

Priyadarshini College of Education, Sonegaon, Napgur.

Programme Outcomes of B.Ed.

After successful completion of the two-year B.Ed. programme, student-teachers will be able to develop

- Pedagogical skills
- Teaching competency
- Effective Communication
- Professional ethics
- Scientific temperament
- Psychological attitude towards students
- Management & Team work abilities
- Ability of problem solving
- Critical thinking
- Action research'
- Positive approach

Programme Specific Outcomes of B.Ed.

Teacher Trainee will be able to:

1. Empowered in content and pedagogy of teaching subjects.
2. Develop teaching competency and communication skills through internship programme.
3. Understand the teaching as a profession and understanding of various approaches of teaching.
4. The course focuses on formulating and implementing leadership and management skills.
5. Applying teaching skills and dealing with classroom problems.
6. Practice yoga, self defence, sports and scouting guiding
7. Understand the individual differences among students.
8. Measuring the attainment, evaluating progress, and assessing learning abilities, guidance programmes and administrating psychological tools, ICT based communication and teaching and lesson planning.
9. Practice teaching in schools, inculcate the real experiences of classroom teaching and online teaching for remote areas students by using ICT and its different tools and software.

COURSE LEARNING OUTCOMES

S.N.	Course Code	Course Title	Outcomes
1	101	Perspectives in Sociological and Philosophical bases of Education	<p>After completing this course, the student will be able to:</p> <ol style="list-style-type: none"> 1 .Explain the educational implications underlying the thoughts of great thinkers. 2. Analyze the concepts of education and teaching. 3. Make a distinction among different schools of Educational Philosophy and their teaching implication. 4. Analyze the role of different agencies for social change, different dimension of social change and factors affecting social change. 5. Discuss the role of education in economic development and the need of educational planning. 6. Explain the role of education in national integration, international understanding human values and human rights.
2	102	Perspectives in Psychology of Teaching Learning and Development	<ol style="list-style-type: none"> 1. Comprehend the meaning, scope and the relevance of Educational Psychology. 2. Explain and understand the intellectual, social and emotional changes that occur during different development stages. 3. Make a difference between various stages and levels of teaching. 4. Differentiate between the focus of concern in the different theories of learning. 5. Analyze the concepts of personality & adjustment. 6. Work out the implications of the concept of intelligence, its different theories. 7. Explain the different categories

			of mentally retarded children and their educational implications.
3	103	Knowledge and Curriculum	<ol style="list-style-type: none"> 1. Explain and understand the epistemological basis of education. 2. Analyses the basis of knowledge and information process contexts in teaching and learning. 3. Differentiate between content and process in educational contexts. 4. Plan instructional designs keeping in view the various levels of knowledge.
4	104	Educational Technology and Computer assisted instruction	<ol style="list-style-type: none"> 1. Describe the concept of Educational Technology and its linkage with modern technological devices. 2. Plan and organize T-L system effectively with Educational Technology Support. 3. Adopt the Educational Technology approach for optimizing learning outcomes. 4. Design and conduct teaching lessons based on different models of teaching. 5. Develop modules based on computer teaching.
EPC-1	Course Title : Practicum/Project		Outcomes
	Practice in core teaching skills		<ol style="list-style-type: none"> 1. Orient themselves in Theoretical aspects of Microteaching, Teaching skills, and integration of teaching skills 2. Develop competency among students teacher in teaching skills , integration of teaching skills . 3. Help student teacher in transferring the learnt skills in real classroom situation.
EPC-2	Reading and Reflection of any two of the texts of Indian Educators as opted by the University department/ College.		<ol style="list-style-type: none"> 1. Empower in effective reading of a text with appropriate voice modulations, stress and speed. 2. Read a narrative, poetic, prosaic, interactive, satirical, autobiographical text suitably, meaningfully and effectively.

