



SHIVAJI UNIVERSITY, KOLHAPUR

**TWO –YEAR BACHELOR OF EDUCATION
(B.Ed. DEGREE COURSE)**

**As per NCTE regulation 2014
CHOICE BASED CREDIT SYSTEM**

Shri Swami Vivekanand Shikshan Santha, Kolhapur

**Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra
Mahavidyalya, Tasgaon Dist. Sangli**

TWO YEAR B.ED. PROGRAMME (POS)

General Objectives:

General objectives of two year B.Ed. degree course are as bellow

Candidate under training to become a competent teacher at a stage of secondary education/higher secondary education after satisfactory completion of a programme should be empowered

The student teachers will be able to

1. to promote capabilities for including national values and goals as enshrined in the constitution of India
2. to prepare professionally competent teacher to perform their roles as a teacher at secondary and higher secondary stage.
3. develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds.
4. engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools.
5. appreciate that all teaching is directed at learning, and that the learner is at the heart of teaching.
6. understand teaching as complex activity and as profession.
7. analyse teaching in diverse classroom.
8. be familiar with theoretical issues, and to develop competence in analysing current school practices and coming up with appropriate alternatives.
9. reflect on the nature and role of disciplinary knowledge in the school curriculum,
10. be exposed and trained to prepare pedagogic material and practice pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities.
11. understand the epistemological and pedagogical bases of their own chosen school subject.
12. identify various dimensions of the curriculum and their relationship with the aims of education.

13. explore diverse methods and tools of assessing an array of learning/performance of diverse learners.
14. bring about an understanding of the 'cultures, policies and practices' that need to be addressed in order to create an inclusive school.
15. read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purposes of reading.
16. interpret and adapt ICTs in line with educational aims and principles.
17. develop understanding of student-teachers about themselves – the development of the self as a person and as a teacher, through conscious ongoing reflection.
18. gain experience with the child, the community and the school through the school engagement and school internship programme.
19. to cope with national and international demands in the school context.

TWO YEAR B.ED. PROGRAMME (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 (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

Course Objectives	Course Outcome
<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>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>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> <p>2)Applies the knowledge of Child Psychology in school.</p> <p>Relates the Fundamental Need with Allied Fields.</p> <p>Defines and Discuss 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, stereotype.</p>

COURSE 2

Contemporary India and Education

Course Objectives	Course Outcome
<p>To enable the student teacher to:-</p> <ol style="list-style-type: none">1. to understand the social diversity and education.2. to understand the contribution of constitution of Indian in education3. to understand the present status of Indian education in pre and post era.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 understanding8. to acquaint with the education for individual development.	<ol style="list-style-type: none">1. Define the concept of social diversity and education .2. Find the articles in Indian constitution related to education.3. Distinguish between Indian education in pre and post era.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.

Course -3

Understanding Disciplines and Subject

Course Objectives	Course Outcome
<p>To enable the student teacher to:-</p> <ol style="list-style-type: none">1. To enable student teachers to reflect on the nature and role of disciplinary knowledge in the school curriculum.	<ol style="list-style-type: none">1 Elaborate the concept of disciplinary knowledge.2 Reflect on the nature and role of the disciplinary knowledge in the school curricula.3. Describe the paradigm shifts in the nature of various disciplinary areas.4. Explain the concept and role of a discipline according to John Dewey, Plato, swami Vivekananda and M. K. Gandhi. V. Draw the Concept map of his own discipline.

<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> <p>4. To enable student teachers to know the changing role of a teacher.</p>	<ol style="list-style-type: none"> 1. Explain the need of teaching various disciplines 2. Correlate between disciplines & school subjects. 3. Describe the procedure to design the school subjects. 4. Analyze various disciplines. 5. Find out correlation between various disciplines. 6. Predict the importance of science and Math's in the national development <ol style="list-style-type: none"> 1. Reflect on changing Scenario in the disciplinary areas. 2. Explain the different approaches of disciplines. 3. Differentiate between disciplinary knowledge and multidisciplinary knowledge 4. Explain the concept of the hospitality management & horticulture. 5. Prepare the layout of nutrition garden. 6. Give importance to the untraditional school subjects like SUPW., Horticulture, Social Service, Physical Education etc. as like traditional subjects in the school. <ol style="list-style-type: none"> 1. Explain the changing role of the teacher. 2. Explain the need of the learner oriented curricula. 3. Apply the Changing role of a teacher in the classrooms.
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EPC -1

Reading and Reflecting on Text

Course Objectives	Course Outcome
<p>To enable the student teacher to:-</p> <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>The student teacher 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

Course Objectives	Course Outcome
<p>To enable the student teacher to:-</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.	<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 users2 Create sensitivity to the language diversity that exists in the classroom3 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. to understand the nature of writing in specific content areas in school subjects.	5 Understand interplay of language and society. Understand function of language and how to use it as a tool.
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TWO YEAR B.ED. COURSE OUTCOMES
First Year Semester –II

COURSE- 4

LEARNING AND TEACHING

Course Objectives	Course Outcomes
<p>To enable the student teacher to:-</p> <ol style="list-style-type: none"> 1) understand the theoretical frames of psychology for learning & teaching. 2) understand the process of transfer of learning 3) get knowledge of concept, characteristics and nature of teaching process 4) understand the factors influencing learning process 5) understand the relation between teaching and learning 6) understand the concept of teaching as a planned activity 7) use various tools to study classroom dynamics 8) become aware of different contexts of learning and situate schools as a special environment for learning. 	<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 8. To develop insight for perfect teaching by its overall perspectives in detail

Course 5a : Part –I

KNOWLEDGE AND CURRICULUM PART-I

Course Objectives	Course Outcomes
<p>To enable the student teacher to:-</p> <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 Learner.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.

