



!! तमसो मा ज्योतिर्गमय !!



MATOSHRI GIRIJABAI DHOBALÉ WOMEN'S COLLEGE OF EDUCATION

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***Programme Learning Outcomes (PLOs)
and Course Learning Outcomes (CLOs)***

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

Program Outcomes, Program Specific Outcomes and Course Outcomes for all programs offered by the institution are stated and displayed in website of the Institution

UNDER GRADUATE PROGRAMME (UG) B. ED.

I. Two Years, Semester Pattern w.e.f. batch 2017-2019 Programme Learning Outcomes (PLOs):

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

- acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools
- apply knowledge of various aspects of development of learner for planning learning experiences
- develop skills regarding various role of teacher in facilitating learning
- develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education
- apply constructivist and cooperative learning principles for teaching-learning process
- analyze contexts and the relationship between school curriculum, policy and learning
- apply knowledge of the cultures, policies and practices that need to create an inclusive school
- use information and communication technology for enhancing learning-teaching process
- use drama and art for development of personality of learners
- relate knowledge about gender, school and society with learning
- acquire basic understanding about new trends in education
- develop professional attitude towards teaching

Course No	Name of Subject	Program outcome
Semester I		
Perspectives in Education		
Course 1	Childhood and Growing Up	<ul style="list-style-type: none"> ➤ explain concept and stages of growth and development ➤ bring out relationship between development and environmental factors ➤ elaborate developmentally appropriate learning opportunities based on brain research ➤ explain relationship of development with learning ➤ organize activities according to different roles of learner ➤ explain physical, social, cognitive and moral development during later childhood and adolescence. ➤ explain views of Piaget, Vygotsky on cognitive development ➤ compare development during psychosocial stages given by Erickson ➤ explain views of Kohlberg on moral development ➤ organize appropriate programs for development during later childhood and adolescence ➤ explain individual differences within and among the learners ➤ relate socio-cultural characteristics with individual differences ➤ cater to individual differences regarding multiple intelligences and emotional intelligence ➤ design educational experiences for differently able learners ➤ design learning experiences for development of personality ➤ explain concept of adjustment and causes of maladjustment ➤ suggest ways to help learners with problems of adjustment ➤ explain implications of various learner characteristics affecting learning
Course 2	Contemporary India and Education	<ul style="list-style-type: none"> ➤ comprehend the clear picture of present Indian society ➤ understand the current problems in Indian Society. ➤ understand and express the role of a teacher and education in the social reformation. ➤ understand the importance of social values and their inculcation through education ➤ understand the basic concept of education and its

		<p>process</p> <ul style="list-style-type: none"> ➤ think critically regarding the aspects of education as a system and their interrelationship ➤ think and express the philosophical perspectives of education ➤ understand the role philosophy in realizing the goals and objectives of education. ➤ understand the thoughts of educational thinkers ➤ develop one's own philosophical approach regarding education ➤ understand different concepts from educational sociology ➤ ➤ understand the relevance of democracy with education ➤ comprehend the importance of national integration and international understanding ➤ understand the idea of multiculturalism and its significance in education ➤ understand the importance of the goals of education as incorporated in Indian constitution ➤ understand the role of Universalization of School Education ➤ understand the Idea of 'common school' system ➤ understand Equality of Educational Opportunity ➤ understand the differential quality in schooling: Variations in school quality ➤ understand the Right to Education Bill
Course 3	Critical understanding of ICT	<ul style="list-style-type: none"> ➤ describe the changing pattern of education due to ICT. ➤ explain the challenges in integrating ICT in school education ➤ explain the software and its uses in Education ➤ apply the ICT strategies in Teaching Learning process
Pedagogic Studies		
Subject Education I		
Course 4	English Language Education	<ul style="list-style-type: none"> ➤ explain the nature and structure of English Language ➤ express the importance of English Language as a means of communication. ➤ develop insight into major concepts, principles, perceptives and features of English Language at school level ➤ analyze features and principles of curriculum development of English Language

		<ul style="list-style-type: none"> ➤ understand the aims of English Language Education at school level ➤ plan for developing four Basic Skills of English Language through English teaching ➤ write instructional objectives of teaching of a topic ➤ establish correlation of English with other school subjects and life situations ➤ design learning experiences for achieving various objectives of English learning ➤ understand pedagogical shift in teaching of English Language ➤ use various methods and models of teaching in teaching of English Language ➤ facilitate self learning of English - promote cooperative learning in learning of English ➤ explain concept of continuous and comprehensive evaluation ➤ develop indicators for performance assessment in English Language Education ➤ construct various tools for formative and summative evaluation in English Language Education ➤ understand importance of and ways to develop professionally as a good English teacher ➤ plan for an action research related to English Language Education
	Hindi Language Education	<ul style="list-style-type: none"> ➤ उच्च प्राथमिक तथा उच्च माध्यमिक स्तर पर हिंदी भाषा अध्ययन अध्यापन के उद्देश्य स्पष्ट करेगा। ➤ ब्लूम एवं एंडरसन के उद्देशो कि श्रेणीबद्ध रचना का स्पष्टीकरण देगा। ➤ हिंदी भाषा का अन्य विषयों के साथ सहसंबंध स्पष्ट करेगा। ➤ नियोजन की संकल्पना, महत्व स्पष्ट करेगा। ➤ नियोजन के प्रकार स्पष्ट करके नियोजन करेगा। ➤ हिंदी पाठ का आशय विश्लेषण करेगा। ➤ हिंदी भाषा विकास के बारेमे बताएगा।
	Marathi Language Education	<ul style="list-style-type: none"> ➤ मातृभाषा मराठीचे स्वरूप व सद्यस्थितीचे विश्लेषण करता येईल. ➤ मातृभाषा मराठीची जडणघडण व विकास समजेल. ➤ मातृभाषा मराठी अध्यापनाचे मानवी जीवनातील स्थान व महत्व समजेल. ➤ ज्ञानरचनावादी दृष्टिकोनातून विद्यार्थिनी शिक्षिकेची भूमिका

