

Maharashtra Shikshan Mandal,
Rajmata Jijamata B.Ed College

Kendre Building, Shiv Nagar, Latur
 Tq.Latur, Dist.Latur, Maharashtra

Metric No. 1.1.3. While planning institutional curriculum, the focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programs offered by the institution, which are stated and communicated to teachers and students through

1. Website of the Institution
2. Prospectus
3. Student induction programme
4. Orientation programme for teachers

HEI Input :

B. Any 3 of the above

DVV Findings: URL to the page on the website where the PLOs and CLOs are listed

- Prospectus for the last completed academic year
- Report and photographs with caption and date of student induction programs
- Report and photographs with caption and date of teacher orientation programs

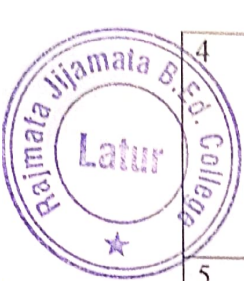
HEI Response:

The institute provides a curriculum for the B.Ed program as per the guidelines of SRTMU. The Board of Studies has created Program Learning Outcomes (PLOs) and Course-wise Learning Outcomes (CLOs) for the program. These PLOs and CLOs are displayed on the notice board and conveyed to the students by their respective subject teachers. Additionally, they are also available on the college's website.

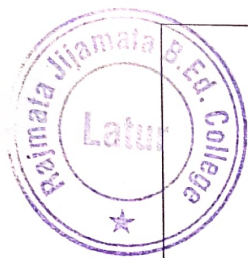
Institutional curriculum Planning:

When planning the institutional curriculum, the focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programs offered by the institution. These are communicated to teachers and students.

Sr. No.	Year	Students	Date	Activities
1	2018-19		9-14 July 2018	Students aware about PLOs and CLOs
				PLOs & CLOs Uploaded on College Website
				PLOs & CLOs displayed on Notice Board
				PLOs & CLOs Discussed with teachers
2	2019-20		15-20 July 2019	Students aware about PLOs and CLOs
				PLOs & CLOs Uploaded on College Website
				PLOs & CLOs displayed on Notice Board
				PLOs & CLOs Discussed with teachers
				Micro Teaching plans discussed with students
3	2020-21		12-13 October 2020	Students aware about PLOs and CLOs
				PLOs & CLOs Uploaded on College Website
				PLOs & CLOs displayed on Notice Board
				PLOs & CLOs Discussed with teachers
				Micro Teaching plans discussed with students

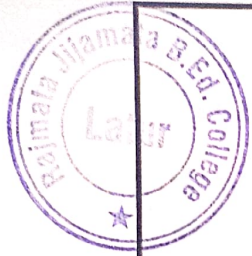


4	2021-22		20-21 August 2021	Students aware about PLOs and CLOs PLOs & CLOs Uploaded on College Website PLOs & CLOs displayed on Notice Board PLOs & CLOs Discussed with teachers Micro Teaching plans discussed with students
5	2022-23		22-23 July 2022	Students aware about PLOs and CLOs PLOs & CLOs Uploaded on College Website PLOs & CLOs displayed on Notice Board PLOs & CLOs Discussed with teachers Micro Teaching plans discussed with students
Sr. No.	Year	Teachers Orientation	Dates	Activities
1	2018-19		3-7 July 2018	Distribution and planning of teaching Curriculum Allotment of mentees to the mentors Formation of several internal committees Determination of feedback collection mechanism Planning of practicing schools activity Discussion of PLOs & CLOs with students Discussion of Micro Teaching plans with students Planning of outreach extension activities to be conducted Preperation of Acadamic Calander Preperation of Code of Conduct
2	2019-20		9-13 July 2019	Distribution and planning of teaching Curriculum Allotment of mentees to the mentors Formation of several internal committees Determination of feedback collection mechanism Planning of practicing schools activity Discussion of PLOs & CLOs with students Discussion of Micro Teaching plans with students Planning of outreach extension activities to be conducted Preperation of Acadamic Calander Preperation of Code of Conduct
3	2020-21		8-10 October 2020	Distribution and planning of teaching Curriculum Allotment of mentees to the mentors Formation of several internal committees Determination of feedback collection mechanism Planning of practicing schools activity Discussion of PLOs & CLOs with students Discussion of Micro Teaching plans with students Planning of outreach extension activities to be conducted Preperation of Acadamic Calander Preperation of Code of Conduct
4	2021-		2-6 August 2021	Distribution and planning of teaching