		<ol style="list-style-type: none"> 3. Develop interest for reading, listening, reflecting and sharing the meaning of the text. 4. Develop capacity to analyze and summarize the ideas expressed in the text. 5. Identify the assumptions underlying the text. 6. Empower to grasp the import of the text, evaluate its contents and have their own views on the text. 7. Gain confidence by overcoming the bluish and nervousness associated with public speaking.
EPC-3	Drama and Art in Education	<ol style="list-style-type: none"> 1. Oriented themselves towards basic concept of Music, Drama, Fine Arts, Dance and other literary activities such as Elocution, Debate, Quiz etc. 2. Develop understanding of local art forms, Music, Plays. 3. Develop ability to organize various programs of music, drama and other literary activities like Quiz, Essay Writing, and Debate 4. Enhance the aesthetic sense by means of these activities 5. Appreciate performance done by others and give proper feedback 6. Discuss the need of Music, Drama and other creative, co-scholastic activities in individual and social life.

COURSE LEARNING OUTCOMES

S.N.	Course Code	Course Title	Outcomes
1	201	Contemporary Indian Education	<p>After taking this course, the student will be able to :</p> <ol style="list-style-type: none"> 1. Analyse the role of various committees and commissions in the shaping of contemporary Indian Education. 2. Explain the background of the present educational problems and their dimensions in a proper perspective. 3. Reflect on the possible effective measures to address the educational problems at the various levels of education. 4. Develop a critical perspective for revisiting various problem-ridden educational exposures.
2	202	Assessment of Learning	<ol style="list-style-type: none"> 1. Differentiate between assessment and measurement. 2. Explain the conceptual basis of various types of assessment - Formative & Summative. 3. Design various assessment tools for measuring learning outcomes. 4. Interpret assessment outcomes using NRT and CRT approaches. 5. Ensure reliability and validity of assessment tools.
3	203	Action Research in Education	<ol style="list-style-type: none"> 1. Explain the meaning and importance of action research with reference to Indian schools. 2. Use various steps involved in action research in a school. 3. Design and implement school based action research project. 4. Use Action research strategy for improving school practices.
4	204	Inclusive Education	<ol style="list-style-type: none"> 1. Analyse the negative effects of the practices of exclusion. 2. Practice the values of inclusive education. 3. Organize the various practices and programmes at the school

			level to suit the requirements of inclusive education. 4. Promote a culture of inclusive education in the classroom interactions.
5	205	Gandhian Philosophy, Nai Talim and community engagement methodology	1. Describe the social, economic, political and cultural framework of the local education needs. 2. Address the challenges with suitable responses for the identified local education issues. 3. Engage in the capacity building for management of the school-local community education which helps teachers to train the students to get involved in local occupations, trades, professions. 4. Use dialogue method of community engagement. 5. Reconstruct and devise suitable pedagogy as per the local requirement and Promotes reflective practices. 6. Extends gender & social equality in occupations without any stereotyping. 7. Helps in revamping the curriculum with indigenous methods for self-reliance.

	Course Title : Practicum/Project	Outcomes
EPC-1	Personality Development & Communication skills	To Build self confidence and be able to assert oneself in professional settings.
EPC-2	Assessment tools Psychological Test	To Prescribe what students are expected to demonstrate they have learned. Psychological test is used to understand an individual's functioning and behaviour to arrive at a diagnosis and treatment
EPC-3	Internship	To provide excellent opportunity for the prospective teacher to learn to teach, acquire all necessary understanding skills, attitudes and appreciation in a real situation.

COURSE LEARNING OUTCOMES

S.N.	Course Code	Course Title	Outcomes
1	301	Pedagogy of Schools Subjects "ENGLISH"	After taking this course, the student will be able to : 1. Discuss the importance of teaching English in India 2. Justify the place of English language in School curriculum 3. Describe the aims and objectives of teaching English language at Secondary and higher secondary stage. 4. Familiar with different methods and approaches of teaching English 5. Apply various skills of teaching 6. Design effective evaluation strategy for evaluating various language competencies of English language.
2	301	Pedagogy of Schools Subjects "MARATHI"	1. Describe the importance of teaching Marathi in India. 2. Justify the place of Marathi language in school curriculum. 3. Describe the aims and objectives of teaching Marathi language at Secondary and higher secondary stage. 4. Use different methods and approaches of teaching Marathi 5. Apply various skills of Marathi language 6. Select appropriate teaching strategy for teaching of Marathi language. 6. Design effective evaluation strategy for evaluating various language competencies of Marathi language.
3	301	Pedagogy of Schools Subjects "HINDI"	1. Describe the importance of teaching Hindi in India. 2. Justify the place of Hindi language in school curriculum. 3. Describe the aims and objectives of teaching Hindi