अभ्यासक्रम 6अ-1- शालेय विषयाचे अध्यापन शास्त्र मराठी

उद्दिष्टे	निष्पत्ती
<p>बी.एड प्रशिक्षणार्थींना</p> <ol style="list-style-type: none">1. मराठी भाषेचे स्वरूप अभ्यासक्रमातील स्थान व महत्त्व समजून घेण्यास मदत करणे.2. मराठी भाषा अध्यापनाची ध्येय व उद्दिष्टे यांचे आकलन होण्यास मदत करणे.3. भाषिक कौशल्यांचे आकलन होण्यास मदत करणे.4. शालेय स्तरावरील मराठी भाषेच्या पुनर्रचित अभ्यासक्रमाचे स्वरूप समजण्यास मदत करणे.5. शालेय स्तरावरील मराठी भाषेच्या कौशल्यांचे आकलन होण्यास मदत करणे.6. मराठी भाषेच्या विविध उपंगांच्या अध्यापनाची प्रक्रिया समजण्यास मदत करणे.7. ज्ञानरचनावादानुसार मराठीचे अध्यापन करण्यास मदत करणे	<ol style="list-style-type: none">1. विद्यार्थी मराठी भाषेचे स्वरूप स्थान व महत्त्व सांगतो.2. विद्यार्थी त्रिभाषा सूत्र स्पष्ट करतो.3. विद्यार्थी शालेय स्तरावर मराठी भाषेची गरज स्पष्ट करतो.4. विद्यार्थी वर्ग अध्यापनाची उद्दिष्टे स्पष्ट करतो.5. विद्यार्थी माध्यमिक स्तरावरील वर्ग अध्यापनाची उद्दिष्टे स्पष्ट करतो.6. विद्यार्थी भाषिक कौशल्य आत्मसात करतो.7. विद्यार्थी अध्यापनाची सूत्रे तंत्रे पद्धती समजावून सांगतो.8. विद्यार्थी ज्ञानरचना वादा नुसार पाठ घेतो.9. विद्यार्थी मराठी भाषेच्या गद्य पद्य व्याकरण रचना या उपांगाचे अध्यापन कार्य नीती स्पष्ट करतो

अभ्यासक्रम 6अ-1 शालेय स्तर पर हिंदी भाषा का अध्यापन शास्त्रीय ज्ञान

उद्दिष्टे	निष्पत्ती
<p>छात्राध्यापक को</p> <ol style="list-style-type: none"> 1. हिंदी भाषा का अर्थ एवं स्वरूप हिंदी भाषा का माध्यमिक पाठ्यक्रम मे स्थान आदि समझाना । 2. शालेय स्तर पर हिंदी अध्ययन अध्यापन के उद्देश एवम भाषिक कौशलोंसे परिचय कराना । 3. हिंदी भाषा शिक्षा के सूत्र तथा प्रणालीया प्रयुक्तियों का परिचय कराना । 4. हिंदी भाषा शिक्षा मे ज्ञानरचनावादी अध्ययन अध्यापन का आकलन करणे मे सक्षम बनाना। 5. हिंदी भाषा शिक्षा की विविध विधाओं के अध्यापन के उद्देश एवं अध्यापन प्रणाली की जानकारी देना हिंदी भाषा की विविध विधाव का जैसे गद्य पद्य व्याकरण रचना का उपयोग वर्ग अध्यापन मे करता है 	<ol style="list-style-type: none"> 1. हिंदी भाषा का LO#i स्पष्ट करता है । 2. छात्र अध्यापक हिंदी भाषा का स्थान व महत्त्व स्पष्ट करता है। 3. विविध स्तर याने माध्यमिक प्रार्थमिक के उद्देश स्पष्ट करत है। 4. छात्र अध्यापक श्रवण भाषण वाचन लेखन का अर्थ स्पष्ट करत है। 5. छात्र अध्यापक ज्ञानरचनावादी दृष्टीसहित अध्यापन कार्यनीतिका उपयोग करता है।

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

Course Objectives	Course Outcomes
<p>After completion of the course the student teachers will be able to --</p> <ol style="list-style-type: none"> 1. develop an understanding of the nature of English language. 2. understand the place and importance of English in the present set up. 3. understand the aims and objectives of teaching English at upper primary and secondary schools in India. 4. develop 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. 6. understand constructivist approach to language teaching and learning. 7. understand about the teaching of prose, poetry, grammar and composition. 	<ol style="list-style-type: none"> 1. Explains the nature of English language. 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. 1. Implement aims and objectives of teaching English at upper primary and secondary schools in India during curriculum transaction. 1. Suggest and participate in activities and tasks for the acquisition of language skills. 1. Differentiate among the devices, methods, approaches and support services for teaching English at upper primary and secondary levels. 1. Explain the process and implement constructivist approach to language teaching and learning. 1. Discuss the importance of teaching of prose, poetry, grammar and composition. 2. Distinguish between Prose and Poetry teaching and learning.

COURSE 6a - I Pedagogy of School Subject

Science Part- I

Course Objectives	Course Outcomes
<p>to enable the student teacher to;</p> <ol style="list-style-type: none"> 1. develop insight on the meaning, nature & scope of science for determining aims & strategy of teaching-learning. 2. appreciate that science is a dynamic & expanding body of knowledge. 3. understand the aims & objective of teaching science at secondary school. 4. understand the various instructional strategies & their use in teaching science. 5. develop the ability to formulate instructional objectives in term of behavioral out comes for teaching secondary school science. 6. develop the ability to plan & design various type of lesson in science. 	<ol style="list-style-type: none"> 1) Writes aims, objectives of teaching science on state level, classroom level. 2) Explains place of science in the curriculum. <ol style="list-style-type: none"> 1) Defines Science according to science manpower project. 2) Judges the contribution of Scientists C.V.Raman, Bhabha, J.Bose. Newton, Einstein, Mery Curie. <p>Categorizes the objectives and write during practice lessons.</p> <p>Compares the instructional strategies and use effectively as a skill; viz: observation, drawing, interpretation</p> <p>Creates specification of objective in terms of behavioural out comes.</p> <ol style="list-style-type: none"> 1) Plans and design various types of lessons using different methods ;viz; Demonstration, Experimental, Heuristic, Project, Problem solving. 2) Creates lesson plan according to constructivism.-5E model.

COURSE 6a -II Pedagogy of School Subject

MATHEMATICS Part- I

Course Objectives	Course Outcomes
<p>to enable the student teachers to</p> <ol style="list-style-type: none"> 1. understand the meaning, nature & importance , characteristics and development of Mathematics. 2. understand and appreciate the role of mathematics in the development of modern society. 3. identify different types of correlation of Mathematics 4. familiarize with the revised version of Bloom’s taxonomy of educational objectives 5. understand the aims & objectives of teaching Mathematics at secondary school. 6. understand the various instructional strategies and their use in teaching Mathematics. 7. understand various mathematical skills 8. develop the ability to write proper instructional objectives and their 	<ol 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. <ol style="list-style-type: none"> i. Appreciate the role of Mathematics in the development of modern society. <ol 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. <ol style="list-style-type: none"> i. Explain the revised version of Blooms taxonomy of educational objectives. <ol style="list-style-type: none"> i. Explain the aims & objectives of teaching Mathematics. ii. Elaborate the objectives of teaching Mathematics at secondary level. <ol 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. <ol style="list-style-type: none"> i. Apply the various Mathematical skills in the classroom. <ol style="list-style-type: none"> i. Write proper instructional objectives & their specifications. ii. Take care while writing the specifications of each objectives.

