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Principal's Message



I am honoured and feel very privileged to be the Principal of Shah Satnam Ji College of Education, with the blessings of Hazoor Pita Ji, Saint (Dr.) Gurmeet Ram Rahim Singh Ji Insaan. With the blessings of Almighty, I am always excited and look forward to work with our staff, students and other stakeholders to make the SSJCOE a best teacher training college of the region.

Education is the manifestation of love and my most cherished possession. Education drives away ignorance and illuminates righteous thoughts and actions in an individual. It empowers the horizon of minds. Education energizes a society and enables a man to earn his living with respect and praise.

To accomplish the vision and mission of the college, we are prepared to take as much efforts as possible for the betterment of the academic scenario. We believe that education is an effective medium of social transformation. We are looking at bright successful careers of our hundreds of students which subsequently benefit the society. We are proud to be the part of such an excellent institute, which is shaping the modern teachers.

Our college cares for the individual development of each and every student. We accord prime importance to the behavioral discipline, moral integrity and cognitive development of our students. Our teachers strive to teach not only academic programmes but also life skills needed for students self development with highly resourceful faculty.

I wish the best of fortune, peace, prosperity to all those, who contribute to the noble task of spreading education and its manifest qualities, aims and objectives.

"Education is the most powerful weapon
Which you can use to change the world."

Nelson Mandela

A handwritten signature in blue ink, appearing to read 'Rajni'.

Dr. Rajni Bala
Principal

Administrator Message



The students are welcome to this unique institution of learning which provides improvement of thoughts, Intellect and their latent qualities. College of Education opens many spheres of knowledge, mental development and avenues to secure employment for the youth. But real education imparts the ideas of attaining virtues like honesty, truthfulness, universal brotherhood, dignity of labour etc. and shun the evils of superstitions, hypocrisy, wickedness, anguish cruelty, hatred, egoism etc. Right guidance blended with moral values provide firm foundation in building strong character and ushering prosperous society. Good habits, regulated efforts, righteous actions, amiable behavior and strong character are necessary to develop a pleasing personality. Every student should strive for the desired objectives and quest for knowledge.

The dedicated, talented and well qualified staff is ever ready to motivated the students to move forward along with an advancement which is taking place day by day at high speed. The members of the management of this college always try to inculcate values among students that strengthen the ideals. Our educational institution the adobe for enlightenment and enjoys the unique privilege of the kind perpetual blessings of the benevolent Hazoor Maharaj Saint Dr. Gurmeet Ram Rahim Singh Ji Insan. All efforts are made in the direction that our students nurtured in the congenial and spiritual environment, carry and spread the aroma of morality in the Universe. Our students are the best ambassadors to propogate and materialize the message of goodwill.

I wish all students achieve heights of glory!

A handwritten signature in blue ink, appearing to read 'Charanpreet Kaur'.

Dr. (Mrs.) Charanpreet Kaur
Administrator

Governing Body

The present members and office bearers of Governing Body of Shah Satnam Ji College of Education, Sirsa and units of Shah Satnam Ji Research and Development Foundation, Sirsa (Haryana) are as under:-

	Name	Designation
1.	Sh. Ram Kumar Chauhan	Chairman
2.	Sh. Gulabu Mal	Vice Chairman
3.	Sh. Rakesh Kumar	Secretary
4.	Sh. Mohan Lal	Cashier
5.	Sh. Jasvir Singh	Member
6.	Sh. Ram Kishan Bajaj	Member
7.	Sh. Randhir Singh	Member
8.	Sh. Sunny Mahendru	Member
9.	Sh. Chander Shekhar	Member

Shah Satnam Ji College of Education

MOTTO:- SERVICE TO HUMANITY IS THE TRUE DEVOTION TO GOD

VISION

We envision Shah Satnam Ji College of Education as a catalyst for developing true educated, engaged and employable individuals whose collective energy will work as a driving force for the prosperity of the society as well as nation. The vision of the college is also to meet the growing needs of our state for efficient and committed teachers who make education accessible to all without consideration of caste, creed or gender. We will do this by helping our students to develop the right attitude. Inclusive and holistic development of every individual is essential because we believe “Able Teachers Make Nobel Nation”.



MISSION

The mission of our institute is:

1. To produce highly qualified professionals, sensibly responsible teachers who are intellectually strong, culturally matured and internally disciplined and the teachers, who are ready to take up global responsibilities and serve the society.
2. To make education qualitative, affordable and accessible to the community.
3. To develop leadership qualities.
4. To prepare future teachers who should work for the economic, social and cultural welfare of masses.
5. To produce the teachers who understand and consider education as a means to the development of the region and the society as a whole.
6. To develop the research aptitude and positive attitude so as to cope with the global needs.



Goals and Objectives

The goals and objectives of the institution are :

1. To impart quality education to each pupil- teacher so that he/she may develop cognitive, affective and psychomotor domain.
2. To create the responsible citizens who are sensitive to their environment and surroundings.
3. To impart quality education to enlighten, emancipate and empower the pupil teachers.
4. To develop creative and critical thinking and widen the mental horizons of students keeping in view the global trends and developments in various fields especially teaching – learning process.
5. To prepare teachers of tomorrow who are competent, committed, motivated, creative and ready to accept the challenges of newly emerging social order in the global context.
6. To create an awareness among students about vital issues like pollution, ecology, environment, female foeticide, communal harmony and national integration.
7. To provide suitable environment for social, cultural, ethical, vocational and spiritual development of pupil - teacher.



Institution at a Glance

A unique temple of learning in the shape of Shah Satnam Ji College of Education has been blessed to the human society by his Holiness Saint Dr. Gurmeet Ram Rahim Singh Ji Insaan to understand, realise, follow and practice the ultimate through real education. The institution was established in 2006 as a gift to the society and to commemorate the 88th birth anniversary of Parampita Shah Satnam Ji Maharaj. The necessity for establishment of this college was felt to lay stress on moral education and elevate the character of the students. Thus, the institution stays committed to maintain a nexus between academic and moral values through spirituality. The college is situated near Shah Mastana Ji Dham, Begu Road, Sirsa at a distance of about 5 km each from Railway Station and Bus Stand, Sirsa (Haryana). The institution is spread over a large area amidst lush green, pollution free environment, away from the hustle and bustle of city life. The college has the requisite permission from National Council for Teacher Education (N.C.T.E.), Govt. of Haryana and affiliation from esteemed Ch. Devi Lal University, Sirsa, Shah Satnam Ji Research and Development Foundation has also the humble honor of establishing and managing the following institutions :

- Shah Satnam Ji Girls' School, Sirsa (Haryana)
- Shah Satnam Ji Girls' School, Sri Gurusar Modia (Rajasthan)
- Shah Satnam Ji Boys' School, Sri Gurusar Modia (Rajasthan)
- Shah Satnam Ji Girls' College, Sri Gurusar Modia (Rajasthan)
- Shah Satnam Ji Girls' School, Budhni (M.P.)
- Shah Satnam Ji Boys School, Sirsa (Haryana)
- Shah Satnam Ji P.G. Boys College, Sirsa (Haryana)
- Shah Satnam Ji College of Education, Sirsa (Haryana)
- Saint MSG Glorious International School, Sirsa (Haryana)
- Shah Satnam Ji Girls' College, Sirsa (Haryana)
- Shah Satnam Ji Girls' School, Tara Nagar (Rajasthan)
- Shah Satnam Ji Bal/Balika Ashram, Sirsa (Haryana)

There cannot be any progress and prosperity without the active involvement and fervent coordination of young men and women. True education transforms immature brains to attain perfection of trains the raw hands with requisite expertise. It guides the youth to think above the levels of caste and creed, financial disparity, superstitions, hypocrisy prejudices, etc. Education also awakens the moral values of truthfulness, honesty, universal brotherhood and love for service to humanity. Our country has shown the path of spiritual enlightenment through the conscious efforts of thinkers, mentors and philosophers . It is expected that this institution shall act as a guiding star to the strayed masses and pave the way for righteousness.

Affiliation

The college is delighted to have valued consent and permission from Govt. of Haryana. It has received affiliation with prestigious Ch. Devi Lal University, Sirsa for execution and fulfillment of its acadmic pursuits. The institution has been duly recognized by N.C.T.E. vide letter No. NRC|NCTE|F-3|HR-422|6321.

Magnificent College Campus

The College building has deft architectural elegance. Every room is well ventilated and fully furnished. The unique design of each classroom speaks of its multifaceted approach to knowledge as well unified objective of service to mankind. The campus supplemented with floral beds of roses, dahlia, jasmine, chrysanthemum etc. provides a soothing touch to the eyes and a congenial atmosphere for studies. A wellmarked sports complex, gymnasium, swimming pool and cricket stadium of international points of splendor are also available.



Emphasis on **Moral** Education

True ethical values are declining in the present day environment due to selfish and materialistic approach. There is an increasing trend of falsehood addiction, hypocrisy, sycophancy, indifference, crime and moral degradation. Therefore, the necessity for moral education is a must to keep the element of goodness alive and restore the virtues



which are gradually diminishing. It is believed that when a person is given the right environment, he/she thinks good and develops an irresistible tendency to do good.

The students of this institution are guided to follow the precious dictums and preaching of great saints. They learn to live with discipline and service the cause of humanity above self with strong will and determination. High moral values are spontaneously rewarded by the almighty.

Qualified and Experienced Staff

The purpose of education is to bring out the innate and hidden qualities of a person. This pious task can mainly be accomplished with the guidance and supervision of proficient teachers. The college management has engaged the services of best knowledgeable and qualified lecturers who work with utmost devotion and provide best qualities to students.

Computer Studies

In the modern era, the knowledge of computer has become a necessity to keep pace with the rapid developments at global level. Computer has multifarious application in business, office, automation, banking, communication, astrological survey, defence, traffic control, weather forecasting, medical, technology, scientific research etc.



It has even become an amenity of day to day use in every office preparing accounts, pay rolls, billing etc. It is only possible through its proper handling by the intelligent brains and skilled hands. Keeping in view the bright and future perspectives of information technology, college has provided excellent facilities to students such as air conditioned, ultra computer lab with latest configured computer, hardware equipments on LAN, licensed latest softwares, 24 hours internet facility.

