



**Shri Ganesh Shikshan Prasarak Mandal,
Pu. Ahilyadevi Adhyapak Mahavidyalaya,
Nanded- Latur Road, Sangavi Post: Sangavi, Tal- Ahmedpur, Dist – Latur
Approved by NCTE, Recognize by DHE (Gov. of Maharashtra),**

Affiliated to SRTMU Nanded

INDUCTION PROGRAM

Date : 10.11.2022

The B. Ed Educational institutions play an important role in development of individual, family and society, laying foundation of a strong nation. The goal is to enrich all fields of knowledge, inculcate sense of responsibility and enhance the inner potential of an individual.

When new students enter an institution, they come with diverse thoughts, backgrounds and preparations. They come into a new unfamiliar environment and many of them have little knowledge of a university / college. An important task, therefore, is to welcome new students to Higher Education and prepare them for their new role. Currently, precious little is done by most institutions, except for an orientation Programme lasting a couple of days. Student Induction is designed to help in the whole process. Therefore, it should be taken seriously, and as something more than the mere orientation Programme. Student Induction Programme engages with the new students as soon as they come into the institution; before regular classes start. At the start of the induction, the incumbents learn about the institutional policies, processes, practices, culture and values, and their mentor groups are formed.

Sr. No	Session name	Time
1	Self-Introduction	2 Hrs
2	Orientation of B.Ed. Curriculum	1 Hrs
3	Orientation on Code of Conducts	2 Hrs
4	Orientation on Career opportunity after B.Ed. Course	2 Hrs
5	Orientation on Competitive Exam Cell	1 Hrs
6	Orientation on Placement activity & SDP	1 Hrs
7	Orientation on CGPA & Marking System	1 Hrs



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INDUCTION PROGRAM PHOTO

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Andhale B.S.
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Ganesh Shikshan Prasarak Mandal,
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ISO 9001:2015 Certified Institute

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Course Outcomes (CLO's)

BEDCC 101: Knowledge and Curriculum

1. Student Teacher understands the epistemological and social bases of education
2. Student Teacher describes the concept of educational sociology bases education
3. Student Teacher knows the dimension of curriculum and process of making Curriculum
4. Student Teacher identifies the concept and need of language
5. Student Teacher becomes acquainted with communication skills
6. Teacher describes the characteristics and importance of good Communication

BEDCC 102: School Management and Administration

1. Student teacher understands and knowledge about infrastructure facilities as quality education
2. Student teacher becomes familiar with the areas of management
3. Student teacher gets acquainted with school administration
4. Student teacher understands the new approaches of decision making and related factors attesting it
5. Student teacher becomes aware about the function of school administration
6. Student teacher applies the functions of school administration in class room
7. Student teacher describes the role and function of school administration

BEDCC 103: Contemporary India and Education

1. Student teacher understands the contemporary nature of develop of educational System of India
2. Student teacher classifies the meaning and relation between education and philosophy
3. Student teacher understands the policy frame works for education in India
4. Student teacher analyses the contribution of various major committees and commission On education set up from time to time



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5. Student teacher describes the meaning of educational sociology and agencies of Education in Indian society
6. Student teacher understands the provision of education mentioned in the Indian Constitution
7. Student teacher familiar with the marginalization in society and its impact on Education
8. Student teacher understands the concept of globalization liberalization, privatization and its impact on education
9. Student teacher understands the contribution of various educational thinker in Education

BEDOC 104: Learning & Teaching

1. Student teacher understands the various methods of standing of educational psychology and use of educational psychology in learning and teaching process
2. Student teacher analyses the importance of adolescence stage and problems of adolescence stage
3. Student teacher describe the learning theories in the learning process
4. Student teacher identifies the factors affecting on learning teaching process
5. Student teacher becomes familiar with the mental process of learning such as memory and forgetting
6. Student teacher acquainted with the importance of educational psychology and teaching process
7. Student teacher applies the various types of intelligence theories in daily teaching
8. Student teacher analyses and measures the I.Q.

