

खान्देश कॉलेज एज्युकेशन सोसायटी संचलित
शिक्षणशास्त्र आणि शारीरिक शिक्षणशास्त्र
महाविद्यालय, जळगाव.



Khandesh College Education Society's
College of Education and Physical
Education, Jalgaon

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2.6.1 Program outcomes, program specific outcomes and course outcomes

For certain programs, the University in the prescribed syllabi states PLOs/CLOs or objectives which deal with the need of the course and expected outcomes. These syllabi are available to all stakeholders at the University website, College website and College library and Departments. In cases where outcomes or objectives are not specified in the syllabus, individual departments have stated the same.

Program learning outcomes

B.Ed.

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

To empowered in subject content and pedagogy.

To identify the challenging and overcoming gender inequalities in school, classroom, curricula, text book, social institutions.



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B.P.Ed.

Centralize and acknowledge that the individual, in his\her search for personal meaning, once educated in health and physical education, would be able to make positive contribution to the enhancement of society.

M.Ed.

- 1) To develop understand and appreciation of interrelationship between Philosophy and education.
- 2) To develop the understanding of Basic tenets, principles and practices of the major schools of Indian and Western Philosophy.
- 3) To clarify the meaning of Educational Psychology.
- 4) To study the various school of Psychology.
- 5) On completion of this course, the students will be able to:
- 6) Describe the nature, purpose, scope, areas, and types of research in education.
- 7) Understanding the meaning, nature, objectives, types and scope of guidance and group guidance.
- 8) Understanding the Concept, types and advantages of Educational Guidance and its need at various level of Education.
- 9) Identify the need, scope and purpose of educational planning,
- 10) Understand principles and approaches of educational planning.
- 11) To develop the understanding of sociology of Education.
- 12) To develop the understanding of interrelationship between culture and Education.
- 13) To understand the present status and problems of deprived in India
- 14) To understand Status, Problems and Issues of Girls' Education in India
- 15) To study the concept of pre-service teacher education
- 16) To study the Recommendation of various commission and committees
- 17) To study the status and present situation of elementary education.
- 18) To evaluate universalization of elementary education.
- 19) On completion of this course the students will be able to:
- 20) Define meaning of curriculum Transaction.
- 21) To study the Theoretical Perspectives of Education as a Discipline in 21st century
- 22) To study the contemporary challenges of education in India.
- 23) To study the concept of Teaching and childhood psychology.
- 24) To analysis the difference of teaching & teaching model.
- 25) Explain tools design and procedure for collection of data
- 26) Examine relationship between and among different types of a research study
- 27) To know about the meaning and scope of special education in India.



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- 28) To understand the various suggestions given by different recent commissions of education of children with special needs for realizing the concept of "Universalisation of education".
- 29) Understand the means and scope of ICT and its applications in teaching learning.
30. Understand the computer components and software and hardware approach in education.
31. Understand the nature and scope of educational technology and also about the various forms of technology,
32. understand the systems approach to Education and communication theories and modes of communication,
33. To understand the context of new trends in education
34. To understand the concept, objectives, need, challenges of Peace Education
35. To study the present status of higher education in India.
36. To know the various recommendation on higher education of India

On successful completion of the. Two-year M.Ed. programme, the prospective teacher educator will get opportunity to excel in the field of education with multiple skills.it prepares the individual to introspect into the nature of educational problems and generate diversified knowledge with dynamic plans and policies. They shall be dedicated and motivated towards continuous learning with a clear vision and mission

M.P.Ed.

On successful completion of the. Two-year M.Ed. programme, the prospective teacher educator will get opportunity to excel in the field of education with multiple skills. They become sport manager, Fitness instructor, Health educator, Teacher, assistant professor, Coach Etc.

Course learning outcomes

B.Ed.

To enable student-teacher to develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds.

B.P.Ed.

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

- 1) The student teacher understands the central concepts, tools of inquiry and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.



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

The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner, and reflective practices that continually evaluate the effects of his/her choices and actions.

M.Ed.

- 1) To develop the understanding of sociology of Education.
- 2) To develop the understanding of interrelationship between culture and Education.
- 3) To make the students aware of the controversial issues in the field politics and its impact on education.
- 4) To cultivate the habit of independent thinking about the changing Concepts and educational ideologies.
- 5) To create an awareness about the impact of Globalization on Education.
- 6) To develop critical appraisal of contributions made to education by prominent educational thinkers- Indian and western.
- 7) To analyse and evaluate elements of learning, human development.
- 8) To explain different theories of development, learning.
- 9) Teaching and use of research in teaching explain the characteristics of quantitative, qualitative and mixed research.
- 10) Select and explain the method appropriate for a research study
- 11) Conduct a literature search and develop a research proposal



