

CRITERIA 2

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs

2.7.1 The teaching-learning process of the institution is aligned with the stated PLOs and CLOs

The college follows outcome-based education; hence the Program Learning Objectives (PLOs) and Course Learning Outcomes (CLOs) are aligned with the vision and mission of Nirmala Memorial Foundation College of Education. Nirmala Memorial Foundation College of Education focuses on the development of its students not only by imparting quality education in teacher training but also by instilling a sense of self-worth and discipline.

For defining the PLOs and CLOs, the college follows the consultative process involving the stakeholders. Adequate care is being taken by the University of Mumbai in describing the knowledge, skills, and competencies that students are expected to acquire during their B.Ed. Program. Nirmala Memorial Foundation College of Education works on those targeted aims and objectives rigorously to achieve the expected outcome.

Nirmala Memorial Foundation College of Education framework for the Program Learning Outcome (PLOs) and Course Learning Outcome (CLOs)

- The Program Learning Outcome (PLOs), and Course Learning Outcome (CLOs) of all courses/programs are made available on the website.
- Program Learning Outcomes and Course Learning Outcomes are discussed with the students at the time of their orientation programme.

The activities of the college are aligned with achieving the PLOs and CLOs through the participation of all the stakeholders. The academic calendar gives a glimpse of all the activities planned during the academic year. The calendar is prepared in consultation with teachers and month-wise planning is done taking into account the holidays, examination, internship schedule, community, and other related work areas. All announcements about the curriculum transaction are informed to the students through notices and WhatsApp messages.

Achieving PLOs and CLOs:

1. **Effective teaching-learning:** Latest trends in education, new teaching methodologies, and techniques as well as their outcome-based assessment are conducted regularly to develop the teaching-learning experience. The internship is strengthened through demonstration lessons, feedback, and guidance sessions and thus addressing the gaps and bringing in perfection.
2. **Community and Extension work:** Extending support to the welfare of the community enables students to be humane and understand the local and global challenges. Community work of 60 hours and extension activities such as street play, awareness and sensitization programs on gender, domestic violence, environment, etc. helps students to be responsible citizens.
3. **Building human values:** Wellness, Yoga helps students to align the teaching-learning to the desirable learning outcomes. Cohesive and cooperative group activities build social harmony, unity, and strong interpersonal skills, and develop one's personality.
4. **Strengthen research initiatives:** Research is an integral part of the teaching-learning process. Identifying the challenges and arriving at a solution is the need of the hour. Action research guidance is done regularly in semester 4.
5. **Technology integration in the classroom:** With the changing times and demands in the teaching-learning process, it is important to keep abreast with the latest technology. Online assessment, lesson planning, lesson presentation, and applications/ websites for teaching learning enable the students to be prepared for a techno-savvy era.
6. **Grooming for placements:** In-house placement sessions are conducted thus making them ready for jobs. Teaching learning practices are guided and enhanced during their internship,

further, workshops are conducted for the preparation of resumes, and students are groomed to face the interview.

**PROGRAMME LEARNING OUTCOMES (PLOs) AND COURSE LEARNING
OUTCOMES (CLOs) OF THE B.ED TWO-YEAR CBCS PROGRAMME**

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LEARNING 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

COURSE LEARNING OUTCOMES:

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. भाषा सृजन के विभिन्न पहलुओं को समझना कि उनके अध्यापन हेतु विभिन्न विधियों कि उपागमों का प्रयोग करना सीखना ।
3. भाषा का अर्थ और उसकी प्रकृति व तत्त्व एम महत्त्व को समझना ।

4. हिंदी िाषा अध्यापन के उद्देश्य, वसद्ािंत, सूत्र एम सहसम्बन्ध के उपयोग करनेकी क्षमता विकवसत करना ।हिंदी िाषा अध्यापन द्वारा मूल्यों और कौशलों को विकवसत करनेमें वशक्षक की िवमका समझाना ।
5. हिंदी िाषा की विविन्न विधाओं का पररचय कराना ।
6. हिंदी िाषा समृवद् केवलए आधुवनक 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 विद्याशाखािंशी सिंबिंधत मूलित सिंकल्पनािंचे आकलन करून देिे.
2. शालेय अभ्यासक्रमातील विविध विद्याशाखािंचे स्ान समजािून देिे.
3. मराठी िाषेच्या ि अध्यापन उकद्दष्टािंच्या उपयोजनाचे आकलन करून देिे.
4. मराठी िाषेच्या अध्यापन पद्ती समजाििे.
5. छात्राध्यापकािंमध्ये विसायिद्दी ि वशक्षकािंच्या गुििेवश ष्ट्या वि षयक दृष्टी विकवसत करि.
6. छात्राध्यापकािंमध्ये मराठी अध्ययन - अध्यापन विषयक आधुवनक दृष्टीको न िहद्दिंगत 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. हिाषा सृजन के विविध पहलुओं को समझना कि उनके अध्यापन हेतु विभिन्न विधियों कि उपागमों का प्रयोग करना सीखना ।
3. हिाषा का अर्थ और उसकी प्रकृति वत एम महत्त्व को समझना ।
4. हिहिंदी हिाषा अध्यापन के उद्देश्य, वसद्ािंत, सूत्र एम सहसम्बन्ध के उपयोग करनेकी क्षमता विकवसत करना । हिहिंदी हिाषा अध्यापन द्वारा मूल्यों और कौशलों को विकवसत करनेमें वशक्षक की िवमका समझना ।
5. हिहिंदी हिाषा की विभिन्न विधाओं का पररचय कराना ।
6. हिहिंदी हिाषा समृवद् केवलए आधुवनक 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 उकद्दष्टांच्या उपयोजनाचे आकलन करून देणे.
4. मराठी िाषेच्या अध्यापन पद्दती समजावणे.
5. छात्राध्यापकांमध्ये विसायुद्धी ि वशक्षकांच्या गुणवैशष्ट्या विषयक दृष्टी विकवसत करि.
6. छात्राध्यापकांमध्ये मराठी अध्ययन -अध्यापन विषयक आधुवनक दृष्टीकोन िहद्विगत 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

The daily timetable is meticulously planned for an effective curriculum

Class: - F.Y. B.Ed. A.Y. 2021 - 2022

NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION, MUMBAI
F.Y.B.Ed. SEMESTER- I

TIMETABLE [From 21/3/2022 to 26/3/2022]

