



Konkan Muslim Education Society's COLLEGE OF EDUCATION

(Affiliated to the University of Mumbai)

Code No 01065

Academic Year 2021-22



158,Rais High School Campus, Old Thana Road'Bhiwandi-421302, Dist. Thane.

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ABOUT US:

Konkan Muslim Education Society's, College of Education, Bhiwandi. 421302. Dist Thane. Maharashtra, in 2010 with an aim of spreading education in backward area of Bhiwandi city. Kmes college is a pioneer college of teacher Education which offers B.Ed programme of the university of Mumbai. , as an affiliated college of the university.

It also offers D.Ed programme In Bhiwandi city area it always remains the first choice at the same time. It also teaches us not be satiated and establish new bench marks through innovative methods of imparting education so as to produce global citizens capable of facing challenges in this rapidly changing adapting and evolving world.

SANCTION DETAILS

NCTE Order No. -WRC/5-6/120th /2009/57540, Date:13-07-2009.

Govt. Order No. - _____1403 Date-27-08-2009.

University Affiliation- Aff./Recog./2078 of 2009, Date-25-05-2010

Bachelor in Education

The B.Ed. Programme has been revised from the current academic year and is now a two-year programme. The college follows the two year curriculum prescribed by University of Mumbai.

Mission

Teaching is an ongoing process education need to be well informed and inspired to facilitate learning and mentor students effectively to face the real life challenges of tomorrow.

“To empower woman and girl child, for the betterment of upcoming generation”.

To equip the students with advance knowledge, skills,value-based-education,scientific attitude and culture.

Vision

Equip the students with knowledge and skills.

Inculcate values and morals.

Provide them opportunities for all round development and growth.

ORDINANCES, REGULATIONS AND THE CURRICULUM FOR THE B. Ed. TWO YEARS DEGREE PROGRAMME

(Semester I, II, III and IV)

(As per Credit Based Choice System with effect from the academic year June 2017)

Decision of UGC for introducing the Semester and Credit Based Choice System in all the central, state and deemed universities and institutions of higher learning in the country under the Eleventh Five Year Plan. (D. O. No. F.1-2/2008-XI Plan dated January 31, 2008 from the Chairman, UGC).

Credit system involves breaking down the curriculum into measurable units that can be combined to get a degree/diploma.

A credit is generally a value used to measure a student's work load in terms of learning time required to complete course units, resulting in learning outcomes.

The number of credits awarded to a learner is determined by Credit Value or Credit Points assigned to a particular course.

It is a way of expressing the 'learner's workload'. (Student's).

One (01) credit is Twelve (12) learning hours.

Credits once gained cannot be lost.

The definitions of the key terms used in the Credit Based Choice System

Program: Program is set of courses that are linked together in an academically meaningful way and generally ends with the award of a Certificate or Diploma or degree depending on the level of knowledge attained and the total duration of study. ponds to the word 'subject' used in many universities. A course is essentially a constituent

Course: A course corres of a 'program' and may be conceived of as a composite of several learning topics taken from a certain level. All the learning topics included in a course must necessarily have academic coherence that is there must be a common thread linking the various components of a course. A number of linked courses considered together are in practice, a 'program'.

Credit Point: Credit point refers to the 'workload' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures/counselling sessions, writing assignments, preparing for examinations, etc. Credits are assigned for a single Course and always pay attention to how many hours it would take for a learner to complete a Single course successfully. By and large a course may be assigned anywhere between 3 to 12 Credits where in one credit is construed as corresponding to 12 hours.

ORDINANCES, REGULATIONS AND CURRICULUM FOR THE DEGREE OF THE BACHELOR OF EDUCATION

Two Year B.Ed. Programme from the academic year 2017-18

Title: Bachelor of Education (B.Ed.)

Duration: Two academic years as Credit Based Choice System comprising of four semesters. The B.Ed. Programme shall be of duration of two years, which can be completed in a maximum period of three years from the date of admission to the programme

Eligibility: Following candidates are eligible for admission:

A) Candidates with at least 50 % marks either in the Bachelor Degree(three year programme) in B.A, B.Sc or 50% (49.50-49.99%) in post graduation and for the reserved category (ST,SC,OBC,VJNT 1,2,3) 45% (44.50-44.99%) will be eligible. For B.Com, Management, Engineering, Computer Science, Technology, Agriculture, BBI, Pharmacy, Law, Fine Arts Performing Arts, Music, Dance, Drama with 55% marks at graduation or post graduation will be eligible for open category and for reserved category 50%. Any other qualification equivalent thereof is eligible for admission to the programme.

B) The reservation and relaxation for SC/ ST / OBC / PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

O.

A Candidate for the admission to degree of education (B.Ed.) must fulfil the eligibility criteria as per the directives of Government of Maharashtra from time to time.

For the completion of the B.Ed. program the candidate must have:

(A) Attended four semesters of the full time Two year B.Ed. programme spread over a maximum period of three years from the date of admission in a College of Education.

(B) **Attendance:** The minimum attendance of 80 % for all Theory component work (Part A) and Practicum component (Part B) and 90 % for school internship.

(C) Completed the Practicum component and Internal Assessment assignments of each Theory paper of each semester as certified by the Principal of the Institution in which the candidate is studying.

Internal Assessment comprises of:

(All activities should be systematically documented and maintained for the purpose of Internal Assessment)

Semester 1

Assignments, Class test and Essay in each course Ability Course 1: Critical Understanding of ICT

Project Based Course 1(Community Work one week and Participation in CCA in college)

Semester 2

Assignments, Class test and Essay in each course Project Based Course 2 (Internship of 3 Weeks) **Semester**

3

Assignments, Class test and Essay in each course Project Based Course 3 (Internship of eleven weeks)

Semester 4

Assignments, Class test and Essay in each course Ability Course 2: Reading and Reflecting on Texts

Project Based Course 4 (Internship of five weeks including community work and Action Research)
Any one Audit Course (Understanding the Self, Drama and Art in education) will be opted by student in Semester 1 and Certified in Semester 4

The Candidate should have successfully passed the Theory component of the course in accordance with the University guidelines.

0 _____ Curriculum, Programme Implementation and Assessment Curriculum

The B.Ed. Programme is designed to develop attitude, skill and knowledge in the Student teachers.

The curriculum of 2 years B Ed. programme shall comprise of the following components:

Part A: Theory component includes Core courses, Elective courses and Inter- disciplinary courses.

Part B: Practicum component includes Project Based courses, Ability courses and Audit courses.

