Student teacher describes the role and function of school administration

### **BEDCC 103: Contemporary India and Education**

1. Student teacher understands the contemporary nature of develop of educational System of India
2. Student teacher classifies the meaning and relation between education and philosophy
3. Student teacher understands the policy frame works for education in India
4. Student teacher analyses the contribution of various major committees and commission On education set up from time to time
5. Student teacher describes the meaning of educational sociology and agencies of Education in Indian society
6. Student teacher understands the provision of education mentioned in the Indian Constitution
7. Student teacher familiar with the marginalization in society and it's impact on Education
8. Student teacher understands the concept of globalization liberalization, privatization and it's impact on education

### **BEDOC 104: Learning & Teaching**

1. Student teacher understands the various methods of standing of educational psychology and use of educational psychology in learning and teaching process
2. Student teacher analyses the importance of adolescence stage and problems of adolescence stage
3. Student teacher describe the learning theories in the learning process
4. Student teacher identifies the factors affecting on learning teaching process
5. Student teacher becomes familiar with the mental process of learning such as memory and forgetting

6. Student teacher acquainted with the importance of educational psychology and teaching process
7. Student teacher applies the various types of intelligence theories in daily teaching
8. Student teacher analyses and measures the I.Q.

**BEDOC 105: ENVIRONMENT EDUCATION AND DISASTER MANAGEMENT**

1. Student Teacher understands the importance of Environmental Education
2. Student Teacher becomes acquainted the Environmental Pollution and its Control
3. Student Teacher describes the Knowledge about Health and Safety
4. Student Teacher acquainted with general concept of Disaster Management
5. Student Teacher understands the acts and legal aspects about Disaster Management
6. Student Teacher identifies Disaster preparations
7. Student Teacher describes the role of education in disaster Management
8. Student Teacher well preparation Rescue from Disaster
9. Student Teacher understands the relief for Disaster

**BEDCC 201: Gender, School and Society**

1. Student teacher gets acquainted with the critical analysis of gender
2. Student teacher describes the manner in which race, class, gender and sexuality intersect
3. Student teacher becomes aware of Women's and People's experience in culture context both around the world
4. Student teacher understands the role of gender and sexuality in social justice movement
5. Student teacher describes how theories reflect the historical and cultural context in which they emerge

**BEDOC 202: Understanding Disciplines and Subjects**

1. Student teacher gets acquainted the nature and role of disciplinary knowledge in the school curriculum
2. Student teacher understands the paradigm shift in the nature of disciplines
3. Student teacher describes the nature of science and mathematics his behaviour in Disciplines
4. Student teacher gets acquainted the behaviour in disciplines
5. Student teacher understands the notion of the disciplinary doctrine
6. Student teacher becomes familiar with language as discipline
7. Student teacher understands the history & doctrine of the teaching of subject areas in school
8. Student teacher describes an understanding of social sciences as a disciplines

**BEDOC 203: INCLUSIVE EDUCATION**

1. Student teacher understands the concept, need and importance of inclusive education
2. Student teacher gets acquainted the educational approaches and strategies for enrichment of inclusive education
3. Student teacher analyses the curriculum adaptation and evaluation for children with diverse need
4. Student teacher understands the teacher preparation for inclusive education concept and meaning of diverse needs
5. Student teacher identifies the educational approaches and measures for meeting the diverse needs and remedial education, special education, integrated education
6. Student teacher describes the effectiveness of inclusive strategies: Enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism

**BEDPSS 203-1: Method – Marathi**

अद्ययन निम्नलि:

- CO 1.** विद्यार्थी शिक्षक प्रथम माद्री भाषेचे खान, महल व ज्वाती जालून प्रथम भाषा माद्रीभा इतर विषयांरी असणार सगुनव सांगतो.
- CO2.** विद्यार्थी शिक्षक प्रथम भाषा माद्रीचे धरे, उरिधे व पुणे सांगून वहा गाभा घटक जाणते.
- CO3.** विद्यार्थी शिक्षक माद्री अद्ययनत विद्योन्वारी अवसकत, महल व परब सगुनू पोते.
- CO4.** विद्यार्थी शिक्षक माद्री अद्ययनतचे वार्षिक विद्योन्व, घटक विद्योन्व आणि घड विद्योन्व करतो.
- CO5.** विद्यार्थी शिक्षक प्रथम माद्री भाषा अद्ययनमाद्री परती, प्रमुक्या व तं अगत करतो.
- CO6.** विद्यार्थी शिक्षक अद्ययनतची सुने व अद्ययनतची साधने वांवा वार सगुन अद्ययनत करतो.
- CO7.** विद्यार्थी शिक्षक माद्री भाषेच्या शिक्षकांची अहंता, क्षमता आणि शिक्षकाचे गुण वैरिधे अंगिकरतो.
- CO8.** विद्यार्थी शिक्षक सेवामुं प्ररिधकालून आपला नुवसाविक विकसय साधणतया प्रवल करतो.

## **BEDPSS 203-2: Method – Hindi**

अध्ययन निम्नलिखित:

- 1) छात्राध्यापक हिंदी भाषा अध्यापन-अध्यापन का महत्व बताते हैं।
- 2) छात्राध्यापक हिंदी भाषा विशेषज्ञताओं प्रत्यक्ष उपयोग करते हैं।
- 3) प्रत्यक्ष अध्यापन प्रभावकारी सफलता पूर्वक अध्यापन कक्षा से करते हैं।
- 4) छात्राध्यापक हिंदी भाषा से प्रभावपूर्ण भाषा में संवाद करते हैं।
- 5) छात्राध्यापक हिंदी भाषा नियंत्रण तथा पाठनियंत्रण करते हैं।
- 6) छात्राध्यापक हिंदी भाषा अध्यापन की प्रणालियों तथा अध्यापन के सूत्र समझ लेते हैं।
- 7) छात्राध्यापक हिंदी अध्यापक के गुण-गोणों को समझते हैं।
- 8) छात्राध्यापक हिंदी अध्यापक के विकसित उपकरणोंको जानते हैं।

## **BEDPSS 204-3: Method – English**

1. Student teacher understands the meaning, nature, scope and importance English
2. Student teacher analyses the objectives of English and three language formula
3. Student teacher applied the various methods in drill teaching
4. Student teacher describes the tools and techniques in English teaching
5. Student teacher knows the characteristics of English Teacher
6. Student teacher becomes acquainted the different professional development program

## **BEDPSS 204-5: Method – Science**

1. Student teacher understands the modern concept, nature and modern concept of Science
2. Student teacher analyses the objectives of Science and value in Science
3. Student teacher applied the various methods in drill teaching
4. Student teacher describes the tools and techniques in Science teaching
5. Student teacher knows the characteristics of Science Teacher
6. To enable student teacher the different professional development program

## **BEDPSS 204 -6: Method – Mathematics**

1. Student teacher understands the modern concept, nature and modern concept of Mathematics
2. Student teacher analyses the objectives of Mathematics and value in Mathematics
3. Student teacher applied the various methods in drill teaching
4. Student teacher describes the tools and techniques in Mathematics teaching
5. Student teacher becomes acquainted with the structure of Mathematics and curriculum concept
6. Student teacher knows the characteristics of Mathematics Teacher

## **BEDPSS 204-7: Method – History**

1. Student teacher understands the modern concept, nature and modern concept of History
2. Student teacher analyses the objectives of History and value in History
3. Student teacher applied the various methods in drill teaching
4. Student teacher describes the tools and techniques in History teaching
5. Student teacher becomes acquainted with the structure of History and curriculum concept
6. Student teacher knows the characteristics of History Teacher

**BEDCC 301: Childhood and Growing Up**

1. Student teacher understands the growth and development of the learner and its importance in the teaching learning process with special reference to adolescent stage
2. Student teacher becomes aware regarding the individual differences among learners
3. Student teacher identifies the educational needs of diverse learners
4. Student teacher gets acquainted with the new (contemporary) theories of learning
5. Student teacher understands the development of personality
6. Student teacher understands Political, Social and Cultural dimensions along with their implications on childhood and growing up
7. Student teacher becomes familiar with the impact of mass communication media on childhood and growing up
8. Student teacher gets acquainted with the concept multiculturalism and identifies role of the teacher in multicultural classroom
9. Student teacher understands the Government Policies in India for the Education of Children, Women, Minority and Backward Classes
10. Student teacher understands the types of exceptional children and characteristics of exceptional children
11. Student teacher gets acquainted with different learning styles and its educational implications

