



NAAC
ACCREDITED
"B"
GRADE



**ADARSH SHIKSHAN
PRASARAK MANDAL, PANVEL**

KNOWLEDGE IS POWER

SHRI. BAPUSAHEB D.D. VISPUTE

COLLEGE OF EDUCATION, NEW PANVEL.

INFORMATION BROCHURE B.Ed & M.Ed

Approved by NCTE, Government of Maharashtra & affiliated to University of Mumbai.

(NCTE code: 123180/University of Mumbai College code-655)



INFORMATION BROCHURE

B.Ed & M.Ed

VISION

To prepare effective Secondary and Higher Secondary Teachers, who are capable of responding to the changing needs and challenges of contemporary Indian Society.

MISSION

To promote Teacher Education in Rural Area, to prepare student-teachers effectively to face the challenges of modern society.

VALUES

Personality Development, Research Attitude, Social & Environmental Values, Ethical Values, Self Efficiency, Women's Empowerment.



FOUNDER PRESIDENT



Late. Shri. Bapusaheb Devidas Vispute

- FOUNDER PRESIDENT | Adarsh Shikshan Prasarak Mandal

The founder and Architect of Adarsh Educational Institution, **Bapusaheb Devidas Vispute** born on 11-09-1941, in Vispute family in a small village **"MHASADI"**. During his period there was no effective school in the village. He enrolled his name in **Zilla Parishad School**. He had a strong desire to take higher education due to financial difficulties; he could take education only up to S.S.C., L.D.C. This was often pinning to him that in spite of having capacity and caliber, he is deprived of higher education which in fact a fundamental right of every citizen of India.

He thought and determined to do something in education field and contribute to the community by opening schools and colleges in rural areas. He established **"ADARSH SHIKSHAN PRASARAK MANDAL."** He sowed a seed of education which has grown to a big tree like **"A KALPVRIKSHYA"**, having 48 branches all over Maharashtra State. His Motto is **"YASHWANT VHA JAYWANT VHA."**

FOUNDER PRESIDENT



President's Message



Dadasaheb Dhanraj D. Vispute

- PRESIDENT | Adarsh Group of Institute

Shri. Bapusaheb D. D. Vispute College of Education has set up with the goal of 'Preparation of effective secondary & higher secondary teachers, who are capable of responding to the changing needs and challenges of contemporary Indian Society. We want to develop the future generation of the rural area techno-savvy and scientific tempered. The management had made efforts for the all-round development of the students to face the current challenges of modern society. Our mission is to develop the personality of the students by making them not only **"Excellent Professionals"**, but also proud of **"Human Values"** and their heritage and culture, a scene of right and wrong and a desire for perfection.



Secretary's Message

Smt. Sangita Dhanraj Vispute

- SECRETARY | Adarsh Group of Institute

Education is not just for employment. We have to train the individual with knowledge and wisdom to make them more useful for the society and Nation. Access to quality education for all and at all levels is equally essential to ensure inclusive growth and avoid any kind of discrimination. We always encourage innovation in education inside and outside the classroom. Emphasis will be placed on the overall development of student-teachers. A teacher should leave no stone unturned by growing students for the building of the nation. The teaching-learning process must revolve around the themes of peace, love, harmony and brotherhood that will transform today's students into ideal citizens of tomorrow. It is worth mentioning the institution's service in creating mature, professionally equipped and service-oriented teachers



From,
Principal Desk

Dr. Seema N. Kamble

(D.Ed., B.Ed., M. Ed., M. A., DSM, SET, NET, NET(JRF), Ph.D.)

- **PRINCIPAL**, Shri. Bapusaheb D. D. Vispute College of Education, New Panvel.

We believe that education is an effective means of social transformation. We are encouraged by observing brilliant and successful careers for our thousands of students, who subsequently benefit society. We are proud to be part of such an excellent institution that is shaping modern India. **Shri Bapusaheb D.D. Vispute College of Education, New Panvel**, endowed with a progressive futuristic perspective, indicates a continuous growth in the quality of all academic activities with a sense of commitment to fully meet the expectations of students, parents and society in general it is well known that, quality teachers shape the nation, as stated by the Kothari Education Commission.

With this in mind, a well-planned and systematically furnished infrastructure is built and students are provided with quality education. The institution offers students the opportunity to develop the knowledge, skills and attitude required for the teaching process. Along with academic opportunities, our students have the opportunity to develop their talents and skills through extracurricular and curricular activities

1. Bachelor of Education (B.Ed) (University of Mumbai)

DURATION : Two Academic Years as Credit Based Choice System comprising of four semesters.
The B.Ed. Programme shall be of duration of two years, which can be completed in a maximum period of three years from the date of admission to the programme.

PATTERN : Semester Pattern (Credit Based Choice System).

ELIGIBILITY :

- a) Candidates with at least 50 % marks either in the Bachelor Degree(Three Year Programme) in B.A, B.Sc or 50% (49.50-49.99%) in Post Graduation and for the reserved category (ST,SC,OBC,VJNT 1,2,3) 45% (44.50-44.99%) will be eligible. For B.Com, Management, Engineering, Computer Science, Technology, Agriculture, BBI, Pharmacy, Law, Fine Arts Performing Arts, Music, Dance, Drama with 55% marks at Graduation or Post Graduation will be eligible for open category and for reserved category 50%. Any other qualification equivalent thereof is eligible for admission to the programme.
- b) The Reservation and Relaxation for SC/ ST / OBC / PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

***MAHARASHTRA CET EXAMINATION IS COMPULSORY FOR THE ADMISSION TO B.Ed COURSE.**

SCOPE : After the Successful Completion of B.Ed Course candidate may **work as teacher** at secondary & higher secondary school level, He or she may also work in companies based on Educational Training and Technology. There will be also chances for candidate to pursue higher education like M.Ed or M.A. Education.