			<p>language at Secondary and higher secondary stage.</p> <ol style="list-style-type: none"> 4. Use different methods and approaches of teaching Hindi 5. Apply various skills of Hindi language 6. Select appropriate teaching strategy for teaching of Hindi language. 7. Apply text book of Hindi language. 8. Design effective evaluation strategy for evaluating various language competencies of Hindi language.
4	301	Pedagogy of Schools Subjects "SANSKRIT"	<ol style="list-style-type: none"> 1. Describe the place of Sanskrit as a source language of all the Indian Languages and language of culture. 2. Discuss different methods and approaches of teaching Sanskrit in Secondary School. 3. Develop adequate skill in the use of various audio visual aids, useful in the teaching of Sanskrit. 4. Diagnose pupils difficulties and short comings in achievement of language skills and suggest remedies. 5. Use the techniques of evaluation in Sanskrit.
5	301	Pedagogy of Schools Subjects "Pali"	<ol style="list-style-type: none"> 1. Describe the place of Pali as a source language of culture. 2. Discuss the objectives of studying Pali in Secondary & Higher Secondary school. 3. Practice various methods and approaches of teaching Pali in Secondary & Higher Secondary school. 4. Develop adequate skills for development and use of various teaching aids in Pali. 5. Diagnose learner's difficulties and shortcomings in achievement of language skills and suggest remedies.

			<p>6. Use various techniques of evaluation of Pali language ability</p> <p>7. Develop interest and positive attitude towards the subject.</p>
	302	<p>SCIENCE AND SOCIAL SCIENCES Subject - Biology</p>	<p>1. Discuss the Place and importance of Biological Science in teaching and curriculum. Describe concepts and principles of Biological Sciences.</p> <p>3. Select appropriate methods to teach Biological Science</p> <p>4. Explain the concepts, Approaches, Strategies and Techniques of teaching Biological Sciences.</p> <p>5. Acquire adequate skills required for effective teaching of Biological Science at secondary and higher secondary level.</p> <p>6. Develop the skills in preparation and use of different audio visual aids which are useful in the teaching of Biological Science.</p> <p>7. Prepare teaching plan, unit plan, annual plan for teaching Biological Sciences.</p> <p>8. Organise different co curricular activities for teaching Biological Sciences.</p>
	302	<p>SCIENCE AND SOCIAL SCIENCES Subject - Mathematics</p>	<p>1. Discover the Place and importance of Mathematics in teaching and curriculum.</p> <p>2. Analyse the concepts and principles of Mathematics and select appropriate methods to teach Mathematics</p> <p>3. Verify the concepts, Approaches, Strategies and Techniques</p> <p>4. Illustrate the planning of teaching mathematics</p>
	302	<p>SCIENCE AND SOCIAL SCIENCES Subject - Geography</p>	<p>1. Recognize the nature and structure of Geography</p> <p>2. List the objectives of teaching Geography at Secondary schools</p> <p>3. Justify the importance of teaching Geography at the</p>