		<p>स्पष्ट करता येईल.मातृभाषा मराठीतील</p> <ul style="list-style-type: none"> ➤ व्याकरण व त्याची आवश्यकता, भाषा व व्याकरण यांचा परस्पर संबंध सांगता येईल. ➤ मातृभाषा मराठी अध्यापनाची ध्येय, उद्दिष्टे वर्तन निष्पत्तीसह मांडता येतील. ➤ अभ्यासक्रम रचनेची आधारभूत तत्त्वे व वर्तमान अभ्यासक्रमाची वैशिष्ट्ये यांचे आकलन होईल.
	<p>Mathematics Education</p>	<ul style="list-style-type: none"> ➤ explain the nature and structure of Mathematics ➤ state the aims of Mathematics education ➤ plan for imbining values through Mathematics teaching ➤ elaborate on skills, competencies and commitment required for becoming a mathematics teacher ➤ write instructional objectives of teaching of a topic ➤ analyze features of existing curriculum of Mathematics in the light of NCF 2005 and principles of curriculum development ➤ establish correlation of Mathematics with other subjects ➤ explain importance and characteristics of planning ➤ plan for teaching major concepts, principles and theories of Mathematics at school level ➤ design and implement co-curricular activities for Mathematics learning ➤ use various methods and models of teaching Mathematics ➤ promote construction of knowledge ➤ facilitate self learning of Mathematics ➤ promote cooperative learning ➤ use various learning resources ➤ construct the test items (open-ended and structured) in Mathematics for administration of tests to the learners ➤ construct various tools for formative and summative evaluation in Mathematics ➤ suggest various activities for teachers to develop professionally ➤ plan for an action research ➤ organize various social activities for development of mathematical attitude and popularizing Mathematics education
Enhancing Professional Capacities		
EPC1	<p>Skill Development Program I. Micro-teaching</p>	<ul style="list-style-type: none"> ➤ Orientation and demonstrations of the microteaching skills will be given by lecturers. Lesson planning and teach-re-teach cycles of five microteaching skills per

	II. Integration Lesson	subject should be conducted. Any five microteaching skills should be practiced such as Chalk board writing, questioning, explanation, reading, stimulus variation, demonstration, use of audio-visual aids, set induction, closure, conducting group work etc
EPC2	Teaching -learning Competency	<ul style="list-style-type: none"> ➤ to understand how to read for comprehension ➤ to write answers correctly based on the text ➤ to describe their own point of view.
	I. Reading and Reflecting on Texts	<ul style="list-style-type: none"> ➤ to use media/internet. ➤ to summarize respective content ➤ to express the summary orally in the group. ➤ to comprehend the theme/issue ➤ to express their own point of view in group ➤ to summarize the discussion ➤ to search relevant material from various sources ➤ to summarize respective content ➤ to present the summary in the group ➤ to summarize respective content ➤ to give critical comments/reflective thoughts ➤ to relate own experiences with the content
	II. Preparation for constructivist teaching-learning	<ul style="list-style-type: none"> ➤ These skills are promoting interactions, conducting group discussion/group problem solving, providing scope for self expression and thinking, promoting self learning, facilitating understanding.

Semester II

Perspectives in Education

Course 5	Learning and Teaching	<ul style="list-style-type: none"> ➤ explain concept of learning ➤ explain types of knowledge and processes of knowing ➤ elaborate stages of teaching ➤ develop insight into various roles of a teacher ➤ compare various views on human learning ➤ consider various roles of learner and teacher for planning of various learning situations ➤ elaborate principles of constructivist and cooperative learning-teaching ➤ assisting learners to think inductively ➤ assisting learners to attainment concepts ➤ assisting learners to organize/ structure information logically ➤ assisting learners to empathize with others ➤ use simulations and games ➤ promote learning in groups
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		<ul style="list-style-type: none"> ➤ facilitate information processing. ➤ organize learning experiences to develop reasoning and problem solving ➤ develop self learning skills ➤ plan for developing Creative thinking ➤ apply psychological principles for obtaining positive transfer of learning
Course 6:	Assessment for Learning	<ul style="list-style-type: none"> ➤ use assessment in constructivist paradigm for various purposes ➤ gain critical understanding of issues in evaluation practices ➤ become aware of key concepts such as, measurement, evaluation, test, examination, formative and summative assessment ➤ construct and use appropriate tools of evaluation ➤ critically analyze various examination reforms in India ➤ give suggestions for improving quality of questions in exam papers ➤ use ICT in examination ➤ analyze and interpret data for drawing inferences ➤ use various types of feedback for improving learning ➤ develop and maintain a comprehensive and consolidated learner profile ➤ Critically analyze impact of the prevailing examination system ➤ Evaluate impact of examination-driven schooling ➤ Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view
Pedagogic Studies		
Subject Education II		
	History Education	<ul style="list-style-type: none"> ➤ Elaborate the nature and the structure of History and political Science Education ➤ Explain aims of History teaching. ➤ Plan for imbining values through history and political science ➤ Explain changing concept of History and political Science Education teaching ➤ Write instructional objectives of teaching of a topic. ➤ Analyze features of existing curriculum of History and politics Education in the light ➤ of NCF 2005 and principles of curriculum development History and Political Science Education at secondary

