

**JAY DURGA BHAWANI KRIDA MANDAL SANCHALIT
OM SAI SHIKSHANSHASTRA MAHAVIDYALAY,
SHIRSOLI (P.B) , Maharashtra**

PROSPECTUS



Affiliated to - Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon.

Ramnarayan nagar , Pachora road Shirsoli (P.B) Tel & Dist. Jalgaon .

Jalgaon – 425002, Maharashtra (India)



JAY DURGA BHAWANI KRIDA MANDAL SANCHALIT
OM SAI SHIKSHANSHASTRA MAHAVIDYALAY,
SHIRSOLI (P.B), Maharashtra

ESTD. 2008

Recognized By

National Council for Teacher Education, New Delhi

Govt. of Maharashtra

&

Affiliated to – Kavayitri Bahinabai Chaudhari

North Maharashtra University, Jalgaon

Ramnarayan nagar , Pachora road Shirsolli (P.B) Tel & Dist. Jalgaon .

Jalgaon – 425002, Maharashtra (India)

<http://www.omsaibed.org>

Email: principal@omsaibed.org

Working Hours 11:00 am To 05:00 pm

Principal

Dr. Archana P. Bhosale

Academic Year : 2023 – 2024

About

'OM SAI SHIKSHANSHATRA MAHAVIDYALAY'

JAY DURGA BHAWANI KRIDA MANDAL SANCHALIT OM SAI SHIKSHANSHATRA MAHAVIDYALAY, SHIRSOLI (P.B) Maharashtra Affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University (KBCNMU) , Shirsoli is located at prime location Jalgaon and easily accessible. College has connectivity with Various Public Transports especially available 500 meters. It is a Self-Finance College governed by JAY DURGA BHAWANI KRIDA MANDAL SANCHALIT OM SAI SHIKSHANSHATRA MAHAVIDYALAY, has been pioneer in co- Education.

The functioning of college is decentralized through various committees and cells. Representatives from the management, principal, faculty members, eminent personalities, staff members, students and alumni are part of the committees and cells. Transparency in the working system is one of the best features of our institution.

The academic committee of the college are time table committee, microteaching committee, lesson planning committee cultural activities committee, exam committee, internal submission committee, internship committee, Library committee, Advisory Committees and the college development committee. These bodies along with the IQAC play an important role in framing policies and executing them. Advisory committee and college development committee is responsible for scrutinizing the proposals with regard to the programs of study, academic regulations, curriculum, syllabi and framing evaluation policies. The College office comprising of Administrative and Supporting Staff the administrative activities under the Office Superintendent in consultation with the Principal.

Codes of professional ethics guide all stakeholders of the college about its principles of integrity, accountability, inclusiveness, commitment and sustainability. All stakeholders work within the institutional policies and practices so as to satisfy the vision and mission of the college.

Under the supervision of principal, heads and committee members plan for organizing curricular and co- curricular activities. The college practices a well-structured system of mentoring to provide proper guidance to the students in not only choosing the right career path but also to help them to become confident and emotionally secure individuals.

The college has been imparting quality education as a means of empowering all stakeholders so that they recognize and fulfill their roles and responsibilities as equal contributors towards nation building and making India a forerunner on the global map under the guidance of their teachers.



Hon. Founder,
Dr. Sunil Supadu Mahajan

“Education is the most powerful weapon we can use to change the World”

It is a matter of pride to pen down the message for the JAY DURGA BHAWANI KRIDA MANDAL SANCHALIT OM SAI SHIKSHANSHATRA MAHAVIDYALAY, SHIRSOLI (P.B) Maharashtra. My heart fills with immense pleasure as I perceive the progress being made at OM SAI SHIKSHANSHATRA MAHAVIDYALAY, SHIRSOLI (P.B) Maharashtra. The entire purpose of education is not to restrict itself to imparting bookish knowledge only but inculcate humanitarian values like wisdom, compassion, courage, humility, integrity, and reliability in a student teacher. *We, just like you, believe in holistic education for all students, encompassing-academics, co-curricular activities, sports education, and life skills learning.* Our endeavour is to strike a balance between state-of-the-art infrastructure and an internationally acceptable education and personality development with skill development. I extend by warm wishes to the principal, staff, and students of OM SAI SHIKSHANSHATRA MAHAVIDYALAY, to continue this journey on the road to excellence.



Dr. Archana P. Bhosale
Principal

“A teacher is live a potter who molds the students to built a nation”

The success of any nation depends on the youth who further depends upon the quality of education. New education policy can apply shortly i.e. NEP 2020 . it's a Nation building policy of the India. Knowledge and its application is the only way, by which this can be achieved. The teacher is will remain but the role of the teacher has changed he has become a guide and director of the students. So no other profession is designed like a teacher profession.

There is no doubt that we are constantly striving to produce the best teachers of the future, who will always be ready take our country forward.

Also we intend to follow the path traced by swami Vivekananda.



VISION

‘JDBKMS Om Sai Shikshanshatra Mahavidyalay (B.Ed) aspires to be leading institution the country offering high quality teacher education to enlighten, emancipate and empower the students-teacher fraternity and to foster lifelong learning’

The vision of the college is not merrily continued to impot knowledge in the classroom, but is a means of reinforcing values of love, compassion, equality and justice. We aspire to produce teaching professionals who would make significant and lasting contribution to the cause of education in the country.

JDBKMS Om Sai Shikshanshatra Mahavidyalay envision a world where all learners are equipped to thrive in a dynamic future. Now is a transformational time in education. We are in the cusp of imminent breakthroughs that will change our ability to improve teaching and learning for all. Today, we visualize JDBKMS Om Sai Shikshanshatra Mahavidyalay as a premier educational institute that continually responds to the changing social realties trough the development and application of knowledge. The purpose of such engagement will be to create an inclusive society that promotes and protects the dignity, equality, social justice and human rights for all with special emphasis on empowerment of student teachers.