COURSE STRUCTURE

(B.Ed)

Courses	Credits	External Marks	Internal Marks	Total Marks
Semester - 1				
Core Course 1 : Childhood and Growing up	6	60	40	100
Core Course 2 : Knowledge and Curriculum	6	60	40	100
Interdisciplinary Course 1 : Gender, School and Society	6	60	40	100
Ability Course 1 : Critical Understanding of ICT	3	----	50	50
Project Based Course 1	3	----	50	50
Total	24	180	220	400
Semester - 2				
Core Course 3 : Learning and Teaching	6	60	40	100
Elective Course 1 : Pedagogy of School Subject 1	6	60	40	100
Interdisciplinary Course 2 : Educational Management	6	60	40	100
Project Based Course 2	6	----	100	100
Total	24	180	220	400
Semester - 3				
Core Course 4 : Assessment for Learning	6	60	40	100
Elective Course 2 : Pedagogy of School Subject 2 /Peace Education/ Education for Rural Development (Any one)	6	60	40	100
Interdisciplinary Course 3 : Language Across the Curriculum	6	60	40	100
Project Based Course 3	12	----	200	200
Total	30	180	320	500
Semester - 4				
Core Course 5 : Contemporary India and Education	6	60	40	100
Elective Course 3 : Special Field Action Research/Guidance and Counseling / 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		----	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

2. Master of Education (M.Ed) (University of Mumbai)

DURATION : Two Academic Years as Credit Based Choice System comprising of four semesters. The M.Ed. Programme shall be of duration of two years, which can be completed in a maximum period of three years from the date of admission to the programme.

PATTERN : Semester Pattern (Credit Based Choice System).

ELIGIBILITY :

Candidate seeking admission to the M.Ed 2 year programme should have obtained at least 50% marks or/and equivalent grade in the following programmes.

1. Bachelor of Education (B.Ed) of Mumbai university or a degree of another university recognized as equivalent thereto.
2. B.A.B.Ed., B.Sc. B.Ed., B.Com B.Ed of this university or a degree of another university recognized as equivalent thereto.
3. B.El.Ed of Mumbai University or a degree of another university recognized as equivalent thereto
4. D.El.Ed with an undergraduate degree

SCOPE : After the Successful Completion of M.Ed Course

- Candidate may **work as teacher** at secondary & higher secondary school level.
- He or she may also work in companies based on Educational Training and Technology.
- There will be also chances for candidate to appear for NET/SET examination in Education
- Can work as a lecture in D.El Ed colleges
- Can pursue Ph.D degree in Education
- Can work as a content write in education
- Can work as a curriculum developer in various educational institutes
- Can set up his/her own educational institute or coaching classes
- Can work as a content developer and also in the field of Educational Technology
- Can appear for the examinations conducted under Maharashtra Education Services

COURSE STRUCTURE

(M.Ed)

Courses	Credits	External Marks	Internal Marks	Total Marks
Semester - 1				
Philosophy of Education	6	60	40	100
History, Politics and Economics of Education	6	60	40	100
Psychology of Learning and Development	6	60	40	100
Teacher Education	6	60	40	100
Total	24	240	160	400
Semester - 2				
Sociology of Education	6	60	40	100
Introduction to Research Methods	6	60	40	100
Curriculum Studies	6	60	40	100
Higher Education Studies	6	60	40	100
Total	24	240	160	400
Semester - 3				
Elective Course from Parent Department	----	----	----	----
Elective Course 1	----	----	----	----
Elementary Education / Secondary and Higher Secondary Education	6	60	40	100
Elective Course 2 (Skill Based) Pedagogy, Andragogy and Assessment OR E-Learning OR Life Skill Education	6	60	40	100
Research Methodology	6	60	40	100
Internship Work (Teacher Education Institutions)	6	60 - Field Work	40 - Report Writing	100
Total	24	240	160	400
Semester - 4				
Optional Courses (to be offered at Department of Education) (Select any two from the parent department or ONE from the parent department and ONE from the any other department.)	6	60	40	100
1. Communication Skill and Academic Writing 2. Environmental Education 3. Educational Management 4. Inclusive Education	6	60	40	100
Dissertation Work	12	100	100	200
Internship Work (field work related to elective course 1)	6	60 - Field Work	40 - Report Writing	100
Total Credits	30	280	220	500

CAMPUS, INFRASTRUCTURE & FACILITIES

The college is situated near Panvel railway station with garden landscape and Stunning Infra-structural facility in New Panvel. It is 0.7 km away from Panvel bus stand and 0.2 km away from Panvel railway station. The college provides all the facilities to students to get the better learning environment and best learning experiences which includes well designed classrooms, Library, Laboratories, canteen, transport facility, well qualified teaching staff, hostel facilities for boys and girls.

CAMPUS



CLASSROOMS



LABORATORIES



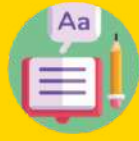
CANTEEN



LIBRARY



STUDENTS SUPPORT & GUIDANCE



*Scholarship schemes



*Skill development training programmes



*Placement assistance



*Career and professional counseling



*Value added and Enrichment programmes



*Workshops on different curricular areas



*Expert lectures



OUTREACH & EXTENSION ACTIVITIES



CO CURRICULAR ACTIVITIES



ACHIEVEMENTS



SPORTS ACHIEVEMENT



RECOGNITION FOR EXCELLENCY



Recognised Swachhata Action
Plan Institute by MHRD, India



Recognised VENTEL
Institute by MoE, India

RECOGNIZED STUDY CENTRE FOR YASHWANTRAO CHAVAN MAHARASHTRA OPEN UNIVERSITY (Y.C.M.O.U.), NASHIK

COURSES

- Diploma in School Management (D.S.M.) (One Year)

Eligibility: Any Graduate/Working Teachers at Primary, Secondary and Higher Secondary Level

- Bachelor of Library & Information Science (B.L.I.S) (One Year)