Time	Monday 21/3/2022	Tuesday 22/3/2022	Wednesday 23/3/2022	Thursday 24/3/2022	Friday 25/3/2022	Saturday 26/3/2022
11:00- 11:30 am	ASSEMBLY & ATTENDANCE					
11:30- 12:20 pm	CC2 Knowledge & Curriculum Ms. Charu	IC1 Gender, School & Society Ms. Shubhangi	CC1 Childhood & Growing Up Ms. Sweety	CC2 Knowledge & Curriculum Ms. Usha	CC1 Childhood & Growing Up Ms. Sweety	CC2 Knowledge & Curriculum Ms. Charu
12:20 - 1:10 pm	IC1 Gender, School & Society Ms. Usha	CC2 Knowledge & Curriculum Ms. Charu	IC1 Gender, School & Society Ms. Usha	CC1 Childhood & Growing Up Ms. Sweety	IC1 Gender, School & Society Ms. Shubhangi	IC1 Gender, School & Society Ms. Shubhangi
1:10- 2:00 pm	LUNCH BREAK					
2:00 - 2:50 pm	AB1: Critical Und. Of ICT Ms. Sweety	CC1 Childhood & Growing Up Ms. Navita	Talent hunt	Talent hunt	CC2 Knowledge & Curriculum Ms. Usha	CC1 Childhood & Growing Up Ms. Nitisha
2:50- 3:40 pm	CC1 Childhood & Growing Up Ms. Navita	IC1 Gender, School & Society Ms. Usha			CC1 Childhood & Growing Up Ms. Navita	CC2 Knowledge & Curriculum Ms. Usha
3:40- 4:00 pm	SHORT BREAK					
4:00- 5:00 pm	Talent Hunt Orientation Sweety.	Preparation For Talent Hunt	Talent Hunt.	Talent hunt	AB1: Critical Und. Of ICT Sweety	AB1: Critical Und. Of ICT Nitisha



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NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION, MUMBAI
S.Y.B.Ed. SEMESTER-IV
TIMETABLE [From 21/3/2022 to 26/3/2022]

Time	Monday 21/3/2022	Tuesday 22/3/2022	Wednesday 23/3/2022	Thursday 24/3/2022	Friday 25/3/2022	Saturday 26/3/2022
11:00 11:30 am	ASSEMBLY & ATTENDANCE					
11:30 - 12:20 pm	CC5 Cont. India & Education Ms. Usha	IC4 Creating an Inclusive School Ms. Sweety	CC5 Cont. India & Education Ms. Shubhangi	IC4 Creating an Inclusive School Ms. Navita	CC5 Cont. India & Education Ms. Charu	CC5 Cont. India & Education Ms. Usha
12:20 - 1:10 pm	IC4 Creating an Inclusive School Ms. Navita	IC4 Creating an Inclusive School Ms. Navita	IC4 Creating an Inclusive School Ms. Sweety	CC5 Cont. India & Education Ms. Shubhangi	IC4 Creating an Inclusive School Ms. Sweety	IC4 Creating an Inclusive School Ms. Nitisha
1:10- 2:00 pm	LUNCH BREAK					
2:00 - 2:50 pm	CC5 Cont. India & Education Ms. Shubhangi	CC5 Cont. India & Education Ms. Usha	IC4 Creating an Inclusive School Ms. Navita	CC5 Assignment [Critical Review of Educational Movie]	EC3 GC- Ms. Sweety EE- Ms. Shubhangi	EC3 GC- Ms. Sweety EE- Ms. Shubhangi
2:50- 3:40 pm	EC3 GC- Ms. Sweety EE- Ms. Charu	EC3 GC- Ms. Sweety EE- Ms. Shubhangi	EC3 GC- Ms. Sweety EE- Ms. Charu		EC3 GC- Ms. Nitisha EE- Ms. Charu	EC3 GC- Ms. Nitisha EE- Ms. Charu
3:40- 4:00 pm	SHORT BREAK					
4:00- 5:00 pm	AB2 Reading & Reflecting On Text	Action Research Guidance	Action Research Guidance	[Critical Review of Educational Movie]	Action Research Guidance	Action Research Guidance



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ACADEMIC CALENDAR OF THE INSTITUTE

The college plans in advance its yearly activities - Curricular and Extra Curricular for effective curriculum delivery.

NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION KANDIVALI EAST, MUMBAI

ACADEMIC CALENDAR 2021-23

ACADEMIC CALENDAR 2021-2022 F.Y.B.Ed. Semester II			
JULY	AUGUST	SEPTEMBER	OCTOBER
YOGA & COMPUTER CLASSES	YOGA	YOGA & COMPUTER CLASSES	RETEST: ESSAY & CLASS TEST
GROUP WORK & SELF STUDY	COMPUTER CLASSES	THEORY LECTURES	REMEDIATION TEACHING
WORKSHOPS ON LESSON PLANNING	WORKSHOPS	ESSAY	SUBMISSION OF PRACTICUM
THEORY LECTURES	THEORY LECTURES	TUTORIALS	PREPARATION FOR UNIVERSITY EXAM SEM II
STUDENT COUNCIL PROGRAMMES	ESSAY	BRAINSTORMING	UNIVERSITY EXAMINATION SEM II
CCA	STUDENT COUNCIL PROGRAMME	CLASS TESTS	CCA
INTERNSHIP	MENTOR GROUP MEETINGS	CCA	SUBMISSION OF PRACTICUM
ORIENTATION TO SHADOWING	CCA	MENTOR GROUP MEETINGS	PENDING LESSONS OF INTERNSHIP
ORIENTATION TO OBSERVATION OF SCHOOL ACTIVITIES	GROUP WORK	DEMONSTRATION LESSONS	
OBSERVATION LESSONS GIVEN BY PEERS	COMMUNITY WORK	PRELIMINARY EXAMINATION SEM II	
PICNIC	TUTORIALS	GROUP WORK	

ACADEMIC CALENDAR 2021-2022 S.Y.B.Ed. Semester III

NOVEMBER	DECEMBER	JANUARY	FEBRUARY
Yoga	Theory	Theory Lectures	Theory Lectures
Lesson Planning	Essay	Guidance	Guidance
Microteaching	Unit Test Orientation	Internship	Internship
Demonstration Lessons	Internship	Orientation To Theme Based Teaching And Coteaching	Mentor Group Meetings
Theory	Demonstration Lessons	Student Council Programme	CCA
Workshop	Mentor Group Meetings	Mentor Group Meetings	Student Council Programme
Content Enrichment	Maintaining Reflective Journals Orientation	Group Work	Group Work
	Workshop On Innovative Strategies Such As Cam, Games	Workshops	ESSAY TEST
	Literacy Awareness Programme	Orientation To Observation Of School Records	Workshops
	CCA	Essay	Educational Visit
	Student Council Programme & Sport Meet Planning		RETEST: ESSAY & CLASS TEST
	Group Work		REMEDIAL TEACHING
			PENDING LESSONS OF INTERNSHIP

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**NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION
KANDIVALI EAST, MUMBAI
ACADEMIC CALENDAR
2021-2023**

ACADEMIC YEAR: 2021-22 F.Y.B.Ed SEMESTER I			
MARCH	APRIL	MAY	JUNE
ADMISSIONS THROUGH CENTRALISED ADMISSION PROCESS OF GOVERNMENT OF	WORKSHOPS	COMPUTER CLASSES	CCA
ORIENTATION TO B.ED COURSE	THEORY LECTURES	THEORY LECTURES	RETEST: ESSAY & CLASS TEST
COMPUTER CLASSES	ESSAY	ESSAY	REMEDIAL TEACHING
	COMMUNITY WORK	TUTORIALS	SUBMISSION OF PRACTICUM
	BOOK REVIEW ORIENTATION	BRAINSTORMING	PREPARATION FOR UNIVERSITY EXAM SEM I
	MENTOR GROUP MEETINGS	CLASS TESTS	UNIVERSITY EXAMINATION SEM I
	STUDENT COUNCIL PROGRAMME	BOOK REVIEW ASSIGNMENT	
	GROUP WORK	MENTOR GROUP MEETINGS	
	STUDENT COUNCIL ELECTIONS & PROGRAMMES	DEMONSTRATION LESSONS	
	CCA	PRELIMINARY EXAMINATION SEM I	
		GROUP WORK & CCA	