<p>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>	<p>i. Design various types of lesson plans for teaching of Mathematics.</p> <p>ii. Apply models of teaching in the classroom.</p> <p>iii. Prepare 5-E Model lesson plans for Mathematics teaching.</p> <p>iv. Apply 5-E Model in the classroom.</p> <p>i. Explain various techniques of teaching mathematics.</p> <p>ii. Apply various techniques of teaching Mathematics in the classroom.</p>
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COURSE 6a-II PEDAGOGY OF SCHOOL SUBJECT HISTORY PART- I

Course Objectives	Course Outcomes
<p>the student teachers will be able to --</p> <p>1. know the meaning & nature of history.</p> <p>2. correlate history with other subject.</p> <p>3. understand the aims and objectives of teaching history at secondary school level.</p> <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 for teaching history.</p> <p>7. acquainted with professional development of teacher of the history.</p>	<p>1. Defines the concept of history.</p> <p>2. Finds out the correlation of history with the other subjects.</p> <p>3. Describes the objectives of teaching history at secondary school level.</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>

Course 7

Assessment for Learning

Course Objectives	Course Outcomes
<p>To enable student –teachers</p> <ol style="list-style-type: none"> 1. understand the concept of measurement, assessment and evaluation. 2. understand the Dimensions and Purposes and need of Assessment of learning. 3. understand the policy perspectives on examinations and evaluation and their implementation practices 4. understand the Assessment of Group Processes. 5. develop an achievement test and its blue print. 6. understand the Construction of portfolios. 	<ol style="list-style-type: none"> 1. Defines the terms measurement, assessment and evaluation 2. Differentiates among measurement, assessment and evaluation 3. Explains the different principles of assessment and evaluation 1. Recalls the dimensions of assessment. 2. Classifies the objectives listed under the different domains of learning. 3. Tells the importance of taxonomies of educational objectives. 4. Constructs the classroom objectives with specifications. 5. Illustrates the purpose of assessment in education. 6. Justifies the needs of having continuous and comprehensive assessment at school level. 7. Defines the formative and diagnostic assessment. 8. Compares among formative, continuous and diagnostic assess 1. Lists the main features of NCF-2005 on examination and evaluation. 2. Estimates the problems/difficulties in implementing the NCF-2005 on evaluation. 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. 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. 1. Explains the steps and criteria of constructing a portfolio. 2. Constructs a comprehensive portfolio. 1. Classifies the different quantitative and qualitative tools of evaluation.

<p>7. acquire knowledge of different types of tools and their uses in evaluation.</p> <p>8. evolve an appropriate assessment tasks and tools to assess learners performance</p> <p>9. understand the various statistical tools and their use for interpretation of results.</p> <p>10. understand the use of assessment for feedback</p>	<p>2. Differentiates between quantitative and qualitative tools of evaluation.</p> <p>3. Explains the advantages and disadvantages of using different tools of evaluation.</p> <p>1. Selects and evolves the suitable assessment tasks and tools based on the learning objectives to assess learner’s performance.</p> <p>1. Names the various statistical tools for interpretation of results.</p> <p>2. Makes use of appropriate statistical tools to interpret the results.</p> <p>3. Distinguishes among Mean, Median and Mode</p> <p>4. Determines the suitable methods for graphical representation of data.</p> <p>1. Discusses the importance of different types of feedback in assessment.</p> <p>2. Compares between individual and peer (group) feedback.</p> <p>3. Lists the criteria for constructive feedback.</p>
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EPC -2

Drama & Art in Education

Course Objectives	Course Outcomes
<p>To enable student –teachers</p> <p>1. Understand basics of different Drama & Art forms – impact of Drama& Art forms on the human mind .</p> <p>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 expression</p> <p>3. Enhance skills for integrating different Art forms across school curriculum at secondary Level</p> <p>4. Enhance awareness of the rich cultural heritage, artists and artisans.</p>	<p>After completion of this course, the student teachers will be able to:</p> <p>1 Distinguish Drama& Art forms and locates impact of Drama& Art forms on the human mind</p> <p>2 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 expression</p> <p>3 Enhance skills for integrating different Art forms across school curriculum at secondary level ;</p> <p>4. Construct the rich cultural heritage, artists and artisans.</p>

B.Ed. Second Year

Semester –III

अभ्यासक्रम 6 ब-1- शालेय विषयाचे अध्यापन शास्त्र मराठी

उद्दिष्टे	निष्पत्ती
<p>प्रशिक्षणार्थींना</p> <ol style="list-style-type: none">1. आशय विश्लेषण संकल्पना समजून घेण्यास मदत करणे.2. मराठी भाषेचे अध्यापन करत असताना विविध अध्ययन स्त्रोतांचा वापर करण्यास मदत करणे.3. विद्यार्थ्यांना वार्षिक नियोजन घटक नियोजन पाठ नियोजन घटक चाचणीचे नियोजन करण्यासाठी सक्षम बनविणे.4. मूल्यमापनाच्या पद्धतींचे आकलन होण्यास मदत करणे.5. मराठी भाषेच्या अध्यापकाची गुणवैशिष्ट्ये समजण्यास मदत करणे.6. मराठी विषयाच्या अध्यापकाची बदलती भूमिका जाणून घेण्यासाठी सहाय्य करणे.	<ol style="list-style-type: none">1. विद्यार्थी मराठी विषयाची संरचना सांगतो आशय विश्लेषण स्पष्ट करतो.2. अभ्यासक्रम पाठ्यक्रम व पाठ्यपुस्तक यातील संबंध सांगतो.3. चांगल्या पाठ्यपुस्तकाचे निकष सांगतो.4. अध्ययनाचे स्त्रोत जसे कार्यपुस्तिका हस्तपुस्तिका क्रमिक पुस्तके यांचे अध्ययन अध्यापनातील महत्त्व स्पष्ट करतो.5. विद्यार्थी अंतर्वासितेमध्ये वार्षिक नियोजन घटक नियोजन पाठ नियोजन घटक चाचणी यांचा उपयोग करतो.6. विद्यार्थी शालेय अंतरवासितेमध्ये मौखिक परीक्षा लेखी परीक्षा यांचा अवलंब करतो.7. विद्यार्थी नैदानिक चाचणी व उपचारात्मक अध्यापनाचा अवलंब करतो.8. विद्यार्थी मराठी भाषेच्या अध्यापकाची अहर्ता व गुणवैशिष्ट्ये सांगतो.9. विद्यार्थी शिक्षकांच्या व्यवसायिक वाढ व विकासासाठी शिक्षक संघटनांचे महत्त्व स्वरूप स्पष्ट करतो.10. विद्यार्थी मराठी विषयाच्या शिक्षकाची बदलती भूमिका स्पष्ट करतो.11. विद्यार्थी भाषा प्रयोगशाळेला भेट देऊन अहवाल तयार करतो.

