

TWO YEAR B.ED. PROGRAMME OUTCOMES (POS)

First Year Semester –I

Teacher Educators will be able to:

- 1 Understand nature of education and pedagogic processes through enriched experiences.
 - 2 Contribute to fill up the gap between theory and practice by dovetailing both appropriately.
 - 3 Interactive processes wherein group reflection, critical thinking and decision making will be encouraged.
 - 4 Understand various educational issues in the context of diverse socio cultural & Multilingual Indian Society.
 - 5 Enable them to face the challenging of social, political and technological issues. 6 Understand the nature, purpose, influencing factors and problems of secondary education in contemporary issues.
 - 7 Describe teaching learning process in the classroom and various factors that influence it.
 - 8 understands various level learners, their needs, and interest and peculiar problems and motivate them for learning.
 - 9 Plan and organize classroom through learners centred techniques of instruction for inclusive education & effective whole classroom instruction.
 - 10 Conduct Pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.
 - 11 Effective use and utilization of Information Communication Technology resources, on-line as well as off line for day-to-day classroom teaching, remedial instruction and for providing challenging learning to the precious
- Develop and select tests, evaluate and keep records of student's progress – cognitive as well as non-cognitive
- 12 To develop problem solving ability through action research

Program Specific Outcomes (PSOs)

At the end of the program, the student:

1. Should be able to clearly understand the concepts and applications in the field of Communication/networking, signal processing, embedded systems and semiconductor technology
2. Should be able to associate the learning from the courses related to Microelectronics, Signal processing, Microcomputers, Embedded and Communication Systems to arrive at solutions to real world problems.
3. Should have the capability to comprehend the technological advancements in the usage of modern design tools to analyze and design subsystems/processes for a variety of applications.
4. Should possess the skills to communicate in both oral and written forms, the work already done and the future plans with necessary road maps, demonstrating the practice of professional ethics and the concerns for societal and environmental wellbeing.

TWO YEAR B.ED. COURSE OUTCOMES

First Year Semester –I

COURE- 1. Childhood and growing up

| OBJECTIVES | COURSE OUTCOME |
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| <p>To enable the student teacher to:-</p> <p>1) Understand the theories of child development.</p> <p>2) Understand importance, nature & scope of child Psychology.</p> | <p>1)Discusses the theoretical foundation of Child development with respect to Piaget,Bruner, Vigotky, Ericson.</p> <p>2)Writes the Child Development with respect to Physical,cognitive,Emotional,Social Areas.</p> <p>1)Generates ideas independently about the relationship between Child Development and Child Psychology.</p> |

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| <p>3) Understand fundamental needs of children.</p> <p>4) Acquaint the methods of studying child behavior.</p> <p>5) Understand process of concept formation / development.</p> <p>6) Create sensitivity towards issues related to child development.</p> | <p>2)Applies the knowledge of Child Psychology in school.</p> <p>Relates the Fundamental Need with Allied Fields.</p> <p>Defines and Dicuss the methods of studying child behavior with respect to Observation,Introspection,Experimental, Case study,Sociometry.</p> <p>Explains the process of understanding through concept formation.</p> <p>Distinguishes between issues related to child development with respect to Slum,Dalit,Urban-Rural,Girl,Tribal,tereotype.</p> |
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Course: 2 , CONTEMPORARY INDIA AND EDUCATION

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
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| <p>1. To understand the concept of social diversity and education.</p> <p>2. To understand the contribution of constitution of Indian in education</p> <p>3. To understand the present status of Indian education in pre and post era.</p> | <p>1. Define the concept of social diversity and education .</p> <p>2. Find the articles in Indian constitution related to education.</p> <p>3. Distinguish between Indian education in pre and post era.</p> |

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| <ol style="list-style-type: none">4. To understand the concept of school must be an ideal epitome of the society,5. To understand the different government policies of education.6. To understand the different role of teachers at different levels.7. To understand the concept and role of education in National integration and International Understanding.8. To acquaint with the education for individual development. | <ol style="list-style-type: none">4. Describe the relation between school and society.5. Explain the various government policies related to education,6. Explain the roles of teacher at different levels.7. Differentiate between national integration and international understanding.8. Describe the role of education in individual Development. |
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Course : 3, Understanding Disciplines and Subject

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
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| <p>1. To enable student teachers to reflect on the nature and role of disciplinary knowledge in the school curriculum.</p> <p>2. To enable student teachers to know different disciplinary areas.</p> <p>3. To enable student teachers to know the changing scenario in the disciplinary areas.</p> | <ul style="list-style-type: none"> I. Elaborate the concept of disciplinary knowledge. II. Reflect on the nature and role of the disciplinary knowledge in the school curricula. III. Describe the paradigm shifts in the nature of various disciplinary areas. IV. Explain the concept and role of a discipline according to John Dewey, plato, swami vivekanand and M. K. Gandhi. V. Draw the Concept map of of his own discipline. <ul style="list-style-type: none"> I. Explain the need of teaching various disciplines II. Correlate between disciplines & school subjects. III. Describe the procedure to design the school subjects. IV. Analyze various disciplines. V. Find out correlation between various disciplines. VI. Predict the importance of science and Math's in the national development. <ul style="list-style-type: none"> I. Reflect on changing Scenario in the disciplinary areas. II. Explain the different approaches of disciplines. III. Differentiate between disciplinary knowledge and multidisciplinary knowledge IV. Explain the concept of the hospitality management& |

4. To enable student teachers to know the changing role of a teacher.

horticulture.

- V. Prepare the layout of nutrition garden.
- VI. Give importance to the untraditional school subjects like SUPW., Horticulture, Social Service, Physical Education etc. as like traditional subjects in the school.

- I. Explain the changing role of the teacher.
- II. Explain the need of the learner oriented curricula.
- III. Apply the Changing role of a teacher in the classrooms.