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ACADEMIC CALENDAR 2021-2022 S.Y.B.Ed. Semester IV

MARCH	APRIL	MAY	JUNE
Theory Lectures	University Examination Sem III	THEORY LECTURES	RETEST: ESSAY & CLASS TEST
	Orientation To Co Teaching With Peers	Action Research Guidance	REMEDIAL TEACHING
Internship	Orientation To Developing Learning Resources	Ability Course	Preliminary Examination Sem IV
Mentor Group Meetings	Orientation To School Based Action Research	Audit Course	Submission Of Practicum
CCA	Orientation To Reflective Journal	Class Test	Brainstorming
Class Test	Lesson Planning For Second Method	Brain Storming	Tutorials
Brainstorming	Content Enrichment For Second Method	CCA	Farewell & Annual Day
Preliminary Examination Sem III	Mentor Orientation To Sem Iv Courses	Community Work Activity	
Mentor Group Meetings	Workshop On Preparing Effective CV & Appearing For The Interviews	PENDING LESSONS OF INTERNSHIP	
Submission Of Practicum	Student Council meeting		
Preparation For Examination Sem III	Internship		

NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION
KANDIVALI EAST, MUMBAI

Schedule for Practice Teaching Lesson Supervision

Semester: II A.Y. 20__ - 20__

Name of Internship School: _____

Date: _____

Sr. No.	Period	Time	Name of the student	Roll No.	Std.	Subject	Lesson	Marks
1	1	Morning/Afternoon	F.Y.B.ed.	A/B Batch	V to XII	All subjects	1 to 5	Out of 10
2	2	Morning/Afternoon	F.Y.B.ed.	A/B Batch	V to XII	All subjects	1 to 5	Out of 10
3	3	Morning/Afternoon	F.Y.B.ed.	A/B Batch	V to XII	All subjects	1 to 5	Out of 10
4	4	Morning/Afternoon	F.Y.B.ed.	A/B Batch	V to XII	All subjects	1 to 5	Out of 10
5	5	Morning/Afternoon	F.Y.B.ed.	A/B Batch	V to XII	All subjects	1 to 5	Out of 10
6	6	Morning/Afternoon	F.Y.B.ed.	A/B Batch	V to XII	All subjects	1 to 5	Out of 10
7	7	Morning/Afternoon	F.Y.B.ed.	A/B Batch	V to XII	All subjects	1 to 5	Out of 10
8	8	Morning/Afternoon	F.Y.B.ed.	A/B Batch	V to XII	All subjects	1 to 5	Out of 10

Name of Asst. Prof.: _____

Signature: _____

NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION
KANDIVALI EAST, MUMBAI

Schedule for Practice Teaching Lesson Supervision

Semester: III A.Y. 20__ - 20__

Name of Internship School: _____

Date: _____

Sr. No.	Period	Time	Name of the student	Roll No.	Std.	Subject	Lesson	Marks
1	1	Morning/Afternoon	S.Y.B.ed.	A/B Batch	V to XII	All subjects	1 to 5	Out of 10
2	2	Morning/Afternoon	S.Y.B.ed	A/B Batch	V to XII	All subjects	1 to 5	Out of 10
3	3	Morning/Afternoon	S.Y.B.ed	A/B Batch	V to XII	All subjects	1 to 5	Out of 10
4	4	Morning/Afternoon	S.Y.B.ed	A/B Batch	V to XII	All subjects	1 to 5	Out of 10
5	5	Morning/Afternoon	S.Y.B.ed	A/B Batch	V to XII	All subjects	1 to 5	Out of 10
6	6	Morning/Afternoon	S.Y.B.ed	A/B Batch	V to XII	All subjects	1 to 5	Out of 10
7	7	Morning/Afternoon	S.Y.B.ed	A/B Batch	V to XII	All subjects	1 to 5	Out of 10
8	8	Morning/Afternoon	S.Y.B.ed	A/B Batch	V to XII	All subjects	1 to 5	Out of 10

Name of Asst. Prof.: _____

Signature: _____

**FLYERS OF STUDENT DEVELOPMENT PROGRAMME/FACULTY
DEVELOPMENT PROGRAMME**

Nirmala

Shri L.P.Rav

Th

Date: 04/12/202

Timing: 11:00 a

Venue: Mini Au



Mrs. Payal Batavia
Assistant professor
Thakur Shyamnarayan
of education and res
Mumbai

Date	
09/08/2019	Contin Assess
	Intern Exam
	Psycho
	Open c

**IQAC of Nirmala Memorial Foundation College of Education
Kandivali East, Mumbai
In collaboration with
KES Shroff college, Mumbai
Under MOU organizes
*Seminar***

THEME: Creating an inclusive school

Date: 05/04/2022 to 06/04/2022

Timing: 11:00 am to 1:00 pm on scheduled days

Venue: Mini Auditorium (Room no 706)

Resource person



Dr. Sushmita Patro, I/C Principal
Oriental College of Education,
Mumbai



Ms. Anjana Tawani, Assistant
professor
Pal Rajendra B.Ed. College, Mumbai

<i>Date</i>	<i>Topic</i>	<i>Time</i>	<i>Resource Person</i>
05/04/2022	Understanding Inclusion	11:00 am to 12:00 pm	Dr. Sushmita Patro
	Nurturing Inclusion	12:00 pm to 1:00 pm	Ms. Anjana Tawani
BREAK			
06/04/2022	National Policies Promoting Inclusion	11:00 am to 12:00 pm	Dr. Sushmita Patro
	International Policies Promoting Inclusion	12:00 pm to 1:00 pm	Ms. Anjana Tawani

**IQAC of Nirmala Memorial Foundation College of Education
Kandivali East, Mumbai
In collaboration with
KES Shroff college, Mumbai
Under MOU organizes
Student exchange programme**