**BEDCC 302: Assessment for Learning**

1. Student Teacher understands the process of evaluation
2. Student Teacher developed the skill in preparing, administering and interpreting the achievement test
3. Student Teacher becomes acquainted with the use of different techniques and tools of evaluation for learning
4. Student Teacher describes the comprehend the processed assessment for Learning
5. Student Teacher Knows the Skills to compute statistical measures to assess the learning

**BEDCC 303: Action Research**

1. Student teacher understands the basics of action research
2. Student teacher knows the process of action research
3. Student teacher becomes acquainted the nature and scope of Action Research
4. Student teacher becomes acquainted with difference between Fundamental and Action research
5. Student teacher describes the types of Action Research
6. Student teacher understands the components of action research plan
7. Student teacher distinguished between quantitative and qualitative data analysis in action research
8. Student teacher prepared a good action research report

**BEDOC 304: GUIDANCE AND COUNSELLING**

1. Student teacher understands the meaning, nature and scope of guidance
2. Student teacher knows the meaning, need for group guidance
3. Student teacher appreciated the need for guidance

4. Student teacher becomes acquainted with the essential services involved in school guidance program
5. Student teacher describes the various stages involved in the process of counselling
6. Student teacher recognised the various techniques and approaches of counselling
7. Student teacher analyses the relationship between guidance and counselling
8. Student teacher understands the currier guidance and counselling centres

**BEDOC 305: WOMEN EDUCATION**

1. Student teacher understands the present status of Women in India
2. Student teacher becomes acquainted with status, problems and issues of Girls education in India
3. Student teacher describes the constitutional provision and scheme for Women Development
4. Student teacher knows the Role and function of NGO'S for women development
5. Student teacher identifies the concept of Women's Empowerment
6. Student teacher describes the contribution of eminent person in women's education
7. Student teacher knows the contribution of various educational thinkers in women's education
8. Student teacher studied the role of women in Globalization.



## **BEDCC401: EDUCATIONAL TECHNOLOGY AND ICT**

1. Student teacher understands with the various technological applications available to him/her for improving instructional practices
2. Student teacher get acquainted the meaning, nature and scope of ICT in Education
3. Student teacher gets acquainted with structure, Hardware and Software of Computer
4. Student teacher describes the changes that occur due to ICT in Education
5. Student teacher knows to select the appropriate communication facilities through Internet
6. Student teacher understands the Legal and Ethical issues related to Internet and Student safety
7. Student teacher knows the ICT supported teaching learning strategies
8. Student teacher gets acquainted with the e-learning and development of ICT

## **BEDOC 402: PEACE EDUCATION**

1. Student teacher understands the concept and types of Peace
2. Student teacher understand the Constitutional values and their importance for social harmony
3. Student teacher understand the contribution of Mahatma Gandhi, Swami Vivekananda and The Dalai Lama in Peace Building
4. Student teacher understand the concept and areas of Peace Education
5. Student teacher understand the need for a Peace Education in present context
6. Student teacher understand the challenges of Peace in multicultural society
7. Student teacher understand and apply the values, attitudes and skills required for Peace Education
8. Student teacher understand as well as apply methodology for Peace Education
9. Student teacher acquire knowledge of programmes by UNESCO for promoting Peace Education
10. Student teacher understand and analyse the role of mass media in Peace Education

## **BEDOC 403: VALUE EDUCATION**

1. Student teacher understands the concept, nature and different kinds of values
2. Teacher Student becomes acquainted with the need and importance of value education in secondary school curriculum
3. Student teacher identifies the classification of values under different types
4. Student teacher appreciated educational values like democratic, secular and socialist
5. Student teacher identifies the values in the Text Books of secondary schools
6. Student teacher describes the importance of Ten Core Area's
7. Student teacher appreciated the values in Indian Constitution
8. Student teacher prepared for programs to develop expected values