	22			Curriculum
				Allotment of mentees to the mentors
				Formation of several internal committees
				Determination of feedback collection mechanism
				Planning of practicing schools activity
				Discussion of PLOs & CLOs with students
				Discussion of Micro Teaching plans with students
				Planning of outreach extension activities to be conducted
				Preparation of Academic Calander
				Preparation of Code of Conduct
5	2022-23		9-11 August 2022	Distribution and planning of teaching Curriculum
				Allotment of mentees to the mentors
				Formation of several internal committees
				Determination of feedback collection mechanism
				Planning of practicing schools activity
				Discussion of PLOs & CLOs with students
				Discussion of Micro Teaching plans with students
				Planning of outreach extension activities to be conducted
				Preparation of Academic Calander
				Preparation of Code of Conduct

Principal
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Program Objectives, Program Outcomes and Course Outcomes for the B. Ed Program offered by the college are clearly stated, displayed on the college website and communicated to teachers and students.

General objectives of the B. Ed program:

The General Objectives of B.Ed. Program:

To promote capabilities for inculcating national values and goals as mentioned in the constitution of India

To be a competent, committed teaching professional for achieving excellence in education.

To integrate subject knowledge with pedagogical, contextual, and technological knowledge, teaching skills, interdisciplinary knowledge, educational media, and curricular frames to successfully transact curriculum content that encourages students' learning.

To promote social change, social cohesion, international understanding and protection of human rights and the child's rights.

To use competencies and skills needed to become an effective teacher.

To be a sensitive student teacher about emerging issues such as environment, Population, gender equality, legal literacy, Yoga & Health Education, etc.

To enhance professional capacities like reading and reflecting on texts, understanding self, understanding the use of drama and art in education, etc.

To encourage innovation, research and extension activities in the educational field.

To enhance knowledge, attitude, Skills & competencies of Educational Management, Administration, and Evaluation.

Program Outcomes for B. Ed:

PROGRAM OUTCOMES: The student teacher completed the course successfully. The final course outcomes are as follows –

PO1: Promotion of National Values and Goals: Student teachers shall be capable of promoting national values and goals mentioned in the constitution of India through teaching and other professional work.

PO2: Integration of Knowledge and Pedagogy: Student teachers shall be competent to integrate the knowledge of subjects with pedagogical, technological learning and different social-cultural contexts.

PO3: Curriculum Analysis and Enrichment: Student teachers shall be able to analyze the curricula, identify the gaps and enrich the curricula with plurals sources of knowledge, media forms, field activities, study groups, teaching tools and skills for successful transaction of the curriculum.



PO4: Understanding of Context and Problem-Solving: Student teachers shall understand the personal and societal context of the learner, psycho-social-cultural-economic development processes, historical background and developments in education to cope with complex educational problems at various levels.

PO5: Educational Evaluation, Management, Guidance and Counselling Services: Student-teacher shall apply the knowledge of various disciplines allied to education, organizational skills for various educational services, administrative activities, evaluation, guidance & counselling services and co-curricular activities.

PO6: Sensitivity for Emerging Issues: Student teachers will be sensitive towards issues related to population, environment, gender equality, different literacy, Yoga and Health Education, etc.

PO7: Learner-Centred Educational Practices: Student teachers shall apply knowledge of Educational Psychology, Pedagogy, Philosophical Perspectives and Technology to perform, innovate and evaluate learner-centred educational practices.

PO8: Knowledge Creation, Research and Innovation: Student teachers shall involve themselves in knowledge up-date, knowledge creation, action research, and innovative practices in teaching and activities related to students, parents, community, educational groups, and government organizations.

