

# Programme Outcomes of B.Ed. Syllabus 2019-2020

## GENERAL OBJECTIVES OF THE B.ED PROGRAMME

To Enable the Student teacher -

1. To promote capabilities for inculcating national values and goals as mentioned in the constitution of India.
2. To be a competent, committed teaching professionals for achieving excellence in education.
3. To integrate Subject Knowledge with Pedagogical, Contextual, Technological Knowledge, Teaching skills, Interdisciplinary Knowledge, educational media and curricular frame for successful transaction of curriculum content that encourages students learning.
4. To promote social change, social cohesion, international understanding and protection of human rights and rights of the child.
5. To use competencies and skills needed for becoming an effective teacher.
6. To be sensitive student teacher about emerging issues such as environment, Population, gender equality, legal literacy, Yoga & Health Education etc.
7. To enhance professional capacities like reading and reflecting on texts, understanding of self, understanding the use of drama and art in education, etc.
8. To encourage innovation, research and extension activities in educational field
9. To enhance knowledge, attitude, Skills & competencies of Educational Management, Administration, Evaluation etc

## PROGRAM OUTCOMES:

Student teacher complete successfully course. The final course outcomes are –

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

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

**PO3: Curricular Analysis and Enrichment:** Student teacher shall be able to analyse the curricula, identifying the gaps and enrich the curricula with plural sources of knowledge,

media forms, field activities, study groups, teaching tools and skills for successful transaction of curriculum.

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

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

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

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

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

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

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

## First Year I<sup>st</sup> Semester

Course code	Name of the courses	Objectives	Course outcomes
BEDCC 101	Knowledge and curriculum	To understand epistemological and social bases of education 2) To provide an understanding of Concept of Educational Sociology bases Education 3) To understand the dimension of curriculum and process of making curriculum 4) To know the meaning, concept and need of language 5) To understand the concept of communication 6) To develop communication skills and to know the characteristics and importance of good communication	1. Student Teacher understands the epistemological and social bases of education. 2. Student Teacher describes the concept of educational sociology bases education 3. Student Teacher knows the dimension of curriculum and process of making Curriculum 4. Student Teacher identifies the concept and need of language 5. Student Teacher becomes acquainted with communication skills 6. Teacher describes the characteristics and importance of good Communication.
BEDCC 102	School management and administration	1) To understand the management meaning and infrastructure facilities for quality education 2) To enable student teacher the areas of management 3) To get acquaint with a school administration 4) To get awareness about the function of school administration 5) To get acquaint with administrative setup of education 6) To understand the role and function of school administrator 7) To introduce of new approaches of school management	1. Student teacher gets acquainted with the concept of Management 2. Student teacher understands and knowledge about infrastructure facilities as quality education 3. Student teacher becomes familiar with the areas of management 4. Student teacher gets acquainted with school administration 5. Student teacher understands the new approaches of decision making and related factors attesting it 6. Student teacher becomes aware about the

		8) To understand the concept of decision-making and factors affecting it	function of school administration 7. Student teacher applies the functions of school administration in class room 8. Student teacher describes the role and function of school administration
BEDCC 103	Contemporary India and education	1) To enable teacher trainees the contemporary nature of development of educational system of India. 2) To enable the student teacher to under the meaning and relation between education and philosophy. 3) To enable teacher trainees to understand policy frame works for education in India. 4) To enable teacher trainees to understand the contribution of various major committees and commission on education set up from time to time. 5) To enable teacher trainees to understand the meaning of educational sociology and agencies of education in Indian society. 6) To enable teacher trainees the provision of education mentioned in the Indian constitution. 7) To enable teacher trainees to understand the marginalization in society and it's impact on education. 8) To enable teacher trainees the concept of globalization liberalization, privatization and it's impact on education.	1. Student teacher understands the contemporary nature of develop of educational System of India  2. Student teacher classifies the meaning and relation between education and philosophy  3. Student teacher understands the policy frame works for education in India  4. Student teacher analyses the contribution of various major committees and commission On education set up from time to time  5. Student teacher describes the meaning of educational sociology and agencies of Education in Indian society  6. Student teacher understands the provision of education mentioned in the Indian Constitution  7. Student teacher familiar with the marginalization in society and it's impact on Education 8. Student teacher

		9) To understand the contribution of educational thinker	understands the concept of globalization liberalization, privatization and it's impact on education
BEDCC 104	Learning and teaching	<p>1) To developed &amp; understanding about educational psychology</p> <p>2) To know Importance of Adolescence Stage</p> <p>3) To know The learning theories in the learning process</p> <p>4) To identify the factors affecting on learning teaching process</p> <p>5) To understand about the mental process of Learning</p> <p>6) Appreciate the critical role of learner based on Individual of effective &amp; draw an implications for School teachers 7)</p> <p>To apply the various types of intelligence theories in daily teaching</p> <p>8) To understand the Intelligence Theories</p>	<p>1. Student teacher understands the various methods of standing of educational psychology and use of educational psychology in learning and teaching process</p> <p>2. Student teacher analyses the importance of adolescence stage and problems of adolescence stage</p> <p>3. Student teacher describe the learning theories in the learning process</p> <p>4. Student teacher identifies the factors affecting on learning teaching process</p> <p>5. Student teacher becomes familiar with the mental process of learning such as memory and forgetting</p> <p>6. Student teacher acquainted with the importance of educational psychology and teaching process</p> <p>7. Student teacher applies the various types of intelligence theories in daily teaching</p> <p>8. Student teacher analyses and measures the I.Q</p>
BEDEC 105	Environment education and disaster management	<p>1. To understand the importance of Environmental Education</p> <p>2. To understand Environmental pollution &amp; its control</p> <p>3. To acquaint the knowledge about Health &amp;Safety</p> <p>4. To understand General</p>	<p>1. To understand the importance of Environmental Education</p> <p>2. To understand Environmental pollution &amp; its control</p> <p>3. To acquaint the knowledge about Health &amp;Safety</p> <p>4. To understand General</p>

		concept of Disaster Management 5. To know Acts & legal aspects about Disaster Management 6. To understand Disaster Preparedness 7. To understand the role of education in Disaster Management 8. To understand Rescue from Disaster 9. To understand Relief for Disaster	concept of Disaster Management 5. To know Acts & legal aspects about Disaster Management 6. To understand Disaster Preparedness 7. To understand the role of education in Disaster Management 8. To understand Rescue from Disaster 9. To understand Relief for Disaster
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### Enhancing Professional Capacities