THEME: ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT

Date: 10/01/2022 to 14/01/2022

Timing: 11:30 am to 1:30 pm on scheduled days

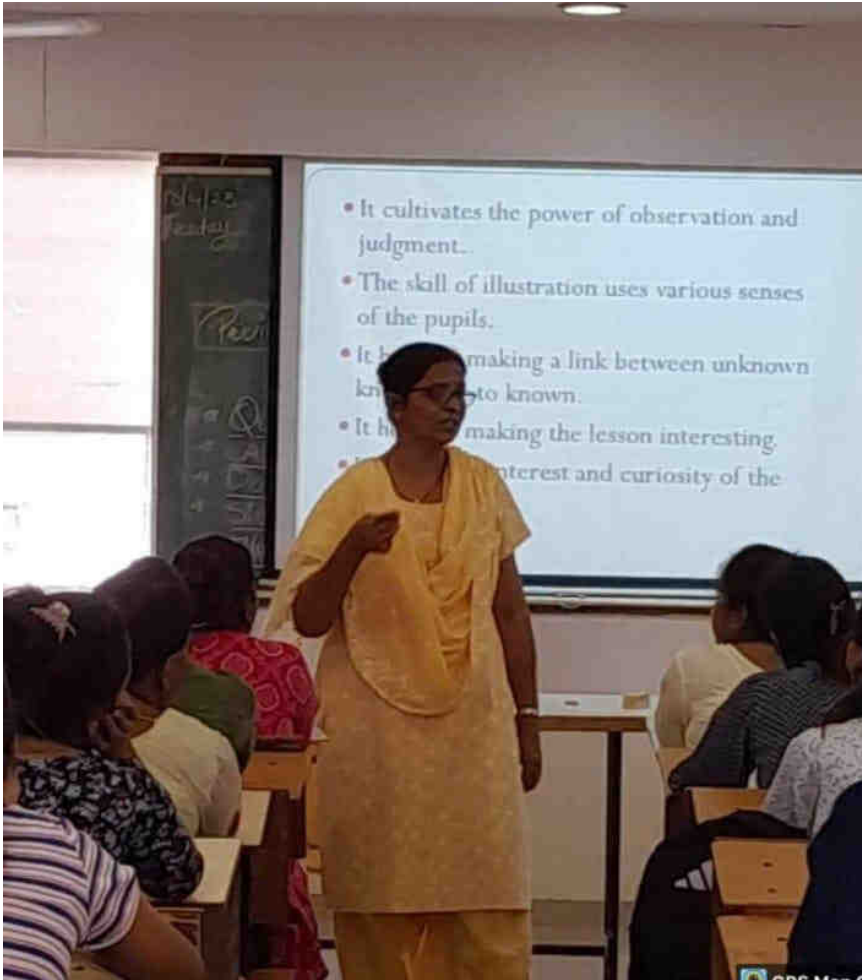
Mode: Online

Date	Topic	Time	Resource Person
10/01/2022	Sustainable Development: Meaning, Need, Guiding Principles.	11:30 am to 1:30 pm	Ms. Sweety Singh Asst. Prof. NMFCE
11/01/2022	Sustainable Environmental Practices: Rainwater Harvesting, Mangrove Management, Solid Waste Management	11:30 am to 1:30 pm	Ms. Usha Iyer Asst. Prof. NMFCE
12/01/2022	Indigenous Technical Knowledge as a Sustainable practice	11:30 am to 1:30 pm	Ms. Navita Sood Asst. Prof. NMFCE
13/01/2022	Environmental Initiatives: Movements and Projects	11:30 am to 1:30 pm	Ms. Damanjit Rihal Asst. Prof. NMFCE
14/01/2022	Laws of Conservation & Protection of Environment	11:30 am to 1:30 pm	Ms. Nitisha Jha Asst. Prof. NMFCE

Organising committee

Ms. Shubhangi Kore
Assistant Professor
Dr. Rupali Wadkar
Assistant Professor

Convenor
Ms. Nitisha Jha
I/C Principal



TEACHING PLAN OF TEACHERS


- The college follows weekly planning for lectures by the teachers throughout the year for effective curriculum delivery.

Shubhangi masam

Ms. Shubhangi Kone,
Asst. Prof., NMFC.

Programme of Work from 4/4/2022 to 9/4/2022
N.B. This programme should be framed for the week from
Monday to Saturday

Subject		Portions proposed to be taught	Portions actually done	Subject	Portions proposed to be taught	Portions actually done	
SEM-I IC-I GSS SEM-4 CC-5, EC-4 Internship		Orientation OF Peer Observation UTS. Act. 1	Orl. OF Peer Obs. UTS. Act. 1	IC-1 : GSS Gender, School & Society	UNIT 5A: GSS PDT A- 1994 SEM-4 Internship L.O.	Unit 5a: Prenatal Diagnosis Act - 1994 SEM-4 Internship L.O.	
Day & Date		1st	2nd	3rd	4th	5th	Remarks
4/4/2022 Monday	Subject portion	UTS. Act. 1 Preparation	Preparation OF PPT & Notes	IC 1 GSS	Orientation PEER lesson observation	AB Und. The Self Activity - 1	
5/4/2022 Tuesday	Subject portion	Lesson observation	Lesson observation	Lesson observation	Lesson observation	Lesson observation	
6/4/2022 Wednesday	Subject portion	Lesson observation	Lesson observation	Lesson observation	Lesson observation	Lesson observation	
7/4/2022 Thursday	Subject portion	Preparation for Workshop	Preparation for Lecture	IC 1 GSS	Workshop on Mental Health	Workshop on Mental Health	
8/4/2022 Friday	Subject portion	Lesson observation	Lesson observation	Lesson observation	Lesson observation	Lesson observation	
9/4/2022 Saturday	Subject portion	STAFF MEETING	STAFF MEETING	Essay Test CC-1 (C&G VP)	CLASS TEST CC-1 (C&G VP)	CLASS TEST CC-1 (C&G VP)	



VC PRINCIPAL
NIRMALA MEMORIAL FOUNDATION
COLLEGE OF EDUCATION
KANDIVALI (EAST), MUMBAI-400 101

TEACHING PLAN OF F.Y. B.ED.

B.Ed Teaching Plan (2021- 2022)

F.Y.B.Ed. Sem I					
	Theory			Practical	
Course / Month	CC1 - Childhood and Growing Up	CC2- Knowledge and Curriculum	IC1 - Gender, School, and Society	Ab1- Critical Understanding of ICT	PC1 – Project-Based Course
February 2022	Unit 1,	Unit 1	Unit 1	ICT Activity no 1	CCA - Activity no 1
March 2022	Unit 2, 4	Unit 2, 3	Unit 2, 3	ICT Activity no 2	CCA Activity no 2 & 1 week of Community work
April 2022	Unit 3, 5	Unit 4, 5	Unit 4, 5	ICT Activity no 3	CCA - Activity no 3
May 2022	Unit 6	Unit 6	Unit 6	ICT Activity no 4	Understanding the Self Activityno 1
June 2022	Revision	Revision	Revision		
F.Y.B.Ed Sem II					
	Theory			Practical	
	CC3 - Learning and Teaching	EC1 - Pedagogy of School Subject 1	IC2 - Educational Management	Project-Based Course (PC2)	
July 2022	Unit 1	Unit 1	Unit 1	Micro skills Practice	
August 2022	Unit 2	Unit 2	Unit 2	Internship of 3 Weeks Practice Teaching lessons Observation & Guidance	
September 2022	Unit 3, 4	Unit 3, 4	Unit 3, 4		
October 2022	Unit 5 & 6	Unit 5 & 6	Unit 5 & 6	Understanding the Self Activity no 2	

November, 2022	Revision	Revision	Revision	
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TEACHING PLAN OF S.Y. B.ED.

