

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students

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1. Programme Learning Outcomes (PLOs) & Course Learning Outcomes (CLOs)

URL to the page on the website where the PLOs and CLOs are listed

<http://nmfbed.edu.in/upload/academics/outcome.pdf>

Title: Bachelor of Education (B.Ed.)

Duration: Two academic years as Credit Based Choice System comprising 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.

Reservation of Seats: Reservations are as per the Government policy.

Duration of the Program: 2 years, divided into four semesters.

PROGRAM OUTCOMES:

- 1.The B.Ed. Programme is designed to develop attitude, skill and knowledge in the student teachers.
2. It prepares student teachers to exploit opportunities being newly created in educational institutions.
3. The programme prepares the student teachers to use effective and appropriate verbal, nonverbal, written, and media communication techniques in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community.
4. It prepares student teachers to demonstrate their commitment to continuous self-improvement by engaging in collaboration, reflective practice, and research to enhance their teaching skills.
5. It prepares student teachers to apply their knowledge of core content and pedagogy to set goals and objectives for learning based on state and national standards and local curriculum, and design instruction that engages students in meaningful learning.
6. It prepares student teachers to design and deliver meaningful learning experiences for all students by integrating their knowledge of content, pedagogy, the learner and the learning environment by engaging in the reflective instructional cycle of planning, instruction, feedback and assessment.
7. It prepares student teachers to demonstrate a disposition of professionalism, efficiency, and integrity in their teaching and interactions with students, colleagues, parents, and the community

PROGRAM SPECIFIC TITLE: FIRST YEAR B.Ed. (SEMESTER I)

Course Title: CORE COURSE 1 (CC 1) CHILDHOOD AND GROWING UP

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners develop an understanding of the Principles of development.
2. Learners develop an understanding of the concept of development within a pluralistic society.
3. Learners develop an appreciation of child development in socio- cultural context.
4. Learners apply the knowledge of the methods and approaches of child development.
5. Learners examine the theoretical perspectives of child development.
6. Learners analyze the Issues and Implications of changing family structure and parenting on growing up in a pluralistic society.
7. Learners develop an understanding of looking at one's own self, feeling and emotion.
8. Learners reflect on how to relate to the world through emotions.

Course Title: CORE COURSE 2 (CC 2) KNOWLEDGE AND CURRICULUM

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners develop understanding into the epistemological basis of education
2. Learners develop understanding of modern child-centered education.
3. Learners develop understanding of social and cultural influence on education
4. Learners develop understanding into curriculum, its determinants , process and evaluation
5. Learners examine relationship of curriculum to education
6. Learners gain insight into the need for curriculum reforms

Course Title: INTERDISCIPLINARY COURSE 1 (IC 1) GENDER, SCHOOL AND SOCIETY

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners acquaint with the concept of gendered roles in society and their challenges.
2. Learners 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. Learners understand the influence of social institutions (family, caste, class, religion, region,) on inclusion and gender identity
4. Learners examine the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging inclusion and gender inequalities /reinforcing gender parity.
5. Learners develop an understanding about policies, plans and schemes of the government for addressing all forms of disparities, inequalities and their inclusion in the society

6. Learners critically appraise the role of media in reinforcing inclusion and gender roles in popular culture and at school.
7. Learners appreciate the role of NGOs and Government organisations in sensitizing society towards inclusion and gender parity

Course Title: ABILITY COURSE 1 (AB 1) CRITICAL UNDERSTANDING OF ICT

Total Credits: 3

Total Marks: 50

Course Outcomes:

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

Course Title: AUDIT COURSE 1 (AC 1) UNDERSTANDING THE SELF

Total Credits: 3 (To be certified by the Institute in Semester IV)

Course Outcomes:

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

PROGRAM SPECIFIC TITLE: FIRST YEAR B.Ed. (SEMESTER II)

Course Title: CORE COURSE 3 (CC 3) LEARNING AND TEACHING

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

**Course Title: ELECTIVE COURSE 1 (EC 1) PEDAGOGY OF SCHOOL
SUBJECT: COMMERCE**

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners understand the basic concepts associated with academic disciplines
2. Learners understand place of different disciplines in the school curriculum
3. Learners comprehend the meaning of interdisciplinary and multidisciplinary learning
4. Learners understand different approaches in interdisciplinary learning

5. Learners develop an understanding of the meaning and nature of Commerce Education
6. Learners develop an understanding of the aims and objectives in the teaching of Commerce
7. Learners integrate values in the teaching of Commerce
8. Learners establish relationship of Commerce with other subjects
9. Learners apply the maxims and principles in the teaching of Commerce
10. Learners use various learning resource in the teaching of Commerce
11. Learners implement the various methods of teaching Commerce in the classroom
12. Learners develop an insight about role, challenges and professional development of a Commerce teacher
13. Learners analyse the contribution of personalities and institutions in Commerce Education
14. Learners keep abreast of the current trends in the teaching of Commerce.

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

**Course Title: ELECTIVE COURSE 1 (EC 1) PEDAGOGY OF SCHOOL
SUBJECT: ENGLISH**

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

**Course Title: ELECTIVE COURSE 1 (EC 1) PEDAGOGY OF SCHOOL
SUBJECT: HINDI**

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. विद्यालयी पाठ्यक्रम में विभिन्न विषयों के महत्त्व को समझना ।
2. हिंदी भाषा सृजन के विभिन्न पहलुओं को समझना कि उनके अध्यापन हेतु विभिन्न विधियों कि उपागमों का प्रयोग करना सीखना ।
3. हिंदी भाषा का अर्थ और उसकी प्रकृति वत एम महत्त्व को समझना ।
4. हिंदी भाषा अध्यापन के उद्देश्य, वसुधा क्विंत, सूत्र एम सहसम्बन्ध के उपयोग करने की क्षमता विकसित करना । हिंदी भाषा अध्यापन द्वारा मूल्यों और कौशलों को विकसित करने में शिक्षक की भूमिका समझना ।
5. हिंदी भाषा की विभिन्न विधाओं का परिचय कराना ।
6. हिंदी भाषा समृद्ध केवल ए आधुनिक माध्यमों की जानकारी देना ।

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

**Course Title: ELECTIVE COURSE 1 (EC 1) PEDAGOGY OF SCHOOL
SUBJECT: MARATHI**

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. शैक्षिक विद्याशाखांशी सिंबिवधत मूलित सिंकल्पनांचे आकलन करून देणे.
2. शालेय अभ्यासक्रमातील विविध विद्याशाखांचे स्तान समजावून देणे.
3. मराठी िाषेच्या ि अध्यापन उकदृष्टांच्या उपयोजनाचे आकलन करून देणे.
4. मराठी िाषेच्या अध्यापन पद्ती समजावणे.
5. छात्राध्यापकांमध्ये विसाष्टिदी ि वशक्षकांच्या गुणिवश ष्ट्या वि षयक दृष्टी विकवसत करि.
6. छात्राध्यापकांमध्ये मराठी अध्ययन -अध्यापन विषयक आधुवनक दृष्टीको न िृहदंगत करि.