**BEDPSS 405-1: Method – Marathi**

अध्ययन निष्पत्ती:

1. विद्यार्थी शिक्षक प्रथम मराठी भाषा अभ्यापनाचे मूल्यमापन करून घटक चाचणी, उत्तर सूची, गुणदान योजना आखतो.
2. विद्यार्थी शिक्षक नैदानिक व उपचारात्मक कसोट्यांचे महत्त्व, गरज व फायदे सांगून प्रचलित मूल्यमापन तंत्रे अंगीकारतो.
3. विद्यार्थी शिक्षक मराठी भाषा कौशल्यांना विकसित करणारे विविध उपक्रमांशी परिचित होतो.
4. विद्यार्थी शिक्षक मराठी अभ्यासानुवृत्ती उपक्रम आणि भाषा प्रयोगशाळा यांची माहिती देतो.
5. विद्यार्थी शिक्षक प्रथम मराठी भाषा अभ्यासक्रमाची रचना विशद करतो.
6. विद्यार्थी शिक्षक मराठी भाषेच्या चांगल्या पाठ्यपुस्तकाचे निकष ओळखतो.
7. विद्यार्थी शिक्षक प्रथम भाषा मराठीतील शुद्धलेखन विषयक सुधारित नियम व उपयोग यांचे ज्ञान प्राप्त करतो.
8. विद्यार्थी शिक्षक मराठी भाषेतील व्याकरणाचा अभ्यास करतो.

**BEDPSS 405-2: Method – Hindi**

अध्ययन निष्पत्ती:

1. छात्राभ्यापक मूल्यांकन की संकल्पना महत्त्व तथा उद्देश की जानकारी देते है।
2. छात्राभ्यापक प्रचलित मूल्यांकन के तंत्रोंसे परिचय देते है।
3. छात्राभ्यापक द्वितीय भाषा हिंदी का भाषा विकास करने के लिए विभिन्न गतिविधियाँ बताते है।
4. छात्राभ्यापक पाठ्यक्रमानुवृत्ती उपक्रमोंके प्रकार अवगत करते है।
5. छात्राभ्यापक आशययुक्त अध्यापन संकल्पना, स्वरूप और महत्त्व समझते है।
6. छात्राभ्यापक हिंदी के पाठ्यपुस्तक का परीक्षण तथा विशालेषण की जानकारी देते है।
7. छात्राभ्यापक हिंदी वर्णमाला तथा भाषा कौशल्य, श्रवण, भाषण, वाचन, लेखन का परिचय देते है।
8. छात्राभ्यापक देवनागरी लिपी तथा विशेषताएँ, मुहावरे तथा कहावते बताते है।

**BEDPSS 404-3: Method – English**

1. Student teacher understands the evaluation tools, tests and remedial teaching
2. Student teacher becomes acquainted with the extra-curricular and co-curricular activities
3. Student teacher describes the methods and techniques in English teaching
4. Student teacher gets acquainted the structure, syllabus and curriculum of English
5. Student teacher analyses the internal and external criteria of a good text book of English
6. Student teacher describes the content analysis of English subject

**BEDPSS 404-5: Method – Science**

1. Student teacher understands the evaluation tools, tests and remedial teaching
2. Student teacher becomes acquainted with the extra-curricular and curricular activities
3. Student teacher describes the methods and techniques in Science teaching
4. Student teacher gets acquainted the structure, syllabus and curriculum of Science
5. Student teacher analyses the internal and external criteria of a good text book of Science
6. Student teacher describes the content analysis of Science subject.

**BEDPSS 404-6: Method – Mathematics**

1. Student teacher understands the evaluation tools, tests and remedial teaching
2. Student teacher becomes acquainted with the extra-curricular and curricular activities
3. Student teacher describes the methods and techniques in Mathematics teaching

4. Student teacher gets acquainted the structure, syllabus and curriculum of Mathematics
5. Student teacher analyses the internal and external criteria of a good text book of Mathematics
6. Student teacher describes the content analysis of Mathematics subject.

