

**Maharashtra Education Society's
Humera Khan College of Education
Jogeshwari (W)**

BACHELOR OF EDUCATION (B.ED.)

Duration: With a credit-based choice system, two academic years are divided into four semesters. The B.Ed. program must be completed in two years but can be finished in a maximum of three years from the date of acceptance.

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

Eligibility: The following candidates are eligible for admission:

a) To be eligible, candidates must have obtained at least 50% in either the bachelor's degree (three-year program) in B.A. or B.Sc. or 50% (49.50-49.99%) in post-graduate studies. Candidates from the restricted categories (ST, SC, OBC, and VJNT 1, 2, and 3 must have obtained at least 45% (44.50-44.99%). For B.Com., Management, Engineering, Computer Science, Technology, Agriculture, BBI, Pharmacy, Law, Fine Arts Performing Arts, Music, Dance, and Drama with 55% marks at graduation or post-graduate will be qualified for the open category, and for the reserved category, 50%. Admission to the program is open to anybody with an equivalent qualification.

b) The laws of the Central Government or State Government, depending on which is relevant, shall govern the reservation and relaxation for SC/ ST/ OBC/ PWD and other categories.

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

PROGRAM OUTCOMES:

1. The B.Ed. program is created to help student instructors grow their attitudes, abilities, and knowledge.
2. It equips student instructors to take advantage of recently emerging opportunities in educational institutions.
3. The program teaches student teachers how to communicate with students, coworkers, parents, and the community in a professional manner by using acceptable and effective verbal, nonverbal, written, and media communication approaches.
4. It prepares future teachers to show that they are dedicated to ongoing development by working with others, engaging in reflective practice, and conducting research to improve their teaching abilities.

5. It prepares student teachers to put their understanding of fundamental content and pedagogy to use by applying their knowledge of core content and pedagogy to develop learning goals and objectives based on local curricula and state and national standards.

6. It gives student teachers the skills they need to engage in the reflective instructional cycle of planning, instruction, feedback, and assessment, integrating their understanding of content, pedagogy, the learner, and the learning environment.

7. It trains aspiring teachers to conduct themselves with professionalism, effectiveness, and integrity in their relationships with pupils, coworkers, parents, and the society.

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

CORE COURSE 1 (CC 1) CHILDHOOD AND GROWING UP

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Students get knowledge of the growth principles.
2. Students gain knowledge of the idea of growth in a pluralistic society.
3. Learners gain an understanding of how children develop in a sociocultural setting.
4. Students put their understanding of child development techniques and strategies to use.
5. Students look at several theories of child development.
6. Students examine the Problems and Consequences of Changing Family Structure and Parenting on Raising Children in Pluralism.
7. Students learn how to examine their thoughts, feelings, and emotions. 8. Students consider how to react to the world by using emotions.

CORE COURSE 2 (CC 2) KNOWLEDGE AND CURRICULUM

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Students acquire knowledge of the epistemological foundations of education.
2. Students gain knowledge of contemporary child-cantered education.
3. Students get knowledge of how culture and society influence schooling.
4. Students gain knowledge of the curriculum, its determinants, procedure, and evaluation. 5. Students look at how curriculum relates to education

6. Students develop awareness of the necessity for curricular modifications

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Students become familiar with the idea of gendered roles in society and the difficulties they present.
2. Students get a fundamental grasp of and familiarity with important terms, such as gender, gender prejudice, gender stereotypes, empowerment, gender parity, equity, and equality, as well as patriarchy and feminism, transgender identity, in addition to other terms.
3. Students comprehend how social structures (family, caste, class, religion, and area) affect inclusion and gender identity.
4. Students look at how schools, peers, teachers, curricula, textbooks, etc., may challenge gender inequality and promote gender parity.
5. Learners gain knowledge of government policies, strategies, and programs for reducing inequities, inequalities, and their inclusion in society.
6. Students critically evaluate how the media reinforces gender norms and diversity in society and the classroom.
7. Students recognize the value of NGOs and government agencies in educating the public about equality for women and men.

