

**Janata Shikshan Mandal's, Sane Guruji Vidya Prabodhini
Comprehensive College of Education, Khiroda.
Tq. Raver Dist.Jalgaon-425504 (Maharashtra)**

Program outcomes 2018-19

B.Ed Curriculum 2015-16

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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Program specific outcomes:-

1. The student teacher Student-teacher understands the various stages of child development.
2. The student teacher understands the growing process during various stages of child development.
3. The student teacher student-teacher understands the Inequality in Society and the implications for Education
4. The student teacher understands the background of the student's language.
5. The student teacher understands the relation between language and literacy In India.
6. The student teacher understands the concept, nature and importance of content cum Methodology in English.
7. The student teacher understands the concept, nature and scope of History.
8. Student teacher understands various sources of History
9. The student teacher understands the meaning nature and structure of geography
10. The student teacher Understand the Meaning, History, Scope, and Methods of syllabus construction for the teaching purpose.
11. The student teacher .Understands the objectives of Mathematics for the teaching purpose
12. The student teacher understands the nature, objectives, values of importance of Content- Cum-Methodology – Science.
13. The student teacher understands the concept of Content-Cum-Methodology, Curriculum and syllabus of Science.
14. The student-teacher understands the various tools of teaching.
15. The student-teacher understands the various techniques of teaching.

16. The student-teacher develop an understanding about the impact/influence of socio cultural context in shaping human development, especially with respect to the Indian context.
17. The student teacher understands the different dimensions of learning and the related assessment procedures, tools and techniques.
18. The student-teacher identify various dimensions of the curriculum and their relationship with the aims of education.
19. The student-teacher understands interdisciplinary approach of History with other school subject
20. The student-teacher understands the significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities.
21. The student-teacher understands the various activities based on school functions.
22. The student-teacher develop basic understanding and familiarity with key concepts gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
23. The student-teacher understands the global and national commitments towards the education of children with diverse needs.
24. The student-teacher understands the meaning, nature and scope of guidance and group guidance
25. The student-teacher learns appropriate methods and techniques for teachings languages, social science, science and Mathematics.

26. The student-teacher understands the meaning, nature and scope of ICT.
27. The student-teacher develops understanding of student-teachers about themselves.
28. The student-teacher understands the difference between peace and peace education.

Course outcomes:-
B.Ed. (2015-17)

A1 Childhood And Growing Up

1. The student-teacher understands the various stages of child development.
2. The student-teacher understands the growing process during various stages of child development.
3. The student-teacher understands the learning process during various stages of child.
4. The student-teacher understands the different socio-political realities construct different childhoods.
5. The student-teacher develops understanding about children of different age groups through close observation and interaction with children from diverse socioeconomic and cultural backgrounds.

Course A 2- Contemporary India and Education

1. The student-teacher understand the Diversity i n Society and the implications of education.
2. The student-teacher understands the Inequality in Society and the implications for Education.
3. The student teacher understands the Marginalization in Society and the implications for Education.

4. The student-teacher understands policy framework for public place in India.
5. The student-teacher engages with studies on Indian society and education

Course A3-Language across the Curriculum

1. The student-teacher understands the background of the student's language.
2. The student-teacher understands the nature of classroom discourse and develop strategies for using oral languages in the classroom in a manner that promotes learning in the subject area.
3. The student-teacher understands the nature of reading comprehension in the content areas.
4. The student-teacher understands the relation between language and literacy In India.
5. The student-teacher develops competence in analyzing current school practices and coming up with appropriate alternatives

Course 4 and 5 B1 and B2- Pedagogy of School Subject- Content-Cum-Methodology English {Communicative language Teaching}

1. The student-teacher understands the role and importance of English language in India and in education.
2. The student-teacher understands the concept, nature and importance of content cum Methodology in English.
3. The student-teacher understands the approaches, methods and objectives of teaching and learning of English as second and third language of secondary and higher secondary stage.
4. The student-teacher acquaints himself/ herself with planning and testing in the teaching of English.
5. The student teacher acquaint himself / herself with the methodology and techniques of communicative language teaching.
6. The student-teacher acquaint himself/herself with the essential aspect of English grammar and usage.

7. The student-teacher acquaint proficiency in the communicative use of English

Content cum methodology- History

- 1 The student-teacher understand the concept, nature and scope of History.
2. The student-teacher understand various sources of History.
3. The student-teacher understand the objectives of teaching and Instructional Objectives of History.
4. The student-teacher understand the concept and nature of Content-Cum-Methodology of History.
5. The student-teacher understand the nature of various methods, techniques and models of teaching History.
6. The student-teacher understand interdisciplinary approach of History with other school subjects.
7. The student-teacher develop interest in History.

Content cum Methodology – Geography

1. The student-teacher understand the meaning nature and structure of geography.
- 2 The student-teacher understand the concept of content cum Methodology for teaching of Geography.
- 3 The student-teacher develop effective skills in using various methods, techniques and models of teaching of Geography.
- 4 The student-teacher understand the various concepts, facts, terms in teaching of Geography.
- 5 The student-teacher prepare report on the workshop conducted for C. C. M.

Content cum Methodology — Mathematics

- 1 The student-teacher understand the Meaning, History, Scope, and Methods of syllabus construction for the teaching purpose.
- 2 The student-teacher understand the objectives of Mathematics for the teaching purpose.