Through exceptional professionals education that is responsive and relevant to the challenges that practitioners face. We can equip and empower educators and institutions around the country .



MISSION

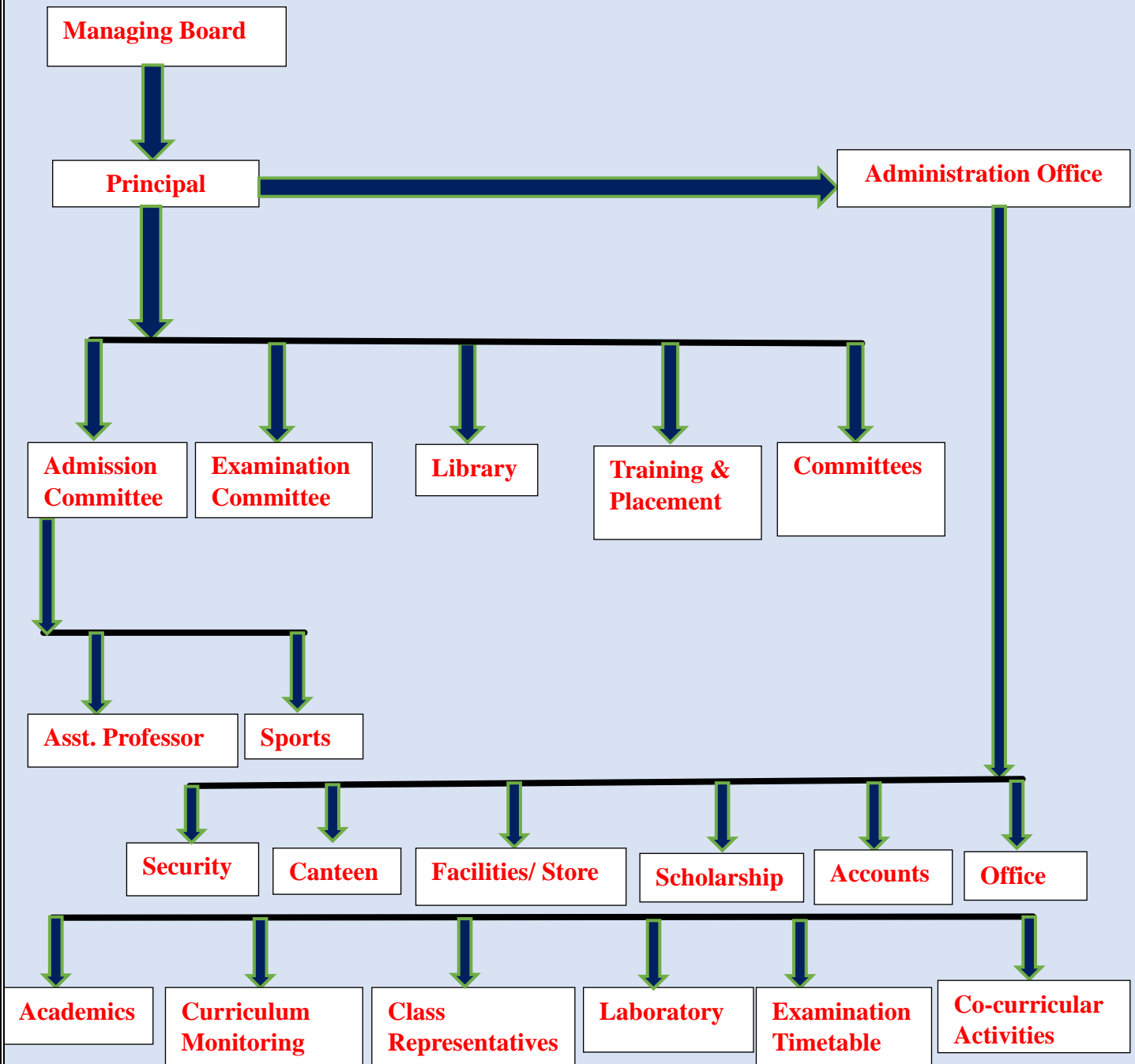
To develop students skills and competencies necessary to play the multicentered role of the teacher in the new millennium .

We are committed to provide trained and committed student teachers with multidimensional qualities and professional competencies in the field of education.

OSS College of education is committed for educating the next generation of professional and academic leaders who join us in transforming society through collaboration innovation and knowledge creation.

OSS College of education is committed to provide training to students teachers to meet the changing socio-economic needs with human values and purposeful responsibility and to achieve excellence with quality in every activity.

**ORGANIZATION CHART OF JDBKMS OM SAI
SHIKSHANSHASTRA MAHAVIDYALAY, SHIRSOLI
[P.B.] MAHARASHTRA**



Campus Highlights And Amenities

❖ Physical Resources

- ✓ Huge spacious campus
- ✓ Hi-Tech ICT Lab
- ✓ Well – equipped Science Laboratory
- ✓ Well maintained Psychology Laboratory
- ✓ Huge library with thousands of book
- ✓ Separate Guidance Room
- ✓ Spacious Classroom with Interactive seminar hall
- ✓ Wi-Fi Campus
- ✓ Language Lab

Academic Programme

- ✓ B. Ed. Two Years Annual Pattern (CBCS) as per NCTE Regulation 2014. Wef 2019-20

About The Faculty

Our College has unique blend of experience and youth which comprises the Highly Qualified staff clearing SET and NET Examination & Ph. D. Our lectures are highly qualified. Well experienced and have successfully completed their orientation programme and refresher programme also attended international and national conference. Their reference book on B.Ed. Curricullum are published along with various college and have started their own interdisciplinary online journals. Faculties are recognized as research guide by university.