Part A: Theory component

- (A) Core Courses (CC)
- (B) Elective Course (EC)
- (C) Interdisciplinary Courses (IC)

Part B: Practicum component

- (D) Ability Courses (AB)
- (E) Project Based Courses (PC)
- (F) Audit Courses (AC)

Part A: Theory component

1. **Core courses:** These are five courses which are to be studied by a student in two years

- Childhood and Growing up
- Knowledge and Curriculum
- Learning and Teaching
- Assessment for learning
- Contemporary India and Education

2. Elective Course

Elective course 1 - Pedagogy of School Subject I

Select any One Course

- | | |
|----------------|--------------|
| 1. Commerce | 2. Economics |
| 3. English | 4. Geography |
| 5. History | 6. Hindi |
| 7. Mathematics | 8. Marathi |
| 9. Science | 10. Sanskrit |
| 11. Urdu | |

Elective course 2 Select any One course from I or II or III

I) Pedagogy of School Subjects II

Select any One course - other than in Elective course

- 1. Commerce
- 2. Economics
- 3. English
- 4. Geography

5. History
6. Hindi
7. Mathematics
8. Marathi
9. Science
10. Sanskrit
11. Urdu

II) Peace Education

III) Education for Rural Development

Elective course 3

Special Fields (Select any one)

1. Action Research
2. Guidance and Counselling
3. Environmental Education

3. Interdisciplinary courses : Four courses , each in semester which are interdisciplinary in nature
 Gender, School and Society
 Educational Management
 Language Across the Curriculum
 Creating an Inclusive School

Part B: Practicum component

1. Ability courses: Prime focus is to enhance skill rather than the content, Two courses, it is to be studied in semester 1 and semester 4.

Critical Understanding of ICT
 Reading and Reflecting on Texts

2. Project Based Courses:

Internship
 Community work (I & II)
 Action Research
 Participation in Co-curricular Activities in college

3. Audit courses: Student has to opt any one, spread throughout the 4 semester, will be certified in 4th semester only, by head of the institution.

Understanding the Self
 Drama and Art in Education

Each student is required to opt for one course from Pedagogy of School Subjects I (Elective Course 1) in Semester 2 which must be with respect to the graduation degree on the basis of which the student is admitted.

Each student is required to opt for any one of the course from Pedagogy of school subject II or Peace education or Education for Rural Development in Semester 3 (Elective Course 2). For Pedagogy courses students should opt for another pedagogy which they must have studied at least one paper at their Graduation /Post graduation.

Semester wise details of Project Based Courses (Part B)

Semester I (All activities should be systematically documented and maintained for the purpose of internal assessment)

- Participation in Community work I in collaboration with schools/ NGO's (for a period of 1 week)
- Participation in Co-curricular Activities in college

Semester II (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 3 weeks

Observation of school activities (Any three)

Observation of lessons given by peers (5 lessons)

Shadowing of School Teacher (One Week) - 5 lessons to be observed and recorded in Pedagogy of school subject I

Teaching lessons in Pedagogy of school subject I (5 Lessons)

Semester III (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 11 weeks

During Internship teaching not less than 10 lessons in the opted Pedagogy of school subject I distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College

2 theme based lessons in the above school/college.

3 co-teaching lessons with school teachers

Administration of Unit Test and analysis of results (in the pedagogy of school subject I opted)

Maintain Reflective Journal with reference to internship program.

Semester IV (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 5 weeks (4 weeks +1 week community work II)

Develop learning resources

Conduct Action Research

During Internship teaching not less than 5 lessons in the opted pedagogy of school subject II distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College. For those students who have opted Peace Education or Education for Rural Development they have to take 5 lessons from Pedagogy of school subject I.

5 Co-teaching lessons with peers

Maintain Reflective journal with reference to internship program.

Participation in Community work II in collaboration with schools/ NGO's (for a period of 1 week)

Programme Structure of B.Ed. 2 Years Programme

Year 1: 16-18 Weeks * 2 Semesters (200 Working Days)

Year 2: 16-18 Weeks * 2 Semesters (200 Working Days)

20 Weeks for Internship (18 +including 2 weeks Community work) 200 working days are exclusive of admission and examination period Total Credits: 111; Marks 1800 (1 Credit = 12 Hours)

B.Ed. CURRICULUM FRAMEWORK

Courses	Credits	External Marks	Internal Marks	Total Marks
Semester 1				
Core Course 1: Childhood and Growing up	6	60	40	100
Core Course 2: Knowledge and Curriculum	6	60	40	100
Interdisciplinary Course 1 :Gender, School and Society	6	60	40	100
Ability Course 1:Critical Understanding of ICT	3	----	50	50
Project Based Course 1	3	----	50	50
Total	24	180	220	400
Semester 2				
Core Course 3: Learning and Teaching	6	60	40	100
Elective Course 1: Pedagogy of School Subject 1	6	60	40	100
Interdisciplinary Course 2: Educational Management	6	60	40	100
Project Based Course 2	6	----	100	100
Total	24	180	220	400
Semester 3				
Core Course 4: Assessment for Learning	6	60	40	100
Elective Course 2: Pedagogy of School Subject 2 /Peace Education/ Education for Rural Development (Any one)	6	60	40	100
Interdisciplinary Course 3: Language Across the Curriculum	6	60	40	100
Project Based Course 3	12	----	200	200
Total	30	180	320	500
Semester 4				
Core Course 5: Contemporary India and Education	6	60	40	100
Elective Course 3: Special Field Action Research/Guidance and Counselling/Environmental Education(any one)	6	60	40	100
Interdisciplinary Courses 4: Creating an Inclusive School	6	60	40	100
Ability Course 2: Reading and Reflecting on Texts	3	----	50	50
Project Based Course 4	9	---	150	150
Any one Audit Course(Understanding the Self, Drama and Art in education) will be opted by student in Semester 1 and Certified in Semester 4	3	---	----	---
Total Credits	33	180	320	500

Total Credits: 111; Total Marks 1800 (1 Credit = 12 Hours)

SCHEME OF ASSESSMENT AND EXAMINATION

Theory Courses: Semester End Examination

R. _____ 60 marks for semester end examination of 2 hours duration for each theory course

Pattern of Semester End Examination: For courses, out of 8 questions answer any 5 and question 9 is compulsory which is short notes (out of 4 any 2).

5 questions of 10 marks each with external choice.

2 short notes of 5 marks each with internal choice University Examination will be held at the end of each semester.

Internal Assessment

Internal Assessment includes following aspects;

A. Internal Assessment activities of Theory component- Part A (Core Courses, Elective Courses and Interdisciplinary Courses) consist of 40 marks. For each Theory component of Part A, 40 marks internal assessment consisting of

Sr.No	Particulars	Marks
1	Content test/ Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
	Total	40

(Content test is compulsory for Pedagogy of school subject 1 of 10 marks is a part of internal assessment.)

B. Practicum component of Part B Project Based Course:

Semester wise detail documentation of the activities carried out under Project Based Course

A. Semester 1--Project Based Course 1-----50 Marks

B. Semester 2--Project Based Course 2-----100 Marks

C. Semester 3--Project Based Course 3-----200 Marks

D. Semester 4--Project Based Course 4-----150 Marks

Ability Courses 100 Marks: Two courses 50 marks each (Detailed documentation of the courses)

A. Semester 1 Critical Understanding of ICT

B. Semester 4 Reading and Reflecting on Texts

Any one Audit Course (Understanding the Self, Drama and Art in Education) will be opted by student in semester 1 and certified in Semester 4 by head of the institution

R. Examination Scheme

Grading System: Conversion of Percentage of Marks to Grade Points:

The External examination of Part A of Theory component (Semester end theory examination), the Internal assessment marks of Theory component and Part B Semester wise Practicum component will be submitted at the end of each semester. The aggregate of marks obtained in each year for Theory cum Practicum (i.e. Part A & Part B) shall be converted into Grades as given in the scheme. (R4257)

The marks obtained by a student in a course shall be indicated by a grade point and a letter grade and Performance is follows:

10 Point Grading System (As per the University Circular UG/79 of 2016-17)

Marks	Grade points	Grade	Performance
Less than 40	0	F	Fail
40-44.99	4	D	Pass
45-49.99	5	C	Average
50-54.99	6	B	Above Average
55-59.99	7	B+	Good
60-69.99	8	A	Very Good
70-79.99	9	A+	Excellent
80 and above	10	O	Outstanding

The F grade once awarded to a student stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student shall be indicated in the grade sheet of the final year in which the candidate has appeared and fulfilled the credit criteria.