Course Code	EPC Title	Objective	Course Outcomes
BEDEPC 106 A	Reading and reflecting on texts	To enable the student teacher to:- 1. get exposure to a wide variety of texts/e-texts	Students are able to develop the habit of reading of variety of texts like school texts, newspapers, policy documents, research articles, project reports, autobiographies, reference books, etc.
		2. Engage with these texts/e-texts interactively – individually as well as in small groups	Students are able to explain and Reproduce the read text in their own words and able to conduct interactive session in groups.
		3. Enhance their capacities as readers and writers.	Students are able to identify the different types of texts/e-texts and able to participate in the activities for writing the read texts in the form of: - predictions, notes, questions and answer, critiques, summarization, retelling in the form of a story, dialogue, monologue, drama or play, etc.
		4. Read, reflect and reproduce in writing in the form of conjectures, justifications, interpretations, arguments	Students are able to prepare concept maps, mind maps, flowcharts, etc. Students are reading with understanding skill and

		for or against, etc. on the read text/e-texts	reproducing it in a variety of ways effectively
BEDEPC 106 -B	Yoga and health Education	<ol style="list-style-type: none"> <li>1. To enable the student to have good health.</li> <li>2. To practice mental hygiene.</li> <li>3. To possess emotional stability.</li> <li>4. To attain higher level of consciousness.</li> <li>5. To enhance muscles strength, coordination, flexibility agility and range of motion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are able to do yogic practices for healthy living.</li> <li>2. Student explains the Concept of health, healing and disease.</li> <li>3. Students are able to select some yogic practices.</li> <li>4. Students are able to Meditational process in Patanjali Yoga.</li> <li>5. Students are able to do astanga yoga of patanjali.</li> <li>6. Student are able to explain the importance of yoga in the life.</li> </ol>

### **First Year II<sup>nd</sup> Semester**

BEDCC 201	Gender, school and society	<ol style="list-style-type: none"> <li>1. To develop gender sensitivity among the student teachers.</li> <li>2. To develop clarity among the concept of Gender and sexuality</li> <li>3. To make students understand about the gender issues faced in school</li> <li>4. To make students aware about the role of education in relation to gender issues</li> <li>5. To understand the gender issues faced in society and educational implications</li> </ol>	<ol style="list-style-type: none"> <li>1. Student teacher gets acquainted with the critical analysis of gender</li> <li>2. Student teacher describes the manner in which race, class, gender and sexuality intersect</li> <li>3. Student teacher becomes aware of Women's and People's experience in culture context both</li> <li>4. Student teacher understands the role of gender and sexuality in social justice movement around the world</li> <li>5. Student teacher describes how theories reflect the historical and cultural context in which they emerge</li> </ol>
BEDEC 202	Understanding disciplines and Subjects	<ol style="list-style-type: none"> <li>1) To enable student-teachers to reflect on the nature and role of disciplinary knowledge in the school curriculum.</li> <li>2) To understand the paradigm shifts in the nature</li> </ol>	<ol style="list-style-type: none"> <li>1. Student teacher gets acquainted the nature and role of disciplinary knowledge in the school curriculum</li> <li>2. Student teacher</li> </ol>

		<p>of disciplines. 3) To understand the history and doctrine of the teaching of subject areas in schools.</p> <p>4) To understand the notion of the 'disciplinary doctrine'</p> <p>5) To develop among the teacher trainees an understanding of science as a discipline.</p> <p>6) To understand nature of Mathematics as a discipline.</p> <p>7) To develop among the teacher trainees an understanding of language as a discipline.</p> <p>8) To develop among the teacher trainees an understanding of social science as a discipline.</p>	<p>understands the paradigm shift in the nature of disciplines</p> <p>3. Student teacher describes the nature of science and mathematics his behaviour in Disciplines</p> <p>4. Student teacher gets acquainted the behaviour in disciplines</p> <p>5. Student teacher understands the notion of the disciplinary doctrine</p> <p>6. Student teacher becomes familiar with language as discipline</p> <p>7. Student teacher understands the history &amp; doctrine of the teaching of subject areas in school</p> <p>8. Student teacher describes an understanding of social sciences as a disciplines</p>
BEDEC 203	INCLUSIVE EDUCATION	<p>1) To understand the concept, need and importance of inclusive education</p> <p>2) To understand the educational approaches and strategies for enrichment of inclusive education</p> <p>3) To analyse the curriculum adaptation and evaluation for children with diverse need</p> <p>4) To understand the teacher preparation for inclusive education concept and meaning of diverse needs</p> <p>5) To understand the educational approaches and measures for meeting the diverse needs and remedial education, special education, integrated</p>	<p>1. Student teacher understands the concept, need and importance of inclusive education</p> <p>2. Student teacher gets acquainted the educational approaches and strategies for enrichment of inclusive education</p> <p>3. Student teacher analyzes the curriculum adaptation and evaluation for children with diverse need</p> <p>4. Student teacher understands the teacher preparation for inclusive education concept and meaning of diverse needs</p> <p>5. Student teacher</p>