College Library

Good books have the hidden treasure of knowledge of noble thoughts and high ideals. The college library is compact and comprehensive. It has a good blend of classics and modern writings with great literary significance. A large number of test books and magazines are regularly subscribed for the multifaceted development of the students. The library also has books on computers, sports, health, food, nutrition etc. The works of great philosophers and thinkers provided



ornamental status of this subtle collection. The books are systematically arranged in almirah as per library catalogue. The reference books are easily accessible to the students. Seating Capacity of 50 Students is available in the library. More than 9063 Books, 8 Magazines, 9 Journals, 8 News Papers have recorded in the college Library.

College Canteen

Canteen is a place to relax. The college canteen provides almost all things of daily use. It caters to the needs of students and also serves soft beverages. The college canteen is being run on service motives and are not profit oriented.

College Laboratories

The college has the honour of possessing well – equipped and furnished laboratories like, Physical Education, ICT Resource Centre, Curriculum Lab & Fine Arts Lab. Air – conditioned computer rooms have been provided with latest technological and internet facilities.



I.C.T. Resource Centre



Curriculum Lab



College Van Facility

College van is operated for the convenience of daily commuters. Students are advised to board or leave the bus at specified places nearest to their respective residence.

Bus Pass

Bus passes are provided to the students pursuing courses as per the rate notified by the Haryana Roadways. The passes are issued distance up to a limit of 60kms from Sirsa.



Sports

With the aim of all round development of the personality of the youth , special emphasis is laid on Physical Education. The play grounds of the college have been marked as per university norms. The games available are Cricket, Hockey, Badminton, Lawn Tennis, Table-Tennis, Volleyball, Basketball, Kho-Kho, Gymnastics, Yago, Judo, Archery and Swimming etc.



The organization of the Annual Athletic Meet is an important sports event of the Annual Calendar of college activities where winners are awarded prizes and certificates. Those declared as Best Athletes of the Meet from Boys and Girls participants are specially honored with additional cash awards and prizes.



Medical Aid

A room with a complete First Aid Kit along with a bed has been provided to care for minor injuries and ailments. In case of emergency, a student is referred to nearby hospital. Required first-aid is provided free of charge to the students.



Parking

The vehicles of the staff and students are kept under regular watch in the walls of the college campus. The students are directed to lock their vehicles and keep them in proper lane.

List of Faculty Members

Sr. No.	Name of Teacher	Designation
1.	Dr. Charanpreet Kaur	Administrator / Assist Prof
2.	Dr. Rajni Bala	Principal
3.	Dr. Meenakshi	Associate Professor
4.	Dr. Hardeep Singh	Assistant Professor
5.	Dr. Mona Siwach	Assistant Professor
6.	Dr. Sushil Kumar	Assistant Professor
7.	Mr. Sandeep Singh	Assistant Professor
8.	Mr. Suresh Kumar	Assistant Professor
9.	Mrs. Parneet Kaur	Assistant Professor
10	Dr. Dhruv Singh Tomar	Assistant Professor
11	Mrs. Akancha	Assistant Professor
12	Mrs. Harpal Kaur	Lecturer
13	Mrs. Gurjot Kaur	Lecturer
14	Mr. Mewa Ram	Librarian
15	Mrs. Karinderpal Kaur	Instructor/Assist. Prof.
16	Mr. Sukhjinder Singh	Accountant
17	Mr. Sukhvir Singh	Office Assistant cum Typiest
18	Mrs. Anupam	Office cum Account Assistant
19	Mr. Ajay Moar	Lab Attendant
20	Mrs. Manisha	Technical Assistant
21	Mrs. Rajani Bala	Helper/Suppting Staff
22	Mr. Baldev Singh	Driver
23	Mr. Pardeep Kumar	Mali
24	Mrs. Sheela Devi	Sweeper
25	Mrs. Charanjeet Kaur	Sweeper
26	Mr. Sukhmeet Singh	Watchman
27	Mrs. Pooja	Peon

Admission Guidelines

Eligibility Conditions for D.El.Ed. Programme

(A) The admission will be open to bonafide residents of Haryana and outside Haryana.

(B) The minimum Education Qualification for Admission to Diploma in Elementary Education (D.El.Ed.) : A candidate should have passed Senior Secondary (10+2) examination from Board of School Education, Haryana Bhiwani or its equivalent securing 50% marks for General category and 45 % for SC and BC category in aggregate with five subjects including Hindi as one of the subject passed in matriculation and English in 10+2.

Note:- A candidate having higher qualification will not be entitled to any additional benefit whatsoever he/she will have to fulfill the requisite prescribed qualification and other eligibility conditions.

Admission Procedure:

The Merit list will purely be prepared on the basis of percentage of marks obtained in 10+2 examination stream wise (Arts, Science, Commerce and Vocational) and distribution of seats will be as under .

Stream	% of Seats allotted
Science	30%
Commerce	28%
Arts	40%
Vocational	02%

Note :- 15% seats are reserve for outside Haryana Candidates.

Eligibility Conditions for Admission to B.Ed. Two Year Regular Course

Eligibility Conditions for Admission to B.Ed. Two Year Regular Course NCTE Norms are as under :
Candidates with at least 50% marks either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.

Note :

- (i) There shall be no rounding off of percentage of marks of the qualifying examination from 0.5% and above to next higher number for determining the eligibility i.e. 49.5% and above will not be rounded off to 50%.
- (ii) 47.5% marks for SC/ST candidates of Haryana State only.
- (iii) 47.5% marks for Blind /Persons with DifferentlyAbled and visually/Hearing Impaired candidate.
- (iv) In case a candidate has passed the Master Degree Examination also after Bachelor Degree, the higher percentage of marks obtained in either of the two will be taken into consideration while preparing the merit
- (v) Compartmental candidates will not be allowed admission in B.Ed. (Regular Course) in any case.
- (vi) Cut off date for eligibility will be the last date/time of online choice filling.
- (vii) One year PG diploma in any subject will not be considered equivalent to Master's Degree.

PREPARATION OF MERIT LIST FOR ADMISSION

Merit for admission to B.Ed. course shall be determined on the basis of marks obtained in the qualifying examination. In case a candidate has passed the Master's Degree Examination also along with Bachelor's Degree, the higher percentage of marks obtained either in Under Graduate and Post Graduate degree will be taken into consideration while determining the merit. However, if two or more candidates have obtained equal marks, following procedure will be used for the preparation of merit.

- (I) Candidate senior in age will be given first preference
- (ii) If tie still persists, then marks obtained in 12th will be considered
- (iii) If tie still persists, then marks in 10th will be considered to break the tie

Eligibility Conditions for Admission to M.Ed. Two Year Programme (4 semesters)

Eligibility : Master of Education (M.Ed.) two year programme.

B.Ed. or B.A. B.Ed. or B.Sc. B.Ed. or B.El.Ed. or D.El.Ed. with an undergraduate degree (with 50% marks in each) or an examination recognized as equivalent to B.Ed. with not less than 50% marks in aggregate.

Relaxation in eligibility condition :

Relaxation in minimum eligibility condition will be given to SC/ST of Haryana State and Persons with disabilities of all India candidates as per University rule.

Note

- (i) There shall be no rounding off of percentage of marks of the qualifying examination from 0.5% and above to next higher number for determining the eligibility i.e. 49.5% and above will not be rounded off to 50 %
- (ii) Candidates having compartment in the qualifying examination shall not be allowed admission in M.Ed. (Regular Course) even provisionally.
- (iii) No inter college migration or transfer will be allowed.

Certificates/ Documents Required

1. Two attested copies of matriculation or equivalent examination as a proof of date of birth.
2. Two attested copies of qualifying examination.
3. Character certificate in original from the Head of the educational institution last attended.
4. Resident Certificate in the case of candidates claiming to be bonafide resident of Haryana.
5. Two attested photocopies of Backward Class/ Schedule Cast Certificate.
6. Five copies of passport size photograph.
7. School / College Leaving Certificate from the Head of the institution last attended.
8. Migration Certificate and passing certificate in case of a student coming from any Other State Board / University.
9. In case Migration Certificate is not submitted at the time of admission, the candidate must give an undertaking to submit the same with in a period of 15 days from the date of admission.
10. Candidates who have gap in their academic career after the qualifying exam, must furnish a gap certificate, in the form of affidavit on non-judicial stamp paper or Certificate duly attested by Notary Public.

Fee Structure for D.El.Ed., B.Ed. and M.Ed. Course

Fee structure for D.El.Ed. Course

(Fixed by the Govt. of Haryana State for Self Finance Institution in the state of Haryana)

D.El.Ed. 1st Year

1.	Annual Tuition Fee	Rs. 20,200/-
2.	Annual Charges	Rs. 5,600/-
	Total	Rs. 25,800/-

D.El.Ed. 2nd Year

1.	Annual Tuition Fee	Rs. 20,200/-
2.	Annual Charges	Rs. 5,600/-
	Total	Rs. 25,800/-

Note : Examination fee will be charged as per directions given by Board of school Education, Haryana, Bhiwani

Fee Structure for B.Ed. Course (1st Year)

(Annual Fee as fixed by University State Govt. for Self Financing Colleges)

1.	Tuition Fee	44,000 (In equal 4 installments)
2.	Registration/Continuation Fee	1000
3.	Sports Fee	150
4.	Youth Welfare Fee	200
5.	Migration Fee	100
6.	Eligibility Fee	100
7.	Development Fund	1416
8.	Youth Red Cross Fee	80
9.	Exam Fee	700
10.	Nss Fee	20
11.	HH Fund	10
12.	RK Fund	70
	Total	3846/-

B.Ed. 2nd Year

1.	Tuition Fee	44,000 (In equal 4 installments)
2.	Registration/Continuation Fee	500
3.	Exam Fee	700
	Total	45200/-

Fee structure for M.Ed. Course

M.Ed. 1st Year

(Annual Fee as fixed by University State Govt. for Self Financing Colleges)

1.	Tuition Fee	44,000 (In equal 4 installments)
2.	Registration/Continuation Fee	1000
3.	Sports Fee	150
4.	Youth Welfare Fee	200
5.	Migration Fee	100
6.	Eligibility Fee	100
7.	Development Fund	2000
8.	Youth Red Cross Fee	80
9.	Exam Fee	700
10.	Nss Fee	20
11.	HH Fund	10
12.	R.K. Fund	70
	Total	4430/-

M.Ed. 2nd Year

1.	Tuition Fee	44,000 (In equal 4 installments)
2.	Registration/Continuation Fee	500
3.	Exam Fee	700
4.	Dissertation Fee	2000
	Total	47200/-

Note :- The above fee is subject to revision by State Admission and Fee committee, Haryana.