Other Activities

- ✓ Educational trip and Educational Visit
- ✓ Student Welfare Cell
- ✓ Skill Development Programme
- ✓ Health and Sports
- ✓ Yoga session
- ✓ P.T.A & Alumni NET, SET Workshop TET, TAIT Workshop

Seminar/Workshop / Conferences

Conducted by Our College

- ✓ College Level Seminars on Micro Teaching, E-Learning, Instructional System, Constructivist Method of Teaching .
- ✓ Every Year College conduct Teaching Aid Workshop for B.Ed student and SET,NET Workshop.

Technology Assisted Teaching

Learning Process

✓ **Activities :**

In our college we organize a variety of curricular & co-curricular activities which inclusive.

1. Curricular :

International & National seminar Preparing Teaching Aids Workshop Art's & Craft Workshop B.Ed. CET Orientation Programme Guest Lectures CTET & TET, CET, CTET,TAIT Exam workshop, CCM workshop, Action Research workshop, Career & Counselling Cell.

2. Co – Curricular Activities :

Cultural Events, Various Competition, Self Defence mechanism training for women personal hygiene awareness programme, Yoga awareness programme.

✓ **Various Day Celebration :**

Teacher day, Youth Day, Hindi Day, Geography Day, Science Day, Mathematics Day, Marathi Day, Students Day, Friendship Day, Birth Anniversary of Mahatma Gandhi, Lokmanya Tilak , Lal Bahadur Shastri, Dr. APJ Abdul kalam, Mahatma Fule, Dr. B.R. Ambedkar, Ramanujan etc., Environment day, Yoga Day, Aids Day.....

Course and Admission Process

Sr. No	Name of Course	Duration	Intake	Eligibility	Type	Entrance Exam
1	B.Ed (General)	Two Years	50	Any Graduate with 50% marks for Open & 45 % Reservation Category	Un-Aided Co-Education	Govt. CET

Institutional Facilities

- ✓ ICT Lab With Internet
- ✓ Educational Technology Lab
- ✓ Science & Math Laboratory
- ✓ Language Lab
- ✓ Sports Facilities
- ✓ Reading Room
- ✓ Free Wi-Fi

Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon Syllabus for
B.Ed. Two years Annul Pattern (CBCS) as per NCTE regulation 2014
First Year wef. 2019-20

CB CS	Sr. No.	Area	Hours		Marks			Credits
			Teaching	Learning	Int. Exam	Ext. Exam	Total	
A - Perspectives in Education								
CC	PE1	Learning , Teaching in Childhood and Growing Up	85	40	20	80	100	4
CC	PE2	Education in Contemporary India and Genders, School, Society	85	40	20	80	100	4
CC	PE3	Language across the Curriculum- Knowledge and Curriculum	85	40	20	80	100	4
CC	PE4	Health, Yoga and Physical Education	85	40	20	80	100	4
B - Curriculum and Pedagogic Studies			0	0	0	0	0	0
DSE	CPS1	Curriculum and Pedagogic Studies School Subject-I	85	40	20	80	100	4
DSE	CPS2	Curriculum and Pedagogic Studies School Subject-II	85	40	20	80	100	4
C - Engagement with the Field/Enhancing Professional Capacities			0	0	0	0	0	0
AEC	EPC 1	Various tools, techniques and skills of teaching	40	20	0	50	50	2
AEC	EPC 2	Life Skills Education or Disaster Management	40	20	0	50	50	2
AEC	EPC 3	Reading and Reflecting on Texts or Parenting Education	40	20	50	0	50	2
AEC	EPC 4	Environmental Studies or School Management	40	20	50	0	50	2
SEC	EPC 5	Microteaching & observation of isolated skills and simulated lessons Total 6 lessons for each CPS (Teach+ Re teach= 1 lesson)	110	200	80	0	80	4
D - Field Based Activities			0	0	0	0	0	0
SEC	PE1	Case study of any one student from Std. V to XII or Psychological Experiment(any Five)	40	20	20	0	20	2
SEC	PE2	Prepare and submit term paper on any Education Commission in India	40	20	20	0	20	2

SEC	PE3	Prepare the script on folk dialects in your region or Prepare the term paper on various dimensions of the curriculum and their relationship with the aims of education based on Indian Educationalist.	40	20	20	0	20	2
SEC	PE4	Prepare the report on - Organisation of games and sports tournaments or □ Learning and performing of basic yogic activities, asanas and pranayam, Kriyas and Meditation	40	20	20	0	20	2
SEC	CPS1	Prepare Year plan, unit plan , unit test and blue print on any unit on CPS I from Std. I to VII	40	20	20	0	20	2
SEC	CPS 2	Prepare Year plan, unit plan , unit test and blue print on any unit on CPS II from Std. I to VII	40	20	20	0	20	2
		Total	1020	640	420	580	1000	48