		<p>education</p> <p>6) To know the effectiveness of inclusive strategies: Enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism</p>	<p>identifies the educational approaches and measures for meeting the diverse needs and remedial education, special education, integrated education</p> <p>6. Student teacher describes the effectiveness of inclusive strategies : Enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism</p>
BEDPSS 204-1	Method – Marathi	<ol style="list-style-type: none"> <li>1) प्रथम मराठी भाषेचे स्थान, महत्व व व्याप्ती सांगून मराठी विषयाचा इतर विषयांशी असणारा समन्वय दाखविणे.</li> <li>2) प्रथम भाषा मराठीची ध्येये, उद्दिष्टे व मूल्ये तसेच दहा गाभा घटक यांची ओळख करून देणे.</li> <li>3) मराठी भाषेच्या अध्यापनात नियोजनाची आवश्यकता, महत्व व गरज यांची माहिती देणे.</li> <li>4) मराठी अध्यापनाची वार्षिक नियोजन, घटक नियोजन आणि पाठ नियोजन तयार करणे.</li> <li>5) प्रथम मराठी भाषा अध्यापनासाठी विविध अध्यापन पध्दती, प्रयुक्त्या व तंत्रे सांगणे.</li> <li>6) अध्यापनाची सुत्रे व</li> </ol>	<p>CO 1. विद्यार्थी शिक्षक प्रथम मराठी भाषेचे स्थान, महत्व व व्याप्ती जाणून प्रथम भाषा मराठीचा इतर विषयांशी असणारा समन्वय सांगतो.</p> <p>CO 2. विद्यार्थी शिक्षक प्रथम भाषा मराठीचे ध्येये, उद्दिष्टे व मूल्ये सांगून दहा गाभा घटक जाणतो.</p> <p>CO 3. विद्यार्थी शिक्षक मराठी अध्यापनात नियोजनाची आवश्यकता, महत्व व गरज समजून घेतो.</p> <p>CO 4. विद्यार्थी शिक्षक मराठी अध्यापनाचे वार्षिक नियोजन, घटक नियोजन आणि पाठ नियोजन करतो.</p> <p>CO 5. विद्यार्थी शिक्षक प्रथम मराठी भाषा अध्यापनासाठी पध्दती. प्रयुक्त्या व तंत्रे अवगत करतो.</p> <p>CO 6. विद्यार्थी शिक्षक अध्यापनाची सुत्रे व अध्यापनाची साधने यांचा</p>

		<p>अध्यापनाची साधने यांचा वापर करायला लावणे.</p> <p>7) मराठी भाषेच्या शिक्षकांची अर्हता, क्षमता आणि शिक्षकांची गुण वैशिष्ट्ये समजावून देणे.</p> <p>8) सेवापूर्व व सेवांतर्गत प्रशिक्षणातून आपला व्यावसायिक विकास करायला लावणे.</p>	<p>वापर सराव अध्यापनात करतो.</p> <p>CO 7. विद्यार्थी शिक्षक मराठी भाषेच्या शिक्षकांची अर्हता, क्षमता आणि शिक्षकाचे गुण वैशिष्ट्ये अंगीकारतोत</p> <p>CO 8. विद्यार्थी शिक्षक सेवापूर्व प्रशिक्षणातून आपला व्यावसायिक विकास साधण्याचा प्रयत्न करतो.</p>
BEDPSS 204-2	Method – Hindi	<p>1) हिंदी भाषा – अध्ययन – अध्यापन का महत्व बताना !</p> <p>2) हिंदी भाषा – विशेषताओं प्रत्यक्ष उपयोग करना !</p> <p>3) प्रत्यक्ष अध्यापन प्रभावशाली सफलता पूर्वक अध्यापन पध्दती से करने लगाना !</p> <p>4) हिंदी भाषा से प्रभावपूर्ण भाषा में संवाद करने लगाना !</p> <p>5) हिंदी भाषा नियोजन तथा पाठनियोजन करना !</p> <p>6) हिंदी भाषा अध्यापन की प्रणालियाँ तथा अध्यापन के सूत्र परिचित करना !</p> <p>7) हिंदी अध्यापन के गुण – रोषों को समझाना !</p> <p>8) हिंदी अध्यापन के विकसित उपक्रमोंको जानकारी देना !</p>	<p>1) छात्राध्यापक हिंदी भाषा – अध्ययन – अध्यापन का महत्व बताने है !</p> <p>2) छात्राध्यापक हिंदी भाषा – विशेषताओं प्रत्यक्ष उपयोग करते है !</p> <p>3) प्रत्यक्ष अध्यापन प्रभावशाली सफलता पूर्वक अध्यापन पध्दती से करने लगे !</p> <p>4) छात्राध्यापक हिंदी भाषा से प्रभावपूर्ण भाषा में संवाद करने लगे !</p> <p>5) छात्राध्यापक हिंदी भाषा नियोजन तथा पाठनियोजन करते है !</p> <p>6) छात्राध्यापक हिंदी भाषा अध्यापन की प्रणालियाँ तथा अध्यापन के सूत्र समझ लेते है !</p> <p>7) छात्राध्यापक हिंदी अध्यापक के गुण – रोषों को समझाते है !</p> <p>8) छात्राध्यापक हिंदी</p>

