

Courses

B.Ed.

(Bachelor of Education)

D.El.Ed.

Diploma in Elementary Education



**Shri Bhagwat Prasad Singh
Memorial B. Ed. College**
(B. Ed. and D. El. Ed. College)

PROSPECTUS
2022-23

P r o s p e c t u s



WELCOME TO OUR COLLEGE

Shri Bhagwat Prasad Singh Memorial B.Ed. College is established in recognition to the sacred memory of Late Bhagwat Prasad Singh the beloved father of Mr. Abhay Kumar and Mr. Ajay Singh the founder members of the college with a motto for advancement learning by conducting Teachers' Training Course for the students of vast area of Bihar.

With the a motto of this advancement of qualitative improvement of teachers education among the students, this institution has been set up and accorded recognition from NCTE and affiliation from the Magadh University, Bodh-Gaya from the session 2008-09. The college functioning in an ideal and peaceful atmosphere. The main aim and objective of this institution is to arrange man-making education and to create a lively learning atmosphere in the circumference of the institution.

Shri Bhagwat Prasad Singh Memorial B.Ed. College today is unique in terms of its dynamism and is one of the best educational Institutions to come across. The College has been able to consistently create multi-dimensional experiences for students that transform them into becoming professional assets who hit the ground running. With a world-class infrastructure supported by state-of-the-art technology, the College continues to look far beyond the routine, in its endeavour to produce leaders capable of a new hallmark in the world of education.



MISSION

Shri Bhagwat Prasad Singh Memorial B.Ed college will undertake

- to develop an understanding of the principles of pedagogy and its application to curriculum transaction and evaluation.
- to develop in students the skills and competencies necessary to play the multifaceted role of the teacher in the new millennium.
- to enable the students to live in harmony with oneself and with others in the profession, community and society at large.
- to inspire students for life long learning and for reaching the unreached.

Whatever you are doing, put your whole mind on it. If you are shooting, your mind should be only on the target. Then you will never miss. If you are learning your lessons, think only of the lesson. In India boys and girls are taught to do this.

S. VIVEKANANDA

VISION

Shri Bhagwat Prasad Singh Memorial B.Ed college aspires to be a leading institution in the country offering quality teacher education to enlighten, emancipate and empower the student-teacher fraternity and to foster life long learning.



DIRECTOR'S MESSAGE

I am pleased to acknowledge that Shri Bhagwat Prasad Singh Memorial B.Ed. College is not just on academic excellence but on “Character formation with academic excellence”. It motivates students to “always aim high” and cultivate core values as a Àrst place for the Divine, integrity of character and maturity in behaviour, pursuit of excellence and creative genius, respect of the human person with an emphasis for elders and teachers, loyalty to the nation and a balanced understanding of the prevailing global situation.

I wish and pray that the students of Shri Bhagwat Prasad Singh Memorial B.Ed. College may imbibe with the qualities of human values and become socially conscious, intellectually vibrant and emotionally balanced. Dear parents/guardians with your support together we can achieve the dream that you have for your wards. I can foresee that every child who has entered the Temple of Shri Bhagwat Prasad Singh Memorial B.Ed. College will certainly reach the heights of glory.

I wish all the students best of luck for the future !

Abhay Kumar
Director



PRINCIPAL'S MESSAGE

Education is the manifestation of love and my most cherished possession. Education drives away ignorance and through illumination it emboldens a man to a righteous thought and action. It empowers a woman and enlarges the horizon of her mind. It energizes a society and living with respect and praise.

In order to accomplish our vision and mission, we are prepared to take as much effort as possible for the betterment of academic scenario in India. We believe that education is an effective medium of social transformation. We get encouragement, looking at bright and successful careers of our thousands of student, which subsequently benefit the society. We feel proud that we are part of such an excellent institute, which is shaping modern India.

Best wishes for an enriching and fruitful academic year.

Dr. Bhagwati Dhar Dubey
Principal



OBJECTIVES

- To improve the regular teaching, learning situation with enhanced teaching skills.
- To renew innovative techniques to facilitate regular class room practice.
- To develop new methodology and explore Teaching Aids for better class room transaction.
- To inculcate competition, creative attitude and human values.
- To enhance social relationship through various activities.

