



TWO YEAR B.Ed. PROGRAMME LEARNING OUTCOMES (PLO)

First Year Semester –I

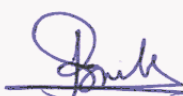
Student-Teachers will be able to:

1. Understand nature of education and pedagogic processes through enriched experiences.
2. Contribute to fill up the gap between theory and practice by dovetailing both appropriately.
3. Understand interactive processes wherein group reflection, critical thinking and decision making will be encouraged.
4. Understand various educational issues in the context of diverse socio cultural and multilingual Indian society.
5. Face the challenges of social, political and technological issues.
6. Understand the nature, purpose, influencing factors, problems, and other contemporary issues of secondary education.
7. Describe teaching-learning process in the classroom and various factors that influence it.
8. Understand various levels of learners, their needs and interest, and peculiar problems and motivate them for learning.
9. Plan and organize classroom through learners' centered techniques of instruction for inclusive education and make the whole classroom instruction effective.
10. Conduct Pedagogical content analysis in their subject areas and use it for facilitating learning in the classroom.
11. Make effective on-line as well as off line use and utilization of Information Communication Technology resources for day-to-day classroom teaching.
12. Develop and select tests, evaluate and keep records of student's progress – cognitive as well as non-cognitive.
13. To develop problem solving ability through action research.

Program Specific Outcomes (PSOs)

At the end of the program, the student-teacher:

1. Should be able to clearly understand the nature of education and pedagogic processes through enriched experiences, contribute to fill up the gap between theory and practice, and participate in decision making, and develops critical thinking abilities.
2. Should be able to understand various educational issues in the context of diverse socio cultural and Multilingual Indian Society and also able to face the challenges of social, political and technological issues.
3. Should be able to implement various teaching skills in classroom teaching and pay attention towards learner's needs, and interest.
4. Should be able to plan and organize various classroom activities keeping in mind the learner as center.
5. Should be able to analyze the text book of any standard in their concerned subject.
6. Should be able to evaluate the performance of the students and to keep their progress record of both cognitive and non-cognitive activities.


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TWO YEAR B.Ed. COURSE OUTCOMES

First Year Semester –I

COURE- 1. Childhood and Growing up

| OBJECTIVES | COURSE OUTCOME |
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| To enable the student teacher to:- <ol style="list-style-type: none"> 1) Understand the theories of child development. 2) Understand importance, nature and scope of child Psychology. 3) Understand fundamental needs of children. 4) Acquaint the methods of studying child behavior. 5) Understand process of concept formation / development. 6) Create sensitivity towards issues related to child development. | <ol style="list-style-type: none"> 1) Discusses the theoretical foundation of Child development with respect to Piaget, Bruner, Vygotsky, and Erikson. 2) Writes the Child Development with respect to Physical, cognitive, Emotional, Social Areas. 1) Generates ideas independently about the relationship between Child Development and Child Psychology. 2) Applies the knowledge of Child Psychology in school. 1) Relates the Fundamental Need with Allied Fields. 1) Defines and Discuss the methods of studying child behavior with respect to Observation, Introspection, Experimental, Case study, Sociometry. 1) Explains the process of understanding through concept formation. 2) Distinguish between issues related to child development with respect to Slum, Dalit, Urban-Rural, Girl, Tribal, Stereotype. |

Course: 2 , CONTEMPORARY INDIA AND EDUCATION

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
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| <ol style="list-style-type: none"> 1. To understand the concept of social diversity and education. 2. To understand the contribution of constitution of Indian in education 3. To understand the present status of | <ol style="list-style-type: none"> 1. Define the concept of social diversity and education. 2. Find the articles in Indian constitution related to education. 3. Distinguish between Indian education |



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| <p>3. To enable student teachers to know the changing scenario in the disciplinary areas.</p> | <ol style="list-style-type: none"> 1) Reflect on changing Scenario in the disciplinary areas. 2) Explain the different approaches of disciplines. 3) Differentiate between disciplinary knowledge and multidisciplinary knowledge 4) Explain the concept of the hospitality management and horticulture. 5) Prepare the layout of nutrition garden. 6) Give importance to the untraditional school subjects like SUPW, Horticulture, Social Service, Physical Education etc. as like traditional subjects in the school. |
| <p>4. To enable student teachers to know the changing role of a teacher.</p> | <ol style="list-style-type: none"> 1) Explain the changing role of the teacher. 2) Explain the need of the learner oriented curricula. 3) Apply the Changing role of a teacher in the classrooms. |

EPC 1. READING AND REFLECTING ON TEXT

| OBJECTIVES | COURSE OUTCOMES |
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| <ol style="list-style-type: none"> 1 To enable student teachers for enhancing their ability in the language of instruction. 2. To enable the student teachers for strengthening their ability to read, think and discuss and communicate and write in the language of instruction. 3. To enable student teachers to develop test for and abilities in reading and making meaning of different kinds of texts. 4. To enable the student teachers to become self- learner, reflective, expressive and collaborative | <p>After completion of the course, student-teachers will be able to</p> <ol style="list-style-type: none"> 1) Apply their ability in the language of instruction. 2) Strengthen their ability to read, think and discuss and communicate and write in the language of instruction. 3) Illustrate the acquired knowledge in reading and making meaning of different kinds of texts. 4) Develop divergent thinking - self- learner, reflective, expressive and collaborative professionals. |



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| <p>Indian education in pre and post era.</p> <p>4. To understand the concept of school must be an ideal epitome of the society,</p> <p>5. To understand the different government policies of education.</p> <p>6. To understand the different role of teachers at different levels.</p> <p>7. To understand the concept and role of education in National integration and International Understanding.</p> <p>8. To acquaint with the education for individual development.</p> | <p>in pre and post era.</p> <p>4. Describe the relation between school and society.</p> <p>5. Explain the various government policies related to education,</p> <p>6. Explain the roles of teacher at different levels.</p> <p>7. Differentiate between national integration and international understanding.</p> <p>8. Describe the role of education in individual Development.</p> |
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Course: 3, Understanding Disciplines and Subject