**BEDPSS 404-7: Method – History**

1. Student teacher understands the evaluation tools, tests and remedial teaching
2. Student teacher becomes acquainted with the extra- curricular and co-curricular activities
3. Student teacher describes the methods and techniques in History teaching
4. Student teacher gets acquainted the structure, syllabus and curriculum of History
5. Student teacher analyses the internal and external criteria of a good text book
6. Student teacher describes the content analysis of History subject.

**BEDPSS 404-8: Method – Geography**

1. Student teacher understands the evaluation tools, tests and remedial teaching
2. Student teacher becomes acquainted with the extra- curricular and curricular activities
3. Student teacher describes the methods and techniques in geography teaching
4. Student teacher gets acquainted the structure, syllabus and curriculum of Geography
5. Student teacher analyses the internal and external criteria of a good text book.
6. Student teacher describes the content analysis of Geography subject.

**BEDPSS 404-9: Method – Commerce**

1. Student teacher understands the evaluation tools, tests and remedial teaching
2. Student teacher becomes acquainted with extra-curricular activities
3. Student teacher identifies the nature of content cum methodology
4. Student teacher understands the structure commerce subject
5. Student teacher gets acquainted with the content of commerce
6. Student teacher describes the types of capital, bank loans and principles of managements

# Daily Assembly



# Facilities

INFRASTRUCTURE							
<b>Specious Classrooms</b> <ul style="list-style-type: none"> <li>• 9 classrooms</li> <li>• 4 Classrooms with LCD Projectors</li> </ul>	<b>Multipurpose Hall</b> <ul style="list-style-type: none"> <li>• With 200+ setting arrangement</li> </ul>	<b>Conference Hall</b> <ul style="list-style-type: none"> <li>• Setting arrangement with 200 people</li> </ul>	<b>ICT Resource Centre</b> <ul style="list-style-type: none"> <li>• 30 computers with internet facility</li> </ul>	<b>Psychology Lab</b> <ul style="list-style-type: none"> <li>• Verbal , Non verbal and activity tests</li> </ul>	<b>Wifi Enabled Campus</b> <ul style="list-style-type: none"> <li>• Separate Router for each 4 Floor</li> <li>• 100 mbps speed</li> </ul>	<b>Library With Reading Room</b> <ul style="list-style-type: none"> <li>• specious Reading Room 60+ students</li> <li>• e-Library with 5 computer</li> </ul>	<b>Parking</b> <ul style="list-style-type: none"> <li>• Almost 70+ two wheeler</li> </ul>
<b>Girls Common Room</b> <ul style="list-style-type: none"> <li>• With rest Facility</li> <li>• Attached toilet</li> </ul>	<b>Language Lab</b> <ul style="list-style-type: none"> <li>• Audio CD , Cassatas</li> <li>• Video CD</li> <li>• Verbal Cards</li> <li>• Charts</li> <li>• cards</li> </ul>	<b>Sport Room</b> <ul style="list-style-type: none"> <li>• Sport Room with Material for Indoor and out door Games</li> </ul>	<b>Exam Department</b> <ul style="list-style-type: none"> <li>• internal exams and University Level Exam Record</li> </ul>	<b>Art and Craft Room</b> <ul style="list-style-type: none"> <li>• Model preparation and craft work</li> </ul>	<b>Science Lab</b> <ul style="list-style-type: none"> <li>• Models for Science subject teaching</li> </ul>	<b>Cultural Department</b> <ul style="list-style-type: none"> <li>• Equipments of Music</li> <li>• Practice place</li> </ul>	

## Library and Reading Room



## Practice Teaching School



**shree secondary school, Vaibhav nagar , Latur**



**Vishal secondary school, Pragati nagar , Latur**



**Bhagwan secondary school, Ring Road , Latur**

# Facilities

## Computer Lab.



## Art And Craft Room



# Facility

## Cultural Department





# Compitative exam Guidance



## Pre- Semester Exam



# Youth Festival

