

1.3.1 Curriculum of the institution provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

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SR. NO.	DESCRIPTION
1	A fundamental or coherent understanding of the field of teacher education
2	Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization
3	Capability to extrapolate from what one has learnt and apply acquired competencies
4	Skills/Competencies such as Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Response:

The College is affiliated with Mumbai University, and the curriculum is prepared by an expert body consisting of teacher educators from various institutions. The curriculum is designed to provide students with a well-rounded understanding of educational theory and practice, preparing them to become competent and effective teachers.

Understanding of the Field of Teacher Education

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher trainees conducted classes according to lesson plans. Experts and option teachers clarify the doubts. A Science laboratory helps the students to clarify their doubts according to their subjects.

Procedural knowledge

Teacher Education reaches different levels of education such as pre-primary, primary, elementary, secondary and higher secondary. The quality of pedagogical inputs, practicum and practice teaching experiences prepares the student teachers of the institution adequately for teaching at the secondary and higher secondary levels.

Capability to extrapolate

The members ensure that the issues of gender, environment sustainability, human values, and professional ethics also get equal representation in the curriculum. The college also recognizes the importance of value-based education. Human Values are, admittedly, the most precious of all values.

Skills/Competencies

Teachers need a variety of skills, education and training to become proficient in their careers. They also need superior interpersonal skills, such as patience and the ability to remain calm in stressful situations. Collaborative skills enable them to work productively with their colleagues. Students learn about emotional intelligence, critical thinking, negotiation and communication, collaborative skills, self-esteem, stress management, and positive thinking. Team building skills are developed in the classrooms. Students are involved in group work and discussion. In this current scenario, the development of ICT played an important role. The classroom became more effective and active with the use of ICT.

File Description/ Upload

- Documentary evidence in support of the claim
- List of activities conducted in support of the above
- Photographs indicating the participation of students, if any
- Paste the link for additional information

Documentary evidence in support of the claim

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. It corresponds to the word 'subject' used in many universities. A course is essentially a constituent

Course: A course corresponds to 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.

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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.

O _____ 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 Interdisciplinary 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

- | | |
|---------------|------------------|
| i. Commerce | vii. Mathematics |
| ii. Economics | viii. Marathi |
| iii. English | ix. Science |
| iv. Geography | x. Sanskrit |
| v. History | xi. Urdu |
| vi. Hindi | |

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 I

- | | |
|---------------|---------------|
| i. Commerce | iii. English |
| ii. Economics | iv. Geography |

v.	History	ix.	Science
vi.	Hindi	x.	Sanskrit
vii.	Mathematics	xi.	Urdu
viii.	Marathi		

- 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)

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 I 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	CREDIT S	SEM-2	CREDITS	SEM-3	CREDIT S	SEM-4	CREDIT S
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 Assessment for 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(Select any one based on graduation subject) - 100marks	6	EC 2 .Pedagogy of School Subject II / Peace Edn./ Education for Rural Development (Any One) -100marks	6	EC3 - Special Field Basket Action Research, Guidance and Counselling , Enviromental Education (Any One) - 100marks	6
INTERDISCIPLINARY COURSES (IC)		INTERDISCIPLINARY COURSES (IC)		INTERDISCIPLINARY COURSES (IC)		INTERDISCIPLINARY COURSES (IC)	
IC1- Gender, School And 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 BASED COURSES PCI Total 50 Marks		PROJECT BASED COURSES PC2 Internship of 3 weeks - Total 100 Marks		PROJECT BASED COURSES PC3 Internship of 11 weeks- Total 200 Marks		PROJECT BASED COURSES PC4 Internship of 5 weeks including Community work -Total 150 Marks	
a. Community Work Part I - 20 Marks (1 Week)	3	a.Observation of school activities- (Any Three) 3*5 Marks= 15 Marks	6	a. Lessons 10 Lessons*10 marks = 100 marks	12	a. Learning Resource 1* 10 Marks= 10 Marks	9
b.Participation in CCA in college -1*30 =30 Marks		b. Observation of lessons given by peers - (5 lessons) 5*4 Marks= 20 Marks		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 school teachers 3 lessons X 10 marks =30 Marks		Lessons – 5 Lessons *10 marks=50 marks	
		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

R. _____ The following are the syllabi for the various Courses.

[Click here: First page](#)