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

10. Learners develop an understanding of the need and avenues of professional development of a Science teacher.

PROGRAM SPECIFIC TITLE: SECOND YEAR B.Ed. (SEMESTER III)

Course Title: CORE COURSE 4 (CC 4) ASSESSMENT FOR LEARNING

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. It help prospective teachers in understanding critical role of assessment in enhancing learning.
2. It develop an understanding among prospective teachers about assessment for learning as a constructivist paradigm.
3. Learners develop an understanding of taxonomy of educational objectives.
4. Learners develop the skill of writing objectives and specifications.
5. It develop enabling processes among prospective teachers to lead to better learning, more confident and creative learners.
6. It develop critically outlook among prospective teachers towards practices of assessment and selection.
7. It acquaint prospective teachers with an understanding of the concept and issues related to internal examination and external examination.
8. It enable prospective student teachers in understanding and analysing the psycho social concerns of assessment.
9. It 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.
10. Learners develop a critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment processes among student teachers.
11. Learners develop an understanding of various statistical measures and their use for interpretation of results

Course Title: ELECTIVE COURSE 1 (EC 1) PEDAGOGY OF SCHOOL

SUBJECT: COMMERCE

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners understand the basic concepts associated with academic disciplines
2. Learners understand place of different disciplines in the school curriculum
3. Learners comprehend the meaning of interdisciplinary and multidisciplinary learning
4. Learners understand different approaches in interdisciplinary learning
5. Learners develop an understanding of the meaning and nature of Commerce Education
6. Learners develop an understanding of the aims and objectives in the teaching of Commerce
7. Learners integrate values in the teaching of Commerce
8. Learners establish relationship of Commerce with other subjects
9. Learners apply the maxims and principles in the teaching of Commerce
10. Learners use various learning resource in the teaching of Commerce
11. Learners implement the various methods of teaching Commerce in the classroom
12. Learners develop an insight about role, challenges and professional development of a Commerce teacher

13. Learners analyse the contribution of personalities and institutions in Commerce Education

14. Learners keep abreast of the current trends in the teaching of Commerce.

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

**Course Title: ELECTIVE COURSE 1 (EC 1) PEDAGOGY OF SCHOOL
SUBJECT: ENGLISH**

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners understand the basic concepts associated with academic disciplines
2. Learners understand place of different disciplines in the school curriculum
3. Learners understand the nature of History and Political Science as a school subject
4. Learners correlate History & Political Science with other subjects
5. Learners critically analyze the History and Political science textbook.
6. Learners understand the significance of learning resources to teach the subject
7. Learners demonstrate an ability to raise learners' interest

8. Learners prepare appropriate lesson plans in history and Political science.
9. Learners understand the need and avenues for professional development

**Course Title: ELECTIVE COURSE 1 (EC 1) PEDAGOGY OF SCHOOL
SUBJECT: HINDI**

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. विद्यालयी पाठ्यक्रम में विभिन्न विषयों के महत्त्व को समझना ।
2. हिंदी भाषा सृजन के विभिन्न पहलुओं को समझना कि उनके अध्यापन हेतु विभिन्न विधियों कि उपागमों का प्रयोग करना सीखना ।
3. हिंदी भाषा का अर्थ और उसकी प्रकृति वत एम महत्त्व को समझना ।
4. हिंदी भाषा अध्यापन के उद्देश्य, वसुधा क्विंत, सूत्र एम सहसम्बन्ध के उपयोग करने की क्षमता विकसित करना । हिंदी भाषा अध्यापन द्वारा मूल्यों और कौशलों को विकसित करने में शिक्षक की भूमिका समझना ।
5. हिंदी भाषा की विभिन्न विधाओं का परिचय कराना ।
6. हिंदी भाषा समृद्ध केवल ए आधुनिक माध्यमों की जानकारी देना ।

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

**Course Title: ELECTIVE COURSE 1 (EC 1) PEDAGOGY OF SCHOOL
SUBJECT: MARATHI**

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. शैक्षिक विद्याशाखांशी सिबिंधत मूलित सिंकल्पनांके आकलन करून देणे.
2. शालेय अभ्यासक्रमातील विविध विद्याशाखांके सान समजांून देणे.
3. मराठी भाषेच्या कि अध्यापन उकदृष्टांंच्या उपयोजनाके आकलन करून देणे.

4. मराठी िाषेच्या अध्यापन पद्ती समजाििे.
5. छात्राध्यापकािंमध्येविसाष्टिी ि वशक्षकािंच्या गुििैवश ष्ट्या वि षयक दृष्टी विकवसत करि.
6. छात्राध्यापकािंमध्येमराठी अध्ययन -अध्यापन विषयक आधुवनक दृष्टीको न िृहद्िंगत करि.

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

**Course Title: INTERDISCIPLINARY COURSE 3 (IC 3) LANGUAGE ACROSS
CURRICULUM**

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

PROGRAM SPECIFIC TITLE: SECOND YEAR B.Ed. (SEMESTER IV)

Course Title: CORE COURSE 5 (CC 5) CONTEMPORARY INDIA AND EDUCATION

Total Credits: 6
Total Marks: 100

Course Outcomes:

1. Learners understand the concept of Diversity as it exists in Contemporary Indian society
2. Learners understand the inequalities in Indian Society and the marginalization of the weaker sections
3. Learners understand the implications for education in coping with Diversity and Inequality to achieve Universal Education in Indian society
4. Learners critically understand the constitutional values related to the aims of education in a Democracy
5. Learners be acquainted with contemporary issues and policies and their origin with regard to Education in Indian society
6. Learners be acquainted with the relevant education commissions in the context of Liberalization, Privatization and Globalization

Course Title: ELECTIVE COURSE 3 (EC 3) GUIDANCE AND COUNSELLING

Total Credits: 6
Total Marks: 100

Course Outcomes:

1. Learners develop an understanding of the basic concepts in guidance and counselling.
2. Learners develop an understanding of the strategies and devices used for guidance.
3. Learners develop an understanding of the concept and strategies for career guidance and job satisfaction.
4. Learners develop an understanding of the process, skills and strategies of counselling.
5. It sensitize the students to the psychological issues faced by adolescents and strategies to help them cope.

Course Title: INTERDISCIPLINARY COURSE 4 (IC 4) CREATING AN INCLUSIVE SCHOOL

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

Course Title: ABILITY COURSE 2 (AB 2) READING AND REFLECTING ON TEXTS

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

2. Website of the Institution

<http://nmfbbed.edu.in/>

3. Prospectus of the Institution

NMFCE

Bachelor of Education (B.Ed.)



NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION

(Affiliated to Mumbai University, Recognized by NCTE, Approved by Government of Maharashtra)



B.Ed. COURSE (F.Y. & S.Y.)

Address: 638 E, Asha Nagar, 90 Feet Road, Late D. S. Salvi Marg,
Thakur Complex, Near Thakur Polytechnic, Kandivali [East],
Mumbai 400101.

Phone 022 28543234/022 28545439/9819648050

Email: nmfceducation@yahoo.co.in

[Office Timing- 9:00 am to 4:00 pm]

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Bachelor of Education (B.Ed.)

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Set up in 2008, NMFCE is affiliated to the University of Mumbai. The B.Ed., College made its humble genesis with an enlightened mission. As a Gujarati Linguistic Minority, its purpose is to impart quality education to the masses. It strives to develop creativity, innovations constructivism, skills, positive attitude, interests in learners continuously and consistently.

Interactive, participatory involvement of students in lessons, given by teachers is infused in teacher training to produce responsible, worthy Indian Citizens, Teachers technologically savvy within their life spheres.

VISION

- *To bring about Academic Excellence by empowering young minds through dissemination of knowledge, skills and values to orient them to cope up with challenges of modern society*

MISSION

- *To impart high quality education and training to the teacher trainees to develop their competencies in accordance with the emerging trends in education.*
- *To provide competency to teachers for meeting social, economic and academic needs of the society.*
- *To develop leadership quality among pupil-teachers.*

COLLEGE ETHOS

NMFCE has committed dedicated, passionate, sincere team of a dozen teachers with a vision and mission. They have strong work ethics & are multitasking, eager to steer to college to growth & excellence.

Employing innovative, creative, constructive; involving practices for teaching, supervising, mentoring, directing, co-ordinating efforts. Brainstorming sessions are organised with concept mapping, mind mapping, brain mapping with ICT, globalization. Detailed guidance & counselling is provided before & after the exams. Feedback is given to improvise lessons. Principal & teachers expect best overall performances.

Students are groomed to participate in intra & inter B.Ed Collegiate Competitions; training in technologies, LPG, soft skills, core values, incorporation of ten core elements to use resources optimally for learning. All this is accomplished with a lot of gusto & ardour in NMFCE. NMFCE believes in bequeathing Quality Education to the masses.

ACTIVITY CLUB

The club conducts various curriculum related activities by organizing seminars, workshops, exhibitions, educational excursions, tours, travels, trips, picnics, projects, display of articles, celebrations of national and international days by content enrichment programmes.

NIRMALA TALENT HUNT

Talent Hunts are organized in cooking, mehndi, art and craft, best out of Waste, SUPW Skills of Teaching. To equip student teachers to generate income. Special Skills as Metal Embossing, bead work, making decorative articles like tea coasters making, designing jewelry, puppet shows, paper bag making, candle making, glass paintings, Warli Painting, gardening, photography, draping of sarees, knitting, financial literacy awareness, growing plants, hosting rose shows are a features of student activities.

WELL EQUIPPED LABORATORY

(Psychology Lab)

Necessary equipment, tests tools of Advanced Educational Psychology as per norms of National Council of Teacher Education help conduct experiments of Learning and Teaching Assessment of Learning research.

EXTRA MURAL ACTIVITIES EDUCATIONAL VISITS

Trips to Tata Memorial Centre, Parel Alcoholics Anonymous Bandra, St. Francis Orphanage, Borivali West, Khadi and Village Industries Commission, Borivali Kora Kendra Keshav Srishti Uttan, Bhayander TIFR, Colaba, Nehru Science Centre Mahalakshmi, Bombay Natural History Society BNHS, Jehangir Art Gallery, Chhatrapati Shivaji Vastu Sangrahalaya, Nehru Planetarium Worli, Asiatic Library, JNU Library are organized for practical, hands on training, experience.

PICNICS, EXCURSIONS, OUTINGS

Picnics and excursions enhance students' learning experiences by fostering a deeper connection with nature, encouraging teamwork; and providing a refreshing break from the routine, boosting their overall well-being.

These outings also facilitate experiential learning and foster social interactions among students outside the classroom environment.

INTERCOLLEGIATE COMPETITIONS

All teacher trainees are motivated and groomed to participate in intercollegiate competitions organized by various Teachers Training colleges across Mumbai. Accolades and laureates are earned from time to time by our students.

Co-CURRICULAR ACTIVITIES

Elections are held every year to constitute the STUDENTS COUNCIL. Leadership Qualities are nurtured and team spirit is infused in education.

Activities such as Talent Hunt, debates, quizzes, Extempore, Declamations, Speeches, Reports, Paper Reading Sessions, Elocution, Poem Recitation, Riddles, puzzles, slogans, posters, Script Writing celebrations of Hindi Divas, Guru Purnima, Food Festivals, Annual Gatherings, Farewells, Sports Days, Navaratri, Diwali, Christmas, Teachers Day, Independence day, Makar Sankranti Celebrations are organized by the STUDENTS COUNCIL.

CONVERSATIONAL SKILLS

The tips for Fluency in speech and English Conversational skills are imparted to all the students to upgrade their vocabulary. Communication skills are honed for Grooming, personality development programmes skits, dramas, one act plays, etiquettes, manners, appropriate dressing sense proper conduct in the classroom is emphasized. Appropriate pronunciation, tone, pitch of voice, voice modulation, accent, questioning art, interactive techniques are discussed.

To build confidence among students to handle and organize various events of the college such as Annual Gatherings, Marathi Day, Science Day, etc. Classroom Management techniques, Competencies & proficiencies building is encouraged.

WORKSHOPS AND SEMINARS

Seminars and workshops, expert talks, guest lectures are arranged on different topics. The Resource persons are invited to conduct conventions, orientations, panel discussions, meetings, chats, local conferences, web meets, group discussions, conclaves for the metacognitive, social, emotional, moral, physical, cultural, spiritual and aesthetic development of all the student teachers and Teacher educators.

COMMUNITY WORK

Future teachers are made socially responsible for extending their services to various community centres, Public Hospitals, various NGOs espousing social, economic and environmental causes and work towards a more equitable and inclusive society.

PLACEMENT CELL

Recruiters, Principals, Supervisors and coordinators from various reputed institutions are invited to select candidates from NMFCE. Most of our students get placement through this interview.

WOMEN'S CELL

Talks on hygiene, personal cleanliness, respect & upkeep of body hygiene are held frequently. Seminars, Conferences, Workshops and other activities are conducted periodically to tackle issues related with the awareness of various rights of women. Feminine security, cyber security, promotion of mental and physical wellbeing, empowerment of women, celebrations of International Women's Day are held. Rallies are conducted in the neighborhood to spread awareness of empowerment of women.