B.Ed Teaching Plan (2021- 2022)

SY.B.Ed. Sem III					
	Theory			Practical	
Course/ Month	CC4 - Learning and Teaching	EC2 Pedagogy of School Subject 2	IC3 - Language across Curriculum	Project-Based Course (PC3)	
November 2022	Unit 1	Unit 1	Unit 1	Internship of 11 weeks And Administration of Unit test & analysis of results	
December 2022	Unit 2, 3	Unit 2, 3	Unit 2, 3		
January 2022	Unit 4 & 5	Unit 4 & 5	Unit 4 & 5		
February 2022	Unit 6	Unit 6	Unit 6		
SY.B.Ed. Sem IV					
	Theory			Practical	
	CC5 - Contemporary India and Education	EC3 - Environment Education/ Guidance and Counselling	IC4 Creating an Inclusive School	AB2 Reading and reflecting on text	Project-Based Course PC4
February 2022	Unit 1, 2	Unit 1,	Unit 1	Activity no 1	Internship + Community work 5 weeks & Action Research
March 2022	Unit 3,	Unit 2, 3	Unit 2, 3	Activity no 2	
April 2022	Unit 4, 5	Unit 4, 5	Unit 4, 5	Activity no 3 & 4	Action Research Data Analysis
May 2022	Unit 6	Unit 6	Unit 6		

TERM WORK

B.Ed. CURRICULUM FRAMEWORK

Courses	Credits	External Marks	Internal Marks	Total Marks
Semester1				
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)

Unit 6: Self and Emotions

- a) Formation of self (Self-concept, self-esteem, Self-efficacy)
- b) Emotions: Goleman's Theory of Emotional Intelligence
- c) Identity crisis- Marcian Theory

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

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

Any two of the following tasks:

a) Task (any one)

- Case study of any school which has a positive impact on the overall growth and development of its students
- Observe an adolescent and conduct a case study on his overall development
- Present the biography of any one Psychologists using creative techniques

b) Psychological Tests (any one)

- Emotional Intelligence test
- Test on Self- Esteem
- Test on Self Efficacy

**Nirmala Memorial Foundation College of
Education**

Kandivali East, Mumbai

B.Ed. 2020-2022

Semester IV

Subject- Contemporary India and Education

Guided by: Ms. Usha Iyer

Ms . Shubhangi Kore

Assistant Professor

NMFCE

Submitted by: Ms. Rakhi Kansara

Roll no. A-37



Assignment

NO-1

Acknowledgement

I would like to show my deepest gratitude to my guide ***Ms. Usha Iyer and Ms. Shubhangi Kore*** for their valuable guidance and timely advice that has led to the completion of the project.

I am grateful to all the teachers of Nirmala Memorial Foundation College of Education for being patient and cooperative.

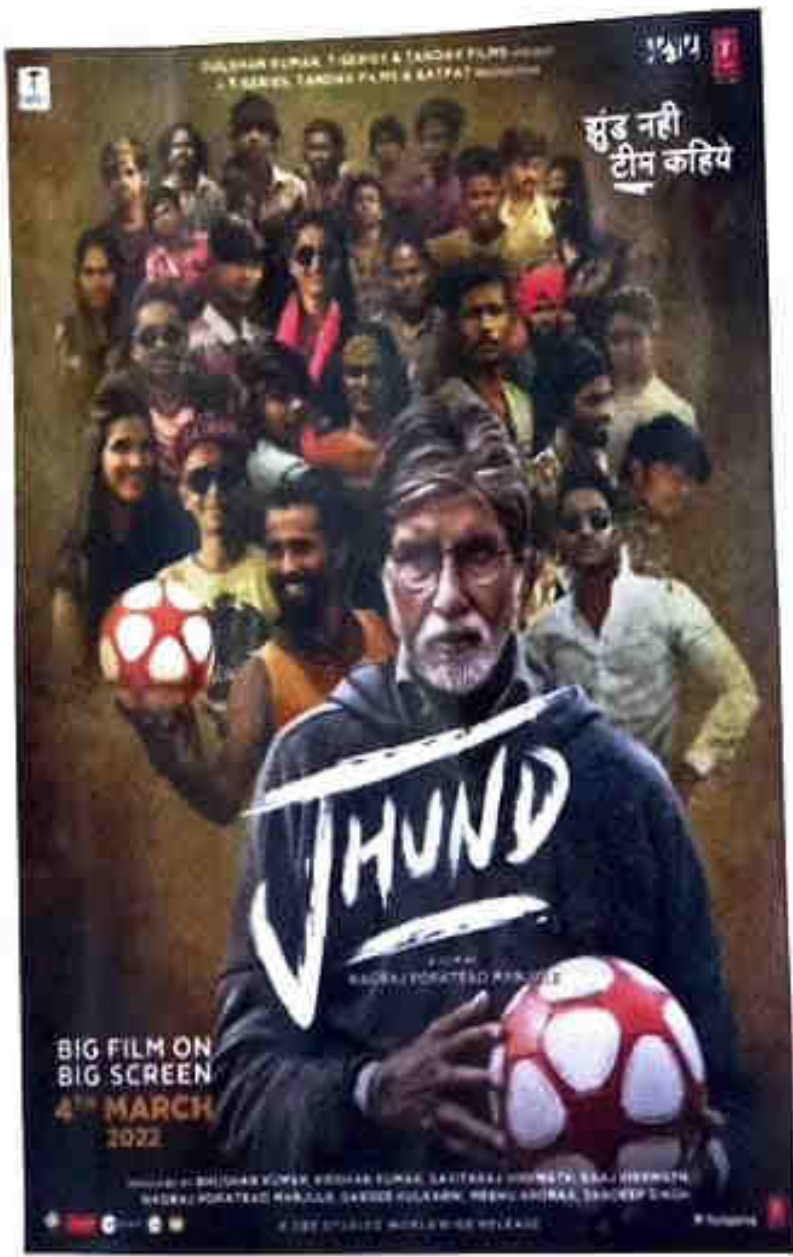
I would also like to expand our deepest gratitude to all those who have directly and indirectly guided me in this project.

Above all I would like to thank God for his blessings that have helped me in the successful completion of this project.

Date: 01st April, 2022

Name and signature of the student

Rakhi Kansara



SHUBHAM KUMAR, VISHAKH KUMAR, SACHIN KUMAR, SAJAL KISHORE, NADKARNI, KARTIK, HARSH, GANESH KULSHAR, MEHUL ANIRAM, SANDHEEP DINGRA

शुभ

सुंड नहीं
टीम कहिये

JHUND
A FILM BY
NADKARNI, KARTIK, HARSH, GANESH KULSHAR, MEHUL ANIRAM, SANDHEEP DINGRA

BIG FILM ON
BIG SCREEN
4TH MARCH
2022

PRODUCED BY SHUBHAM KUMAR, VISHAKH KUMAR, SACHIN KUMAR, SAJAL KISHORE, NADKARNI, KARTIK, HARSH, GANESH KULSHAR, MEHUL ANIRAM, SANDHEEP DINGRA

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Critical Analysis of an Educational film...