VALUES

- Honesty, Honour and Integrity.
- Personality and Ethical Development.
- Inquisitive mind and love for learning.
- Care and Compassion.
- Tolerance and Respect for other Cultures.
- Love for nature and the environment.
- Respect for our heritage with a progressive international outlook.

ELIGIBILITY FOR ADMISSION

- a) The candidate with at least 50% marks either in the Bachelor's Degree and / or in the Master's Degree in Science / Social Science / Humanity / Commerce, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks for any other qualification / examination recognised by the NCTE equivalent thereto will be eligible for admission to the programme.
- b) No applicant shall be admitted, who has not applied for the admission within notified time or who, on being selected for admission, does not get himself admitted within the specified time, except where the delay has been condoned by the Competent authority.
- c) The Reservation in seats shall be given as per the rules of the Government of Bihar.
- d) Relaxation in the qualifying marks in favour of the reserved categories (SC/ST only) shall be as per the rules of the State Government.

Candidates appearing in the Final year examination of Graduation / Post graduation may also apply and appear in the entrance test. If the candidate fails to produce the original marks-sheet/Provisional Mark-sheet of the qualifying examination at the time of counseling the claim for admission shall not be entertained in any circumstances. The candidates seeking admission on the basis of provisional marks-sheet have to submit original marks-sheet before filling the examination form otherwise he/she will not be allowed to fill up the examination form.

- f) Candidates belongs to other than Bihar State shall not be given benefits of reservation policies. They will be treated as a candidate of general category.
- g) Application form with required documents shall be submitted either through Registered Post /Speed Post / Courier or personally at the concerned college counter on or before the last date of submission of Application form.

RESERVATION

- i) Seats shall be reserved of SC [16%], ST [01%], BC-I [18%], BC-II [12%] & BC Women [03%]. Admission against these seats will be provided to those candidates who has passed the Qualifying Examination and appeared in the test and secured the qualifying marks in Entrance Examination.
- ii) Appearance in the test is mandatory. The reserved category candidates shall have to submit a copy of the certificate mentioning that the candidate belongs to a particular reserved category from an officer not below the rank of C.O./B.D.O./S.D.O.
- iii) There will be 3% seat reserved for physically challenged candidates: Visually Impaired (1%), Hearing impaired (1%) & Orthopedically Handicapped (1%). These 3% seats are within the intake limit. Percentage of disability will be taken into consideration at the time of selection.
- iv) In case of seats lying vacant in any category, the vacant seats shall be filled from among the students of other categories.



CRITERIA FOR ADMISSION

- Selection of candidates shall be made strictly as per rules of the NCTE.
- The reservation policy of the State Govt. of Bihar (for educational institutions) will be followed.
- No candidate can claim admission as a matter of right.
- Selected candidates will be informed about their selection through website or by notice board.
- The candidate will have to produce the selection letter and all the original documents as mentioned above, along with the amount prescribed as fee for the course at the time of admission.

CURRICULUM

The B.Ed. curriculum shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise of three broad curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies and Engagement with the Field. The courses under each of these curricular areas will be based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses shall be done using a variety of approaches, such as, case studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.

Information and Communication Technology (ICT), gender studies, yoga education and disability/inclusive education shall form an integral part of the B.Ed. curriculum. Choice Based Credit System (CBCS) & Grade Point Assessment (GPA) will be applied in curriculum transaction.

INFRASTRUCTURAL FACILITIES

FACULTY:

We Understand that a Teacher introduces the learners to Success. B.Ed, D.EL.ED has an excellent team of professional and highly-qualified educators who are determined to enlighten the lives of our learners.

Teaching faculty of the college is highly qualified, well experienced and highly devoted to their work. The faculty has the attitude to help the students. Apart from this, the college also has some senior academicians from some of the best institutes in India our visiting faculty.

LIBRARY:

Quality of a library is defined by its resources and atmosphere. The institute's library provides best of both these factors. To facilitate the students in their quest for knowledge. The library provides a wealth of knowledge resources by stocking large number of reference books, national journals and magazines.

PLAYGROUND:

There is a large playground for games and sports. The institutes has various facilities to pursue a wide range of sporting and cultural activities in campus.

INSTITUTIONAL VISITS:

We arrange institutional visits for students to renowned industries on regular basis. The main objective behind these visits is to explain the working of institutional equipments in running conditions and the work environment that exists. Institutional visits take place in one or more semester.