अभ्यासक्रम 6C-1 शालेय स्तर पर हिंदी भाषा का अध्यापन शास्त्रीय ज्ञान

<ol style="list-style-type: none"> 1. शैक्षिक अनुभवों से परिचित कराना और मुद्रित सामग्री, दृश्य-श्रव्य सामग्री विकसित करना और उन्हें कक्षा शिक्षण के दौरान इसका उपयोग करने में सक्षम बनाना। 2. हिन्दी भाषा के अध्ययन एवं शास्त्रीय विश्लेषण को सक्षम बनाना। 3. पाठ्यचर्या, पाठ्यचर्या एवं पाठ्यपुस्तक के अंतर्संबंध को समझाना एवं पाठ्यचर्या एवं पाठ्यचर्या विकास के तत्वों की जानकारी देना। 4. माध्यमिक स्तर पर किसी एक कक्षा की पाठ्यपुस्तक का आलोचनात्मक विश्लेषण एक अच्छी पाठ्यपुस्तक के मानदंड के आधार पर करने में सहायता करना। 5. विद्यालय नियोजन (वार्षिक, इकाई एवं पाठ नियोजन) को समझकर विभिन्न नियोजन करने की क्षमता विकसित करना तथा इकाई परीक्षण तैयार करने एवं संचालित करने में सक्षम बनाना। 6. भाषा मूल्यांकन की प्रक्रिया का परिचय देना। 7. हिन्दी शिक्षक की शैक्षणिक योग्यता, विशेषताएँ एवं गतिशील भूमिका को समझना। 	<ul style="list-style-type: none"> • शैक्षिक अनुभव: अर्थ प्रकार (प्रत्यक्ष, अप्रत्यक्ष शैक्षिक अनुभव), शैक्षिक अनुभवों के मानदंड स्पष्ट करता है। • सहायक सामग्री दृश्य सामग्री - (प्रक्षेपित-गैर-प्रक्षेपित) श्रव्य सामग्री, श्रव्य-दृश्य सामग्री स्पष्ट करता है। • मुद्रित सामग्री-पुस्तकें, कार्यपुस्तिकाएं, शिक्षक पुस्तिकाएं, समाचार पत्र, पत्रिकाएं स्पष्ट करता है। • आधुनिक सामग्री (संसाधन): भाषा प्रयोगशाला, कंप्यूटर, इंटरनेट स्पष्ट करता है। • शैक्षिक अनुभव: अर्थ प्रकार (प्रत्यक्ष, अप्रत्यक्ष शैक्षिक अनुभव), शैक्षिक अनुभवों के मानदंड स्पष्ट करता है। • सहायक सामग्री दृश्य सामग्री - (प्रक्षेपित-गैर-प्रक्षेपित) श्रव्य सामग्री, श्रव्य-दृश्य सामग्री स्पष्ट करता है। • मुद्रित सामग्री-पुस्तकें, कार्यपुस्तिकाएं, शिक्षक पुस्तिकाएं, समाचार पत्र, पत्रिकाएं स्पष्ट करता है। • आधुनिक सामग्री (संसाधन): भाषा प्रयोगशाला, कंप्यूटर, इंटरनेट स्पष्ट करता है। • हिंदी भाषा योजना, वार्षिक योजना, इकाई योजना, पाठ योजना, इकाई परीक्षण परीक्षा (घटक मानदंड), रचना और कार्यवाही स्पष्ट करता है। • मूल्यांकन के प्रकार: रचनात्मक और योगात्मक, सतत और व्यापक मूल्यांकन (सीसीई) स्पष्ट करता है। • मूल्यांकन की तकनीकें - मौखिक और लिखित परीक्षा, पोर्टफोलियो, खुली किताब परीक्षा। सतत मूल्यांकन, स्व मूल्यांकन एवं समूह मूल्यांकन के साधन स्पष्ट करता है। • निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण। • व्यावसायिक विकास: व्यावसायिक विकास में शिक्षक संगठन की भूमिका और कार्य, व्यावसायिक विकास के लिए आवश्यक पहल स्पष्ट करता है। • हिन्दी अध्ययन अध्यापन में उत्पन्न होने वाली समस्याएँ एवं उनके समाधान हेतु सुझाव स्पष्ट करता है।
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COURSE 6b -I PEDAGOGY OF SCHOOL SUBJECT ENGLISH PART- II

Course Objectives	Course Outcomes
<p>to enable the student teachers to</p> <ol style="list-style-type: none"> 1. develop and use of learning resources in the classroom both print and audio visual recourses and computer and web resources . 2. understand the pedagogical analysis of English language and content. 3. develop an insight into the symbiotic relationship between curriculum, syllabus and textbooks. 4. understand the steps of year plan, unit plan, lesson plans, and unit plan. 	<ol style="list-style-type: none"> 1. Classify learning resources in the classroom both print and audio visual recourses and computer and web resources. 2. Explains print audio visual recourses and computer and web resources <ol style="list-style-type: none"> 1. Analyse the pedagogical analysis of English language and content. <ol style="list-style-type: none"> 1. Explain the relationship between curriculum, syllabus and textbooks. 2. Distinguish between curriculum and syllabus. 3. Distinguish between Syllabus and textbooks. <ol style="list-style-type: none"> 1. Explain the steps of year plan, unit plan, lesson plans, and unit plan.
<ol style="list-style-type: none"> 5. understand the process of language assessment. 6. understand the qualities and qualifications and changing role of an English teacher. 7. understands the problems faced by the teachers in teaching English in Indian schools. 	<ol style="list-style-type: none"> 1. Explain the process of language assessment. <ol style="list-style-type: none"> 1. Discuss the qualities and qualifications of an English teacher. 2. Illustrate the changing role of an English teacher. <ol style="list-style-type: none"> 1. Discuss the problems faced by the teachers in teaching English in Indian schools and suggest solutions.