ABILITY COURSE 1 (AB 1) CRITICAL UNDERSTANDING OF ICT

Total Credits: 3

Total Marks: 50

Course Outcomes:

1. Students become familiar with the idea of ICT
2. Learners use ICT responsibly and ethically.
3. Students use ICT for research, administration, evaluation, and teaching.
4. Students create, create, and utilize ICT-based instructional resources.
5. Students gain knowledge of the use of Open Educational Resources and Creative Commons in the classroom.
6. Students assess ICT-based learning materials.
7. In the classroom, students use mobile learning, open learning, and social learning.

AUDIT COURSE 1 (AC 1) UNDERSTANDING THE SELF Total Credits:

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

Course Outcomes:

1. Students gain an all-encompassing, comprehensive grasp of who they are.
2. Learners recognize their potential and difficulties.
3. To practice introspection
4. Learners uphold harmony and serenity within themselves.
5. Students skilfully handle disagreement.

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

CORE COURSE 3 (CC 3) LEARNING AND TEACHING

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners gain a conceptual knowledge of learning.
2. Students research the elements that influence learning.
3. Learner's research different learning theories.
4. Throughout the learning process, learners utilize the cognitive perspectives of learning.
5. Students incorporate constructivist learning philosophies into their coursework.

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Students comprehend the fundamental ideas behind academic subjects.
2. Students comprehend the roles that various subjects have in the curriculum.
3. The significance of interdisciplinary and multidisciplinary learning is understood by the learners.
4. Learners comprehend various methods used in interdisciplinary learning
5. Learners comprehend the purpose and essence of commerce education
6. Students gain knowledge of the aims and goals of commerce instruction.
7. Learners incorporate values into the commerce instruction

8. Students make connections between commerce and other areas
9. Students apply the maxims and principles taught in commerce lessons.
10. In the teaching of commerce, students employ a variety of learning resources.
11. Students use a variety of commerce teaching techniques in the classroom.
12. Learners gain an understanding of the job, difficulties, and professional growth of a commerce teacher.
13. Students evaluate the role that individuals and institutions have played in commerce education.
14. Students stay up to date on the most recent developments in the teaching of commerce.

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Students comprehend the fundamental ideas behind academic subjects.
2. Students comprehend the roles that various subjects have in the curriculum.
3. Students learn about the purpose and basics of economics education.
4. Students gain knowledge of the goals of economics instruction.
5. When teaching economics, students incorporate values
6. Students build links between Economics and other topics.
7. Students put economics teaching's maxims and ideas into practice
8. Students in Economics classes make use of a variety of learning resources.
9. Students use the many teaching techniques used to teach economics in the classroom.
10. Students get knowledge about the traits, difficulties, and professional growth of an economist teacher.
11. Students remain current with teaching techniques used to teach economics.

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners comprehend the fundamental ideas underlying the many academic subjects.
2. Students comprehend where various subjects fit into the school program.

3. Students gain knowledge of the foundational concepts of the English language.
4. Learners comprehend the theoretical underpinnings of language acquisition.
5. As they teach and learn the language, learners use pedagogical methods and strategies
6. Learners integrate instructional materials into their own learning.
7. Learners are aware of the consequences of learning theories for language acquisition.
8. In the classroom, students put learner-centered techniques into practice.
9. Students educate the student teacher about the diversity of students.