TRANSPORT:

The college has its own fleet of buses to cater to the transportation needs of its students, staff members and visiting guests. Transport is available to the students and staff for commuting not only from various parts of the city but also from the suburbs to the institute campus and back.



REGULAR WORKSHOPS ON TEACHING SKILLS AND EDUCATION TECHNOLOGY

The college organises workshops for enhancement of teaching skills of future nation builders. The resource persons coming to college are experts of respective fields and have lot to share with our students.

SCHEME OF STUDY

1st Year

ANNUAL DISTRIBUTION OF THE COURSES

Course No.	Course No.	Credit	Theory	Practical	Full Marks
Course 1	Childhood and Growing UP	4	80	20	100 Marks
Course 2	Contemporary India and Education	4	80	20	100 Marks
Course 3	Learning and Teaching	4	80	20	100 Marks
Course 4	Language across the Curriculum	2	40	10	50 Marks
Course 5	Understanding Disciplines and Subjects	2	40	10	50 Marks
Course 6	Gender, School and Society	2	40	10	50 Marks
Course 7	Pedagogy of a School Subject – Part I	2	40	10	50 Marks
Course EPC 1	Reading and Reflecting on Texts	2	40	10	50 Marks
Course EPC 2	Drama and Art in Education	2	40	10	50 Marks
Course EPC 3	Critical Understanding of ICT	2	40	10	50 Marks
	TOTAL	26			650 Marks

* Engagement with the Field : Tasks and Assignments for Course 1-6 & 7a.

2nd Year

ANNUAL DISTRIBUTION OF THE COURSES

Course No.	Course No.	Credit	Theory	Practical	Full Marks
Course 7b	Pedagogy of a School Subject – Part II	2	40	10	50 Marks
Course 8	Knowledge and Curriculum	4	80	20	100 Marks
Course 9	Assessment for Learning	4	80	20	100 Marks
Course 10	Creating an Inclusive School	2	40	10	50 Marks
Course 11	Optimal Course***	2	40	10	50 Marks
Course EPC 4	Understanding the Self	2	40	10	50 Marks
School Internship		10	---	---	250Marks
	TOTAL	26	---	---	650 Marks

** Engagement with the Field : Tasks and Assignments for Course 7b & 8-10.

*** Credit is equal to 16 hours for theory and for practicum 32 hours.

**** 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).



DURATION OF COURSE

The duration of the course will be of two academic years.

PRACTICE TEACHING

SCHOOL INTERNSHIP

School internship would be a part of the broad curricular area of 'Engagement with the Field' that shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement to the learners and the school (including engaging in continuous and comprehensive assessment for learning), thereby creating a synergy with schools in the neighbourhood throughout the year. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 4 weeks in the 1st year of the course.

Students are to be actively engaged in teaching for 16 weeks in the 2nd year of the course. They shall be engaged at two levels, namely, upper primary (Classes VI, VIII) and secondary (IX-X), or senior secondary, with at least 16 weeks in secondary/senior secondary classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Internship in school will be for a minimum duration of 20 weeks for a two-year programme (4 weeks in the 1st year and 16 weeks in the secondary year as noted above), This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.

ENGAGEMENT WITH THE FIELD / PRACTICUM

The B.Ed. programme shall provide for sustained engagement with the Self, the Child, Community and School, at different levels and through establishing close connections between different curricular areas. This curricular area would serve as an important link between the above two broad curricular areas through its three components:

- (a) Tasks and Assignments that run through all the courses.
- (b) Schools Internship
- (c) Courses on Enhancing Professional Capacities.

The curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies', shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school. These tasks and projects would help in substantiating perspectives and theoretical framework studies in a teacher with field-based experiences. The task and projects may include collaborative partnership with the schools for developing CCE practices, establishing study circles/forums etc. Community-based engagement may also include oral history projects with a community of artisans as part of 'Contemporary India and Education' or 'Pedagogy of Social Science / History'. Likewise, the pedagogy course on science may include environment-based projects to address concerns of a particular village/city or a community.