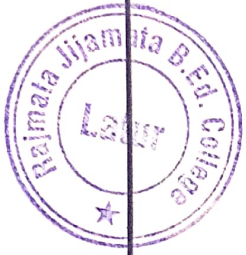
PO9: Professional Communication Skills: Student Teacher shall perform Professional Communication Skills Reading and Writing in educational magazines, journals and other forms of publication.

PO10: Collaborative, Culture Responsive and Creative Work Capacities: Student Teachers shall perform Professional Communication Skills Reading and Writing in educational magazines, journals and other forms of publication

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B.Ed. First Year: First Semester Core Course (CC)

Course outcome:

Course Code	Name of the Course	Objectives	Course Outcomes
BEDCC 101	Knowledge and Curriculum	1) To understand the epistemological and social bases of education 2) To provide an understanding of the Concept of Educational sociology-based Education 3) To understand the dimension of curriculum and the process of making curriculum 4) To know the meaning, concept and need of language 5) To understand the concept of communication 6) To develop communication skills and to know the characteristics and importance of good communication	1. Student Teacher understands the epistemological and social bases of education 2. Student Teacher describes the concept of educational sociology-based education 3. Student Teacher knows the dimension of curriculum and the process of making the Curriculum 4. The Student-Teacher identifies the concept and need for language 5. Student Teacher becomes acquainted with communication skills 6. Teacher describes the characteristics and importance of Good Communication
BEDCC 102	School Management and Administration	1) To understand the management meaning and infrastructure facilities for quality education 2) To enable student teachers in the areas of management 3) To get acquainted with a school administration 4) To get awareness about the function of school administration 5) To get acquainted with administrative setup of education 6) To understand the role and function of school administrator 7) To introduce new approaches to school management 8) To understand the concept of	1. Student-teacher gets acquainted with the concept of Management 2. Student-teacher understands and knowledge about infrastructure facilities as quality education 3. Student-teacher becomes familiar with the areas of management 4. Student-teacher gets acquainted with school administration 5. Student-teacher understands the new approaches of decision-making and related factors attesting to it 6. Student-teacher becomes



		decision-making and factors affecting i	aware of the function of school administration 7. Student-teacher applies the functions of school administration in the classroom 8. Student-teacher describes the role and function of school administration
BEDCC 103	Contemporary India and Education	<ol style="list-style-type: none"> 1) To enable teacher trainees to understand the contemporary nature of India's educational system development. 2) To enable the student teacher to under the meaning and relation between education and philosophy. 3) To enable teacher trainees to understand the policy framework for education in India. 4) To enable teacher trainees to understand the contribution of various central committees and commissions on education set up from time to time. 5) To enable teacher trainees to understand the meaning of educational sociology and agencies of education in Indian society. 6) To enable teacher trainees in the education provision mentioned in the Indian constitution. 7) To enable teacher trainees to understand social marginalisation and its impact on education. 8) To enable teacher trainees to understand the concept of globalisation liberalisation, privatisation, and its impact on education. 9) To understand the contribution of educational thinker 	<ol style="list-style-type: none"> 1. Student-teacher understands the contemporary nature of developing the educational System in India 2. Student-teacher classifies the meaning and relation between education and philosophy 3. Student-teacher understands the policy framework for education in India 4. Student-teacher analyses the contribution of various central committees and commissions On education set up from time to time 5. Student-teacher describes the meaning of educational sociology and agencies of Education in Indian society 6. Student-teacher understands the provision of education mentioned in the Indian Constitution 7. Student-teachers familiar with the marginalisation in society and its impact on Education 8. Student-teacher understands the concept of globalisation liberalisation, privatisation, and its impact on education 9. Student-teacher understands the contribution of various educational thinkers in Education
BEDOC 104	Learning & Teaching	<ol style="list-style-type: none"> 1) To develop & an understanding of educational psychology 2) To know the Importance of the Adolescence Stage 3) To know The learning theories in the learning process 4) To identify the factors affecting learning teaching process 5) To understand about the mental process of Leaning 	<ol style="list-style-type: none"> 1. Student-teacher understands the various methods of the standing of educational psychology and the use of educational psychology in the learning and teaching process 2. Student-teacher analyses the importance of the adolescence stage and the problems of the adolescence stage 3. Student-teacher describes the learning theories in the