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
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| <p>1. To enable student teachers to reflect on the nature and role of disciplinary knowledge in the school curriculum.</p> | <p>1) Elaborate the concept of disciplinary knowledge.</p> <p>2) Reflect on the nature and role of the disciplinary knowledge in the school curricula.</p> <p>3) Describe the paradigm shifts in the nature of various disciplinary areas.</p> <p>4) Explain the concept and role of a discipline according to John Dewey, Plato, Swami Vivekanand and M. K. Gandhi.</p> <p>5) Draw the Concept map of his own discipline.</p> |
| <p>2. To enable student teachers to know different disciplinary areas.</p> | <p>1) Explain the need of teaching various disciplines</p> <p>2) Correlate between disciplines and school subjects.</p> <p>3) Describe the procedure to design the school subjects.</p> <p>4) Analyze various disciplines.</p> <p>5) Find out correlation between various disciplines.</p> <p>6) Predict the importance of science and Math's in the national development.</p> |



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| professionals. | |
| 5. To enable the student teachers to foster creative thinking among pupils for reconstruction of knowledge. | 5) Develop creative thinking among pupils for reconstruction of knowledge. |

A-7 : LANGUAGE ACROSS THE SCHOOL CURRICULUM

| OBJECTIVES | COURSE OUTCOMES |
|---|---|
| To enable the student teacher - | The student teacher will be able to |
| 1. to understand the language background of students. | 1) Understand the language background of students as the first or second language users |
| 2. to create sensitivity to the language diversity that exists in the classroom. | 2) Create sensitivity to the language diversity that exists in the classroom |
| 3. to understand the nature of classroom discourse and develop strategies for using oral language in the classroom. | 3) Understand the nature of classroom discourse and develop strategies for using oral language in the classroom. |
| 4. to understand the nature of reading in the content areas in different school subjects. | 4) Understand the nature of reading comprehension in the content area and writing in specific content areas. |
| 5. to understand the nature of writing in specific content areas in school subjects. | 5) Understand interplay of language and society. 4 of 20 CO6 Understand function of language and how to use it as a tool. |

TWO YEAR B.Ed. COURSE OUTCOMES

First Year Semester –II

Course 4.Learning and Teaching

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
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| To enable student teachers to | |
| 1 understand the theoretical frames of psychology for learning and teaching. | 1) Prepare the concept map of psychology for learning and teaching. |
| 2 acquire the knowledge about the process of growth and development and developmental task of different stages | 2) Explains the process of growth and development and developmental task of different stages |
| 3 apply the knowledge of individual difference | 3) Identified and applied the knowledge of individual difference |
| 4 understand the process of transfer of learning | 4) Apply the process of transfer of learning |
| 5 understand the factors influencing learning | 5) In the classroom teaching. |
| | 6) Explains the factors influencing learning |



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| process 6 understand the relation between teaching and learning 7 use various tools to study classroom dynamics | process 7) Distinguish the relation between teaching and learning 8) Apply teaching skill, component and parameters of effective teaching 9) To develop insight for perfect teaching by its overall perspectives in detail |
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Course: 5a Part – I KNOWLEDGE AND CURRICULUM PART - I

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
|--|---|
| 1. Understand the nature and importance of education and educational process. 2. Understand the concept of child centered education with reference to the thinkers. 3. Understand the need to study education in sociological perspective. 4. Understand the education in relation to modern values like equity and equality, social justice and dignity. 5. Understand autonomy of Teachers and Learners. 6. Understand historical background of individual autonomy. 7. Understand role of teachers autonomy in enriching learning situations. 8. Understand the concept, need, nature and process of curriculum. 9. Understand concept of curriculum and its various dimensions. 10. Understand relation between curriculum, syllabus and textbooks. | 1. Explain the concept and nature of education. 2. Differentiate the child centered education policies of the thinkers. 3. Describe the concept of education in sociological perspective. 4. Identify the importance of modern values in education. 5. Distinguish between autonomy of teachers and learners. 6. Explain the historical background of individual autonomy. 7. Describe the role of teachers autonomy in enriching learning situations. 8. Define the concept of curriculum. 9. Explain the concept of curriculum and its various dimensions. 10. Distinguish between curriculum, syllabus and textbooks. |



PROGRAMME OUTCOMES

Name of the Faculty : प्र. डॉ. साकेकर वी. टी.

Name of the Programme : B.Ed.