Eligibility: Any Graduate



**ADARSH SHIKSHAN
PRASARAK MANDAL, PANVEL**

KNOWLEDGE IS POWER

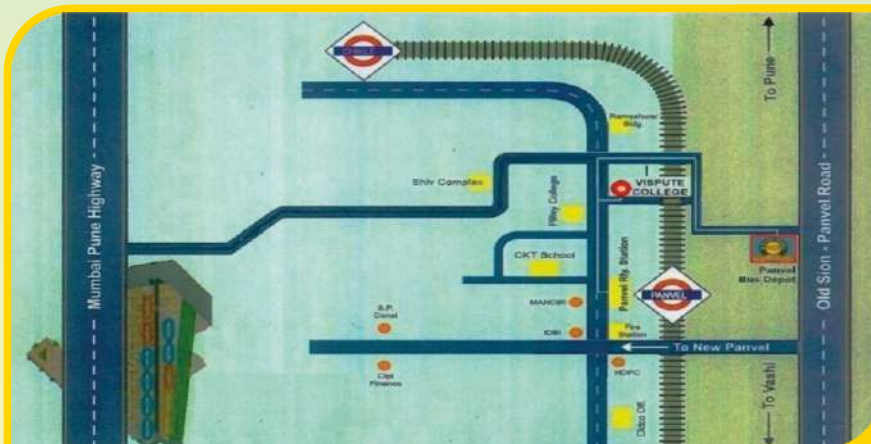
SHRI. BAPUSAHEB D.D. VISPUTE

COLLEGE OF EDUCATION, NEW PANVEL.

(NAAC ACCREDITED "B" GRADE)

Approved by NCTE, Government of Maharashtra & affiliated to University of Mumbai.

(NCTE code: 123180/University of Mumbai College code-655)



ADDRESS

'Adarsh' Plot No. 41, Sector 15, Near Railway
Station, New Panvel, Navi Mumbai - 410206.

Phone No.

022-2746 2886 / 022-2746 2888

Mobile No.

+91 8879 338 833 / +91 9921 709 207 / +91 9324 999 800

Website: <https://www.visputeeducation.info/> | **Email:** visputebedprins@gmsil.com, visputemedprins@gmsil.com

Facebook :- <https://www.facebook.com/adarshgroupofinstitute/>

Adarsh Shikshan Prasarak Mandal's
**Shri.Bapusaheb D. D. Vispute College of Education,
New Panvel
Bachelor of Education (B.Ed.)**

PROGRAMME LEARNING OUTCOME (PLO)

The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialisation either in elementary education (upto class VIII) or in secondary education (classes VI-XII).

Course Learning Outcomes (CLOs)

Semester I

CORE COURSE 1 (CC 1)

CHILDHOOD AND GROWING UP

After completion of this course students will be able to.....

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

CORE COURSE 2 (CC 2)

KNOWLEDGE AND CURRICULUM

Total Credits: 6

Total Marks: 100

After completion of this course students will be able to.....

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

INTERDISCIPLINARY COURSE 1 (IC 1)

GENDER, SCHOOL AND SOCIETY

After completion of this course students will be able to.....

1. Acquaint the student teachers with the concept of gendered roles in society and their challenges.
2. 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. Understand the influence of social institutions (family, caste, class, religion, region,) on inclusion and gender identity
4. Examine the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging inclusion and gender inequalities /reinforcing gender parity.
5. 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. Critically appraise the role of media in reinforcing inclusion and gender roles in the popular culture and at school.
7. Appreciate the role of NGOs and Government organisations in sensitizing society towards inclusion and gender parity

ABILITY COURSE 1 (AB 1)

CRITICAL UNDERSTANDING OF ICT

Total Credits: 3

Total Marks: 50 (Internal)

After completion of this course students will be able to.....

1. Develop an understanding of the concept of ICT
 2. Practice safe and ethical ways of using ICT.
 3. Use ICT in Teaching Learning, Administration, Evaluation and Research.
 4. Design, develop and use ICT based learning resources.
 5. Develop an understanding of the concept of Open Education Resources and Creative Commons in education.
 6. Evaluate ICT based learning resources.
 7. Adopt mobile learning, open learning and social learning in the classroom
-

SEMESTER II

CORE COURSE 3 (CC 3)

LEARNING AND TEACHING

Total Credits: 6

Total Marks: 100

After completion of this course students will be able to.....

1. Develop an understanding the concept of Learning.
2. Analyze the factors affecting Learning.
3. Analyze various theories of Learning.
4. Apply the Cognitive Perspectives of learning in the learning process.
5. Apply Constructivist perspectives of learning in the learning process.

ELECTIVE COURSE 1 (EC 1)

PEDAGOGY OF SCHOOL SUBJECT: COMMERCE

Total Credits: 6

Total Marks: 100

After completion of this course students will be able to.....

1. Understand the basic concepts associated with academic disciplines
2. Understand place of different disciplines in the school curriculum
3. Comprehend the meaning of interdisciplinary and multidisciplinary learning
4. Understand different approaches in interdisciplinary learning
5. Develop an understanding of the meaning and nature of Commerce Education
6. Develop an understanding of the aims and objectives in the teaching of Commerce
7. Integrate values in the teaching of Commerce
8. Establish relationship of Commerce with other subjects
9. Apply the maxims and principles in the teaching of Commerce
10. Use various learning resource in the teaching of Commerce
11. Implement the various methods of teaching Commerce in the classroom
12. Develop an insight about role, challenges and professional development of a
12. Develop an insight about role, challenges and professional development of a Commerce teacher
13. Analyse the contribution of personalities and institutions in Commerce Education
14. Keep abreast of the current trends in the teaching of Commerce.

ELECTIVE COURSE 1 (EC 1)

PEDAGOGY OF SCHOOL SUBJECT: ECONOMICS

After completion of this course students will be able to.....

1. Understand the basic concepts associated with academic disciplines
2. Understand place of different disciplines in the school curriculum
3. Develop an understanding of the meaning and nature of Economics Education
4. Develop an understanding of the objectives of Economics teaching

5. Integrate values in the teaching of Economics
6. Establish relationship of Economics with other subjects
7. Apply the maxims and principles of Economics teaching
8. Use various learning resource in Economics teaching
9. Implement the various methods of teaching Economics in the classroom
10. Develop an insight about qualities, challenges and professional development of a Economics teacher
11. To keep abreast of the innovative methods in Economics teaching

ELECTIVE COURSE 1 (EC 1)

PEDAGOGY OF SCHOOL SUBJECT: ENGLISH

After completion of this course students will be able to.....