			अध्यापक के विकसित उपक्रमोंको जानते है !
BEDPSS 204-3	METHOD ENGLISH	<p>1. To know meaning, nature, scope and importance of English</p> <p>2. To analyze the objectives of English and three language formula</p> <p>3. To understand various planning of English</p> <p>4. To understand the tools and techniques in English teaching</p> <p>5. To introduce the characteristics of English Teacher</p> <p>6. To enable student teacher the different professional development program</p>	<p>1) Student teacher understands the meaning, nature, scope and importance English</p> <p>2) Student teacher analyses the objectives of English and three language formula</p> <p>3) Student teacher applied the various methods in drill teaching</p> <p>4) Student teacher describes the tools and techniques in English teaching</p> <p>5) Student teacher knows the characteristics of English Teacher</p> <p>6) Student teacher becomes acquainted the different professional development program</p>
BEDPSS 204-5	METHOD – SCIENCE	<p>Objectives :</p> <p>1) To know meaning, nature and modern concept of Science</p> <p>2) To analyze the objectives of Mathematics and value in Science</p> <p>3) To understand various planning of Science</p> <p>4) To understand the tools and techniques in Science teaching</p> <p>5) To introduce the characteristics of Science Teacher</p> <p>6) To enable student teacher the different professional development program</p>	<p>1) Student teacher understands the modern concept, nature and modern concept of Science</p> <p>2) Student teacher analyses the objectives of Science and value in Science</p> <p>3) Student teacher applied the various methods in drill teaching</p> <p>4) Student teacher describes the tools and techniques in Science teaching</p> <p>5) Student teacher knows the characteristics of Science Teacher</p> <p>6) To enable student Teacher the different professional development programme</p>

BEDPSS 204-6	METHOD- MATHEMATICS	<p>1) Student teacher understands the modern concept, nature and modern concept of Mathematics</p> <p>2) Student teacher analyses the objectives of Mathematics and value in Mathematics</p> <p>3) Student teacher applied the various methods in drill teaching</p> <p>4) Student teacher describes the tools and techniques in Mathematics teaching</p> <p>5) Student teacher knows the characteristics of Mathematics Teacher</p> <p>6) To enable student Teacher the different professional development programme</p>	<p>1) Student teacher understands the modern concept, nature and modern concept of Mathematics</p> <p>2) Student teacher analyses the objectives of Mathematics and value in Mathematics</p> <p>3) Student teacher applied the various methods in drill teaching</p> <p>4) Student teacher describes the tools and techniques in Mathematics teaching</p> <p>5) Student teacher becomes acquainted with the structure of Mathematics and curriculum concept</p> <p>6) Student teacher knows the characteristics of Mathematics Teacher</p>
BEDPSS 204-7	METHOD- HISTORY	<p>1) To know meaning, nature and modern concept of History</p> <p>2) To analyse the objectives of History and value in History</p> <p>3) To understand various planning of History</p> <p>4) To understand the tools and techniques in History teaching</p> <p>5) To introduce the characteristics of History Teacher</p> <p>6) To enable student teacher the different professional development program</p>	<p>1) Student teacher understands the modern concept, nature and modern concept of History</p> <p>2) Student teacher analyses the objectives of History and value in History</p> <p>3) Student teacher applied the various methods in drill teaching</p> <p>4) Student teacher describes the tools and techniques in History teaching</p> <p>5) Student teacher becomes acquainted with the structure of History and curriculum concept</p> <p>6) Student teacher knows the characteristics of History Teacher.</p>
BEDPSS	METHOD –	1. To know meaning ,	1. Student teacher

204-8	GEOGRAPHY	<p>nature and scope of Geography</p> <p>2. To understand various planning of Geography</p> <p>3. To understand place and structure of Geography at secondary school level</p> <p>4. To study the various methods and techniques of Geography teaching</p> <p>5. To develop adequate skills and qualities in teaching Geography</p> <p>6. To introduce the characteristics of Geography Teacher</p> <p>7. To enable student teacher the different professional development programme</p>	<p>understands the modern concept, nature and scope of Geography</p> <p>2. Student teacher understands various planning of Geography</p> <p>3. Student teacher describes the place and structure of Geography at secondary school level</p> <p>4. Student teacher studied the various methods and techniques of Geography teaching</p> <p>5. Student teacher adequate skills and qualities in teaching Geography</p> <p>6. Student teacher knows the characteristics of Geography Teacher</p> <p>7. Student teacher understands the different professional development programme</p>
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### Enhancing Professional Capacities

Course code	Name of the courses	Objectives	Course outcomes
BEDEPC 205 - A	Drama and Art in Education	<ol style="list-style-type: none"> <li>1. Develop creativity, critical thinking and communication skills, and nurture aesthetic sensitivity and cultural awareness;</li> <li>2. Develop arts skills, construct knowledge, and cultivate positive values and attitudes;</li> <li>3. Gain delight, enjoyment and satisfaction through participating in arts activities; and</li> <li>4. Pursue a lifelong interest in the arts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are able to develop creativity, critical thinking and communication skills, and nurture aesthetic sensitivity and cultural awareness</li> <li>2. Students are able to develop arts skills, construct knowledge, and cultivate positive values and attitudes through various activity like- card making, art and craft.</li> <li>3. Students are able</li> </ol>

			<p>to participate in arts activities.</p> <p>4. students are able to visit an art gallery and collect the information.</p>
BEDEPC 205 - B	Use ICT in Education	<p>To enable the student teacher to:</p> <ol style="list-style-type: none"> <li>1. Acquire basic knowledge of Computers.</li> <li>2. Make effective use of information and communication technology</li> <li>3. Understand the concepts in Multimedia.</li> <li>4. Develop capabilities to access Information using Internet.</li> <li>5. Acquaint with basic techniques and knowledge required for computing applications.</li> <li>6. Understand nature, scope &amp; importance of ICT at secondary &amp; higher secondary level.</li> </ol>	<ol style="list-style-type: none"> <li>i) Students are able to acquire basic knowledge of computer, Hardware Concept Software - Concepts, type – Word.</li> <li>ii) Students are able to explain effective use of information and communication technology</li> <li>iii) Students are able to explain basic techniques and knowledge required for computing applications. Various aspects of the content and explain it's Implications at school.</li> </ol>