IDS : Education

Semester : II

Course : 6a -1 , शालेय विषयाचे अध्यापन शास्त्र : मराठी - भाग-9

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
|---|---|
| १. प्रशिक्षणाधीन मराठी भाषेचे स्वरूप, अभ्यासक्रमातील स्थान व महत्त्व समजून घेण्यास मदत करणे. | १. मराठी भाषेचे स्वरूप व वैशिष्ट्ये सांगतो. २. त्रिभाषा सूत्र व मराठी भाषेचे अभ्यासक्रमातील स्थान स्पष्ट करतो. ३. शालेय अभ्यासक्रमात मराठी भाषेचे महत्त्व याबद्दल आपले मत मांडतो. ४. मराठी भाषेचा अंतर्गत व अन्य शालेय विषयांशी सहसंबंध शोधतो. |
| १. प्रशिक्षणाधीन मराठी भाषा अध्यापनाची ध्येये व उद्दिष्टे यांचे आकलन होण्यास मदत करणे. | १. मराठी भाषा अध्यापनाची ध्येये, भाषिक व वाङ्मयीन उद्दिष्टे सांगतो. २. वर्ग अध्यापनाची उद्दिष्टे व स्पष्टीकरणे पाठ टाचणात लिहितो. |
| ३. प्रशिक्षणाधीन भाषिक कौशल्यांचे आकलन होण्यास मदत करणे. | १. भाषिक कौशल्यांचे महत्त्व स्पष्ट करतो. २. भाषिक कौशल्य विकासासाठी उपक्रम सुचवतो. |
| ४. प्रशिक्षणाधीन शालेय स्तरावरील मराठी भाषेच्या पुनर्रचित अभ्यासक्रमाचे स्वरूप समजण्यास मदत करणे. | १. मराठी भाषेच्या पुनर्रचित अभ्यासक्रमाची तत्त्वे, स्वरूप व उद्दिष्टे सांगतो. |
| ५. प्रशिक्षणाधीन मराठीच्या अध्यापनासाठी विविध तंत्रे, पद्धती यांचा वापर करण्यास सक्षम करणे. | १. अध्यापनाची सूत्रे सांगतो. २. अध्यापनाची तंत्रे व अध्यापन पद्धतीविषयी चर्चा करतो. ३. अध्यापनाची सूत्रे, तंत्रे व अध्यापन पद्धती यांचा पाठ्यात उपयोग करतो. |
| ६. प्रशिक्षणाधीन ज्ञानरचनावादानुसार मराठीचे अध्यापन करण्यास मदत करणे | १. ज्ञानरचनावादानुसार मराठीचे पाठ घेतो. २. पारंपारिक अध्यापन पद्धती आणि ज्ञानरचनावादी अध्यापन पद्धती यातील फरक सांगतो. |
| ७. प्रशिक्षणाधीन मराठी भाषेच्या विविध उपांगांच्या अध्यापनाची प्रक्रिया समजण्यास मदत करणे | १. मराठी भाषेच्या विविध उपांगांचे प्रकार, अध्यापनाची उद्दिष्टे व पद्धती याविषयीच्या परिसंवादात भाग घेतो. |


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Course : 6 (a) - 1 : शालेयस्तरपर हिंदी भाषाका अध्यापनशास्त्रीय ज्ञान : हिंदी - भाग - I

| Objectives | Learning outcomes |
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| 1. छात्राध्यापक को हिंदी भाषाका अर्थ एवं स्वरूप, हिंदी भाषा का माध्यमिक स्तर के पाठ्यक्रम में स्थान आदि समझाना। | 1. भाषा की परिभाषा, स्वरूप एवं विशेषताएं बताता है। 2. त्रिभाषा सूत्र स्पष्ट करता है। 3. भारत जैसे बहुभाषी देश में त्रिभाषा सूत्र की आवश्यकता एवं महत्व स्पष्ट करता है। 4. शालेय स्तर पर हिंदी भाषा के स्थान का मूल्यांकन करता है। 5. हिंदी भाषा का अन्य शालेय विषयों के साथ समवाय की जाँच / परीक्षण करता है। |
| 2. छात्राध्यापक को शालेय स्तर पर हिंदी अध्ययन - अध्यापन के उद्देश्य एवं भाषिक कौशलों से परिचय कराना। | 1. प्राथमिक एवं माध्यमिक स्तर पर द्वितीय भाषा के रूप में हिंदी अध्ययन-अध्यापन के उद्देश्य बताता है। 2. अध्यापन के उद्देश्यों की तथा उद्देश्यानुसार स्पष्टिकरण की सूची तैयार करता है। 3. आशय के अनुसार उद्देश्य एवं स्पष्टिकरण लिखता है। 4. हिंदी भाषा शिक्षा के व्यापक उद्देश्यों को बताता है। 5. विभिन्न भाषिक कौशलों का महत्व बताता है। 6. विभिन्न भाषिक कौशलों के विकास के लिए योग्य कार्यक्रम तैयार करता है। |
| 3. छात्राध्यापक को हिंदी भाषा शिक्षा के सूत्र, प्रणालियाँ तथा प्रयुक्तियों का परिचय कराना। | 1. अध्यापन के दौरेन शिक्षा के सूत्रों का प्रयोग करता है। 2. हिंदी अध्यापन के विभिन्न प्रणालियों का वर्णन उसके स्वरूप, गुण एवं दोषों के आधार पर करता है। 3. विभिन्न प्रणालियों का प्रयोग कक्षा अध्यापन के दौरान करता है। 4. कक्षा अध्यापन के लिए उचित प्रयुक्तियों का चयन करता है एवं उनका प्रयोग करता है। |
| 4. छात्राध्यापक को हिंदी भाषा शिक्षा में ज्ञानरचनावादी अध्ययन - अध्यापन का आकलन करने में सक्षम बनाना। | 1. ज्ञानरचनावादी उपागम का वर्णन करता है। 2. ज्ञानरचनावाद पाठ योजना तैयार करता है। 3. कक्षा अध्यापन के दौरान ज्ञानरचनावादी प्रक्रियाको अपनाता है। |
| 5. छात्राध्यापक को हिंदी भाषा शिक्षा की विविध विधाओं के अध्यापन के उद्देश्य एवं अध्यापन प्रणालियों की जानकारी देना। | 1. गद्य, पद्य, व्याकरण एवं रचना अध्यापन के उद्देश्य एवं प्रणालियों की चर्चा करता है। 2. गद्य, पद्य, व्याकरण एवं रचना के अध्यापन में समानता एवं भेद अध्यापन की प्रक्रिया, उद्देश्य पद्धति, आशय का चयन एवं मूल्यांकन प्रक्रिया के आधार पर बताता है। |



Course- 6a - I : PEDAGOGY OF SCHOOL SUBJECT - ENGLISH PART- I

| Objectives | Course Outcomes |
|---|--|
| The student teachers will be able to- 1. develop an understanding of the nature of English language | 1. Explains the nature of English language. |
| 2. understand the place and importance of English in the present set up. | 1. Justify the place and importance of English in the present set up. 2. Discuss the place and importance of English in the present set up. |
| 3. understand the aims and objectives of teaching English at upper primary and secondary schools in India. | 1. Implimentaims and objectives of teaching English at upper primary and secondary schools in India during curriculum transaction. |
| 4. develop activities and tasks for the acquisition of language skills. | 1. Suggest and participate in activities and tasks for the acquisition of language skills. |
| 5. identify devices, methods, approaches and support services for teaching English at upper primary and secondary levels. | 1. Differentiate among the devices, methods, approaches and support services for teaching English at upper primary and secondary levels. |
| 6. understand constructivist approach to language teaching and learning. | 1. Explain the process and implement constructivist approach to language teaching and learning. |
| 7. understand about the teaching of prose, poetry, grammar and composition. | 1. Discuss the importance of teaching of prose, poetry, grammar and composition. 2.Distinguis between Prose and Poetry teaching and learning. |