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners comprehend the fundamental ideas underlying the many academic subjects.
2. Students comprehend where various subjects fit into the school program.
3. Students comprehend the purpose of political science and history as academic subjects.
4. Students link political science and history to other topics.
5. Students evaluate the history and political science textbook critically.
6. Students are aware of the value of learning materials in the instruction of the subject.
7. Students show an aptitude for pique their attention.
8. Students create relevant lesson plans in political science and history.
9. Students comprehend the necessity of and options for professional growth

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

उद्देश्य:

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

समझाना ।

5. हिंदी भाषा की विभिन्न विधाओं का परिचय कराना।

6. हिंदी भाषा समृद्धि के लिए आधुनिक माध्यमों की जानकारी देना।

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners comprehend the fundamental ideas underlying the many academic subjects.
2. Learners comprehend the significance of secondary mathematics and the nature, scope, and location of different disciplines within the school curriculum.
3. According to the updated taxonomy, learners acquire and create goals and instructional objectives for teaching mathematics at the secondary school level.
4. In the classroom, students use many strategies and techniques for teaching mathematics.
5. Students establish a math club at their school and plan its events.
6. Students are encouraged to become interested in mathematics by using a math lab.
7. Learners are aware of the qualifications, obligations, and demands placed on math teachers professionally.
8. Students gain an understanding of the various purposes for teaching mathematics.
9. Students recognize the value of mathematics in daily life.
10. Students recognize that mathematics is more than just formulae and mechanical steps.
11. Students' thinking is channelled, evaluated, explained, and rebuilt by learners.
12. Students recognize the value of mathematics laboratories in the study of mathematics.

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

उद्दिष्टे

1. शैक्षणिक विद्याशाखांशी संबंधित मूलभूत संकल्पनांचे आकलन करून देणे.
2. शालेय अभ्यासक्रमातील विविध विद्याशाखांचे स्थान समजावून देणे
3. मराठी भाषेच्या व अध्यापन उद्दिष्टांच्या उपयोजनाचे आकलन करून देणे.

4. मराठी भाषेच्या अध्यापन पद्धती समजावणे.
5. छात्राध्यापकांमध्ये व्यवसायवृद्धी व शिक्षकांच्या गुणवैशिष्ट्या विषयक दृष्टी विकसित करणे.
6. छात्राध्यापकांमध्ये मराठी अध्ययन-अध्यापन विषयक आधुनिक दृष्टीकोन वृद्धिगत करणे

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners comprehend the fundamental ideas underlying the many academic subjects.
2. Students comprehend where various subjects fit into the school program.
3. Students comprehend the purpose and nature of science.
4. Students get aware with the NCF 2005's stated goals for teaching science.
5. Students recognize the virtues of science education
6. Students get knowledge of the methods used to teach science.
7. Students become familiar with the idea, requirements, and methods for incorporating global perspectives into science curricula.
8. Students get knowledge about science teaching strategies.
9. Learner's gain understanding of the different types of learning resources and how they are managed in science education.
10. Students gain knowledge of the necessity for and options for a science teacher's professional development.

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners comprehend the fundamental ideas underlying the many academic subjects.
2. Students comprehend where various subjects fit into the school program.
3. Students comprehend the purpose and nature of science.
4. Students get aware of the NCF 2005's stated goals for teaching science.
5. Students recognize the virtues of science education
6. Students get knowledge of the methods used to teach science.
7. Students become familiar with the idea, requirements, and methods of incorporating global perspectives in science curricula.

8. Students get knowledge about science teaching strategies.
9. Learners gain an understanding of the different types of learning resources and how they are managed in science education.
10. Students gain a grasp of the necessity for and options for a science teacher's professional development

PROGRAM SPECIFIC TITLE: FIRST 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 aids aspiring teachers in comprehending the crucial role that assessment plays in improving learning.
2. It helps aspiring teachers comprehend evaluation for learning as a constructivist paradigm.
3. Students get knowledge of the classification of educational goals.
4. Students get the ability to write goals and requirements.
5. It helps develop the skills necessary for future educators to help students learn more effectively and creatively.
6. It helps aspiring teachers develop a critical perspective on processes in assessment and hiring.
7. It provides aspiring instructors with knowledge of the idea and problems surrounding internal examination and external examination.
8. It helps aspiring student teachers comprehend and analyze the psychosocial issues with assessment.
9. It helps enhance prospective teachers' abilities to use a variety of tools, methodologies, and procedures for evaluating a range of learning/performance outcomes from varied students.
10. Students examine realistic, comprehensive, and dynamic assessment processes among student instructors and gain a critical awareness of assessment difficulties.
11. Students gain knowledge of numerous statistical measures and how to utilize them to analyze findings.