		6) Appreciate the critical role of learners based on Individual effectiveness & draw implications for School teachers 7) To apply the various types of intelligence theories in daily teaching 8) To understand the Intelligence Theories I. Q.	learning process 4. Student-teacher identifies the factors affecting learning teaching process 5. Student-teacher becomes familiar with the mental process of learning, such as memory and forgetting 6. Student-teacher acquainted with the importance of educational psychology and the teaching process 7. Student-teacher applies the various types of intelligence theories in daily teaching 8. Student teachers analyze and measure the I.Q.
BEDOC 105	ENVIRONMENT EDUCATION AND DISASTER MANAGEMENT	1. To understand the importance of Environmental Education 2. To understand Environmental pollution & its control 3. To acquaint the knowledge about Health & Safety 4. To understand the General concept of Disaster Management 5. To know Acts & legal aspects of disaster management 6. To understand Disaster Preparedness 7. To understand the role of education in Disaster Management 8. To understand Rescue from Disaster 9. To understand Relief for Disaster	1. Student Teacher understands the importance of Environmental Education 2. Student Teacher becomes acquainted with Environmental Pollution and its Control 3. Student Teacher describes the Knowledge about Health and Safety 4. Student Teacher acquainted with the general concept of Disaster Management 5. Student Teacher understands the acts and legal aspects of Disaster Management 6. Student Teacher identifies Disaster preparations 7. Student Teacher describes the role of education in disaster Management 8. Student Teachers well-prepared for Rescue from Disaster 9. Student Teacher understands the relief for Disaster

B.Ed. First Year: Second semester Core Course (CC)

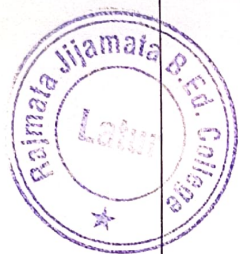
Course Code	Name of the Course	Objectives	Course Outcomes
BEDCC 201	Gender, School and Society	1. To develop gender sensitivity among the student teachers. 2. To develop clarity among the concept of Gender and sexuality 3. To make students understand about the gender issues faced in school 4. To make students aware of the role of education about gender	1. Student-teacher gets acquainted with the critical analysis of gender 2. Student-teacher describes how race, class, gender and sexuality intersect 3. Student-teacher becomes aware of Women's and People's experiences in



		<p>issues</p> <p>5. To understand the gender issues faced in society and educational implications</p>	<p>cultural contexts both</p> <p>4. Student-teacher understands the role of gender and sexuality in social justice movements around the world</p> <p>5. Student-teacher describes how theories reflect the historical and cultural context in which they emerge</p>
BEDOC 202	Understanding Disciplines and Subjects	<p>1) To enable student-teachers to reflect on the nature and role of disciplinary knowledge in the school curriculum.</p> <p>2) To understand the paradigm shifts like disciplines.</p> <p>3) To understand the history and doctrine of teaching subject areas in schools.</p> <p>4) To understand the notion of the 'disciplinary doctrine'</p> <p>5) To understand science as a discipline among the teacher trainees.</p> <p>6) To understand the nature of Mathematics as a discipline.</p> <p>7) To develop an understanding of language as a discipline among the teacher trainees.</p> <p>8) To develop among the teacher trainees an understanding of social science as a discipline</p>	<p>1. Student-teacher gets acquainted with the nature and role of disciplinary knowledge in the school curriculum</p> <p>2. Student-teacher understands the paradigm shift like disciplines</p> <p>3. The student teacher describes the nature of science and mathematics and his behaviour in Disciplines</p> <p>4. Student-teacher gets acquainted with the behaviour in disciplines</p> <p>5. Student-teacher understands the notion of the disciplinary doctrine</p> <p>6. Student-teacher becomes familiar with the language as a discipline</p> <p>7. Student-teacher understands the history & doctrine of the teaching of subject areas in school</p> <p>8. Student-teacher describes an understanding of social sciences as a discipline</p>
BEDOC 203	INCLUSIVE EDUCATION	<p>1) To understand the concept, need and importance of inclusive education</p> <p>2) To understand the educational approaches and strategies for the enrichment of inclusive education</p> <p>3) To analyse the curriculum adaptation and evaluation for children with diverse need</p> <p>4) To understand the teacher preparation for inclusive education concept and the meaning of diverse needs</p> <p>5) To understand the educational approaches and measures for meeting the diverse needs and remedial education, special education, integrated education</p> <p>6) To know the effectiveness of inclusive strategies: Enrichment, cluster grouping, mixed ability</p>	<p>1. Student-teacher understands the concept, need and importance of inclusive education</p> <p>2. Student-teacher gets acquainted with the educational approaches and strategies for the enrichment of inclusive education</p> <p>3. Student-teacher analyses the curriculum adaptation and evaluation for children with diverse need</p> <p>4. Student-teacher understands the teacher preparation for inclusive education concept and the meaning of diverse needs</p> <p>5. Student-teacher identifies the educational approaches and measures for meeting the diverse needs of remedial,</p>