COURSE 6b - I : Pedagogy of School Subject Science Part- II

Course Objectives	Course Outcomes
<p>to enable the student teachers to</p> <ol style="list-style-type: none"> 1. Understand the pedagogical analysis of science. 	<ol style="list-style-type: none"> Analyzes the content according to structure of science, effective teaching

<p>2. Understand the need, importance & stages of planning of science.</p> <p>3. Understand the various instructional approaches & their application in teaching science .</p> <p>4. Understand the application of appropriate evaluation techniques in science .</p> <p>5. Understanding preparation & use of diagnostic test & organize remedial teaching.</p> <p>6. Acquaint the qualities professional growth of science teacher& help them in acquiring the same.</p>	<p>method, teaching aids, questioning, content analysis, syllabus analysis, textbook analysis.</p> <p>1)Discusses the need and importance of Teacher’s handbook, student’s workbook.</p> <p>2)Identifies Principles of curriculum and curriculum Reforms.</p> <p>Describes the role of Science Laboratory and Science club in teaching science.</p> <p>Applies the evaluation technique Unit test during Internship.</p> <p>Applies Diagnostic test, Remedial teaching, Comprehensive and Continuous evaluation.</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>	<p>Generates ideas for professional growth of science teacher.</p> <p>Shares the knowledge about content at the secondary school level.</p> <p>1)Discusses the correlation of science.</p> <p>2) Explain good qualities of science teacher.</p>

COURSE 6b - II Pedagogy of School Subject

MATHEMATICS Part- II

Course Objectives	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. make the student teachers 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>i. Explain the modern trends in curriculum construction.</p> <p>i. Explain the principles of curriculum organization.</p> <p>ii. Describes curriculum reforms in school Mathematics.</p> <p>i. Explain the need & importance of community based resources in the present scenario.</p> <p>i. Analyze syllabus of Mathematics.</p> <p>ii. Analyze critically text book of Mathematics at secondary level.</p> <p>iii. Elaborate the qualities of good mathematics text book.</p>

<p>7. understand the pedagogical knowledge analysis of Mathematics.</p> <p>8. understand the need, importance & stages of planning instruction in Mathematics.</p> <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>	<p>appropriate remedial strategies.</p> <p>i. Explain the need, importance & stages of planning. ii. Do year & unit planning regularly.</p> <p>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.</p> <p>i. Prepare the diagnostic test of Mathematics. ii. Use diagnostic test in the classroom. iii. Apply remedial teaching programme in the classroom.</p> <p>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.</p> <p>i. Explain the various instructional approaches of teaching mathematics.</p> <p>i. Apply various instructional approaches in the classroom.</p> <p>i. Prepare various instructional materials in Mathematics.</p>
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**COURSE 6b – II : PEDAGOGY OF SCHOOL SUBJECT
HISTORY PART- II**

Course Objectives	Course Outcomes
<p>To enable the student teachers to</p> <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">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.

B.Ed. Second Year

SEMESTER IV

COURSE 8 - Gender, School and Society

Course Objectives	Course Outcomes
<p>To enable the student teachers to</p> <p>1. Develop basic understanding and familiarity with key concepts-genders, 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>	<p>i. Elaborate the various key concepts related to the gender issues.</p> <p>ii. Differentiate between gender & sex.</p> <p>iii. Suggest some remedies for women empowerment.</p> <p>iv. Criticize the patriarchal society & culture .</p> <p>v. Take initiative for making gender free society.</p> <p>vi. Suggest some programmes for inculcating gender equality in the school, family & society .</p> <p>vii. Explain the importance of life skills to overcome the issues related to the gender.</p> <p>i. Elaborate paradigm shift from women studies to gender studies.</p> <p>ii. Explain the theories on gender & education and apply it in the Indian situation.</p> <p>iii. Analyze recommendations given by various commissions, committees, plans, programmes.</p> <p>i. Analyze the existing secondary level text books with reference to the content related to gender, learning experiences and role of the teacher.</p> <p>ii. Create gender free classroom environment</p> <p>iii. Act as an agent of change in the 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</p>

4. Understand how gender power and sexuality relate to education (in terms of access curriculum and pedagogy)	perpetuating harassment . iii. Explain how gender power & sexuality are related to education. iv. Find out the reasons of harassment. v. Elaborate the different sites of conflicts.
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5 b :KNOWLEDGE AND CURRICULUM PART-II

Course Objectives	Course Outcomes
<p>To enable the student teachers to</p> <ol style="list-style-type: none"> 1) understand philosophy of education constitution Kothari commission NCF (2005) state policy on education 2010. 2) realize the contribution of educational thinkers. 3) understand role of state in the curriculum. 4) understand role of hidden curriculum. 5) understand social reconstruction through curriculum. 6) understand the relation of curriculum and school practices. 7) help to analyze the textbook, teachers' handbook and child centered literature in reference to curriculum. 8) understand the role of teacher in implementation of curriculum. 	<p>Analyzes the Policies of Kothari commission, NCF (2005), State Policies(2010).</p> <p>Writes effective information about educational Thinkers w.r.t. M.Gandhi, R.Tagore, Montecory, Plato.</p> <p>Discusses practical application of role of state in the curriculum.</p> <ol style="list-style-type: none"> 1) Recognizes the role of hidden curriculum. 2) Applies the knowledge through practice teaching. <p>Arranges Panel Discussion on Globalization, Urbanization, Privatization.</p> <ol style="list-style-type: none"> 1) Defines the relation between curriculum and school practices viz :time table, discipline. 2) Describes the relation between ideology, power and curriculum. <p>Analyzes teacher's handbook, student's workbook and children's literature.</p> <p>Discusses the role of teacher w.r.t. physical facility, references, role in 21st century.</p>

Course 9 : Creating an Inclusive School

Course Objectives	Course Outcomes
<p>To enable the student teachers to</p> <ol style="list-style-type: none"> 1. To understand Inclusive Education Concept and Nature 2. To understand the role of Inclusive school in modern times and meaning of Inclusive school. 3. To 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 of 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 – Optional Course ENVIRONMENTAL EDUCATION

Course Objectives	Course Outcomes
<p>To enable the student teachers to</p> <ol style="list-style-type: none"> 1) to develop knowledge and to understand related basic concepts of environment 2) to acquaint with the environmental issues and their remedies 	<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. <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 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 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 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 understand different movements projects and biodiversity of environment</p>	<ol style="list-style-type: none"> 1. Describe the Chipko Movement and Silent Valley. 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.