EPC 1 READING AND REFLECTING ON TEXT

| OBJECTIVES | COURSE OUTCOMES |
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| <ol style="list-style-type: none">1 To enable student teachers for enhancing their ability in the language of instruction.2. To enable the student teachers for strengthening their ability to read, think and discuss and communicate and write in the language of instruction.3. To enable student teachers to develop test for and abilities in reading and making meaning of different kinds of texts.4. To enable the student teachers to become self- learner, reflective, expressive and collaborative professionals.5. To enable the student teachers to foster creative thinking among pupils for reconstruction of knowledge. | <p>After completion of the course, student-teachers will be able to</p> <ol style="list-style-type: none">1. Apply their ability in the language of instruction.2. Strengthen their ability to read, think and discuss and communicate and write in the language of instruction.3. Illustrate the acquired knowledge in reading and making meaning of different kinds of texts.4. Develop divergent thinking - self- learner, reflective, expressive and collaborative professionals.5. Develop creative thinking among pupils for reconstruction of knowledge. |

A-7 : LANGUAGE ACROSS THE SCHOOL CURRICULUM

| OBJECTIVES | COURSE OUTCOMES |
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| <p>To enable the student teacher ----</p> <ol style="list-style-type: none"> 1. to understand the language background of students. 2. to create sensitivity to the language diversity that exists in the classroom. 3. to understand the nature of classroom discourse and develop strategies for using oral language in the classroom. 4. to understand the nature of reading in the content areas in different school subjects. 5. to understand the nature of writing in specific content areas in school subjects. | <p>The student teacher will be able to</p> <ol style="list-style-type: none"> 1 Understand the language background of students as the first or second language users .2 Create sensitivity to the language diversity that exists in the classroom 3 Understand the nature of classroom discourse and develop strategies for using oral language in the classroom. 4 Understand the nature of reading comprehension in the content area & writing in specific content areas. 5 Understand interplay of language and society. 4 of 20 CO6 <p>Understand function of language and how to use it as a tool.</p> |

TWO YEAR B.ED. COURSE OUTCOMES
First Year Semester –II

Course 4.Learning and Teaching

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
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| <p>. To enable student teachers to</p> <ol style="list-style-type: none"> 1 understand the theoretical frames of psychology for learning & teaching. 2 acquire the knowledge about the process of growth and development & developmental task of different stages 3 apply the knowledge of individual difference 4 understand the process of transfer of learning 5 understand the factors influencing learning process 6 understand the relation between teaching and learning 7. use various tools to study classroom dynamics | <ol style="list-style-type: none"> 1. Prepare the concept map of psychology for learning & teaching. 2. Explains the process of growth and development & developmental task of different stages 3. Identified and applied the knowledge of individual difference 4..Apply the process of transfer of learning In the classroom teaching. 5. Explains the factors influencing learning process 6. Distinguish the relation between teaching and learning 7. Apply teaching skill, component and parameters of effective teaching <p>5. To develop insight for perfect teaching by its overall perspectives in detail</p> |

Course: 5a Part –I KNOWLEDGE AND CURRICULUM PART - I

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
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| <ol style="list-style-type: none">1. Understand the nature and importance of education and educational process.2. Understand the concept of child centered education with reference to the thinkers.3. Understand the need to study education in sociological perspective.4. Understand the education in relation to modern values like equity and equality, social justice and dignity.5. Understand autonomy of Teachers and Learners.6. Understand historical background of individual autonomy.7. Understand role of teachers autonomy in enriching learning situations.8. Understand the concept, need, nature and process of curriculum.9. Understand concept of curriculum and its various dimensions.10. Understand relation between curriculum, syllabus and textbooks. | <ol style="list-style-type: none">1. Explain the concept and nature of education.2. Differentiate the child centered education policies of the thinkers.3. Describe the concept of education in sociological perspective.4. Identify the importance of modern values in education.5. Distinguish between autonomy of teachers and learners.6. Explain the historical background of individual autonomy.7. Describe the role of teachers autonomy in enriching learning situations.8. Define the concept of curriculum.9. Explain the concept of curriculum and its various dimensions.10. Distinguish between curriculum, syllabus and textbooks. |

PROGRAMME OUTCOMES

Name of the Faculty : Dr. Neela Pathare

Name of the Programme : B.Ed.

IDS : Education

Semester : II

Course : 6a -1 , शालेय विषयाचे अध्यापन शास्त्र : मराठी - भाग-9

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
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| १. प्रशिक्षणार्थीना मराठी भाषेचे स्वरूप, अभ्यासक्रमातील स्थान व महत्त्व समजून घेण्यास मदत करणे. | १. मराठी भाषेचे स्वरूप व वैशिष्ट्ये सांगतो. २. त्रिभाषा सूत्र व मराठी भाषेचे अभ्यासक्रमातील स्थान स्पष्ट करतो. ३. शालेय अभ्यासक्रमात मराठी भाषेचे महत्त्व याबद्दल आपले मत मांडतो. ४. मराठी भाषेचा अंतर्गत व अन्य शालेय विषयांशी सहसंबंध शोधतो. |
| १. प्रशिक्षणार्थीना मराठी भाषा अध्यापनाची ध्येये व उद्दिष्टे यांचे आकलन होण्यास मदत करणे. | १. मराठी भाषा अध्यापनाची ध्येये, माषिक व वाढमयीन उद्दिष्टे सांगतो. २. वर्ग अध्यापनाची उद्दिष्टे व स्पष्टीकरणे पाठ टाचणात लिहितो. |
| २. प्रशिक्षणार्थीना माषिक कौशल्यांचे आकलन होण्यास मदत करणे. | १. माषिक कौशल्यांचे महत्त्व स्पष्ट करतो. २. माषिक कौशल्य विकासासाठी उपक्रम सुचवतो. |
| ४. प्रशिक्षणार्थीना शालेय स्तरावरील मराठी भाषेच्या पुनर्रचित अभ्यासक्रमाचे स्वरूप समजण्यास मदत करणे. | १. मराठी भाषेच्या पुनर्रचित अभ्यासक्रमाची तत्त्वे, स्वरूप व उद्दिष्टे सांगतो. |
| ५. प्रशिक्षणार्थीना मराठीच्या अध्यापनासाठी विविध तंत्रे, पध्दती यांचा वापर करण्यास सक्षम करणे. | १. अध्यापनाची सूत्रे सांगतो. २. अध्यापनाची तंत्रे व अध्यापन पध्दतीविषयी चर्चा करतो. ३. अध्यापनाची सूत्रे, तंत्रे व अध्यापन पध्दती यांचा पाठात उपयोग करतो. |
| ६. प्रशिक्षणार्थीना ज्ञानरचनावादानुसार मराठीचे अध्यापन करण्यास मदत करणे | १. ज्ञानरचनावादानुसार मराठीचे पाठ घेतो. २. पारंपारिक अध्यापन पध्दती आणि ज्ञानरचनावादी अध्यापन पध्दती यातील फरक सांगतो. |
| ७. प्रशिक्षणार्थीना मराठी भाषेच्या विविध उपांगांच्या अध्यापनाची प्रक्रिया समजण्यास मदत करणे | १. मराठी भाषेच्या विविध उपांगांचे प्रकार, अध्यापनाची उद्दिष्टे व पध्दती याविषयीच्या परिसंवादात भाग घेतो. |

