



**MAHARASHTRA EDUCATIONAL SOCIETY'S  
HUMERA KHAN COLLEGE OF EDUCATION**  
H.K CAMPUS, Adjacent to MHADA Complex, Pratiksha Nagar, Oshiwara, Jogeshwari (W)  
Affiliated to University of Mumbai & Approved by NCTE (NCTE Code No: 123082)  
Tel: (022)26776221, Fax: (022)26790095  
Email: [principal@hkce.edu.in](mailto:principal@hkce.edu.in) Website: [www.hkce.edu.in](http://www.hkce.edu.in)  
NAAC Accredited Grade 'B'

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HUMERA KHAN COLLEGE OF EDUCATION**  
Oshiwara, Jogeshwari (W), Mumbai-400102

**NAAC ACCREDITED**

**Under IQAC Cell**

*Organises an*

**ORIENTATION ON  
MAH-CET  
CUM ELCT  
EXAMINATION**

**Batch: 2026-2028**

**Date: 14 February 2026**

**Venue : Auditorium**

**Timing: 11:00am-12:00pm**

**I/c principal  
Dr.Varsha Maru**

**faculty In-Charge  
Dr.Sandhya Sarwade  
Asst.prof Shenaz Khan**

**Vision: Shaping the pupil teachers to shoulder the  
responsibility of shaping the future youth of the nation**



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## **Report on Orientation Programme for MAH-CET cum ELCT Examination (2026–2028)**

**Date:** 14th February 2026

**Time:** 11:00 a.m. – 12:00 p.m

**Venue:** F.Y. B.Ed. Classroom 501

**Organised by:** Humera Khan College of Education

### **Introduction**

Humera Khan College of Education organised an Orientation Programme on MAH-CET cum ELCT Examination (2026–2028) for aspiring B.Ed. candidates. The programme aimed to provide comprehensive guidance regarding the entrance examination pattern, syllabus, marking scheme, and effective preparation strategies.

The session was conducted by Shenaz Ma'am, who offered detailed insights into both Paper I and Paper II of the examination. The orientation was designed to clarify doubts, reduce examination anxiety, and equip aspirants with practical time management techniques to enhance their performance.

### **Objectives of the Programme**

- To provide detailed information about the MAH-CET cum ELCT Examination (2026–2028).
- To explain the structure and syllabus of Paper I and Paper II.
- To guide students regarding the marking scheme and time management strategies.
- To reduce exam-related anxiety through systematic orientation.
- To motivate aspirants towards focused and disciplined preparation.



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### **Participants**

The programme was attended by prospective B.Ed. aspirants and interested students. Faculty members were also present to guide and motivate participants.

The session witnessed active participation, enthusiastic interaction, and meaningful query-solving discussions. Students carefully noted important points and clarified their doubts regarding the entrance process and preparation methods. The presence of faculty members created a supportive and encouraging learning environment.

### **Learning Outcomes**

By the end of the orientation programme, the participants were able to:

- 1. Understand the Examination Structure**  
Describe the overall pattern of the MAH-CET cum ELCT Examination, including the structure of Paper I and Paper II.
- 2. Identify Key Components of Paper I**  
Explain the areas covered under Mental Ability, General Knowledge, and Teaching Aptitude, along with their relevance to the B.Ed. entrance process.
- 3. Recognize the Requirements of Paper II (ELCT)**  
Demonstrate awareness of English language components such as vocabulary, grammar, reading comprehension, sentence formation, and error detection.
- 4. Interpret the Marking Scheme and Time Allocation**  
Understand the distribution of marks, duration of the examination, and apply suitable time management strategies.

### **Significance of the Programme**

The MAH-CET cum ELCT examination is a crucial step for admission to the B.Ed. programme. Proper understanding of the examination pattern and preparation strategy plays a vital role in achieving success.

This orientation proved significant as it provided clarity regarding subjects, marking scheme, and effective preparation techniques. It helped bridge the gap between confusion and understanding, thereby building confidence among aspirants. The session emphasized planning, regular practice, and strategic time management as key elements of success.

## **Content of the Session**

### **1. Explanation of Paper I**

Shenaz Ma'am elaborated on the structure and components of Paper I, which includes:

- Mental Ability: Reasoning, puzzles, number series, coding-decoding, and logical thinking skills.
- General Knowledge: Current affairs, history, geography, civics, and general awareness.
- Teaching Aptitude: Interest in the teaching profession, classroom situations, problem-solving skills, and professional ethics.

She explained the marking scheme, distribution of marks, and duration of the examination. Special emphasis was laid on time management strategies such as attempting easier questions first, maintaining accuracy, and avoiding unnecessary overthinking.

### **2. Explanation of Paper II (English Language Content Test – ELCT)**

The session further covered Paper II, which focuses on:

- Vocabulary
- Grammar
- Reading Comprehension
- Sentence Formation
- Error Detection

Students were advised to develop consistent reading habits, practice grammar exercises regularly, and work systematically on vocabulary enhancement. Practical tips, sample questions, and preparation strategies were also discussed to help aspirants strengthen their performance.

## **Faculty Introduction and Student Reflections**

After the detailed explanation of the examination, faculty members were formally introduced to the aspirants. Each faculty member briefly shared their academic qualifications, subject expertise, and experience in teacher education. This interaction created a sense of familiarity and comfort among participants.

Current B.Ed. students shared their experiences and reflections about their academic journey at the college. They highlighted the positive, disciplined, and learner-friendly environment of the institution. They appreciated the supportive and approachable nature of the faculty members and acknowledged the constant encouragement provided by the principal.

Their reflections offered aspirants a clear understanding of the college culture and inspired them to begin their B.Ed. journey with confidence and enthusiasm.

### **Conclusion**

The Orientation Programme on MAH-CET cum ELCT Examination (2026–2028) was informative, well-organised, and highly beneficial for all participants. The detailed explanation provided by Shenaz Ma'am enabled students to gain a clear understanding of the examination pattern, syllabus, marking scheme, and preparation strategies.

The programme concluded with a Vote of Thanks delivered by the FYAGS, expressing gratitude to the faculty members and organisers for their dedicated efforts in ensuring the smooth conduct of the event.

The orientation ended on a positive, motivating, and confident note.



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Humera Khan College of Education, Prakash



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Nagar, Patliputra, Jogeshwari West, Mumbai



Mumbai, Maharashtra, India  
Humera Khan College of Education, Prakash  
Nagar, Patliputra, Jogeshwari West, Mumbai,  
Maharashtra 400102, India  
Lat 19.150055° Long 72.838121°  
Saturday, 14/02/2026 12:35 PM GMT +05:30



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