		grouping, multilevel teaching, cooperative learning, and peer tutoring in the context of constructivism	unique, and integrated education 6. Student teacher describes the effectiveness of inclusive strategies: Enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, and peer tutoring in the context of constructivism
BEDPSS 203	PEDAGOGY OF SCHOOL SUBJECTS (PSS) PART I		
BEDPSS 203-1	Method - Marathi		
BEDPSS 203-2	Method - Hindi		
BEDPSS 204-3	Method - English	<ol style="list-style-type: none"> 1. To know the meaning, nature, scope and importance of English 2. To analyse the objectives of English and three language formula 3. To understand various planning of English 4. To understand the tools and techniques in English teaching 5. To introduce the characteristics of English Teacher 6. To enable student teachers the different professional development program 	<ol style="list-style-type: none"> 1) Student-teacher understands the meaning, nature, scope and importance of English 2) Student-teacher analyses the objectives of English and three language formula 3) The Student teacher applied the various methods in drill teaching 4) The Student teacher describes the tools and techniques in English teaching 5) Student-teacher knows the characteristics of EnglishTeacher 6) Student-teacher becomes acquainted with the different professional development program
BEDPSS 204-5	Method - Science	<ol style="list-style-type: none"> 1) To know the meaning, nature and modern concept of Science 2) To analyse the objectives of Mathematics and value in Science 3) To understand various planning of Science 4) To understand the tools and techniques in Science Teaching 5) To introduce the characteristics of a Science Teacher 6) To enable student teachers to different professional development 	<ol style="list-style-type: none"> 1) Student-teacher understands the modern concept, nature and modern concept of science 2) Student-teacher analyses the objectives of science and the value of Science 3) The student-teacher applied the various methods in drill teaching 4) Student-teacher describes the tools and techniques in Science Teaching 5) The Student-teacher knows the characteristics of a Science Teacher 6) To enable student teachers the different professional development program
BEDPSS 204 -6	Method - Mathematics	<ol style="list-style-type: none"> 1) To know the meaning, nature and modern concept of Mathematics 2) To analyse the objectives of Mathematics and the value of Mathematics 	<ol style="list-style-type: none"> 1) The student teacher understands the modern concept, nature and modern concept of Mathematics 2) The student teacher analyses the objectives of Mathematics