If student is absent from Semester end examination or Internal assessment in any course including the project course, he/she will get a grade point of 0 and a letter grade of 'F'.

If a student fails in the internal examination of the core or elective course, he/she will have to appear for the internal examination of the course when the course is offered again.

If the student fails in the semester end examination of a core or elective course or interdisciplinary course, he/ she may re-appear for the same examination, when it is held again in the following semester. A student can appear at the most three times including the original attempt. If a student obtains a letter grade F in all the three attempts, he/she will have to seek fresh admission.

If a student obtains letter grade F in any course in a given semester the letter grade F will continue to be shown in the grade card for that semester, even when the student passes the course subsequently in another semester.

If the student obtains minimum 40 % marks in the internal assessment and fails to obtain minimum 40 % marks in the semester end examination of any course in any of the semester, the marks of the internal examination shall be carried forward.

In any semester the students GPA and CGPA will be calculated as per the resolution of the Academic Council dated 23 May 2016, Item No 4.17

The semester wise GPA and CGPA shall be printed on the grade card of the student along with the table of the 10 Point Grading System.

The final semester grade card shall also have the aggregate percentage marks scored by the students in all the courses in which student has obtained the relevant credits.

The grade card issued at the end of the semester to each student shall contain the following:

- A) The credits earned for each course registered that year
- B) The performance in each course indicated by the letter grade
- C) The Grade Point Average (GPA), of all the courses registered for the semester
- D) The Cumulative Grade Point Average (CGPA)
- E) Overall Weighted Percentage of Marks (OWPM), and cumulative grade point average after completing the programme will appear only on the grade card for the final year.

R. _____ A candidate who passes in the internal examination but fails in the semester end theory examination shall reappear for the said paper/papers only. However his/her marks of the internal examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

R. _____ A candidate who passes in the semester end examination but fails in the internal assessment of the course shall reappear for the internal examination of that course. However his/her marks of the semester end examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

The Principal shall forward to the University the Semester wise original marks awarded to every candidate in internal assessment of theory component (Part A) and Practicum component of each semester (Part B) as per the format provided by the university at the Semester end along with the Certification of Audit course in the Semester 4 which will be scrutinized by the **Coordination Committee. 0.5177**

For the purpose of co-ordination of Internal Assessment marks in Part A and Part B of Practicum, there shall be a Coordination Committee consisting of:

Chairman Board of Studies in Education.

Chairperson, B.Ed. Examination of the concerned year.

Two Principals, who are not the members of the Board of Studies in Education nominated every year by the Chairman of the B.O.S. in Education.

Three members of Board of Studies in Education who are not included in the above categories, nominated every year by the Chairman of the Board of Studies of Education.

The committee shall go through Internal Assessment marks and grades awarded to students of different Colleges of Education at the end of each Semester. If any discrepancy is found in the standard of marking and/or grading by college, the Principal concerned would be required to accordingly modify the marks as per the directions given by the Coordination Committee. The Committee is authorized to check all the internal work of the students of all the College to verify the marks awarded by the College and make the necessary changes wherever required.

ATKT (Allowed to Keep Term)

A student shall be allowed to keep terms for Year II irrespective of number of heads of failure in the Year I. The result of Year II shall be kept in abeyance until the student passes each of the courses in Part A & Part B for Year I & Year II.

The performance of the student shall be evaluated in two parts in each semester through internal assessment and external assessment:

1. Internal assessment by way of continuous evaluation of the course areas of Theory and Practicum (Part A and Part B) as envisaged in the Credit Based Choice System by way of participation of students in various Internal Assessment assignments/task of theory courses and Practicum component per semester of the B.Ed. programme.

2. Semester End Assessments by way of assessing the performance of the student in the semester end theory / written examination.

i A candidate who has completed 2 Years of the B.Ed. Degree Examination but who has either not appeared for ' Theory' (Part A), will be permitted at his/her option to carry forward the internal assessment mark of that course and grade obtained in 'Practicum' (Part B) to two subsequent semester examination. The candidate will appear only for the course/s he/she has failed. Candidates exercising this option shall be eligible for the grade.

ii A candidate who has passed in 'Theory component' (Part A) but has not completed or has failed in 'Practicum' (Part B) will be permitted at his/her option to carry forward the marks obtained in ' Theory ' to two subsequent semester examination. The candidate is required to revise his grade in the 'Practicum' (Part B) only in areas he / she has not completed or failed. Candidate exercising this option shall be eligible for the grade.

A candidate who has failed in 'Theory' (Part A) and 'Practicum' (Part B), will be required to put in 50% attendance in the subsequent year at the College from which he/she appeared for the University Examination and completes the work of 'Practicum' (Part B) in which he /she has failed and reappears in the theory course of 'Theory' (Part A).

COURSES AND CREDITS

Components	Courses	Credits
Core Courses	i. Childhood and Growing up (CC 1) ii. Knowledge and Curriculum(CC 2) iii. Learning and Teaching(CC 3) iv. Assessment for learning(CC 4) v. Contemporary India and Education(CC 5)	30
Elective Courses	Elective Course 1 Pedagogy of School Subject I -Select any one. (EC 1) i. Commerce ii. Economics iii. English iv. Geography v. History vi. Hindi vii. Mathematics viii. Marathi ix. Science x. Sanskrit xi. Urdu Elective Course 2 -Select any one from I or II or III. (EC 2) I. Pedagogy of School Subjects II -Select any One course other than in Elective course 1 i. Commerce ii. Economics iii. English iv. Geography v. History vi. Hindi vii. Mathematics viii. Marathi ix. Science x. Sanskrit xi. Urdu II. Peace Education III. Education for Rural Development Elective Course 3 Basket of Special Fields -Select any One (EC 3) i. Action Research ii. Guidance and Counselling iii. Environmental Education	18
Interdisciplinary Courses	i. Gender, School and Society (IC 1) ii. Educational Management (IC 2) iii. Language Across the Curriculum(IC 3) iv. Creating an Inclusive School(IC 4)	24
Ability Courses	i. Critical Understanding of ICT (AB 1) ii. Reading and Reflecting on Texts (AB 2)	6
Project Based Courses	i. Internship ii. Community work iii. Action Research iv. Participation in Co curricular Activities in college	30
Audit Courses	Audit Courses (Select any one) i. Understanding the self (AC 1) ii. Drama and Art in Education (AC1)	3
	Total Credits	111