Kavyitri Bahinabai Chaudhari North Maharashtra University, Jalgaon

B.Ed. (CBCS Annual Pattern 2019) Second Year -2020-21 wef.2020

CB CS	Sr. No.	Area			Mar ks			Cre dits
					Teachi ng Hours	learni ng hours	Int. Exam	
A - Perspectives in Education								
CC	PE5	Guidance , Counseling and Inclusive Education	85	40	20	80	100	4
CC	PE6	Assesement and Evaluation in School Education	85	40	20	80	100	4
B - Curriculum and Pedagogic Studies			0	0	0	0	0	0
DSE	CPS3	Curriculum and Pedagogic Studies School Subject-I	85	40	20	80	100	4
DSE	CPS4	Curriculum and Pedagogic Studies School Subject-II	85	40	20	80	100	4
C - Engagement with the Field/Enhancing Professional Capacities			0	0	0	0	0	0
AEC	EPC 6	Applied paper on Internship	40	40	0	50	50	2
AEC	EPC 7	Drama and Art in Education or Critical Understanding of ICT	40	40	50	0	50	2
SEC	EPC 8	Practice Teaching & observation for School lessons(8) of CPS 1, CPS 2 and 8 lessons for CPS 3 and CPS 4	150	300	100	0	100	4
SEC	EPC 9	Internship Programme for 15 weeks in secondary school	540	135	220	0	220	8
D - Field Based Activities			0	0	0	0	0	0
	PE5	Visit a nearby special, inclusive and regular school. Make observations in terms of time table, teaching learning activities, infrastructure, child to child interaction and Parental support or Prepare a case study report on a disabled learner.	40	40	20	0	20	2

	PE6	Prepare a term paper on various components of Guidance and Counseling or Prepare the report on visit of five parents of students studying in school.	40	40	20	0	20	2
	CPS3	Prepare Teaching Aid on any unit of CPS 3	40	40	20	0	20	2
	CPS 4	Prepare Annual Teaching Plan, Unit plan and Unit test with blue print on any unit of CPS 4	40	40	20	0	20	2
SEC	UPE	Annual one Lesson of each CPS for Std. V to X University Exam.	45	45	0	100	100	2
ok		Total	1315	880	530	470	1000	42

Year	Teaching Hours	learning hours	Int. Marks	Ext. Marks	Total	Credits
I	1020	640	420	580	1000	48
II	1315	880	530	470	1000	42
Total	2335	1520	950	1050	2000	90

Institutional Programme Events



Alumni

Orientation Programme



Internship Program
at School

Gathering Event



Respected Mayer Sau.
Jayshritai S. Mahajan to
Congratulation .

Yoga Day





Yuva Din

Independence Day



2nd October Swachh
Bharat Abhiyan



Tree Plantation



LIC Committee

Youth Festival



Sports Day Celebration



Educational Trip



JAY DURGA BHAWANI KRIDA MANDAL SANCHALIT
OM SAI SHIKSHANSHASTRA MAHAVIDYALAY,
SHIRSOLI (P.B) Maharashtra.

IQAC Cell

Sr. No.	Name	Designation
1.	Dr. Archana Pundlikrao Bhosale	Principal
2.	Shri. Lalit Bhagwat Dhande	Management Member
3.	Prof. Asha Devidas Patil	Faculty Member
4.	Prof. Sandeep Bhagwat Tayade	Faculty Member
5.	Shri. Sharad S. Dhanagar	Industrialist
6.	Prof. Nilesh R. More	Alumni
7.	Shri. Nilesh S. Patil	Academician
8.	Dr. Jayesh Gujarathi	Mentor
9.	Shri. Sandip Sunil Patil	Account
10.	Dr. Varsha Vinayak Birhade	IQAC Co-ordinator

Anti Raging Squad

Sr. No.	Name Of Members	Designation
1.	Dr. Archana Pundlikrao Bhosale	Principal
2.	Dr. Varsha Vinayak Birhade	Member
3.	Prof. Asha Devidas Patil	Member
4.	Prof. Sandeep Bhagwat Tayade	Member
5.	Prof. Pournima Digambar Patil	Member

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SHIRSOLI (P.B) Maharashtra.

Alumni Association

Sr. No.	Name	Designation
1.	Dr. Archana Pundlikrao Bhosale	President
2.	Shri. Yashwant Panachand Gujar	Vice President
3.	Prof. Asha Devidas Patil	Executive Chairman
4.	Shri. Manish Deoram Patil	Co- Chairman
5.	Dr. Varsha Vinayak Birhade	Secretary
6.	Smt. Nalini Anil Aswar	Treasurer
7.	Smt. Saraswati Gokul Bodhake	Member
8.	Shri. Rajnikant Suresh Aswar	Member
9.	Smt. Bhagyashri Ravindra Patil	Member

Student Welfare Cell

Sr. No.	Name Of Members	Designation
1.	Dr. Archana Pundlikrao Bhosale	Principal
2.	Dr. Varsha Vinayak Birhade	Faculty Member
3.	Prof. Asha Devidas Patil	Faculty Member
4.	Dr. Rajesh Pundlikrao Gaikwad	Faculty Member
5.	Prof. Sandeep Bhagwat Tayade	Faculty Member
6.	Prof. Pournima Digambar Patil	Faculty Member
7.	Shri. Yashwant Panachand Gujar	Student Member

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SHIRSOLI (P.B) Maharashtra.

Admission Cell

Sr. No.	Name	Designation
1.	Dr. Archana Pundlikrao Bhosale	Principal
2.	Dr. Varsha Vinayak Birhade	IQAC Coordinator
3.	Prof. Asha Devidas Patil	Faculty Member
4.	Prof. Archana R. Purkar	Faculty Member
5.	Prof. Neha S. Zope	Faculty Member
6.	Dr. Rajesh Pundlikrao Gaikwad	Faculty Member
7.	Prof. Sandeep Bhagwat Tayade	Faculty Member
8.	Prof. Pournima Digambar Patil	Faculty Member
9.	Shri. Sandip Sunil Patil	Non Faculty Member

Library Cell

Sr. No.	Name Of Members	Designation
1.	Dr. Archana Pundlikrao Bhosale	Principal
2.	Prof. Pournima Digamber Patil	Librarian
3.	Dr. Varsha Vinayak Birhade	Faculty Member
4.	Prof. Asha Devidas Patil	Faculty Member