### **Second Year III<sup>rd</sup> Semester**

BEDCC 301	CHILDHOOD AND GROWING UP	<ol style="list-style-type: none"> <li>1) Understand the growth and development of the learner and its importance in the teaching learning process with special reference to adolescent stage.</li> <li>2) Become aware regarding the individual differences among learners.</li> <li>3) Identify the educational needs of diverse learners.</li> <li>4) Get acquainted with the new (Contemporary) theories of learning.</li> <li>5) To understand the development of personality</li> <li>6) Understand political, social and cultural</li> </ol>	<ol style="list-style-type: none"> <li>1) Student teacher understands the growth and development of the learner and its importance in the teaching learning process with special reference to adolescent stage</li> <li>2) Student teacher becomes aware regarding the individual differences among learners</li> <li>3) Student teacher identifies the educational needs of diverse learners</li> <li>4) Student teacher gets acquainted with the new (contemporary) theories of learning</li> </ol>
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		<p>dimensions along with their implications on childhood and growing up</p> <p>7) Become familiar with the impact of mass communication media on childhood and growing up</p> <p>8) To acquaint with the concept multiculturalism and identifies role of the teacher in multicultural classroom</p> <p>9) Understand the Government Policies in India for the Education of Children, Women, Minority and Backward Classes</p> <p>10) Understand the types of exceptional children and characteristics of exceptional children</p> <p>11) To acquaint with different learning styles and its educational implications</p>	<p>5) Student teacher understands the development of personality</p> <p>6) Student teacher understands Political, Social and Cultural dimensions along with their implications on childhood and growing up</p> <p>7) Student teacher becomes familiar with the impact of mass communication media on childhood and growing up</p> <p>8) Student teacher gets acquainted with the concept multiculturalism and identifies role of the teacher in multicultural classroom</p> <p>9) Student teacher understands the Government Policies in India for the Education of Children, Women, Minority and Backward Classes</p> <p>10) Student teacher understands the types of exceptional children and characteristics of exceptional children</p> <p>11) Student teacher gets acquainted with different learning styles and its educational implications</p>
BEDCC 302 :	Assessment for Learning	<p>1) To understand the process of evaluation</p> <p>2) To develop the skill in preparing, administering and interpreting the achievement test</p> <p>3) To understand the use of different techniques and tools of evaluation for learning</p> <p>4) To comprehend the process of assessment for</p>	<p>1) Student Teacher understands the process of evaluation</p> <p>2) Student Teacher developed the skill in preparing, administering and interpreting the achievement test</p> <p>3) Student Teacher becomes acquainted with the use of different</p>

		<p>learning</p> <p>5) To develop necessary skills to compute basic statistical measures to assess the learning</p>	<p>techniques and tools of evaluation for learning</p> <p>4) Student Teacher describes the comprehend the process of assessment for Learning</p> <p>5) Student Teacher Knows the Skills to compute statistical measures to assess the learning</p>
BEDCC 303	Action Research	<p>1) To understand the basics of action research</p> <p>2) To understand the process action research</p> <p>3) To acquaint the nature and scope of Action Research</p> <p>4) To understand the components of action research plan</p> <p>5) To knowing the types of Action Research</p> <p>6) To distinguish between quantitative and qualitative data analysis in action research</p> <p>7) To understand the features of a good action research report</p> <p>8) To know the preparation of a good action research report</p>	<p>1. Student teacher understands the basics of action research</p> <p>2. Student teacher knows the process of action research</p> <p>3. Student teacher becomes acquainted the nature and scope of Action Research</p> <p>4. Student teacher becomes acquainted with difference between Fundamental and Action research</p> <p>5. Student teacher describes the types of Action Research</p> <p>6. Student teacher understands the components of action research plan</p> <p>7. Student teacher distinguished between quantitative and qualitative data analysis in action research</p> <p>8. Student teacher prepared a good action research report</p>
BEDEC 304	GUIDANCE AND COUNSELLING	<p>1) To understand the meaning, nature and scope of guidance</p>	<p>between quantitative and qualitative data analysis in action research</p>

		<p>2) To understand the meaning, need for group guidance</p> <p>3) To appreciate the need for guidance</p> <p>4) To understand the essential services involved in school guidance program</p> <p>5) To understand the various stages involved in the process of counselling</p> <p>6) To recognise the various techniques and approaches of counselling</p> <p>7) To analyse the relationship between guidance and counselling</p> <p>8) To understand the carrier guidance and counselling centres</p>	<p>8. Student teacher prepared a good action research report</p> <p>1) Student teacher understands the meaning, nature and scope of guidance</p> <p>2) Student teacher knows the meaning, need for group guidance</p> <p>3) Student teacher appreciated the need for guidance</p> <p>4) Student teacher becomes acquainted with the essential services involved in school guidance program</p> <p>5) Student teacher describes the various stages involved in the process of counselling</p> <p>6) Student teacher recognised the various techniques and approaches of counselling</p> <p>7) Student teacher analyses the relationship between guidance and counselling</p> <p>8) Student teacher understands the carrier guidance and counselling centres</p>
BEDEC 305	WOMEN EDUCATION	<p>1) To understand the present status of Women Education in India</p> <p>2) To understand Status, Problems and Issues of Girls' Education in India</p> <p>3) To understand the Constitutional provision and scheme for women development</p> <p>4) To understand the Role</p>	<p>1. Student teacher understands the present status of Women in India</p> <p>2. Student teacher becomes acquainted with status, problems and issues of Girls education in India</p> <p>3. Student teacher describes the constitutional provision and scheme for</p>

		<p>and function of NGO'S for women development</p> <p>5) To understand the concept of Women's Empowerment</p> <p>6) To understand the contribution of eminent person in women's education</p> <p>7) To understand the contribution of various educational thinkers in women's education</p> <p>8) To understand the role of women in Globalization</p>	<p>Women Development</p> <p>4. Student teacher knows the Role and function of NGO'S for women development</p> <p>5. Student teacher identifies the concept of Women's Empowerment</p> <p>6. Student teacher describes the contribution of eminent person in women's education</p> <p>7. Student teacher knows the contribution of various educational thinkers in women's education</p> <p>8. Student teacher studied the role of women in Globalization</p>
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### Enhancing Professional Capacities