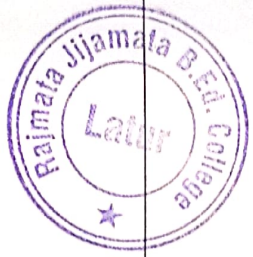
		<p>3) To understand various planning of Mathematics</p> <p>4) To understand the tools and techniques in Mathematics teaching</p> <p>5) To introduce the characteristics of a Mathematics Teacher</p> <p>6) To enable student teachers to different professional development</p>	<p>and the value of Mathematics</p> <p>3) The student teacher applied the various methods in drill teaching</p> <p>4) The Student teacher describes the tools and techniques in Mathematics teaching</p> <p>5) Student-teacher becomes acquainted with the structure of Mathematics and curriculum concept</p> <p>6) Student-teacher knows the characteristics of a Mathematics Teacher</p>
BEDPSS 204-7	Method - History	<p>1) To know the meaning, nature and modern concept of History</p> <p>2) To analyse the objectives of History and value in History</p> <p>3) To understand various planning of History</p> <p>4) To understand the tools and techniques in History teaching</p> <p>5) To introduce the characteristics of History Teacher</p> <p>6) To enable student teachers to different professional development</p>	<p>1) Student-teacher understands the modern concept, nature and modern concept of History</p> <p>2) Student-teacher analyses the objectives of History and value in History</p> <p>3) The student-teacher applied the various methods in drill teaching</p> <p>4) Student-teacher describes the tools and techniques in History teaching</p> <p>5) The student teacher becomes acquainted with the structure of History and curriculum concepts</p> <p>6) The Student teacher knows the characteristics of a History Teacher</p>
BEDPSS 204-8	Method – Geography	<p>1. To know the meaning, nature and scope of Geography</p> <p>2. To understand various planning of Geography</p> <p>3. To understand the place and structure of Geography at the secondary school level</p> <p>4. To study the various methods and techniques of Geography teaching</p> <p>5. To develop adequate skills and qualities in teaching Geography</p> <p>6. To introduce the characteristics of Geography Teacher</p> <p>7. To enable student teachers to different professional development</p>	<p>programme Course Outcomes:</p> <p>1. Student-teacher understands the modern concept, nature and scope of Geography</p> <p>2. Student-teacher understands various planning of Geography</p> <p>3. Student-teacher describes the place and structure of Geography at the secondary school level</p> <p>4. Student-teacher studied the various methods and techniques of Geography teaching</p> <p>5. Student-teacher adequate skills and qualities in teaching Geography</p> <p>6. Student-teacher knows the characteristics of a Geography Teacher</p> <p>7. Student-teacher understands the different professional development programmes</p>
BEDPSS 204-9	Method - Commerce	<p>1) To enable the student teachers to understand the place and</p>	<p>1. Student-teacher gets acquainted with the place &</p>



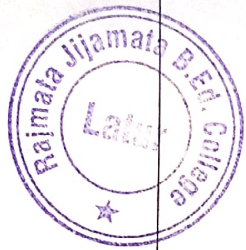
		importance of commerce 2) To understand various planning of commerce subject 3) To be aware of various methods, techniques and maxims of teaching 4) Introduce the characteristics of a commerce teacher 5) To enable an understanding of student teachers and the different professional development	importance of commerce subject 2. Student-teacher understands the various planning of commerce subject 3. Student-teacher describes the various methods, techniques and maxims of teaching 4. Student-teacher identifies the characteristics of a commerce teacher 5. Student-teacher understands the different professional development programs
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B.Ed. Second Year: Third semester Core Course (CC)

Course Code	Name of the Course	Objectives	Course Outcomes
BEDCC 301	Childhood and Growing Up	1) Understand the growth and development of the learner and its importance in the teaching-learning process with particular reference to the adolescent stage. 2) Become aware of the individual differences among learners. 3) Identify the educational needs of diverse learners. 4) Get acquainted with the new (Contemporary) theories of learning. 5) To understand the development of personality 6) Understand political, social and cultural dimensions along with their implications on childhood and growing up 7) Become familiar with the impact of mass communication media on childhood and growing up 8) To acquaint with the concept of multiculturalism and identify the role of the teacher in the multicultural classroom 9) Understand the Government Policies in India for the Education of Children, Women, Minority and Backward Classes 10) Understand the types of exceptional children and characteristics of special children 11) To acquaint with different learning styles and their educational implications	1) Student-teacher understands the growth and development of the learner and its importance in the teaching-learning process with particular reference to the adolescent stage 2) Student-teacher becomes aware of the individual differences among learners 3) Student-teacher identifies the educational needs of diverse learners 4) Student-teacher gets acquainted with the new (contemporary) theories of learning 5) Student-teacher understands the development of personality 6) Student-teacher understands Political, Social and Cultural dimensions along with their implications on childhood and growing up 7) Student-teacher becomes familiar with the impact of mass communication media on childhood and growing up 8) Student-teacher gets acquainted with the concept of multiculturalism and identifies the role of the teacher in the multicultural classroom 9) Student-teacher understands the Government Policies in India for the Education of Children,



