

"The art of **Teaching**
is the art of assisting
discovery."

– Mark Van Doren



★★★ Education For All ★★★

RAHUL COLLEGE OF EDUCATION

(N.C.T.E. Reg. No. WRC/5-6/89/2006 Dtd. 27/09/2006 CODE NO.APW03437/123403) AFFILIATED TO UNIVERSITY
OF MUMBAI AFF/RECOG.1/1249 OF 2007 Dtd.28 Feb.2007 | COLLEGE CODE : 767



ABOUT RAHUL EDUCATION

Rahul Education is a conglomerate of over 57+ institutions imparting knowledge in different disciplines, for over 30+ years. It proudly boasts of a family that consists of 70,000+ students. Rahul Education has come a long way with a deeper vision. It has unfurled great potential through the establishment of the institutions, spread across Thane, Palghar and Pune districts of Maharashtra and Chandauli district of Uttar Pradesh.

Ever since the commencement of its first school in Bhayandar in the year 1992, Rahul Education has diligently followed the path of delivering 360-degree quality education. Rahul Education is already providing education in major streams like Engineering, Polytechnic, Architecture, Design Studies, Law, Degree Courses – BMS, BMM, BA, B.Com., BAF, B. Sc. (IT, Aviation, Hospitality Studies, Actuarial Sciences, Computer Science, and Data Science) M.Ed., B.Ed., D.Ed., E.C.C.Ed., Junior College (Arts, Commerce, and Science), IGCSE, ICSE, CBSE, & SSC Curriculum.

As the year 2018 marked a quarter of a century since the Group's inception, the educational organization decided to commemorate the occasion by establishing Rahul Knowledge City in the state of Uttar Pradesh. The underlying goal behind such a step was to elevate the standard of education within the country and spread its benefits to all. Rahul Knowledge City is fully equipped with state-of-art facilities and all modern equipment bringing world-class education to the people of Uttar Pradesh. This also enabled the group to fulfill the lifelong dream of its founder Shri Ramadhar J. Tiwari of having a thriving educational institution in his native place of Mahuar Kalan.

Each individual at Rahul Education works with the unified vision of providing education for all and achieving the mission of bringing progress through comprehensive quality education.



OUR VISION

To be the frontrunners in providing quality learning experience to each child, inculcating moral values, positive thinking, and ethical values along with an attitude of innovation, giving to the society and helping; thus, upholding the Motto "Education for All"

OUR MISSION

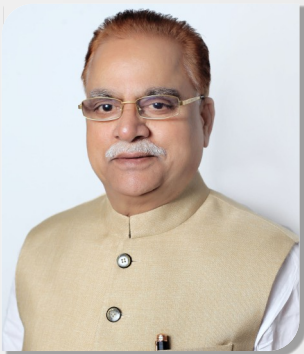
To create individuals capable of bringing change to the society, who have unique goals and aspirations yet believe in collective upliftment; thus, our aim for progress by continuously imparting "Comprehensive Quality Education"



MESSAGE FROM

The Founder Chairman

Transformation through Education' builds a nation's capacity to achieve intellectual growth and sustainable development. With an aim to strive towards excellence in delivering 360° Quality education, and our motto 'Lead the Way' with the logo of a lighted torch, represents our renewed and everlasting commitment to spread the light of knowledge in the lives of students. We insist on the 'Quality factor' for creating a bench-mark, thus preparing them to face the ever-increasing challenges of the competitive world.



SHRI L. R. TIWARI
Chairman

The President

In the crucial years of growth, it is necessary to tap a child's maximum potential. The youth of today are with no doubt, the forerunners and leaders of tomorrow. We strongly believe in this and continue to nurture students into becoming independent and skilled citizens who can offer great contributions to society through profound intellect and strong expertise. Since education is the key, to fight against all odds, we offer the gift of education to each child with no barrier, thus enlightening young minds in a harmonious environment.



Smt. K. L. Tiwari
President

MESSAGE FROM

The Secretary

With ever-evolving technology being an inevitable force for sustenance and success in the modern world, we are constantly striving to provide the best infrastructure with smart systems for an effective teaching-learning process that suits global standards. Highly qualified and skilled staff are the keyholders to unlock each child's personality and help them evolve into a competitive individual, retaining ethical values and culture. With clear emphasis on continuous and inclusive education, activities at all levels promote all round development of every individual involved. On a personal note, I welcome you all to be a part of this 'Institute with a Difference'.



Shri Rahul L. Tiwari
Secretary

The Jt. Secretary

Continuity in education is one of the major concerns our country faces, and we ensure that each child is moulded into a skilled human being with essential values for positive progress. With a vision to provide quality education in every domain, our students are constantly encouraged to optimize their chance of entering the field of their choice. Since our humble beginning in this vast journey of education, we, as the Management, have been relentless in our approach towards nurturing and supporting talent from KG to PG. We firmly believe that each individual is unique and we provide utmost care for their intellectual, emotional, physical and spiritual development.



Smt. Krishna Tiwari
Jt. Secretary

The Chief Operating Officer

"Educationists should build the capacities of the spirit of inquiry, creativity, entrepreneurial and moral leadership among students and become their role model" by Dr. A. P. J. Abdul Kalam.