B.ED. CURRICULUM

SEM-1	CREDITS	SEM-2	CREDITS	SEM-3	CREDITS	SEM-4	CREDITS
CORE COURSES(CC)		CORE COURSES(CC)		CORE COURSES(CC)		CORE COURSES(CC)	
CC-1 Childhood and Growing up- 100marks	6	CC-3 Learning and Teaching -100marks	6	CC-4 Assessmentfor Learning - 100marks	6	CC-5 Contemporary India and Education -100marks	6
CC - 2 Knowledge and Curriculum - 100marks	6						
ELECTIVE COURSES (EC)		ELECTIVE COURSES (EC)		ELECTIVE COURSES (EC)		ELECTIVE COURSES (EC)	
		EC1.Pedagogy of School Subject -I (Selectany one based on graduation subject) - 100marks	6	EC 2. Pedagogy of School Subject II / Peace Edn./ Education for RuralDevelopment (Any One) -100marks	6	EC3 - Special Field Basket Action Research, Guidance and Counselling , Environmental Education (Any One) - 100marks	6
INTERDISCIPLINARY COURSES (IC)		INTERDISCIPLINARY COURSES (IC)		INTERDISCIPLINARY COURSES(IC)		INTERDISCIPLINARY COURSES (IC)	
IC1- Gender, SchoolAnd Society - 100marks	6	IC2- Educational Management -100marks	6	IC3 Language Across The Curriculum - 100 marks	6	IC4- Creating Inclusive Schools -100marks	6
ABILITY COURSES (AB)		ABILITY COURSES(AB)		ABILITY COURSES(AB)		ABILITY COURSES(AB)	
AB1 - Critical Understanding of ICT -50 Marks Internal	3					AB2 - Reading and Reflecting on Texts - 50 Marks Internal	3
PROJECT BASEDCOURSES PCI Total 50 Marks		PROJECT BASEDCOURSES PC2 Internship of 3 weeks -Total 100 Marks		PROJECT BASED COURSES PC3 Internship of 11 weeks- Total 200 Marks		PROJECT BASEDCOURSES PC4 Internship of 5 weeks including Community work - Total 150 Marks	
a. Community WorkPart I - 20 Marks (1 Week)	3	a.Observation of school activities- (Any Three) 3*5 Marks= 15 Marks		a. Lessons 10 Lessons*10marks = 100 marks		a. Learning Resource 1* 10 Marks= 10 Marks	
b.Participation in CCAin college -1*30 =30 Marks		b. Observation of lessons given by peers -(5 lessons) 5*4 Marks= 20 Marks	6	b. Theme based lessons- 2 lessons*10 marks = 20 marks		Action Research - 25 Marks	
		c. Shadowing of School Teacher 5 lessons (One week) 5*3 Marks = 15 Marks		c. Co-teaching with schoolteachers 3 lessons X 10 marks =30 Marks	12	Lessons - 5 Lessons *10 marks=50 marks	9
		d. Lessons - 5 Lessons *10 Marks =50 marks		d. Administration of Unit Test and analysis of results -20 Marks		Reflective Journal on internship activities - 20 Marks	
				e. Reflective Journal on internship activities - 30 Marks		Community work - Part II 20 Marks	
						Co Teaching with peers 5 lessons*5 marks =25 Marks	
AUDIT COURSES (AC)		AUDIT COURSES (AC)		AUDIT COURSES (AC)		AUDIT COURSES (AC)	
(TO BE CERTIFIED BY INSTITUTE)							
Understanding the self , Drama and Art in Education Select any one, spread throughout the 4 semester. Certified in 4th semester only.							3
TOTAL 400	24	TOTAL 400	24	TOTAL 500	30	TOTAL 500	33

Aggregate* Marks mean the Grand Total of Marks obtained by the candidate at the Degree/PG Degree in all Years/ All Semesters on which the Class/Grade Certificate/Degree is awarded by the University.

In case the candidates are awarded Grade/s,/CGPA instead of marks, at, Degree/PG Degree Examination, the conversion of Grade/s, CGPA to percentage of marks would be based on the formula/procedure certified by the University/ Institution from where the candidate has obtained the Bachelor's/PG Degree. The candidate will have to bring the necessary proof to that effect from the University/ Institution. The Eligibility shall be decided based on the basis of the Equivalent marks. The Candidate will have to upload the conversion formula on line while filling the CAP application form.

The percentage of marks shall be calculated by rounding off to two places after decimal. This round off will be applicable to the Percentage above the Minimum percentage of marks required for qualifying examination mentioned in 3.1.2 and 3.1.3 above.

3.1.6 NRI/OCI/PIO/FNS/CIWGC Candidates :

The Candidate belongs to Non Resident Indian, Person of Indian Origin, Overseas Citizen of India and Foreign National Students, Children of Indian Workers in the Gulf Countries with Minimum 55% Marks for all subject's faculties/Discipline and valid degree from Recognized Foreign University having the Equivalence certificate from the Association of Indian Universities, New Delhi and Eligibility Certificate from the University in which the candidate desires to take admission. Non Resident Indian, Person of Indian Origin, Overseas Citizen of India and Foreign National Students, Children of Indian Workers in the Gulf Countries are exempted from appearing from MAH B.Ed. CET 2023. Non Resident Indian, Person of Indian Origin, Overseas Citizen of India and Foreign National Students, Children of Indian Workers in the Gulf Countries They must apply only for CAP rounds.

3.2 Eligibility Criteria for Maharashtra State Candidature Candidates For B.Ed. General B.Ed. Special Education Degree Course:-

3.2.1 Candidature Type.

A.The Candidates passing Graduation and or Post Graduation Examination from a recognized institution in Maharashtra State or the candidates passing equivalent examination from a recognized University recognized by University Grants Commission from Maharashtra State, or From the University constituted or recognized

by the Union or by State Government, which is in Maharashtra; and

(a) Maharashtra State candidature Type-A :-

A candidate who is Domicile of Maharashtra (Candidate should have Domicile Certificate from the State of Maharashtra) or born in Maharashtra (Candidate should have a Birth Certificate mentioning the Place of Birth which is in Maharashtra). If candidate has completed his/her Degree & or Post Graduate Degree Equivalent Qualifying Examination from the state of Maharashtra, but are not born in Maharashtra or Candidate does not Possess the Domicile Certificate from the State of Maharashtra then such candidates are not eligible for Maharashtra State Candidature Type-A. They should fill the CET Application form as an OMS Candidates i.e. All India Candidature Type. If candidate has completed his/her Degree & or Post Graduate Degree or Equivalent Qualifying Examination from the State of Maharashtra, and are not born in Maharashtra but Candidate has a Domicile Certificate from the State of Maharashtra then such candidates are eligible for Maharashtra State Candidature Type-A. They should fill the CET Application form as Maharashtra State Candidature Type-A.

Candidates who are born in Maharashtra or Candidate having the Domicile Certificate from the State of Maharashtra but have not completed his/her Degree & or Post Graduate Degree or Equivalent Qualifying Examination from the State of Maharashtra, then such candidates are not eligible for Maharashtra State Candidature Type-A. They should fill the CET Application form as a OMS Candidates i.e. All India Candidature Type.

(b) Maharashtra State candidature Type-B :- the Father or Mother of the Candidate is domiciled in the State of Maharashtra (Either father or Mother of the candidate should have a domicile certificate from the state of Maharashtra if candidate is not born in Maharashtra/ Candidate does not possess domicile certificate from the state of Maharashtra).

If candidate has not completed his/her Degree & or Post Graduate Degree or Equivalent Qualifying Examination from the state of Maharashtra, then such Candidates are not eligible for Maharashtra State Candidature Type-B though candidates father or Mother Possess the Domicile Certificate from the State of Maharashtra. They should fill the CET Application form as a OMS Candidates i.e. All India Candidature Type.

