

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

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

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

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

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

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

Objectives-

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

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

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

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

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

CC-PE 4: Health, Yoga and Physical Education

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

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

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

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

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

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

PE 5-The students will be able to:

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

PE 6-Objectives

1. To understand the different dimensions of learning and the related assessment procedures, tools and techniques.
2. To Develop assessment tasks and tools to assess learners performance, Analyse, manage, and interpret assessment data
3. To Analyse the reporting procedures of learners performance in schools
4. To Develop indicators to assess learners performance on different types of tasks
5. To Examine the issues and concerns of assessment and evaluation practices in schools
6. To Understand the policy perspectives on examinations and evaluation and their implementation practices
7. To Traces the technology bases assessment practices and other trends at the international Level

CPS 3&4 : Curriculum and Pedagogic Studies English Objectives:-

To enable the teacher trainee to –

1. Understand the aspects of English Language
2. Understand the acquisition of second language
3. Acquaint her/him with grammar items
4. Acquaint her/him with the application of functional language.
5. Acquaint her /him with the concept of teaching language through literature
6. Acquaint her/him with the constructivism in ELT
7. Familiar with Curricular, co-curricular extra-curricular activities
8. Understand the role of movie in language development.

CPS 3&4 Curriculum and Pedagogic Studies: History

Objectives

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

CPS 3&4: Curriculum and Pedagogic Studies: Geography

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

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

CPS 3&4 : Curriculum and Pedagogic Studies - Mathematics

Objectives:

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

CPS 3&4: Curriculum and Pedagogic Studies: Science

Objectives:

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

M.Ed. Annual Pattern (wef.2019-20) Programme Learning Outcomes (PLOs):**F.Y. M.Ed. Annual Pattern (wef.2019-20) Course Learning Outcomes (CLOs):****PC1: Philosophical and Sociological Foundations of Education**

- i. To develop understand and appreciation of interrelationship between philosophy and education.
- ii. To develop the understanding of Basic tenets, principles and practices of the major schools of Indian and Western Philosophy.
- iii. To develop the understanding of sociology of Education.
- iv. To develop the understanding of interrelationship between culture and Education.
- v. To make the students aware of the controversial issues in the field politics and its impact on education.
- vi. To cultivate the habit of independent thinking about the changing concepts and educational ideologies.
- vii. To create an awareness about the impact of Globalization on Education.
- viii. To develop critical appraisal of contributions made to education by prominent educational thinkers- Indian and western.

PC2: Psychology of Child Development, Learning & Teaching

- i. To clarify the meaning of Educational Psychology.
- ii. To study the various schools of Psychology.
- iii. To analyse and evaluate elements of learning, human development.
- iv. To explain different theories of development, learning , teaching and use of research in teaching
- v. To study the concept of Teaching and childhood psychology.
- vi. To analysis the difference of teaching & teaching model.
- vii. To study the different learning style of learning.
- viii. To Study the intelligence and cogitation

PC3: Educational Planning and Administration

- i. Identify the need, scope and purpose of educational planning,
- ii. Understand principles and approaches of educational planning.
- iii. Develop the skills in planning and using a variety of administrative strategies,
- iv. Explain the role and contribution of different agencies educational planning,
- v. To study educational planning system in India with reference to national, state, district and sub- district level structures.

TC1: Methodology of Educational Research and Statistical Method for Data Analysis

- i. To describe the nature, purpose, scope, areas, and types of research in education.
- ii. To explain the characteristics of quantitative, qualitative and mixed research.
- iii. To select and explain the method appropriate for a research study
- iv. To conduct a literature search and develop a research proposal
- v. To explain a sampling design appropriate for a research study
- vi. To examine relationship between and among different types of variables of a research
- vii. To study explain or predict values of a dependent variable based on the values of one or more independent variables
- viii. To understand the concept of scientific method.
- ix. To examine relationship between and among different types of a research study
- x. To estimate the characteristics of populations based on their sample data
- xi. To test specific hypotheses about populations based on their sample data
- xii. To use appropriate procedures to analyse qualitative data
- xiii. To demonstrate competence in the use of statistical packages for analysis of data
- xiv. To understand the role and use of statistic in education.

SC1: Advance Guidance and Counselling

- i. To explain bases, meaning and need of guidance.
- ii. To tells types of guidance.
- iii. To explain the procedure of knowing the pupil.
- iv. To interpret the educational and psychological data of the pupils.
- v. To tells the sources of occupational information.
- vi. To compare the techniques of individual and group guidance.
- vii. To interpret the theories of counselling.
- viii. To tells the outline for job-study.
- ix. To explain the importance of placement and follow-up services.
- x. To tell the recent trends and research in guidance.
- xi. To tell the relation between various disciplines and guidance.

EPC 1: Psychological Testing or Preparation of Research Tool

- i. Trace the Historical perspectives of psychological testing.
- ii. Develop skills in construction and development of psychological testing.
- iii. Develop skills in administration and interpreting the psychological tests.
- iv. Develop skills in writing the psychological test report.