Fee Concession and Scholarship

1. The students belonging to scheduled castes and tribes shall be provided facilities/ concession of college dues as per Haryana Government rules.
2. Scholarships shall be granted to outstanding and brilliant students .
3. Students exhibiting distinction in sports and culture at university and higher level shall be duly rewarded.
4. Free book bank facility is available for the poor but promising students.
5. The students who enjoy the facilities for fee concession and scholarship must maintain a clean and admirable record, other wise, the facilities may be withdrawn.

Attendane Rules

1. In accordance with the Ch. Devi Lal University rules, a student is required to attend at least 80% of the total lectures delivered in each subject, failing which his/her examination form will not be sent to the university for annual examination.
2. If a student remains absent without prior permission from the class continuously for 7 days his/her name may be struck off from the college rolls. There-after his/her admission shall be considered as per university rules.
3. For counting of attendance, period of Medical leave or any other leave taken by the students will be treated as absence. The permission for leave only ensures that the student's name remains on the college roll and is not struck off.

Leave Rules

- Leave must be applied in advance.
- Leave for three days will be granted by the Tutor or by the Senior Tutor in the absence of the Tutor. Leave for more than three days and up to six days will be granted for the Senior Tutor on the recommendation of the Tutor. Leave for more than six days will be sanctioned by the Principal.
- Application of Hostel students for sick leave up to three days will be recommended by the Superintendent of the Hostel Warden.
- In case of serious illness, the leave application must be submitted at the earliest possible along with medical certificate. No medical leave will be sanctioned after a week of student's resuming studies after illness.
- No leave should be combined with autumn or winter break.

Library Rules

1. Students are requested to maintain calm and serene atmosphere in and around the library which is conducive for students.
2. A student can keep two books issued from the library at a time.
3. The book issued must be returned within 14 days.
The book returned can be re-issued with the permission of the librarian.
4. The librarian can ask for the return of the desired book before its due date.
5. If the library book is spoiled/ lost, the student shall have to pay the actual price of the book
6. along with late return fine, if any.
Students should not disfigure or damage library books / periodicals.

Identity-Cum-Library Card

An identity card shall be issued to each Student from the college library.

1. The identity card must bear the signatures of the tutor, the librarian and the principal along with
2. college seal.
Every student must carry the identity card while in the college or library.
3. The book from the library will also be issued on this Identity - Cum - Library Card.
4. In case the Identity card is lost, the matter must be reported to the librarian. Efforts will be
5. made to obtain a new identity card as per rules.
Student must carry their identity cards with them during excursions, participation in sports or
6. cultural activities out side the college.



Internal Assessment

The Internal Assessment of students will be based purely on the performance of students in the whole session. During session so many curricular and co – curricular activities will be organized like unit test, house exam, assignments, projects, SEP, preparation and presentation of teaching aids, seminars, tutorials etc. The conduct and attendance of the students will be considered for internal assessment.

House Examination

1. During an academic year class test, unit test and house examination are conducted.
2. The class tests are held in regular class periods under the supervision of concerned class lecturer.
3. A regular house examination is held in the month of May according to the University pattern.
4. Leave for illness during tests or house examination needs to be justified with sufficient proof and medical certificate issued by a qualified and competent doctor.
5. No special test shall be conducted for those who remain absent in these examinations.
6. Student using unfair means during these tests shall be strictly dealt with.

Eligibility for Appearing in Annual Examination

The Students of B.Ed. M.Ed. and D.El.Ed. shall be allowed to appear in the annual examination according to the rules and regulations of Ch. Devi Lal University, Sirsa and SCERT respectively. The Students of following categories shall be debarred from taking the examination:-

1. Who fail to secure at least 30% of the maximum marks in each subject and 35% of the aggregate in the class tests and house examination.
2. Who fail to attend 80% of the total lectures delivered in each subject (85% in case of D.El.Ed.)
3. Who fail to secure registration from the respective University / Board.
4. Who fail to produce and submit Migration Certificate in time.
5. Who fail to complete field teaching practice.

College Magazine

The printing of college magazine is an annual feature. It comprises an unparalleled collection of creative concepts of the students, for the students and by the students. The college magazine is a true exhibition and depiction of the instincts and acquired capabilities of brilliant and talented students. The college magazine is classified into different sections of English, Hindi, Punjabi and Science & Maths section. The articles are screened and selected on the basis of their quality and significance by the panel of competent student editors and lecturer editors.



Dress Code

D.El. Ed.

For Girls - Full White uniform.

For Boys – White shirt with Black Lining and Pent in Grey colour.

B.Ed.

For Girls - Shirt in Skin colour and Salwar in Coffee colour.

For Boys – Off White shirt with Blue Lining and Pent in Grey colour.

M.Ed.

For Girls - Shirt, Salwar and Dupatta in Yellow colour.

For Boys – Off white shirt with blue lining and Pent in Grey colour.

Note: - In winter, black blazer with specified uniform.

Scheme of Examination and Syllabus D.El.Ed. First Year Annual System

Diploma in Elementary Education (D El Ed) is a 2-years diploma course focused on primary teachers training. D El Ed provides training to the would-be teachers to teach students in the primary/upper primary school, aged between 6-15 years/class I to VIII.

Programme Learning Outcomes (POs)

- Pupil Teachers will be able to develop spirit of inquiry.
 - Pupil Teachers will be able to plan strategies to deal with classroom diversity.
 - Pupil Teachers will be able to develop professional spirit and facilitate them with required pedagogical skills.
 - Pupil Teachers will be able to solve various problems of school management and classroom management.
 - Pupil Teachers will be able to equip themselves with intrapersonal and interpersonal skills.
 - Pupil Teachers will be able to promote self directed learning through the use of non conventional methods of teaching i.e cooperative and collaborative learning, brain storming, individual learning, online platforms etc.
 - Pupil Teachers will be able to generate a sense of belongingness and commitment towards the environment.
 - Pupil Teachers will be able to integrate technology in the task of teaching and learning.
 - Pupil Teachers will be able to comprehend various philosophies and their role in education.
 - Pupil Teachers will be able to expose the aims, learning strategies, discipline and experiences of education.
 - Pupil Teachers will be able to develop reflective outlook towards the emerging challenges in the field of education.
 - Pupil Teachers will be able to enhance communication, entrepreneurship and employability skills.
 - Pupil Teachers will be able to equip themselves with administrative and managerial skills.
 - Pupil Teachers will be able to develop analytical and interpretative as well as assessment and evaluative skills.
-
- **PROGRAMME SPECIFIC OUTCOMES (PSOs)**
 - Pupil Teachers will be able to provide opportunity for experiential learning to conceptualize disciplinary understanding and empirical knowledge of school curriculum to assess and reflect on teaching-learning practices
 - Pupil Teachers will be able to provide exposure to ICT tools for their effective utilization in providing learning experiences as well as management of school activities.

- Pupil Teachers will be able to explore the role of social agencies, school and society in nurturing holistic well-being and promoting healthy practices.
- Pupil Teachers will be able to sensitize towards environmental issues and language background of students.
- Pupil Teachers will be able to identify challenges of gender disparities, exposure to gender neutral pedagogic materials and training to address the gender inequalities.
- Pupil Teachers will be able to acquire conceptual understanding of sociological, psychological and philosophical aspects of an individual's development and its relationship with teaching-learning process.
- Pupil Teachers will be able to visualize enshrined legislative provisions related to Indian Education system and facilities in an inclusive setting.

Course Learning Outcomes

Course 101- Childhood and Development of Children

Course Outcomes

- To review general conceptions about child and childhood (specifically with reference to the Indian social context)
- To develop a sensitive and critical understanding of the different social/ educational/ cultural realities at the core of the exploration into childhood.
- To develop an understanding of different aspects of a child's physical, motor, social and emotional development
- To encourage interaction with children and training in methods of child study to understand aspects of the development of children

Course 102- Education, Society, Curriculum and Learner

Course Outcomes

- To understand and explore the meaning, aims, purpose of education
- To develop understanding of philosophical, sociological and historical dimensions of education To identify and question one's own long-established presumptions on knowledge, learner, teacher, education and develop a more meaningful understanding of them.
- To expose students to divergent educational thoughts, perspectives and practices, which will help them in creating secure, egalitarian and pedagogically sound learning situations

Course 103- Pedagogy across the curriculum, ICT and Action Research

Course Outcomes

- To understand and explore the meaning, aims, purpose of pedagogy
- To develop understanding of pedagogic approaches along with use of ICT
- To strengthen 'pedagogic imagination' so that student-teachers can think beyond the standard approaches and create a joyful learning environment
- To expose student-teachers to pedagogically sound learning situation

Course 104- Contemporary Indian Society

Course Outcomes

- To be familiar with the interdisciplinary analysis of concepts, ideas and concerns
- To familiarize with the socio-political economic dimensions of Indian society and appreciating its diversity
- To develop an understanding of the trends, issue and challenges facing contemporary Indian Society
- To understand the relationship between specific political institutions, economic policies and social structures in order to comprehend the achievements, persistent problem and challenges facing contemporary Indian society

Course 105- Proficiency & Pedagogy of Mathematics

Course Outcomes

- Reflect on what is mathematics, by actually” doing” mathematics-spotting and exploring patterns in a calendar, a multiplication table and other such number matrices
- Reflect on why we need to learn mathematics
- Reflect on the fact that mathematics is a subject that everyone can do and enjoy
- Develop deeper insights into the content areas of mathematics at the primary level
- Become sensitive about the ways in which children respond to mathematical knowledge
- Become aware of the historical roots of the subject, and of great problems that mathematicians have grappled with in past centuries, which have served as guide posts in the development of the subject;
- Become aware of the fact that mathematics is a human endeavor
- Become aware of the exploratory nature of the subject and the fact that mathematics is “work in progress” a not a “finished product”
- Gain awareness of the aesthetic and fun side of mathematics and its rootedness in pattern, rhythm and play , through exposure to mosaic , rangoli, kolam, number games and puzzles
- Gain facility in hand-on activities such as paper folding and model
- Develop skills, acquire appropriate attitudes, learn effective strategies that promote effective children’s learning

Course 106- Proficiency & Pedagogy of Environmental studies

Course Outcomes

- To help student-teacher understanding the scope of EVS and internalize different perspectives of curriculum organization
- To facilitate student-teacher to probe into children’s ideas in physical, natural and social environment
- To prepare student-teacher to plan and carry out classroom transaction in the light of various

- theoretical viewpoints of learning
- To prepare student-teachers to assess children's learning using different pathways
- **Course 107- Proficiency in English Language**
- **Course Outcomes**
- To strengthen the student-teacher's proficiency in English language
- To brush up their knowledge of grammatical , lexical and discourse systems in English
- To enable students to link this with pedagogy
- To re-sequence units of study for those who may have no knowledge of English
- **Course 108- Proficiency in Hindi Language**
- **Course 110- Proficiency in Punjabi Language**
- **Course 151- Children's Physical and Emotional Health**
- **Course Outcomes**
- To build a holistic understanding of the concepts of health and well-being and understand children's health needs using a social determinates framework
- To understand and the reciprocal relationship between health and education and understand the role of the teacher and possible ways of engaging with health concerns
- To examine specific programmes related to children's health operating in schools
- To build knowledge and skills on teaching health and physical education and integration of their themes with other curricula areas of teacher education and school subjects
- To link theoretical and conceptual learning with actual school / classroom realities through practical work

Course SIP-

School Internship Programme

- The School Internship Programme aims to introduce the student-teachers with real school environment. In order to meet the specific requirement of course a school Exposure Programme of four week duration is introduced during 1st year of D.El.Ed. Course with following objectives:-
- To acquaint the student- teachers with school environment as a whole and its various dimensions in the context of all-round development of children and observe the teaching learning process in a systematic manner.
- To evaluate school textbooks and other resource material critically in the context of children's development and pedagogical approach used.
- To understand and reflect upon the teaching-learning processes practiced in classroom by regular teachers and learn to relate and communicate with children.