		<p>school level Understanding and explain Constitutional Vision for a Democratic India The making of the Constitution of India Establish correlation of History with other school subjects and life situations.</p> <ul style="list-style-type: none"> ➤ plan for teaching major concepts, principles of History and Political Science Education at school level ➤ explain importance and characteristics of planning teaching ➤ learning of history ➤ design co-curricular activities for History and Political Science Education at school level ➤ use various methods and models ➤ facilitating learners for self-study ➤ using Small Group and Whole Group Instruction strategies through Cooperative and Collaborative approaches ➤ using learning resources for history & political science Education ➤ explain concept of continuous and comprehensive evaluation ➤ develop indicators for performance assessment in history and politics education ➤ construct various tools for formative and summative evaluation in history and politics education ➤ understand importance and ways to develop professionally ➤ plan for an action research
	<p>Geography Education</p>	<ul style="list-style-type: none"> ➤ explain the meaning, definition ,nature and structure of Geography ➤ understand the aims of Geography education ➤ plan for imbining values through Geography teaching ➤ write instructional objectives of teaching of a topic ➤ analyze features of existing curriculum of Geography in the light of NCF 2005 and principles of curriculum development ➤ establish correlation of Geography with other subjects ➤ explain importance and characteristics of planning ➤ plan for teaching major concepts, principles and theories of Geography at school level ➤ design co-curricular activities for Geography ➤ understand Psychology of learning & teaching of constructivism in Geography ➤ use various methods and models of teaching ➤ facilitate self learning of Geography ➤ promote cooperative learning ➤ use various learning resources

		<ul style="list-style-type: none"> ➤ explain concept of continuous and comprehensive evaluation ➤ develop indicators for performance assessment in Geography ➤ construct various tools for formative and summative evaluation in Geography ➤ understand importance and ways to develop professionally ➤ plan for an action research
	Science and Technology Education	<ul style="list-style-type: none"> ➤ explain the nature and structure of science ➤ understand the aims of Science education ➤ plan for imbining values through Science teaching ➤ write instructional objectives of teaching of a topic ➤ analyze features of existing curriculum of Science and Technology in the light of NCF 2005 and principles of curriculum development ➤ establish correlation of Science with other subjects ➤ explain importance and characteristics of planning ➤ plan for teaching major concepts, principles and theories of Science and Technology at school level ➤ design co-curricular activities for Science learning ➤ use various methods and models of teaching ➤ promote construction of knowledge ➤ facilitate self learning of Science ➤ promote cooperative learning ➤ use various learning resources ➤ explain concept of continuous and comprehensive evaluation ➤ develop indicators for performance assessment in Science and Technology ➤ construct various tools for formative and summative evaluation in Science and Technology ➤ understand importance and ways to develop professionally ➤ plan for an action research
Enhancing Professional Capacities		
EPC3	Learning to use computer	<ul style="list-style-type: none"> ➤ explore educational web resources ➤ decide authenticity of the information given on website ➤ analyze various categories and section given on website ➤ present analytical view points with regards to information provided on websites ➤ prepare multimedia presentation. S.N.D.T. Women's University, Mumbai 122

		<ul style="list-style-type: none"> ➤ organize and analyze information for multimedia presentation. ➤ select appropriate Media for effective transaction of information. ➤ prepare multimedia presentation by considering learning styles of learners. ➤ search different Open Educational Resources (OER). ➤ categories various Open Educational Resources. ➤ access openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes. ➤ reflect on any one OER
EPC4	Research Project	<ul style="list-style-type: none"> ➤ Understand the concept of Action Research
Engagement with Field		
EFW 1 (4 Weeks)	Practice Teaching and Internship	<ul style="list-style-type: none"> ➤ Motivate students for experiencing internship in secondary level school.
Semester III		
Perspectives in Education		
Course 8	Knowledge Curriculum and	<ul style="list-style-type: none"> ➤ Describe epistemological bases of modern child centered education ➤ Justify changes in education due to advancement in ICT and educational psychology. ➤ Relate constitutional values with education. ➤ Explain educational implications of nationalism, universalism, secularism, ➤ multiculturalism, multilingualism Describe the role of NCERT, SCERT, SSC/ CBSC /ICSE Boards and Text book Bureau ➤ Explain the determinants of curriculum development ➤ Select and develop the proper learning resources. ➤ explain the Concept of Epistemology. ➤ elaborate the types and process of generating knowledge. ➤ differentiate ‘_knowledge’, ‘_skill’, ‘_teaching’ and ‘_training’, ‘_knowledge’ and ‘_information’, and ‘_reason’ and ‘_belief’. ➤ describe epistemological bases of modern child centered education - locate references regarding learner as a knowledge generator ➤ explain the Concept, meaning and nature of knowledge