Teachers must understand that they are the builders of society and that society can only be formed if students are proficient in their subjects. They must also educate students with a perspective of life and impart the principles of values that the students should follow in the years ahead.

Professional development can help teachers learn to cooperate, innovate, and reflect on their work.

The only way to become a successful and excellent educationist is to learn, unlearn, and relearn. As a result, one of the most important goals of the Rahul Group is to nurture and develop good and effective educators. Together we can, and we will make a difference in society.



Mr. Utsav R. Tiwari
C.O.O, Rahul Education.



ABOUT RAHUL COLLEGE OF EDUCATION

The goal of teacher education is to develop teachers into "encouraging, supportive, and humane facilitators in teaching-learning situations to enable learners to discover their talents, realize their physical and intellectual potentialities to the fullest extent possible, and develop character and desirable social and human values to function as responsible citizens."

Quality imperative is a dynamic concept that always adapts to an institution which is undergoing profound social and economic transformation through constructive change. Encouragement for future-oriented thinking and foresight is important for a teacher education institute as the destiny of a nation lies in her classroom. Despite different contexts, there are many common elements in the pursuit of a quality teacher education, which should equip all people, both women and men, to be fully participating members of not only their own country but also the world community in a broader perspective. Quality teacher education therefore requires us to redefine the different parameters of education in such a way as to cover certain basic knowledge, values, competencies and behaviour that are specifically attuned to globalization but reflect the richness of our diversity of Indian culture in terms of language.

To ensure a sustainable future, the task is to create educational systems that balance local, national, and global objectives. Rahul College of Education, a Top-Notch institution, is founded on a strong philosophy with specific aims and objectives that support the achievement of its vision and mission. In terms of nation-building in the modern era, there are tremendous expectations placed on teachers. Both demanding academic and extracurricular activities are a part of the teacher preparation curriculum. Together, these activities give potential teachers a well-rounded exposure that aids in their overall growth. At Rahul College of Education, every endeavour is made to provide high-quality teacher preparation.



OUR VISION

To prepare dynamic teachers who can lead in the integration of teaching and learning advancement and provide pedagogical, exemplary, sustainable and multidisciplinary educational and related services to the society.

OUR MISSION

- ✦ To provide experience based, multidisciplinary and research based learning for multifaceted development.
- ✦ To foster new pedagogy, innovative technology and integration with educational industries for holistic development so that the teacher pupil can contribute to the global society.

MESSAGE FROM

"We invite you to join our institution to transform yourself into accomplished educators."

Welcome to Rahul College of Education a constituent part of Rahul Education. I am honoured to serve as the I/C Principal of the institution and I would like to share with you what our institution has to offer you

"Innovation is the unrelenting drive to break the status quo and develop anew where few have dared to go. We believe everyone can innovate. #RCE gives you a platform to innovate"

We have been witnessing the need for leaders in all spheres in today's contemporary world. Leaders who can tackle the pressures of digital world and contribute to Quality Education.



Mrs. Sanjana Mishra
I/C Principal

We take great pride in offering an education program that provides a platform to create impact focused program where the students learn to practice innovation in classrooms. Our programs Bachelor of Education (B.Ed.), The programs go beyond the pedagogical skills and theories and aim at creating teachers who are humanistic, multicultural and humane in their outlook. We prepare students to play the roles of catalyst by empowering them with the right knowledge and skills that allows them to bring in transformation in educational sphere. Our program equips the prospective teachers latest trends in pedagogy and develop professionalism and commitment for lifelong learning. Its encourage students to conduct pioneering research, and contribute to the field of knowledge. We assure you that at our institution you will be geared to face the technology driven classrooms. We are proud to say that amidst our vision has enabled us to move ahead with strength and optimism.



COURSES OFFERED

BACHELOR OF EDUCATION (B.Ed.)

Be A Part Of The Most Noble Profession

Rahul College of Education is amongst the Best B.Ed. colleges in Maharashtra, India providing unmatched teaching and learning facilities. Having an affiliation to Mumbai University, it offers a two-year B.Ed. program. Following the norms and criteria of Mumbai University, the program enables the students to get an insight into the different aspects and approaches of teaching. The program merges the practical and theoretical aspects of the discipline to throw light on the holistic concept of teaching. By enticing young minds to advance in the field of teaching pedagogy, the program strives to bring innovative teaching/learning methods to the forefront. Being one of the Top B.Ed. College in India, Rahul College of Education offers the best facilities to its students.

Become a teacher to have an eternal impact on the world. Teaching has always been one of the most popular career choices among students. However, to become a teacher at pre-nursery, nursery, primary, secondary and senior secondary levels in schools or to become a professor at the college/university level, aspirants need to possess the right qualifications.

Rahul College Of Education, One Of The Top Teacher Training Institutes Impacts Training Of Our Nation's Teachers In A Manner That Encourages Them To Support Holistic Development Of The Pupil And To Continuously Refine Their Own Skills To Create The Best Possible Learning Environment For Our Children.

B.Ed is the bachelor's degree undertaken to take up teaching as a profession in schools. However, it is worth knowing that a B.Ed or Bachelor of Education is not an undergraduate degree and to pursue this course one needs to have completed his/her graduation. Thus, B.Ed is a professional course and right after completing this course, students can get a job at school level. However, it may be noted that those who wish to become school teachers of senior secondary classes need to have a post-graduation degree before pursuing B.Ed.

