

CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

B.Ed. Course Outcomes- Theory Courses

Course Code	Name of the Course	Course Outcomes
B.Ed. I Year		
1001	Childhood & Growing Up	<p>After learning this course , the student teachers are able to -</p> <ul style="list-style-type: none">- explain concept, relationship and stages of growth and development- elaborate developmentally appropriate learning opportunities based on brain research- organize activities according to different roles of learner <p>-explain physical, social, cognitive and moral development during later childhood and adolescence.</p> <ul style="list-style-type: none">- explain views of Piaget, Vygotsky on cognitive development, Kohlberg on moral development <p>And compare development during psychosocial stages given by Erickson</p> <ul style="list-style-type: none">- organize appropriate programs for development during later childhood and adolescence <p>-explain individual differences within and among the learners</p> <ul style="list-style-type: none">- relate socio-cultural characteristics with individual differences- cater to individual differences regarding multiple intelligences and emotional intelligence- design educational experiences for differently able learners

		<ul style="list-style-type: none"> - 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
1002	Contemporary India and Education	<p>After learning this course, the student teachers are able to -</p> <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 process -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

		<p>regarding education</p> <ul style="list-style-type: none"> -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
1003	Critical understanding of ICT	<p>After learning this course, the student teachers are able to -</p> <ul style="list-style-type: none"> - explain the Technological revolution & its impact on society. - state the development of Educational technology. - elaborate the concept, importance, meaning & nature of ICT. - explain the Need of Information &

		<p>Communication Technology.</p> <ul style="list-style-type: none"> - describe the changing pattern of education due to ICT. - explain the challenges in integrating ICT in school education. - use of the online facilities available for Communication - explain the meaning and characteristics of Computer. - operate various hardware devices. - explain the software and its uses in Education. -analyse the teaching-learning as a communication process. -apply the ICT strategies in Teaching Learning process. -use of ICT in Teaching Learning -explain the concept, need & uses of internet and intranet -explain the advantage and disadvantage of social networking -explain the role of teacher and student in teaching, evaluation, educational management, Classroom Environment & Infrastructure -comply with the changing role of teacher due to ICT
<p>1004</p>	<p>Learning and Teaching</p>	<p>After learning this course, the student teachers are able to -</p> <ul style="list-style-type: none"> -explain concept of learning -explain types of knowledge and process of knowledge -elaborate stages of teaching

		<ul style="list-style-type: none"> -develop insight into various roles of teacher compare various views on human learning -consider various roles of learner and teacher for planning of various learning situation -elaborate principles of constructivist and cooperative learning-teaching-assisting learners to think inductively -assist learners to attainment concepts, to organize/ structure information logically, 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
1005	Language across curriculum	<p>After learning this course, the student teachers are able to -</p> <ul style="list-style-type: none"> -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

		<p>acquisition</p> <ul style="list-style-type: none"> -discuss place and importance of mother tongue, verbal -explain the place, importance of language and centrality of language in school curriculum -discuss the constitutional provisions and policies -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
B.Ed. II Year		
2008	Assessment for Learning	<p>After learning this course, the student teachers are able to -</p> <ul style="list-style-type: none"> - use assessment in constructivist paradigm for various purposes - gain critical understanding of issues evaluation practices

		<ul style="list-style-type: none"> - become aware of key concepts such as measurement, evaluation, test, examination, formative and summative assessment - construct and use appropriate tools for 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
<p>2009</p>	<p>Knowledge and Curriculum</p>	<p>After learning this course, the student teachers are able to -</p> <ul style="list-style-type: none"> -explain the Concept of Epistemology. -elaborate the types and process of generating knowledge. -differentiate ‘knowledge’ and ‘skill’, ‘teaching’ and ‘training’, ‘knowledge’ and ‘information’, and ‘reason’ and ‘belief’.

		<ul style="list-style-type: none"> -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 the concept of curriculum. -distinguish hidden and enacted curriculum. -explain various dimension of curriculum. -compare relationship between curriculum, syllabus and textbook. -use different approaches of curriculum development -elaborate process of curriculum development. -describe the role of NCERT, SCERT, SSC/ CBSC /ICSE Boards and Text book Bureau -explain the determinants of curriculum development -explain teacher's role in curriculum transaction. -select and develop the proper learning resources. -elaborate the process of curriculum evaluation and renewal.
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2010	Creating an Inclusive School	<p>After learning this course, the student teachers are able to -</p> <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
2011	Gender, School and Society	<p>After learning this course, the student teachers are able to -</p> <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
1101-1115	Subject Education	<p>After learning this course, the student teachers are able to -</p> <ul style="list-style-type: none"> - explain the nature and structure of Subject Education - state the aims of Subject Education - plan for imbining values through Subject Education - elaborate on skills, competencies and commitment required for becoming a subject

		<p>teacher</p> <ul style="list-style-type: none">-write instructional objectives of teaching of a topic-analyse features of existing curriculum of all school subjects in the light of NCF 2005 and principles of curriculum development<ul style="list-style-type: none">- establish correlation of school subject with other subjects-explain importance and characteristics of planning<ul style="list-style-type: none">- design and implement co-curricular activities for subject learning-use various methods, models, techniques of teaching and learning resources to promote construction of knowledge-explain concept of continuous and comprehensive evaluation<ul style="list-style-type: none">- construct the test items (open-ended and structured) in school subject for administration of tests to the learners- construct various tools for formative and summative evaluation- suggest various activities for teachers to develop professionally- plan for action research- organize various social activities for development of subject attitude and popularizing subject education
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S.N.D.T. College of Education, Pune