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

ELECTIVE COURSE 1 (EC 1)

PEDAGOGY OF SCHOOL SUBJECT: GEOGRAPHY

After completion of this course students will be able to.....

1. Develop an understanding the basic concepts associated with academic disciplines
2. Develop an understanding about place of different disciplines in the school curriculum
3. Develop an understanding of Geography as a subject.
4. Develop an understanding of essentials of teaching Geography.
5. Develop an understanding of approaches of curriculum construction.
6. Develop an understanding of different types of teaching- learning resources.
7. Develop an understanding of different methods and techniques of teaching Geography.
8. Develop an understanding of essentials of a Geography teacher.
9. Develop an understanding of current trends in the subject

ELECTIVE COURSE 1 (EC 1)

PEDAGOGY OF SCHOOL SUBJECT: HISTORY

After completion of this course students will be able to.....

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

ELECTIVE COURSE 1 (EC 1)

PEDAGOGY OF SCHOOL SUBJECT: HINDI

After completion of this course students will be able to.....

1. □□□□□□□□ □□□□□□□□ □□ □□□□□□ □□□□ □□ □□□□□□ □□ □□□□□□ |
2. □□□□ □□□□ □□□□□□ □□□□□□ □□ □□□□□ □□ □□□□ □□□□□□□□
□□□□□□□□□□ □□□□□□ □ □□□□□□□ □□
□□□□□□ □□□□ □□□□□ □
3. □□□□ □□ □□□□ □□ □□□□ □□□□□□□ □□□ □□□□□□□ □□ □□□□□ □
4. □□□□□ □□□□ □□□□□□□ □□□□□□□□□□, □□□□□□, □□□□□ □□□
□□□□□□□□□ □□□□□□□ □□□□□□ □□□□□□ □□□□□□
□□□□ □□□□□□□ □□□□□□□ □□□□□□ □□ □□□□□□ □□ □□□□□□
□□□□ □□□ □□□□□□ □□ □□□□□□
□□□□□□ □
5. □□□□□□ □□□□ □□ □□□□□□□ □□□□□□ □□ □□□□□ □□□□□ □
6. □□□□□□ □□□□ □□□□□□ □□□□□ □□□□□□□ □□□□□□□ □□

ELECTIVE COURSE 1 (EC 1)

PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS

After completion of this course students will be able to.....

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

11. Channelize, evaluate, explain and reconstruct students' thinking
12. Appreciate the importance of mathematics laboratory in learning mathematics

ELECTIVE COURSE 1 (EC 1)

PEDAGOGY OF SCHOOL SUBJECT: MARATHI

- 1) विद्यार्थ्यांना विद्यार्थ्यांच्या विचारप्रवाहाचे स्वरूप समजावून देणे 1) विद्यार्थ्यांच्या विचारप्रवाहाचे स्वरूप समजावून देणे
- 2) विद्यार्थ्यांच्या विचारप्रवाहाचे स्वरूप समजावून देणे 2) विद्यार्थ्यांच्या विचारप्रवाहाचे स्वरूप समजावून देणे
- 3) विद्यार्थ्यांच्या विचारप्रवाहाचे स्वरूप समजावून देणे 3) विद्यार्थ्यांच्या विचारप्रवाहाचे स्वरूप समजावून देणे
- 4) विद्यार्थ्यांच्या विचारप्रवाहाचे स्वरूप समजावून देणे 4) विद्यार्थ्यांच्या विचारप्रवाहाचे स्वरूप समजावून देणे
- 5) विद्यार्थ्यांच्या विचारप्रवाहाचे स्वरूप समजावून देणे 5) विद्यार्थ्यांच्या विचारप्रवाहाचे स्वरूप समजावून देणे
- 6) विद्यार्थ्यांच्या विचारप्रवाहाचे स्वरूप समजावून देणे 6) विद्यार्थ्यांच्या विचारप्रवाहाचे स्वरूप समजावून देणे

ELECTIVE COURSE 1 (EC 1)

PEDAGOGY OF SCHOOL SUBJECT: SCIENCE

After completion of this course students will be able to.....

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

ELECTIVE COURSE 1 (EC 1)

PEDAGOGY OF SCHOOL SUBJECT: SANSKRIT

After completion of this course students will be able to.....

1. Understand the basic concepts associated with academic disciplines.
2. Understand place of different disciplines in the school curriculum.
3. Understand the importance of Sanskrit language in curriculum and in life.
4. Apply the maxims and principles of Sanskrit teaching.
5. Use various learning resources in Sanskrit teaching.
6. Implement the various methods of teaching Sanskrit in the classroom.
7. Understand the different aspects of language Teaching.
8. Understand the strategies for developing language competencies.
9. Analyze the challenges faced a teacher of Sanskrit.
10. Develop an insight about role and professional development of a Sanskrit teacher

ELECTIVE COURSE 1 (EC 1)

PEDAGOGY OF SCHOOL SUBJECT: URDU

After completion of this course students will be able to.....

1. Understand the basic concepts associated with academic disciplines
2. Understand place of different disciplines in the school curriculum
3. Develop an understanding of Urdu language and its teaching.
4. develop an understanding of Essentials of Teaching Urdu and curriculum Transaction.
5. develop an understanding of different types of learning resources
6. develop an understanding of different methods of teaching Urdu
7. develop an understanding of current trends in teaching of Urdu language.

INTERDISCIPLINARY COURSE 2 (IC 2)

EDUCATIONAL MANAGEMENT

After completion of this course students will be able to.....

1. develop an understanding of the concept of Educational management
2. develop an understanding of the importance of effective organizational management
3. develop an understanding of Systems Approach to Educational management
4. develop an understanding of the functions of management
5. understand Quality management, Human resource management and Change management
6. develop an understanding of the concept of Leadership
7. acquaint students of the various Leadership styles
8. acquaint students of the various Leadership skills
9. develop an understanding about Educational administration
10. develop an understanding about Educational administration in India

CORE COURSE 4 (CC 4)

ASSESSMENT FOR LEARNING

After completion of this course students will be able to.....