COURE- 6a 1-Pedagogy of school subject-Science Part I

| OBJETIVES | COURSE OUTCOME |
|---|--|
| To enable the student teacher to; 1. develop insight on the meaning, nature and scope of science for determining aims and strategy of teaching-learning. 2. appreciate that science is a dynamic and expanding body of knowledge. | 1) Writes aims, objectives of teaching science on state level, classroom level. 2) Explains place of science in the curriculum. |
| 3. understand the aims and objective of teaching science at secondary school. | 1) Defines Science according to science manpower project. 2) Judges the contribution of Scientists- C.V.Raman,Bhabha,J.Bose.Newton, Einstein, Mery Curie. |
| 4. understand the various instructional strategies and their use in teaching science. | 1) Categorizes the objectives and write during practice lessons. 1) Compares the instructional strategies and use effectively as a skill; viz: observation, drawing, interpretation |



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| 5. develop the ability to formulate instructional objectives in term of behavioral out comes for teaching secondary school science. | 1) Creates specification of objective in terms of behavioral out comes. |
| 6. develop the ability to plan and design various type of lesson in science. | 1) Plans and design various types of lessons using different methods; viz; Demonstration, Experimental, Heuristic, Project, Problem solving. 2) Creates lesson plan according to constructivism.-5E model. |

Course : 6a-II Pedagogy of school subject Mathematics part -1

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
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| To enable the student teachers to- 1. understand the meaning, nature and importance , characteristics and development of Mathematics. | 1) Explain the meaning, nature, characteristics and importance of Mathematics. 2) Describe the historical development of notations and number system and Compare it with each other. 3) Appreciate the contribution of various Mathematicians. 4) Collect the information about various Mathematicians. |
| 2. understand and appreciate the role of mathematics in the development of modern society. | 1) Appreciate the role of Mathematics in the development of modern society. |
| 3. identify different types of correlation of Mathematics. | 1) Correlate Mathematics with other school subjects. 2) Explain the importance of Correlation. 3) Identify the types of correlation of Mathematics. |
| 4. familiarize with the revised version of Bloom's taxonomy of educational objectives | 1) Explain the revised version of Blooms taxonomy of educational objectives. |
| 5. understand the aims and objectives of teaching Mathematics at secondary school. | 1) Explain the aims and objectives of teaching Mathematics. 2) Elaborate the objectives of teaching Mathematics at secondary level. |
| 6. understand the various instructional strategies and their use in teaching | 1) Explain the maxims of teaching Mathematics. 2) Elaborate the various methods of teaching |


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| Mathematics. 7. understand various mathematical skills 8. develop the ability to write proper instructional objectives and their specifications for teaching Secondary school Mathematics. 9. develop the ability to plan and design various types of lesson in Mathematics. 10. familiarize with various techniques useful for individualizing Mathematics instruction | Mathematics. 3) Apply various methods for teaching of Mathematics in the Classrooms. 1) Apply the various Mathematical skills in the classroom. 1) Write proper instructional objectives and their specifications. 2) Take care while writing the specifications of each objective. 1) Design various types of lesson plans for teaching of Mathematics. 2) Apply models of teaching in the classroom. 3) Prepare 5-E Model lesson plans for Mathematics teaching. 4) Apply 5-E Model in the classroom. 1) Explain various techniques of teaching mathematics. 2) Apply various techniques of teaching Mathematics in the classroom. |
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Course :6a II, Pedagogy of school subject- History Part -I

| OBJECTIVES : Enable the student-teacher to | SPECIFIC COURSE OUTCOMES |
|---|---|
| 1. Know the meaning and nature of history. 2. Correlate history with the other subjects. 3. Understand the aims and objectives of teaching history at secondary school level. 4. Understand the objectives of teaching history. 5. Develop the ability to write the proper instructional objective and their specifications for teaching history at secondary school level. 6. Be acquainted with methods of teaching history. 7. Acquainted with professional development of teacher of the history. | 1. Defines the concept of history. 2. Finds out the correlation of history with the other subjects. 3. Describes the objectives of teaching history at secondary school level. 4. Explains the objectives of teaching history. 5. Prepares the instructional objectives for teaching history at secondary school level. 6. Explains the various methods of teaching history. 7. Finds of the ways of professional development of the history teacher. |

Course- 7: Assessment for Learning

| Objectives | Learning Outcomes |
|--|--|
| 1. To enable the student-teacher to understand the concept of measurement, assessment and evaluation | 1. Defines the terms measurement, assessment and evaluation 2. Differentiates among measurement, assessment and evaluation 3. Explains the different principles of assessment and evaluation |
| 2. To enable the student-teacher to understand the dimensions, purposes and needs of assessment of learning. | 1. Recalls the dimensions of assessment. 2. Classifies the objectives listed under the different domains of learning. |