LIST OF ACTIVITIES

- **A fundamental or coherent understanding of the field of teacher Education**

Sr.NO	DATE	ACTIVITIES
1.	2017-18	Expert talk on sexual harassment by. Prof. (Dr.) Saramma Chandy
2.		Session with Usha Year Topic: Science of Thought
3.		Workshop with Mrs. Anjana Tawani organized on World Computer Literacy Day Topic: Technological skills to Prospective teachers
4.		Workshop with Dr.Rupali Raut, NSS College Of Education, Tardeo Topic: Action Research
1	2018-19	Workshop with Mrs. Navita Sood Topic: Time Management
2		Workshop with Dr. Manisha Gawade, NSS College Of Education, Tardeo. Topic: Stress Management
3.		Guest Lecture by: Mrs. Anjana Tawani, Pal Rajendra B.Ed.College, Kandivali. Topic: Yoga For Well-Being
4.		Workshop with Mrs. Swati Sharma, Lord College of Education, Malad Topic: Enhancing Teaching Capabilities of Pupil- Teachers Through Online Mode
5.		Intercollegiate competition on 'Poster/Chart making competition on Gender equality and equity'
1	2019-20	Dr. E.Ramganesan was invited in our college to deliver a lecture on topic “Recent Developments in Digital Classroom”
2		Workshop with Mrs.Usha Year Topic: Discover the Self
3		Guest Lecture by Mrs. Anjana Tawani , Pal Rajendra B.Ed, Kandivali. Topic: Google Applications
4		Workshop with Mrs.Pinki Tripathi Topic: Resume Writing and Interview
5.		Guest Lecture by Nilam Mandal Topic: Puppet Show
1.		

	2020-21	Topic: Don't Settle for good, Become a great teacher
2.		Guest Lecture by: Mr. Vaibhav Pangam Topic-Focused...Determined...Prospered and TET
3.		Guest Lecture by: Dr. Vinayak Shinde, OCER Andheri Topic: Teacher Education Institution under RTE Act.
4.		Lecture by Mrs.Shubhangi Kore Topic: Importance of Positive Behavioural Personality of Teacher.
5.		Lecture by: Mrs Charu Singh. Topic: Qualities of Teacher.
6.		Lecture by :Mrs. Damanjit Topic: Practical Experiences of today's Education System.
7.		Guest Lecture by: Mrs. Shubham Patil, Viva College, Virar. Topic: Views on Current Education System.
1.	2021-22	Lecture by: Dr. Nitisha Jha Topic: Views on Current Education System.
2.		Lecture by: Mrs. Navita Sood Topic: Value Education.
3.		Guest Lecture under Faculty exchange programme by Dr. Shumaila from Royal college of Education, Miraroad.
4.		Guest Lecture by: Dr. Megha Gokhale, Thakur College of Education, Kandivali. Topic: Law for Women.

- Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization

Sr.NO	COURSE	ACTIVITIES
1.	<p style="text-align: center;">Semester II and III Project Based Course II and III</p>	<p>➤ Micro teaching Skills (5 Min)</p> <p>Set induction, questioning, Explanation, Chalkboard writing, Illustration with Example, stimulus variation, Black Board Writing.</p> <p>Lesson planning and teach-re-teach cycles are conducted of each subject education chosen</p> <p>➤ Integration lessons: (15 Min)</p> <p>Conduct one lesson from each of subject education chosen.</p> <p>➤ Theme based lessons</p> <p>A lesson plan that has been designed around a specific theme. It's often a wonderfully cross-curricular way to teach, allowing teachers to incorporate and combine elements of English, Maths, History, STEM, HASS, The Arts and other subjects - all while focusing on a particular topic</p> <p>➤ Co-teaching with school teachers</p> <p>When two educators collaborate to plan, arrange, instruct, and assess the same group of students in the same classroom, they are known as co-teaching. This strategy can be seen in a variety of ways.</p>
2.	<p style="text-align: center;">EC1 .Pedagogy of School Subject -I (Select any one based on graduation subject)</p> <p style="text-align: center;">EC 2 .Pedagogy of School Subject II / Peace Edn./ Education for Rural Development (Any One)</p>	<p>➤ I- Organizing Exhibition, Visits, Assignments.</p> <p>➤ II- Preparing any two of the following learning material/ Teaching Aids : charts/flash cards, graphs, posters, model</p> <p>➤ III-Preparation for constructivist teaching-learning</p> <ul style="list-style-type: none"> ● Plan and conduct a lesson using interactions between student-teacher, student-student and student-media/material on the topic relevant to the subject. ● Plan and conduct a discussion/problem solving on the topic relevant to the subject. ● Select a suitable topic, plan and conduct lessons using different Models of Teaching. ● to prepare/select self-learning material

		<ul style="list-style-type: none"> Facilitate understanding of new/complex content through Explanation/Demonstration/ presenting audio-visual aids.
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- Capability to extrapolate from what one has learnt and apply acquired competencies**