जन गण मन

जन गण मन अधिनायक जय हे
भारत भाग्य विधाता।
पंजाब सिन्ध गुजरात मराठा
द्रविड उत्कल बंग।
विंध्य हिमाचल यमुना गंगा
उच्छल जलधि तरंग।
तव शुभ नामे जागे
तव शुभ आशीष मागे।
गाहे तव जयगाथा।
जन गण मंगलदायक,
जय हे भारत भाग्य विधाता।
जय हे, जय हे, जय हे
जय जय जय जय हे॥



Know by Text
www.knowbytext.in

भारत माझा देश आहे।
सारे भारतीय माझे बांधव आहेत।
माझ्या देशावर माझे प्रेम आहे।
माझ्या देशातल्या समृद्ध आणि
विविधतेने नटलेल्या परंपरांचा मला अभिमान आहे।
त्या परंपरांचा पाईक होण्याची पात्रता
माझ्या अंगी यावी म्हणून मी सदैव प्रयत्न करीन।
मी माझ्या पालकांचा, गुरुजनांचा
आणि वडीलधाऱ्या माणसांचा मान ठेवीन
आणि प्रत्येकाशी सौजन्याने वागेन।
माझा देश आणि माझे देशबांधव
यांच्याशी निष्ठा राखण्याची
मी प्रतिज्ञा करीत आहे।
त्यांचे कल्याण आणि
त्यांची समृद्धी ह्यांतच माझे
सौख्य सांभावले आहे।

वंदे मातरम्

सुजलां सुफलां मलयजशीतलाम्
सस्य श्यामलां मातरम्
शुभ्र ज्योत्सनाम् पुलकित यामिनीम्
फुल्ल कुसुमित द्रुमदलशोभिनीम्,
सुहासिनीं सुमधुर भाषिणीम्
सुखदां वरदां मातरम् ॥

सप्त कोटि कन्ठ कलकल निनाद कराले
द्विसप्त कोटि भुजैर्धृत खरकरवाले
के बोले मा तुमी अबले
बहुबल धारिणीम् नमामि तारिणीम्
रिपुदलवारिणीम् मातरम् ॥

तुमि विद्या तुमि धर्म, तुमि हृदि तुमि
मर्म
त्वं हि प्राणाः शरीरे
बाह्ये तुमि मा शक्ति,
हृदये तुमि मा भक्ति,
तोमारै प्रतिमा गडि मन्दिरे-मन्दिरे ॥

त्वं हि दुर्गा दशप्रहरणधारिणी
कमला कमलदल विहारिणी
वाणी विद्यादायिनी, नमामि त्वाम्
नमामि कमलां अमलां अतुलाम्
सुजलां सुफलां मातरम् ॥

श्यामलां सरलां सुस्मितां भूषिताम्
धरणीं भरणीं मातरम् ॥

॥ पसायदान ॥

आतां विश्वात्मकं देवं । येणं वाज्यज्ञं तोषावं ।
तोषोनि मज द्यावं । पसायदानं हे ॥१॥
जे खळांची व्यंकटी सांडो । तयां सुत्कर्मीरती वाढो ।
भूतां परस्परं पडो । मैत्र जीवाचें ॥२॥
दुरिताचें तिमिर जावो । विश्व स्वधर्मसूर्य पाहो ।
जो जें वांछीरु तो तें लाहो । प्राणिजात ॥३॥
वर्षत सकळमंगळी । ईश्वरनिष्ठांची मांदियाळी ।
अनवरत भूमंडळी । भेटतु भूतां ॥४॥
चलां कल्पतरुंचे आरव । चेतना चिंतामणीचें गांव ।
बोरुते जे अर्णव । पीयूषाचे ॥५॥
चंद्रमे जे अलाछन । मार्तंड जे तापहीन ।
ते सर्वाही सदा सज्जन । सोयरे होतु ॥६॥
किंबहुना सर्वसुखीं । पूर्ण होऊनि तिहीं लोकीं ।
भजिजो आदिपुरुखीं । अखंडित ॥७॥
आणि ग्रंथोपजीविये । विश्वी लोकीं इये ।
दृष्टादृष्ट विजये । हो आवें जी ॥८॥
तेथ म्हणे श्रीविश्वेश्वरावो । हा होईल दानपसावो ।
येणं वरें ज्ञानदेवो । सुखिया झाला ॥९॥

॥ श्री संत ज्ञानेश्वर माऊली ॥



विद्यापीठ गीत

मंत्र असो हा एकच हृदयी 'जीवन म्हणजे ज्ञान' ॥
ज्ञानामधूनी मिळो मुक्ती अन् मुक्तिमधूनी ज्ञान ॥धृ॥

कला, ज्ञान, विज्ञान, संस्कृती साधू पुरुषार्थ
साफल्यास्तय सदा 'अंतरी पेटवू ज्ञानज्योत'
मंगल पावन चराचरातून स्रवते अक्षयगान ॥१॥

उत्तम विद्या परम शक्ती ही आमुची ध्येयासक्ती
शील, एकता, चारित्र्यावर सदैव आमुची भक्ती
सत्य शिष्याचे मंदिर सुंदर विद्यापीठ महान ॥२॥

समता, ममता, स्वातंत्र्याचे नांदो जगी नाते
आत्मबलाने होऊ आम्ही अमुचे भाग्यविधाते
ज्ञानप्रभुची लाभो करुणा आणि पायसदान ॥३॥