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| | <ol style="list-style-type: none"> 3. Tells the importance of taxonomies of educational objectives. 4. Constructs the classroom objectives with specifications. 5. Illustrates the purpose of assessment in education. 6. Justifies the needs of having continuous and comprehensive assessment at school level. 7. Defines the formative and diagnostic assessment. 8. Compares among formative, continuous and diagnostic assess |
| 3. To enable the student-teacher to understand the policy perspectives on examination and their implementation practices. | <ol style="list-style-type: none"> 1. Lists the main features of NCF-2005 on examination and evaluation. 2. Estimates the problems/difficulties in implementing the NCF-2005 on evaluation. |
| 4. To enable the student-teacher to understand the assessment of group processes. | <ol style="list-style-type: none"> 1. Explains the different tools and techniques of assessment of group processes. 2. Makes use of those tools and techniques while adopting group activities in the classroom. |
| 5. To enable the student-teacher to develop an achievement test and its blue print | <ol style="list-style-type: none"> 1. Designs the blue print of an achievement test. 2. Prepares the achievement tests in his/her respective subjects. 3. Explains the importance of blue print in the construction of an achievement test. |
| 6. To enable the student-teacher to understand the construction of portfolio. | <ol style="list-style-type: none"> 1. Explains the steps and criteria of constructing a portfolio. 2. Constructs a comprehensive portfolio. |
| 7. To enable the student-teacher to acquire knowledge of different types of tools and their uses in evaluation. | <ol style="list-style-type: none"> 1. Classifies the different quantitative and qualitative tools of evaluation. 2. Differentiates between quantitative and qualitative tools of evaluation. 3. Explains the advantages and disadvantages of using different tools of evaluation. |
| 8. To enable the student-teacher to evolve an appropriate assessment task and tools to assess the learner's performance. | <ol style="list-style-type: none"> 1. Selects and evolves the suitable assessment tasks and tools based on the learning objectives to assess learner's performance. |
| 9. To enable the student-teacher to understand the various statistical tools and their use for interpretation of results. | <ol style="list-style-type: none"> 1. Names the various statistical tools for interpretation of results. 2. Makes use of appropriate statistical tools to interpret the results. 3. Distinguishes among Mean, Median and Mode, 4. Determines the suitable methods for graphical representation of data. |
| 10. To enable the student-teacher to understand the use of assessment for feedback. | <ol style="list-style-type: none"> 1. Discusses the importance of different types of feedback in assessment. 2. Compares between individual and peer (group) |



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| | feedback. |
| | 3. Lists the criteria for constructive feedback. |

EPC 2 DRAMA AND ART IN EDUCATION

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
|---|---|
| To enable the student teachers to 1. Understand basics of different Drama and Art forms – impact of Drama and Art forms on the human mind . 2. Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression 3. Enhance skills for integrating different Art forms across school curriculum at secondary Level 4. Enhance awareness of the rich cultural heritage, artists and artisans. | After completion of this course, the student teachers will be able to: 1 Distinguish Drama and Art forms and locates impact of Drama and Art forms on the human mind 2 Respond and illustrate artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression 3 Enhance skills for integrating different Art forms across school curriculum at secondary level ; 4. Construct the rich cultural heritage, artists and artisans. |


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TWO YEAR B.Ed. COURSE OUTCOMES

Second Year Semester -III

Course : 6b -1 , शालेय विषयाचे अध्यापन शास्त्र : मराठी - भाग-2

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
|--|---|
| 1 प्रशिक्षणार्थीना आशय विश्लेषण ही संकल्पना समजून घेण्यास मदत करणे. | 1. मराठी विषयाच्या संरचनेचे महत्त्व सांगतो. 2. मराठी विषयाची संरचना करतो. 3. आशय विश्लेषणाचा अर्थ, महत्त्व व मराठी भाषेच्या आशय विश्लेषणाचे घटक सांगतो. 4. मराठी भाषेतील आशयाचे विश्लेषण करतो. 5. अभ्यासक्रम, पाठ्यक्रम व पाठ्यपुस्तक यातील संबंध स्पष्ट करतो. 6. अभ्यासक्रम व पाठ्यक्रम यातील फरक स्पष्ट करतो. 6. पाठ्यपुस्तकाचे निकषांवर आधारीत परीक्षण करतो. |
| 2 प्रशिक्षणार्थीना मराठी भाषेचे अध्यापन करत असताना विविध अध्ययन सोतांचा वापर करण्यास मदत करणे | 1. छापील सोतांचे अध्यापनातील महत्त्व सांगतो. 2. छापील सोतांचा अध्यापनात वापर करतो. 3. अध्ययन अनुभवांचे प्रकार स्पष्ट करतो. 4. आपल्या पाठाला विद्यार्थ्यांना विविध अध्ययन अनुभव देतो. 4. दृक्-श्राव्य साधनांचा अध्यापनात वापर करतो. 5. भाषा प्रयोगशाळेला भेट देतो. 6. अध्यापनात संगणक, इंटरनेटचा वापर करतो. |
| 3 प्रशिक्षणार्थीना विद्यार्थ्यांना वार्षिक नियोजन, घटक नियोजन, पाठ नियोजन, घटक चाचणीचे नियोजन करण्यास सक्षम बनविणे | 1. नियोजनाचे महत्त्व सांगतो. 2. पाठाचे नियोजन करतो. 3. घटक चाचणी तयार करून तिचा वापर करतो. |
| 4 प्रशिक्षणार्थीना मूल्यमापनाच्या पद्धतीचे आकलन होण्यास मदत करणे | 1. सातत्यपूर्ण सर्वेक्षण मूल्यमापन ही संकल्पना स्पष्ट करतो. 2. मूल्यमापनाच्या तंत्रांचे प्रकार स्पष्ट करतो. 3. समवयस्क गटाकडून मूल्यमापन व स्वयंमूल्यमापन यातील फरक सांगतो. 5. नैदानिक चाचणी तयार करतो व उपचारात्मक अध्यापन करतो. |