Course : 6 (a) - 1 : शालेयस्तरपर हिंदी भाषाका अध्यापनशास्त्रीय ज्ञान : हिंदी - भाग - I

| Objectives | Learning outcomes |
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| <p>1. छात्राध्यापक को हिंदी भाषाका अर्थ एवं स्वरूप , हिंदी भाषा का माध्यमिक स्तर के पाठ्यक्रम में स्थान आदि समझाना।</p> | <p>1. भाषा की परिभाषा, स्वरूप एवं विशेषताए बताता है। 2. त्रिभाषा सूत्र स्पष्ट करता है। 3. भारत जैसे बहुभाषी देश में त्रिभाषा सूत्र की आवश्यकता एवं महत्व स्पष्ट करता है। 4. शालेय स्तर पर हिंदी भाषा के स्थान का मूल्यांकन करता है। 5. हिंदी भाषा का अन्य शालेय विषयों के साथ समवाय की जाँच / परीक्षण करता है।</p> |
| <p>2. छात्राध्यापक को शालेय स्तर पर हिंदी अध्ययन - अध्यापन के उद्देश्य एवं भाषिक कौशलों से परिचय कराना ।</p> | <p>1. प्राथमिक एवं माध्यमिक स्तर पर द्वितीय भाषा के रूप में हिंदी अध्ययन-अध्यापन के उद्देश्य बताता है। 2. अध्यापन के उद्देश्यों की तथा उद्देश्यानुसार स्पष्टिकरण की सूची तैयार करता है। 3. आशय के अनुसार उद्देश्य एवं स्पष्टिकरण लिखता है। 4. हिंदी भाषा शिक्षा के व्यापक उद्देश्यों को बताता है। 5. विभिन्न भाषिक कौशलों का महत्व बताता है। 6. विभिन्न भाषिक कौशलों के विकास के लिए योग्य कार्यक्रम तैयार करता है।</p> |
| <p>3. छात्राध्यापक को हिंदी भाषा शिक्षा के सूत्र, प्रणालियाँ तथा प्रयुक्तियों का परिचय कराना।</p> | <p>1. अध्यापन के दौनान शिक्षा के सूत्रों का प्रयोग करता है। 2. हिंदी अध्यापन के विभिन्न प्रणालियों का वर्णन उसके स्वरूप , गुण एवं दोषोंके आधार पर करता है। 3. विभिन्न प्रणालियों का प्रयोग कक्षा अध्यापन के दौरान करता है। 4. कक्षा अध्यापन के लिए उचित प्रयुक्तियों का चयन करता है एवं उनका प्रयोग करता है।</p> |

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| <p>4. छात्राध्यापक को हिंदी भाषा शिक्षा में ज्ञानरचनावादी अध्ययन - अध्यापन का आकलन करने में सक्षम बनाना।</p> | <p>1. ज्ञानरचनावादी उपागम का वर्णन करता है। 2. ज्ञानरचनावाद पाठ योजना तैयार करता है। 3. कक्षा अध्यापन के दौरान ज्ञानरचनावादी प्रक्रियाको अपनाता है।</p> |
| <p>5. छात्राध्यापक को हिंदी भाषा शिक्षा की विविध विधाओं के अध्यापन के उद्देश्य एवं अध्यापन प्रणालियों की जानकारी देना।</p> | <p>1. गद्य, पद्य, व्याकरण एवं रचना अध्यापन के उद्देश्य एवं प्रणालियों की चर्चा करता है। 2. गद्य, पद्य, व्याकरण एवं रचना के अध्यापन में समानता एवं भेद अध्यापन की प्रक्रिया , उद्देश्य पध्दति, आशय का चयन एवं मूल्यांकन प्रक्रिया के आधार पर बताता है।</p> |

Course- 6a - I : PEDAGOGY OF SCHOOL SUBJECT - ENGLISH PART- I

| Objectives | Course Outcomes |
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| <p>The student teachers will be able to -- 1. develop an understanding of the nature of English language</p> | <p>1. Explains the nature of English language.</p> |
| <p>2. understand the place and importance of English in the present set up.</p> | <p>1. Justify the place and importance of English in the present set up. 2. Discuss the place and importance of English in the present set up.</p> |
| <p>3. understand the aims and objectives of teaching English at upper primary and secondary schools in India.</p> | <p>1. Implimentaims and objectives of teaching English at upper primary and secondary schools in India during curriculum transaction.</p> |

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| 4. develop activities and tasks for the acquisition of language skills. | 1. Suggest and participate in activities and tasks for the acquisition of language skills. |
| 5. identify devices, methods, approaches and support services for teaching English at upper primary and secondary levels. | 1. Differentiate among the devices, methods, approaches and support services for teaching English at upper primary and secondary levels. |
| 6. understand constructivist approach to language teaching and learning. | 1. Explain the process and implement constructivist approach to language teaching and learning. |
| 7. understand about the teaching of prose, poetry, grammar and composition. | 1. Discuss the importance of teaching of prose, poetry, grammar and composition. 2. Distinguish between Prose and Poetry teaching and learning. |

COURE- 6a 1-Pedagogy of school subject-Science Part I

| OBJETIVES | COURSE OUTCOME |
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| <p>To enable the student teacher to;</p> <p>1. develop insight on the meaning, nature & scope of science for determining aims & strategy of teaching-learning.</p> <p>2. appreciate that science is a dynamic & expanding body of knowledge.</p> | <p>1)Writesaims,objectives of teaching science on state level,classroom level.</p> <p>2) Explains place of science in the curriculum.</p> <p>1)Defines Science according to science manpower project.</p> <p>2)Judges the contribution of Scientists-</p> |