Course code	Course code	Course code	Course code
BEDEPC 306 - A	Understanding the Self	<p>To enable the student teacher to: 1.develop an understanding of self as a person</p> <p>2.develop an understanding of self as a teacher</p> <p>3. engage himself/herself in continuous self-reflection</p> <p>4. get a holistic understanding about himself/herself</p> <p>5. become an integrated personality</p>	<p>i. Students are able to develop and exhibit and accurate sense of self</p> <p>i. Students are able to develop an understanding of self as a teacher</p> <p>i. Students are able to demonstrate knowledge of personal beliefs and values and a commitment to continuing personal reflection and reassessment</p> <p>i. Students are able to learn to evaluate and improve upon personal strengths and weaknesses</p> <p>i. Students will be able to apply the comprehensive set of skills and knowledge for life success ii. Students will be able to explore,</p>

			understand, and lead, guided by the values of self-awareness for an integrated personality
BEDEPC 306 - B	Basic of research in Education	To enable students to, <ul style="list-style-type: none"> <li>• identify school based research problem</li> <li>• understand the basic research methodology</li> <li>• basic understanding regarding preparation of research proposal</li> <li>• develop understanding about how to conduct research work</li> <li>• aware about preparation of research report</li> <li>• develop scientific aptitude</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to identify school based research problem.</li> <li>• Students are able to explain the basic research methodology</li> <li>• Students are able to prepare a research proposal.</li> <li>• Students are able to develop understanding about how to conduct research work</li> <li>• Students are able to preparation of research report.</li> <li>• Students are able to develop scientific aptitude</li> </ul>

### Second Year IV<sup>th</sup> Semester

BEDCC 401	EDUCATIONAL TECHNOLOGY AND ICT	<ol style="list-style-type: none"> <li>1. To equip the student teacher with the various technological applications available to him/her for improving instructional practices</li> <li>2. To understand the meaning, nature and scope of ICT in Education</li> <li>3. To get acquainted with structure, Hardware &amp; Software of computer</li> <li>4. To understand the changes that occur due to ICT in Education</li> <li>5. To prepare student to select the appropriate communication facilities through Internet</li> <li>6. To understand the legal &amp; Ethical issues related to internet &amp; student safety</li> <li>7. To understand ICT supported teaching learning</li> </ol>	<ol style="list-style-type: none"> <li>1) Student teacher understands with the various technological applications available to him/her for improving instructional practices</li> <li>2) Student teacher get acquainted the meaning, nature and scope of ICT in Education</li> <li>3) Student teacher gets acquainted with structure, Hardware and Software of Computer</li> <li>4) Student teacher describes the changes that occur due to ICT in Education</li> <li>5) Student teacher knows to select the appropriate communication facilities through Internet</li> <li>6) Student teacher understands the Legal and</li> </ol>
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		<p>strategies</p> <p>8. To get acquainted with e-learning &amp; development in ICT</p>	<p>Ethical issues related to Internet and Student safety</p> <p>7) Student teacher knows the ICT supported teaching learning strategies</p> <p>8) Student teacher gets acquainted with the e-learning and development of ICT</p>
BEDEC 402	PEACE EDUCATION	<p>1. To understand the concept and types of peace.</p> <p>2. To understand the constitutional values and their importance for social harmony.</p> <p>3. To understand the contribution of Mahatma Gandhi, Swami Vivekananda and The Dalai Lama in Peace Building.</p> <p>4. To understand concept and areas of Peace Education.</p> <p>5. To understand the need of Peace education in present context.</p> <p>6. To understand challenges to Peace in multicultural society.</p> <p>7. To understand and apply the values, attitudes and skills required for Peace Education.</p> <p>8. To understand and apply Methodology for Peace Education.</p> <p>9. To acquire knowledge of programmes by UNESCO for promoting Peace Education.</p> <p>10. To understand and analyze the role of mass media in Peace Education</p>	<p>1) Student teacher understands the concept and types of Peace</p> <p>2) Student teacher understand the Constitutional values and their importance for social harmony</p> <p>3) Student teacher understand the contribution of Mahatma Gandhi, Swami Vivekananda and The Dalai Lama in Peace Building</p> <p>4) Student teacher understand the concept and areas of Peace Education</p> <p>5) Student teacher understand the need for a Peace Education in present context</p> <p>6) Student teacher understand the challenges of Peace in multicultural society</p> <p>7) Student teacher understand and apply the values, attitudes and skills required for Peace Education</p> <p>8) Student teacher understand as well as apply methodology for Peace Education</p> <p>9) Student teacher acquire knowledge of programmes</p>

			by UNESCO for promoting Peace Education 10) Student teacher understand and analyse the role of mass media in Peace Education
BEDEC 403	VALUE EDUCATION	<ol style="list-style-type: none"> <li>1) To understand the concept, nature and different kinds of values</li> <li>2) To understand the classification of values under different types</li> <li>3) To appreciate educational values like democratic, secular and socialist</li> <li>4) To prepare some programmes to develop expected values</li> <li>5) To identify the values in the text books of secondary schools</li> <li>6) To describe the importance of Ten Core Area's</li> <li>7) To appreciate the values in Indian Constitution</li> <li>8) To prepared for programs to develop expected values</li> </ol>	<ol style="list-style-type: none"> <li>1) Student teacher understands the concept, nature and different kinds of values</li> <li>2) Teacher Student becomes acquainted with the need and importance of value education in secondary school curriculum</li> <li>3) Student teacher identifies the classification of values under different types</li> <li>4) Student teacher appreciated educational values like democratic, secular and socialist</li> <li>5) Student teacher identifies the values in the Text Books of secondary schools</li> <li>6) Student teacher describes the importance of Ten Core Area's</li> <li>7) Student teacher appreciated the values in Indian Constitution</li> <li>8) Student teacher prepared for programs to develop expected values</li> </ol>
BEDPSS 404-1	Method – Marathi	<ol style="list-style-type: none"> <li>1) विद्यार्थी शिक्षकांना प्रथम मराठी भाषा अध्यापनाचे मूल्यमापन करून घटक चाचणी, उत्तर सूची, गुणदान योजनेची माहिती</li> </ol>	<ol style="list-style-type: none"> <li>1) विद्यार्थी शिक्षक प्रथम मराठी भाषा अध्यापनाचे मूल्यमापन करून घटक चाचणी, उत्तर सूची, गुणदान योजना आखतो.</li> </ol>