1. Help prospective teachers in understanding critical role of assessment in enhancing learning.
2. Develop an understanding among prospective teachers about assessment for learning as a constructivist paradigm.
3. Develop an understanding of taxonomy of educational objectives.
4. Develop the skill of writing of objectives and specifications.
5. Develop enabling processes among prospective teachers to lead to better learning, more confident and creative learners.
6. Develop critically outlook among prospective teachers towards practices of assessment and selection.
7. Acquaint prospective teachers with an understanding of the concept and issues related to internal examination and external examination.
8. Enable prospective student teachers in understanding and analysing the psychosocial concerns of assessment.
9. 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. Develop a critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment processes among student teachers.

11. Develop an understanding of various statistical measures and their use for
-

SEMESTER IV

CORE COURSE 4 (CC 4)

ASSESSMENT FOR LEARNING

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

ELECTIVE COURSE 2 (EC 2)

PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS

After completion of this course students will be able to.....

1. Understand the basic concepts associated with academic disciplines
2. Understand place of different disciplines in the school curriculum understand nature, scope & importance of Mathematics at secondary level.
3. Acquaint and formulate aims and instructional objectives in teaching mathematics in Secondary school level as per revised taxonomy.
4. Apply different approaches and methods of teaching mathematics in classroom situations.

5. Set up mathematics club in the school and organize its activities.
6. Use a mathematics laboratory to develop in students an interest in mathematics.
7. Understand the professional competencies, commitments and expectations of mathematics teacher.
8. Develop knowledge of various values of teaching Mathematics
9. Appreciate the role of mathematics in day-to-day life
10. Understand that mathematics is more than formulas and mechanical procedures
11. Channelize, evaluate, explain and reconstruct students' thinking
12. Appreciate the importance of mathematics laboratory in learning mathematics

ELECTIVE COURSE 2 (EC 2)

PEDAGOGY OF SCHOOL SUBJECT: SANSKRIT

After completion of this course students will be able to.....

1. Understand the basic concepts associated with academic disciplines.
2. Understand place of different disciplines in the school curriculum.
3. Understand the importance of Sanskrit language in curriculum and in life.
4. Apply the maxims and principles of Sanskrit teaching.
5. Use various learning resources in Sanskrit teaching.
6. Implement the various methods of teaching Sanskrit in the classroom.
7. Understand the different aspects of language Teaching.
8. Understand the strategies for developing language competencies.
9. Analyze the challenges faced a teacher of Sanskrit.
10. Develop an insight about role and professional development of a Sanskrit teacher

ELECTIVE COURSE 2 (EC 2)

PEACE EDUCATION

After completion of this course students will be able to.....

- 1) Understand the concept and types of peace.
- 2) Gain an understanding of the constitutional values and their importance for social harmony.

- 3) Appreciate the contribution of Mahatma Gandhi and Dalai Lama in Peace Building.
- 4) Understand the concept and areas of Peace Education.
- 5) Examine the need for Peace education in present context
- 6) Develop an understanding into integrating peace education in the curriculum
- 7) Apply the values, attitudes and skills required for Peace Education.
- 8) Gain insights into conflict resolution techniques and non-violent activism for peace building
- 9) Understand the qualities and role of teacher for peace education
- 10) Understand and analyze the role of mass media and other social agencies in Peace Education.
- 11) Understand challenges to Peace in multicultural society.
- 12) Examine impact of competition, corporeal punishment on peaceful environment in schools.
- 13) Understand the struggle for peace in today's time

ELECTIVE COURSE 2 (EC 2)

EDUCATION FOR RURAL DEVELOPMENT

After completion of this course students will be able to.....

1. Understand the characteristics of rural areas.
2. Understand the educational problems of rural areas.
3. Develop empathy towards the rural community.
4. Apply gained information and understanding pertaining to rural areas.
5. Develop an appreciation of the role of education for rural development.
6. Develop an appreciation of the contribution of social reformers for rural education.
7. Create an awareness of various government policies, programmes of rural development.

INTERDISCIPLINARY COURSE 3 (IC 3)

LANGUAGE ACROSS CURRICULUM

After completion of this course students will be able to.....

1. Understand the meaning and functions of language.-
2. Develop appreciation for the significance of language across curriculum
3. Develop understanding of language diversity in the Indian context
4. Understand the different theories of language acquisition and language deficit

5. Understand the impact of oral language and questioning on student learning
6. Understand various genre of texts available in different content areas.
7. Develop competencies in fostering reading and writing skills among school children
8. Develop appreciation for the critical role of the teacher in transacting language across curriculum

CORE COURSE 5 (CC 5)

CONTEMPORARY INDIA AND EDUCATION

After completion of this course students will be able to.....

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

SEMESTER IV

ELECTIVE COURSE 3 (EC 3)

ACTION RESEARCH

After completion of this course students will be able to.....

1. Help the pupil in understanding the basics of Action Research
2. Help the pupil in understanding the process of Action Research
3. Help the pupil in applying the cycles of Action Research in the teaching-learning process.
4. Help the pupil in analyzing the importance of validating Action Research at each step.
5. Help the pupil in applying the methods of Action Research to the teaching learning process.
6. Help the pupil in understanding various data collection tools of Action Research.
7. Help the pupil in developing the skill of constructing appropriate tools while conducting an Action Research.

8. Help the pupil in comprehending the components of Action Research Plan.
9. Help the pupil in distinguishing between quantitative and qualitative data analysis in Action Research.
10. Help the pupil in understanding the features of a good Action Research Report.
11. Help the pupil in analyzing the ways of sharing and reflecting Action Research.
12. Help the pupil in developing the spirit of enquiry in the students.