Several specialised courses shall be offered to enhance professional capacities of a student-teacher such as course on language and communication, drama and art, self development and ICT. A course on critical understanding of ICTs shall be offered as an important curricular resource, ensuring public ownership of digital resources, and promoting constructivist approaches that privilege anticipation and co-creation over mere access to ICTs. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshop with specific inputs on art, music and drama. These courses shall offer opportunities to study issues of identity, interpersonal relations, adult-child gaps, personal and social constructs, schools as sites for struggle and social change; understanding and practicing yoga education, developing social sensitivity and the capacity to listen and empathize.



Programme Implementation

The institution shall meet the following specific demands of implanting this professional programme of study :

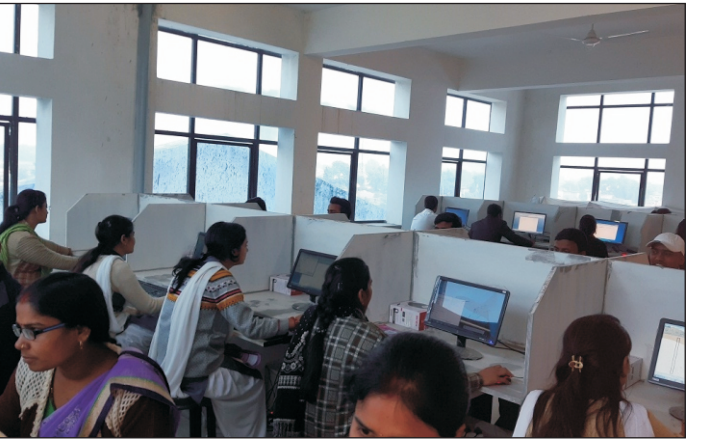
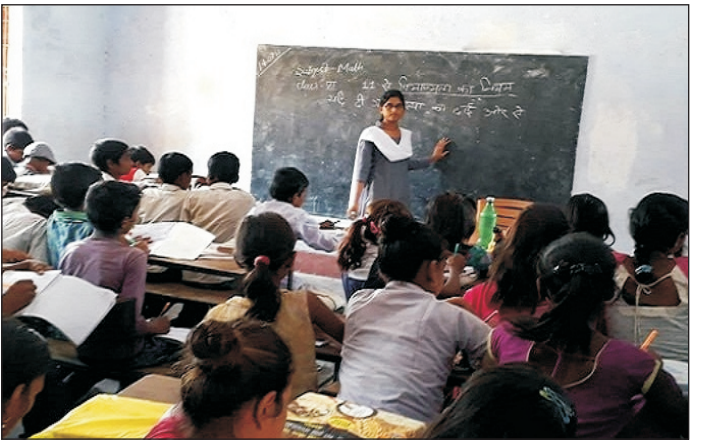
- (a) Prepare a calendar for all activities, including school internship. The school internship and other school contact programmes shall be synchronized with the academic calendar of the school.
- (b) Make an arrangement with at least ten schools for the Internship as well as other school-based activities of the programme. The arrangement shall have the approval of the district education authorities. These schools shall form basic contact point for all practicum activities and related work during the course of the programme.
- (c) Transaction of the Perspectives in Education and Curriculum and Pedagogic Studies courses should be done using a multiple and variety of approaches such as case studies, problem solving, discussions on reflective journals in colloquia, observations of children in multiple socio-cultural environments. Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking.
- (d) Initiate discourse on education by periodically organising seminars, debates, lectures and discussion groups for students and faculty.
- (e) Organise academic enrichment programmes including interactions with faculty from parents disciplines; and encourage faculty members to participate in academic pursuits and pursue research, especially in schools.
- (f) School teachers shall be invited to teacher education institutions for feed back to student-teacher and for extension/guest lectures and organizing colloquium.
- (g) There shall be mechanisms and provisions for addressing complaints of students and faculty, and for grievance redressal.
- (h) For school internship, the TEIs and the participating schools shall set up a mutually agreeable mechanism of mentoring, supervising, tracking and assessing the students teachers.

CO-CURRICULAR ACTIVITIES

Co-Curricular activities are regular feature of B.Ed. programme. Many different Co-Curricular activities are organized at regular intervals of time i.e. Preparation of T.L.M., organization of cultural programme, organization of science exhibition, survey, study tour and improvisation of apparatus etc.



GALLERY





SHRI BHAGWAT PRASAD SINGH MEMORIAL B. ED COLLEGE

Recognized by NCTE and Affiliated to Magadh University Bodh Gaya

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