			<p>secondary school level.</p> <ol style="list-style-type: none"> 4. Choose the methods, and approaches for organizing Geography curriculum 5. Generate skills to organize Geography curriculum 6. Explain the need for different types of planning needed in the Geography instruction 7. Discover the various evaluation techniques in Geography
	302	<p>SCIENCE AND SOCIAL SCIENCES Subject - Physics</p>	<ol style="list-style-type: none"> 1. Recognize the Place and importance of Physical Sciences in teaching and curriculum 2. Associate concepts and principles of Physical Sciences and select appropriate methods to teach Physical Sciences 3. Discuss concepts, Approaches, Strategies and Techniques 4. Organize planning of teaching Physical Sciences.
	302	<p>SCIENCE AND SOCIAL SCIENCES Subject - Chemistry</p>	<ol style="list-style-type: none"> 1. Familiar with the objectives of teaching Chemistry. 2. Analyse the syllabus in Chemistry 3. Assess various methods and techniques of teaching Chemistry effectively and efficiently. 4. Identify adequate skills in the preparation and use of suitable teaching aids in Chemistry 5. Organise co-curricular activities in Chemistry 6. Select, prepare and use appropriate tools of evaluation in Chemistry 7. Interpret the results of various tools in Chemistry
	302	<p>SCIENCE AND SOCIAL SCIENCES Subject - Economics</p>	<ol style="list-style-type: none"> 1. Relate economics subject and its correlation with other subjects. 2. Interpret different types of planning for teaching 3. Summaries the importance of content analysis 4. Classify different methods for teaching of Economics

			<p>5. Demonstrate different techniques in teaching of Economics</p> <p>6. Perform evaluation technique in Economics</p>
	302	SCIENCE AND SOCIAL SCIENCES Subject - History	<p>1. Judge the nature and structure of History</p> <p>2. Identify the objectives of teaching History at Secondary schools</p> <p>3. Point out importance of teaching History at the secondary school level</p> <p>4. Compare methods, and approaches for organizing History curriculum</p> <p>5. Analyses skills to organize History curriculum</p> <p>6. Discuss the need for different types of planning needed in the History instruction</p> <p>7. Criticize various evaluation techniques in History</p>
	302	SCIENCE AND SOCIAL SCIENCES Subject - Music	<p>1. Identify the place of Music in the Secondary School curriculum</p> <p>2. Interpret different methods of learning Music</p> <p>3. Choose adequate skills in the use of various teaching aids in Music</p> <p>4. Discover difficulties and defects in achievement of Music skills</p> <p>5. Choose the technique of evolution in Music</p> <p>6. Organize and supervise Music related, activities</p> <p>7. Discuss the role of music in social, economic, cultural, technological life</p>
	302	SCIENCE AND SOCIAL SCIENCES Subject - Home Science	<p>1. Explain the p0lace of the Home Science in the Secondary School syllabus</p> <p>2. Familiarize the students with laboratories in various areas of Home Science</p> <p>3. Point out different methods of learning Home Science</p>

			4. Choose adequate skills in the use of various teaching aids in Home science
	302	SCIENCE AND SOCIAL SCIENCES Subject - Commerce	<ol style="list-style-type: none"> 1. Explain commerce subject and its correlation with other subjects 2. Aware about different type of planning for teaching 3. Demonstrate the different methods for teaching of Commerce 4. Compare different techniques in teaching of commerce. 5. Summaries importance of evaluation commerce
	302	SCIENCE AND SOCIAL SCIENCES Subject - Civics	<ol style="list-style-type: none"> 1. Generate civic consciousness, sense of a patriotism, National integrity and International understanding. 2. Perform spirit of Democracy and social co-existence 3. Discover the various methods of teaching civics 4. Select proper teaching aids and evaluative tools
	303	Physical Education	<ol style="list-style-type: none"> 1. Discuss the concept of holistic health, its various dimensions and determinants 2. Develop positive attitude towards health physical education and yoga as individual 3. Sensitize, motivate and help them to acquire the skills for physical fitness, learn correct postural 4. Habits and activities for its development 5. Develop interest for the practice of yogasanas and meditations 6. Describe various policies and program related to health, physical education and yoga 7. Describe the process of assessment of health and physical fitness
	303	Fine Arts Education	<ol style="list-style-type: none"> 1. Identify the basics of different art forms and impact of Art forms on the human mind