Introduction

Critical analysis of a film.

What is critical analysis of a film?

Analyzing film like analyzing literature (fiction texts, etc) is a form of rhetorical analysis. Critically analyzing and evaluating discourse including words, phrases and images.

Having a clear argument and supporting evidence in every bit as critical to film analysis as to other forms of academic writing.

How do you write critical analysis of a movie.

- ① Create an outline.
- ② Introduction.

What is film review?

Film reviews are written for the general public by usually journalists or other non-academics and appear in newspapers, magazines or online around the time the film is released in theatres.

Their purpose is to describe the plot, characters, director, etc in order to help determine whether or not a film should be watched?



What are educational films? OR which films are educational?

An educational film is a film or movie whose primary purpose is to educate. Educational films have been used in classrooms as an alternative to other teaching methods.

Such films spread education and awareness. Films teach the students how to express themselves. They become a source of education. Films depict actors playing certain roles. Students can also be shown documentaries in which people have unique skill sets demonstrate them to the audience.

Formal Analysis in film

- It is a form of film criticism that is concerned with the technical, visual and auditory elements that comprises films.

How does a teacher analyse a film. & why?
Collect notes about the plot, symbolism, questions you have about historical accuracy, the score or other musical contributions, images, topics that capture your attention.

After viewing the film, conduct research to answer the questions you have developed and begin writing your review.

Release date - 4th March, 2022

Director - Nagraj Manjule

Box office - ₹13.51 crore

Budget - ₹2 crore

THUND

Amitabh Bachchan drops his mannerisms and baritone to play a determined football coach who uses the beautiful game to change the lives of the slum boys.

Elements of the film

Characters

- ① Amitabh Bachchan - Vijay Borade
- ② Ankush Gedam - Son (Ankush Gedam)
- ③ Akash ~~Thosar~~ Thosar - Sambhya
- ④ Rinku Rajguru - Monica
- ⑤ Nagraj Manjule - Hitlerbhai
- ⑥ Ricky Kadian - Vijay Bhorase
- ⑦ Sayli Patil - Bhavna
- ⑧ ~~Go~~



- ⑧ Ganesh Deshmukh.
- ⑨ Arjun Radhakrishnan - Arjun Borade.
- ⑩ Tanaji Galgunde - Saajan.
- ⑪ Kishor Kadam
- ⑫ Bharat Ganeshpure - local MLA.

PLOT

Director Manjule was inspired by the exploits of Vijay Borade, who two decades ago founded the slum soccer tournament in Nagpur with an aim towards rehabilitating slum children.

Vijay Borade (Amitabh) teaches in St. John's college in Nagpur. The educational institute is situated next to a vast slum. One day, Vijay spots some slum youngsters Ankush 'Dona', Babu Angel, Vishakha, Yogesh, Lazliya, etc playing football using a plastic can during the rains. He comes to the conclusion that the young people living in the slum have taken to a life of drugs and crime because they don't have any other source to channelize their energies.

He provides them with a football and asks them to play daily against the allowance of 500 rupees. Initially they ~~don't~~ do it for money, but later they get hooked on the game and start playing for fun. He forms a slum football team and leads them to a victory against the football team of his colleg.

later, he goes on ^{to} ~~an~~ ~~organized~~ organize a national slum football tournament in Nagpur. Towards the end, we get to know that he's invited to form a team and enter India into an International slum football tournament.

Director Manjule was inspired by the exploits of Vijay Borade, who two decades ago founded the slum soccer tournament in Nagpur with an aim towards rehabilitating slum children. His work gained nationwide importance.

conflicts:

A social worker of Nagpur who is a retired Professor who tries to uplift the children and young adults of a slum area. He had to struggle a lot for making the children ready as well as getting permission for the matches & tournament. With 'Thud' Manjule has created a reflexive mirror for the dominant Savarna. It focuses on victimisation of



Dalit testimonial. Manyula also confronts caste. Among other forms of social injustice and discrimination and hierarchies with an anti-caste lens and aesthetics.

Resolution.

Awesome and positive reviews from critics are a boon for the movie. Critics have showered their positive reviews by ~~give~~ praising the performances of the entire cast. First half, human social message and visuals ^{were appreciated} while they criticized the pace in the latter half. Thund takes Nagraj's gist to talk about the marginalised a step ahead. Set in Nagpur, he creates a world, rather reflects on that stands in the middle of duplexes.

Cinematography

These are the moments when you feel the story has digressed a lot. And then soon enough another gripping scene attracts you. It is the camera work all throughout which grabs everyone's attention. It is creating magic which pleases the people. The cinematographer Sudhakar Reddy has captured the close-up images of ~~star~~ kids which evokes an

unmatched emotion. The happy hormone rushes during the football matches.

Scenes

The heart touching and emotional scene is telecasted just before the interval makes the ~~travellers~~ ~~super active~~ public realize the hardships and problems faced by the marginalized people.

Visuals Design

The visuals are fantastic and creative which forces you to be hooked throughout and do ~~not~~ divert the minds.

Drones have taken extra-ordinary views. An airplane flying over the slum & the wall that reads something to the effect of climbing and trespassing from the wall. is strictly prohibited hits you hard as the camera has skillfully shown you to divide usually so far.

Literary Design

Nagraj Manjule displays a stellar filmmaking & his knack for framing scenes such a way that they speak language of anticaste ideology. Bollywood cinema has witnessed celebration of



बहुत बड़ी
टीम होती है

IN CINEMAS
4th MARCH
2022

JHUND
A FILM BY
ANURAG KASHYAP

STORY BY ANURAG KASHYAP, SCREENPLAY BY ANURAG KASHYAP & ANITA DASH, DIRECTED BY ANURAG KASHYAP
CASTING BY ANITA DASH, COSTUME DESIGNER ANITA DASH, MUSIC BY ANITA DASH

Bhim Jayanti for first time. We saw to see the waving of the Panchasheel flag, chanting of Jai Bhim & the Bollywood veteran ^{actor} Amitabh Bachchan standing with folded hands & paying homage towards Shivaji, Shahu, Jyotiba and Dr Babasaheb Ambedkar's portraits. It also provides intersectional & feminist perspectives through the story of a young Muslim woman who has a wife, a mother and who loves to playball.

Dialogues

Outstanding dialogue writing like "Jaram se to apardhi nahi hota" (No one is born as criminal) or "Ye bachhe jeene ke liye sangharsh kar rahe hain." (These child are struggling to live their life.)

This gives a distinctive voice and aesthetic feeling to the film. In a court scene, Amitabh says "Ye Samaj ke Bahiskrut log hai, sap kehte hain yeh jhund hai. Main kehta hoon ke yeh hamari National football team hai"

(You feel these are the marginalized people but I say that they are our national football team.)

This dialogue should open the eyes of the people who does discrimination.

Suitability of the film title.

Thund is a meaningful movie which elucidated the face of Bahiskrit Bharat (Ostracised India). On 3rd April 1927, Dr. B.R. Ambedkar launched Bahiskrit Bharat which is a challenge to the Brahminism where he focused on issue of liberation of marginalized people. It gives the testimony to his deep commitment to the cause. Thund has the same commitment and asks questions in a different way.