COURSE 10 – Optional Course
Pedagogy of School Subject at Higher Secondary Level
MATHEMATICS

Course Objectives	Course Outcomes
<p>Course Objectives: To enable the student teachers to</p> <ol style="list-style-type: none"> 1. understand the aims & objectives of teaching Mathematics at Higher Secondary Stage. 2. understand the various instructional strategies and their use in teaching Mathematics. 3. develop the ability to plan & design various types of lesson for Mathematics. 4. familiarise with various techniques useful for individualising Mathematics instruction. 5. understand the modern trends in curriculum construction. 6. make the student teachers familiar with the possibilities of the resource materials in the present context. 7. acquire the knowledge of the content of Mathematics operating at the Higher Secondary Stage according to teaching process. 8. understand the pedagogical knowledge analysis of Mathematics. 9. acquaint the qualities & professional 	<ol style="list-style-type: none"> 1. Student Teacher explain Objectives of teaching Mathematics as prescribed in Higher Secondary Education of Maharashtra state. 2. Student Teacher explain Procedure, Merits and demerits of following strategies of teaching Mathematics 3. Student Teacher explain Modern trends and Principles of Curriculum organisation – Topical and Spiral, Logical and Psychological, Concentric and Spiral, Correlation 4. Student Teacher explain Curriculum Reforms in school Mathematics- National and state level reforms- NCERT ,SCERT and MSBSHSE 5. Student Teacher explain Analysis of syllabus for one standard 6. Student Teacher explain Text book – need and importance, qualities of good mathematics text book, critical analysis of the existing mathematics text book in Higher secondary schools of Maharashtra 7. Student Teacher explain Need and importance of websites, Educational CDs, Learning Modules 8. Student Teacher explain Mathematics Club – Aims, Suggested activities,

<p>growth of Mathematics teacher and help them in acquiring the same.</p>	<p>organisation.</p> <p>9. Student Teacher explain the different pedagogical aspects of teaching mathematics</p> <p>10. Student Teacher Explain Year Plan at Higher Secondary Level.</p> <p>11. Student Teacher explain the Procedure of Construction of Mathematics question paper</p> <p>12. Student Teacher Explain the role of Mathematics Teacher at Higher Secondary Level.</p> <p>13. Student Teacher Explain the Qualities of Mathematics Teacher</p>
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EPC 3: Critical Understanding of Information Communication Technology(ICT)

Course Objectives	Course Outcomes
<p>To enable the student teachers to</p> <p>1.development ability about use various ICT resources for teaching.</p> <p>2.development skill to use computer system and use of computer in education.</p>	<p>1 Apply effective technology in teaching learning process</p> <p>2 Acquaint with new trends, techniques in education along with learning</p>
<p>3. to develop interact with wide variety of hardware, software application, devices and tools.</p> <p>4.Understand the participation of knowledge society.</p> <p>5.Identify and use of free access and open access.</p>	<p>3 Interact with wide variety of hardware, software application, devices and tools.</p> <p>4 Participate in knowledge society.</p> <p>5 Illustrate free access and open access</p>

EPC 4: Understanding the Self

Course Objectives	Course Outcomes
<p>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.	<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 campus4. 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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Practical Learning Outcomes

Semester wise

Practical Learning Outcomes Semester wise

Semester I				
Code	Practicum	Practical Objectives	Activities Conducted	Outcomes
A-1	Diagnostic and Enriching the Teaching Skills	<ol style="list-style-type: none"> 1. To explain the history and significance of microteaching concepts. 2. Developing specific teaching skills 3. Building confidence in teaching. 4. Providing micro teaching practice and developing skills. 5. Providing Feedback for improvement in teaching skills. 6. Providing reimbursement for improvement in teaching skills 	<ol style="list-style-type: none"> 1. Presentation of microteaching conceptual information. 2. Planning of micro lesson and presentation of micro lesson by Teacher Educator. 3. Practice of micro-teaching skills by trainees. 4. Improvement by Feedback. 	<ol style="list-style-type: none"> 1. Student teacher practices various teaching skills. 2. The sub-components of the skill are understood through the practice of teaching skills. 3. Teaching confidence was created in trainees through micro lessons. 4. Gained knowledge to integrate skills
A-2	Lesson Planning Workshop & Demonstration lesson	<ol style="list-style-type: none"> 1. To explain the Concept of lesson planning 2. To explain the objectives and specification of class teaching. 3. To explain lesson steps. 4. To prepare lesson note as per the steps. 5. To explain the points of lesson observation 	<ol style="list-style-type: none"> 1. Lesson Planning 2. Lesson Demonstration 3. Observation Points 	<ol style="list-style-type: none"> 1. lesson Planning Workshop conducted in semester I. working period is 6 days. 2. Student teacher prepare two lesson notes as per their methods 3. Student teacher observe the lessons on various methods.
A-3	Simulated Teaching Workshop	<ol style="list-style-type: none"> 1. Practicing selected teaching methods in simulated situations. 2. Developing teaching practices, skills and competencies. 3. Facilitate teaching methodology and acquisition of teaching skills. 4. Facilitating mastery of teaching methods through discussion and 	<ol style="list-style-type: none"> 1. Preparation of Lesson Plan. 2. Presentation of Simulated Lesson by Teacher Educator 3. Conducting Simulated lessons. 	<ol style="list-style-type: none"> 1. Student teacher prepare simulated lesson note for both methods. 2. Student teacher practice in peer group for simulation. 3. student teacher observe and understand various teaching skill.

Code	Practicum	Practical Objectives	Activities Conducted	Outcomes
		interaction with Peer Group.		
A-4	Teaching Aids Workshop	<ol style="list-style-type: none"> 1. Providing an opportunity to create engaging educational tools. 2. Helping to acquire the necessary skills for creating educational tools. 3. Encouraging the use of educational tools in teaching. 	<ol style="list-style-type: none"> 1. Preparation of various Charts. 2. Preparation of 3D Models 3. Preparation of diagrams 	B.Ed trainees create different types of 3D models , charts, tables, replicas through educational tool making workshop.
A-5	School Engagement and visit to innovative centres of pedagogy and leaning	<ol style="list-style-type: none"> 1. Facilitating familiarization with school premises, physical facilities etc., 2. To help understand the concepts of learning and teaching in the school environment. 3 Facilitating easy monitoring of teaching by experienced school teachers 4 To provide an opportunity to hear the experiences of experienced teachers in the context of the school system. 5. To assist principals and supervisors in understanding their roles and functions in school administration, 6. To help identify the roles and responsibilities of the teacher, 7. To facilitate the academic, social and cultural environment of the school and to interact with the students. 8. Helping to find the factors that support and inhibit learning (Identify learning resources required and available in the school) 	<ol style="list-style-type: none"> 1. visit to school for Studied various committees in the school. 2. lesson observation of experienced teacher. 3. Conducting Value Inculcation programme 4. Conducting interview of experienced teacher. 5. Observation of various types of School office documents. 6. Knowing the facilities of school for academic as well as Physical. 7. Knowing the governments schemes for education 	<p>Through this activity the student teacher understand the following.</p> <ol style="list-style-type: none"> 1. Various courses conducted in the school. 2. Lesson observation by experienced school teachers. 3. Prayer and value based activities undertaken in school. 4. Interview with experienced and innovative teachers 5. Physical facilities like various laboratories, playground, library etc. 6. Various facilities provided by the government like midday meals, Girls Scholarship. 7. Various documents in the school office