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Course: 6 (b) - 1 :शालेय स्तर पर हिंदी भाषा का अध्यापन शास्त्रीय ज्ञान : हिंदी - भाग -II

| Objectives | Learning outcomes |
|--|---|
| 1. छात्राध्यापक को शैक्षणिक अनुभूतियों का परिचय कराना तथा मुद्रित सामग्री, दृश्यश्राव्य सामग्री का विकसन एवं कक्षा अध्यापन के दौरान प्रयोग करने में सक्षम बनाना। | 1. प्रत्यक्ष एवं अप्रत्यक्ष शैक्षिक अनुभूति में अंतर बताता है। 2. अध्यापन सामग्री विकसन के मानकों को ध्यान में रखकर विभिन्न प्रकार के दृश्य, श्राव्य एवं दृश्य - श्राव्य सामग्री तैयार करता है तथा कक्षा अध्यापन के दौरान इनका प्रयोग करता है। 3. हिंदी अध्यापन के लिए भाषा प्रयोगशाला, संगणक, इंटरनेट जैसे आधुनिक सामग्री के प्रयोग की चर्चा करता है। |
| 2. हिंदी भाषा का अध्यापन शास्त्रीय विश्लेषण करने में सक्षम बनाना। | 1. हिंदी भाषा की वृहद् संरचना तैयार करता है। 2. विषय संरचना की विशेषताएँ एवं लाभ बताता है। 3. कक्षा अध्यापन के दौरान आशय के अनुसार उचित पद्धति का चयन करता है। 4. आशय का विश्लेषण करता है। |
| 3. पाठ्यचर्चा, पाठ्यक्रम एवं पाठ्यपुस्तक का परस्पर संबंध बताना एवं पाठ्यचर्चा एवं पाठ्यक्रम निर्माण के तत्वों की जानकारी देना। | 1. पाठ्यचर्चा, पाठ्यक्रम एवं पाठ्यपुस्तक का सहसंबंध स्पष्ट करता है। 2. पाठ्यचर्चा एवं पाठ्यक्रम के निर्माण के तत्वों के आधार पर इनका मूल्यांकन करता है। |
| 4. अच्छी पाठ्यपुस्तक के निकष के आधार पर माध्यमिक स्तर के किसी एक कक्षा के पाठ्यपुस्तक का आलोचनात्मक विश्लेषण करने में मदद करना। | 1. अच्छी पाठ्यपुस्तक के निकष [मानक] स्पष्ट करता है। 2. निकषों के आधार पर पाठ्यपुस्तक का आलोचनात्मक विश्लेषण करता है। |
| 5. शालेय नियोजन समझकर विविध नियोजन करने की क्षमता विकसित करना तथा इकाई जाँच परीक्षा की रचना एवं कार्यवाही करने में सक्षम बनाना। | 1. वार्षिक नियोजन, इकाई नियोजन एवं पाठ नियोजन में अंतर स्पष्ट करता है। 2. कक्षानुसार वार्षिक नियोजन तैयार करता है। 3. हिंदी भाषा एवं विषय की संरचना के आधार पर इकाईयों का वर्गीकरण करता है। 4. इकाई योजना के तत्वों के आधार पर इकाई योजना तैयार करता है। 5. विभिन्न प्रकार के पाठ योजना तैयार करता है। 6. तीन आयामी चार्ट के आधार पर इकाई जाँच परीक्षा की रचना एवं इसका क्रियान्वयन करता है। |
| 6. छात्राध्यापक को भाषा मूल्यांकन की प्रक्रिया से परिचित कराना। | 1. आकारिक एवं संकलित मूल्यांकन में अंतर बताता है। 2. आकारिक, संकलित एवं सतत और समग्र मूल्यांकन की तुलना करता है। 3. मूल्यांकन की विभिन्न तकनीकों की विशेषताएँ, लाभ और हानि स्पष्ट |



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| | करता है। 4. निदानात्मक परीक्षा की रचना एवं इसका क्रियान्वयन करता है। 5. उपचारात्मक अध्यापन का आयोजन करता है। |
| 7. छात्राध्यापक को हिंदी अध्यापक की शैक्षिक योग्यता, विशेषताएँ एवं गतिशील भूमिकाको समझाना। | 1. हिंदी अध्यापक के लिए जरूरी शैक्षिक योग्यता बताता है। 2. हिंदी अध्यापक के सामान्य एवं विशिष्ट गुणोंका वर्णन करता है। 3. बदलते परिप्रेक्ष्य में समाज, अभिभावक एवं सहयोगियों के संदर्भमें हिंदी अध्यापक की भूमिका स्पष्ट करता है। |
| 8. छात्राध्यापक को शिक्षालयोंमें हिंदी अध्यापन की चुनौतियों से अवगत कराना एवं उन चुनौतियोंका समाधान ढूँढने के लिए प्रवृत्त करना। | 1. हिंदी अध्ययन - अध्यापन में निर्माण होनेवाली समस्याओं चुनौतियों की सूची तैयार करता है। 2. इन समस्याओं / चुनौतियों से निपटने के लिए सुझाव देता है। |

Course- 6b -I PEDAGOGY OF SCHOOL SUBJECT ENGLISH PART- II

| Objectives | Course Outcomes |
|---|--|
| The student teachers will be able to – 1. develop and use of learning resources in the classroom both print and audio visual resources and computer and web resources. | 1. Classify learning resources in the classroom both print and audio visual resources and computer and web resources. 2. Explains print audio visual resources and computer and web resources |
| 2. understand the pedagogical analysis of English language and content. | 1. Analyse the pedagogical analysis of English language and content. |
| 3. develop an insight into the symbiotic relationship between curriculum, syllabus and textbooks. | 1. Explain the relationship between curriculum, syllabus and textbooks. 2. Distinguish between curriculum and syllabus. 3. Distinguish between Syllabus and textbooks. |
| 4. understand the steps of year plan, unit plan, lesson plans, and unit plan. | 1. Explain the steps of year plan, unit plan, lesson plans, and unit plan. |
| 5. understand the process of language assessment. | 1. Explain the process of language assessment. |
| 6. understand the qualities and qualifications and changing role of an English teacher. | 1. Discuss the qualities and qualifications of an English teacher. 2. Illustrate the changing role of an English teacher. |
| 7. understands the problems faced by the teachers in teaching English in Indian schools. | 1. Discuss the problems faced by the teachers in teaching English in Indian schools and suggest solutions. |