			<p>2. Develop artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms, through genuine exploration, experience and free expressions.</p> <p>3. Acquire skills for integrating different art forms across school curriculum for better learning and development.</p> <p>4. Develop skills for integrating different Art forms across school curriculum at secondary level.</p> <p>5. Create awareness of the rich cultural heritage of the country</p>
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EPC-1	Course Title : Practicum/Project	Outcomes
	Nai Talim and Community engagement project	<p>1. Understand the social, economic, political and cultural framework of the local education need</p> <p>2. Address the challenges with suitable responses for the identified local education issues</p> <p>3. Engage in the capacity building for management of the school-local community education which help teachers to train the students to get involved in local occupations, trades, professions.</p> <p>4. Reconstruct and devise suitable pedagogy as per the local requirement and promotes reflective practices</p> <p>5. Extends gender & social equity in occupations without any stereotyping</p> <p>6. Helps in revamping the curriculum with indigenous methods for self-reliance</p>
EPC-2	Use of ICT	To help trainee teachers to motivate students and grow interest in learning also intelligent use of ICT
EPC-3	Internship	To built confidence and acquire skills in real situation or school atmosphere.

COURSE LEARNING OUTCOMES

S.N.	Course Code	Course Title	Outcomes
1	401	Environmental Education in Indian Perspective	<ol style="list-style-type: none"> 1. Know the meaning of Environment, its different dimensions, pollution and the role of teacher in its prevention 2. Understand the importance of Environment in traditional Indian Society 3. Understand the aim of Environmental education, its importance, factors affecting it and the expectations of teacher training institutes related to Environmental education 4. Use different strategies to make the Environmental education effective 5. Identify the role of teachers in solving the problems related to Environmental education 6. To assess the role of Indian values in Environmental management and education.
2	402	Gender, School and Society	<ol style="list-style-type: none"> 1. Relate the issues of gender in school and social practices in a correct perspective 2. Identify the gender related discriminatory practices in educational context 3. Explain the classroom situations having potential for gender based discrimination 4. Indicate the stand taken in policy documents in respect of gender, education and society.
3	403 & 404 A	Guidance and Counselling in School	<ol style="list-style-type: none"> 1. Plan and organize guidance programmes in schools 2. Conduct counselling sessions in school situation 3. Use appropriate tools & technique for guidance & counselling sessions
4	403 &	School Managements	<ol style="list-style-type: none"> 1. Understand the process of

	404 B		<p>planning, organizing, controlling and evaluating aspects of managerial concerns in school education and their implications</p> <p>2. Develop competencies in using the results of SWOT analysis for better management of classroom and school system</p> <p>3. Acquire appropriate skills and competencies for imbibing effective transactional and transformational leadership attributes.</p>
5	403 & 404 C	Value education and Moral Ethics	<p>1. Understand the value aspects of educational programmes and activities.</p> <p>2. Appreciate the importance of value education at school level.</p> <p>3. Develop and attitude favourable for imbibing moral ethics/ Codes of conduct necessary for teaching profession</p> <p>4. Interpret the moral obligations implicit in the job of teaching</p>
	403 & 404 D	History of Indian Education	<p>1. Explain the features of Ancient Indian Education</p> <p>2. Described the development of elementary education in India and the main issues related to it</p> <p>3. Describe the development of Secondary education i India and its main issues</p> <p>4. Offer comments on various problems related to Indian Education System</p>
	EPC 2	YOGA EDUCATION	<p>1. Understand the basic concept of Yoga</p> <p>2. Understand the benefits of exercise, physical fitness and health related physical fitness</p> <p>3. Understand and Perform different Asanas and Pranayama</p> <p>4. Understand the benefits of yoga for positive health.</p>
	EPC3	Scout & Guide	<p>1. For all round development of trainee teachers</p> <p>2. To strengthen their character</p>

			<p>and values.</p> <p>3. To teach sense of sympathy and social service towards the victims and the needy.</p> <p>4. To prepare the trainee teachers as golden citizens and patriots of the country.</p>
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