Semester II

Code	Practicum	Practical Objectives	Activities Conducted	Outcomes
B-1	Workshop on Models of Teaching	<ol style="list-style-type: none"> 1. To facilitate the introduction of systems of teaching paradigms according to various classifications. 2. To help to know the difference between teaching method and teaching image. 3. To help form the back heel according to the paradigm. 4. To help develop the ability to teach using paradigms. 	<p>The difference between teaching methods and models of teaching Lectures.</p> <p>Preparation of Lesson Plan on Models of Teaching.</p> <p>Demonstration of Models of Teaching Practice of Models of Teaching Lesson in Schools.</p>	<p>The following changes are seen in the students through this activity.</p> <ol style="list-style-type: none"> 1. Knows the difference between teaching methods and models of teaching. 2. Lesson notes prepared on models of teaching. <p>Practice Models of Teaching lesson in various schools.</p>
	School Engagement and visit to innovative centres of Pedagogy and Learning	<ol style="list-style-type: none"> 1.To help in understanding the nature of different types of schools. 2.To help acquire teaching skills required for teaching in different types of schools. 3.Facilitating the introduction of innovative school initiatives. 4.Facilitating introduction of various educational resource center 	<ol style="list-style-type: none"> 1. Visiting different types of schools in the area. 2. Explaining various streams of education through face to face visits. <p>To study the educational facilities in various educational institutions</p>	<ol style="list-style-type: none"> 1. Students get to know the various educational facilities in the locality. 2. Understands various streams of education. 3. Interactions can be made with teachers from different faculties. 4. Understands how to implement teaching strategies
B-2 B-3	Field Engagement and Internship	<ol style="list-style-type: none"> 1. To facilitate introduction and coordination of school physical elements and human elements 2. Helping to observe experienced school teacher 3. To help in understanding information about co-curricular and extra-curricular activities in the school 4. To help understand the essential responsibilities and functions of teachers 	<p>Fifteen days school internship program includes the following activities.</p> <ol style="list-style-type: none"> 1. Taking three lessons of each teaching method. 2. Observing a practice lesson. 3. Conducting co-curricular activities in school. 4. Planning a routine work. 5. Active participation in school activities- Bulletin lesson, 	<p>In School Internship Phase One, students participate in the following activities.</p> <ol style="list-style-type: none"> 1.Each student takes six practice lessons. 2. Teaching a class gives confidence in teaching skills. 3. By directly observing the lesson, the mistakes in the lessons are understood.

		in schools. 5. Assist in planning school experience programs and practice lessons	Conduiting the Prayer etc. Organizing programs based on Yoga education	4. Ability to organize co-curricular activities is acquired. 5. It helps in making the interaction of school students
B-4	Diagnostic test on Content knowledge & Remedial Programme	1. By diagnosing the trainee's subject knowledge, designing a remedial program of subject knowledge enrichment. 2. Conducting remedial programs to solve the problems of trainees by diagnosing their study teaching ability, communication skills, presentation skills. 3. Strategies to increase the quality of trainees by imparting teacher education based on life values, life skills, knowledge and skills of teaching profession in the second semester.	Conducting a content knowledge test according to each student's teaching methods includes the following School Subjects. Language- Marathi Hindi English Science, Mathematics, Geography, History	1. B.Ed trainees understand the extent of content knowledge. 2. Understands the nature of content knowledge at the secondary level. 3. Content knowledge is helpful while taking practice lessons. 4. Content knowledge and Diagnostic testing are helpful in lesson planning
Semester III				
Code	Practicum	Practical Objectives	Activities Conducted	Outcomes
C-1	School Internship	1. To enable student teachers to understand the dynamics of teaching at primary, secondary and higher secondary levels. 2. To enable student teachers to understand the philosophical background of the school, the aims, objectives, organization and management of the parent institution. 3. Helping student teachers to participate in all school activities like planning, teaching and assessment. 4. Helping student teachers to establish relationships with school teachers,	The following activities are organized 1. 50 Lessons on two methods 2. 30 lesson Observations 3. 10 lesson for Bulletin, extra activities. 4. Maintaining Lesson Note book 5. Curriculum and Extra Curricular Activities 6. Village committee meeting. 7. Parent Teacher Association meeting. 8. Social upliftment activities include tree plantation, Swachh Bharat Abhiyan, Visit to rural library, Visit to rural water supply, Family survey	1. Builds confidence in teaching skills. 2. Interactions occur within a peer group. 3. The role of the headmaster is clear. 4. Parental communication can be achieved. 5. Students understand how to administer psychological tests at the school level. 6. Ability to organize co-curricular activities is acquired.

		<p>community members and school students.</p> <p>5. To enable student teachers to understand the life, responsibility, duties and social commitment of school teachers.</p> <p>6. To help student teachers understand the role of the regular teacher by considering the physical, mental and emotional development needs of the students.</p> <p>7. To help student teachers to develop skills in understanding aspects of curriculum and its quality implementation and evaluation of teaching and learning.</p> <p>8. Equipping student teachers to meet the diverse needs of school students.</p> <p>9. Assisting student teachers in planning, organizing and conducting clinical reflection on school experience programs in school interns.</p> <p>10. To help achieve the capacity to effect change in the current school constraints.</p> <p>11. To enable organization of various activities, competitions by carefully selecting and organizing them.</p> <p>12. Assisting each student teacher in the clinical reflection and record keeping of the school experience program.</p>	<p>etc</p> <p>9. Conducting psychological tests.</p> <p>10. Conducting at least two unit tests.</p> <p>11. Preparation of a class result .</p> <p>12. Maintaining an eight-week diary.</p> <p>13. Action research.</p> <p>14. Report of Student Personality Study at list two students.</p>	<p>7. It helps in making the interaction of school students.</p> <p>8. The skill of designing unit tests is acquired.</p> <p>9. Knowledge of action research report writing.</p> <p>10. By studying the personality of school students, various aspects of personality are understood.</p>
C-2	Health & Physical Education Workshop	<p>1. To help understand the importance of physical education and health education in human life.</p> <p>2. To understand the importance of physical education in the school curriculum.</p> <p>3. Playground, measurements, rules, layout etc. of individual and team sports. to</p>	<p>1. Different sports grounds and their structure</p> <p>2. Different rules of the game and score card layout.</p> <p>3. Design of actual playground.</p> <p>4. Physical Tests.</p> <p>5. Role of Food for Health.</p>	<p>1. A sense of cooperation grows.</p> <p>2. Understanding the relationship between health and education.</p> <p>3. The body's capacity can be increased through yoga.</p>