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| <p>3. understand the aims & objective of teaching science at secondary school.</p> <p>4. understand the various instructional strategies & their use in teaching science.</p> <p>5. develop the ability to formulate instructional objectives in term of behavioral out comes for teaching secondary school science.</p> <p>6. develop the ability to plan & design various type of lesson in science.</p> | <p>C.V.Raman,Bhabha,J.Bose.Newton, Einstein,Mery Curie.</p> <p>Categorizes the objectives and write during practice lessons.</p> <p>Compaires the instructional strategies and use effectively as a skill;viz:observation,drawing,interpretation</p> <p>Creates specification of objective in terms of behavioral out comes.</p> <p>1)Plans and design various types of lessons using different methods;viz;Demo nstation,Experimental,Heuristic,Project, Problem solving.</p> <p>2)Creates lesson plan according to constructivism.-5E model.</p> |
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Course : 6a-IIPedagogy of school subject Mathematics part -1

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
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| <p>To enable the student teachers to-</p> <p>1. understand the meaning, nature & importance , characteristics and development of Mathematics.</p> <p>2. understand and appreciate the role of mathematics in the development of modern society.</p> <p>3. identify different types of correlation of Mathematics.</p> <p>4. familiarize with the revised version of Bloom’s taxonomy of educational objectives</p> <p>5. understand the aims & objectives of teaching Mathematics at secondary school.</p> <p>6. understand the various instructional strategies and their use in teaching Mathematics.</p> <p>7. understand various mathematical skills</p> | <ul style="list-style-type: none"> i. Explain the meaning, nature, characteristics & importance of Mathematics. ii. Describe the historical development of notations & number system & Compare it with each other. iii. Appreciate the contribution of various Mathematicians. iv. Collect the information about various Mathematicians. <ul style="list-style-type: none"> i. Appreciate the role of Mathematics in the development of modern society. <ul style="list-style-type: none"> i. Correlate Mathematics with other school subjects. ii. Explain the importance of Correlation. iii. Identify the types of correlation of Mathematics. <ul style="list-style-type: none"> i. Explain the revised version of Blooms taxonomy of educational objectives. <ul style="list-style-type: none"> i. Explain the aims & objectives of teaching Mathematics. ii. Elaborate the objectives of teaching Mathematics at secondary level. <ul style="list-style-type: none"> i. Explain the maxims of teaching Mathematics. ii. Elaborate the various methods of teaching Mathematics. iii. Apply various methods for teaching of Mathematics in the Classrooms. |

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| <p>8. develop the ability to write proper instructional objectives and their specifications for teaching secondary school Mathematics.</p> <p>9. develop the ability to plan & design various types of lesson in Mathematics.</p> <p>10. familiarize with various techniques useful for individualizing Mathematics instruction</p> | <ul style="list-style-type: none"> i. Apply the various Mathematical skills in the classroom. i. Write proper instructional objectives & their specifications. ii. Take care while writing the specifications of each objectives. i. Design various types of lesson plans for teaching of Mathematics. ii. Apply models of teaching in the classroom. iii. Prepare 5-E Model lesson plans for Mathematics teaching. iv. Apply 5-E Model in the classroom. i. Explain various techniques of teaching mathematics. ii. Apply various techniques of teaching Mathematics in the classroom. |
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Course :6a II, Pedagogy of school subject- History Part -I

| OBJECTIVES : Enable the student teacher to | SPECIFIC COURSE OUTCOMES |
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| <ul style="list-style-type: none"> 1. Know the meaning and nature of history. 2. Correlate history with the other subjects. 3. Understand the aims and objectives of teaching history at secondary school level. | <ul style="list-style-type: none"> 1. Defines the concept of history. 2. Finds out the correlation of history with the other subjects. 3. Describes the objectives of teaching history at secondary school level. |

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| <p>4. Understand the objectives of teaching history.</p> <p>5. Develop the ability to write the proper instructional objective and their specifications for teaching history at secondary school level.</p> <p>6. Be acquainted with methods of teaching history.</p> <p>7. Acquainted with professional development of teacher of the history.</p> | <p>4. Explains the objectives of teaching history.</p> <p>5. Prepares the instructional objectives for teaching history at secondary school level.</p> <p>6. Explains the various methods of teaching history.</p> <p>7. Finds of the ways of professional development of the history teacher.</p> |
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Course- 7: Assessment for Learning

| Objectives | Learning Outcomes |
|---|---|
| <p>1. To enable the student-teacher to understand the concept of measurement, assessment and evaluation</p> | <p>1. Defines the terms measurement, assessment and evaluation</p> <p>2. Differentiates among measurement, assessment and evaluation</p> <p>3. Explains the different principles of assessment and evaluation</p> |
| <p>2. To enable the student-teacher to understand the dimensions, purposes and needs of assessment of learning.</p> | <p>1. Recalls the dimensions of assessment.</p> <p>2. Classifies the objectives listed under the different domains of learning.</p> <p>3. Tells the importance of taxonomies of educational objectives.</p> <p>4. Constructs the classroom objectives with specifications.</p> <p>5. Illustrates the purpose of assessment in education.</p> <p>6. Justifies the needs of having continuous and comprehensive assessment at school level.</p> <p>7. Defines the formative and diagnostic assessment.</p> <p>8. Compares among formative, continuous and diagnostic assess</p> |
| <p>3. To enable the student-teacher to understand the policy perspectives</p> | <p>1. Lists the main features of NCF-2005 on examination and evaluation.</p> |