LEARNING OUTCOMES

- ☑ Foundational knowledge of Teacher Education discipline
- ☑ Understanding of the relationship of education with other disciplines such as Psychology, Sociology, Philosophy, History & Culture and contemporary Indian & global Politics
- ☑ In-depth knowledge and understanding of school pedagogy subject/s of their choice
- ☑ Development of teaching, classroom management and ICT skills
- ☑ Ability to conduct action research to solve immediate classroom problems
- ☑ Fulfillment of criteria set by MHRD India to obtain a permanent position in recognized schools of India

DIFFERENTIATORS

- ☑ CURRICULUM WITH INTERNATIONAL PERSPECTIVES
- ☑ ACTIVE CLASSROOM ENGAGEMENTS IN BLENDED MODE
- ☑ TECHNOLOGY DRIVEN PEDAGOGY
- ☑ FOCUS ON EXPERIENTIAL LEARNING

CURRICULUM

This two year B.Ed course has been designed to promote innovation through specialized pedagogies (Single, Dual) Skill enhancement outreach activities, mentoring, application-based research, intensive internship for creating 21st century educators and teachers. Following is an overview of courses offered through 4 semesters. Along with compulsory components, there are add-on certificate programmes which make our B.Ed course distinctive and unique in its way.

- ✦ A student teacher may choose a Single or Dual from the following school subjects as specialization: English, Hindi, Marathi, Gujarati, Science, Mathematics, Economics, Commerce & History
- ✦ A single specialization would lead to specialization in a particular school/college subject wherein the student would benefit by doing a comprehensive study of subject knowledge in detail across the various school/ college levels as well as be trained for pedagogy.
- ✦ A dual specialization would lead to specialization in selected 2 school subjects. The student would be studying the subject in detail across school levels in a single paper along with 2 pedagogy papers.

The definitions of the key terms used in the Credit Based Choice System

Program : Program is set of courses that are linked together in an academically meaningful way and generally ends with the award of a Certificate or Diploma or degree depending on the level of knowledge attained and the total duration of study. It corresponds to the word 'subject' used in many universities. A course is essentially a constituent

Course : A course of a 'program' and may be conceived of as a composite of several learning topics taken from a certain level. All the learning topics included in a course must necessarily have academic coherence that is there must be a common thread linking the various components of a course. A number of linked courses considered together are in practice, a 'program'.

Credit Point : Credit point refers to the 'workload' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures/counselling sessions, writing assignments, preparing for examinations, etc. Credits are assigned for a single Course and always pay attention to how many hours it would take for a learner to complete a Single course successfully. By and large a course may be assigned anywhere between 3 to 12 Credits where in one credit is construed as corresponding to 12 hours.

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ORDINANCES, REGULATIONS AND CURRICULUM FOR THE DEGREE OF THE BACHELOR OF EDUCATION Two Year B.Ed. Programme from the academic year 2023-2024

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



ELIGIBILITY CRITERIA

For Students from Mumbai University and Recognized University outside Maharashtra:

- ✦ **Graduates / Postgraduates from the following disciplines :** Science, Maths, Social Sciences (History, Geography, Economics, Political Science, Psychology, Philosophy, Education, Library Science), Humanities (Languages and Literature) with a minimum 50% (49.50% to 49.99%) for Open category and 45% (44.50% – 44.99%) for Reserved category (subject to producing caste certificate).
- ✦ **Graduates / Postgraduates from the following disciplines :** Commerce, Engineering, Computer Science, Law, IT, Agriculture, B.B.I., Medical Science, Fine Arts, Performing Arts – Music, Dance, Drama with minimum 55% (54.50% – 54.99%) and 50% (49.50% – 49.99%) for Reserved category (subject to producing caste certificate).
- ✦ **B.Com. and M.Com. New Eligibility :** Candidates with minimum 50% (49.5% to 49.99%) for Open Category and minimum 45% (44-5% to 44.99%) for Reserved Category.

B.ED. CURRICULUM FRAMEWORK

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 Counselling / Environmental Education (any one)	6	60	40	100
Interdisciplinary Courses 4: Creating an Inclusive School	6	60	40	100
Ability Course 2: Reading and Reflecting on Texts	3	--	50	50
Project Based Course 4	9	--	150	150
Any one Audit Course (Understanding the Self, Drama and Art in education) will be opted by student in Semester 1 and Certified in Semester 4	3	--	--	--
Total Credits	33	180	320	500



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PROGRAMME OUTCOME

PO-1 Competence Development: To empower the students and teachers with professional competencies required to cope with the changing global scenario.

PO-2 Attitude Development: To acquire knowledge regarding child psychology, classroom management, articulation of various teaching methodologies and interdisciplinary courses.

PO-3 Research and Innovation: To develop professional attitude towards research & innovative teaching, digital and problem-solving skills in the student and teachers to enable them to apply in relevant situations.

PO-4 Ethics: To inculcate the necessary professional ethics and create a wider vision to understand teacher's role

PO-5 Sensitization: To Create the awareness in students about the use of education for value transmission and sensitize them towards societal issues and concerns.