ELECTIVE COURSE 3 (EC 3)

ENVIRONMENTAL EDUCATION

After completion of this course students will be able to.....:

1. Develop an understanding about the concept of environmental education, its need and principles.
2. Develop an understanding of the concepts of Environment and Ecology.
3. Develop an understanding about ecological energy dynamics and entropic pollution.
4. Generate awareness about major environmental issues
5. Explore and appreciate environmental values depicted in ancient Religious Philosophies.
6. Develop an understanding of the various approaches of environmental education.
7. Create an awareness about the public efforts and government initiatives protecting and conserving environment.
8. Develop an understanding about the concept and need for sustainable development.
9. Develop a positive attitude towards protecting and conserving environment.
10. Develop skills of observation, participation and assessment through environmental projects.
11. Understand the status of environmental education in school curriculum
12. Understand the curriculum and methods in environmental education.
13. Acquire knowledge about the different methods of teaching in environmental education
14. Acquire knowledge of the tools and techniques for the evaluation of environmental education

ELECTIVE COURSE 3 (EC 3)
GUIDANCE AND COUNSELLING

After completion of this course students will be able to.....

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

INTERDISCIPLINARY COURSE 4 (IC 4)
CREATING AN INCLUSIVE SCHOOL

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

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

After completion of this course students will be able to.....

1. Infuse in student teachers the penchant for reading and writing
2. Instill and promote the skill of reading and writing
3. Appreciate texts from diverse fields
4. Acquaint the student teachers with comprehension skills
5. Examine the social angle to reading texts
6. Engage readers to interact with the text individually and in groups

7. Develop interpretation skills in reading texts
8. Develop reflective reading and writing skills
9. Generate critical/analytical responses from the readers
10. Maintain reflective journals
11. Develop the skill of reviewing a boo

**Adrash Shikshan Prasarak Mandal's
Shri.Bapusaheb D. D. Vispute College of Education, New Panvel
M.Ed (MASTER OF EDUCATION)**

PROGRAMME LEARNING OUTCOME (PLO)

The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialisation either in elementary education (upto class VIII) or in secondary education (classes VI-XII).

COURSE LEARNING OUTCOMES (CLO)

SEMESTER I

CORE COURSE 1 PHILOSOPHY OF EDUCATION

Total Credit= 6 Marks 60 Course

After completion of this course students will

1. Develop an appreciation for the role of philosophy in guiding the teaching learning process of education.
2. Understand the basic concepts of education •
3. Develop a critical understanding of modern educational philosophies.
4. Develop abilities to make comparisons between different philosophies and their educational implications.
5. Understand the contemporary developments and issues in philosophy of education.
6. Help the student to develop a philosophical outlook towards educational problems.

CORE COURSE 2

HISTORY POLITICS AND ECONOMICS OF EDUCATION

Total Credit= 6 Marks 60

After completion of this course students will

1. Develop understanding of the historical perspective of education in pre and post independent India.
2. Critically analyse the policies and commissions and its implication on the educational system.
3. Develop understanding of the implications of various contribution through education for an equitable society.
4. Develop understanding of the political perspective of education.
5. Develop understanding of the economics of education

6. Develop understanding of the perspectives on political economy of education

CORE COURSE 3

PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Total Credit= 6 Marks 60 Course

After completion of this course students will

1. Enable the learners to understand the cognitive development and learning
2. Enable the learners to understand the process of social cognition
3. Develop the ability among learners to apply the learning theories and teaching models in classroom
4. Enable the learners to understand the skills and knowledge require to handle the diverse learners

CORE COURSE 4

TEACHER EDUCATION

Total Credit= 6 Marks 60

After completion of this course students will

1. Understand the concept of pre-service teacher education
2. Understand the teacher education curriculum
3. Get acquainted with knowledge base, reflective teaching and models of teacher education
4. Understand managing practicum in teacher education
5. Understand the concept, methods and agencies of in-service teacher education
6. Plan, organize and evaluate in-service teacher education • Understand need for professional development of teachers

SEMESTER II

CORE COURSE 5

SOCIOLOGY OF EDUCATION

Total Credit= 6 Marks 60

After completion of this course students will

1. Enable students to analyze education from different Sociological Perspectives and Theoretical Frameworks.
2. Enable students to analyze the relationship of Social Movements and Education.
3. Enable students to understand Educational Institution as an Agency of Socialization.
4. Enable students to understand concept of Equality of Opportunity and Distributive
5. Enable students to understand the views of Indian Social Thinkers.
6. Enable the students to understand the necessity of Peace Education.

CORE COURSE 6
INTRODUCTION TO RESEARCH METHODS
Total Credit= 6 Marks 60

After completion of this course students will

1. Develop an understanding about the meaning of research and its application in the field of education.
2. Enable students to prepare a research proposal.
3. Enable students to understand different types of variables, formulate hypothesis, use appropriate sampling techniques and tools and techniques of educational research.
- 4.

CORE COURSE
7 CURRICULUM STUDIES
Total Credit= 6 Marks 60 Course

After completion of this course students will

develop an understanding of...

- Concept, Principles and Strategies of Curriculum Development
- Foundations of Curriculum Planning
- Designing of Curriculum and models of curriculum design
- Issues in Curriculum Development • Evaluation of Curriculum

CORE COURSE 8
HIGHER EDUCATION STUDIES
Total Credit= 6 Marks 60 Course

After completion of this course students will

1. Understand the role of higher education in the landscape of Indian Higher education
2. Appreciate the various changes in the Higher education system in alignment to national vision
3. Critically evaluates their role as professionals in the higher education system •
4. Identify the various challenges facing higher education •
5. Appreciate the role of ICT in Indian Higher Education landscape
6. Integrate the knowledge acquired from OER and repositories to day today classroom practices

SEMESTER III

ELECTIVE COURSE 1

ELEMENTARY EDUCATION

Total Credit= 4 Marks 60

After completion of this course students will

1. Acquaint different perspectives of elementary education
2. Understand the curriculum design and development in elementary education
3. Understand the policies and challenges in elementary education
4. Understand classroom planning and evaluation for elementary education
5. Develop the knowledge and skills require for resource management in schools at elementary level
6. Enable the students to understand the need of professional development of elementary school teachers

ELECTIVE COURSE

SECONDARY AND HIGHER SECONDARY EDUCATION

Total Credit= 6 (60 Marks)