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| on examination and their implementation practices. | 2. Estimates the problems/difficulties in implementing the NCF-2005 on evaluation. |
| 4. To enable the student-teacher to understand the assessment of group processes. | <ol style="list-style-type: none"> 1. Explains the different tools and techniques of assessment of group processes. 2. Makes use of those tools and techniques while adopting group activities in the classroom. |
| 5. To enable the student-teacher to develop an achievement test and its blue print | <ol style="list-style-type: none"> 1. Designs the blue print of an achievement test. 2. Prepares the achievement tests in his/her respective subjects. 3. Explains the importance of blue print in the construction of an achievement test. |
| 6. To enable the student-teacher to understand the construction of portfolio. | <ol style="list-style-type: none"> 1. Explains the steps and criteria of constructing a portfolio. 2. Constructs a comprehensive portfolio. |
| 7. To enable the student-teacher to acquire knowledge of different types of tools and their uses in evaluation. | <ol style="list-style-type: none"> 1. Classifies the different quantitative and qualitative tools of evaluation. 2. Differentiates between quantitative and qualitative tools of evaluation. 3. Explains the advantages and disadvantages of using different tools of evaluation. |
| 8. To enable the student-teacher to evolve an appropriate assessment task and tools to assess the learner's performance. | <ol style="list-style-type: none"> 1. Selects and evolves the suitable assessment tasks and tools based on the learning objectives to assess learner's performance. |
| 9. To enable the student-teacher to understand the various statistical tools and their use for interpretation of results. | <ol style="list-style-type: none"> 1. Names the various statistical tools for interpretation of results. 2. Makes use of appropriate statistical tools to interpret the results. 3. Distinguishes among Mean, Median and Mode, 4. Determines the suitable methods for graphical representation of data. |
| 10. To enable the student-teacher to understand the use of assessment for feedback. | <ol style="list-style-type: none"> 1. Discusses the importance of different types of feedback in assessment. 2. Compares between individual and peer (group) feedback. 3. Lists the criteria for constructive feedback. |

EPC 2 DRAMA AND ART IN EDUCATION

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
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| <p>To enable the student teachers to</p> <ol style="list-style-type: none">1. Understand basics of different Drama& Art forms – impact of Drama& Art forms on the human mind .2• Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression3• Enhance skills for integrating different Art forms across school curriculum at secondary Level4• Enhance awareness of the rich cultural heritage, artists and artisans. | <p>After completion of this course, the student teachers will be able to:</p> <ol style="list-style-type: none">1 Distinguish Drama& Art forms and locates impact of Drama& Art forms on the human mind2 Respond and illustrate artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression3 Enhance skills for integrating different Art forms across school curriculum at secondary level ;4. Construct the rich cultural heritage, artists and artisans. |

TWO YEAR B.ED. COURSE OUTCOMES

Second Year Semester –III

Course : 6b-1 , शालेय विषयाचे अध्यापन शास्त्र : मराठी - भाग-2

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
|---|---|
| 1 प्रशिक्षणार्थींना आशय विश्लेषण ही संकल्पना समजून घेण्यास मदत करणे. | 1. मराठी विषयाच्या संरचनेचे महत्त्व सांगतो, 2. मराठी विषयाची संरचना करतो, 3. आशय विश्लेषणाचा अर्थ, महत्त्व व मराठी भाषेच्या आशय विश्लेषणाचे घटक सांगतो, 4. मराठी भाषेतील आशयाचे विश्लेषण करतो, 5. अभ्यासकम, पाठ्यकम व पाठ्यपुस्तक यातील संबंध स्पष्ट करतो, 6. अभ्यासकम व पाठ्यकम यातील फरक स्पष्ट करतो, 6. पाठ्यपुस्तकाचे निकषांतर आधारीत परीक्षण करतो. |
| 2 प्रशिक्षणार्थींना मराठी भाषेचे अध्यापन करत असताना विविध अध्ययन स्रोतांचा वापर करण्यास मदत करणे | 1. छपील स्रोतांचे अध्यापनातील महत्त्व सांगतो, 2. छपील स्रोतांचा अध्यापनात वापर करतो, 3. अध्ययन अनुभवांचे प्रकार स्पष्ट करतो, 4. आपल्या पाठाला विद्यार्थ्यांना विविध अध्ययन अनुभव देतो, 4. दृक्-श्राव्य साधनांचा अध्यापनात वापर करतो, 5. भाषा प्रयोगशाळेला भेट देतो, 6. अध्यापनात संगणक, इंटरनेटचा वापर करतो. |
| 3 प्रशिक्षणार्थींना विद्यार्थ्यांना वार्षिक नियोजन, घटक नियोजन, पाठ नियोजन, घटक चाचणीचे नियोजन करण्यास सक्षम बनविणे | 1. नियोजनाचे महत्त्व सांगतो, 2. पाठाने नियोजन करतो, 3. घटक चाचणी तयार करून तिचा वापर करतो. |
| 4 प्रशिक्षणार्थींना मूल्यमापनाच्या पध्दतीचे आकलन होण्यास मदत करणे | 1. सातत्यपूर्ण सर्वकष मूल्यमापन ही संकल्पना स्पष्ट करतो, 2. मूल्यमापनाच्या तंत्रांचे प्रकार स्पष्ट करतो, 3. समतयस्क गटाकडून मूल्यमापन व स्वयंमूल्यमापन यातील फरक सांगतो, 5. नैदानिक चाचणी तयार करतो व उपचारात्मक अध्यापन करतो. |

Course: 6 (b) - 1 :शालेय स्तर पर हिंदी भाषा का अध्यापन शास्त्रीय ज्ञान : हिंदी - भाग -II