		<p>centered society.</p> <ul style="list-style-type: none"> ➤ explain the Concept of culture and modernity. ➤ relate constitutional values with education. ➤ explain educational implications of nationalism, universalism, secularism, multiculturalism, multilingualism ➤ justify changes in education due to advancement in ICT and educational psychology. ➤ explain teacher's role in curriculum transaction. ➤ select and develop the proper learning resources. ➤ elaborate the process of curriculum evaluation and renewal.
Course 9	Creating an Inclusive School	<ul style="list-style-type: none"> ➤ Become aware of legal provisions and policies about inclusive education in India ➤ Explain causes characteristics and special needs of children with physical, mental, economic, cultural diversity and learning disability Orient parents and peer group for support ➤ Use cooperative learning strategies in class Collaborate with support teachers Apply learner friendly evaluation process
Course 10	Language across curriculum	<ul style="list-style-type: none"> ➤ Discuss basic nature and characteristics of language ➤ Explain importance of phonetics of language ➤ Elaborate relationship of language with society, culture, literature ➤ Explain the significance of basic principle of linguistics ➤ Explain the process of acquisition of language and stages of acquisition of knowledge ➤ Apply the theoretical principles of Dewey, Piaget, Vygotsky, Chomsky in teaching learning transaction ➤ Explain functions of brain in language acquisition ➤ Discuss place and importance of mother tongue, verbal intelligence ➤ Explain the place of language in personality development ➤ Discuss the impact of ICT on language and English on mother tongue ➤ explain the place of language and centrality of language in school curriculum ➤ discuss the Constitutional provisions and policies ➤ describe importance of language in every subject education ➤ explain the correlation of language with other subjects ➤ discuss the Issue of medium of instruction and Semi English medium for Science ➤ apply various methods of teaching in transaction of

		<p>content</p> <ul style="list-style-type: none"> ➤ explain the importance of four basic skills ➤ apply different techniques to enhance teaching learning transaction of language ➤ discuss various ways of enriching vocabulary ➤ explain functional purposes of learning language ➤ explain the characteristics of language teacher ➤ appreciate the language
Engagement with Field		
EWF 2 (8 Weeks)	Practice Teaching and Internship	➤ Motivate students for experiencing internship in secondary level school.
Semester IV		
Perspectives in Education		
Core Course 11	Gender, School and Society	<ul style="list-style-type: none"> ➤ Describe issues concerned with women Suggest remedial measures to overcome constraints to education of women Understand various social reform movements in India with respect to women ➤ Design learning experiences for gender sensitization and women empowerment ➤ Organize training and counselling for various personnel regarding gender equality and women empowerment ➤ explain concepts of gender, sex, feminism and gender bias ➤ describe issues concerned with women ➤ explain recommendations of various commissions and Abhiyan regarding women education ➤ explain constraints in the socio-political system regarding women empowerment ➤ explain constraints to education of Women in India ➤ suggest remedial measures to overcome constraints ➤ explain concept and dimensions of women empowerment ➤ become aware about various social reform movements in India with respect to women ➤ explain relevance of provisions in constitution for gender equality ➤ explain role of school in gender equality and women empowerment ➤ analyze and develop school curriculum with gender equality perspective ➤ design learning experiences for gender sensitization and women empowerment

		<ul style="list-style-type: none"> ➤ organize training and counselling for various personnel regarding gender equality and women empowerment ➤ develop oneself to become change agent
Optional Course		
Optional course 12:	Peace Education	<ul style="list-style-type: none"> ➤ discuss the philosophical, sociological basis of peace education ➤ explain the need for peace education ➤ discuss the role of family, community, media and school in peace education ➤ describe qualities of peace educator ➤ acquire essential qualities as a peace educator
Optional course 12	Guidance and Counseling	<ul style="list-style-type: none"> ➤ discuss the tools for information collection for guidance ➤ describe role of a school and teacher in guidance ➤ describe types and process of counseling ➤ locate issues of adolescents requiring counseling
Optional course 12:	Sustainable development	<ul style="list-style-type: none"> ➤ relate human development with nature ➤ narrates programs for sustainable development by Government and NGOs ➤ relate energy crisis with depletion of natural resources ➤ suggest various ways and means for sustainable development ➤ implement various curricular and co-curricular activities for sustainable development
Optional course 12:	Human Right Education	<ul style="list-style-type: none"> ➤ elaborate the Universal declaration of human rights ➤ develop various teaching strategies for human rights education. ➤ evaluate the role of educational institutions and NGO'S in human right education ➤ explain the issues and challenges of RTE
Enhancing Professional Capacities		
EPC 5	Understanding the Self	<ul style="list-style-type: none"> ➤ develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach. ➤ develop social relational sensitivity and effective communication skills, including the ability to listen and observe. ➤ develop a holistic and integrated understanding of the human self and personality. ➤ build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths. ➤ explore one's dreams, aspirations, concerns, through

		<p>varied forms of self-expression, including poetry and humour, creative movement, aesthetic representations, etc.</p> <ul style="list-style-type: none"> ➤ enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one's surroundings. ➤ appreciate the philosophy of yoga and its role in well-being. ➤ practice of yoga in different contexts.
EPC 6	Drama and Art in Education	<ul style="list-style-type: none"> ➤ prepare script for dramatization and present involving school students ➤ watch and appreciate movie/video program/drama ➤ participate in a street play/ skit/drama/musical program/ dance to create awareness of social/ educational problems and remedies ➤ organize an exhibition on a theme
EPC 7	Portfolio	<ul style="list-style-type: none"> ➤ organize ideas, thoughts and evidences systematically ➤ express ideas and thoughts about various aspects of education ➤ reflect on experiences obtained during the B.Ed. program
Engagement with Field		
EFW 3	Practice & Internship (8 Weeks)	<ul style="list-style-type: none"> ➤ Motivate students for experiencing internship in secondary level school.