(c) Maharashtra State candidature Type-C:- the Father or Mother of the Candidate is an employee of the Government of India or Government of India Undertaking who is posted and reported to duty in the Maharashtra State before the last date for submitting the Application Form for CAP, Provided candidate should have completed his/her SSC & HSC from the state of Maharashtra.

If candidate has not completed his/her Degree & or Post Graduate Degree or Equivalent Qualifying Examination from the state of Maharashtra, then such candidate are not eligible for Maharashtra State Candidature Type-C. They should fill the CET Application form as a OMS Candidates i.e. All India Candidature Type.

(d) Maharashtra State candidature Type-D :- the Father or Mother of the Candidate is an employee of the Government of Maharashtra or Government of Maharashtra Undertaking (Provided Candidate should have completed his/her Degree & or Post Graduate Degree or Equivalent qualifying examination from the State of Maharashtra).

If the Candidate has not completed his/her Degree & or Post Graduate Degree or Equivalent qualifying examination from the State of Maharashtra, then such candidate are not eligible for Maharashtra State Candidature Type-D. They should fill the CET Application form as a OMS Candidates i.e. All India Candidature Type.

(e) Maharashtra State Candidature Type-E:- The candidates passing Degree & or Post Graduate Degree Examination or Equivalent Examination from a recognized institution from a disputed Maharashtra-Karnataka Border Area and whose Mother tongue is Marathi.

3.2.2 All India Candidature:-

The Candidates having Indian Nationality are eligible under this Category (Candidate should have Domicile Certificate from the State where candidate belongs or Candidate should have a Birth certificate issued by the respective State Government). OMS [Out Side Maharashtra State] candidates i.e. All India Candidature candidates should fill their CET application form in Open Category.

Note:- A) Candidates who have completed their Degree & or Post Graduate Degree or Equivalent qualifying examination from Out Side Maharashtra State & born Out Side Maharashtra & having a birth certificate issued by the respective State Government or they possess Domicile certificate from the respective State are come under All India Candidature candidate i.e. OMS candidate.

B) Candidates who have completed their Degree & or Post Graduate Degree or Equivalent qualifying examination from Out Side Maharashtra State but Born in Maharashtra & having a birth certificate issued by the Govt. of Maharashtra or they possess domicile certificate from the Govt. of Maharashtra State are come under All India Candidature Candidate i.e. OMS Candidate.

C) Candidates who have completed their Degree & or Post Graduate Degree or Equivalent qualifying examination from the State of Maharashtra but they are not Born in Maharashtra & does not possess a birth certificate issued by the Govt. of Maharashtra or they do not possess Domicile Certificate from the Govt. of Maharashtra State are come under All India Candidature candidate i.e. OMS candidate.

(f) Minority Candidature:- The Maharashtra domiciled Candidate belonging to a particular Linguistic or Religious Minority Community from within the State of Maharashtra and as notified by the Government are eligible under this Category (Those candidates who are claiming Minority Candidature, such Candidate should have completed their Degree & or Post Graduate Degree or Equivalent qualifying examinations from the state of Maharashtra & should have Domicile Certificate from the State of Maharashtra, otherwise they cannot claim for Minority Candidature). Out Side Maharashtra State candidates are not eligible for this minority candidature. Out side Maharashtra State candidates i.e. OMS (All India candidature Candidates) should fill the CET Application form in Open Category.

3.2.3 NRI Candidature:- The Candidate who fulfils the conditions as defined in clause (n) of section 2 of the Act are eligible under this Category.

{ NRI Candidates are exempted from CET. They need not apply for CET Examination. They can directly register for CAP after the completion of CET Examination & after the declaration of CET Result. }

3.2.4 Foreign Student or OCI or PIO Candidature:- The Foreign Student Candidates, as defined in clause (i) of section 2 of the Act, the Overseas Citizen of India (OCI)

Candidate, as defined under clause (n) of rule 2 and Persons of Indian Origin (PIO) as defined in clause (o) of section 2 of the Act are eligible under this Category.

{Foreign student or OCI or PIO candidature candidates are exempted from CET. They need not apply for CET Examination. They can directly register for CAP after the completion of CET Examination & after the declaration of CET Result.}

3.2.5 Jammu and Kashmir Migrant Candidature:-

(a) The children of citizens, who are displaced from Jammu and Kashmir to any part of India or from unsafe border area of Jammu and Kashmir to a relatively safer place in Jammu and Kashmir from 1990 onwards due to terrorist activities; or

(b) The children of officers belonging to Indian Administrative Services (IAS) or Indian Police Services (IPS) or Indian Foreign Services (IFS) and children of staff belonging to military and paramilitary forces transferred to Jammu and Kashmir to combat terrorist activities and joined the post on or before the last date for submission of application for admission; or

(c) The children of staff and officers of Jammu and Kashmir police engaged in combating terrorism; are eligible under this category.

3.3 Validity Certificate & Non Creamy Layer Certificate:-

The Candidate belonging to SC,DT/VJ, NT (A), NT (B), NT(C), NT(D), OBC , SBC, categories of Maharashtra State should produce "Caste Validity Certificate", (along with valid Caste Certificate) issued by the Scrutiny Committee of the Social Welfare Department and the candidates belonging to ST category should submit "Tribe Validity Certificate" issued by the Scrutiny Committee of Tribal Department as is applicable to them and Candidates belonging to DT-VJ, NT-1, N.T-2, N.T-3, OBC SBC, and will have to submit Valid Non Creamy Layer Certificate valid up to 31st March 2024 .

Important Note:- If the candidates have the Valid Caste Certificate and Non-Creamy layer certificate should only apply under Category, otherwise they should apply under Open Category. Reserved Category. Candidates of other states should apply under Open Category only. Reserved Category candidate will have submit Caste validity Certificate at the Time of Admission

3.4 Age Criteria: - There is no upper age limit for admission to MAH-B.Ed. CET Examination in the Academic Year 2023-2024. Age will be calculated as on 1st July 2023. 3.5 Sanctioned Intake and Supernumerary Seats.

(1) The Sanctioned Intake for First Year of two year course in Education leading to B.Ed. Degree Course shall be as per the approval given by the NCTE/RCI -Government and University which is competent for giving approval to said Course and affiliation given by the respective Affiliating University. The Candidates will have to apply separately on line for Supernumerary seats in the CAP process, and submit the copy of the application form with self -attested documents to the Nodal Officer, Director, Higher Education, M.S. Pune as per the Schedule declared on the CAP web site.

(2) The Supernumerary Seats for MAH-B.Ed. CET 2023 will be within the sanctioned Intake of the Institution.

(3) Allocation of seats for admission to the Professional Degree course leading to B.Ed. Course in Government, Aided, Aided Minority, Government Aided University Departments, Unaided (Vina- Anudanit) and unaided (Vina-Anudanit) Minority and Self- Financed University

Department and Self-Financed divisions in Government and Government Aided will be according to Annexure "A" and "B" to Government Extra ordinary Gazette No 113 dated 5th May 2017 and Government Resolution No. CET-2017/C.E.-125-CE-2, Dated 12th May 2017.

(4) Allocation of seats for admission to the professional Post Graduate Degree course in Education to Unaided and unaided Minority will be according to Schedule-1 of Notification No. Government Extra ordinary Gazette No 113 dated 5th May 2017.