| Objectives | Learning outcomes |
|---|---|
| <p>1. छात्राध्यापक को शैक्षणिक अनुभूतियों का परिचय कराना तथा मुद्रित सामग्री, दृश्यश्राव्य सामग्री का विकसन एवं कक्षा अध्यापन के दौरान प्रयोग करने में सक्षम बनाना।</p> | <p>1. प्रत्यक्ष एवं अप्रत्यक्ष शैक्षिक अनुभूति में अंतर बताता है। 2. अध्यापन सामग्री विकसन के मानकों को ध्यान में रखकर विभिन्न प्रकार के दृश्य, श्राव्य एवं दृश्य - श्राव्य सामग्री तैयार करता है तथा कक्षा अध्यापन के दौरान इनका प्रयोग करता है। 3. हिंदी अध्यापन के लिए भाषा प्रयोगशाला, संगणक, इंटरनेट जैसे आधुनिक सामग्री के प्रयोग की चर्चा करता है।</p> |
| <p>2. हिंदी भाषा का अध्यापनशास्त्रीय विश्लेषण करने में सक्षम बनाना।</p> | <p>1. हिंदी भाषा की वृहद् संरचना तैयार करता है। 2. विषय संरचना की विशेषताएँ एवं लाभ बताता है। 3. कक्षा अध्यापन के दौरान आशय के अनुसार उचित पद्धति का चयन करता है। 4. आशय का विश्लेषण करता है।</p> |
| <p>3. पाठ्यचर्चा, पाठ्यक्रम एवं पाठ्यपुस्तक का परस्पर संबंध बताना एवं पाठ्यचर्चा एवं पाठ्यक्रम निर्माण के तत्वों की जानकारी देना।</p> | <p>1. पाठ्यचर्चा, पाठ्यक्रम एवं पाठ्यपुस्तक का सहसंबंध स्पष्ट करता है। 2. पाठ्यचर्चा एवं पाठ्यक्रम के निर्माण के तत्वों के आधार पर इनका मूल्यांकन करता है।</p> |
| <p>4. अच्छी पाठ्यपुस्तक के निकष के आधार पर माध्यमिक स्तर के किसी एक कक्षा के पाठ्यपुस्तक का आलोचनात्मक विश्लेषण करने में मदद करना।</p> | <p>1. अच्छी पाठ्यपुस्तक के निकष [मानक] स्पष्ट करता है। 2. निकषों के आधार पर पाठ्यपुस्तक का आलोचनात्मक विश्लेषण करता है।</p> |
| <p>5. शालेय नियोजन समझकर विविध नियोजन करने की क्षमता विकसित करना तथा इकाई जाँच परीक्षा की रचना एवं कार्यवाही</p> | <p>1. वार्षिक नियोजन, इकाई नियोजन एवं पाठ नियोजन में अंतर स्पष्ट करता है। 2. कक्षानुसार वार्षिक नियोजन तैयार करता है।</p> |

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| <p>करने में सक्षम बनाना।</p> | <ol style="list-style-type: none"> 3. हिंदी भाषा एवं विषय की संरचना के आधार पर इकाईयों का वर्गीकरण करता है। 4. इकाई योजना के तत्वों के आधार पर इकाई योजना तैयार करता है। 5. विभिन्न प्रकार के पाठ योजना तैयार करता है। 6. तीन आयामी चार्ट के आधार पर इकाई जाँच परीक्षा की रचना एवं इसका क्रियान्वयन करता है। |
| <p>6. छात्राध्यापक को भाषा मूल्यांकन की प्रक्रिया से परिचित कराना।</p> | <ol style="list-style-type: none"> 1. आकारिक एवं संकलित मूल्यांकन में अंतर बताता है 2. आकारिक, संकलित एवं सतत और समग्र मूल्यांकन की तुलना करता है। 3. मूल्यांकन की विभिन्न तकनीकों की विशेषताएँ, लाभ और हानिस्पष्ट कराता है। 4. निदानात्मक परीक्षा की रचना एवं इसका क्रियान्वयन करता है। 5. उपचारात्मक अध्यापन का आयोजन करता है। |
| <p>7. छात्राध्यापक को हिंदी अध्यापक की शैक्षिक योग्यता, विशेषताएँ एवं गतिशील भूमिकाको समझाना।</p> | <ol style="list-style-type: none"> 1. हिंदी अध्यापक के लिए जरूरी शैक्षिक योग्यता बताता है। 2. हिंदी अध्यापक के सामान्य एवं विशिष्ट गुणोंका वर्णन करता है। 3. बदलते परिप्रेक्ष्य में समाज, अभिभावक एवं सहयोगियों के संदर्भमें हिंदी अध्यापक की भूमिका स्पष्ट करता है। |
| <p>8. छात्राध्यापक को शिक्षालयोंमें हिंदी अध्यापन की चुनौतियों से अवगत कराना एवं उन चुनौतियोंका समाधान ढूँढने के लिए प्रवृत्त करना।</p> | <ol style="list-style-type: none"> 1. हिंदी अध्ययन - अध्यापन में निर्माण होनेवाली समस्याओं चुनौतियों की सूची तैयार करता है। 2. इन समस्याओं / चुनौतियों से निपटने के लिए सुझाव देता है। |

Course- 6b -I PEDAGOGY OF SCHOOL SUBJECT ENGLISH PART- II

| Objectives | Course Outcomes |
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| <p>The student teachers will be able to –</p> <p>1. develop and use of learning resources in the classroom both print and audio visual recourses and computer and web resources.</p> | <p>1. Classify learning resources in the classroom both print and audio visual recourses and computer and web resources.</p> <p>2. Explains print audio visual recourses and computer and web resources</p> |
| <p>2. understand the pedagogical analysis of English language and content.</p> | <p>1. Analyse the pedagogical analysis of English language and content.</p> |
| <p>3. develop an insight into the symbiotic relationship between curriculum, syllabus and textbooks.</p> | <p>1. Explain the relationship between curriculum, syllabus and textbooks.</p> <p>2. Distinguish between curriculum and syllabus.</p> <p>3. Distinguish between Syllabus and textbooks.</p> |
| <p>4. understand the steps of year plan, unit plan, lesson plans, and unit plan.</p> | <p>1. Explain the steps of year plan, unit plan, lesson plans, and unit plan.</p> |
| <p>5. understand the process of language assessment.</p> | <p>1. Explain the process of language assessment.</p> |
| <p>6. understand the qualities and qualifications and changing role of an English teacher.</p> | <p>1. Discuss the qualities and qualifications of an English teacher.</p> <p>2. Illustrate the changing role of an English teacher.</p> |

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| 7. understands the problems faced by the teachers in teaching English in Indian schools. | 1. Discuss the problems faced by the teachers in teaching English in Indian schools and suggest solutions. |

COURE- 6a II Pedagogy of school subject-Science Part II

| OBJECTIVES | COURSE OUTCOME |
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| <p>To enable the student's teacher to</p> <ol style="list-style-type: none"> 1. Understand the pedagogical analysis of science. 2. Understand the need, importance & stages of planning of science. | <p>Analyzes the content according to structure of science, effective teaching method, teaching aids, questioning, content analysis, syllabus analysis, textbook analysis.</p> <ol style="list-style-type: none"> 1) Discusses the need and importance of Teacher's handbook, student's workbook. 2) Identifies Principles of curriculum and curriculum Reforms. <p>Describes the role of Science Laboratory and Science club in Teaching science.</p> <p>Applies the evaluation technique Unit test during Internship.</p> |