3. The student-teacher understand the Meaning, Steps and Importance of Content Cum Methodology of Mathematics for the teaching purpose.
4. The student-teacher understand the characteristics of Ideal Mathematics text book.
5. The student-teacher develop the adequate skills in using various methods, techniques, models and to correlate Mathematics within branches in Mathematics & other school subjects.
6. The student-teacher Make competent & skilful teacher of Mathematics.

Content-cum-Methodology—Science

- 1 The student-teacher understand the nature, objectives, values of importance of Content- Cum-Methodology – Science.
2. The student-teacher understand concept of Content-Cum-Methodology, Curriculum and syllabus of Science.
- 3 The student-teacher understand general and instructional objectives of teaching Science.
- 4 The student-teacher develop adequate strategies of teaching science.
- 5 The student-teacher develop adequate skills in preparation of year plan, unit plan, lesson plan and construction of unit test.
- 6 The student-teacher acquaint with the use of devices and support system of teaching science.
7. The student-teacher understand the core content of Physics, Chemistry, Biology, Science and Technology.
8. The student-teacher acquaint characteristics, role and professional development of science teache

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

1. The student-teacher understand the various tools of teaching.
2. The student-teacher understand the various techniques of teaching.

3. The student-teacher understand the various skills of teaching

Course A 4 - Learning and Teaching

- 1 The student-teacher develop an understanding about the impact/influence of socio cultural context in shaping human development, especially with respect to the Indian context;
- 2 The student-teacher .develop an understanding of dimensions and stages of human development and developmental tasks
- 3 The student-teacher understand the range of cognitive capacities among learners.
- 4 The student-teacher understand the nature and kinds of learning
- 5 The student-teacher gain an understanding of different theoretical perspectives on learning
6. The student-teacher appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers.

Course A 5 Assessment for Learning

1. The student-teacher understand the different dimensions of learning and the related assessment procedures, tools and techniques.
- 2 The student-teacher develop assessment tasks and tools to assess learners performance, analyze, manage, and interpret assessment data
3. The student-teacher Analyze the reporting procedures of learners performance in schools
- 4 The student-teacher develop indicators to assess learners performance on different types of tasks

5. The student-teacher examine the issues and concerns of assessment and evaluation practices in schools
6. The student-teacher understand the policy perspectives on examinations and evaluation and their implementation practices
7. The student-teacher Traces the technology bases assessment practices and other trends at the international level

Course A 6- Knowledge and Curriculum

1. The student-teacher identify various dimensions of the curriculum and their relationship with the aims of education
2. The student-teacher understand the epistemological and social bases of education
3. The student-teacher take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual underpinnings that inform it.
4. The student-teacher will enable the social bases of education will be examined by situating it in the context of society, culture .

. EPC- 4 Drama and Art in Education

1. The student-teacher understand the relationship between the head, heart and hand with reference to education.
2. The student-teacher understand the significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities.
3. The. student-teacher understand the multiple perspectives.
4. The student-teacher understand to think about significant developments within diverse social contexts

EPC-7 Applied paper on Internship-

1. The student teache understand the various functions of school.
2. The student teacher understand the various activities based on school functions.

- 3 The student teacher understand the various aspects of curriculum and its transaction
4. The student teacher understand the various professional capacities, teacher dispositions, sensibilities and skills.
- 5 The student teacher understand the unit plans and maintaining reflective journals in school.

A 7- Genders, School and Society

1. The student teacher develop basic understanding and familiarity with key concepts gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- 2 The student teacher 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;
- 3 The student teacher learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and 4 The student teacher understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy)

A8- Inclusive Education

- 1 The student teacher understand the global and national commitments towards the education of children with diverse needs.
2. The student teacher develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- 3 The student teacher analyze special education, integrated education, mainstream and inclusive education practices,
- 4 The student teacher identify and utilize existing resources for promoting inclusive practice.
- 5 The student teacher identifying and utilizing existing support services for promoting inclusive practice,

A 9 Educational Guidance and Counseling

1. The student teacher understand the meaning, nature and scope of guidance and group guidance.
2. The student teacher analyze the relationship between guidance and counselling.
3. The student teacher recognize the different areas of counseling, Understand the various stages involved in the process of counseling, appreciate the importance of counseling relationship.
4. The student teacher understand the resources required and their optimum use in managing a school guidance programme.

B5 - Teaching Methodologies

1. The student teacher learn appropriate methods and techniques for teachings languages, The student teacher social science, science and Mathematics.
2. The student teacher develop competency in teaching language, social science, science and Mathematics.
3. The student teacher acquire skills for developing instructional material for languages, social science Mathematics.
4. The student teacher demonstrate skills in planning, execution & evolution of languages, social science, science and Mathematics
5. The student teacher demonstrate skills in linking with languages, social science, science and Mathematics for holistic development.

EPC-8 Critical Understanding of ICT

1. The student teacher understand the meaning, nature and scope of ICT.
2. The student teacher Recognize the different areas of ICT in teaching and learning.
3. The student teacher understand the resources required and their optimum use of ICT in school management.

EPC 9: Understanding the Self

1. The student teacher develops understanding of student-teachers about themselves.

2. The student teacher realize the development of the inner self and the professional identity of a teacher.
3. The student-teachers develop a holistic and integrated understanding of the human self and personality.

EPC -10 Education for Peace

1. The student teacher understands the difference between peace and peace education.
2. The student teacher develop the harmony in social relationship across individuals and groups.
3. The student teacher promote peace-building capabilities among students.
4. The student teacher understand the importance of peace education in National and International human welfare.