4. MAH-B.Ed. CET-2023 and B.Ed. ELCT Schedule:

MAH-B.Ed. CET-2023 and MAH-B.Ed. ELCT for Admission to English Medium Colleges shall be conducted only in the On-Line Mode in Multiple Sessions, if required in selected Centers in the State of Maharashtra. Candidates shall have to appear for the On- Line CET strictly as per the date and session allotted to them at the allotted Venue and Center. No candidate will be allowed to appear for the Test in other than the allotted Session. No request for Centre, Venue and Session change will be entertained.

5. Examination Fees for CET:

Application Form Processing Fees as stated below is to be paid through on-line system only by Internet Payment, Credit Card/ Debit Card (RuPay/Visa/MasterCard/Maestro), Internet Banking, IMPS, Cash Cards/ Mobile Wallets for which the service charges, as per rules, shall be applicable in addition to the application form Processing Fees. No other mode of payment shall be permitted. The fees once paid is non-refundable and non-transferable under any circumstances.

CET Fee For Open Category candidates from Maharashtra State, Out Side Maharashtra State (OMS)/All India Candidates belonging to all Categories, and J&K Migrant Candidates. On Line Application Form filling dates: (09/03/2023 to 18/03/2023 Mid Night)	Rs.800/-
CET Fee-For Candidates belonging to Backward Class Categories (SC, ST, VJ/DT- NT (A), NT-1 (B), NT-2(C), NT-3(D), OBC, SBC categories) belonging to Maharashtra State only having valid Caste Certificate and having valid Non-creamy Layer Certificate valid up to March 2024 for DTVJ, NT1, 2,3,OBC & SBC Candidates. On Line Application Form filling dates: (09/03/2023 to 18/03/2023 Mid Night)	Rs.600/-

Special Notes:- 1) Candidates having valid Caste Certificate from Maharashtra State and Valid Non Creamy Layer Certificate valid up to 31st March 2024 and belonging to Maharashtra State Candidature should only apply under Backward Class Category. Candidates having income above Rs. 8,00,000/- will not be eligible for Non-Creamy Layer Certificate, hence they are advised to apply as Open Category Candidate.

6. Procedure for Online Application Form Filling and Registration for MAH-B.Ed. CET and B.Ed. ELCT- 2023 In order to appear for MAH-B.Ed. CET 2023, the candidates are required to apply On-Line as per the procedure given below. No other mode of application will be accepted. Applicants/Candidates need not send the hard copy of the application to CET CELL/DHE. Candidates desirous of seeking admission in Special Education Colleges will also have to appear for MAH-B.Ed.-CET 2023 Candidates who desire to seek admission in English Medium Colleges of Education will have to appear for B.Ed. ELCT Examination along with MAH. B.Ed. CET 2023. The Candidate will have to Mark the option while filling the form No request for this will be entertained after the On Line Application form is Finally submitted.

FACILITIES

Computer Lab

Curriculum Lab

Language Lab

Psychology Lab

Library

Methods Room

Aqua guard(Drinking Water)

Canteen(Veg & Non-Veg)

Gymnasium

Auditorium

Playground

Conference Hall

Cyber Centre

Health Care Centre

(PLOs & CLOs) Bachelor of Education



PROGRAM LEARNING OUTCOMES OF B.ED.

After completion of the B.Ed program, the student teacher will be able to-

- To inspire individual, social, emotional and intellectual competence.
- To inculcate research skills to find solutions to classroom problems.
- To provide supportive skills in dealing with academic and personal problems of learners.
- To create an awareness among student teacher about community, national and global issues.
- To develop networking skills with their contemporaries.
- To cultivate organisational skills through teamwork, collaboration and cooperation.
- To sensitize the student-teachers towards the threatening environmental issues.
- To train the student-teachers in imparting and evaluating learning experiences.
- To inspire student-teachers to meet the challenges of dynamic society.
- To nurture the thirst for knowledge and skills in the latest innovation and technologies in education.
- To prepare student-teachers to bring in quality in all their endeavours
- To direct the student-teachers to fulfill their role as nation builders.
- To provide opportunities to interact with experts in the field of education.

Lo Course learning outcome

After studying the different courses student teacher available to achieve the different objectives as mentioned below

CORE COURSE 1 (CC 1)

CHILDHOOD AND GROWING UP

The Student-teachers will be able to

1. To develop an understanding of the principles of development
2. To develop an understanding of the concept of development with in a pluralistic society
3. To develop an appreciation of the child development in the socio-cultural context
4. To apply the knowledge of methods and

Lo Course learning outcome

After studying the different courses student teacher available to achieve the different objectives as mentioned below

CORE COURSE 1 (CC1)

CHILDHOOD AND GROWING UP

The Student teacher will be able to

- 1) To develop an understanding of the principle of development.
- 2) To develop an understanding of the concept of development with in a Pluralistic society.
- 3) To develop an appreciation of the child development in the sociocultural context.
- 4) To apply the knowledge of methods and approaches of the child development.
- 5) To examine the theoretical perspective of child development.
- 6) To analyse the issues and implication of changing family structure and parenting on growing up in a pluralistic society.
- 7) To develop an understanding of looking at one's own self, feelings and emotion.
- 8) To reflect on how we relate to the world through emotions.

CORE COURSE 2 (CC2)

KNOWLEDGE AND CURRICULUM

The Student Teacher will be Able to

- 1) To develop understanding into the epistemological basis of education
- 2) To develop understanding of modern child-centered education.
- 3) develop understanding social and cultural influence on education
- 4) To develop understanding into curriculum, its determinants , process and evaluation

- 5) To examine relationship of curriculum to education
- 6) To gain insight into the need for curriculum reforms

INTERDISCIPLINARY COURSE 1 (IC 1)
GENDER, SCHOOL AND SOCIETY

The Student Teacher will be able to

- 1) To acquaint the student teachers with the concept of gendered roles in society and their challenges.
- 2) To develop basic understanding and familiarity with key concepts—gender, gender bias, Gender stereotype, empowerment, Gender parity, equity and equality, patriarchy and feminism and transgender.
- 3) To understand the influence of social institutions(family, caste, class, religion, region,) on inclusion and gender identity
- 4) To examine the role of schools, peers, teachers, curriculum and textbooks, etc. In challenging inclusion and gender Inequalities /reinforcing gender parity.
- 5) To develop an understanding about policies, plans and schemes the government for addressing all forms of Disparities, Inequalities and their inclusion in the Society
- 6) To critically appraise the role of media in reinforcing inclusion and gender roles in the popular culture and at school.
- 7) To appreciate the role of NGOs and Government organisations in sensitizing society towards inclusion and gender parity

ABILITY COURSE 1 (AB 1)
CRITICAL UNDERSTANDING OF ICT

The Student Teacher will be able to

- 1) To develop an understanding of the concept of ICT
- 2) To practice safe and ethical ways of using ICT.
- 3) To use ICT in Teaching Learning, Administration, Evaluation and Research.
- 4) To design, develop and use ICT based learning resources.
- 5) To develop an understanding of the concept of Open Education Resources and Creative Commons in education.
- 6) To evaluate ICT based learning resources.
- 7) To adopt mobile learning, open learning and social learning in the classroom.