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| <p>3. Understand the various instructional approaches & their application in teaching science .</p> | <p>Applies Diagnostic test, Remedial teaching, Comprehensive and Continuous evaluation.</p> <p>Generates ideas for professional growth of science teacher.</p> <p>Shares the knowledge about content at the secondary school level.</p> |
| <p>4. Understand the application of appropriate evaluation techniques in science .</p> | <p>1) Discusses the correlation of science. 2) Explain good qualities of science teacher.</p> |
| <p>5. Understanding preparation & use of diagnostic test & organize remedial teaching.</p> | |
| <p>6. Acquaint the qualities professional growth of science</p> | |

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| <p>teacher& help them in acquiring the same.</p> <p>7. Acquire the knowledge of the content or science operating at the secondary school level according to teaching process.</p> <p>8. Become a competent science teacher a teacher of all science.</p> | |
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Course: 6b-2, Pedagogy of school subject Mathematics part -II

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
|---|---|
| <p>To enable the student teachers to -</p> <p>1. understand the modern trends in curriculum construction</p> <p>2. familiarise with the principles of Curriculum organisation, approaches to mathematics curriculum and curriculum study groups</p> <p>3. understand the need and importance of community based resources in the present scenario.</p> <p>4. understand the man made resources in the present context</p> <p>5. familiar with the possibilities of the resource materials in the present context</p> <p>6. acquire the knowledge of the content of Mathematics operating at the secondary school level according to teaching process.</p> <p>7. understand the pedagogical knowledge analysis of Mathematics.</p> <p>8. understand the need, importance & stages of planning instruction in Mathematics.</p> | <ul style="list-style-type: none"> i. Explain the modern trends in curriculum construction. i. Explain the principles of curriculum organization. ii. Describes curriculum reforms in school Mathematics. i. Explain the need & importance of community based resources in the present scenario. i. Analyze syllabus of Mathematics. ii. Analyze critically text book of Mathematics at secondary level. iii. Elaborate the qualities of good mathematics text book. i. Apply various resource material in the classroom. i. Explain the concept of pedagogical content knowledge. ii. Analyze the content of Mathematics. iii. Identify the hierarchy of concepts in Mathematics. iv. Draw the structure of Mathematics. v. Suggest appropriate teaching strategies & teaching aid for the selected content. vi. Identify the misconceptions & appropriate remedial strategies. i. Explain the need, importance & stages of planning. ii. Do year & unit planning regularly. |

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| <p>9. understand the application of appropriate evaluation techniques in Mathematics.</p> <p>10. understanding preparation & use of diagnostic test and organize remedial teaching.</p> <p>11. acquaint the qualities & professional growth of Mathematics teacher and help them in acquiring the same.</p> <p>12. understand the various instructional approaches and their application in teaching Mathematics.</p> <p>13. prepare and evaluate instructional materials in Mathematics.</p> | <ul style="list-style-type: none"> i. Construct unit test of Mathematics with the help of blue print. ii. Prepare Mathematics question paper with its scheme of marking. iii. Explain the concept of continuous & comprehensive evaluation. <ul style="list-style-type: none"> i. Prepare the diagnostic test of Mathematics. ii. Use diagnostic test in the classroom. iii. Apply remedial teaching programme in the classroom. <ul style="list-style-type: none"> i. Explain the qualities of good Mathematics teacher. ii. Try to act according to changing role of the mathematics teacher in the classroom. iii. Elaborate the competencies essential for the mathematics teachers. <ul style="list-style-type: none"> i. Explain the various instructional approaches of teaching mathematics. ii. Apply various instructional approaches in the classroom. <ul style="list-style-type: none"> i. Prepare various instructional materials in Mathematics. ii. Evaluate critically instructional materials in mathematics. |
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Course :6b II, Pedagogy of School subject: History part II

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
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| <ol style="list-style-type: none">1. Be acquainted with teaching learning resources for teaching history.2. Understand the assessment of learning in history.3. Develop the ability to plan and design various types of lesson in history.4. Acquainted with contextual issues of learning in historical context.5. Understand the pedagogical analysis of history. | <ol style="list-style-type: none">1. Describe the various teaching learning resources for teaching history.2. Identify the various tools of assessment of learning in history.3. Prepare various types of lesson plan for history teaching.4. Explain the contextual issues of learning in historical context.5. Define the concept of pedagogical analysis of history. |

TWO YEAR B.ED. COURSE OUTCOMES

Second Year Semester –IV

Course: 8 Gender School and Society

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
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| <p>To enable the student teachers to-</p> <p>1. Develop basic understanding and familiarity with key concepts-gender, gender bias, empowerment, gender parity, equity and equality, patriarchy and feminism.</p> <p>2. 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</p> <p>3. Learn about gender issues in school, curriculum, textual materials across disciplines pedagogical processes and its intersection with class, caste, religion and region</p> | <ul style="list-style-type: none">i. Elaborate the various key concepts related to the gender issues.ii. Differentiate between gender & sex.iii. Suggest some remedies for women empowerment.iv. Criticize the patriarchal society & culture .v. Take initiative for making gender free society.vi. Suggest some programmes for inculcating gender equality in the school, family & society .vii. Explain the importance of life skills to overcome the issues related to the gender. <ul style="list-style-type: none">i. Elaborate paradigm shift from women studies to gender studies.ii. Explain the theories on gender & education and apply it in the Indian situation.iii. Analyze recommendations given by various commissions, committees, plans, programmes. <ul style="list-style-type: none">i. Analyze the existing secondary level text books with reference to the content related to gender, learning experiences and role of the teacher.ii. Create gender free classroom environmentiii. Act as an agent of change in the |