PO-6 Commitment: To develop commitment towards environmental responsibilities and leadership in environmental competencies to plan, organize & conduct various curricular and co-curricular activities.

PO-7 Lifelong Learning: To create an urge for continued learning and updating the knowledge, thereby planning new strategies to make learning more interesting and worthy.

COURSE OUTCOMES

SEMESTER - I

Core course 1: Childhood & Growing Up Credits: 6			CO 1 -Understand the foundational principles of development. CO-2 Grasp the concept of development within a diverse society. CO-3 Recognize child development within socio-cultural contexts. CO -4 Apply methods and approaches of child development. CO-5 Analyze theoretical perspectives in child development. CO-6 Evaluate the impact of changing family dynamics and parenting on youth in a diverse society.
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Core course 2: Knowledge & Curriculum Credits: 6			<p>CO-1 Comprehend the epistemological foundations of education.</p> <p>CO-2 Acquire knowledge of contemporary child-centered educational principles.</p> <p>CO-3 Understand the impact of social and cultural factors on education.</p> <p>CO-4 Explore curriculum components, determinants, procedural aspects, and assessment methods.</p> <p>CO-5 Evaluate the interconnectedness of curriculum and educational systems.</p> <p>CO-6 Recognize the necessity for curriculum reform in response to changing educational demands.</p>
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Interdisciplinary Course 1: Gender, School & Society Credits: 6	<p>CO-1 Familiarize student and teachers with the concept of gendered societal roles and associated challenges.</p> <p>CO-2 Establish a foundational comprehension of key gender-related terms like bias, stereotypes, empowerment, equity, and transgender issues.</p> <p>CO-3 Recognize the impact of societal institutions (family, caste, class, religion) on inclusion and gender identities.</p> <p>CO-4 Analyze the influence of educational components (schools, peers, teachers, curriculum) on addressing or perpetuating gender-based disparities.</p> <p>CO-5 Understand government policies for tackling inequalities and disparities, promoting inclusivity.</p> <p>CO-6 Critically evaluate media's role in shaping perceptions of inclusion and gender roles, both in popular culture and educational settings.</p>
Ability Course 1: Critical Understanding of ICT Credits: 3	<p>CO-1 Demonstrate a comprehensive understanding of ICT.</p> <p>CO-2 Apply ethical and safe practices when using ICT. Utilize ICT effectively in Teaching, Administration, Evaluation, and Research.</p> <p>CO-3 Evaluation, and Research.</p> <p>CO-4 Create and employ ICT-based learning materials.</p> <p>CO-5 Evaluate ICT-based learning resources critically.</p> <p>CO-6 Implement mobile, open, and social learning in the classroom.</p>

DRAMA AND ART IN EDUCATION	CO-1 Apply practical skills in drama and art. CO-2 Enhance comprehension of drama and art concepts. CO-3 Manage theatrical aspects effectively. CO-4 Integrate drama and art into the school curriculum practically. CO-5 Foster aesthetic appreciation and creative expression through drama and art. CO-6 Promote self-realization and sensitivity in learners through drama and art.
Project Based Course 1: Community work Co-curricular activities Credits: 3	CO-1 Develop sensitivity to societal issues & concerns & foster virtues like compassion, empathy, humility, courtesy etc. CO-2 Exhibit leadership competencies to plan, organize & conduct various educational activities
SEMESTER - II	
Core Course 3: Learning & Teaching Credits: 6	CO-1 Attain comprehension of the fundamental concept of learning. CO-2 Investigate the diverse factors influencing the process of learning. CO-3 Examine and compare different theories that explain how learning occurs. CO-4 Utilize cognitive perspectives to enhance practical learning approaches. CO-5 Implement constructivist viewpoints to facilitate effective learning strategies. CO-6 Demonstrate the application of learned theories in real-world educational contexts to optimize learning outcomes.
Elective Course 1: Pedagogy of a School Subject Credits: 6	CO-1 Explain the basic concepts associated with academic disciplines. CO-2 Integrate values in the teaching of the subject & correlate with other subjects & life CO-3 Apply the maxims, principles & various methods of teaching the subjects.
PEDAGOGY OF SCHOOL SUBJECT: COMMERCE	CO-1 Apply basic concepts of academic disciplines effectively. CO-2 Analyze the role of different disciplines in the school curriculum. CO-3 Apply interdisciplinary and multidisciplinary approaches in learning. CO-4 Utilize various approaches for interdisciplinary learning. CO-5 Demonstrate a deep understanding of Commerce Education. CO-6 Integrate values and teaching methods effectively in Commerce education.