After completion of this course students will

1. Understand the different perspectives and context of secondary and higher secondary education
2. Understand the system and structure of secondary and higher secondary education in India
3. Enable the students to understand the management, curriculum and evaluation process of secondary and higher secondary education
4. Enable the students to understand the problems and challenges about secondary and higher secondary education
5. Enable the students to understand the Management Informal System (MIS) & Assessment & Evaluation at secondary and higher secondary education

6. Develop the skills and knowledge require for resource management in schools at secondary and higher secondary level

ELECTIVE COURSE 2

PEDAGOGY, ANDRAGOGY AND ASSESSMENT

Total Credit= 6 (60 Marks)

After completion of this course students will

1. Develop an understanding of concept of pedagogy and andragogy of education.
2. Understand approaches and techniques in pedagogy and andragogy in education
3. Understand assessment in pedagogy and andragogy in education

ELECTIVE COURSE 2

E-LEARNING

Total Credit= 6 (60 Marks)

After completion of this course students will

1. Develop an understanding of E learning and its importance
2. Develop an understanding about E learning design and practices
3. Develop an understanding of various E learning resources and its application
4. Develop and study significance of E learning in Teacher Education
5. Create an awareness of various issues related to e learning
6. Explore trends and application of E learning
- 7.

ELECTIVE COURSE 2

LIFE SKILL EDUCATION

Total Credit= 6 (60 Marks)

After completion of this course students will

1. Develop an understanding of the concept of Life Skills
2. Develop an understanding about the theoretical Foundations of Life Skills
3. Aware about the need of Life Skills in a Social Context

CORE COURSE 9

RESEARCH METHODOLOGY

Total Credit= 6 (60 Marks)

After completion of this course students will

Develop an understanding about the designs of educational research •

Understand data analysis •

Be able to write research report

SEMESTER IV

OPTIONAL COURSE 1

COMMUNICATION SKILL AND ACADEMIC WRITING

Total Credit= 6 Marks 60

After completion of this course students will

1. Understand the significance of communication skill
2. Explore the role of technology in communication
3. Understand the concept of expository writing
4. Create an awareness on appropriate ways of writing a bibliography using appropriate citation standards
5. Understand learning as a pedagogy for self-development
6. Create an appreciation towards the fundamentals of academic writing

OPTIONAL COURSE 2

ENVIRONMENTAL EDUCATION

Total Credit= 6 Marks 60

After completion of this course students will

1. Develop an understanding of the environmental concepts.
2. Get aware about the Human impacts on bio-geochemical cycles and hydrological cycle, Ecosystem capital
3. Develop an understanding of the Environmental Issues and Concerns
4. Develop an understanding about the concept of environmental education, its principles and ethics

5. Develop an understanding of the various approaches of teaching environmental education.
6. To develop an understanding of sustainable practices like family farming forestry, and reducing ecological footprint
7. Develop skills in sustainable practices in family farming and reducing ecological footprint
8. Develop an understanding of Economics and Environmental Quality, Environmental Audit, Environmental Impact Assessment
9. Develop skills in Environmental Audit and Environmental Impact Assessment
10. Develop an understanding of Environmental policy and leadership.

OPTIONAL COURSE 3
EDUCATIONAL MANAGEMENT
Total Credit= 6 Marks 60

After completion of this course students will

1. Learn fundamental skills in the use of educational management provide quality management education to students make students aware of current developments in policies and practices in the field of educational management
2. Aware about the advance aspects of Educational Management

INTERNSHIP :The Semester 4 internship will be for a period of Three weeks in An organization engaged in the development of innovative curriculum and pedagogic practices, or International/national/state institution involved in curriculum design; textbook development, education policy planning, formation and implementation; educational administration and management

DISSERTATION: students should submit their Dissertation work in this Semester only.

Student Charter

Every stakeholder of higher education has a role to play for quality enhancement and sustenance. The stakeholders such as the Government, management, teachers, students and the external quality assurance agencies—have an important role in ensuring quality of higher education. The National Assessment and Accreditation Council (NAAC) strive to play a catalytic role in synergising the stakeholder's efforts.

Of all the stakeholders mentioned above, the students have a unique role to play in ensuring quality of higher education institutions (HEIs). Firstly, the students should realize that they have the right for quality education and it is the responsibility of the HEIs to provide quality educational experience to learners. Secondly, the students should equally be aware of their responsibilities which in turn will help the institutions to provide quality education. This means that the students should demand quality education and demonstrate their commitment to quality education by accepting their responsibilities. Otherwise the HEIs will have very little motivation for quality enhancement.

An initiation has been made by the National Assessment and Accreditation Council (NAAC) in this direction by developing a sample student charter for all higher education institutions. It is hoped that the charter will help educational institutions to articulate their obligations to learners in clear terms and can be used as a benchmark for institution's accountability to learners. The NAAC advocates the public display of student charter in every institution as an act of promotion of student participation in Quality Assurance.

A) Institution's responsibilities towards students

The institution shall

- ⇒ communicate its goals and objectives systematically and clearly to all students
- ⇒ offer programmes that are consistent with its goals and objectives
- ⇒ offer a wide range of programmes with adequate academic flexibility

- ⇒ obtain feedback from students on the initiation, review and redesign of programmes if and when necessary
- ⇒ facilitate effective running of the teaching-learning programmes
- ⇒ implement a well-conceived plan for monitoring student progress continuously
- ⇒ ensure that the student assessment mechanism is reliable and valid
- ⇒ provide clear information to students about admission and completion requirements for all programmes, the fee structure and refund policies, financial aid and student support services
- ⇒ ensure sufficient and well-run support services to all students
- ⇒ promote healthy practices

B) Student's responsibilities of learning

The student shall

- ⇒ appreciate the institutional goals and objectives and contribute to the realization of the same by participating in relevant institutional activities
- ⇒ have a clear knowledge of the programmes, admission policies, rules and regulations of the institution
- ⇒ follow the time schedules, rules and regulations of the institution
- ⇒ undertake regular and intense study of learning materials
- ⇒ make optimum use of the learning resources and other support services available in the institution
- ⇒ prepare for continuous internal assessment and term-end examinations
- ⇒ give feedback for system improvement
- ⇒ have faith and ability to pursue life long learning
- ⇒ live as worthy alumni of the institution