Course Outcomes- Optional Courses

Course Code	Name of Optional Course	Course Outcomes
B.Ed. II Year		
2201	Peace Education	After learning this course, the student teachers are able to - -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

		<ul style="list-style-type: none"> -elaborate the nature and types of conflicts in the world and in India -explain the consequences of conflicts -explain the need for peace education -elaborate efforts of International and National Organizations in establishing peace -explain role of non aligned movement and campaign for nuclear disarmament in establishing peace -explain role of family, community, media and school in peace education -describe qualities of peace educator -organize activities for developing understanding of peace education in school Students -develop self-awareness of students -get acquainted with techniques of making connections -provide opportunity to students to apply knowledge -inculcate core elements given by NPE (1986) Develop learning experience for promoting peace -acquire essential qualities as a peace educator
2202	Guidance & Counselling	<p>After learning this course, the student teachers are able to -</p> <ul style="list-style-type: none"> -discuss the tools for information

		<ul style="list-style-type: none"> collection for guidance -describe role of a school and teacher in guidance -describe types and process of counselling -locate issues of adolescents requiring counselling -elaborate the concept, need & Scope of Guidance -explain the basic principles and process of guidance -discuss the foundations of guidance, type of Guidance -discuss the tools for information collection for guidance -describe role of a school and teacher in guidance -discuss qualities, skills and ethics of counsellor -discuss qualities, skills and ethics of counsellor -explain the role of counsellor & importance of career counselling -consider various factors in counselling
2203	Sustainable Development	<p>After learning this course, the student teachers are able to -</p> <ul style="list-style-type: none"> - relate human development with nature -narrate programs for sustainable development by Government and NGOs - relate energy crisis with depletion of natural resources - suggest various ways and means for

		<p>sustainable development</p> <ul style="list-style-type: none"> - implement various curricular and co-curricular activities for sustainable development
2204	Human Rights Education	<p>After learning this course, the student teachers are able to -</p> <ul style="list-style-type: none"> -explain origins of Human rights -elaborate the Historical context of Human Rights - explain the Concept of Human Rights - explain the Need and Importance of human right in Contemporary context - compare various types of human rights - elaborate the Universal declaration of human rights - bring out issues and challenges towards human right -explain the concept of Human rights education. - elaborate the aims and objectives of human rights education - evaluate the human rights education at secondary and higher secondary levels - use Constructivist and Interdisciplinary approach - develop various teaching strategies for human rights education -to evaluate the role of educational institutions and NGO'S in human right education -explain the nature of RTE. - elaborate the objectives and features of RTE.

		<ul style="list-style-type: none"> - elaborate the provisions of RTE. - create teaching and evaluation strategies for RTE - explain duties and responsibilities of school and teachers - evaluate the role of stakeholder, parents, media and government organization - evaluate the efforts of various organization - elaborate the role of management committee and supervisory authorities. - explain the issues and challenges of RTE in implementation of RTE.
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S.N.D.T. College of Education, Pune

Course Outcomes- Practical Courses (EPCs & EWF)

Course Code	Name of the EPC	Course Outcome
B.Ed. I Year		
1301	Skill Development Program	The student teachers are able to -develop various teaching skills -integrates various teaching skills
1302	Teaching-Learning Competency	The student teachers are able to - read and respond to a variety of texts in different ways and also learn to think together. -acquire following skills for constructivist teaching-learning. (Promoting interactions, Conducting group

		discussion/group problem solving, Providing scope for self-expression and thinking, Promoting self-learning, Facilitating understanding)
1303	Learning to use Computer in Education	<p>The student teachers are able to</p> <ul style="list-style-type: none"> -explore educational web resources -decide authenticity of the information given on website -analyse various categories and section given on website -present analytical view points with regards to information provided on websites -prepare multimedia presentation. -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
1304	Understanding the Self	<p>The student teachers are able to</p> <ul style="list-style-type: none"> - develop sensibilities, dispositions,

		<p>and skills that will later help them in facilitating the personal growth of their own students while they teach.</p> <ul style="list-style-type: none"> - 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.
1305	Drama and Art in Education	<p>The student teachers are able to</p> <ul style="list-style-type: none"> - write script for dramatization and present that script by involving school

		<p>students</p> <ul style="list-style-type: none"> -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
B.Ed. II Year		
2306	Research Project	<p>The student teachers are able to-</p> <ul style="list-style-type: none"> -develop a research attitude among themselves and among students. -find out solution to the various educational problems.
2307	Preparation and submission of a port folio	<p>The student teachers are able to-</p> <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 B.Ed. I & II Year- Practice Teaching & Internship		
1401 &1402	EFW	<p>After Engaging with Field, the student teachers are able to</p> <ul style="list-style-type: none"> - understand school routine. - plan and conduct practice teaching through practice lessons - strengthen their teaching skills - acquire communication skill while

		<p>taking interview of experienced teachers, headmasters and office staff</p> <ul style="list-style-type: none"> - understand and inculcate the good qualities of experienced teachers - study and understand school time table, year plan. - understand the importance of bulletin boards - get information about subject organizations and various committees - take attendance, assign Homework / Assignments / Journals and find out the academic and non-academic difficulties of the students. - apply constructivist principles in their teaching. - prepare & implement unit test and make results - use of power point presentation for teaching - identify the difficulties of students in learning, prepare remedial material accordingly and implement it. - prepare a test tool such as observation check list, rating scale, rubric etc - study about various registers in office - organize prayer (assembly) and write bulletin board - organize co-curricular and health related activities such as educational visits / cultural program/ day celebration / competitions
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