Thus, the title is well suitable for the message which this movie has to provide the society.

Thund Nahi

Team Kahiye



सुन नहीं
दीस कहिये

JHUND

COMING TO SCREEN
ON MARCH 20 22

Critical Analysis of the Film

JHUND.

Jhund meaning 'herd' is about a group of slum dwellers who find a coach in an almost-retired college professor vijay (Amitabh Bachchan)

He equips them and introduces them to soccer. This movie isn't just a sports drama, but the filmmakers are also talking about various other issues and giving them a voice to get uplifted.

Jhund talks about the marginalized people. writer Nagraj creates a world in the middle of duplexes, a college and its manicured football ground. But no one feels its existence.

It is a slum right in the centre & also has a ground by used by privileged to throw garbage.

The children are surrounded by filth, practically and metaphorically are practicing all sorts of evils for their age. Childhood is a myth and a hope for the better life is a dream. Their hardships and struggle has given rise to thieves, robber and potential killers.

Vijay finds them, guides them, trains them and polishes them to play.

Looking at sports aspect of the movie, the best thing is the blueprint, which focuses on the process to reach the ground than final match.

For the kids who thought that they would die consuming whiter, the fact that they would fly to a foreign country to play at World cup is in itself a victory.

A father and a daughter running from door to door to make ~~sig sig~~ single identity document or when a muslim lady fights for his dignity & uses triple talaq to make the husband realize his mistakes.

There is a man who wipes his hand clean after shaking hands with 7 boys from slum.
Special mention of the football match that is played in the first half.

This is a film that wants the attention & once it has it, there is no change of looking back.

Amitabh Bachchan is outstanding as usual
Vijay Manjule's work is inspiring & superb.



Educational Implications .

- ① The film "Thund" has received positive reviews from the critics & the audiences directed by Nagraj Manjule, based on the Nagpur based renowned football & coach vijay Borade's life and how he reportedly made slum children star footballers of today .
- ② This movie has a great impact on the society & has played a significant role and impact on educational importance .
- ③ The movie makes us realize how sport can change one's life and all human beings are born with some talent or the other .
- ④ It has also thrown light on the marginalized group in our society and has created a sense of equality and social justice .
- ⑤ As a student we are so privileged to enjoy all the facilities available to us in school & colleges and on the other hand this movie has made us realize the condition of the other section of the society dwelling in slum areas .

Let's
Recommend.....

- ⑥ It is important to get educated on the right time and right age so as to sustain in the society, as education makes our life meaningful.
- ⑦ This movie shows that along with education one's talent also matters to survive one's own livelihood.

Recommendations

Nagraj Manjule has taken a documentary like approach. He has made sure that the film entertains as well as creates awareness and educates.

The film is highly recommended to watch on a big screen. Amazing cinematography by Sudhakar Reddy adds to the film allure / glamour.

This is technically sound film with its heart in the right place and turns with fine performances.

This movie has a couple of portions that stays with you for long and hits you hard. It has scenes which are beautifully written, shot, & narrated.

It is a must watch and inspiring movie.



Suggestions

The storytelling could have been light & a little more subtle and Vijay's character could have been a little more layered.

Few superhit, sporty and motivating songs are a must.

Overall, the movie was well versed and nicely casted.

This film is a much needed effort to counteract the filth that is fed to them by the 'main stream' Indian Entertainment industry.

Conclusion

- The movie has a significant effect on the society and specially young pupils.

- Young pupils follow the roles played by the characters in the movie & they also dreams to be like that. The movie is acting as a mirror to the society.

- It reflects the behavior, attitude of variety of peoples belongs to various caste, sex, religion, etc.

- It also helps to shape the behavior, attitude of people.

- The movie has a great impact on the thoughts of young minds. Therefore, as a teacher we should carefully select the education film for all our learners.



Let's Reflect

Reflection.

It was after 2 years that I got the opportunity to watch a movie. The clarity & sound system for the movie was up to mark. Had a wonderful experience to watch such a motivational movie along with friends and teachers.

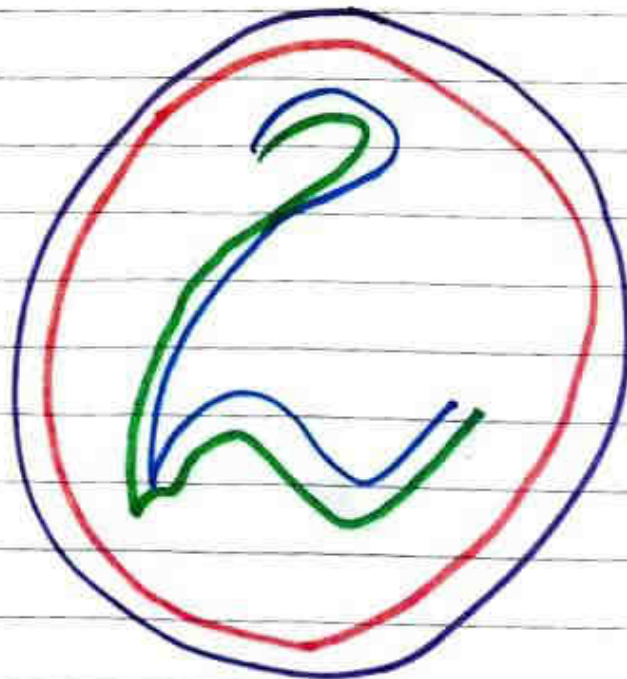
The hardships of marginalized people have opened the eyes of ~~the~~ all of us and we can feel the humility and struggles which they are facing on every basis.

While writing the assignment I experienced that initially I hardly had any knowledge related to film reviews, but now each & every ~~step~~ aspect of film review is very clear.

From the bottom of my heart, I am very thankful for the overwhelming support and initiative ^{taken by teachers} to plan a wonderful movie for us.

ASSIGNMENT II

NO



Introduction

Purpose or Objectives of Assignment.

Marginalization - Meaning & Definition

Marginalized / Deprived groups
Meaning & Definition and Examples.

Educational challenges of marginalized / Deprived groups.

Role of Education to facilitate the challenges of marginalized / Deprived groups

Reflection

References.

Report on Educational Challenges of Deprived / Marginalized group of children.

Introduction

It is widely acknowledged that education has an important role to achieve a greater degree of social justice. The educational institutions are expected to equip children to the best of their ability for securing a meaningful place in society and thus fostering a process of developing an egalitarian society.

However, a large number of people children are still excluded from the educational system and hence cannot participate meaningfully in the economic, social, political and cultural life of their communities.



Objectives



Purpose / Objectives of Assignment

To understand the concept of Marginalization as it exist in the society.

To understand the concept of Marginalised / deprived groups as it exist in society.

To understand the inequalities in Indian society and marginalisation of weaker sections.

To recognize and understand the educational challenges of marginalized / deprived group of children.

To understand the role of education for addressing the needs and challenges of marginalised deprived group of child.