- To understand and reflect upon the relationship between school and community for creating a conducive environment for learning.
- To aware the student-teachers about different type schools and their management, administrative structure of education departments and officers involved there in.
- To develop a repertoire of resources which can be used by the intern later in his/her teaching-textbooks, children's literature, activities and games, excursions etc.

- **Outcomes D.El.Ed.-2nd Year**

- **Course 201- Cognition, Learning and Socio-Cultural Context**

- **Course Outcomes**

- To understand the process of thinking and learning in children through different theories and critical perspectives; principals of behaviorism, cognitive development, information processing, constructivist, socio-constructivist and cross cultural positions
- To reflect on their relevance in the teaching-learning process
- To understand that the essence of child-centered pedagogy is to be in tandem with the physical, socio-cultural, emotional and cognitive worlds of children with in the Indian context
- To allow for opportunities such that the student-teacher is able to visualize the linkage with theory in the real life interaction with children, through activities such as play, art, storytelling, etc. as implications along with the units of physical motor development, cognition and language development respectively

- **Course 202- Cognition, Learning and Socio-Cultural Context**

- **Course Outcomes**

The overall objective of this course is to enable student-teacher to develop a holistic understanding of the range of issues and dynamics that constitute school education. The specific objectives are:-

- To familiarize student-teachers with the structures and processes of the Indian education system
- To help student-teachers to develop a critical understanding of the notion of school organization and management in the context of the structures and processes of the education system
- To enable student-teachers to develop a comprehensive understanding of context-specific notions of school effectiveness
- To enable student-teachers to develop an understanding of school leadership and change management
- To help student-teachers make overt connections between field-based project work, education leadership and change facilitation

Course 203- Understanding the self, Diversity, Gender and Inclusive Education

Course Outcomes

- To understand one's own self
- To sensitize student to gender
- To understand the present approach on education of children with special needs
- Instead of blaming an individual for his/her failure , the need is to understand how barriers to learning arise from various discriminatory practices, curriculum, teaching approaches, school organization and various other social and culture; factors.
- To famous on the structures (implicit and explicit) in our schools that serve as a hindrance to the inclusion of all students
- To explore and understand the possibility of change through inclusive education
- To develop a comprehensive and critical understanding on disability, marginalization and inclusive education.

Course 204- Proficiency in Hindi Language

Course 206- Proficiency in English Language

Course Outcomes

- To equip student-teachers with a theoretical perspective on English as a second language(ESL)
- To enable student-teachers to grasp general principles in English language teaching and learning
- To understand young learners and their learning context
- To grasp the principles and practice of unit and lesson planning for effective teaching of English
- To develop classroom management skills; procedures and techniques for teaching English language
- To examine and develop resources and materials for use young learners for English language teaching and testing.
- To examine issue in English language assessment and their impact on classroom teaching.
- To understand the strategies used in a differentiated classroom with multiple levels.
- To be familiar with multiple assessment strategies for the English language teacher

Course 207- Proficiency & Pedagogy of Mathematics Education

Course Outcomes

- To develop insight into ways of reasoning mathematically
- To create awareness about and develop appreciation for algebraic thinking
- To develop facility in estimation of quantities(weights and sizes of small and large objects)

- encountered in daily life; quantities encountered in mathematical computations)
- To develop facility in data handling, reading of graphs and schematic diagrams(including road maps and railway maps);designing one’s own schematic diagrams
 - To familiarize student-teachers with statistical ways of dealing with information and some mathematical concepts that help in the process.
 - To enhance the capabilities of the prospective teachers to reflect on processes relating to communicating formal mathematics to children
 - To develop an interest in keeping in touch with what is being discussed and transacted in the area of mathematics education elsewhere in the world or country, through exposure to good journals in the subject, and to good websites and blogs
 - To develop an interest in reading expository books in mathematics particularly authors who give a sense of the historical side and the aesthetic side and the “play” side of mathematics.

Course 208- Proficiency & Pedagogy of Social Science Education

Course Outcomes

- To develop knowledge and skills to critically understand and analyses thee society in which we live by drawing upon the disciplines of history, geography, political science, economics and sociology
- Build skills to gather, interpret and analyses data
- To critically analyses social science school curriculum, syllabus and textbooks
- To know and use different pedagogies to transact the curriculum in a manner that enhances curiosity of children to enquire about social phenomenon and develops their capacities to reflect on the existing society, its institutions and practices in a critical, independent and thoughtful manner
- To develop capacities to uphold human and constitutional values of freedom, equality, justice and respect for difference and diversity and challenge the social forces that threaten these values.

Course 208- Proficiency & Pedagogy of Science Education

Course Outcomes

- To encourage students to revisit their conceptual understanding of science
- To engage student with various aspects of the nature of science
- To help students understand children’s ideas in relation to cognitive development and children’s understanding of scientific concepts
- To help students select and use appropriate teaching-learning and assessment strategies
- To enable students to view science as an inclusive and a democratic enterprise

Course 210- Pedagogy of Punjabi Language

Course Outcomes

Course 211- Pedagogy of Sanskrit Language

Course Outcomes

Course 251- Work and Art Education

Course Outcomes

To help the pupils to develop essential knowledge and understanding in terms of:-

- Identifying needs of the self, family and community in respect of food, health and hygiene, clothing, shelter, recreation and social service
- Acquainting themselves with productive activities in the community
- Knowing the sources of raw materials and understand the use of tools and equipments in the production of goods and services; understanding the utility of productive work and service to the community
- Respect for manual work and regard for manual workers
- Proper work ethics such as regularity, punctuality, honesty, dedication, discipline, etc.
- Develop an understanding of art-integrated education and the need to appreciate it in different forms, the scope and purpose of art integrated education
- Understand the range of traditional art forms and working with hands
- Create and present pieces of art: using visual arts and crafts
- Deepen understanding, appreciation and skills in one chosen medium through self work and evaluator self as an artist and art educator
- Bring the arts into the centre of exploration, e.g. in visual arts: semiotics of the image/film/play/music; how is an image to be made meaning of; how can an image act a starting point for an exploration.

Unit: 2

Art Education

Course Outcomes

- Integration of dramatics/role-play while teaching any subject
- Integration of music while teaching any subject
- Integration of visual arts while teaching any subject
- Integration of dance/ actions & gestures while teaching any subject

Course SIP II-School Internship Programme

Course Outcomes

The school internship programme aims to introduce the student-teacher with real school environment. In order to meet the specific requirement of course a school Exposure Programme of 16 week duration is introduces during 2nd Year of D.El.Ed. Course with following objectives:-

- Develop an understanding for applying different methods of teaching for effective learning.

- Develop skills to conduct different activities and programmes other than teaching, such as literary, cultural, educational, excursion and sports etc.
- Develop abilities to communicate effectively with students, peer groups, teachers, community members, school management and Block/District administration etc.
- Identify skills and develop creativity among students through organizing relevant activities to nurture it.
- Organize joyful activities to encourage students to construct their own knowledge.
- Organize inclusive classroom practices in various ways.
- Develop an understanding and skills to evaluate the children's performance.
- Develop plan and conduct classroom-based Action Research.
- Critically reflect on school experience programme and maintain record thereof.

Syllabus of D.El.Ed. First Year Annual System

Sr. No.	Course Code	Course Title	External	Internal	MM
1.	101	Childhood and Development of Children	70	30	100
2.	102	Education, Society, Curriculum and Learner	70	30	100
3.	103	Pedagogy across the curriculum, ICT & Action Research	70	30	100
4.	104	Contemporary Indian Society	70	30	100
5.	105	Proficiency & Pedagogy of Mathematics Education	70	30	100
6.	106	Proficiency & Pedagogy of Environmental Studies	70	30	100
7.	107	Proficiency in English Language	70	30	100
8.	108	Proficiency in Hindi Language	70	30	100
9.	109	Proficiency in Urdu Language	70	30	100
10.	110	Proficiency in Punjabi Language	70	30	100
11.	111	Proficiency in Sanskrit Language	35	15	50
12.	151	Children's Physical and Emotional Health	20	30	50
13.	SIP-I	School Internship Programme	50	50	100

Syllabus of D.El.Ed. Second Year Annual System

Sr. No.	Course Code	Course Title	External	Internal	MM
1.	201	Cognition, Learning and Socio-Cultural context	70	30	100
2.	202	School Culture, Leadership and Change	70	30	100
3.	203	Understanding the self, Diversity, Gender and Inclusive Education	70	30	100
4.	204	Pedagogy of Hindi Language	70	30	100
5.	205	Pedagogy of Urdu Language	70	30	100
6.	206	Pedagogy of English Language	70	30	100
7.	207	Proficiency & Pedagogy of Mathematics Education	70	30	100
8.	208	Proficiency & Pedagogy of Social Science Education	70	30	100
9.	209	Proficiency & Pedagogy of Science Education	70	30	100
10.	210	Pedagogy of Punjabi Language	70	30	100
11.	211	Pedagogy of Sanskrit Language	35	15	50
12.	251	Work & Art Education	20	30	50
13.	SIP-II	School Internship Programme	200	200	400

Scheme of Examination for B.Ed. Two year Programme

B.Ed. PROGRAMME

PROGRAMME OUTCOMES (POs)