STUDENTS GRIEVANCES REDRESSAL COMMITTEE

Teacher educators are appointed to look into the complaints of students and solve their problems. The Cell caters to academic personal grievances of both first- and second-Year B.Ed. students.

GUIDANCE AND COUNSELLING CELL

An active Guidance and Counseling Cell of NMFCE organizes various activities on career counseling in Education. Personal Guidance is given for all-round development of personality and Promotion of Mental Health to teacher trainees. College provides Vocational Guidance too. Academic difficulties are also solved.

ANTIRAGGING COMMITTEE

Ragging is banned by the Supreme Court of India, New Delhi. Affidavits in legal formats are accepted duly signed by all the students. Pupils are strictly monitored for their Code of Conduct. Duly signed undertaking is taken from students.

ALUMNI MEET

Alumni meets are conducted to invite gainfully employed past B.Ed. students from 2008 batch onwards and are asked to share their experiences, advice and opinions to future teachers. Resource persons, experts, moderators, guest faculties, special guests are invited to the meets organized by NMFCE.

TO NAME A FEW AWARDS GIVEN TO B.Ed STUDENTS ARE:

- Best Student of the Year
- Illustrious Teacher
- Academic Excellence
- Teacher par Excellence
- Student of the Year
- Most Disciplined Teacher
- Sports Champion
- Athlete of the Year
- Participation in maximum co-curricular activities

IMPORTANT INSTRUCTIONS

1. A student must always carry his/her I-card and has to produce the issued identity card, if demanded by the College Authorities.
2. The medium of answering language of Examination is English only.
3. Practice Lessons in English only are marked.
4. Punctuality, regularity, application, good conduct is valued and expected at all times.
5. All rights of action pertaining to attendance & discipline shall rest with Principal only.
6. The institution does not tolerate physical, mental ill-treatment, ragging, bullying any teacher or students, freshers or seniors.
7. No color, race, religion, caste, class, community, ethnicity, gender, appearance, social identity, nationality, religion origins, place of birth, linguistic identity, place of residence, economic background is promoted.
8. Students are expected to fill up an undertaking on https://antiragging.in/Site/Affidavits_registration_form.aspx

Note: All students are required to fill the Enrolment form for the Enrolment in the University of Mumbai after the admission to this College on the following website (<http://mumoa.digitaluniversity.ac/Register>)

INFRASTRUCTURE

Bachelor of Education (B.Ed.)



To facilitate the process of teacher training excellent amenities as:

- 8 storeyed building with modern, air conditioned office blocks, well equipped classrooms, corridors, 2 elevators are provided
- ICT enabled fully furnished library with largest collections of international journals, books, magazines, newspapers, research reports, CAI packages, spacious reading rooms are available.
- Air-conditioned computer laboratories with 150 advanced machines & licensed software is available.
- Well equipped organized & spacious gymkhana is offered.
- 2 airconditioned mini & macro auditoriums used.
- Comfort common rooms for girls, boys provided.
- Hygienic & nutritious canteen facilities are available.
- State of the Art technology in its teaching process making use of mike systems, LCD projectors are present and used optimally for the benefit of students who are taught Word Processing, Spreadsheets (EXCEL),etc
- Love of reading is promoted by notice board, display cases.

ADMISSION POLICY

Information about the candidates are kept in a register book for keeping it handy. Admissions are governed as per the rules and regulations issued by the Central Admissions Process Committee Maharashtra Government.

Bachelor of Education (B.Ed.)

Duration: Two academic years as Credit Based Choice System comprising 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.

Reservation of Seats: Reservations are as per the Government policy.

Duration of the Program: 2 years, divided into four semesters.

PROGRAM OUTCOMES

1. The B.Ed. Programme is designed to develop attitude, skill and knowledge in the student teachers.
2. It prepares student teachers to exploit opportunities being newly created in educational institutions.
3. The programme prepares the student teachers to use effective and appropriate verbal, nonverbal, written, and media communication techniques in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community.
4. It prepares student teachers to demonstrate their commitment to continuous self-improvement by engaging in collaboration, reflective practice, and research to enhance their teaching skills.
5. It prepares student teachers to apply their knowledge of core content and pedagogy to set goals and objectives for learning based on state and national standards and local curriculum, and design instruction that engages students in meaningful learning.
6. It prepares student teachers to design and deliver meaningful learning experiences for all students by integrating their knowledge of content, pedagogy, the learner and the learning environment by engaging in the reflective instructional cycle of planning, instruction, feedback and assessment.
7. It prepares student teachers to demonstrate a disposition of professionalism, efficiency, and integrity in their teaching and interactions with students, colleagues, parents, and the community

PROGRAM SPECIFIC TITLE: FIRST YEAR B.Ed. (SEMESTER I)

Course Title: CORE COURSE 1 (CC 1) CHILDHOOD AND GROWING UP

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners develop an understanding of the Principles of development.
2. Learners develop an understanding of the concept of development within a pluralistic society.
3. Learners develop an appreciation of child development in socio- cultural context.
4. Learners apply the knowledge of the methods and approaches of child development.
5. Learners examine the theoretical perspectives of child development.
6. Learners analyze the Issues and Implications of changing family structure and parenting on growing up in a pluralistic society.
7. Learners develop an understanding of looking at one's own self, feeling and emotion.
8. Learners reflect on how to relate to the world through emotions.

Course Title: CORE COURSE 2 (CC 2) KNOWLEDGE AND CURRICULUM

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners develop understanding into the epistemological basis of education
2. Learners develop understanding of modern child-centered education.
3. Learners develop understanding of social and cultural influence on education
4. Learners develop understanding into curriculum, its determinants , process and evaluation
5. Learners examine relationship of curriculum to education
6. Learners gain insight into the need for curriculum reforms

Course Title: INTERDISCIPLINARY COURSE 1 (IC 1) GENDER, SCHOOL AND SOCIETY

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners acquaint with the concept of gendered roles in society and their challenges.
2. Learners 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. Learners understand the influence of social institutions (family, caste, class, religion, region,) on inclusion and gender identity
4. Learners examine the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging inclusion and gender inequalities /reinforcing gender parity.