खरा तो एकची धर्म जगाला प्रेम अर्पावे

खरा तो एकची धर्म, जगाला प्रेम अर्पावे ।

जगी जे हीन अति पतित, जगी जे दीन पददलित
तया जाऊन उठवावे, जगाला प्रेम अर्पावे ।१।

सदा जे आर्त अती विकल, जयांना गांजती सकल
तया जाऊन हसवावे, जगाला प्रेम अर्पावे ।२।

कुणा ना व्यर्थ शिणवावे, कुणा ना व्यर्थ हिणवावे
समस्ता बंधू मानावे, जगाला प्रेम अर्पावे ।३।

प्रभुची लेकरे सारी, तयांला सर्वही प्यारी
कुणा ना तुच्छ लेखावे, जगाला प्रेम अर्पावे ।४।

असे हे सार धर्माचे, असे हे सार सत्याचे
परार्था प्राणही द्यावे, जगाला प्रेम अर्पावे ।५।

साने गुरुजी

खरा तो एकची धर्म
जगाला प्रेम अर्पावे

Logo	College Name:		College Code:	Please paste a passport size (35 mm X 45 mm) Photograph here. Do NOT staple. Photo should not exceed the borders.
For college use only —	Course Admitted to:	Division: Roll No:	Form No:	
	Admission date: / /			
Important Instructions to Students: 1. Use black ink to fill in the form and Do NOT overwrite. 2. Fill in all fields in CAPITAL letters only. 3. Put (✓) whenever applicable			Student should sign strictly inside this box only with black ink	

Course Applied for (e.g. BA/BCom/BSc/Bed/BE)			
Course Part or Semester applied for (e.g. FY/SY/TY/BE – SEM- I/II/III/IV) (FYBA/SYBA/FE/MA- I/FYBA-SEM-I)			
Applying for Concession <input type="checkbox"/> EBC / <input type="checkbox"/> SC / <input type="checkbox"/> ST / <input type="checkbox"/> NT / <input type="checkbox"/> OBC / <input type="checkbox"/> SBC / <input type="checkbox"/> PTC / <input type="checkbox"/> STC / <input type="checkbox"/> Freedom Fighter / <input type="checkbox"/> Ex Service Man			
Personal Information Section			
	Last Name (Surname)	First Name	Middle Name
Name of the Student: (In case of changed name, write current name)			
Name of the Student: (In Devnagari script)			
Name of the Student as printed on Std. 10 Marksheet (write the name as it should appear on the marksheet)			
Father's/Husband's Name:			
Mother's Name:			
Previous name of the Student: (In case of changed name)			
Reason for name change: <input type="checkbox"/> Willingly / <input type="checkbox"/> After Marriage [Check (✓) whichever is applicable]		Marital Status: <input type="checkbox"/> Unmarried / <input type="checkbox"/> Married / <input type="checkbox"/> Divorced / <input type="checkbox"/> Widowed / <input type="checkbox"/> Deserted [Check (✓) whichever is applicable]	
Date of Birth (DD/MM/YYYY): / /		Gender: <input type="checkbox"/> Male / <input type="checkbox"/> Female	
Place of Birth:		Blood Group (with Rh):	
Religion:		Citizen of (country name):	
Address for Correspondence:			
State:		District:	Tehsil: City/Town/Village:
Address (House no, street/area/suburb etc.):			
PIN Code:			
Permanent Address [Write only if different from 'Address for Correspondence']			
State:		District:	Tehsil: City/Town/Village:
Address (House no, street/area etc.):			
PIN Code:			
Contact Details		Phone # 1: STD Code:	Phone No:
		Phone # 2: STD Code:	Phone No:
Mobile No:	+	Email ID:	

(For ex. 9 1 9 4 2 3 5 8 9 6 9 3)

Form No.:

Guardian Information Section

Guardian's Name:		Annual Income of the Guardian (Rs.): (Last financial year)	
Occupation of the Guardian: <input type="checkbox"/> Service / <input type="checkbox"/> Business / <input type="checkbox"/> Profession / <input type="checkbox"/> Farmer / <input type="checkbox"/> Labourer / <input type="checkbox"/> Retired			
Relationship of guardian with applicant:		Phone No.:	

Attached Documents and Certificates Section

Sr. No.	Name of Document/Certificate	Original/Attested True Copy	Attached (Yes / No)
1	Mark sheet of Std 10 th	Attested True Copy (Mandatory)	
2	Mark sheet of Std 12 th	Attested True Copy	
3	Leaving Certificate	Original	
4	Certificate of Caste with Category	Attested True Copy	
5	Non Creamy Layer Certificate	Attested True Copy	
6	Affidavit for changed name/ Marriage Certificate / Govt. Gazette		
7	Domicile Certificate	Attested True Copy	
8	Certificate for Physically Challenged	Attested True Copy	
9			
10			
11			

Other Information Section

Mother Tongue:	Employment Status: <input type="checkbox"/> Employed / <input type="checkbox"/> Unemployed	Do you wish to join <input type="checkbox"/> NCC / <input type="checkbox"/> NSS
Would you like to apply for Hostel: <input type="checkbox"/>		
Hobbies, Proficiency and Other Interests:		
Games and Sports participation Level: (e.g. College/State/National/International etc.):		
Personal Identification Marks:	1.	2.

Declaration by Student

I hereby declare that I have read the rules related to admission and the information filled in by me in this form is accurate and true to the best of my knowledge. I will be responsible for any discrepancy, arising out of the form signed by me and I undertake that, in absence of any document the final admission will not be granted and/or admission will stand cancel.

I am aware of the Maharashtra Prohibition of Ragging Act, 1999 and I state that I will abide by all the rules and regulations of the said Act.