PEDAGOGY OF SCHOOL SUBJECT: ECONOMICS	CO-1 Apply fundamental concepts of academic disciplines effectively. CO-2 Assess the role of different disciplines in the school curriculum. CO-3 Demonstrate a comprehensive understanding of Economics Education. CO-4 Define clear objectives for teaching Economics. CO-5 Incorporate values effectively in Economics education. CO-6 Establish meaningful connections between Economics and other subjects.
PEDAGOGY OF SCHOOL SUBJECT: ENGLISH	CO-1 Apply fundamental concepts of academic disciplines effectively. CO-2 Evaluate the role of different disciplines in the school curriculum. CO-3 Develop a strong foundation in English language fundamentals. CO-4 Apply pedagogical principles to language learning. CO-5 Implement pedagogical approaches for effective language teaching and learning. CO-6 Adapt various learning resources for teaching and learning.
PEDAGOGY OF SCHOOL SUBJECT: GEOGRAPHY	CO-1 Apply basic concepts associated with academic disciplines effectively. CO-2 Evaluate the integration of different disciplines in the school curriculum. CO-3 Demonstrate a comprehensive understanding of Geography as a subject. CO-4 Apply essential teaching techniques in Geography education. CO-5 Construct effective curriculum approaches. CO-6 Utilize diverse teaching and learning resources effectively in Geography instruction.
PEDAGOGY OF SCHOOL SUBJECT: HISTORY	CO-1 Apply fundamental concepts associated with academic disciplines effectively. CO-2 Assess the role of different disciplines in the school curriculum. CO-3 Understand the nature and significance of History and Political Science as school subjects. CO-4 Establish meaningful connections between History & Political Science and other subjects. CO-5 Critically evaluate History and Political Science textbooks for effective teaching. CO-6 Create engaging lesson plans and use appropriate learning resources for History and Political Science instruction.

PEDAGOGY OF SCHOOL SUBJECT: HINDI	<p>CO-1 विभिन्न विषयों के महत्व को विद्यालयी पाठ्यक्रम में लागू करने की क्षमता विकसित करें।</p> <p>CO-2 विभिन्न उपागमों का उपयोग विशेष शिक्षा सृजन में समझें और करें।</p> <p>CO-3 हिंदी भाषा का अर्थ और स्वरूप समझें।</p> <p>CO-4 हिंदी भाषा के अध्यापन के उद्देश्य और सूत्रों का प्रयोग करें।</p> <p>CO-5 हिंदी भाषा के विभिन्न प्रारूपों का परिचय करें।</p> <p>CO-6 हिंदी भाषा के आधुनिक माध्यमों की जानकारी और उपयोग की क्षमता विकसित करें।</p>
PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS	<p>CO-1 Apply fundamental concepts of academic disciplines effectively.</p> <p>CO-2 Recognize Mathematics' significance, nature, and role in the school curriculum.</p> <p>CO-3 Formulate instructional objectives using revised taxonomy for teaching Mathematics.</p> <p>CO-4 Implement diverse teaching approaches and methods effectively.</p> <p>CO-5 Establish and manage a mathematics club, fostering student engagement.</p> <p>CO-6 Utilize a mathematics laboratory to cultivate students' interest in the subject.</p>
PEDAGOGY OF SCHOOL SUBJECT: MARATHI	<p>CO-1 विद्याशाखांच्या संबंधित मूलसिंचना वापरून सिंकल्पनांचा मूल्यांकन करा.</p> <p>CO-2 शैक्षणिक अभ्यासक्रमांतील विविध विद्याशाखांच्या स्रोतांची समज सापडवा.</p> <p>CO-3 मराठी विषयाच्या शिक्षणाच्या उद्देशांचा मूल्यमापन करून सापडवा.</p> <p>CO-4 मराठी विषयाच्या शिक्षण पद्धतींची समज सापडवा.</p> <p>CO-5 छात्र-शिक्षकांमध्ये विषयांकित दृष्टिकोण विकसित करा.</p> <p>CO-6 मराठी अभ्यास-शिक्षण विषयक आधुनिक दृष्टिकोण सापडवा.</p>
PEDAGOGY OF SCHOOL SUBJECT: SCIENCE	<p>CO-1 Apply fundamental concepts of academic disciplines effectively.</p> <p>CO-2 Assess the role of different disciplines in the school curriculum.</p> <p>CO-3 Comprehend the nature and significance of Science.</p> <p>CO-4 Utilize NCF 2005 objectives for teaching Science.</p> <p>CO-5 Identify and incorporate values into Science education.</p> <p>CO-6 Apply effective approaches to teaching Science.</p>

<p>PEDAGOGY OF SCHOOL SUBJECT: SANSKRIT</p>	<p>CO-1 Implement effective maxims and principles in Sanskrit teaching. CO-2 Utilize diverse learning resources for teaching Sanskrit. CO-3 Implement a variety of teaching methods for effective Sanskrit instruction. CO-4 Comprehend different aspects of language teaching. CO-5 Develop strategies to enhance language competencies. CO-6 Analyze and address challenges faced by Sanskrit teachers.</p>
<p>Interdisciplinary Course 2: Educational Management Credits: 6</p>	<p>CO-1 Gain comprehensive insight into the concept of educational management. CO-2 Recognize the crucial role of effective organizational management in education. CO-3 Grasp the principles of applying a systems approach to educational management. CO-4 Understand the key functions that encompass educational management. CO-5 Comprehend quality, human resource, and change management within an educational context. CO-6 Develop a clear understanding of leadership and its diverse styles and skills.</p>