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners comprehend the fundamental ideas underlying the many academic subjects.
2. Students comprehend where various subjects fit into the school program.
3. Students are aware of what interdisciplinary and multidisciplinary learning are.
4. Learners comprehend various transdisciplinary learning methods
5. Students gain knowledge of the purpose and essence of commerce education.
6. Students get knowledge of the goals and objectives for teaching commerce.
7. Learners incorporate values into the commerce instruction
8. Students make connections between commerce and other areas
9. Students apply the maxims and principles taught in commerce lessons.
10. In the teaching of commerce, students employ a variety of learning resources.
11. Students use a variety of commerce teaching techniques in the classroom.
12. Learners gain an understanding of the job, difficulties, and professional growth of a commerce teacher.
13. Students evaluate the role that individuals and institutions have played in commerce education.
14. Students stay up to date on the most recent developments in the teaching of commerce.

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners comprehend the fundamental ideas underlying the many academic subjects.
2. Students comprehend where various subjects fit into the school program.
3. Students gain knowledge of the purpose and characteristics of economics education.
4. Students have an awareness of the goals of teaching economics.
5. Learners incorporate values into the economics curriculum
6. Learners make connections between Economics and other areas
7. Students put the rules and ideas from economics instruction into practice.
8. In the study of Economics, students employ a variety of learning resources.

9. Students use a variety of economics teaching techniques in the classroom.
10. Students gain understanding of the characteristics, difficulties, and professional growth of an economist teacher.
11. Learners stay up to date with cutting-edge teaching techniques in Economics

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners comprehend the fundamental ideas underlying the many academic subjects.
2. Students comprehend where various subjects fit into the school program.
3. Students gain knowledge of the foundations of the English language.
4. Learners comprehend the theoretical underpinnings of language acquisition.
5. As they teach and learn the language, learners use pedagogical methods and strategies.
6. Learners integrate instructional materials into their own learning.
7. Learners are aware of the consequences of learning theories for language acquisition.
8. In the classroom, students put learner-cantered techniques into practice.
9. Students educate the student teacher about the diversity of students.
10. Learners use language assessment tools and procedures
11. Learners comprehend the language and literature of English

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners comprehend the fundamental ideas underlying the many academic subjects.
2. Students comprehend where various subjects fit into the school program.
3. Students comprehend the purpose of political science and history as academic subjects.
4. Students link political science and history to other topics.
5. Students evaluate the history and political science textbook critically.
6. Students are aware of the value of learning materials in the instruction of the subject.
7. Students show an aptitude for pique their attention.
8. Students create relevant lesson plans in political science and history.

9. Students comprehend the necessity of and options for professional growth

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners comprehend the fundamental ideas underlying the many academic subjects.
2. Learners comprehend the significance of secondary mathematics and the nature, scope, and location of different disciplines within the school curriculum.
3. According to the updated taxonomy, learners acquire and create goals and instructional objectives for teaching mathematics at the secondary school level.
4. In the classroom, students use many strategies and techniques for teaching mathematics.
5. Students establish a math club at their school and plan its events.
6. Students are encouraged to become interested in mathematics by using a math lab.
7. Learners are aware of the qualifications, obligations, and demands placed on math teachers professionally.
8. Students gain an understanding of the various purposes for teaching mathematics.
9. Learners comprehend that mathematics is more than just formulae and mechanical

operations, and they value the role it plays in daily life.

