

Structure (PLOs & CLOs)

Bachelor of Education (B.Ed)

Program learning outcomes of B.Ed.

Objectives:

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.

After completion of the B.Ed. the program, the student teacher will be able to:

1. Acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children, and schools
2. Apply knowledge of various aspects of the development of learners for planning learning experiences
3. Develop skills regarding the various role of teachers in facilitating learning
4. Develop a conceptual understanding of diversity, inequality and Marginalization issues in Indian society and the implications for education
5. Apply constructivist and cooperative learning principles for the teaching-learning process
6. Analyze contexts and the relationship between school curriculum, policy, and learning
7. Apply knowledge of the cultures, policies and practices that need to create an inclusive school

8. Use information and communication technology for enhancing the learning-teaching process
9. Use drama and art for the development of the personality of learners
10. Relate knowledge about gender, school, and society with learning
11. Acquire a basic understanding of new trends in education
12. Develop a professional attitude towards teaching.

Course learning outcomes

After studying the different courses student teacher will be able to achieve the different objectives as mentioned below:

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

The Students Teacher will be able to:

1. Student-teacher understand the various stages of child development.
2. student-teacher understand the growing process during various stages of child development.
3. student-teacher understand the learning process during various stages of childhood.
4. student-teacher understand the different socio-political realities that construct different childhoods.
5. student-teacher develop an understanding of children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds.

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

The Students Teacher will be able to:

1. Student-teacher understand Diversity in Society and the implications for Education.
2. student-teacher understand the Inequality in Society and the implications for Education.
3. student-teacher understand the Marginalization in Society and the implications for Education.
4. student-teacher understand Policy frameworks for Public Education in India
5. student-teacher engage with studies on Indian society and education.

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

The student-teacher will be able to

1. Explain the functions of the brain in language acquisition
2. Discuss the place and importance of the mother tongue, verbal intelligence
3. Explain the place of language in personality development
4. Describe the epistemological bases of modern child-centred education.

- 5 Justify changes in education due to advancements in ICT and educational psychology.
6. Relate constitutional values with education.
7. Describe the role of NCERT, SCERT, SSC/ CBSC /ICSE Boards, and Textbook Bureau 6. Explain the determinants of the curriculum.

CC-PE 4: Health, Yoga, and Physical Education

The student-teacher will be able to

1. Understood the concept of holistic health, its various dimensions, and determinants
2. Developed a positive attitude toward health physical education and yoga as an individual;
3. Sensitize, motivate, and help them acquire the skills for physical fitness, learned correct postural habits and activities for its development;
4. Create interest in the practice of yoga asanas and meditations;
5. Understand various policies and programs related to health, physical education, and yoga; and helped them understand the process of assessment of health and physical.

Curriculum and Pedagogic Studies School Subject-I Marathi, Hindi, English:-

The student-teacher will be able to

1. Understood the role and importance of English, Marathi, Hindi Languages in India and in education
2. Understood the concept, nature and importance of content-cum-methodology in all pedagogy subject.
3. Understood the approaches, methods, and objectives of teaching and learning of all pedagogy subjects.

Curriculum and Pedagogic Studies School Subject History

The student-teacher will be able to

1. The trainee teacher understood the Concept nature and scope of History
2. The trainee teacher understands the objectives and their application.
- 3 understood the various teaching Methods related to Lower Level
4. Understood the ancient and medieval history of India

Curriculum and Pedagogic Studies School Subject Geography

The student-teacher will be able to

1. Understood the nature & structure of Geography
2. Understood the CCM for Teaching of Geography
3. Developed adequate skills in using educational tools in Geography.

4. Developed the various basic concept in Teaching of Geography.
5. Understood the various concepts, facts, terms in teaching of Geography

Curriculum and Pedagogic Studies School Subject Science

The student-teacher will be able to

1. Use various methods and models of teaching
2. Promote construction of knowledge
3. Facilitate self-learning of Science
4. Promote cooperative learning
5. Use various learning resources

Curriculum and Pedagogic Studies School Subject Mathematics:

The student-teacher will be able to

1. Explain the importance and characteristics of planning
2. Plan for teaching major concepts, principles, and theories of Mathematics at the school level 3.
- Design and implement co-curricular activities for Mathematics learning promote
4. Facilitate self-learning of Mathematics
5. Promote cooperative learning
6. Use various learning resources

PE 5: Guidance, Counseling and Inclusive Education

The student-teacher will be able to

1. Describe the role of a school and teacher in guidance
2. Describe the types and processes of counseling.
3. Locate issues of adolescents requiring counseling.
4. Become aware of legal provisions and policies about inclusive education in India
5. Explain the causes characteristics and special needs of children with physical, mental, economic, cultural diversity, and learning disability
6. Orient parents and peer groups for support
- 7...Use cooperative learning strategies in class
8. Collaborate with a support teacher
9. Apply learner friendly evaluation process

PE 6: Assessment and Evaluation in School Education

The student-teacher will be able to

- 1 understood the different dimensions of learning and the related assessment Procedures, tools, and techniques.
2. Developed assessment tasks and tools to assess learners' performance, Analyze, Manage, and interpret assessment data
- 3 Analyzed the reporting procedures of learners' performance in schools
4. Developed indicators to assess learner's performance on different types of tasks
5. Examined the issues and concerns of assessment and evaluation practices in schools
6. Understood the policy perspectives on examinations and evaluation and their Implementation practices
7. Traces the technology bases assessment practices and other trends at the international Level