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| <p>4. Understand how gender power and sexuality relate to education (in terms of access curriculum and pedagogy)</p> | <p>classrooms.</p> <p>iv. Suggest some ways for changing the attitude of teachers & Parents who have high expectations from boys & girls .</p> <p>i. Explain construction of gender in curriculum framework of 21st century.</p> <p>ii. Explain the role of various agencies in perpetuating harassment .</p> <p>iii. Explain how gender power & sexuality are related to education.</p> <p>iv. Find out the reasons of harassment.</p> <p>v. Elaborate the different sites of conflicts.</p> |
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COURE- 5b.Knowledge and Curriculum

| OBJECTIVES | COURSE OUTCOME |
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| <p>Objectives – To enable the student-teacher to :</p> <p>1) understand philosophy of education constitution Kothari commission NCF (2005) state policy on education 2010.</p> | <p>Analyzes the Policies of Kothari commission, NCF (2005), State Policies (2010).</p> |

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| <p>2) realize the contribution of educational thinkers.</p> | <p>Writes effective information about educational Thinkers w.r.t.M.Gandhi,R.Tagore,Montecory,Plato.</p> |
| <p>3) understand role of state in the curriculum.</p> | <p>Discusses practical application of role of state in the curriculum.</p> |
| <p>5) understand role of hidden curriculum</p> | <p>1)Recognizes the role of hidden curriculum.</p> |
| <p>6)understand social reconstruction through curriculum.</p> | <p>2)Applies the knowledge through practice teaching.</p> <p>Arranges Panel Discussion on Globalization, Urbanization, Privatization.</p> |
| <p>7)understand the relation of curriculum and school practices.</p> | <p>1)Defines the relation between curriculum and school practices viz :time table,discipline.</p> <p>2)Decribes the relation between ideology,power and curriculum.</p> |
| <p>8) help to analyze the textbook, teachers' handbook and child centered literature in reference to curriculum.</p> | <p>Analyzes teacher's handbook,student's workbook and children's literature.</p> |
| <p>9)understand the role of teacher in implementation of curriculum</p> | <p>Discusses the role of teacher w.r.t.physicalfacility,references,role in 21st century.</p> |

Course: IX, CREATING AND INCLUSIVE SCHOOL

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
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| <ol style="list-style-type: none">1. Understand Concept and Nature of Inclusive Education.2. Understand the role of inclusive school in modern times and meaning of inclusive school.3. Understand the role of teachers in inclusive classroom.4. To enable the students to organize inclusive classroom.5. To enable students to understand various types of students. | <ol style="list-style-type: none">1. Define the concept of inclusive education.2. Explain the role if inclusive schools in modern times.3. Describe the role of teachers in inclusive classroom.4. Prepare the outline of Inclusive classroom.5. Explain the various types of students. |

Course: 10 , Environmental Education

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
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| <ol style="list-style-type: none">1. To enable student teachers to develop knowledge and to understand related basic concepts of Environment. | <ol style="list-style-type: none">1. Define basic concepts of Environment.2. Correlates the types of environment with the natural environment.3. Draw concept maps of environment, eco system and food chain.4. Explain 'sustainable development'.5. Carries out projects related to eco system. |

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| <p>2. To enable the student teachers to acquaint with the environmental issues and their remedies.</p> | <ol style="list-style-type: none"> 1. Analyze the environmental issues. 2. Discuss about the remedies for environmental issues. 3. Change his/her behavior according to environment. 4. Carry out projects related to pollution. 5. Exhibit posters related to environmental issues and their remedies. 6. Predict about the non renewable energy resources. |
| <p>3. To enable the student teachers to develop knowledge and understanding about environmental education through the conferences on it.</p> | <ol style="list-style-type: none"> 1. Explain the concept of environmental education. 2. Tell the scope of Environmental Education. 3. Discuss the suggestions given by various conferences on environmental education. |
| <p>4. To enable the student teachers to acquaint with the objectives, different approaches and strategies of environmental education.</p> | <ol style="list-style-type: none"> 1. Tell the objectives of environmental education suggested in the Tbilisi Conference. 2. Explain the approaches of environmental education. 3. Explain the strategies of environmental education. 4. Use the various strategies in classroom to teach the topics related to Environment. |
| <p>5. To enable the student teachers to develop awareness about management of water, land, plants, animals.</p> | <ol style="list-style-type: none"> 1. Explain the concept of management 2. Discuss about the ways of management of natural resources. 3. Find solutions for the problems related to management of natural resources. |
| <p>6. To enable the student teachers to understand</p> | <ol style="list-style-type: none"> 1. Describe the Chipko Movement and Silent |

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| <p>different movements, projects and biodiversity of environment.</p> | <p>Valley.</p> <ol style="list-style-type: none"> 2. Explain importance of Tiger, Elephant and Bison projects. 3. Explain biodiversity. 4. Dramatize the history of Chipko Movement. 5. Draw the concept map of biodiversity. |
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EPC 3- CRITICAL UNDERSTANDING OF ICT

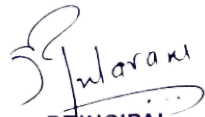
| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
|--|---|
| <p>To enable student–teacher to:</p> <ol style="list-style-type: none"> 1. develop ability about use various ICT resources for teaching. 2. develop skill to use computer system and use of computer in education. 3. to develop interact with wide variety of hardware, software application, devices and tools. 4. Understand the participation of knowledge society. 5. Identify and use of free access and open access. | <p>After completion of the course, student- teachers will be able to:-</p> <ol style="list-style-type: none"> 1 Apply effective technology in teaching learning process 2 Acquaint with new trends, techniques in education along with learning 3 Interact with wide variety of hardware, software application, devices and tools. 4 Participate in knowledge society. 5 Illustrate free access and open access. |

EPC 4 - UNDERSTANDING THE SELF

| OBJECTIVES | SPECIFIC COURSE OUTCOMES |
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| <p>Course Objectives:To enable the student teachers to,</p> <ol style="list-style-type: none"> 1. Develop understanding about self as a person and as a teacher. 2. Develop social relational sensitivity. 3. Develop effective communication skills. 4. Develop a holistic and integrated understanding of human self and personality. 5. Be aware of their identities and the political, historical and social forces that shape him/her. 6. Understand issues of contemporary adolescence. | <p>After completion of the course, the pupil teachers will be able to:</p> <ol style="list-style-type: none"> 1. Explains self as a person and as a teacher. 2. Locate social relational sensitivity. 3. Communicate effectively in campus and out of the campus 4. Construct holistic and integrated understanding of human self and personality. 5. Identify the political, historical and social forces that shape him/her. 6. Describe the issues of contemporary adolescence |




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