Project Based Course 2: Internship (3 weeks) Observation of School activities Observation of Peer lessons Shadowing subject teacher 5 lessons in 1st pedagogy Credits: 6	CO-1 Apply professional ethics, methodologies of teaching & assessment in their subject area CO-2 Reflect on the various internship related activities CO-3 Write & maintain reflective journal
SEMESTER - III	
Core Course 4: Assessment for Learning Credits: 6	CO-1 Equip prospective teachers to comprehend the pivotal role of assessment in enhancing learning. CO-2 Foster understanding of constructivist assessment paradigms, emphasizing assessment for learning. CO-3 Develop skills in formulating educational objectives and specifications. CO-4 Cultivate processes for empowering prospective teachers to facilitate confident, creative, and improved learning experiences. CO-5 Promote a critical perspective on assessment practices and selection methods. CO-6 Familiarize prospective teachers with the concepts, issues, and psychosocial aspects of internal and external examinations.
Interdisciplinary Course 3: Language Across Curriculum Credits: 6	CO-1 Comprehend language meaning and its multifaceted functions. CO-2 Cultivate awareness about language's vital role spanning diverse subjects. CO-3 Grasp the nuances of language diversity within the Indian context. CO-4 Understand theories of language acquisition and deficits in learning. CO-5 Recognize the influence of oral language and questioning on student knowledge acquisition. CO-6 Explore various text genres in distinct subject domains and their educational relevance.
Project based Course 3: Internship (11 weeks) -10 lessons in 1st pedagogy -2 theme-based lessons -3 co-teaching lessons -Reflective journal writing - Administration of test & analysis of results Credits: 12	CO-1 Apply professional ethics, methodologies of teaching & assessment in their subject area CO-2 Reflect on the various internship related activities CO-3 Write & maintain reflective journal CO-4 Prepare a question paper, conduct a test and interpret the results

SEMESTER - IV

Core Course 5: Contemporary India & Education Credits: 6	<p>CO-1 Grasp the concept of diversity within modern Indian society.</p> <p>CO-2 Analyze societal inequalities and the marginalization of vulnerable groups in India.</p> <p>CO-3 Understand educational implications for addressing diversity and inequality towards achieving universal education.</p> <p>CO-4 Critically examine constitutional values aligning with democratic educational goals.</p> <p>CO-5 Familiarize with contemporary education-related policies and issues in the Indian context.</p> <p>CO-6 Acquire knowledge about pertinent education commissions within the framework of liberalization, privatization, and globalization.</p>
- Elective Course 3: Credits: 6 Special Fields (any one) Action Research	<p>CO-1 Facilitate pupil understanding of foundational concepts in Action Research.</p> <p>CO-2 Guide pupils through the step-by-step process of conducting Action Research.</p> <p>CO-3 Enable pupils to apply Action Research cycles effectively in teaching and learning.</p> <p>CO-4 Enhance pupil awareness of the significance of validation in Action Research stages.</p> <p>CO-5 Support pupils in integrating Action Research methods into teaching practices.</p> <p>CO-6 Familiarize pupils with various data collection tools for Action Research application.</p>
Environmental Education	<p>CO-1 Understand varied approaches to effective environmental education. Foster comprehension of environmental education's essence, necessity, and principles.</p> <p>CO-2 Enhance understanding of core concepts like environment and ecology.</p> <p>CO-3 Develop insight into ecological energy dynamics and entropic pollution.</p> <p>CO-4 Raise awareness about pressing environmental challenges.</p> <p>CO-5 Explore and value environmental ethics embedded in ancient religious philosophies.</p> <p>CO-6 Understand varied approaches to effective environmental education.</p>
Guidance & Counseling	<p>CO-1 Establish comprehension of fundamental concepts in guidance and counseling.</p> <p>CO-2 Familiarize with strategies and tools employed for effective guidance.</p>

	<p>CO-3 Grasp the concept and techniques of career guidance and enhancing job satisfaction.</p> <p>CO-4 Understand the counseling process, skill set, and strategic approaches.</p> <p>CO-5 Heighten awareness regarding psychological challenges adolescents encounter and equip with coping strategies.</p> <p>CO-6 To sensitize the students to the psychological issues faced by adolescents and strategies to help them</p>
Interdisciplinary Course 4: Creating an Inclusive School Credits: 6	<p>CO- 1 Establish fundamental comprehension of diversity, disability, and inclusion concepts.</p> <p>CO-2 Gain insight into diverse models fostering inclusion.</p> <p>CO-3 Understand students' varying abilities, classifications, and characteristics.</p> <p>CO-4 Describe disability and inclusion frameworks at national and international levels.</p> <p>CO-5 Comprehend adaptations in curriculum and assessment for inclusive classroom settings.</p> <p>CO-6 Define roles of general teachers, resource teachers, and NGOs in inclusive education.</p>
Ability Course 2: Reading & Reflecting on Texts Credits: 3	<p>CO- 1 Cultivate a passion for reading and writing in student teachers.</p> <p>CO- 2 Foster and enhance reading and writing skills effectively.</p> <p>CO- 3 Appreciate texts from diverse academic fields.</p> <p>CO- 4 Equip student teachers with strong comprehension abilities.</p> <p>CO- 5 Analyze the societal aspects of text reading.</p> <p>CO- 6 Promote interactive engagement with texts individually and in groups.</p>
Project based Course 4: Internship (5 weeks) -Developing Learning Resources -Conducting Action Research -5 lessons in the 2nd pedagogy -5 co-teaching lessons with peers -Maintaining Reflective Journal -Participation in Community work (1 week) Credits: 9	<p>CO-1 Prepare effective learning resources using ICT</p> <p>CO-2 Prepare action research projects to resolve classroom problems</p> <p>CO-3 Apply professional ethics, methodologies Learning & assessment in their subject area</p> <p>CO-4 Reflect on the various internship related activities</p> <p>CO-5 Write & maintain reflective journal</p> <p>CO-6 Develop sensitivity to societal issues & concerns & foster virtues like compassion, empathy, humility, courtesy etc.</p>