BEDOC 105: Environment Education and Disaster Management

1. Student Teacher understands the importance of Environmental Education
2. Student Teacher becomes acquainted the Environmental Pollution and its Control
3. Student Teacher describes the Knowledge about Health and Safety
4. Student Teacher acquainted with general concept of Disaster Management
5. Student Teacher understands the acts and legal aspects about Disaster Management
6. Student Teacher identifies Disaster preparations



7. Student Teacher describes the role of education in disaster Management
8. Student Teacher well preparation Rescue from Disaster
9. Student Teacher understands the relief for Disaster

BEDCC 201: Gender, School and Society

1. Student teacher gets acquainted with the critical analysis of gender
2. Student teacher describes the manner in which race, class, gender and sexuality intersect
3. Student teacher becomes aware of Women's and People's experience in culture context both
4. Student teacher understands the role of gender and sexuality in social justice movement around the world
5. Student teacher describes how theories reflect the historical and cultural context in which they emerge

BEDOC 202: Understanding Disciplines and Subjects

1. Student teacher gets acquainted the nature and role of disciplinary knowledge in the school curriculum
2. Student teacher understands the paradigm shift in the nature of disciplines
3. Student teacher describes the nature of science and mathematics his behavior in Disciplines
4. Student teacher gets acquainted the behavior in disciplines
5. Student teacher understands the notion of the disciplinary doctrine
6. Student teacher becomes familiar with language as discipline
7. Student teacher understands the history & doctrine of the teaching of subject areas in school
8. Student teacher describes an understanding of social sciences as aDisciplines

BEDOC 203: Inclusive Education

1. Student teacher understands the concept, need and importance of inclusiveeducation
2. Student teacher gets acquainted the educational approaches and strategies for enrichment of inclusive education
3. Student teacher analyzes the curriculum adaptation and evaluation for children with diverse need



4. Student teacher understands the teacher preparation for inclusive education concept and meaning of diverse needs
5. Student teacher identifies the educational approaches and measures for meeting the diverse needs and remedial education, special education, integrated education
6. Student teacher describes the effectiveness of inclusive strategies: Enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism

BEDCC 301: Childhood and Growing Up

- 1) Student teacher understands the growth and development of the learner and its importance in the teaching learning process with special reference to adolescent stage
- 2) Student teacher becomes aware regarding the individual differences among learners
- 3) Student teacher identifies the educational needs of diverse learners
- 4) Student teacher gets acquainted with the new (contemporary) theories of learning
- 5) Student teacher understands the development of personality
- 6) Student teacher understands Political, Social and Cultural dimensions along with their implications on childhood and growing up
- 7) Student teacher becomes familiar with the impact of mass communication media on childhood and growing up
- 8) Student teacher gets acquainted with the concept multiculturalism and identifies role of the teacher in multicultural classroom
- 9) Student teacher understands the Government Policies in India for the Education of Children, Women, Minority and Backward Classes
- 10) Student teacher understands the types of exceptional children and characteristics of exceptional children
- 11) Student teacher gets acquainted with different learning styles and its educational implications

BEDCC 302: Assessment for Learning

- 1) Student Teacher understands the process of evaluation
- 2) Student Teacher developed the skill in preparing, administering and interpreting the achievement test



3) Student Teacher becomes acquainted with the use of different techniques and tools of evaluation for learning

4) Student Teacher describes the comprehend the process od assessment for Learning

5) Student Teacher Knows the Skills to compute statistical measures to assess the learning

BEDCC 303: Action Research

1. Student teacher understands the basics of action research

2. Student teacher knows the process of action research

3. Student teacher becomes acquainted the nature and scope of Action Research

4. Student teacher becomes acquainted with difference between Fundamental and Action research

5. Student teacher describes the types of Action Research

6. Student teacher understands the components of action research plan

7. Student teacher distinguished between quantitative and qualitatative data analysis in action research

8. Student teacher prepared a good action research report

BEDOC 304: Guidance and Counseling

1) Student teacher understands the meaning, nature and scope of guidance

2) Student teacher knows the meaning, need for group guidance

3) Student teacher appreciated the need for guidance

4) Student teacher becomes acquainted with the essential services involved in school guidance program

5) Student teacher describes the various stages involved in the process of counseling

6) Student teacher recognized the various techniques and approaches of counseling

7) Student teacher analyses the relationship between guidance and counseling

8) Student teacher understands the currier guidance and counseling centers

BEDOC 305: Women Education

1. Student teacher understands the present status of Women in India



2. Student teacher becomes acquainted with status, problems and issues of Girls education in India
3. Student teacher describes the constitutional provision and scheme for Women Development
4. Student teacher knows the Role and function of NGO'S for womendevlopment
5. Student teacher identifies the concept of Women's Empowerment
6. Student teacher describes the contribution of eminent person in women's education
7. Student teacher knows the contribution of various educational thinkers in women's education
8. Student teacher studied the role of women in Globalization.