PROGRAM SPECIFIC TITLE: FIRST YEAR B.Ed. (SEMESTER I)

5. Learners develop an understanding about policies, plans and schemes of the government for addressing all forms of disparities, inequalities and their inclusion in the society
6. Learners critically appraise the role of media in reinforcing inclusion and gender roles in popular culture and at school.
7. Learners appreciate the role of NGOs and Government organisations in sensitizing society towards inclusion and gender parity

Course Title: ABILITY COURSE 1 (AB 1) CRITICAL UNDERSTANDING OF ICT

Total Credits: 3

Total Marks: 50

Course Outcomes:

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

Course Title: AUDIT COURSE 1 (AC 1) UNDERSTANDING THE SELF

Total Credits: 3 (To be certified by the Institute in Semester IV)

Course Outcomes:

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

PROGRAM SPECIFIC TITLE: FIRST YEAR B.Ed. (SEMESTER II)

Course Title: CORE COURSE 3 (CC 3) LEARNING AND TEACHING

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

Course Title: ELECTIVE COURSE 1 (EC 1) PEDAGOGY OF SCHOOL SUBJECT: COMMERCE

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners understand the basic concepts associated with academic disciplines
2. Learners understand place of different disciplines in the school curriculum

PROGRAM SPECIFIC TITLE:

FIRST YEAR B.Ed. (SEMESTER II)

3. Learners develop an understanding of the meaning and nature of Economics Education
4. Learners develop an understanding of the objectives of Economics teaching
5. Learners integrate values in the teaching of Economics
6. Learners establish relationship of Economics with other subjects
7. Learners apply the maxims and principles of Economics teaching
8. Learners use various learning resource in Economics teaching
9. Learners implement the various methods of teaching Economics in the classroom
10. Learners develop an insight about qualities, challenges and professional development of a Economics teacher
11. Learners keep abreast of the innovative methods in Economics teaching

Course Title: ELECTIVE COURSE 1 (EC 1) PEDAGOGY OF SCHOOL SUBJECT: ENGLISH

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners understand the basic concepts associated with academic disciplines
2. Learners understand place of different disciplines in the school curriculum
3. Learners understand the nature of History and Political Science as a school subject
4. Learners correlate History & Political Science with other subjects
5. Learners critically analyze the History and Political science textbook.
6. Learners understand the significance of learning resources to teach the subject

PROGRAM SPECIFIC TITLE: FIRST YEAR B.Ed. (SEMESTER II)

7. Learners demonstrate an ability to raise learners' interest
8. Learners prepare appropriate lesson plans in history and Political science.
9. Learners understand the need and avenues for professional development

Course Title: ELECTIVE COURSE 1 (EC 1) PEDAGOGY OF SCHOOL SUBJECT: HINDI

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. विद्यालयी पाठ्यक्रम में विभिन्न विषयों के महत्त्व को समझना |
2. भाषा सृजन के विविध पहलुओं को समझना व उनके अध्यापन हेतु विभिन्न विधियों व उपागमों का प्रयोग करना सीखना
3. भाषा का अर्थ और उसकी प्रकृति एवम महत्त्व को समझना |
4. हिंदी भाषा अध्यापन के उद्देश्य, सिद्धांत, सूत्र एवम सहसम्बन्ध के उपयोग करने की क्षमता विकसित करना | हिंदी भाषा अध्यापन द्वारा मूल्यों और कौशलों को विकसित करने में शिक्षक की भूमिका समझना |
5. हिंदी भाषा की विभिन्न विधाओं का परिचय कराना |
6. हिंदी भाषा समृद्धि के लिए आधुनिक माध्यमों की जानकारी देना |

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

PROGRAM SPECIFIC TITLE: FIRST YEAR B.Ed. (SEMESTER II)

11. Learners channelize, evaluate, explain and reconstruct students' thinking
12. Learners appreciate the importance of mathematics laboratory in learning mathematics

Course Title: ELECTIVE COURSE 1 (EC 1) PEDAGOGY OF SCHOOL SUBJECT: MARATHI

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. शैक्षणिक विद्याशाखांशी संबंधित मूलभूत संकल्पनांचे आकलन करून देणे .
2. शालेय अभ्यासक्रमातील विविध विद्याशाखांचे स्थान समजावून देणे .
3. मराठी भाषेच्या व अध्यापन उद्दिष्टांच्या उपयोजनाचे आकलन करून देणे .
4. मराठी भाषेच्या अध्यापन पद्धती समजावणे.
5. छात्राध्यापकांमध्ये व्यवसायवृद्धी व शिक्षकांच्या गुणवैशिष्ट्या विषयक दृष्टी विकसित करणे .
6. छात्राध्यापकांमध्ये मराठी अध्ययन-अध्यापन विषयक आधुनिक दृष्टीकोन वृद्धिंगत करणे.

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

PROGRAM SPECIFIC TITLE: SECOND YEAR B.Ed. (SEMESTER III)

Course Title: CORE COURSE 4 (CC 4) ASSESSMENT FOR LEARNING

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. It help prospective teachers in understanding critical role of assessment in enhancing learning.
2. It develop an understanding among prospective teachers about assessment for learning as a constructivist paradigm.
3. Learners develop an understanding of taxonomy of educational objectives.
4. Learners develop the skill of writing objectives and specifications.
5. It develop enabling processes among prospective teachers to lead to better learning, more confident and creative learners.
6. It develop critically outlook among prospective teachers towards practices of assessment and selection.
7. It acquaint prospective teachers with an understanding of the concept and issues related to internal examination and external examination.
8. It enable prospective student teachers in understanding and analysing the psycho social concerns of assessment.
9. It 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.
10. Learners develop a critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment processes among student teachers.
11. Learners develop an understanding of various statistical measures and their use for interpretation of results

Course Title: ELECTIVE COURSE 1 (EC 1) PEDAGOGY OF SCHOOL SUBJECT: COMMERCE

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners understand the basic concepts associated with academic disciplines
2. Learners understand place of different disciplines in the school curriculum
3. Learners comprehend the meaning of interdisciplinary and multidisciplinary learning
4. Learners understand different approaches in interdisciplinary learning
5. Learners develop an understanding of the meaning and nature of Commerce Education
6. Learners develop an understanding of the aims and objectives in the teaching of Commerce
7. Learners integrate values in the teaching of Commerce

PROGRAM SPECIFIC TITLE:

SECOND YEAR B.Ed. (SEMESTER III)

8. Learners establish relationship of Commerce with other subjects
9. Learners apply the maxims and principles in the teaching of Commerce
10. Learners use various learning resource in the teaching of Commerce
11. Learners implement the various methods of teaching Commerce in the classroom
12. Learners develop an insight about role, challenges and professional development of a Commerce teacher
13. Learners analyse the contribution of personalities and institutions in Commerce Education
14. Learners keep abreast of the current trends in the teaching of Commerce.

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

Course Title: ELECTIVE COURSE 1 (EC 1) PEDAGOGY OF SCHOOL SUBJECT: ENGLISH

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners understand the basic concepts associated with academic disciplines
2. Learners understand place of different disciplines in the school curriculum
3. Learners develop understanding about the fundamentals of English language.
4. Learners understand pedagogical bases of language learning.
5. Learners apply pedagogical approaches and techniques in teaching and learning the language.
6. Learners adapt learning resources into the teaching learning process.