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- 12) Explain a sampling design appropriate for a research study
- 13) Examine relationship between and among different types of variables of a research
- 14) study explain or predict values of a dependent variable based on the values of one or more independent variables
- 15) To understand the concept of scientific method.
- 16) Understanding the uses of Testing and non-testing devices in Education Guidance.
- 17) Understanding the Meaning, Nature, scope, need, types, principles areas and objectives of Counselling.
- 18) Understanding Peer counselling: Its concept and the relevance to the Indian situation.
- 19) Understanding the Meaning and objectives of job analysis and importance of job satisfaction and job profile.
- 20) Understanding the Recent Trends and Difference between Guidance and Counselling
- 21) Develop the skills in planning and using a variety of administrative strategies,
- 22) Explain the role and contribution of different agencies educational planning,
- 23) To study educational planning system in India with reference to national, state, district and sub district level structures.
- 24) To make the students aware of the controversial issues in the field politics and its impact on education.
- 25) To cultivate the habit of independent thinking about the changing concepts and educational ideologies.
- 26) To create an awareness about the impact of Globalization on Education.
- 27) To understand social networking in Education systems
- 28) To understand Constitutional provision and scheme for women development
- 29) To understand Role and function of NGO's for woman development
- 30) To understand the Co-education-its educational implications.
- 31) To study the various Methods and Techniques.
- 32) To study the Concept Planning and organization of school experience programme
- 33) Understand the role and responsibilities of teachers and teacher's education.
- 34) Develop understanding of various strategies of teacher professional development
- 35) To study the Accreditation an affiliation of Teacher education instauration.
- 36) To study the Recommendations of various commission on secondary education
- 37) To critical analysis Right to Education Act. 2009.
- 38) To study the status and present situation of secondary education.
- 39) To evaluate and assess Secondary Education Curriculum and Evaluation.
- 40) To study the vocationalization of secondary education in India.
- 41) Describe various methods/media for transaction.
- 42) Discuss approaches of curriculum transaction.




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- 43) Explain role of ICT in curriculum Transaction.
- 44) Define process of curriculum evaluation
- 45) Differentiate between formative and summative evaluation
- 46) Explain various tools used in curriculum evaluation
- 47) Describe issues in curriculum evaluation
- 48) To analyse and differentiate Education as Interdisciplinary Knowledge
- 49) To study the Changing Socio-cultural Context of Education
- 50) To study and evaluate Changing Political context of education (School Context) and Support Systems of Education.
- 51) To study the Indian Constitutional provisions of education & Equality in educational opportunity.
- 52) To study the Process of socialization of children.
- 53) To study the different learning style of learning.
- 54) To Study the intelligence and cognition
- 55) Estimate the characteristics of populations based on their sample data
- 56) Test specific hypotheses about populations based on their sample data
- 57) use appropriate procedures to analyse qualitative data
- 58) demonstrate competence in the use of statistical packages for analysis of data
- 59) To understand the role and use of statistic in education.
- 60) To present research report.
- 61) To grasp about the meaning, specific characteristics and modalities of identification of
- 62) Various types of (students who are different then majority or are) exceptional learners.
- 63) To understand various educational intervention programmes for meeting the needs of exceptional learners.
- 64) To give the types and the special characteristics of each type of exceptional children.
- 65) To give the causes of exceptions in children.
- 66) To describe the qualities and qualifications of the teacher for exception children.
- 67) Know the instructional applications of Internet and web resources.
- 68) Understand the process of using the application software for creating documents, database, presentation and other media applications.
- 69) understand the process of locating the research studies available in the Internet and use of online journals and books, -
- 70) Understand the utility of professional forums and professional associations in use of computer technology.
- 71) understand the process of preparation of courseware, understanding the technical aspects of courseware,

- 72) understanding the courseware management system in Intranet and Internet environments,
- 73) Understand the evaluation procedure of on-line courseware and off-line courseware.
- 74) Understand the concept of e-learning, elements of e-learning and e-learning standards.
- 75) Understand the patterns of e-content design and its validation
- 76) Understand the technical aspects of e-content
- 77) Understand the content management system in intranet and internet environments
- 78) Understand the evaluation of on-line learning materials and process of on-line testing
- 79) Know the instructional design and modes of development of self-learning material
develop the
- 80) ability for critical appraisal of the audio-visual media,
- 81) Develop basic skills in the production of different types of instructional material,
- 82) Know the recent innovations and future perspectives of Education Technology.
- 83) To understand the concept, objectives, need, strategies, multicultural schools and challenges of Multicultural Education
- 84) To understand the concept, objectives, need, challenges, approaches of Environmental Education
- 85) To understand the concept, objectives, need, challenges of human rights education.
- 86) To understand human rights education on national and international level.
- 87) To understand the concept, objectives, need, strategies, multicultural schools and challenges of Multicultural Education
- 88) To understand the concept, objectives, need, challenges, approaches of Environmental Education
- 89) To understand the concept, objectives, need, challenges of human rights education.
- 90) To understand human rights education on national and international level.
- 91) To study the research agencies in higher education of India.
- 92) To study the Higher Education and development of society

Preparing an individual as a Teacher Educator with a reflective outlook by articulating the emerging challenges is the core of M.Ed. course.

M.P.Ed.

The curriculum is designed to achieve the following general objectives of the M.P.Ed. Program

- 1) The student teacher understands the central concepts, tools of inquiry and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.



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2) The student teacher understands how children learn and develop, how they differ in their approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts.

3) The student teacher plans learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and an understanding of how students come to view, develop and make sense of subject matter contained in the learning experiences.

4) The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

5) The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner, and reflective practices that continually evaluate the effects of his/her choices and actions.

6) The student teacher understands content cum methodology and adopts it in teaching.

Able to test the physiological parameters, Able to perform various yoga practice and Able to perform the various test related to skill in various sports. To enhance the competency of research ability of students in Physical Education.



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