Some Examples of Marginalized groups

GLBT

Senior Citizens

Military Combat Veterans

Racial/Cultural minorities

Persons of below average intelligence

Hearing, visually & physically challenged persons

Persons with a serious & persistent mental illness (SPMI)

Persons with cognitive impairments

Marginalisation - Meaning & Definition:

Marginalized people might be socially, legally, economically, politically ignored ~~and~~ excluded or neglected and therefore very vulnerable.

Marginality is demeriting, for economic well being, for human dignity, as well as for physical security.

Meaning

Marginalization / Deprived is generally described as the overt ~~action~~ actions or tendencies of human societies, where people who they perceive to be undesirable or without useful function are excluded, i.e. marginalised.

The people who are deprived / marginalized are outside the existing systems of protection & integration. This limits their opportunities and means for survival.

Definition

The act of placing a person or thing in a position of lesser importance, influence or power, the state of being placed in such a position is known as marginalization.

Eg:- The social marginalization of overweight adolescents may further reduce their self-esteem & increase depression. ~~some exa:~~



Marginalized / Deprived groups Meaning & definition and examples

Marginalized populations are groups and communities that experience discrimination and exclusion (social, political and economic) because of unequal power relationships across, economic, political, social and cultural dimensions.

Meaning

The concept of deprived / marginalized groups is generally used to analyse socio-economic, political and cultural spheres where disadvantaged people struggle to gain access to resources and full participation in social life.

In other words, marginalized people might be socially, economically, politically and legally ignored, excluded or neglected and hence, ~~with~~ vulnerable.

Marginality is demeaning, for economic well being, for human dignity as well as physical security.

Marginalization occurs at various levels, i.e., at international, national, regional, groups etc.

- ① women:
 - excluded from certain jobs, occupations
 - always marginalized related to men.

- ② People with disability
 - biased assumptions
 - harmful stereotypes
 - ~~irrational~~ irrational fears
 - social and economic marginalization

- ③ Ethnic Minority
 - marginalized people of same race/nationality
 - social status, education, employment, wealth and political power

- ④ caste
 - strict hierarchical social system
 - Brahmins → top
 - Shudras or Dalits → bottom
 - violating basic human rights

- ⑤ Tribes
 - marginalized across nations
 - Australian, Aborigines, European tribes, Indian tribes
 - Indian tribes - Scheduled tribes (84.3 million)
 - socially & economic marginalization

Educational Challenges of Marginalised / Deprived Groups

India contributes to 20% of the world's out of school children.

A large number of children with disabilities live in families with income below the poverty level.

Disability causes poverty and poverty causes disability.



Simultaneous deprivation is a syndrome that sets up barriers to the participation of persons with disabilities.

Attitudes of the non disabled are proving to be a major barrier in the social integration of persons with disabilities.

The more severe and visible the deformity is the greater the fear of contagion.

Educational Challenges

Dissemination
and
public
education

Challenge of
providing
adequate
levels of
training to
key
stakeholders

Inadequate
resources

Education of the
Marginalized Deprived/
Marginalized groups
in the Indian
context



Role of Education to facilitate the challenges of Marginalized / Deprived groups.

(How curriculum, textbook, teachers, learning experiences, activities, teaching methodologies, etc will help to deprived children to face educational challenges)

Efforts have been made to reach education to all. However, there is wastage and stagnation in education.

There are economic, social and educational causes that hinder the education of children coming from lower strata of society.

Incentives to families to send their children regularly to school till they reach the age of 14.

Prerequisite scholarships for all children regardless of incomes. Constant micro planning and verification to ensure enrolment, retention & successful completion of courses.

Remedial measures to better their chances for further education & employment.

Recruitment of teachers from scheduled castes.



- Provision of hostel facilities

- Location of school buildings, balwadis and adult education centres to facilitate participation especially in rural areas, hill and desert, districts or remote and inaccessible areas.

- Priority given to opening schools in tribal areas with the help of tribal welfare schemes.

- Developing curricula & instructional materials in tribal languages with facility to switch to regional language.

- Teacher training to tribal youth with assured employment.

- Residential schools including ashram schools, anganwadis, non-formal and adult education centres to open on priority basis.

- Incentive schemes, scholarships for higher education with emphasis on technical, professional and para-professional courses.

- Remedial programmes to help overcome psycho social impediments.

Conclusion

Marginalized groups ~~to~~ suffers from discrimination and subordination. They have physical or cultural traits that set them apart.

Marginalized people share a sense of collective identity and common burdens. We should sensitize the society towards the impact of stratification. Human values must be instilled to create egalitarian minds.

Education nurtures critical thinking, decision making and such vital life skills that will help to fight the ill-effects of stratification.

Non-discrimination and equality are key human rights. National laws can prohibit discrimination and create equity.

Marginalization deprives a large majority of people across the globe from participating in the development.



MARGINALIZATION AND
THE ROLE OF HUMAN RIGHT
BY
OKEKE CHIZOBA GIDEON

Reflection

I believe that marginalized people should be ^{treated} equally and given immense opportunities.

^ We need to empower them. We must create awareness about various schemes that ~~will~~ will help the marginalized people.

One finds several provisions made for the marginalized. These schemes and programs aim at uplifting the marginalized and improving their condition so that they are able to integrate with the mainstream of society.

While working the assignment I could understand in detail the struggles and hardships of the marginalized people as well as various measures and steps which will change the scenario.

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INTERNAL EXAMINATION SCHEDULE

**NIRMALA MEMORIAL FOUNDATION
COLLEGE OF EDUCATION
KANDIVALI EAST, MUMBAI
ESSAY TEST & CLASS TEST**

This is to inform all S.Y.B.Ed 2021-23 Batch (SEM -IV) students to kindly read the following questions, portion and timetable for Essay and Class test carefully.

Important Note:

- Students are expected to prepare all 3 questions thoroughly for Essay Tests out of which any 1 will be asked in the test.
- For Class tests the given units have to be prepared completely.
- All students are expected to be present for the test on time as it is part of University internal assessment.
- Exams will not be rescheduled for anyone as it is mandatory.
- Essay Test questions will be released on 21st April 2023 Wednesday.
- Students have to compulsorily bring both the Essay and Class Test book (Yellow Books)

**TIMETABLE
SEM-IV ESSAY TEST AND CLASS TEST**

COURSE	DATE	ESSAY TEST	CLASS TEST
		TIMING	
Contemporary India and Education (CC-5)	06/05/2023	2:30 PM to 3:00 PM	3:00 PM to 4:00 PM
Guidance and Counseling (EC-2)	10/05/2023	2:30 PM to 3:00 PM	3:00 PM to 4:00 PM
Creating an Inclusive School (IC-4)	13/05/2023	2:30 PM to 3:00 PM	3:00 PM to 4:00 PM

SYLLABUS FOR CLASS TEST AND ESSAY TEST

Course	Name of the Paper	ESSAY TEST	CLASS TEST
CC-5	Contemporary India and Education	Unit -1	Unit 3 and 4
EC-4	Guidance and Counseling	Unit -1	Unit 3 and 4
IC-4	Creating an Inclusive School	Unit-1	Unit 4 and 5