PROGRAM SPECIFIC TITLE: SECOND YEAR B.Ed. (SEMESTER III)

7. Learners understand the implications of theories of learning with regard to language learning.
8. Learners practice learner centered methods in the classroom.
9. Learners sensitize the student teacher about learner diversities.
10. Learners apply tools and techniques of assessment in language
11. Learners understand English language and literature

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

Course Title: ELECTIVE COURSE 1 (EC 1) PEDAGOGY OF SCHOOL SUBJECT: HINDI

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. विद्यालयी पाठ्यक्रम में विभिन्न विषयों के महत्त्व को समझना
2. भाषा सृजन के विविध पहलुओं को समझना व उनके अध्यापन हेतु विभिन्न विधियों व उपागमों का प्रयोग करना सीखना ।
3. भाषा का अर्थ और उसकी प्रकृति एवम महत्त्व को समझना।
4. हिंदी भाषा अध्यापन के उद्देश्य, सिद्धांत, सूत्र एवम सहसम्बन्ध उपयोग करने की क्षमता विकसित करना । हिंदी भाषा अध्यापन द्वारा मूल्यों और कौशलों को विकसित करने में शिक्षक की भूमिका समझाना ।
5. हिंदी भाषा की विभिन्न विधाओं का परिचय कराना ।
6. हिंदी भाषा समृद्धि के लिए आधुनिक माध्यमों की जानकारी देना ।

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

Total Credits: 6

Total Marks: 100

PROGRAM SPECIFIC TITLE: SECOND YEAR B.Ed. (SEMESTER III)

Course Outcomes:

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

Course Title: ELECTIVE COURSE 1 (EC 1) PEDAGOGY OF SCHOOL SUBJECT: MARATHI

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. शैक्षणिक विद्याशाखांशी संबंधित मूलभूत संकल्पनांचे आकलन करून देणे .
2. शालेय अभ्यासक्रमातील विविध विद्याशाखांचे स्थान समजावून देणे . 3. मराठी भाषेच्या व अध्यापन उद्दिष्टांच्या उपयोजनाचे आकलन करून देणे .
4. मराठी भाषेच्या अध्यापन पद्धती समजावणे .
5. छात्राध्यापकांमध्ये व्यवसायवृद्धी व शिक्षकांच्या गुणवैशिष्ट्या विषयक दृष्टी विकसित करणे ..
6. छात्राध्यापकांमध्ये मराठी अध्ययन -अध्यापन विषयक आधुनिक दृष्टीकोन वृद्धिंगत

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners understand the basic concepts associated with academic disciplines

PROGRAM SPECIFIC TITLE:

SECOND YEAR B.Ed. (SEMESTER III)

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

Course Title: INTERDISCIPLINARY COURSE 3 (IC 3) LANGUAGE ACROSS CURRICULUM

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

PROGRAM SPECIFIC TITLE: SECOND YEAR B.Ed. (SEMESTER IV)

Course Title: CORE COURSE 5 (CC 5) CONTEMPORARY INDIA AND EDUCATION

Total Credits: 6

Total Marks: 100

Course Outcomes:

- 1. Learners understand the concept of Diversity as it exists in Contemporary Indian society**
- 2. Learners understand the inequalities in Indian Society and the marginalization of the weaker sections**
- 3. Learners understand the implications for education in coping with Diversity and Inequality to achieve Universal Education in Indian society**
- 4. Learners critically understand the constitutional values related to the aims of education in a Democracy**
- 5. Learners be acquainted with contemporary issues and policies and their origin with regard to Education in Indian society**
- 6. Learners be acquainted with the relevant education commissions in the context of Liberalization, Privatization and Globalization**

Course Title: ELECTIVE COURSE 3 (EC 3) GUIDANCE AND COUNSELLING

Total Credits: 6

Total Marks: 100

Course Outcomes:

- 1. Learners develop an understanding of the basic concepts in guidance and counselling.**
- 2. Learners develop an understanding of the strategies and devices used for guidance.**
- 3. Learners develop an understanding of the concept and strategies for career guidance and job satisfaction.**
- 4. Learners develop an understanding of the process, skills and strategies of counselling.**
- 5. It sensitize the students to the psychological issues faced by adolescents and strategies to help them cope.**

Course Title: INTERDISCIPLINARY COURSE 4 (IC 4) CREATING AN INCLUSIVE SCHOOL

Total Credits: 6

Total Marks: 100

PROGRAM SPECIFIC TITLE:

SECOND YEAR B.Ed. (SEMESTER IV)

Course Outcomes:

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

Course Title: ABILITY COURSE 2 (AB 2) READING AND REFLECTING ON TEXTS

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

4. Student Induction Programme



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REPORT OF STUDENT INDUCTION PROGRAMME

TOPIC: F.Y.B.Ed. Sem II Orientation A.Y.2020-2021

TIME: 11:00 am to 2:00 pm

VENUE: Room no 711

Nirmala Memorial Foundation College of Education has organized a student induction programme for F.Y.B.Ed. semester 2 student-teachers.

1. Date of orientation: 21-05-2021

The following aspects were oriented to the F.Y.B.Ed. semester 2 student-teachers.

- Orientation of pupil teachers regarding classes, Assignments, Evaluation Criteria, and School Internship.
- Familiarising with optional subjects by concerned teachers

The day of orientation started by greeting the students and the teachers presented. Principal Madam addressed the student with a welcome speech. Asst. Prof. Ms. Nitisha Jha oriented the student-teachers about the various courses to be learnt in semester 2 along with the required assignments to be submitted in each course. Orientation of each course was done in detail by respective course incharge teachers.

Details of the evaluation criteria for internal as well as external examination were explained.

Details of the one-month internship in method 1 were briefed to the student-teachers. In detail, the method-wise requirement of the internship was explained.

2. Date of orientation: 31-05-2021

Orientation about various activities under the VENTEL action plan was done by a resource person from Gandhi Shiksan Bhavan's Smt. Surajba College of Education, Mumbai Dr. Yogita Mandole. She briefed us about the importance of the programme and its implications.

The programme ended by giving the best wishes to all the students. Students were highly motivated with the programme.



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REPORT OF STUDENT INDUCTION PROGRAMME

TOPIC: S.Y.B.Ed.Sem.-III Orientation A.Y. 2020-2021

TIME: 11:00 am to 2:00 pm

VENUE: Room no 711

DATE: 15-07-2021

Nirmala Memorial Foundation College of Education has organized a student induction programme for S.Y.B.Ed. semester 3 student-teachers.

The following aspects were oriented to the S.Y.B.Ed. semester 3 student-teachers.

- Orientation of pupil teachers regarding classes, Assignments, and Evaluation Criteria.
- Familiarization of pupil teachers with School Internship by Teacher In-Charge.
- Orientation of pupil teachers regarding micro-teaching

The day of orientation started by greeting the students and the teachers presented. Principal Madam addressed the student with a welcome speech. Asst. Prof. Ms. Navita Sood oriented the student-teachers about the various courses to be learnt in semester 3 along with the required assignments to be submitted in each course. Orientation of each course was done in detail by respective course incharge teachers.