AUDIT COURSE 1 (AC 1)
DRAMA AND ART IN EDUCATION

The Student Teacher will be able to

- 1) To have a practical experience with drama and art.
- 2) To be acquainted with the concepts thus enhancing their understanding of drama and art.
- 3) To be acquainted with aspects of theatre management.
- 4) To integrate drama and art in the school curriculum,
- 5) To develop their aesthetic sensibilities
- 6) To elucidate the role of drama and art in self- realization of learners.
- 7) To sensitize learners on the use of drama and art for special learners.
- 8) To highlight the use of drama and art in creative expression.
- 9) To perceive the social and environmental issues through drama and art.
- 10) To develop understanding of the local culture through drama and art.
- 11) To widen the understanding of learners by integrating global culture.

AUDIT COURSE 1 (AC 1)
UNDERSTANDING THE SELF

The Student Teacher Will be able to

- 1) To develop holistic and integrated understanding about themselves.
- 2) To identify their potential and challenges.
- 3) To undertake self-reflection
- 4) To maintain peace and harmony within themselves.
- 5) To manage conflict effectively.

CORE COURSE 3 (CC 3)
LEARNING AND TEACHING

The student Teacher will be Able to

- 1) To develop an understanding the concept of Learning.
- 2) To analyze the factors affecting Learning
- 3) To analyze various theories of Learning.
- 4) To apply the Cognitive Perspectives of learning in the learning process.
- 5) To apply Constructivist perspectives of learning in the learning process.

ELECTIVE COURSE 1 (EC1)

PEDAGOGY OF SCHOOL SUBJECT: COMMERCE

The Student Teacher will be able to

- 1) To understand the basic concepts associated with academic disciplines
- 2) To understand place of different disciplines in the school curriculum
- 3) To comprehend the meaning of interdisciplinary and multi disciplinary learning
- 4) To understand different approaches in interdisciplinary learning
- 5) To develop an understanding of the meaning and nature of Commerce Education
- 6) To develop an understanding of the aims and objectives in the teaching of Commerce
- 7) To integrate values in the teaching of Commerce
- 8) To establish relationship of Commerce with other subjects
- 9) To apply the maxims and principles in the teaching of Commerce
- 10) To use various learning resource in the teaching of Commerce
- 11) To implement the various methods of teaching Commerce in the classroom
- 12) To develop an insight about role, challenges and professional development of a Commerce teacher
- 13) To analyse the contribution of personalities and institutions in Commerce Education
- 14) To keep abreast of the current trends in the teaching of Commerce.

ELECTIVE COURSE 1 (EC 1)

PEDAGOGY OF SCHOOL SUBJECT: ENGLISH

The student Teacher will be able to

- 1) To understand the basic concepts associated with academic disciplines
- 2) To understand place of different disciplines in the school curriculum
- 3) To develop understanding about the fundamentals of English language
- 4) To understand pedagogical bases of language learning.
- 5) To apply pedagogical approaches and techniques in teaching and learning the language.
- 6) To adapt learning resources into teaching learning process,
- 7) To understand implications of theories of learning with regard to language learning
- 8) To practice learner centered methods in the classroom.
- 9) To sensitize the student teacher about learner diversities.
- 10) To apply tools and techniques of assessment in language
- 11) To understand English language and literature

ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: ECONOMICS

The Student Teacher will be able To

- 1) To understand the basic concepts associated with academic disciplines
- 2) To understand place of different disciplines in the school curriculum
- 3) To develop an understanding of the Meaning and Nature of Economics education
- 4) To develop an understanding of the objectives of Economics teaching
- 5) To integrate values in the teaching of Economic
- 6) To establish relationship of Economics with other subjects
- 7) To apply the maxims and principles of Economics teaching
- 8) To use various learning resource in Economics teaching
- 9) To implement the various methods of teaching Economics in the classroom
- 10) To develop an insight about qualities, challenges and professional development of Economics teacher
- 11) To keep abreast of the innovative methods in Economics teaching

ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS

The Student Teacher will be able to

- 1) To understand the basic concepts associated with academic disciplines
- 2) To understand place of different disciplines in the school curriculum understand nature scope & importance of Mathematics at secondary level.
- 3) To acquaint and formulate aims and instructional objectives in teaching mathematics in Secondary school level as per revised taxonomy.
- 4) To apply different approaches and methods of teaching mathematics in classroom situations.
- 5) To set up mathematics club in the school and organize its activities.
- 6) To use a mathematics laboratory to develop in students an interest in mathematics.
- 7) To understand the professional competencies, commitments and expectations of mathematics teacher.
- 8) To develop knowledge of various values of teaching Mathematics
- 9) To appreciate the role of mathematics in day-to-day life
- 10) To understand that mathematics is more than formulas and mechanical procedures
- 11) To channelize, evaluate, explain and reconstruct students thinking
- 12) To appreciate the importance of mathematics laboratory in learning mathematics

ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: SCIENCE

The Student Teacher will be able to

- 1) To understand the basic concepts associated with academic disciplines
- 2) To understand place of different disciplines in the school curriculum
- 3) To understand the meaning and nature of Science.
- 4) To familiarize the objectives of teaching Science as given by NCF 2005
- 5) To identify the values of teaching science
- 6) To develop an understanding of the approaches to teaching Science.
- 7) To familiarize the concept, needs and ways of infusing Global Perspectives in Science Curriculum.
- 8) To develop an understanding of the methods of teaching Science
- 9) To acquire knowledge about various learning resources and its management in Science education.
- 10) To develop an understanding of the need and avenues of professional development of a Science teacher.

ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: URDU

The Student Teacher will be able to

- 1) To understand the basic concepts associated with academic disciplines
- 2) To understand place of different disciplines in the school curriculum
- 3) To develop an understanding of Urdu language and its teaching.
- 4) To develop an understanding of Essentials of Teaching Urdu and curriculum Transaction.
- 5) To develop an understanding of different types of learning resources
- 6) To develop an understanding of different methods of teaching Urdu
- 7) To develop an understanding of current trends in teaching of Urdu language

ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: HISTORY

The Student Teacher will be able To

- 1) To understand the basic concepts associated with academic disciplines
- 2) To understand place of different disciplines in the school curriculum
- 3) To understand the nature of History and Political Science as a school subject
- 4) To correlate History & Political Science with other subjects
- 5) To critically analyze the History and Political science textbook.
- 6) To understand the significance of learning resources to teach the subject
- 7) To demonstrate an ability to raise learners' interest
- 8) To prepare appropriate lesson plans in history and Political science.
- 9) To understand the need and avenues for professional development

ELECTIVE COURSE 2 (EC 2)
PEDAGOGY OF SCHOOL SUBJECT: GEOGRAPHY

The Student-teachers will be able to

1. To develop an understanding the basic concepts associated with academic disciplines
2. To develop an understanding about place of different disciplines in the school curriculum
3. To develop an understanding of Geography as a subject
4. To develop an understanding of essentials of teaching Geography
5. To develop an understanding of approaches of curriculum construction
6. To develop an understanding of different types of teaching-learning resources
7. To develop an understanding of different methods and techniques of teaching Geography
8. To develop an understanding of essentials of a Geography teacher
9. To develop an understanding of current trends in the subject