II. Two Years, yearly program w.e.from batch 2020-2022 Programme Learning Outcomes (PLOs):

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

- acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools
- apply knowledge of various aspects of development of learner for planning learning experiences
- develop skills regarding various role of teacher in facilitating learning
- develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education
- apply constructivist and cooperative learning principles for teaching-learning process
- analyze contexts and the relationship between school curriculum, policy and learning
- apply knowledge of the cultures, policies and practices that need to create an inclusive school
- use information and communication technology for enhancing learning-teaching process
- use drama and art for development of personality of learners
- relate knowledge about gender, school and society with learning
- acquire basic understanding about new trends in education
- develop professional attitude towards teaching

Sr. No	Name of Subject	Program outcome
First Year		
Perspectives in Education		
Course 1	Childhood and Growing Up	<ul style="list-style-type: none"> ➤ explain concept and stages of growth and development ➤ bring out relationship between development and environmental factors ➤ elaborate developmentally appropriate learning opportunities based on brain research ➤ explain relationship of development with learning ➤ organize activities according to different roles of learner ➤ explain physical, social, cognitive and moral development during later childhood and adolescence. ➤ explain views of Piaget, Vygotsky on cognitive development ➤ compare development during psychosocial stages given by Erickson ➤ explain views of Kohlberg on moral development ➤ organize appropriate programs for development during later childhood and adolescence ➤ explain individual differences within and among the learners ➤ relate socio-cultural characteristics with individual differences ➤ cater to individual differences regarding multiple intelligences and emotional intelligence ➤ design educational experiences for differently able learners ➤ design learning experiences for development of personality ➤ explain concept of adjustment and causes of maladjustment ➤ suggest ways to help learners with problems of adjustment ➤ explain implications of various learner characteristics affecting learning
Course 2	Contemporary India and Education	<ul style="list-style-type: none"> ➤ comprehend the clear picture of present Indian society ➤ understand the current problems in Indian Society. ➤ understand and express the role of a teacher and education in the social reformation. ➤ understand the importance of social values and their inculcation through education ➤ understand the basic concept of education and its

		<p>process</p> <ul style="list-style-type: none"> ➤ think critically regarding the aspects of education as a system and their interrelationship ➤ think and express the philosophical perspectives of education ➤ understand the role philosophy in realizing the goals and objectives of education. ➤ understand the thoughts of educational thinkers ➤ develop one's own philosophical approach regarding education ➤ understand different concepts from educational sociology ➤ ➤ understand the relevance of democracy with education ➤ comprehend the importance of national integration and international understanding ➤ understand the idea of multiculturalism and its significance in education ➤ understand the importance of the goals of education as incorporated in Indian constitution ➤ understand the role of Universalization of School Education ➤ understand the Idea of 'common school' system ➤ understand Equality of Educational Opportunity ➤ understand the differential quality in schooling: Variations in school quality ➤ understand the Right to Education Bill
Course 3	Critical understanding of ICT	<ul style="list-style-type: none"> ➤ describe the changing pattern of education due to ICT. ➤ explain the challenges in integrating ICT in school education ➤ explain the software and its uses in Education ➤ apply the ICT strategies in Teaching Learning process
Course 4	Learning and Teaching	<ul style="list-style-type: none"> ➤ explain concept of learning ➤ explain types of knowledge and processes of knowing ➤ elaborate stages of teaching ➤ develop insight into various roles of a teacher ➤ compare various views on human learning ➤ consider various roles of learner and teacher for planning of various learning situations ➤ elaborate principles of constructivist and cooperative learning-teaching ➤ assisting learners to think inductively ➤ assisting learners to attainment concepts ➤ assisting learners to organize/ structure information

		<p>logically</p> <ul style="list-style-type: none"> ➤ assisting learners to empathize with others ➤ use simulations and games ➤ promote learning in groups ➤ facilitate information processing. ➤ organize learning experiences to develop reasoning and problem solving ➤ develop self learning skills ➤ plan for developing Creative thinking ➤ apply psychological principles for obtaining positive transfer of learning
Course 5	Language curriculum across	<ul style="list-style-type: none"> ➤ Discuss basic nature and characteristics of language ➤ Explain importance of phonetics of language ➤ Elaborate relationship of language with society, culture, literature ➤ Explain the significance of basic principle of linguistics ➤ Explain the process of acquisition of language and stages of acquisition of knowledge ➤ Apply the theoretical principles of Dewey, Piaget, Vygotsky, Chomsky in teaching learning transaction ➤ Explain functions of brain in language acquisition ➤ Discuss place and importance of mother tongue, verbal intelligence ➤ Explain the place of language in personality development ➤ Discuss the impact of ICT on language and English on mother tongue ➤ explain the place of language and centrality of language in school curriculum ➤ discuss the Constitutional provisions and policies ➤ describe importance of language in every subject education ➤ explain the correlation of language with other subjects ➤ discuss the Issue of medium of instruction and Semi English medium for Science ➤ apply various methods of teaching in transaction of content ➤ explain the importance of four basic skills ➤ apply different techniques to enhance teaching learning transaction of language ➤ discuss various ways of enriching vocabulary ➤ explain functional purposes of learning language ➤ explain the characteristics of language teacher ➤ appreciate the language