- Learners will be able to comprehend the acquire knowledge during the Program of study.
- Learners will be able to reflect on the issues relating to the discipline- 'education'.
- Learners will be able to exhibit the professional skills and competencies acquired during the Program of study.
- Learners will be able to show scientific & research capabilities in their academic, professional and general life pursuits.
- Learners will be able to apply the knowledge and skills acquired in academic planning, organizing, evaluation, decision making, and resource management according to pre-determined objectives/outcomes.
- Learners will be able to work as member or leader in various teams and multidisciplinary & diverse settings.
- Learners will be able to discuss and solve the problems relating to the discipline and life.
- Learners will be able to state and follow the ethical issues relating to the discipline and society.
- Learners will be able to apply different tolls and techniques of communication and related skills.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

The B.Ed-2yr (Gen), a pre-service teacher education programme at secondary level aims at:

- Acquiring conceptual understanding of sociological, psychological and philosophical aspects of an individual's development and its relationship with teaching-learning process.
- Visualizing enshrined legislative provisions related to Indian Education system and facilities in an inclusive setting.
- Providing integrated learning experiences within the socio-cultural milieu of the learners to respond to the diversities in the class-room.
- Nurturing pedagogic, aesthetic and literary skills of an individual for self analysis and behavior modification.
- Providing opportunity for experiential learning to conceptualize disciplinary understanding and empirical knowledge of school curriculum to assess and reflect on teaching-learning practices
- Providing exposure to ICT tools for their effective utilization in providing learning experiences as well as management of school activities.
- Exploring the role of social agencies, school and society in nurturing holistic well-being and

- promoting healthy practices.
- Sensitizing towards environmental issues and language background of students.
- Identifying challenges of gender disparities, exposure to gender neutral pedagogic materials and training to address the gender inequalities.
- Providing firsthand experience of all the school activities through engaging student-teachers as interns at secondary and senior-secondary stage.

Course 1

CHILDHOOD AND GROWING UP

Course Outcomes(COs)

After transaction of the course, student teachers will be able to:

- Explain the Meaning, Concept and Characteristics of Growth, maturation and development at various stages.
- Describe the problem of Childhood and adolescent age especially with respect to the Indian context.
- Develop an understanding of different aspects of a child's Cognitive, Social, Emotional & Moral development.
- Become familiar with Theories of Child development and their Educational implications.
- Understand the developing Individual / Learner from different dimensions i.e. Intelligence, Creativity & Personality.
- Acquaint with various Mental Processes of Learning i.e. Thinking, Memory & forgetting.
- Get familiar with the role of Family, School, Community, Society & different cultural practices in the developmental process of Children.
- Acquaint with contemporary issues (issue of marginalization & Stereotyping , Gender, Social class & poverty) in child development and describe the role of media in constructing & deconstructing perceptions & ways of dealing with above issues.

Course: 2

CONTEMPORARY INDIA AND EDUCATION

Course Outcomes(COs)

After the transaction of the course, student teachers will be able to:

- Understand the Equality of opportunities in Education, Fundamental rights, duties and Directive Principles of state policies and its impact on Education.
- Explain the concept of Diversity, Concerns related to Socially disadvantaged segment of the society..
- Describe the significant recommendations of Commission before Independence related to Secondary Education.
- Understand the Work Education and Experiential learning in context of Nai Talim..

- Understand the Objectives and Recommendation of the policies after Independence related to Secondary Education.
- Explain the major features of New Education Policy 2020.
- Develop and understanding of emerging issues related to Contemporary India and its impact on Education.
- Evaluate the Govt Policies of Universalisation of School Education ie DPEP, MDM, SSA, RMSA & IEDSS.

Course 3

LEARNING & TEACHING

Course Outcomes(COs)

After transaction of the course, student teachers will be able to:

- Understand the Concept of learning and learning strategies.
- Identify the individual differences among the learners.
- Explain paradigms of learning.
- Describe the educational implications of different theories of learning.
- Understand the Concept of teaching and identify the variables in the teaching process.
- Explain the applications of social constructivist approach in teaching and learning.
- Describe the phases & models of teaching.
- Understand and make effective uses of different Teaching Strategies.

Course -4

ASSESSMENT FOR LEARNING

Course Outcomes (COs)

After the transaction of the course, student teachers will be able to:

- Understand the nature of assessment and evaluation purposes and objectives of assessment.
- Understand the importance of current evaluation practices.
- Get acquainted with Bloom's taxonomy objectives and table of specifications.
- Understand achievement tests, diagnostic test and kinds of task and their importance in assessment.
- Understand assessment process tools and construction of process oriented tools.
- Acquire the knowledge of group dynamics and portfolio assessment.
- Understand analysis, manage and implement assessment data.
- Understand the role of feedback to stakeholders and reporting students performance.

TEACHING OF SCHOOL SUBJECT

TEACHING OF LIFE SCIENCE

Course Outcomes (Cos)

After completion of this course, the students teacher will be able to:

- Understand Nature & Scope of Life Science
- Understand objectives of Teaching Life Science
- Perform pedagogical analysis of various topics of life Science.
- Develop a skill of lesson planning based on various approaches.
- Understand the principles of curriculum construction.
- Apply e-resources in teaching life science.
- Adopt suitable approaches, methods, different resources to teach life science.
- Understand the concept of continues and comprehensive evaluation.

TEACHING OF COMPUTER SCIENCE

CourseOutcomes(COs)

After the transaction of the course, student teachers will be able to:

- Emphasize the need and importance of computer science and acquaint with the aims and objectives of teaching computer science in secondary schools.
- Understand Bloom taxonomy of objectives and table of specification.
- Perform Pedagogical Analysis of various concepts in computer science.
- Develop teaching skills and skill of lesson and unit planning.
- Understand the principles of curriculum construction and importance of computer textbook.
- Acquire the skill of managing a computer laboratory and use of E-resources .
- Familiarize with the various methods that can be employed for the teaching of computer science.
- Develop competencies for effective evaluation in computer science and visualize various plans to promote digital technology among rural community.

TEACHING OF HOME SCIENCE

Course Outcomes(COs)

After completion of this course the students teacher will be able to :

- Understand Nature & Scope of Home Science and objectives of Teaching Home Science.
- Understand bloom's taxonomy of educational objectives.
- Develop skills of lesson planning based on various approaches.
- Perform pedagogical analysis of various concepts of Home Science.
- Understand the principles of curriculum construction.
- Apply e resourcing in teaching Home Science and appreciate the importance of planning and organizing extension activities.
- Adopt suitable approaches, methods, different resources to teach Home Science and examine the health status of school students of rural areas.
- Understand the concept of continues and comprehensive evaluation.

TEACHING OF PHYSICAL SCIENCE

Course Outcomes(COs)

After completion of this course the student teacher will be able to :

- Understand the Nature & Scope of Physical Science.
- Understand Aims and objectives of Teaching Physical Science and describe the role of Physical Science in service of human welfare and its correlation with other school subjects.
- Provide empirical knowledge about content analysis and pedagogical analysis.
- Acquaint about effective teaching aids and teaching skills for well execution of
- Visualize different innovative teaching learning resources and processes for professional growth.
- Design and manage a physical science laboratory.
- Adapt suitable approaches, methods and different resources to teach physical science.
- Become aware about various approaches of teaching Physical Science and comprehensive evaluation.

TEACHING OF SOCIAL SCIENCE

Course Outcomes (COs)

After completion of this course the student –teachers will be able to:

- Elaborate the concept, nature and scope of social science.
- Establish correlation of social science within or with other school subjects and life situations.
- Get acquainted with the procedures of skills and pedagogical analysis for social science teaching.
- Prepare lesson plans by applying knowledge of planning.
- Explain the essentials of curriculum and text books of social science
- Select and develop the support material required for designing learning experiences.
- Develop an understating of methods and approaches of teaching social science.
- Acquire competencies in preparing tools of evaluation social science learning.

TEACHING OF COMMERCE

Course Outcomes(COs)

After completion of this course the student-teachers will be able to:

- Understand the nature of Commerce and its relationship with other disciplines.
- Comprehend the Bloom Taxonomy of objectives and write the Instructional objectives in behavioral terms.
- Prepare Pedagogical analysis of the content and develop lesson plans for classroom teaching.
- Acquire competencies in teaching skills.
- Analyses the Curriculum and Textbook of Commerce.
- Make effective utilization of Teaching Learning resources.
- Get familiar with the methods of teaching and Evaluation.
- Equip themselves in Evaluation techniques and construction of Achievement test.

TEACHING OF ECONOMICS

Course Outcomes (COs)

After completion of this course the student –teachers will be able to:

- Understand the meaning nature and scope of teaching Economics and its relationship with other disciplines..
- Comprehend the Bloom Taxonomy of objectives and write the instructional objectives in behavioral terms.
- Prepare pedagogical analysis of the content and develop lesson plans for class room teaching.
- Acquire competence in skills for the teaching of Economy.
- Analyse the curriculum and textbook of teaching of Economics.
- Develop teaching learning material and organize co-curricular activities through the Economics club..
- Understand the different methods and approaches of teaching Economics.
- Acquire competencies in preparing tools of Evaluation.

TEACHING OF HISTORY

Course Outcomes(COs)

After transaction of the course, student teachers will be able to:

- Explain the concept, nature and scope of teaching history.
- Understand the aims and objectives of History and establish correlation of History with other school subjects and life situations.
- Perform Pedagogical analysis of various topics in History at Secondary level.
- Get acquainted with the procedures of lesson plan.
- Critically evaluate existing curriculum, syllabus and text-books.
- Prepare, select and utilize different instructional materials.
- Apply appropriate methods and techniques of teaching at different levels.
- Acquire competencies in preparing tools of evaluation for teaching of History.

TEACHING OF GEOGRAPHY

Course Outcomes (COs)

After completion of the course the student teacher will be able to:

- Explain the concept, nature and scope of teaching Geography.
- Understand the aims and objectives of teaching Geography
- Perform Pedagogical analysis of various topics in Geography at Secondary level.
- Get acquainted with the procedures of lesson plan.
- Critically evaluate existing curriculum, syllabus and text-books.
- Prepare, select and utilize different instructional materials.

- Apply appropriate methods and techniques of teaching at different levels.
- Acquire competencies in preparing tools of evaluation for teaching of Geography.