INTERDISCIPLINARY COURSE 2 (IC 2)
EDUCATIONAL MANAGEMENT

The student teacher will be able to

1. To develop an understanding of the concept of Educational management
2. To develop an understanding of the importance of effective organisational management
3. To develop an understanding of System Approach to Educational management
4. To develop an understanding of the functions of management
5. To understand Quality management, Human resources management and Change management
6. To develop an understanding of the concept of Leadership
7. To acquaint students of the various Leadership styles
8. To acquaint students of the various Leadership skills
9. To develop an understanding about Educational administration
10. To develop an understanding about Educational administration in India

CORE COURSE 4 (CC 4)
ASSESSMENT FOR LEARNING

The student teacher will be able to

- o To help prospective teachers in understanding critical role of assessment in enhancing learning
- o To develop an understanding among prospective teachers about assessment for Learning as a constructivist paradigm

- o To develop an understanding of taxonomy of educational objectives
- o To develop the skill of writing of objectives and specifications
- o To develop enabling processes among prospective teachers to lead to better learning, more confident and creative learners
- o To develop critically outlook among prospective teachers towards practices of assessment and selection
- o To acquaint prospective teachers with an understanding of the concept and issues related to internal examination and external examination
- o To enable prospective student-teachers in understanding and analysing the psycho-social concerns of assessment
- o To develop competencies among prospective teachers in using diverse methods and tools and techniques of assessment in an array of learning/performance outcomes of diverse learners
- o To develop a critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment processes among student-teachers
- o To develop an understanding of various statistical measures and their use for interpretation of results

ELECTIVE COURSE 2 (EC 2)

PEACE EDUCATION

The Student-teachers will be able to

- To understand the concept and types of peace
- To gain an understanding of the constitutional values and their importance for social harmony
 - To appreciate the contribution of Mahatma Gandhi and Dalai Lama in peace Building
 - To understand the concept and areas of peace Education
 - To examine the need for peace Education in present context
 - To develop an understanding into integrating peace Education in the curriculum
 - To apply the values, attitudes and skills required for peace education
 - To gain insights into conflict resolution techniques and non-violent activism for peace building
 - To understand the qualities and role of teacher for peace education
 - To understand and analyze the role of mass media and other social agencies in peace education
 - To understand challenges to peace in multicultural society
 - To examine impact of competition, corporal punishment on peace environment in school
 - To understand the struggle for peace in today's time

ELECTIVE COURSE 2 (EC 2)
EDUCATION FOR RURAL DEVELOPMENT

The Student-teachers will be able to

- To understand the characteristics of rural areas
- To understand the educational problems of rural areas
- To develop empathy towards the rural community
- To apply gained information and understand pertaining to rural areas
- To develop an appreciation of the role of education for rural development
- To develop an appreciation of the contribution of social reformers for rural education
- To create an awareness of various government policies, programs of rural development

INTERDISCIPLINARY COURSE 3 (IC 3)
LANGUAGE ACROSS CURRICULUM

The Student-teachers will be able to

1. To understand the meaning and functions of language
2. To develop appreciation for the significance of language across curriculum
3. To develop understanding of language diversity in the Indian context
4. To understand the different theories of language acquisition and language deficit
5. To understand the impact of oral language and questioning on student learning
6. To understand various genre of texts available in different content areas
7. To develop competencies in fostering reading and writing skills among school children
8. To develop appreciation for the critical role of the teacher in the transacting language across curriculum

CORE COURSE 5 (CC 5)
CONTEMPORARY INDIA AND EDUCATION

The student teacher will be able to

- To understand the concept of Diversity as it exists in contemporary Indian society
- To understand the inequalities in Indian society and the marginalization of the weaker sections
- To understand the implications for education in coping with diversity and inequality to achieve universal education in Indian society
- To critically understand the constitutional values related to the aims of education in a democracy
- To be acquainted with contemporary issues and policies and their origin with regard to education in Indian society
- To be acquainted with the relevant education commissions in the context of Liberalisation, Privatization and Globalization

**ELECTIVE COURSE 3 (EC 3)
ACTION RESEARCH**

The Student-teachers will be able to

- To help the pupil in understanding the basics of Action Research
- To help the pupil in understanding the process of Action Research
- To help the pupil in applying the cycles of Action Research in the teaching learning process
- To help the pupil in analyzing the importance of validating Action Research at each step
- To help the pupil in applying the methods of Action Research to the teaching learning process
- To help the pupil in understanding various data collection tools of Action Research
- To help the pupil in developing the skill of constructing appropriate tools while conducting an Action Research
- To help the pupil in comprehending the components of Action Research
- To help the pupil in distinguishing between quantitative and qualitative Action Research

- To help the pupil in understanding the features of good Action Research Report
- To help the pupil in analyzing the ways of sharing and reflecting Action Research
- To help the pupil in developing the spirit of enquiry in the Students.

**ELECTIVE COURSE 3 (EC 3)
ENVIRONMENTAL EDUCATION**

The Student Teacher will be able to

- 1) To develop an understanding about the concept of environmental education, its need and principles.
- 2) To develop an understanding of the concepts of the Environment and Ecology.
- 3) To develop an understanding about ecological energy dynamics and entropic pollution.
- 4) To generate an awareness about major environmental issues.
- 5) To explore and appreciate environmental values depicted in ancient Religious Philosophies.
- 6) To develop an understanding of the various approaches of environmental education.
- 7) To create an awareness about the public efforts and government initiatives protecting and conserving environment.
- 8) To develop an understanding about the concept and need for sustainable development.
- 9) To develop a positive attitude towards protecting and conserving environment.
- 10) To develop skills of observation, participation and assessment through environmental projects.
- 11) To understand the status of environmental education in school curriculum.
- 12) To understand the curriculum and methods in environmental education.
- 13) To acquire knowledge about the different methods of teaching in environmental education.
- 14) To acquire knowledge of the tools and techniques for the evaluation of environmental education.

**ELECTIVE COURSE 3 (EC 3)
GUIDANCE AND COUNSELING**

The student teacher will be able to

- To develop an understanding of the basic concepts in guidance and counseling
- To develop an understanding of the strategies and devices used for guidance
- To develop an understanding of the concept and strategies for career guidance and job satisfaction
- To develop an understanding of the process, skills and strategies of counseling
- To sensitize the student to the psychological issues faced by adolescent and strategies help them cope

**INTERDISCIPLINARY COURSE 4 (IC 4)
CREATING AN INCLUSIVE SCHOOL**

The Student-teachers will be able to

1. To discuss basic understanding of key concepts: diversity, disability and inclusion;
2. To gain insights into models of inclusion
3. To understand the diversities of abilities, classification and characteristics of students
4. To describe the national and international framework with reference to disability and inclusion
5. To understand the curriculum and assessment adaptations for inclusive classroom
6. To describe the role general teachers, resource teaches and NGOs
7. To identify and implement actions areas to make schools and classrooms more diversity friendly

**ABILITY COURSES 2 AB 2)
READING AND REFLECTING ON TEXTS**

The Student-teachers will be able

1. To infuse in student teacher the penchant for reading and writing
2. To instill and promote the skill of reading and writing
3. To appreciate texts from diverse fields
4. To acquaint students teachers with comprehension skills
5. To examine the social angel to reading text
6. To engage readers to interact with the text individually and in groups
7. To develop interpretation skills in reading texts
8. To develop reflective reading and writing skills
9. To generate critical/analytical responses from the readers
10. To maintain reflective journals
11. To develop the skills of reviewing a book
12. To gain insight into interpretive skills