Pedagogic Studies		
Subject Education I		
Course 6.1	English Language Education	<ul style="list-style-type: none"> ➤ explain the nature and structure of English Language ➤ express the importance of English Language as a means of communication. ➤ develop insight into major concepts, principles, perceptives and features of English Language at school level ➤ analyze features and principles of curriculum development of English Language ➤ understand the aims of English Language Education at school level ➤ plan for developing four Basic Skills of English Language through English teaching ➤ write instructional objectives of teaching of a topic ➤ establish correlation of English with other school subjects and life situations ➤ design learning experiences for achieving various objectives of English learning ➤ understand pedagogical shift in teaching of English Language ➤ use various methods and models of teaching in teaching of English Language ➤ facilitate self learning of English - promote cooperative learning in learning of English ➤ explain concept of continuous and comprehensive evaluation ➤ develop indicators for performance assessment in English Language Education ➤ construct various tools for formative and summative evaluation in English Language Education ➤ understand importance of and ways to develop professionally as a good English teacher ➤ plan for an action research related to English Language Education
Course 6.3	Hindi Language Education	<ul style="list-style-type: none"> ➤ उच्च प्राथमिक तथा उच्च माध्यमिक स्तर पर हिंदी भाषा अध्ययन अध्यापन के उद्देश्य स्पष्ट करेगा। ➤ ब्लूम एवं एंडरसन के उद्देशो कि श्रेणीबद्ध रचना का स्पष्टीकरण देगा। ➤ हिंदी भाषा का अन्य विषयों के साथ सहसंबंध स्पष्ट करेगा।

		<ul style="list-style-type: none"> ➤ नियोजन की संकल्पना, महत्व स्पष्ट करेगा। ➤ नियोजन के प्रकार स्पष्ट करके नियोजन करेगा। ➤ हिंदी पाठ का आशय विश्लेषण करेगा। ➤ हिंदी भाषा विकास के बारेमें बताएगा।
Course 6.4	Marathi Language Education	<ul style="list-style-type: none"> ➤ मातृभाषा मराठीचे स्वरूप व सद्यस्थितीचे विश्लेषण करता येईल. ➤ मातृभाषा मराठीची जडणघडण व विकास समजेल. ➤ मातृभाषा मराठी अध्यापनाचे मानवी जीवनातील स्थान व महत्व समजेल. ➤ ज्ञानरचनावादी दृष्टिकोनातून विद्यार्थिनी शिक्षिकेची भूमिका स्पष्ट करता येईल.मातृभाषा मराठीतील ➤ व्याकरण व त्याची आवश्यकता, भाषा व व्याकरण यांचा परस्पर संबंध सांगता येईल. ➤ मातृभाषा मराठी अध्यापनाची ध्येय, उद्दिष्टे वर्तन निष्पत्तीसह मांडता येतील. ➤ अभ्यासक्रम रचनेची आधारभूत तत्वे व वर्तमान अभ्यासक्रमाची वैशिष्ट्ये यांचे आकलन होईल.
Course 6.7	Mathematics Education	<ul style="list-style-type: none"> ➤ explain the nature and structure of Mathematics ➤ state the aims of Mathematics education ➤ plan for imbining values through Mathematics teaching ➤ elaborate on skills, competencies and commitment required for becoming a mathematics teacher ➤ write instructional objectives of teaching of a topic ➤ analyze features of existing curriculum of Mathematics in the light of NCF 2005 and principles of curriculum development ➤ establish correlation of Mathematics with other subjects ➤ explain importance and characteristics of planning ➤ plan for teaching major concepts, principles and theories of Mathematics at school level ➤ design and implement co-curricular activities for Mathematics learning ➤ use various methods and models of teaching Mathematics ➤ promote construction of knowledge ➤ facilitate self learning of Mathematics ➤ promote cooperative learning ➤ use various learning resources ➤ construct the test items (open-ended and structured) in Mathematics for administration of tests to the learners

		<ul style="list-style-type: none"> ➤ construct various tools for formative and summative evaluation in Mathematics ➤ suggest various activities for teachers to develop professionally ➤ plan for an action research ➤ organize various social activities for development of mathematical attitude and popularizing Mathematics education
Subject Education II		
Course 7.4	History Education	<ul style="list-style-type: none"> ➤ Elaborate the nature and the structure of History and political Science Education ➤ Explain aims of History teaching. ➤ Plan for imbibing values through history and political science ➤ Explain changing concept of History and political Science Education teaching ➤ Write instructional objectives of teaching of a topic. ➤ Analyze features of existing curriculum of History and politics Education in the light ➤ of NCF 2005 and principles of curriculum development History and Political Science Education at secondary school level Understanding and explain Constitutional Vision for a Democratic India The making of the Constitution of India Establish correlation of History with other school subjects and life situations. ➤ plan for teaching major concepts, principles of History and Political Science Education at school level ➤ explain importance and characteristics of planning teaching ➤ learning of history ➤ design co-curricular activities for History and Political Science Education at school level ➤ use various methods and models ➤ facilitating learners for self-study ➤ using Small Group and Whole Group Instruction strategies through Cooperative and Collaborative approaches ➤ using learning resources for history & political science Education ➤ explain concept of continuous and comprehensive evaluation ➤ develop indicators for performance assessment in history and politics education ➤ construct various tools for formative and summative evaluation in history and politics education