COURE- 6a II Pedagogy of school subject-Science Part II

| OBJECTIVES | COURSE OUTCOME |
|---|--|
| <p>To enable the student's teacher to</p> <p>1) Understand the pedagogical analysis of science.</p> <p>2) Understand the need, importance and stages of planning of science.</p> <p>3) Understand the various instructional approaches and their application in teaching science.</p> <p>4) Understand the application of appropriate evaluation techniques in science.</p> <p>5) Understanding preparation and use of diagnostic test and organize remedial teaching.</p> <p>6) Acquaint the qualities professional growth of science teacher and help them in acquiring the same.</p> <p>7) Acquire the knowledge of the content or science operating at the secondary school level according to teaching process.</p> <p>8) Become a competent science teacher a teacher of all science.</p> | <p>1) Analyzes the content according to structure of science, effective teaching method, teaching aids, questioning, content analysis, syllabus analysis, textbook analysis.</p> <p>1) Discusses the need and importance of Teacher's hand-book, student's workbook.</p> <p>2) Identifies Principles of curriculum and curriculum Reforms.</p> <p>1) Describes the role of Science Laboratory and Science club in Teaching science.</p> <p>1) Applies the evaluation technique, Unit test during Internship.</p> <p>1) Applies Diagnostic test, Remedial teaching, and Comprehensive and Continuous evaluation.</p> <p>1) Generates ideas for professional growth of science teacher.</p> <p>1) Shares the knowledge about content at the secondary school level.</p> <p>1) Discusses the correlation of science.</p> <p>2) Explain good qualities of science teacher.</p> |



Course: 6b-2, Pedagogy of school subject Mathematics part -II

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
|---|--|
| <p>To enable the student teachers to -</p> <ol style="list-style-type: none"> 1. understand the modern trends in curriculum construction 2. familiarise with the principles of Curriculum organisation, approaches to mathematics curriculum and curriculum study groups 3. understand the need and importance of community based resources in the present scenario. 4. understand the man made resources in the present context 5. familiar with the possibilities of the resource materials in the present context 6. acquire the knowledge of the content of Mathematics operating at the secondary school level according to teaching process. 7. understand the pedagogical knowledge analysis of Mathematics. 8. understand the need, importance and stages of planning instruction in Mathematics. | <ol style="list-style-type: none"> 1) Explain the modern trends in curriculum construction. 1) Explain the principles of curriculum organization. 2) Describes curriculum reforms in school Mathematics. 1) Explain the need and importance of community based resources in the present scenario. 1) Analyze syllabus of Mathematics. 2) Analyze critically text book of Mathematics at secondary level. 3) Elaborate the qualities of good mathematics text book. 1) Apply various resource materials in the classroom. 1) Explain the concept of pedagogical content knowledge. 1) Analyze the content of Mathematics. 2) Identify the hierarchy of concepts in Mathematics. 3) Draw the structure of Mathematics. 4) Suggest appropriate teaching strategies and teaching aid for the selected content. 5) Identify the misconceptions and appropriate remedial strategies. 1) Explain the need, importance and stages of planning. 2) Do year and unit planning regularly. |



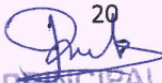
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| 9. understand the application of appropriate evaluation techniques in Mathematics. | 1) Construct unit test of Mathematics with the help of blue print. 2) Prepare Mathematics question paper with its scheme of marking. 3) Explain the concept of continuous and comprehensive evaluation. |
| 10. understanding preparation and use of diagnostic test and organize remedial teaching. | 1) Prepare the diagnostic test of Mathematics. 2) Use diagnostic test in the classroom. 3) Apply remedial teaching programme in the classroom. |
| 11. acquaint the qualities and professional growth of Mathematics teacher and help them in acquiring the same. | 1) Explain the qualities of good Mathematics teacher. 2) Try to act according to changing role of the mathematics teacher in the classroom. 3) Elaborate the competencies essential for the mathematics teachers. |
| 12. understand the various instructional approaches and their application in teaching Mathematics. | 1) Explain the various instructional approaches of teaching mathematics. 2) Apply various instructional approaches in the classroom. |
| 13. prepare and evaluate instructional materials in Mathematics. | 1) Prepare various instructional materials in Mathematics. 2) Evaluate critically instructional materials in mathematics. |

Course :6b II, Pedagogy of School subject: History part II

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
|---|---|
| 1. Be acquainted with teaching learning resources for teaching history. | 1. Describe the various teaching learning resources for teaching history. |
| 2. Understand the assessment of learning in history. | 2. Identify the various tools of assessment of learning in history. |
| 3. Develop the ability to plan and design various types of lesson in history. | 3. Prepare various types of lesson plan for history teaching. |
| 4. Acquainted with contextual issues of learning in historical context. | 4. Explain the contextual issues of learning in historical context. |
| 5. Understand the pedagogical analysis of | 5. Define the concept of pedagogical |



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| history. | analysis of history. |
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TWO YEAR B.ED. COURSE OUTCOMES

Second Year Semester –IV

Course: 8 Gender School and Society

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
|---|--|
| <p>To enable the student teachers to-</p> <p>1. Develop basic understanding and familiarity with key concepts-gender, gender bias, empowerment, gender parity, equity and equality, patriarchy and feminism.</p> | <ol style="list-style-type: none"> 1) Elaborate the various key concepts related to the gender issues. 2) Differentiate between gender and sex. 3) Suggest some remedies for women empowerment. 4) Criticize the patriarchal society and culture. 5) Take initiative for making gender free society. 6) Suggest some programmes for inculcating gender equality in the school, family and society. 7) Explain the importance of life skills to overcome the issues related to the gender. |
| <p>2. 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</p> | <ol style="list-style-type: none"> 1) Elaborate paradigm shift from women studies to gender studies. 2) Explain the theories on gender and education and apply it in the Indian situation. 3) Analyze recommendations given by various commissions, committees, plans, and programmes. |
| <p>3. Learn about gender issues in school, curriculum, textual materials across disciplines pedagogical processes and its intersection with class, caste, religion and region</p> | <ol style="list-style-type: none"> 1) Analyze the existing secondary level text books with reference to the content related to gender, learning experiences and role of the teacher. 2) Create gender free classroom environment 3) Act as an agent of change in the classrooms. 4) Suggest some ways for changing the attitude of teachers and Parents who have high expectations from boys and girls. |
| <p>4. Understand how gender power and sexuality relate to education (in terms of access curriculum and pedagogy)</p> | <ol style="list-style-type: none"> 1) Explain construction of gender in curriculum framework of 21st century. 2) Explain the role of various agencies in perpetuating harassment. 3) Explain how gender power and sexuality are related to education. 4) Find out the reasons of harassment. 5) Elaborate the different sites of conflicts. |