Sr.NO	COURSE	ACTIVITIES
1.	<p>Ability Courses-</p> <p>Semester I</p> <p>Critical Understanding of ICT (AB 1)</p> <p>Semester IV</p> <p>Reading and Reflecting on Texts (AB 2)</p>	<p>I-Preparation of Multimedia Presentation</p> <p>II-Reading and Reflecting on Text</p> <ul style="list-style-type: none"> Reading for comprehension and answering questions Watching media/ Observation of a web site and preparation of summary Watching media/ Observation of a web site and preparation of summary Searching material and Presentation before a group to read a book/ article or/essay or /Research paper and give oral presentation including summary of content
2.	<p>Project Based Courses</p> <p>Semester I and IV</p> <p>Community work</p> <p>Semester IV</p> <p>Action Research</p>	<p>➤ Community work</p> <p>we organise community work for various community centres</p> <ul style="list-style-type: none"> Old age home orphanage home <p>➤ Action Research</p> <ul style="list-style-type: none"> Done on various topics.

- **Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.**

Sr.NO	SKILLS/COMPETENCIES	COURSES	ACTIVITIES
1.	Emotional Intelligence	Audit Courses Understanding the self (AC 1)	<ul style="list-style-type: none"> • Exploring the self- Values & self-image • Individual & collective self • Self-identity and formation of one's self • Teacher as a reflective practitioner • Write a reflective diary on their one's development
2.	Critical Thinking	Ability Courses Semester I Critical Understanding of ICT (AB 1) Project Based Courses Community work	<ul style="list-style-type: none"> • Survey or an experiment or document analysis and writing Report. • Review of an Educational Website • At various centres
3.	Communication Skills Interdisciplinary Courses	Gender, School and Society (IC 1)	<ul style="list-style-type: none"> • Reading a book related to gender issues/ girl's education/ women empowerment/biography or autobiography of a successful woman • Give seminar on Gender Equality.
		Educational Management (IC 2)	<ul style="list-style-type: none"> • Prepare an Action plan as a leadership skill in taking decision to solve a problem. • Plan a strategy as a teacher, to think of a crisis situation and prepare a plan of action for the same.
		Language Across the Curriculum(IC 3)	<ul style="list-style-type: none"> • To prepare learning material in the form of written script for debate, elocution, role play, mock conversation, dramatization, quiz, crossword puzzles, riddles

4.	Collaboration with others Core Courses	Childhood and Growing Up(CC1)	<ul style="list-style-type: none"> • Conducting survey on two adolescent girls from different social strata or one girl and one boy in same social strata
5.	Develop Positive Attitude	Knowledge and Curriculum(CC 2)	<ul style="list-style-type: none"> • Seminar Presentation • Critical Writing
		Learning and Teaching(CC 3)	<ul style="list-style-type: none"> • Experimental Psychology • Psychological Tests
		Assessment for learning(CC 4)	<ul style="list-style-type: none"> • Prepare a Blue print and a test in the school subject opted for. • Study and Compare the implementation of CCA of different school boards.
		v. Contemporary India and Education(CC 5)	<ul style="list-style-type: none"> • Critical analysis of an educational film • Report on the Educational Challenges of Deprived /Marginalised group of Children
		Elective Course 3 Guidance And Counselling	<ul style="list-style-type: none"> • Visit and report of a visit to any one place (Employment exchange, Guidance Bureau, counselling centre) • Career Dissemination Session for school or junior college (any two careers)

Photographs indicating the participation of students, if any

2018-19



Guest Lecture by: Mrs. Anjana Tawani, Pal Rajendra B.Ed.College, Kandivali.

Topic: Yoga for Well-Being



Workshop with Mrs. Swati Sharma, Lord College of Education, Malad

Topic: Enhancing Teaching Capabilities of Pupil- Teachers Through Online Mode



Intercollegiate competition on 'Poster/Chart making competition on Gender equality and equity'

2019-20



Dr. E.Ramganesan was invited in our college to deliver a lecture on topic **“Recent Developments in Digital Classroom”**



Guest Lecture By Mrs. Nilam Mandal
Topic: Puppet Show



Interaction Session with: Dr.Chakradeo, CCCE, Chembur
Topic: Don't Settle for good, Become a great teacher



Guest Lecture by: Mr. Vaibhav Pangam
Topic-Focused...Determined...Prospered

2020-21



Lecture by Mrs.Shubhangi Kore
Topic: Importance of Positive Behavioural Personality of Teacher.



Lecture by :Mrs. Damanjit

Topic: Practical Experiences of today's Education System.