		<ul style="list-style-type: none"> ➤ understand importance and ways to develop professionally ➤ plan for an action research
Course 7.3	Geography Education	<ul style="list-style-type: none"> ➤ explain the meaning, definition, nature and structure of Geography ➤ understand the aims of Geography education ➤ plan for imbining values through Geography teaching ➤ write instructional objectives of teaching of a topic ➤ analyze features of existing curriculum of Geography in the light of NCF 2005 and principles of curriculum development ➤ establish correlation of Geography with other subjects ➤ explain importance and characteristics of planning ➤ plan for teaching major concepts, principles and theories of Geography at school level ➤ design co-curricular activities for Geography ➤ understand Psychology of learning & teaching of constructivism in Geography ➤ use various methods and models of teaching ➤ facilitate self learning of Geography ➤ promote cooperative learning ➤ use various learning resources ➤ explain concept of continuous and comprehensive evaluation ➤ develop indicators for performance assessment in Geography ➤ construct various tools for formative and summative evaluation in Geography ➤ understand importance and ways to develop professionally ➤ plan for an action research
Course 7.6	Science and Technology Education	<ul style="list-style-type: none"> ➤ explain the nature and structure of science ➤ understand the aims of Science education ➤ plan for imbining values through Science teaching ➤ write instructional objectives of teaching of a topic ➤ analyze features of existing curriculum of Science and Technology in the light of NCF 2005 and principles of curriculum development ➤ establish correlation of Science with other subjects ➤ explain importance and characteristics of planning ➤ plan for teaching major concepts, principles and theories of Science and Technology at school level ➤ design co-curricular activities for Science learning ➤ use various methods and models of teaching ➤ promote construction of knowledge ➤ facilitate self learning of Science

		<ul style="list-style-type: none"> ➤ promote cooperative learning ➤ use various learning resources ➤ explain concept of continuous and comprehensive evaluation ➤ develop indicators for performance assessment in Science and Technology ➤ construct various tools for formative and summative evaluation in Science and Technology ➤ understand importance and ways to develop professionally ➤ plan for an action research
Enhancing Professional Capacities		
EPC1	Skill Development Program I. Micro-teaching II. Integration Lesson	<ul style="list-style-type: none"> ➤ Orientation and demonstrations of the microteaching skills will be given by lecturers. Lesson planning and teach-re-teach cycles of five microteaching skills per subject should be conducted. Any five microteaching skills should be practiced such as Chalk board writing, questioning, explanation, reading, stimulus variation, demonstration, use of audio-visual aids, set induction, closure, conducting group work etc
EPC2	Teaching -learning Competency	<ul style="list-style-type: none"> ➤ to understand how to read for comprehension ➤ to write answers correctly based on the text ➤ to describe their own point of view. ➤ to use media/internet. ➤ to summarize respective content ➤ to express the summary orally in the group. ➤ to comprehend the theme/issue ➤ to express their own point of view in group ➤ to summarize the discussion ➤ to search relevant material from various sources ➤ to summarize respective content ➤ to present the summary in the group ➤ to summarize respective content ➤ to give critical comments/reflective thoughts ➤ to relate own experiences with the content
	I. Reading and Reflecting on Texts	
	II. Preparation for constructivist teaching-learning	

<p>EPC3</p>	<p>Learning to use computer</p>	<ul style="list-style-type: none"> ➤ explore educational web resources ➤ decide authenticity of the information given on website ➤ analyze various categories and section given on website ➤ present analytical view points with regards to information provided on websites ➤ prepare multimedia presentation. S.N.D.T. Women’s University, Mumbai 122 ➤ organize and analyze information for multimedia presentation. ➤ select appropriate Media for effective transaction of information. ➤ prepare multimedia presentation by considering learning styles of learners. ➤ search different Open Educational Resources (OER). ➤ categories various Open Educational Resources. ➤ access openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes. ➤ reflect on any one OER
<p>EPC4</p>	<p>Understanding the Self</p>	<ul style="list-style-type: none"> ➤ develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach. ➤ develop social relational sensitivity and effective communication skills, including the ability to listen and observe. ➤ develop a holistic and integrated understanding of the human self and personality. ➤ build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths. ➤ explore one’s dreams, aspirations, concerns, through varied forms of self-expression, including poetry and humour, creative movement, aesthetic representations, etc. ➤ enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one’s surroundings. ➤ appreciate the philosophy of yoga and its role in well-being. ➤ practice of yoga in different contexts.
<p>EPC5</p>	<p>Drama and Art in Education</p>	<ul style="list-style-type: none"> ➤ prepare script for dramatization and present involving school students ➤ watch and appreciate movie/video program/drama ➤ participate in a street play/ skit/drama/musical program/ dance to create awareness of social/