Details of the evaluation criteria for internal as well as external examination were explained.

Details of the eleven weeks internship in method 1 were briefed to the student-teachers by Asst. Prof. Ms. Usha Iyer. In detail, the method-wise requirement of the internship was explained. Students were briefed about the rough lesson plan and fair lesson plan. Along with 10 lessons to be given in respective method 1, details about theme teaching and co-teaching were also explained.

Orientation about various micro-teaching skills was done by Ms. Sweety Singh. She briefed us about the importance of the programme and its implications.

The programme ended by giving the best wishes to all the students. Students were highly motivated with the programme.



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REPORT OF STUDENT INDUCTION PROGRAMME

TOPIC: S.Y.B.Ed. Sem IV Orientation A.Y. 2020-2021

TIME: 11:00 am to 2:00 pm

VENUE: Room no 711

DATE: 15-11-2021

Nirmala Memorial Foundation College of Education has organized a student induction programme for S.Y.B.Ed. semester 4 student-teachers.

The following aspects were oriented to the S.Y.B.Ed. semester 4 student-teachers.

- Orientation of pupil teachers regarding classes, Assignments, Evaluation Criteria, and School Internship.
- Familiarising with optional subjects by concerned teachers
- Orientation of pupil teachers regarding Reading and Reflecting on Text.
- Orientation about Action research

The day of orientation started by greeting the students and the teachers presented. Principal Madam addressed the student with a welcome speech. Asst. Prof. Ms. Nitisha Jha oriented the student-teachers about the various courses to be learnt in semester 4 along with the required assignments to be submitted in each course. Orientation of each course was done in detail by respective course incharge teachers.

Details of the evaluation criteria for internal as well as external examination were explained.

Details of the one-month internship in method 2 were briefed to the student-teachers. In detail, the method-wise requirement of the internship was explained.

Orientation about ability course (AC2) Reading and Reflecting on Text was done by Ms. Shubhangi Kore. She briefed us about the importance of the course and its implications.

Orientation about Action research was done by Principal Dr. Tandra Bandyopadhyay. She briefed us about the importance of the activity and its implications.

The programme ended by giving the best wishes to all the students. Students were highly motivated with the programme.



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REPORT OF STUDENT INDUCTION PROGRAMME

TOPIC: F.Y.B.Ed. Course Orientation & Sem I Orientation A.Y.2021-2022

TIME: 11:00 am to 2:00 pm

VENUE: Room no 711

DATE: 15-03-2022

Nirmala Memorial Foundation College of Education has organized a student induction programme for F.Y.B.Ed. semester 1 student-teachers.

The following aspects were oriented to the F.Y.B.Ed. semester 1 student-teachers.

- Overview of academic aspects and timetable for classes by the principal and concerned teachers. The academic aspect includes the following 1. Curriculum 2. Subjects 3. Assignments 4. Evaluation criteria
- Orientation of pupil teachers regarding classes, Assignments, and Evaluation Criteria.
- Briefing of School Internship, community work and co-curricular activities.
- Orientation on Value added courses
- Orientation on Ability course (AB1) Critical understanding of ICT.
- Orientation on Audit course (AC1) Understanding the self

The day of orientation started by greeting the students and the teachers presented. Principal Madam addressed the student with a welcome speech. Asst. Prof. Ms. Damanjit Rihal oriented the student-teachers about the various courses to be learnt in B.Ed. Course along with the required assignments to be submitted in each course. Orientation of each course was done in detail by respective course incharge teachers.

Details of the evaluation criteria for internal as well as external examination were explained.

Asst. Prof. Ms. Nitisha Jha oriented the student-teachers about the importance of Internships, community work and co-curricular activities spread over all four semesters.

Orientation on various value-added courses was done by Asst. Prof. Ms. Navita Sood. She briefed us about the importance of the programme and its implications.

Orientation on Ability course (AB1) Critical Understanding of ICT was done by Asst. Prof. Ms. Sweety Singh. She briefed us about the importance of the programme and its implications. This particular course has 4 assignments to be submitted and there will be no external examination.

Orientation on Audit course (AC1) Understanding the self was done by Asst. Prof. Ms. Usha Iyer. She briefed us about the importance of the programme and its implications. Submission of this particular course will be in semester 4.



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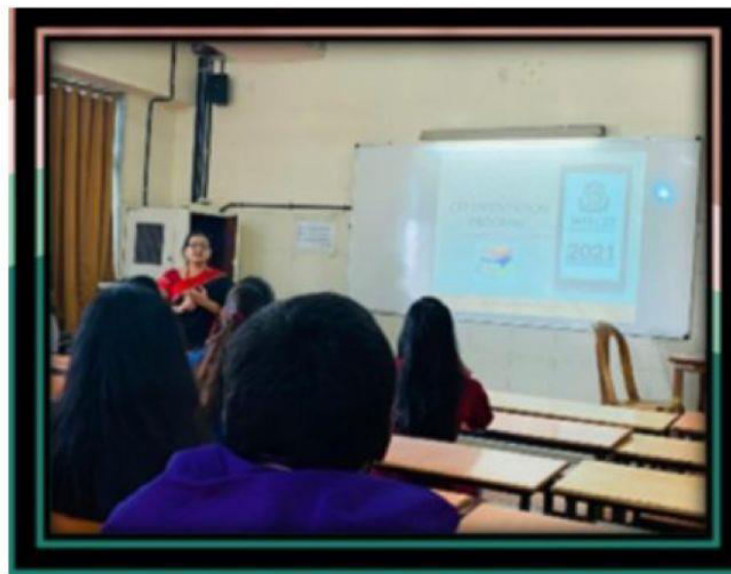
PHOTOGRAPHS OF STUDENT INDUCTION PROGRAMME





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5. Orientation programme for teachers



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REPORT OF TEACHER INDUCTION PROGRAMME

TOPIC: F.Y.B.Ed. Sem II Orientation A.Y.2020-2021

TIME: 11:30 am to 2:00 pm

VENUE: Mini Auditorium

DATE: 19-05-2021

Nirmala Memorial Foundation College of Education has organized a teacher induction programme for F.Y.B.Ed. semester 2.

The following aspects were oriented to the teacher educators for F.Y.B.Ed. semester 2.

- Orientation to teacher educators about Subject Allocation by Principal Dr. Tandra Bandyopadhaya.
- Briefing about class tests, Assignments, and Timelines.
- Orientation on Teacher -in charge of Practice Teaching groups.
- Orientation on VENTEL activities

The day of orientation started by greeting all the teachers present. Principal Madam addressed the teachers with a welcome speech. She then briefed about all the courses of F.Y.B.Ed. semester 2 along with the required assignments in each course. A list of assignments to be given to the students was prepared with the help of all course-in-charge teachers. The content of all the courses was divided almost equally among the teachers.