TEACHING OF ART

Course Outcomes (COs)

After the transaction of the course, student teachers will be able to:

- Understand meaning the nature of Art and its relationship with other school subjects.
- Understand aims, objectives & bloom's taxonomy of instructional objectives.
- Analyse the content pedagogically
- Develop the lesson plan and skills.
- Analyse the elements, principles and curriculum of Art.
- Acquaint with the various teaching learning resources and methods.
- Select appropriate methods of teaching to teach Art.
- Equip themselves with practices of evaluation.

TEACHING OF MUSIC

Course Outcomes(COs)

After completion of the course the student teacher will be able to:

- Understand the history, importance and co -relation of Music with other school subjects.
- Comprehend the knowledge of Bloom's taxonomy of instructional objectives.
- Prepare pedagogical analysis of the content and develop lesson plan for classroom teaching.
- Acquire competence in skills for the teaching of Music.
- Develop teaching aids to teach Music.
- Familiarize the qualities of Music and Music teacher.
- Understand the different methods of teaching Music.
- Acquiring competency in preparing tools of evaluation.

TEACHING OF ENGLISH

Course Outcomes

After transaction of the course, student teachers will be able to:

- Familiarize with the concept, nature and scope of English language.
- Comprehend aims and objectives.
- Conduct pedagogical analysis of the content in English language and develop linguistic skills among their pupils.
- Provide familiarization with Micro teaching skills for teaching/learning English.
- Make effective use of instructional resources in Teaching of English.
- Become acquainted with different teaching learning resources of English.

- Develop insight into different methods and approaches in teaching English.
- Equip themselves in preparing tools of evaluation in English learning.

TEACHING OF PUNJABI

Course Outcomes(COs)

After the transaction of the course, student teachers will be able to:

- Understand the nature of Punjabi and its relationship with other languages (Hindi, English, Sanskrit).
- Comprehend the Bloom Taxonomy of objectives and write the Instructional objectives in behavioral terms.
- Prepare Pedagogical analysis of the content and develop lesson plans for classroom teaching/ instructional purposes.
- Acquire competencies in language skills.
- Analyses the Curriculum and Textbook of Punjabi.
- Make effective utilization of Teaching Learning resources.
- Describe different methods of teaching of Punjabi.
- Explain the concept of evaluation and use of techniques of evaluation.

TEACHING OF MATHEMATICS

Course Outcomes (COs)

After the transaction of the course, student teachers will be able to:

- Understand the meaning, nature& scope of mathematics and its relationship with other school subjects.
- Comprehend the bloom taxonomy and write instructional objectives in behavioral terms.
- Get acquainted with the procedures of skills, pedagogical analysis and lesson plan.
- Prepare lesson plans by applying knowledge of planning.
- Acquire skills of analyzing curriculum and text books in mathematics.
- Enable students to organize Co-curricular activities and develop teaching learning material through the mathematics club.
- Select appropriate methods of teaching to teach mathematics
- Acquire competency in preparing tools for evaluation.

Course EPC-1

Reading and Reflecting on Text.

Course Outcomes(COs)

After the transaction of the course, student-teacher will be able to:

- Able to explain different types of text.
- Read and respond to a variety of texts in different ways: personal, creative & critical

- Get involved in the readings interactively-individually and in small groups and enhance capacities as active readers and writers.
- Comprehend and think reflectively on spoken or written texts.

EPC III

Critical Understanding of ICT

Course Outcomes(COs)

After the transaction of the course, student teachers will be able to:

- Interact with ICT and use effectively ICT tools and relevant software applications for specific purpose in teaching learning process.
- Acquire knowledge of computers, its accessories and software.
- Demonstrate the use of MS Windows and develop skill in using MS-Word, Power points and Spread sheets.
- Acquire skill in accessing World Wide Web and Internet and global accessing of information and Organizing science and technology based activities for the community.

YEAR II

Course VII

KNOWLEDGE AND CURRICULUM

Course Outcomes (COs)

After the transaction of the course, student teachers will be able to:

- Understand the concept, sources, types and terms such as: Information, reasoning belief, truth and analysis.
- Analyze the thoughts of Great Educational thinkers.
- Understand the Basic Concept of Society.
- Describe the role of Economic, Cultural and Historical dimension of Education.
- Understand the concept and dimension and curriculum at different levels.
- Describe the determinants and basic consideration of curriculum development.
- Examine the concerns and issues related to curriculum.
- Critically analyses the concept, need and process of National Curriculum Framework.

COURSE VIII

CREATING AN INCLUSIVE SCHOOL

Course Outcomes (COs)

After the transaction of the course, student teachers will be able:

- To define the concept of Disability, Inclusion, Psychosocial construct of disability and identity.
- To analyze the policy and programme initiatives in the area of inclusion and barrier to learning.

- To adopt appropriate teaching learning strategies and guidance and counselling strategies for inclusive practices.
- To know and maintain the individualized education plan.

COURSE IX

LANGUAGE ACROSS THE CURRICULUM

Course Outcomes(COs)

After transaction of the course, student teachers will be able to:

- Know the concept of language, Multilingualism and language diversity with various functions of language.
- Understand the relationship between language & learning and describe the elements of communicative approach.
- Integrate different language skills for effective classroom discourse.
- Analyze significance of language proficiency and knowledge acquisition.

COURSE X

UNDERSTANDING DISCIPLINES AND SUBJECTS

Course Outcomes(COs)

After the transaction of the course, student teachers will be able to:

- Describe the characteristics and nature of discipline
- Elaborate the concept of disciplinary knowledge and emergence of discipline and subject.
- Critically analyze the sources of knowledge with respect to text books and journals
- Acquaint with the paradigm shift in discipline

COURSE XI

GENDER, SCHOOL AND SOCIETY

Course Outcomes (COs)

After the transaction of the course, student teachers will be able:

- To understand the basic concepts, issues and theories of Gender.
- To familiarize with the processes of socialization at School and other social agencies.
- To visualize psychological and sociological perspective of equity and equality.
- To become aware about gender inequalities in school and society.

OPTIONAL COURSES

ENVIRONMENT EDUCATION

Course Outcomes(COs)

After the transaction of the course, student teachers will be able to:

- Understand the concept, need, scope and objectives of Environment Education.
- Sensitize the Global Environmental problems and explain the different policies &

Environmental legislation in India.

- Explain the teaching learning strategies and Evaluation techniques in Environment education.
- Familiarize with Curriculum development, Environmental disasters and Role of

PEACE EDUCATION

Course Outcomes(COs)

After the transaction of the course, student teachers will be able to:

- Understand the concept, need of peace education as a universal value.
- Explain aim and objectives and role of social agencies in promoting peace education.
- Understanding the philosophical thoughts and challenges to peace education.
- Imbibe the knowledge, attitude and skills needed to achieve and sustain a global culture of peace.

Course Outcomes (COs)

After the transaction of the course, student teachers will be able to:

- Explain the concept of Health, Physical and Yoga Education along with their roles for a healthy Individual.
- Explain the importance of Diet, food and nutrition.
- Acquaint themselves with ways and means to deal with different types of diseases, pollution and Global Warming.
- The importance of physical fitness and causes of postural deformities.

GUIDANCE AND COUNSELLING

Course Outcomes (COs)

After transaction of the course, student teachers will be able to:

- Explain the concept and different types of guidance..
- Explain the concept of Counselling and its types.
- Understand the testing and non-testing devices for the study of an Individual.
- Familiarize with the different types of guidance services organized in the School.

EPC-2

Drama and Art in Education

Course Outcomes (COs)

After the transaction of the course, student teachers will be able to:

- Develop imagination and sense of appreciation and aesthetic of art.
- Have basic knowledge about colour schemes and prepare effective teaching aids.
- Use drama processes to examine their skills.

- Generate new knowledge, understanding and perceptions regarding household skills.

EPC-4 Understanding the self

Course Outcomes(COs)

After the transaction of the course, student teachers will be able to:

- Discover and knowing oneself and its significance.
- Reflect upon the effects of gender biasness, stereotyping and prejudice.
- To evolve as a progressive, flexible and a reflective practitioner as a teacher.
- Equip student teachers with skills for empathetic listening and self expression.

School Internship Programme (SIP)

&

Engagement with the Field (EWF)

Course Outcomes(COs)

- To undertake the field activities pertaining to the theories and practicals subjects.
- To develop an understanding about various components of school Administration
- To recognise feelings, diagnose needs and fears, and improve one's abilities
- To learn and practice new skills and techniques for effective outputs in job market for teachers.
- To acquaint the students with specific problems of school management and get exposed to Professional etiquettes to make a lasting impression.
- To write a reflective journal on observation of regular class room teaching with respect to pedagogical practices and class room management techniques used by the teachers.
- To reflect upon the roles and responsibilities of different school staff and Critical study of the infrastructural facilities.
- To bring about personality development with regard to the different behavioral dimensions that has far reaching significance for teachers.

M.Ed. Programme

Programme Outcomes (POs)

- Pupil Teachers will be able to comprehend the acquired knowledge during the Programme of study.
- Pupil Teachers will be able to reflect on the issues relating to the discipline – 'Education'.
- Pupil Teachers will be able to show the professional skills and competencies acquired during the Programme of study.
- Pupil Teachers will be able to show scientific and research capabilities in their academic, professional and general life pursuits.
- Pupil Teachers will be able to apply the knowledge and skills acquired in academic planning,

organizing, evaluation, decision making and resource management according to pre-determined objectives/ outcomes.

- Pupil Teachers will be able to work as member or leader in multi- disciplinary and diverse settings.