BEDCC401: Educational Technology and ICT

- 1) Student teacher understands with the various technological applications available to him/her for improving instructional practices
- 2) Student teacher get acquainted the meaning, nature and scope of ICT in Education
- 3) Student teacher gets acquainted with structure, Hardware and Software of Computer
- 4) Student teacher describes the changes that occur due to ICT in Education
- 5) Student teacher knows to select the appropriate communication facilities through Internet
- 6) Student teacher understands the Legal and Ethical issues related to Internet and Student safety
- 7) Student teacher knows the ICT supported teaching learning strategies
- 8) Student teacher gets acquainted with the e-learning and development of ICT

BEDOC 402: Peace Education

- 1) Student teacher understands the concept and types of Peace
- 2) Student teacher understand the Constitutional values and their importance for social harmony
- 3) Student teacher understand the contribution of Mahatma Gandhi, Swami Vivekananda and The Dalai Lama in Peace Building
- 4) Student teacher understand the concept and areas of Peace Education
- 5) Student teacher understand the need for a Peace Education in present context
- 6) Student teacher understand the challenges of Peace in multicultural society



- 7) Student teacher understand and apply the values, attitudes and skills required for Peace Education
- 8) Student teacher understands as well as apply methodology for Peace Education
- 9) Student teacher acquire knowledge of programmes by UNESCO for promoting Peace Education
- 10) Student teacher understands and analyze the role of mass media in Peace Education

BEDOC 403: Values Education

- 1) Student teacher understands the concept, nature and different kinds of values
- 2) Teacher Student becomes acquainted with the need and importance of value education in secondary school curriculum
- 3) Student teacher identifies the classification of values under different types
- 4) Student teacher appreciated educational values like democratic, secular and socialist
- 5) Student teacher identifies the values in the Text Books of secondary schools
- 6) Student teacher describes the importance of Ten Core Area's
- 7) Student teacher appreciated the values in Indian Constitution
- 8) Student teacher prepared for programs to develop expected values

PROGRAM OUTCOMES (PLO's)

Student teacher completed successfully course the final course outcomes are –

PO1: Promotion of National Values and Goals: Student teacher shall be capable to promote national values and goals mentioned in the constitution of India through teaching and other professional work.

PO2: Integration of Knowledge and Pedagogy: Student teacher shall be competent to integrate knowledge of subjects with pedagogical, technological knowledge and different social-cultural context.

PO3: Curricular Analysis and Enrichment: Student teacher shall be able to analyze the curricula, identifying the gaps and enrich the curricula with plural sources of knowledge, media forms, field activities, study groups, teaching tools and skills for successful transaction of curriculum.



PO4: Understanding of Context and Problem Solving: Student teacher shall understand personal and societal context of the learner, Psycho-Social-Cultural-Economic development processes, historical background and developments in education to cope with complex educational problems at various levels.

PO5: Educational Evaluation, Management, Guidance and Counseling Services: Student teacher shall apply the knowledge of various disciplines allied to education, organizational skills for various educational services, administrative activities, evaluation, guidance & counseling services and co-curricular activities.

PO6: Sensitivity for Emerging Issues: Student teacher will be sensitive towards issues related to population, environment, gender equality, different literacy, Yoga & Health Education etc.

PO7: Learner Centered Educational Practices: Student teacher shall apply knowledge of Educational Psychology, Pedagogy, Philosophical Perspectives and Technology to perform, innovate and evaluate learner centered educational practices.

PO8: Knowledge Creation, Research and Innovation: Student teacher shall involve himself/herself in knowledge updatement, knowledge creation, action research and innovative practices in teaching and activities related to students, parents, community, educational groups and Government Organizations.

PO9: Professional Communication Skills: Student Teacher shall perform Professional Communication Skills Reading and Writing in educational magazines, journals and other forms of publication.

PO10: Collaborative, Culture Responsive and Creative Work Capacities: Student Teacher shall perform Professional Communication Skills Reading and Writing in educational magazines, journals and other forms of publication.



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