10. Students' thinking is channelled, evaluated, explained, and rebuilt by learners.

11. Students recognize the value of mathematics laboratories in the study of mathematics.

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

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

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners comprehend the fundamental ideas underlying the many academic subjects.
2. Students comprehend where various subjects fit into the school program.
3. Students comprehend the purpose and nature of science.
4. Students get aware with the NCF 2005's stated goals for teaching science.
5. Students recognize the virtues of science education
6. Students get knowledge of the methods used to teach science.
7. Students become familiar with the idea, requirements, and methods for incorporating global perspectives into science curricula.
8. Students get knowledge about science teaching strategies.
9. Learner's gain understanding of the different types of learning resources and how they are managed in science education.
10. Students gain knowledge of the necessity for and options for a science teacher's professional development.

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

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners comprehend the fundamental ideas underlying the many academic subjects.
2. Students comprehend where various subjects fit into the school program.
3. Students comprehend the purpose and nature of science.
4. Students get aware with the NCF 2005's stated goals for teaching science.
5. Students recognize the virtues of science education
6. Students get knowledge of the methods used to teach science.
7. Students become familiar with the idea, requirements, and methods for incorporating global perspectives into science curricula.
8. Students get knowledge about science teaching strategies.
9. Learner's gain understanding of the different types of learning resources and how they are managed in science education.
10. Students gain a grasp of the necessity for and options for a science teacher's professional development.

INTERDISCIPLINARY COURSE 3 (IC 3) LANGUAGE ACROSS CURRICULUM

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners comprehend the significance and purposes of language.
2. Learners gain an understanding of the value of language across the curriculum
3. Learners get knowledge of language diversity in the context of India.
4. Students comprehend several perspectives regarding language acquisition and language deficit
5. Students comprehend how oral language and questioning affect student learning.
6. Learners comprehend the numerous text genres that are offered in diverse subject areas.
7. Learners get skills in boosting reading and writing abilities in students.
8. Students grow to understand the importance of the instructor in facilitating language learning across the curriculum.

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

CORE COURSE 5 (CC 5) CONTEMPORARY INDIA AND EDUCATION

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Students comprehend the idea of diversity as it pertains to modern Indian society.
2. Students are aware of the injustices in Indian society and how the weaker groups are often marginalized.
3. Students comprehend how education must adapt to diversity and inequality to provide universal education in Indian society.
4. Students have a critical understanding of the constitutional principles underlying democratic educational goals.
5. Learners are informed about current concerns and policies, as well as how they relate to education in Indian society.
6. Knowledge of pertinent education commissions in the context of globalization, privatization, and liberalization.

ELECTIVE COURSE 3 (EC 3) GUIDANCE AND COUNSELLING

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Students get a foundational knowledge of guidance and counselling ideas.
2. Students gain knowledge of the techniques and aids employed in guidance.
3. Students get knowledge of the idea behind career counselling and work satisfaction strategies.
4. Students gain knowledge of the methods, techniques, and approaches used in counselling.
5. It makes the students aware of the psychological problems that teenagers confront and coping mechanisms.

INTERDISCIPLINARY COURSE 4 (IC 4) CREATING AN INCLUSIVE SCHOOL

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. Learners examine their fundamental grasp of the principles of diversity, inclusion, and disability.
2. Learners develop knowledge of inclusion methods.
3. Learners are aware of the many student traits, classifications, and skills.
4. Learners characterize the regional, national, and global frameworks for inclusion and disability.
5. Learners comprehend the curriculum and assessment modifications for inclusive classrooms.
6. The function of general teachers, resource teachers, and NGOs is described by the learners.
7. Students decide on and put into practice specific action points to make classrooms and schools more inclusive of diversity.

ABILITY COURSE 2 (AB 2) READING AND REFLECTING ON TEXTS

Total Credits: 6

Total Marks: 100

Course Outcomes:

1. It encourages reading and writing among students and teachers.
 2. Students inculcate and advance the reading and writing skills
 3. Students value literature in various subject areas.
 4. It teaches comprehension skills to the student teachers.
 5. Students look at how texts' social context influences them.
 6. Readers are encouraged to engage in both individual and group discussions on the book by the students.
 7. As they read texts, students learn to interpret them.
 8. Students learn to read and write critically as they reflect.
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