Programme Specific Outcomes (PSOs)

- Pupil Teachers will be able to describe the nature of learner with reference to psychological and social aspects and the characteristics of learning.
- Pupil Teachers will be able to reflect on the philosophical, sociological, historical, political, economical, administrative, curricular and other issues relating to system of Education.
- PSO3 Pupil Teachers will be able to elaborate the various concepts and methods of research and statistics in Education.
- Pupil Teachers will be able to give a detailed account of historical and present perspectives of 'Teacher Education'.
- Pupil Teachers will be able to plan and investigate minor research works/ projects in the field of Education.
- Pupil Teachers will be able to state their attitudes and aptitude and accordingly will be able in expository writing, communicate effectively and deliver their best in the real teaching learning environment.
- Pupil Teachers will be able to discuss and solve the problems relating to the discipline.
- Pupil Teachers will be able to state and follow the ethical issues relating to education and society.
- Pupil Teachers will be able to apply different tools and techniques of communication and related skills

B.Ed. 2nd Year

Paper	Nomenclature	Max. Marks			Teaching Hours per Week (Exam Hours : Marks)
		Total	Theory	Internal Assessment	
VII	Knowledge and Curriculum	50	40	10	4 (3 HRS : 40)
VIII	Creating an Inclusive School	50	40	10	4 (3 HRS : 40)
IX	Language Across the Curriculum	50	40	10	4 (3 HRS : 40)
X	Understanding Disciplines and Subjects	50	40	10	4 (3 HRS : 40)
XI	Gender, School & Society	50	40	10	4 (3 HRS : 40)
XII	Option Course Any two of the following : 1. Work Education 2. Health and Physical Education 3. Yoga Education 4. Peace Education 5. Guidance and Counselling 6. Environmental	50+50	40+40	10+10	4 (3 HRS : 40) + 4 (3 HRS : 40)
XIII	Skill in Teaching (Pedagogic Subject I)	100	External Practical Only		
XIV	Skill in Teaching (Pedagogic Subject II)	100	External Practical Only		
XV	School Based Activities : 1. Development of CCE 2. Development of learning Material along with instructional aids 3. Administration of various activities and functioning of the school (in which internship is done)	50	25 (External Practical)	25 (Internal Assessment)	
Enhancing Professional Capacities (EPC) Practicum					

EPC 2	Drama and Art in Education	50	40 (External Practical)	10 (Internal Assessment)	
EPC 4	Understanding the self	50	40 (External Practical)	10 (Internal Assessment)	
	Total Marks	700			

V & VI Teaching of School Subjects :

Note : Candidates are required to opt two 'Teaching Subjects' selecting one from any (A, B, C & D) groups. In case student in UG he/she can opt two teaching subject selecting one from any (A, B, C & D) on the basis of his/her graduation subjects and in case he/she is PG out of two teaching subjects one teaching subject can be on the basis of graduation and the other one may be on the basis of Post graduation. However, the candidates who have passed Shastri examination can opt for two subjects from Group-A.

Group A				
Opt. i	Teaching of Hindi	80	20	⁴ (3 HRS : 40)
Opt. ii	Teaching of English	80	20	⁴ (3 HRS : 40)
Opt. iii	Teaching of Punjabi	80	20	⁴ (3 HRS : 40)
Opt. iv	Teaching of Sanskrit	80	20	⁴ (3 HRS : 40)
Opt. v	Teaching of Physical Science	60	20+20	⁴ (3 HRS : 40)
Group B				
Opt. i	Teaching of Home Science	80	20	⁴ (3 HRS : 40)
Opt. ii	Teaching of Commerce	80	20	⁴ (3 HRS : 40)
Opt. iii	Teaching of Science and Technology	80	20	⁴ (3 HRS : 40)
Opt. iv	Teaching of Arts	80	20	⁴ (3 HRS : 40)
Group C				
Opt. i	Teaching of Economics	80	20	⁴ (3 HRS : 40)
Opt. ii	Teaching of Computer Science	80	20	⁴ (3 HRS : 40)
Opt. iii	Teaching of Music	80	20	⁴ (3 HRS : 40)
Group D				
Opt. i	Teaching of Life Science	60	20+20	⁴ (3 HRS : 40)
Opt. ii	Teaching of Social Studies	80	20	⁴ (3 HRS : 40)
Opt. iii	Teaching of Mathematics	80	20	⁴ (3 HRS : 40)

**Under the broad curricular area, Engagement with the Field, 20 weeks (4+16) shall be allocated over the two years for Tasks, assignments, teaching practice and school intership.

Teaching Practice

Shcool Teaching Subject (Pedagogic Subject I & II (paper V & VI)

Detail of Lessons to be followed in Each pedagogic Subject

- a) Micro lessons
- b) Mega Lessons
- c) Discussion Lessons
- d) Real Teaching

Note :

Examination Would be conducted by an External Team Consisting of one Co-ordinator (Head Examiner) and three members (Sub-examiners) -PRACS Team as appointed by the University for all practicals at the end of 2nd year. A team will cover all the three streams i.e. Teaching of languages, teaching of sciences and teaching of Social Sciences.

Criteria for the award of Internal Assessment in Theory Papers will be as per the Distribution given Below (out of total marks) :-

i)	One Task & Assignment in every theory paper*	10 marks
ii)	One test in every theory paper	5 marks
iii)	Attendance	5 marks
	Upto 75%	1 marks
	Upto 80%	2 marks
	Upto 85%	3 marks
	Upto 90%	4 marks
	Upto 90%	5 marks

***In every theory paper, two tasks/assignments/projects related to the community, the school and the child in school and out-of-school of ten marks (each) as a part of field engagement must be included out of which student teachers are required to submit only one.**

Note:

- If a candidate is awarded internal assessment of more than 75%, the concerned teacher will give specific justification for the same which shall be considered by a committee to be constituted by the concerned Principal of the college as the case may be
- Psttern of syllabi will remain the same as the previous one.

Grand Total = 1300 marks

Table of Contents

1. Objectives of the Programme
2. Programme Outcomes (POs)
3. Programme Specific Outcomes (PSOs)
4. Programme Structure

Scheme of Examination and Syllabus of M.Ed. Programme

1. Objectives of the Programme

- To provide adequate knowledge of all functional areas of education to the students.
- To provide congenial environment to the students for enhancing their learning.
- To equip the perspective teachers with necessary pedagogical skills and competencies in teaching.
- To update the students with latest trends and techniques in the field of education.
- To develop a sense of self confidence and leadership among the students.
- To impart enriched vocational education which is essential for success in competitive and open market economy.
- To develop the code of ethics, life skills and human values among students.
- To develop the competencies in research and expository writing.

2. Programme Outcomes (POs)

PO#	Programme Outcomes (POs)
PO1	Pupil Teachers will be able to comprehend the acquired knowledge during the Programme of study.
PO2	Pupil Teachers will be able to reflect on the issues relating to the discipline – ‘Education’.
PO3	Pupil Teachers will be able to show the professional skills and competencies acquired during the Programme of study.
PO4	Pupil Teachers will be able to show scientific and research capabilities in their academic, professional and general lifepursuits.
PO5	Pupil Teachers will be able to apply the knowledge and skills acquired in academic planning, organizing, evaluation, decision making and resource management according to pre-determined objectives/ outcomes.

PO6	Pupil Teachers will be able to work as member or leader in multi- disciplinary and diverse settings.
PO7	Pupil Teachers will be able to discuss and solve the problems relating to the discipline.
PO8	Pupil Teachers will be able to state and follow the ethical issues relating to education and society.
PO9	Pupil Teachers will be able to apply different tools and techniques of communication and related skills.

3. Programme Specific Outcomes (PSOs)

PSO#	Program Specific Outcomes
PSO1	Pupil Teachers will be able to describe the nature of learner with reference to psychological and social aspects and the characteristics of learning.
PSO2	Pupil Teachers will be able to reflect on the philosophical, sociological, historical, political, economical, administrative, curricular and other issues relating to system of Education.
PSO3	Pupil Teachers will be able to elaborate the various concepts and methods of research and statistics in Education.
PSO4	Pupil Teachers will be able to give a detailed account of historical and present perspectives of 'Teacher Education'.
PSO5	Pupil Teachers will be able to plan and investigate minor research works/ projects in the field of Education.
PSO6	Pupil Teachers will be able to state their attitudes and aptitude and accordingly will be able in expository writing, communicate effectively and deliver their best in the real teaching learning environment.

Table 4: Course code and Title along with credits detail

(As per Curriculum Framework: M.Ed. (Two Years) Programme, as approved in the NCTE Recognition Norms and Procedures, 2014)

Course	Nomenclature of the Course	Credit	Teaching Hours per week	Total Marks	External Assessment	Internal Assessment	Duration of Exam (hours)
Semester 1 st							
I	Psychology of Learning & Development	4	4	100	70	30	3
II	History and Political Economy of Education	4	4	100	70	30	3
III	Educational Studies	4	4	100	70	30	3
IV	Introduction to Research Methods	4	4	100	70	30	3
V	Communication Skills & Expository Writing	1	1	25	25 (External-10 & Internal-15) (Joint evaluation by Internal & External Examiner)		
VI	Self Development	1	1	25	25 (External-10 & Internal-15) (Joint evaluation by Internal & External Examiner)		
Semester- 2 nd							
VII	Philosophy of Education	4	4	100	70	30	3
VIII	Sociology of Education	4	4	100	70	30	3
IX	Curriculum Studies	4	4	100	70	30	3
X	Teacher Education: Pre- service & In-Service	4	4	100	70	30	3
XI	Dissertation	2	2	50	50 (External-15 & Internal-35) (Joint evaluation by Internal & External Examiner)		
XII	Internship in a TEI	4	4	100	100 (External-30 & Internal-70) (Joint evaluation by Internal & External Examiner)		

MOOC Course - I	The students are required one MOOCs Course (available on SWAYAM Portal) in Semester – II (or as per the guidelines or directions issued by the regulatory bodies or university in this regard from time to time)	0	0	50	To be evaluated by the external agency i.e. the parent Department/ University offering the course, or as per the decision taken by the University in this context.		
Semester- 3 rd							
XIII(i)	Specialization Course-I (Stage Specific) Elementary Education	4	4	100	70	30	3
XIII(ii)	Specialization Course-I (Stage Specific) Secondary & Senior Secondary Education	4	4	100	70	30	3
XIV(i)	Specialization Course-II (Stage Specific) Elementary Education	4	4	100	70	30	3
XIV(ii)	Specialization Course-II (Stage Specific) Secondary & Senior Secondary Education	4	4	100	70	30	3

Students are required to opt any one stage in Course (Specialization Course-I) i.e. either select XIII(i) for stage ‘Elementary Education’ OR select XIII(ii) for stage ‘Secondary & Senior Secondary Education’.

Similarly, students are required to opt any one stage in Course above (Specialization Course-II) i.e. either select XIV(i) for stage ‘Elementary Education’ OR select XIV(ii) for stage ‘Secondary & Senior Secondary Education’.

Further, the stages in above two Courses i.e. XIII & XIV should be selected by the students in accordance with their degree of Qualifying Examination i.e. B.Ed. degree and as per the provisions and regulations issued by the University/ Institution/ Department in this context.