		understand 4. Cultivating sportsmanship and helping in perfect development of personality.	6. Yoga 7. Recreational games.	4. The body's capacity can be increased through yoga
C-3	Psychological Testing Workshop	1.To help understand the meaning, concept and need of psychological measurement. 2. To help understand the types, characteristics, advantages and limitations of psychological tests. 3. To assist in mastering the technique of administration of psychological tests. 4. Help to understand guidance and counseling techniques.	Conducting psychology experiments at school level	1. Students acquire skills in conducting psychology experiments 2. Students can understand the study habits of school students. 3. Practical implementation of educational psychology experiments helps to create interactions with school students
C-4	Action Research Workshop	1. To help test the usefulness of research. 2. To help understand the nature, characteristics, importance of research. 3. To explain the areas of research topic determination. 4. Helping to identify problems in the schooling process. 5. To explain the stages of research design and the importance of each 6. In the introduction to the research plan, the hypotheses of the research, objectives, scope and limitations of the project, the nature of the methodology planned for the research, sample selection tools and techniques of material collection, the nature of the material collection procedure, the nature of the process for analyzing the material, the schedule and case plan of the research work, the cost	Conducting action research on the following Fields. 1. Learning style 2. Learning Problems 3. Teaching Methods 4. Teacher Role in Various Activities 5. Problems related to discipline 6. Problems related to achievements. 7. Conduiting innovative methods in teaching- learning. 8. Diagnostic testing and teaching learning process.	1. Students learn about problems in various academic fields 2. Adopts an action research Proposal. 3. Solves problems scientifically. 4. Acquires techniques of statistical analysis. 5. The trainee gets to interact with the School Head Master, Teachers and Students. 6. Acquiring techniques of action research report writing.

		<p>estimate of the research work Explaining all these matters.</p> <p>7. Preparation of research plan</p> <p>8. Assisting in action research for problem solving</p>		
C-5	Workshop on constructivist Approach to Teaching	<p>1. To help understand the concept of constructivist Approach to Teaching.</p> <p>2. To help understand the principles and assumptions of constructivist Approach to Teaching.</p> <p>3. Helping to understand the role of constructivist Approach to Teaching teacher/teacher</p> <p>4. To help understand the difference between traditional studies teaching and constructivist studies teaching.</p> <p>5. To help understand the characteristics of constructivist study process.</p> <p>6. Helping students see what they have learned based on structured study, grouping, exploratory questioning by describing the characteristics of constructivist learning process.</p> <p>7. To make efforts for the development of underdeveloped students by conducting group discussions.</p> <p>8 Finding study methods for developing students' reading ability.</p>	<p>1. Creating a constructivist lesson plan like E5 and E7</p> <p>2. Planning constructivist lesson in school.</p> <p>3. Develop and implement educational tools for constructivist lesson.</p>	<p>1. Constructivist lessons can be practiced.</p> <p>2. A sense of cooperation grows.</p> <p>3. Understands various aspects of teaching.</p> <p>4. B.Ed trainees develop confidence in teaching</p>

Semester IV

Code	Practicum	Practical Objectives	Activities Conducted	Outcomes
D-1	Educational Tour	<ol style="list-style-type: none"> 1. Helping adjust to the social environment. 2. Communication, interpersonal relations, problem solving etc. Helping to develop life skills. 3. To help in the planning of educational trips. 4. To facilitate knowledge of the use of social resources for teaching and learning. 	<p>The educational trip includes visits to the following suitable places.</p> <ol style="list-style-type: none"> 1. Forts of Maharashtra 2. Animal and Plant Museum. 3. Museum. 4. Industrial visit. 5. Historical sites outside the state 	<ol style="list-style-type: none"> 1. On the occasion of the educational trip, the students got to know about the historical places of India. 2. The concept of Indian history becomes clear to the students through educational trips. 3. Understands how to plan and organize educational trips
D-2	Project related to community Experience	<ol style="list-style-type: none"> 1) To help understand the concept of society. 2) To help understand the problems related to children at different social levels 3) Developing social, negotiation and adjustment skills. 	<ol style="list-style-type: none"> 1. Family Health Survey. 2. Survey of out-of-school students. 3. Compilation of information on Central and State Government welfare schemes. 4. Swachh Bharat Mission Initiative. 5. Disaster Management etc 	<ol style="list-style-type: none"> 1. This activity creates social awareness. 2. There are interactions with various elements of the society. 3. A cooperative attitude is fostered
D-3	School Engagement and visit to innovative centres of Pedagogy and Learning	<ol style="list-style-type: none"> 1. To help in understanding the nature of different types of schools. 2. To help acquire teaching skills required for teaching in different types of schools. 3. Facilitating the introduction of innovative school initiatives. 4. Facilitating introduction of various educational resource center 	<ol style="list-style-type: none"> 3. Visiting different types of schools in the area. 4. Explaining various streams of education through face to face visits. <p>To study the educational facilities in various educational institutions</p>	<ol style="list-style-type: none"> 5. Students get to know the various educational facilities in the locality. 6. Understands various streams of education. 7. Interactions can be made with teachers from different faculties. 3. Understands how to implement teaching strategies
D-4	Annual Lesson Examination	<ol style="list-style-type: none"> 1. To see the extent to which teaching skills are developed among B.Ed trainees. 2. Studying the results of continuous 	<ol style="list-style-type: none"> 1. Conducting two lessons at school level 	<ol style="list-style-type: none"> 1. Understands the extent to which teaching skills are developed 2. As school level teachers are

		evaluation		examiners, feedback can be taken
D-5	General Orientation of Student Teacher	<ol style="list-style-type: none"> 1. To develop the presentation skills of B.Ed students from the course they have completed in two years 2. To see to what extent the B.Ed curriculum reflected in the trainees 	<ol style="list-style-type: none"> 1. SWOT- Analysis. 2. Presentation Skill 3. Self Awareness activities 4. Awareness of career options and opportunities etc 	<ol style="list-style-type: none"> 1. After completing the course student teacher understands what skills have been acquired. 2. Understand the importance of course. 3. Competitive environment increases.




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