<p>Audit Course: (any one) Credits: 3</p> <p>Understanding the Self</p>	<p>CO-1 Understand the holistic & integrated self through reflection & maintain peace & harmony within themselves CO-2 Identify their own potentials & challenges in resolving conflicts</p>
<p>Drama & Art in Education</p>	<p>CO-1 Elucidate the role of drama & art in self-realization of learners CO-2 use art & drama in creative expressions for special learners</p>



COLLABORATION FOR CERTIFICATE COURSES

Orangeslates Centre of Excellence



OrangeSlates is an online platform to upgrade educators with necessary knowledge & skills so they can excel in the ever evolving world of teaching and learning. It is a community of progressive educators who learn from each other's experiences.

OrangeSlates is a research-based & purpose driven organization that is working to bring about a quantifiable difference in educators' deliveries & outcomes.

Our high-quality Programs & Certificate Courses help educators such as Teachers, Principals, HoDs, Tutors, Counselors, etc. in achieving their career goals. Educators from across the country & beyond have successfully completed various programs and courses and significantly impacted their teaching and overall career. We bring forth topics and areas of study that help educators prepare for the future and its many challenges.

With more than 400 programs, 25000+ educators & over 1100+ institutions have been powered by our robust 4C Methodology that ensures immediate impact in their classrooms.



Teachers Help Teachers

Rahul College of Education is proud to announce our collaboration with Teachers Help Teachers, a leading platform for teachers to learn, share and grow together. This collaboration is aimed at upskilling in-service teachers and bridging the skill gap of pre-service teachers in line with the National Education Policy (NEP) across teacher education colleges in India.

At Rahul College of Education, we believe that empowering teachers is the key to building a better education system. With the support and guidance of Ms. Rakhee Chhabria, Founder/Director of THT, and Ms. Chaitali Mehta, a Core Team Member of THT, we are committed to providing our students with the latest teaching methodologies and techniques.

Through this collaboration, our students will have access to THT's vast resources and network of experienced educators. They will be able to learn from other fellow teachers across the country and stay updated on the latest trends and best practices in the education sector. Additionally, this partnership will also provide various employment opportunities for our students.

Mr. Utsav Tiwari, COO of Rahul Education, envisioned this collaboration as a step towards achieving our goals and vision. With the expertise and knowledge of such dynamic personalities, we are confident that our B.Ed program will equip our students with the skills and knowledge they need to become successful educators.

Edunet Foundation



Edunet Foundation: Bridging the Academia-Industry Divide and Enhancing Employability.

Edunet Foundation is a social enterprise established in 2015 that aims to bridge the academia-industry divide, enhance student employability, promote innovation, and create an entrepreneurial ecosystem in India. The organization works primarily with emerging technologies to augment and upgrade the knowledge ecosystem and equip beneficiaries to

become contributors themselves. Edunet Foundation is committed to building a workforce that is enabled with Industrial Revolution 4.0 (IR 4.0) skills and is future-ready.

SKILL BASED LEARNING PROJECTS UNDER RCOE

Rupantran4ME



Rupantran4ME is a field trip which is based on the Observation & experiential learning where the B.Ed. students will be divided into small groups and few destinations will be allotted to them to carry on their trip which will enable them to attain the objectives of teaching learning process.

Objective of Rupantran

- ♦ To make learners aware of their society
- ♦ To develop interpersonal skills, group working skills
- ♦ Travelling and exploring are the best learning sources ever. The more you travel, the more you learn
- ♦ To develop a better grip on the local and the global issues.
- ♦ To develop Deepen Social and Historical Knowledge
- ♦ To Develop Critical Thinking Skills
- ♦ To Promote Interest in Art and Culture
- ♦ To Highlight Career Opportunities
- ♦ To train art students in observation skills through drawings.
- ♦ To create an appreciation of nature in art students.
- ♦ To be exposed to the cultures and way of life of different groups of people and to be humble and respectful of their interaction.

Saarthi – Educational Clinic



Saarthi – Educational Clinic is a Guidance and Counselling Programme initiated by the Rahul College of Education with the goal of channelizing the future teacher into the industry by making them ready to grow and develop themselves to meet the industry requirements. Here, in saarthi we will help those who are financially unstable to get coaching sessions or lacking the desired skills and competencies.

Objectives:

- ♦ To provide the guidance in various examinations
- ♦ To make students competent in their prospective career choice.
- ♦ To help the student teachers with necessary measures to complete their education.
- ♦ To promote self discipline and direction for a desired career path.
- ♦ To build proficiency in student- teacher through written and verbal communication, aptitude, logical ability, and critical thinking skills

COMMITTEES IN COLLEGE

Various Committees Are Constituted In The College For The Smooth And Efficient Management Of College Activities Which Are Directed Towards The Achievement Of College Mission.