Also the students are allowed to select only one stage i.e. either ‘Elementary Education’ OR ‘Secondary & Senior Secondary Education’ for both Courses i.e. XIII (Specialization Course-I) and XIV(Specialization Course-II)

XV	Advanced Educational Research	4	4	100	70	30	3
XVI	Teacher Education: Perspective, Research and Issues in Teacher Education	4	4	100	70	30	3
XVII	Internship	4	4	100	100 (External-30 & Internal-70) (Joint evaluation by Internal & External Examiner)		
XVIII	Dissertation	2	2	50	50 (External-15 & Internal-35) (Joint evaluation by Internal & External Examiner)		
XIX	Academic Writing.	2	2	50	50 (External-15 & Internal-35) (Joint evaluation by Internal & External Examiner)		
MOOC Course – II	The students are required one MOOCs Course (available on SWAYAM Portal) in Semester – III (or as per the guidelines or directions issued by the regulatory bodies or university in this regard from time to time)	0	0	50	To be evaluated by the external agency i.e. the parent Department/ University offering the course, or as per the decision taken by the University in this context.		

Semester- 4th

Specialization Courses I, II & III

(In Semester-IV, students are required to opt any three Specialization Courses i.e. I, II & III out of the given below options from A to G. Further, the students are required to opt the same stage specific options that they opted in Semester-III for Courses XIII & XIV i.e. if they have opted 'Elementary Education' for both Courses i.e.(Specialization Course-I) and (Specialization Course-II) then they should opt 'Elementary Education' stage specific options in all the three Specialization Courses (I, II & II) means option (i) of options given below. And, if they have opted 'Secondary & Senior Secondary Education' for both Courses i.e. XIII (Specialization Course-I) and XIV (Specialization Course-II) then they should opt 'Secondary & Senior Secondary Education' stage specific options in all the three Specialization Courses (I, II & II) means option (ii) of options given below.

XX (A)(i)	Education: Policy, Economics and Planning (at Elementary Level)	4	4	100	70	3
(A)(ii)	Education: Policy, Economics and Planning (at Secondary and Senior Secondary Level)	4	4	100	70	3
(B)(i)	Management & Administration of Education (at Elementary Level)	4	4	100	70	3
(B)(ii)	Management & Administration of Education (at Secondary and Senior Secondary Level)	4	4	100	70	3
(C)(i)	Inclusive Education (at Elementary Level)	4	4	100	70	3
(C)(ii)	Inclusive Education (at Secondary and Senior Secondary Level)	4	4	100	70	3
(D)(i)	Education Technology (at Elementary Level)	4	4	100	70	3
(D)(ii)	Education Technology (at Secondary and Senior Secondary Level)	4	4	100	70	3
(E)(i)	Educational Measurement and Evaluation (at Elementary Level)	4	4	100	70	3

(E)(ii)	Educational Measurement and Evaluation (at Secondary and Senior Secondary Level)	4	4	100	70	3
(F)(i)	Comparative Education (at Elementary level)	4	4	100	70	3
(F)(ii)	Comparative Education (at Secondary and Senior Secondary Level)	4	4	100	70	3
(G)(i)	Educational and Vocational Guidance (at Elementary level)	4	4	100	70	3
(G)(ii)	Educational and Vocational Guidance (at Secondary and Senior Secondary Level)	4	4	100	70	3
XXI	Dissertation	4	4	100	100 (External-30 & Internal-70) (Joint evaluation by Internal & External Examiner)	

DURATION: Each credit in a taught course is equated to one hour of teaching or two hours of seminars/group work/ tutorial/ laboratory work/ field work/ workshop per week for 16 weeks. Thus, a 4-credit course entails 4 hours of regular teaching per week or as much as 8 hours of teaching and other programme activities.

College Activities

The college provides ample opportunities, channels and incentives for students to develop their inner potential and demonstrate their skills through a multitude of curricular and extra – curricular activities. There are a number of Associations, Clubs, Societies and Cells which engage the students in constructive, healthy and educative use of their leisure time. These activities channelise their urges aspirations and enthusiasm in the right direction. The overall aim of these endeavors is to inculcate in them courage, imagination, reasoning, discipline, self –reliance and analytical and decision- making capabilities.

The students may join at least one of the following Associations suiting to their literary, artistic, cultural or social inclinations and aptitude. They will be awarded participation performance certificates along with character Certificate after completion of D.El.Ed., B.Ed. and M.Ed. Programme.

Committees, Associations, Cells and Clubs

1. Alumni Association
2. Library advisory Committee
3. Discipline Committee
4. Sports Club
5. Examination cell
6. Anti Ragging cell
7. Campus Gardening and Cleanliness Committee
8. Placement Cell
9. Research Committee
10. College Magazine Committee
11. Eco Club
12. Fine Arts Club
13. Grievances Redressal Cell
14. Academic and Cultural Activities Cell
15. Parents-Teachers Association
16. Women Cell
17. Prevention of Sexual Harassment Committee

National Social Service

The National Service is a central Sector Scheme of Government of India, Ministry of Youth Affairs & Sports. The NSS is Effectively Working in our institution w.e.f 2022. The Sole aim of the NSS is to provide hands on experience to young students in delivering community service.





Orientation Programme

Orientation Programme is conducted for the students at the start of the academic session to acquaint them with the working of the programme and its rules and regulations. At this occasion faculty members are also introduced to students. College cultural contests.



Talent Search Competition

At the start of the session, Talent Search Competition is held as per University instruction in various items including music, dance, declamation contest, debate and quiz etc. The prizes are given by the college to the students securing First, Second and Third positions in these contests. The winners are suitably groomed and encouraged for further participation in various Inter College cultural contests.



Participation in Youth Festivals / Inter College Competitions

This college regularly participates in University Youth Festival and Education Fests held in various colleges. Students are motivated to take part in cultural activities by providing them incentives in the form of prizes (cash or utility items) and certificates etc. Conveyance facility and refreshments are also taken care of during rehearsals and actual performance days.

Extension Lectures

Series of extension lectures on current issues are organized regularly for the students' professional growth. Experts from various fields are invited to enhance the knowledge of students on various areas of education and research.



Educational Tour

The college organizes Educational Tours to the places of historical importance, educational value or scenic beauty. A student can join the tour after submitting written permission in the office from his/her parents. Teaching and non teaching staff members accompany the students to help and guide them during tours.



Instructions to Curb Ragging

Ragging is totally prohibited in the College and any one found guilty of ragging and for abetting ragging, whether actively or passively, or being part of a conspiracy to promote ragging is liable to be punished in accordance with the Hon'ble Supreme Court of India regarding ragging .

“Ragging in educational institutions is banned and anyone indulging in ragging is likely to be punished which may include suspension from the institution or from classes for a limited period or fine with a public apology. The punishment may also take the shape of (i) withholding scholarships or other benefits (ii) debarring from representation in events (iii) withholding results (iv) suspension from hostel or mess and the like. If the individuals committing or abetting ragging are not, cannot be identified, collective punishment can be awarded to act as deterrent.

What constitutes Ragging : Ragging constitutes one or more of any of the following acts:

- a. Any conduct by any student or students whether by words spoken or written or by an act which has the effect of teasing , treating or handling with fresher or any other student.
- b. Indulging in rowdy or indiscipline activities by any student or students which causes or is likely to cause annoyance hardship , physical or psychological harm or to raise fear or apprehension thereof in any fresher or any other students .
- c. Asking any student to do any act which such student will not in the ordinary course do and which has the effect of causing or generating a sense of shame , or torment or embarrassment so as to adversely affect the physique or psyche of such fresher or any other students.
- d. Any act by a senior student that prevents, disrupts or disturbs the regular academic activity of any other student or a fresher.
- e. Exploiting the services of a fresher or any other student for completing the academic tasks assigned to an individual or a group of students.
- f. Any act of financial extortion or forceful expenditure burden put on a fresher or any other student by students.
- g. Any act of physical abuse including all variants of it: sexual abuse , homosexual assaults , stripping, forcing absence and lewd acts , gestures , causing bodily harm or any other danger to health or person.
- h. Any act of abuse by spoken words, e-mails, post, public insults which would also include deriving perverted pleasure, vicarious or sadistic thrill from actively or passively participating in the discomfiture to fresher or any other student.
- i. Any act that affects the mental health and self – confidence of a fresher or any other students with or without an intent to derive a sadistic pleasure or showing off power, authority or superiority by a student over any fresher or any other student.

All the senior students are advised to guide and treat junior students affectionately. Junior students may contact their class Incharge and the members of anti ragging committee in case of any harassment related ragging at any time.

Code of Conduct for Students

1. Morality, honesty and dedication to human thought and services are sincerely needed .These shall help to achieve the aim of real education for carving ideal students and noble citizens with their mind and soul enlightened .
2. Good behaviour and respectful attitude towards the staff, seniors and the people in general must be observed.
3. Students must maintain discipline in and outside the college. They should attend the college in proper uniform.
4. Students should uphold decorum all the time, which is conducive for studies.
5. Students can meet the Principal for the solution of their important and genuine problems.
6. Students should not loiter in the college corridors, which disturb the classes.
7. Co-operation of the students is required to keep the campus tidy and clean.
8. Regularity in attending classes is best expected from all the students. Prayer attendance is also compulsory. Students should be there in the college at least 5 minutes before the first bell. The vehicles should be kept in the specified parking shed only.
9. During the college hours students should not meet the outsiders without the prior knowledge
10. and permission of the Principal.
Students should carefully watch the notice board daily instructions contained there in.
11. Students should not add, alter or remove any article from the college notice board.
12. Students are not permitted to use mobile phone in class rooms. Use of mobile phone is only
13. allowed with the permission of their teachers.
14. Valuable articles is strictly prohibited in the college.
15. Writing anything on the college walls, furniture, notice board, toilets etc. will amount to strict action.
16. Students should not damage college property.
17. Students found guilty of indulging in immoral and subversive activities may be expelled from the college.
18. Pay the college dues in time to avoid inconvenience. The college and hostel fee once paid shall not be refundable .
19. Students should take care of their belongings (Books and other articles).
20. Sticking of posters /banners is not allowed in the college campus.

Authorities to the Principal

1. The powers vested in the office of the Principal are used in most judicious manner for the betterment of the students and the institution.
2. The Principal can make amendments in the previously set norms, If necessary for the improvement in the management of the college.



Location and Guide Map

Shah Satnam Ji College of Education, is in Sirsa District which is on the western fringe of Haryana, bordering Punjab and Rajasthan. The College is surrounded by vast, serene and unpolluted landscape. The pollution free surroundings are peaceful and quiet and indeed ideal for academic pursuits. Sirsa is approximately 250 k.m. from Delhi and Chandigarh and connected to most of the towns of Northern India by regular bus and train services. The College is situated at 5 K.M. from Sirsa Bus Stand and Sirsa Railway Station.

GUIDE MAP TO COLLEGE