CODE OF CONDUCT

CODE OF CONDUCT FOR TEACHING FACULTY

1. The Faculty Member should report to the college at least 10 minutes before the commencement of college timing.
2. The work plan of teaching staff should ensure, in the most productive manner, with regard to the roles, jobs and targets assigned to them by the Department / Institution.
3. No Faculty member shall avail leave without having it sanctioned from higher authority in advance. He/she must make proper alternate arrangements for class/lab/ invigilation. In case of emergency, the HOD or the next senior faculty must be informed with appropriate alternate arrangements suggested.
4. Once the subject is allotted the staff should prepare lecture wise lesson plan. The Staff should get the lesson plan and course file – approved by HOD and Principal.
5. The course file should be maintained as per the prescribed format.
6. The Staff should not involve himself/herself in any unethical practice while doing continuous assessment.
7. The Faculty Member must strive to prepare himself/herself academically to meet all the challenges and requirements in the methodology of teaching so that the input may be useful for the student community at large.
8. The staff should get the feedback from students and act/adjust the teaching appropriately.
9. The staff should interact with the coordinators and Head of the departments or student counselor and inform him / her about the habitual absentees, slow learner student, objectionable behavior etc.
10. Every faculty Member should maintain academic record book.
11. The staff should engage the full 50 minutes for Under Graduate & 60 minutes for Graduate lecture and should not leave the class early.
12. The staff should use “Information Communication Technology (ICT)” for effective delivery of lectures.
13. The staff should encourage students asking doubts / questions.

14. The staff should take care of slow learner students and pay special attention to their needs in remedial coaching classes.
15. The staff should motivate the students and bring out the creativity / originality in the students and should make himself/herself available for doubt clearance.
16. The staff should involve themselves in the preparation of internship and guide students in detail about planning and implementation of internship
17. . The staff should involve themselves regular internal assessment of university The essay test questions to be provided to the students a week prior to the actual test. Test, prelim, mid-term, submission and must be conducted as per the academic calendar.
18. All the staff members are required to submit their Self Evaluation Report at the end of every term of the academic year in the prescribed format.
19. Faculty Members are expected to update their knowledge by attending seminars/workshops/conference, after obtaining necessary permission from the Head of the Department and Principal.
20. Faculty Members should attempt to publish research papers and articles

CODE OF CONDUCT OF NON TEACHING FACULTY MEMEBERS

1. Employees must work towards vision of the college.
2. They must perform their daily activates as assigned by the authorities as prime responsibility for the betterment of the college and society
3. Every employee shall behave with utmost courtesy and respect with all persons with whom he/she is to deal in with the course of his/her duties.
4. No employee shall solicit or accept any gift from a constituent of the College or from any subordinate employee, provided that such gifts, grants and donations shall be received by an employee in the official discharge of his duties for the College.
5. Employee should come in the office in time and should be in formal dress code.
6. Avoid using cell phone in the office / internet for personal use.
7. Employees must strictly abstain from smoking, consuming drugs, tobacco and gutkha during work hours.
8. Measure shall be taken to avoid, eliminate and if necessary impose punishment for any harassment in terms of color, religion sex or any other physical or mental disabilities.
9. No employee should involve himself in any form of threat or physical violence of any kind. He shall be liable to punishment, if found violating this code.
10. Should not associate with any political party or organization or take part in politics.
11. Employee should not destroy/attempt to destroy or tamper office record or documents of the college.

CODE OF CONDUCT FOR STUDENTS

1. Admitted students are expected to maintain good behavior and discipline on the campus and also during off-campus visits such as fieldtrips, educational tours, internship, Social service etc
2. Students must be aware that any instance/s of misconduct will call for severe action by the college .
3. While on campus, students shall, at all times have their I-Cards well displayed. They should be able to produce it before any teaching / administrative staff as and when the need arises.
4. Students must be appropriately dressed on the campus.
5. They should respect the college property and abstain from causing any damage to the infrastructural facilities provided to them. They are strongly advised not to scribble on the desks and deface the benches and walls.
6. Students should also beware of electrical installations and not damage the electrical gadgets and fittings in the classrooms, laboratories and other locations on the campus.
7. Students must contribute to maintaining their campus clean and beautiful by staying away from throwing of in the classroom, corridors, staircase, or playground. Any form of trash should be disposed in the trash-cans and waste bins only
8. Every student must compulsorily put in 80% of attendance for lectures and 90% for practical components They must be regular for all lectures and complete the assignments and tasks given to them on time
9. Students must strictly abide by rules laid down by the examination authorities and abstain from indulging in any form of unfair means or malpractice. The guilty may face suspension in case of an offence.
10. Students must display polite and courteous behavior towards their teachers, administrative/support staff, seniors and fellow classmates.
11. Student shall maintain silence in the knowledge resource building. Speaking loudly, hooting, whistling, loitering or making catcalls will be treated as a violation of campus discipline.

12. During leisure hours, and for independent study, students may use designated areas such as the library or reading hall.
13. Consumption of alcohol, chewing tobacco or smoking is strictly prohibited on the campus.
14. Students shall not display notices, posters, pamphlets or bills without the permission of the concerned faculty member or a competent authority.
15. Students are advised not to indulge in any unauthorized celebrations on the campus such as spraying colours or bursting fire-crackers.
16. Students are advised to follow safety precautions in the laboratories. They must at all times handle appliances, equipment, fixtures and laboratory material carefully to prevent accidents causing injury to self or damage to college property.
17. Use of mobile phones in class rooms, laboratories, library and any such location on the campus which may cause disturbance and hinder academic activity is strictly prohibited.
18. Students are advised to participate in all academic, extension, curricular and extra-curricular activities and use all such facilities available optimally in order to become competent and efficient mentally and physically.
19. Students desiring to participate in inter-collegiate competitions and activities must inform their college authorities in advance and seek prior permission.
20. Students must park their vehicles in the designated parking spaces only.
21. Any form of harassment such as ragging, eve-teasing or obscene behavior with fellow students or staff is highly objectionable and is liable to be treated as a criminal offence. (Can be modified as per various Acts)