S.Y. M.Ed.

PC4: Teacher Education in 21st Century

- i. To develop an understanding about the concept of teacher education and changing role of teacher.
- ii. To develop an understanding about the evolution of teacher education in India and other countries.
- iii. To develop an understanding about the role and competencies of the teacher at different levels.

- iv. To develop an understanding about the teacher education programmes at different levels.
- v. To develop an understanding about the teacher education institutions at different levels.
- vi. To develop an understanding about the issues and innovations in teacher education.
- vii. To develop an understanding about the agencies of teacher education.
- viii. To develop an understanding about the trends in research on teaching and teacher education.
- ix. To develop an understanding about the teacher education as a profession.
- x. To develop an understanding about the management of teacher education.

PC5: New Trends in Education

- i. To understand the context of new trends in education.
- ii. To understand the concept, objectives, need, challenges of Peace Education.
- iii. To understand the concept, objectives, need, strategies, multicultural schools and challenges.
- iv. of Multicultural Education.
- v. To understand the concept, objectives, need, challenges, approaches of Environmental Education.
- vi. Education.
- vii. To understand the concept, objectives, need, challenges of human rights education.
- viii. To understand human rights education on national and international level.
- ix. To study the present status of higher education in India.
- x. To know the various recommendation on higher education of India
- xi. To study the research agencies in higher education of India.
- xii. To study the Higher Education and development of society

PC 6: Inclusive Education

- i. To enable the students teacher to understand about the meaning, nature, scope and significance of inclusive education.
- ii. To help the students teachers to distinguish between Inclusive education and general education.
- iii. To acquaint students teachers with levels, strategies and models of teaching for Inclusive Education
- iv. To enable the students teachers to understand about the importance of programmed instructions and researches in Inclusive Education.
- v. To realize the students regarding the problems in Inclusive education.
- vi. To enable the student teachers to understand the role of various apex bodies in inclusive education.

TC2: Educational Technology

- i. To enable the students teacher to understand about the meaning, nature, scope and significance of E.T. and its important components in terms of Hardware and Software.
- ii. To help the students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.
- iii. To acquaint students teachers with levels, strategies and models of teaching for future improvement.

- iv. To enable the students teachers to understand about the importance of
- v. Programmed instructions and researches in E.T.
- vi. To acquaint the student teachers with emerging trends in ET along with the resource centres of ET.
- vii. To acquaint the student teachers with emerging trends in ET along with the resource centres of ICT.

SC2: Deprived and Women Education in India

- i. To understand the present status and problems of deprived in India
- ii. To understand Status, Problems and Issues of Girls' Education in India
- iii. To understand Constitutional provision and scheme for women development
- iv. To understand Role and function of NGO's for woman development
- v. To understand the Co-education-its educational implications.

EPC 3: Value Education or ICT and E-Learning

Value Education:

- i. Understand the need and importance of Value-Education as a means of helping oneself and in turn others in society.
- ii. Understand the nature of values, moral values, and moral education to differentiate such form religious education, moral training or moral indoctrination as a means to identify principles of life.
- iii. Appreciate the importance of Value Education in Personality development by applying these principles in daily living.
- iv. Realize the importance of self-transformation for social transformation.

ICT and E-Learning

- i. To understand the means and scope of ICT and its applications in teaching learning.
- ii. To understand the computer components and software and hardware approach in education.
- iii. To know the instructional applications of Internet and web resources.
- iv. To understand the process of using the application software for creating documents, database, presentation and other media applications.
- v. To understand the process of locating the research studies available in the Internet and use of on- line journals and books.

EPC4- Pedagogy, Andragogy and Assessment

- i. To understand the Concept of pedagogy and its implementation in teaching learning process.
- ii. To understand the Concept of andragogy and its implementation in teaching learning process.
- iii. To understand the Concept of assessment and its implementation in teaching learning process.

EPC 5- Internship Programme

- i. To acquire the school and college base teaching experience in teacher education institutions.
- ii. To collect the information and data for research work from the stakeholders, students, teachers and parents as per concern topic.

B.P.Ed. Programme:

Objectives:

- i. The curriculum is designed to achieve the following general objectives of the B.P.Ed. Program
- ii. 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.
- iii. 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.
- iv. 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.
- v. The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- vi. 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.
- vii. The student teacher understands content cum methodology and adopts it in teaching.

M.P.Ed. Programme:

Objectives:

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

1. The student teacher understands the central concepts, tools of inquiry and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
2. The student teacher understands how children learn and develop, how they differ in their approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts.
3. The student teacher plans learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and an understanding of how students come to view, develop and make sense of subject matter contained in the learning experiences.
4. The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

5. The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner, and reflective practices that continually evaluate the effects of his/her choices and actions.
 6. The student teacher understands content cum methodology and adopts it in teaching.
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