		<p>करुन देणे.</p> <p>2) विद्यार्थी शिक्षकांना नैदानिक व उपचारात्मक कसोट्यांचे महत्व, गरज व फायदे सांगून प्रचलित मूल्यमापन तंत्रे समजावून देणे.</p> <p>3) विद्यार्थी शिक्षकांना मराठी भाषा कौशल्यांना विकसित करणारे विविध उपक्रमांशी परिचित करणे.</p> <p>4) विद्यार्थी शिक्षकांना मराठी अभ्यासानुवर्ती उपक्रम आणि भाषा प्रयोगशाळा यांची माहिती देणे.</p> <p>5) विद्यार्थी शिक्षकांना प्रथम मराठी भाषा अभ्यासक्रमाची रचना विषद करुन सांगणे.</p> <p>6) विद्यार्थी शिक्षकांना मराठी भाषेच्या चांगल्या पाठ्यपुस्तकाचे निकषांची ओळख करुन देणे.</p> <p>7) विद्यार्थी शिक्षकांना प्रथम भाषा मराठीतील शुध्दलेखन विषयक सुधारित नियम व उपयोग यांचे ज्ञान देणे.</p> <p>8) विद्यार्थी शिक्षकांना मराठी भाषेतील विविध व्याकरणाचा अभ्यास करायला लावणे.</p>	<p>2) विद्यार्थी शिक्षक नैदानिक व उपचारात्मक कसोट्यांचे महत्व, गरज व फायदे सांगून प्रचलित मूल्यमापन तंत्रे अंगीकारतो.</p> <p>3) विद्यार्थी शिक्षक मराठी भाषा कौशल्यांना विकसित करणारे विविध उपक्रमांशी परिचित होतो.</p> <p>4) विद्यार्थी शिक्षक मराठी अभ्यासानुवर्ती उपक्रम आणि भाषा प्रयोगशाळा यांची माहिती देतो.</p> <p>5) विद्यार्थी शिक्षक प्रथम मराठी भाषा रचना विषद करतो.</p> <p>6) विद्यार्थी शिक्षक मराठी भाषेच्या पाठ्यपुस्तकाची निकष ओळखतो.</p> <p>7) विद्यार्थी शिक्षक प्रथम शुध्दलेखन विषयक सुधारित नियम व उपयोग यांचे ज्ञान प्राप्त करतो.</p> <p>8) विद्यार्थी शिक्षक मराठी भाषेतील व्याकरणाचा अभ्यास करतो.</p>
BEDPSS	Method – Hindi	1) मूल्यांकन की	1) छात्राध्यापक

404-2		<p>संकल्पना, महत्व तथा उद्देश की जानकारी देना !</p> <p>2) प्रचलित मूल्यांकन के तंत्रोंसे परिचित करना !</p> <p>3) द्वितीय भाषा हिंदी का भाषा विकास करने के लिए विभिन्न गतिविधायों बताना !</p> <p>4) पाठ्यक्रमानुवर्ती उपक्रमोंके प्रकार अवगत करना !</p> <p>5) आशययुक्त अध्यापन संकल्पना, स्वरूप और महत्व समझाना !</p> <p>6) हिंदी के पाठ्यपुस्तक का परिक्षण तथा विषलेषण की जानकारी देना !</p> <p>7) हिंदी वर्णमाला तथा भाषा कौशल्य, श्रवण, भाषण, वाचन, लेखन का परिचय देना !</p> <p>8) देवनागरी लिपी तथा विशेषताएँ, मुहांवरे तथा कहावते समझाना !</p>	<p>मूल्यांकन की संकल्पना, महत्व तथा उद्देश की जानकारी देते है !</p> <p>2) छात्राध्यापक प्रचलित मूल्यांकन के तंत्रोंसे परिचय देते है !</p> <p>3) छात्राध्यापक द्वितीय भाषा हिंदी का भाषा विकास करने के लिए विभिन्न गतिविधीयों बताते है !</p> <p>4) छात्राध्यापक पाठ्यक्रमानुवर्ती उपक्रमोंके प्रकार अवगत करते है !</p> <p>5) छात्राध्यापक आशययुक्त अध्यापन संकल्पना, स्वरूप और महत्व समझते है !</p> <p>6) छात्राध्यापक हिंदी के पाठ्यपुस्तक का परिक्षण तथा विषलेषण की जानकारी देते है !</p> <p>7) छात्राध्यापक हिंदी वर्णमाला तथा भाषा कौशल्य, श्रवण, भाषण, वाचन, लेखन का परिचय देते है !</p> <p>8) छात्राध्यापक देवनागरी लिपी तथा विशेषताएँ, मुहांवरे तथा कहावते बताते है !</p>
BEDPSS 404-3	Method – English	<p>1) To understands the evaluation tools, tests and remedial teaching</p> <p>2) To enable student teacher the extra-curricular and co-curricular activities</p>	<p>1. Student teacher understands the evaluation tools, tests and remedial teaching</p> <p>2. Student teacher becomes acquainted with</p>