Library committee : The library committee consists of a group of persons who are empowered to do certain jobs relating to library and administration. The library committee includes a chairman, a secretary, members or a convener or members

Anti-Ragging Committee : The College has a vigilant committee to curb instances of ragging. The Committee takes measures to repeatedly remind students of the consequences of ragging, and ensures that parents and new students are made aware of their rights. The Anti-Ragging Committee is constituted in this college to prevent ragging and to take anti-ragging measures as per the guidelines issued by the Supreme Court of India and UGC.

Counselling & Grievance & Anti Sexual Harassment Cell : The Grievance Redressal council works without diplomacy figuring out the reason for particular grievance as soon as it arrives. RCE has taken sincere efforts to train the members of council about how to handle grievances. We gather actual facts for an effective and correct decision making with alternative course of actions thought during this process. Such actions are examined on the existing and future management policies and analyzed for keeping a sense of accuracy doing justice to parties indulging in grievance.

Cultural Committee : The Cultural Committee of Rahul College of Education endeavors to celebrate the cultural diversity on the campus by organizing pooja / cultural performances / special events during various festivals and events. The Cultural Association provides young minds with a platform not only to cabinet their potential talent but also trains them to be market-ready.

Examination Committee : The Examination Committee is responsible for preparation, administration, and evaluation of the examination in our college. The Examination Committee is also responsible for the smooth conduct of exams.

Seminar and Conference Committee : The Seminar Committee is a standing committee that serves to schedule, communicate and oversee monthly seminars hosted by the college, with the purpose of increasing research collaborations / analytical skills / competitive learning between faculty and students of multiple disciplines and to promote excellence in future.

Sports & Gymkhana Committee : The College and Management through the Sports Committee encourages students to participate in indoor and outdoor sports events and also participate in inter-collegiate level events. The activities of sports start from the mid of every year, which continues throughout the academic year. The sports activities are advantageous for the students to add additional skills along with academic qualification in their profile.

Women Development cell : Women empowerment and gender equality are the most important requirements for the enlistment and progress of our nation. The Cell has both the faculty and students of the College as its members and works with an aim to create a gender-sensitized community within the campus as well as in the society. It has been organizing varied academic, technical, medical, cultural and social events for the upliftment of women and spread the real importance of gender equality in the society through the College students. The college has constituted with Internal Complain Committee for launching complain regarding sexual harassment.

Department of Life Long Learning & Extension (DLLE) : DLLE, earlier known as DACEE, a statutory department of the University of Mumbai aims to promote a meaningful and sustained rapport between the universities and the community. DLLE wants to provide a forum and place for the exchange of ideas, innovations, research and students. Students of DLLE should be the representative voice of those traditionally underserved and ignored in society. Student's interaction with such people in society makes them aware of the actuality and tribulations of their lives making students more responsible citizens of the country. They start doing their mite to lessen the burden of such underprivileged and downtrodden people in the society.

Magazine & Newspaper Committee : The faculty and student representatives constitute the Magazine and Newsletter Committee. The Committee meets periodically to discuss and select the articles for publication. Where necessary, it will also commission articles from faculty and others.

Internal Quality Assurance Cell : The IQAC has been consistently and actively involved in quality sustenance and quality enhancement activities. It is a participative cell of the SLRTDC that works on evolving strategies to remove deficiencies and enhance quality, thus channelizing the efforts of the College towards achieving holistic academic excellence.

Research, Innovation, Incubation Cell : The research cell has been formed to motivate students to bring ideas that would change the world. So, with standards of higher education getting higher and higher there's an imperative need for institutions to think outside the box and tap into their innovative mind-sets.

Training & Placement and Cell : The Placement Cell organizes career guidance programmes for all the students starting from first year. The Cell arranges training programmes like mock interviews, group discussions, communication skills workshops, etc. and it also organizes Public Sector Exam Training for students who are interested to join the government sectors. It also invites HR Managers from different industries to conduct training programmes for final year students.

Students Council : The College has a duly constituted student's council according to the rules of University of Mumbai, with the principal as chairperson and one lecturer nominated by the principal, as In-charge. The council includes class Representative from each class, outstanding students from sports and cultural activities nominated by the principal. The tenure of the student's council is one academic year. It organizes, supervises and co-ordinates the activities of various student's association and societies and also makes recommendations to appropriate authorities regarding matters related to the welfare of the students.

Alumni Association : An alumni association is a registered association of graduates or, more broadly, of former students. These associations often organize social events, publish newsletters or magazines, and raise funds for the organization. Many provide a variety of benefits and services that help alumni maintain connections to their educational institution and fellow graduates. Additionally, such groups often support new alumni, and provide a forum to form new friendships and business relationships with people of similar background. Today, alumni associations involve graduates of all age groups and demographics.

Admission Committee : The College has duly constituted Admission committee according to the rules and regulation of CET Cell. The committee members take care of admission process, documentation, eligibility criteria and support the learners for their admission in respective courses.

Contact us

Rahul College of Education organises various co-curricular and extra curricular activities for the students. Co-curricular activities like seminar, conference, quiz competition, management games and extra curricular activities like cultural events, sports, Extension program. Students participation in these activities helps the students in overall personality development.



For the detailed information kindly visit our website and download prospectus 2023-24



RAHUL COLLEGE OF EDUCATION

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Rahul Education

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