Place:

Date:

Signature of the Student

Declaration by Guardian

I have permitted my son/daughter/ward to join your college. The information supplied by him/her is correct to the best of my knowledge. I have acquainted myself with the rules and fees, dues to my son/daughter/ward and to see that he/she observes.

Place:

Date:

Signature of the Guardian:

To Be Filled by College/Institute - USE ONLY

Designation	Remarks / Particulars / Recommendations	Signature and date
Admission Clerk		
Admission Committee	Cash Received: Rs. _____ Receipt No.: _____	
Accountant / Cashier		
Registrar / Office Superintendent		
Principal / Director		

JAY DURGA BHAWANI KRIDA MANDAL SANCHALIT

Board of Director

Sr. No.	Name	Designation
1.	Sau. Maltibai Supadu Mahajan	President
2.	Shri. Anil Prakash Patil	Vice President
3.	Shri. Lalit Bhagwat Dhande	Secretary
4.	Shri. Rajendra Dattu Nemade	Member
5.	Shri. Ananda Tukaram Chopade	Member
6.	Shri. Prakash Kadu Mahajan	Member
7.	Shri. Yogesh Laxman Mahajan	Member
8.	Shri. Supadu Natthu Mahajan	Member
9.	Sau. Gauri Lalit Dhande	Member

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) URL to the page on website where the PLOs and CLOs are listed

B.Ed. Annual Pattern (wef.2019-20) Programme Learning Outcomes (PLOs):

The curriculum is designed to achieve the following general objectives of the B. Ed. Programme

1. The student teacher understands the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
2. The student teacher understands how children learn and develop, how they differ in their approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts.
3. The student teacher plans learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and an understanding of how students come to view, develop and make sense of subject matter contained in the learning experiences.
4. The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
5. The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner, and reflective practices that continually evaluate the effects of his/her choices and actions.
6. The student teacher understands content cum methodology and adopts it in teaching.

F.Y.B.Ed. Annual Pattern (wef.2019-20) Course Learning Outcomes (PLOs):

CC-PE1: Learning, Teaching in Childhood and Growing Up

Objectives-

- i. to enable student-teacher to understand the various stages of child development.
- ii. to enable student-teacher to understand the growing process during various stages of child development.
- iii. to enable student-teacher to understand the learning process during various stages of child.

- iv. to enable student-teacher to understand the different socio-political realities construct different childhoods.
- v. to enable student-teacher to develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds.
- vi. to develop an understanding about the impact/influence of socio cultural context in shaping human development, especially with respect to the Indian context;
- vii. to develop an understanding of dimensions and stages of human development and developmental tasks
- viii. to understand the range of cognitive capacities among learners.
- ix. to understand the nature and kinds of learning
- x. to gain an understanding of different theoretical perspectives on learning
- xi. to appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers.

CC-PE2: Education in Contemporary India and Gender School Society

- i. To enable student-teacher to understand the Diversity in Society and the implications for Education.
- ii. To enable student-teacher to understand the Inequality in Society and the implications for Education.
- iii. To enable student-teacher to understand the Marginalization in Society and the implications for Education.
- iv. To enable student-teacher to understand Policy frameworks for Public Education in India.
- v. To enable student-teacher to engage with studies on Indian society and education.
- vi. To understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period.
- vii. To learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region.
- viii. To understand how gender, power and sexuality relate to education

CC-PE3 -Language across the Curriculum- Knowledge and Curriculum

- i. To enable student-teacher to understand the background of the student's language.
- ii. To understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.
- iii. To understand the nature of reading comprehension in the content areas.
- iv. To enable student-teacher to understand the relation between language and literacy in India.
- v. To enable student-teacher to develop competence in analyzing current school practices and coming up with appropriate alternatives.
- vi. The course will also help student-teachers to identify various dimensions of the curriculum and their relationship with the aims of education
- vii. To understand the epistemological and social bases of education
- viii. The student will enable to take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual underpinnings that inform it.
- ix. The student will enable the social bases of education will be examined by situating it in the context of society, culture and modernity.
- x. The student will enable to know that what the role of the state in the curriculum is.

CC-PE 4: Health, Yoga and Physical Education

- i. To understand the concept of holistic health, its various dimensions and determinants
- ii. To develop positive attitude towards health physical education and yoga as individual;
- iii. To sensitize, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development;
- iv. To create interest for the practice of Yog asanas and meditations;
- v. To understand various policies and programmed related to health, physical education and yoga and help them to understand the process of assessment of health and physical fitness.

CPS 1&2 Curriculum and Pedagogic Studies in Marathi, Hindi, English, Mathematics, History, Geography and Science (summary of CLOs)

- i. To understand the concept, nature and importance of content-cum-methodology in school subjects.
- ii. To understand the approaches, methods and objectives of teaching and learning of school subjects.
- iii. To acquaint her/him with planning and testing in the teaching of school subjects.
- iv. To acquaint her/him with the assessment and evaluation of school subjects.

EPC-1 – Various tools, techniques and skills of Teaching

- i. To enable student-teacher to understand the various tools of teaching.
- ii. To enable student-teacher to understand the various techniques of teaching.
- iii. To enable student-teacher to understand the various skills of teaching.
- iv. To enable student-teacher to understand the various skills of micro teaching.
- v. To enable student-teacher to understand the various skills of ICT for teaching.