		<p>3) To aware of various methods, tools and techniques of evaluation</p> <p>4) To understands the structure, syllabus and curriculum of English</p> <p>5) To identify the good criteria of a English text book</p> <p>6) To understand the content analysis of English subject</p>	<p>the extra- curricular and co-curricular activities</p> <p>3. Student teacher describes the methods and techniques in English teaching</p> <p>4. Student teacher gets acquainted the structure, syllabus and curriculum of English</p> <p>5. Student teacher analyses the internal and external criteria of a good text book of English</p> <p>6. Student teacher describes the content analysis of English subject</p>
BEDPSS 404-5	Method Science	<p>1) To understands the evaluation tools, tests and remedial teaching</p> <p>2) To enable student teacher the extra-curricular and co-curricular activities</p> <p>3) To aware of various methods, tools and techniques of evaluation</p> <p>4) To understands the structure, syllabus and curriculum of Science</p> <p>5) To identify the good criteria of a Science text book</p> <p>6) To understand the content analysis of Science subject</p>	<p>1) Student teacher understands the evaluation tools, tests and remedial teaching</p> <p>2) Student teacher becomes acquainted with the extra- curricular and co curricular activities</p> <p>3) Student teacher describes the methods and techniques in Science teaching</p> <p>4) Student teacher gets acquainted the structure, syllabus and curriculum of Science</p> <p>5) Student teacher analyses the internal and external criteria of a good text book of Science</p> <p>6) Student teacher describes the content analysis of Science subject</p>
BEDPSS 404-6	Method – Mathematics	<p>1) To understands the evaluation tools, tests and remedial teaching</p> <p>2) To enable student teacher the extra-curricular</p>	<p>1) Student teacher understands the evaluation tools, tests and remedial teaching</p> <p>2) Student teacher</p>

		<p>and co-curricular activities</p> <p>3) To aware of various methods, tools and techniques of evaluation</p> <p>4) To understands the structure, syllabus and curriculum of Mathematics</p> <p>5) To identify the good criteria of a Mathematics text book</p> <p>6) To understand the content analysis of Mathematics subject</p>	<p>becomes acquainted with the extra- curricular and co curricular activities</p> <p>3) Student teacher describes the methods and techniques in Mathematics teaching</p> <p>4) Student teacher gets acquainted the structure, syllabus and curriculum of Mathematics</p> <p>5) Student teacher analyses the internal and external criteria of a good text book of Mathematics</p> <p>6) Student teacher describes the content analysis of Mathematics subject.</p>
BEDPSS 404-7	Method – History	<p>1) To understands the evaluation tools, tests and remedial teaching</p> <p>2) To enable student teacher the extra-curricular and co-curricular activities</p> <p>3) To aware of various methods, tools and techniques of evaluation</p> <p>4) To understands the structure, syllabus and curriculum of History</p> <p>5) To identify the good criteria of a History text book</p> <p>6) To understand the content analysis of History subject</p>	<p>1) Student teacher understands the evaluation tools, tests and remedial teaching</p> <p>2) Student teacher becomes acquainted with the extra- curricular and co-curricular activities</p> <p>3) Student teacher describes the methods and techniques in History teaching</p> <p>4) Student teacher gets acquainted the structure, syllabus and curriculum of History</p> <p>5) Student teacher analyses the internal and external criteria of a good text book</p> <p>6) Student teacher describes the content analysis of History subject</p>
BEDPSS 404-8	Method – Geography	<p>1) To understands the evaluation tools, tests and</p>	<p>1) Student teacher understands the evaluation</p>

		<p>remedial teaching</p> <p>2) To enable student teacher the extra- curricular and co-curricular activities</p> <p>3) To aware of various methods, tools and techniques of evaluation</p> <p>4) To understands the structure, syllabus and curriculum of Geography</p> <p>5) To identify the good criteria of a geography text book</p> <p>6) To understand the content analysis of Geography subject.</p>	<p>tools, tests and remedial teaching</p> <p>2) Student teacher becomes acquainted with the extra- curricular and co curricular activities</p> <p>3) Student teacher describes the methods and techniques in geography teaching</p> <p>4) Student teacher gets acquainted the structure, syllabus and curriculum of Geography</p> <p>5) Student teacher analyses the internal and external criteria of a good text book.</p> <p>6) Student teacher describes the content analysis of Geography subject.</p>
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### Enhancing Professional Capacities

Course code	Course code	Course code	Course code
BEDEPC 405- A	Use of ICT lesson	<p>To enable the student teacher to:</p> <ol style="list-style-type: none"> <li>1. Acquire basic knowledge of Computers.</li> <li>2. Make effective use of information and communication technology</li> <li>3. Understand the concepts in Multimedia.</li> <li>4. Develop capabilities to access Information using Internet.</li> <li>5. Acquaint with basic techniques and knowledge required for computing applications.</li> <li>6. Understand nature, scope &amp; importance of ICT at secondary &amp; higher secondary level.</li> <li>7. Prepare lesson plan using</li> </ol>	<ol style="list-style-type: none"> <li>i) Students are able to acquire basic knowledge of computer, Hardware Concept Software - Concepts, type – Word.</li> <li>ii) Students are able to explain effective use of information and communication technology</li> <li>iii) Students are able to explain basic techniques and knowledge required for computing applications. various aspects of the content and explain it's Implications at school.</li> <li>iv) Students are able to prepare lesson plan with the help of ICT.</li> </ol>

		ICT at secondary & higher secondary level.	
BEDEPC 405- B	Entrepreneurship Development	Objectives of the course: 1) To make education as a tool to empower teacher. 2) To build self awareness among the novice teacher about the professional opportunities. 3) To provide dynamic platform to the novice teacher to explore the professional strengths in the field of education. 4) To promote the professional competencies of the novice teachers	1.Students are able to develop a product. 2.Students are able to start their own business like- Prepare a greeting card, Boucher. 3. Students are able to write essay on Entrepreneurship development.

  
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