Details of the evaluation criteria for internal as well as external examination were explained to the teachers. Tentative dates for class tests and essay tests were decided in the first week of July 2021. Timelines for completion of the syllabus and submission of assignments were fixed.

Principal Madam instructed Practice teaching incharge teacher Asst. Prof. Ms. Nitisha Jha to prepare permission letters for the internship schools and junior colleges. She also explained the grouping of students for internship considering the methods of the students.

Orientation about various activities under the VENTEL action plan was done by a resource person from Gandhi Shiksan Bhavan's Smt. Surajba College of Education, Mumbai Dr. Yogita Mandole. She briefed us about the importance of the programme and its implications.

The programme ended by giving the best wishes to all the teacher educators. Teacher educators were highly motivated with the programme.



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REPORT OF TEACHER INDUCTION PROGRAMME

TOPIC: S.Y.B.Ed. Sem-III Orientation A.Y.2020-2021

TIME: 11:30 am to 2:00 pm

VENUE: Mini Auditorium

DATE: 12-07-2021

Nirmala Memorial Foundation College of Education has organized a teacher induction programme for S.Y.B.Ed. semester 3.

The following aspects were oriented to the teacher educators for S.Y.B.Ed. semester 3.

- Orientation of teacher educators about Subject Allocation by Principal Dr. Tandra Bandyopadhaya.
- Briefing about class tests, Assignments, and Timelines.
- Orientation about the Teacher -in-charge of Practice Teaching groups.
- Orientation of pupil teachers regarding micro-teaching.

The day of orientation started by greeting all the teachers present. Principal Madam addressed the teachers with a welcome speech. She then briefed about all the courses of S.Y.B.Ed. semester 3 along with the required assignments in each course. A list of assignments to be given to the students was prepared with the help of all course-in-charge teachers. The content of all the courses was divided almost equally among the teachers.

Details of the evaluation criteria for internal as well as external examination were explained to the teachers. Tentative dates for class tests and essay tests were decided in the first week of September 2021. Timelines for completion of the syllabus and submission of assignments were fixed.

Principal Madam instructed Practice teaching incharge teacher Asst. Prof. Ms. Nitisha Jha to prepare permission letters for the internship schools and junior colleges. She also explained the grouping of students for internship considering the methods of the students.

Orientation about various micro-teaching skills was done by Principal Madam. She briefed us about the importance of the programme and its implications. She asked the teaching incharge teacher Asst. Prof. Sweety Singh to prepare a schedule for the orientation of various micro-teaching skills for the students.

The programme ended by giving the best wishes to all the teacher educators. Teacher educators were highly motivated with the programme.



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REPORT OF TEACHER INDUCTION PROGRAMME

TOPIC: S.Y.B.Ed. Sem-IV Orientation A.Y.2020-2021

TIME: 11:30 am to 2:00 pm

VENUE: Mini Auditorium

DATE: 13-11-2021

Nirmala Memorial Foundation College of Education has organized a teacher induction programme for S.Y.B.Ed. semester 4.

The following aspects were oriented to the teacher educators for S.Y.B.Ed. semester 4.

- Orientation of teacher educators about Subject Allocation by Principal Dr. Tandra Bandyopadhaya.
- Orientation about the Teacher -in-charge of Practice Teaching groups.
- Orientation of teachers about Teacher-in-charge of Attendance of students and co-curricular activities.
Orientation of pupil teachers regarding Reading and Reflecting on Text.
- Orientation about Action research

The day of orientation started by greeting all the teachers present. Principal Madam addressed the teachers with a welcome speech. She then briefed about all the courses of S.Y.B.Ed. semester 4 along with the required assignments in each course. A list of assignments to be given to the students was prepared with the help of all course-in-charge teachers. The content of all the courses was divided almost equally among the teachers.

Principal Madam instructed Practice teaching incharge teacher Asst. Prof. Ms. Nitisha Jha to prepare permission letters for the internship schools and junior colleges. She also explained the grouping of students for internship considering the methods of the students.

Principal Madam explained the incharge teacher Asst. Prof. Ms. Damanjit Rihal how to maintain the attendance of students separately division-wise.

Principal Madam oriented about ability course (AC2) Reading and Reflecting on Text. Incharge Teacher Asst. Prof. Ms. Shubhangi Kore is asked to prepare the PPT for the orientation. She briefed us about the importance of the course and its implications.

Principal Madam oriented on Action research. Incharge Teacher Asst. Prof. Ms. Shubhangi Kore is asked to prepare the PPT for the orientation. She briefed us about the importance of the course and its implications.

The programme ended by giving the best wishes to all the students. Students were highly motivated with the programme.



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REPORT OF TEACHER INDUCTION PROGRAMME

TOPIC: F.Y.B.Ed. Course Orientation & Sem I Orientation A.Y.2021-2022

TIME: 11:30 am to 2:00 pm

VENUE: Mini Auditorium

DATE: 12-03-2022

Nirmala Memorial Foundation College of Education has organized a teacher induction programme for F.Y.B.Ed. Course Orientation & Sem I Orientation.

The following aspects were oriented to the teacher educators for F.Y.B.Ed. Course Orientation & Sem I Orientation.

- Orientation of teacher educators about Subject Allocation by Principal Dr. Tandra Bandyopadhaya.
- Briefing about class tests, Assignments, and Timelines.
- Orientation about the Teacher -in-charge of Practice Teaching groups.
Briefing of School Internship, community work, and co-curricular activities.
Orientation on Value added courses
- Orientation on Ability course (AB1) Critical understanding of ICT.
- Orientation on Audit course (AC1) Understanding the self

The day of orientation started by greeting all the teachers present. Principal Madam addressed the teachers with a welcome speech. She then briefed about F.Y.B.Ed. Course Orientation & Sem I Orientation along with the required assignments in each course. A list of assignments to be given to the students was prepared with the help of all course-in-charge teachers. The content of all the courses was divided almost equally among the teachers.

Details of the evaluation criteria for internal as well as external examination were explained to the teachers. Tentative dates for class tests and essay tests were decided in the first week of May 2022. Timelines for completion of the syllabus and submission of assignments were fixed.

Principal Madam oriented on school internships, community work, and various co-curricular activities to be conducted for the overall development of the students.

Principal Madam oriented on various value-added courses, Ability course (AB1) Critical understanding of ICT and Audit course (AC1) Understanding the self for the students. She briefed us about the importance of the courses and their implications.

The programme ended by giving the best wishes to all the students. Students were highly motivated with the programme.



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PHOTOGRAPHS OF ORIENTATION PROGRAMME FOR TEACHERS





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