COURE- 5b.Knowledge and Curriculum

| OBJECTIVES | COURSE OUTCOME |
|---|---|
| Objectives – To enable the student-teacher to : 1) understand philosophy of education constitution Kothari commission NCF (2005) state policy on education 2010. 2) realize the contribution of educational thinkers. 3) understand role of state in the curriculum. 5) understand role of hidden curriculum 6) understand social reconstruction through curriculum. 7) understand the relation of curriculum and school practices. 8) help to analyze the textbook, teachers' handbook and child centered literature in reference to curriculum. 9) understand the role of teacher in implementation of curriculum | Analyzes the Policies of Kothari commission, NCF (2005), State Policies(2010). Writes effective information about educational Thinkers w.r.t.M.Gandhi, R.Tagore, Montecory, Plato. Discusses practical application of role of state in the curriculum. 1) Recognizes the role of hidden curriculum. 2) Applies the knowledge through practice teaching. Arranges Panel Discussion on Globalization, Urbanization, and Privatization. 1) Defines the relation between curriculum and school practices viz :time table, discipline. 2) Describes the relation between ideology, power and curriculum. Analyzes teacher's handbook, student's workbook and children's literature. Discusses the role of teacher w.r.t. physical facility, references, role in 21 st century. |

Course: IX, CREATING AN INCLUSIVE SCHOOL


| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
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| 1. Understand Concept and Nature of Inclusive Education. | 1. Define the concept of inclusive education. |



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| 2. Understand the role of inclusive school in modern times and meaning of inclusive school. | 2. Explain the role if inclusive schools in modern times. |
| 3. Understand the role of teachers in inclusive classroom. | 3. Describe the role of teachers in inclusive classroom. |
| 4. To enable the students to organize inclusive classroom. | 4. Prepare the outline of Inclusive classroom. |
| 5. To enable students to understand various types of students. | 5. Explain the various types of students. |

Course: 10, Environmental Education

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
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| 1. To enable student teachers to develop knowledge and to understand related basic concepts of Environment. | 1. Define basic concepts of Environment. 2. Correlates the types of environment with the natural environment. 3. Draw concept maps of environment, eco system and food chain. 4. Explain 'sustainable development'. 5. Carries out projects related to eco system. |
| 2. To enable the student teachers to acquaint with the environmental issues and their remedies. | 1. Analyze the environmental issues. 2. Discusse about the remedies for environmental issues. 3. Change his/her behavior according to environment. 4. Carrie out projects related to pollution. 5. Exhibit posters related to environmental issues and their remedies. 6. Predict about the non renewable energy recourses. |
| 3. To enable the student teachers to develop knowledge and understanding about environmental education through the conferences on it. | 1. Explain the concept of environmental education. 2. Tell the scope of Environmental Education. . Discusse the suggestions given by various conferences on environmental education. |
| 4. To enable the student teachers | 1. Tell the objectives of environmental education suggested in |


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| to acquaint with the objectives, different approaches and strategies of environmental education. | the Tbilisi Conference. 2. Explain the approaches of environmental education. 3. Explain the strategies of environmental education. 4. Use the various strategies in classroom to teach the topics related to Environment. |
| 5. To enable the student teachers to develop awareness about management of water, land, plants, animals. | 1. Explain the concept of management 2. Discuss about the ways of management of natural resources. 3. Find solutions for the problems related to management of natural resources. |
| 6. To enable the student teachers to understand different movements, projects and biodiversity of environment. | 1. Describe the Chipko Movement and Silent Valley. 2. Explain importance of Tiger, Elephant and Bison projects. 3. Explain biodiversity. 4. Dramatize the history of Chipko Movement. 5. Draw the concept map of biodiversity |

EPC 3- CRITICAL UNDERSTANDING OF ICT

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
|--|--|
| <p>To enable student-teacher to:</p> <ol style="list-style-type: none"> 1. develop ability about use various ICT resources for teaching. 2. develop skill to use computer system and use of computer in education. 3. to develop interact with wide variety of hardware, software application, devices and tools. 4. Understand the participation of knowledge society. 5. Identify and use of free access and open access. | <p>After completion of the course, student-teachers will be able to:-</p> <ol style="list-style-type: none"> 1 Apply effective technology in teaching learning process 2 Acquaint with new trends, techniques in education along with learning 3 Interact with wide variety of hardware, software application, devices and tools. 4 Participate in knowledge society. 5 Illustrate free access and open access. |


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EPC 4 - UNDERSTANDING THE SELF

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
|--|--|
| <p>Course Objectives: To enable the student teachers to,</p> <ol style="list-style-type: none">1. Develop understanding about self as a person and as a teacher.2. Develop social relational sensitivity.3. Develop effective communication skills.4. Develop a holistic and integrated understanding of human self and personality.5. Be aware of their identities and the political, historical and social forces that shape him/her.6. Understand issues of contemporary adolescence. | <p>After completion of the course, the pupil teachers will be able to:</p> <ol style="list-style-type: none">1. Explains self as a person and as a teacher.2. Locate social relational sensitivity.3. Communicate effectively in campus and out of the campus4. Construct holistic and integrated understanding of human self and personality.5. Identify the political, historical and social forces that shape him/her.6. Describe the issues of contemporary adolescence |

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