		<p>educational problems and remedies</p> <ul style="list-style-type: none"> ➤ organize an exhibition on a theme
Engagement with Field		
EWF 1	Practice Teaching (4 Lessons)	<ul style="list-style-type: none"> ➤ Motivate students for experiencing internship in secondary level school.
Second Year		
Perspectives in Education		
Course 8:	Assessment for Learning	<ul style="list-style-type: none"> ➤ use assessment in constructivist paradigm for various purposes ➤ gain critical understanding of issues in evaluation practices ➤ become aware of key concepts such as, measurement, evaluation, test, examination, formative and summative assessment ➤ construct and use appropriate tools of evaluation ➤ critically analyze various examination reforms in India ➤ give suggestions for improving quality of questions in exam papers ➤ use ICT in examination ➤ analyze and interpret data for drawing inferences ➤ use various types of feedback for improving learning ➤ develop and maintain a comprehensive and consolidated learner profile ➤ Critically analyze impact of the prevailing examination system ➤ Evaluate impact of examination-driven schooling ➤ Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view
Course 9	Knowledge and Curriculum	<ul style="list-style-type: none"> ➤ Describe epistemological bases of modern child centered education ➤ Justify changes in education due to advancement in ICT and educational psychology. ➤ Relate constitutional values with education. ➤ Explain educational implications of nationalism, universalism, secularism, ➤ multiculturalism, multilingualism Describe the role of NCERT, SCERT, SSC/ CBSC /ICSE Boards and Text book Bureau ➤ Explain the determinants of curriculum development ➤ Select and develop the proper learning resources. ➤ explain the Concept of Epistemology.

		<ul style="list-style-type: none"> ➤ elaborate the types and process of generating knowledge. ➤ differentiate ‘_knowledge’ and ‘_skill’, ‘_teaching’ and ‘_training’, ‘_knowledge’ and ‘_information’, and ‘_reason’ and ‘_belief’. ➤ describe epistemological bases of modern child centered education - locate references regarding learner as a knowledge generator ➤ explain the Concept, meaning and nature of knowledge centered society. ➤ explain the Concept of culture and modernity. ➤ relate constitutional values with education. ➤ explain educational implications of nationalism, universalism, secularism, multiculturalism, multilingualism ➤ justify changes in education due to advancement in ICT and educational psychology. ➤ explain teacher’s role in curriculum transaction. ➤ select and develop the proper learning resources. ➤ elaborate the process of curriculum evaluation and renewal.
Course 10	Creating an Inclusive School	<ul style="list-style-type: none"> ➤ Become aware of legal provisions and policies about inclusive education in India ➤ Explain causes characteristics and special needs of children with physical, mental, economic, cultural diversity and learning disability Orient parents and peer group for support ➤ Use cooperative learning strategies in class Collaborate with support teachers Apply learner friendly evaluation process
Core Course 11	Gender, School and Society	<ul style="list-style-type: none"> ➤ Describe issues concerned with women Suggest remedial measures to overcome constraints to education of women Understand various social reform movements in India with respect to women ➤ Design learning experiences for gender sensitization and women empowerment ➤ Organize training and counselling for various personnel regarding gender equality and women empowerment ➤ explain concepts of gender, sex, feminism and gender bias ➤ describe issues concerned with women ➤ explain recommendations of various commissions and Abhiyan regarding women education ➤ explain constraints in the socio-political system regarding women empowerment ➤ explain constraints to education of Women in India

		<ul style="list-style-type: none"> ➤ suggest remedial measures to overcome constraints ➤ explain concept and dimensions of women empowerment ➤ become aware about various social reform movements in India with respect to women ➤ explain relevance of provisions in constitution for gender equality ➤ explain role of school in gender equality and women empowerment ➤ analyze and develop school curriculum with gender equality perspective ➤ design learning experiences for gender sensitization and women empowerment ➤ organize training and counselling for various personnel regarding gender equality and women empowerment ➤ develop oneself to become change agent
Optional Course		
Optional course 12:1	Peace Education	<ul style="list-style-type: none"> ➤ discuss the philosophical, sociological basis of peace education ➤ explain the need for peace education ➤ discuss the role of family, community, media and school in peace education ➤ describe qualities of peace educator ➤ acquire essential qualities as a peace educator
Optional course 12:2	Guidance and Counseling	<ul style="list-style-type: none"> ➤ discuss the tools for information collection for guidance ➤ describe role of a school and teacher in guidance ➤ describe types and process of counseling ➤ locate issues of adolescents requiring counseling
Optional course 12:3	Sustainable development	<ul style="list-style-type: none"> ➤ relate human development with nature ➤ narrates programs for sustainable development by Government and NGOs ➤ relate energy crisis with depletion of natural resources ➤ suggest various ways and means for sustainable development ➤ implement various curricular and co-curricular activities for sustainable development
Optional course 12:4	Human Right Education	<ul style="list-style-type: none"> ➤ elaborate the Universal declaration of human rights ➤ develop various teaching strategies for human rights education. ➤ evaluate the role of educational institutions and NGO'S in human right education ➤ explain the issues and challenges of RTE
Enhancing Professional Capacities		

EPC6	Research Project	➤ Understand the concept of Action Research
EPC 7	Portfolio	<ul style="list-style-type: none"> ➤ organize ideas, thoughts and evidences systematically ➤ express ideas and thoughts about various aspects of education ➤ reflect on experiences obtained during the B.Ed. program
Engagement with Field		
EWF 2	Practice Teaching (12 Lessons) and Internship (20 Weeks)	➤ Motivate students for experiencing internship in secondary level school.