S.Y. B.Ed. Course Learning Outcomes (PLOs):

PE 5-The students will be able to:

1. Understand the meaning, nature and scope of guidance and group guidance.
2. Analyze the relationship between guidance and counseling
3. Recognize the different areas of counseling, Understand the various stages involved in the process of counseling, appreciate the importance of counseling relationship.
4. Understand the resources required and their optimum use in managing a school guidance programmed.
5. Understand the global and national commitments towards the education of children with diverse needs.
6. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
7. Analyze special education, integrated education, mainstream and inclusive education practices,

8. Identify and utilize existing resources for promoting inclusive practice

9. Identifying and utilizing existing support services for promoting inclusive practice,

PE 6-Objectives

1. To understand the different dimensions of learning and the related assessment procedures, tools and techniques.

2. To Develop assessment tasks and tools to assess learners' performance, Analyze, manage, and interpret assessment data

3. To Analyze the reporting procedures of learner's performance in schools

4. To Develop indicators to assess learners' performance on different types of tasks

5. To Examine the issues and concerns of assessment and evaluation practices in schools

6. To Understand the policy perspectives on examinations and evaluation and their implementation practices

7. To Traces the technology bases assessment practices and other trends at the international Level

CPS 3&4: Curriculum and Pedagogic Studies English

Objectives: -

To enable the teacher trainee to –

1. Understand the aspects of English Language

2. Understand the acquisition of second language

3. Acquaint her/him with grammar items

4. Acquaint her/him with the application of functional language.

5. Acquaint her /him with the concept of teaching language through literature

6. Acquaint her/him with the constructivism in ELT

7. Familiar with Curricular, co-curricular extra-curricular activities

8. Understand the role of movie in language development.

CPS 3&4 Curriculum and Pedagogic Studies: History

Objectives

1. To understand the Comprehensive study of CCM
2. To understand the Aspects related to the Civics Sense
3. To understand the use and preparation of teaching aids
3. To understand the various Issues related to History
4. To understand the Models of teaching aids and use
5. To understand the qualities of history teacher
6. To understand the Teaching as a Profession
7. To understand the modern History of India
8. To understand the modern History of World

CPS 3&4: Curriculum and Pedagogic Studies: Geography

Objectives- To enable the student teacher/ Teacher Trainee to-

1. To understand the nature & structure of Geography
2. To develop adequate skills in using various methods of teaching Geography.
3. To develop the ability for preparing annual plan, unit plan, lesson plan and techniques of Evaluation system in teaching of Geography.
4. To understand the various concepts, facts, terms in teaching of Geography.
5. To develop suitable qualities of Geography teacher for professional development.
6. To prepare report on the workshop conducted for Unit plan and unit test.
7. To Promote value of national integration and international understanding
8. To develop desirable attitude and appreciate contribution of geography to life.

CPS 3&4 : Curriculum and Pedagogic Studies - Mathematics

Objectives:

1. To understand the concept, need and importance, principles, characteristics of curriculum and recent trends of curriculum development.
2. To develop ability to adopt the teaching learning methods, techniques and models in teaching mathematics at higher level.
3. To develop ability to adopt the teaching learning methods, techniques and models in teaching mathematics.
4. To develop ability to identify learners' strength and weaknesses, activities in Mathematics.
5. To understand continuous and comprehensive evaluation techniques in Mathematics.
6. To adopt appropriate strategies for professional development of the teacher to make them competent and skillful for effective teaching of Mathematics.
7. To understand basic concepts, laws and principles in Algebra.
8. To understand basic concepts, laws and principles in Geometry and Trigonometry.

CPS 3&4: Curriculum and Pedagogic Studies: Science

Objectives:

1. To develop adequate skill using various method and techniques of teaching science
2. To develop adequate skill using various model of teaching of teaching science
3. To understand the Use of ICT, Facilities and equipment for science teaching
4. To develop adequate skills in preparing evaluation tool for science subject
5. To understand the qualities Special qualities and Professional development of good science teacher.
6. To understand Core Content of physics, chemistry, Biology, Environmental Science and Earth Science

1.1.3 - While planning institutional curriculum, focus is kept on the Programmed Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) URL to the page on website where the PLOs and CLOs are listed

B.Ed. Annual Pattern (wef.2019-20) Programmed Learning Outcomes (PLOs):

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1. The student teacher understands the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
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4. The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
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6. The student teacher understands content cum methodology and adopts it in teaching.

F.Y.B.Ed. Annual Pattern (wef.2019-20) Course Learning Outcomes (PLOs):

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Objectives-

- i. to enable student-teacher to understand the various stages of child development.
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- v. to enable student-teacher to develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds.
- vi. to develop an understanding about the impact/influence of socio cultural context in shaping human development, especially with respect to the Indian context;
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- x. to gain an understanding of different theoretical perspectives on learning
- xi. to appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers.

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- i. To enable student-teacher to understand the background of the student's language.
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- x. The student will enable to know that what the role of the state in the curriculum is.

CC-PE 4: Health, Yoga and Physical Education

- i. To understand the concept of holistic health, its various dimensions and determinants
- ii. To develop positive attitude towards health physical education and yoga as individual;
- iii. To sensitize, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development;
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CPS 3&4 : Curriculum and Pedagogic Studies English

Objectives: -

To enable the teacher trainee to –

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6. Acquaint her/him with the constructivism in ELT
7. Familiar with Curricular, co-curricular extra-curricular activities
8. Understand the role of movie in language development.

CPS 3&4 Curriculum and Pedagogic Studies: History

Objectives

1. To understand the Comprehensive study of CCM
2. To understand the Aspects related to the Civics Sense
3. To understand the use and preparation of teaching aids
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4. To understand the Models of teaching aids and use
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4. To understand the various concepts, facts, terms in teaching of Geography.
5. To develop suitable qualities of Geography teacher for professional development.
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7. To Promote value of national integration and international understanding
8. To develop desirable attitude and appreciate contribution of geography to life.

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Objectives:

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3. To understand the Use of ICT, Facilities and equipment for science teaching
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