			<p>Women, Minority and Backward Classes</p> <p>10) Student-teacher understands the types of exceptional children and characteristics of special children</p> <p>11) Student-teacher gets acquainted with different learning styles and their educational implications</p>
BEDCC 302	Assessment for Learning	<p>1) To understand the process of evaluation</p> <p>2) To develop the skill in preparing, administering and interpreting the achievement test</p> <p>3) To understand the use of different techniques and tools of evaluation for learning</p> <p>4) To comprehend the process of assessment for learning</p> <p>5) To develop the necessary skills to compute essential statistical measures to assess the learning</p>	<p>1) Student Teacher understands the process of evaluation</p> <p>2) Student Teacher developed the skill in preparing, administering and interpreting the achievement test</p> <p>3) Student Teacher becomes acquainted with the use of different techniques and tools of evaluation for learning</p> <p>4) The Student Teacher describes the comprehension of the process of assessment for Learning</p> <p>5) Student Teacher Knows the Skills to compute statistical measures to assess the learning</p>
BEDCC 303	Action Research	<p>1) To understand the basics of action research</p> <p>2) To understand the process of action research</p> <p>3) To acquaint the nature and scope of Action Research</p> <p>4) To understand the components of the action research plan</p> <p>5) To know the types of Action Research</p> <p>6) To distinguish between quantitative and qualitative data analysis in action research</p> <p>7) To understand the features of a good action research report</p> <p>8) To know the preparation of a good action research report</p>	<p>1. Student-teacher understands the basics of action research</p> <p>2. Student-teacher knows the process of action research</p> <p>3. Student-teacher becomes acquainted with the nature and scope of Action Research</p> <p>4. Student-teacher becomes acquainted with the difference between Fundamental and Action research</p> <p>5. Student-teacher describes the types of Action Research</p> <p>6. Student-teacher understands the components of the action research plan</p> <p>7. Student-teacher distinguished between quantitative and qualitative data analysis in action research</p> <p>8. The student teacher prepared an excellent action research report</p>
BEDOC 304	GUIDANCE AND COUNSELLING	<p>1) To understand the meaning, nature and scope of guidance</p> <p>2) To understand the meaning, need for group guidance</p> <p>3) To appreciate the need for guidance</p>	<p>1) Student-teacher understands the meaning, nature and scope of guidance</p> <p>2) Student-teacher knows the meaning, need for group guidance</p>



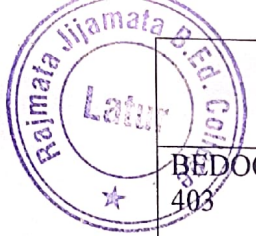
		<p>4) To understand the essential services involved in the school guidance program</p> <p>5) To understand the various stages involved in the process of counselling</p> <p>6) To recognise the different techniques and approaches of counselling</p> <p>7) To analyse the relationship between guidance and counselling</p> <p>8) To understand the currier guidance and counselling centres</p>	<p>3) Student-teacher appreciated the need for guidance</p> <p>4) Student-teacher becomes acquainted with the essential services involved in the school guidance program</p> <p>5) Student-teacher describes the various stages involved in the process of counselling</p> <p>6) Student-teacher recognised the various techniques and approaches of counselling</p> <p>7) Student-teacher analyses the relationship between guidance and counselling</p> <p>8) Student-teacher understands the currier guidance and counselling centres</p>
BEDOC 305	WOMEN EDUCATION	<p>1) To understand the present status of Women's Education in India</p> <p>2) To understand the Status, Problems and Issues of Girls' Education in India</p> <p>3) To understand the Constitutional provision and scheme for women's development</p> <p>4) To understand the Role and function of NGOs in women's development</p> <p>5) To understand the concept of Women's Empowerment</p> <p>6) To understand the contribution of eminent persons in women's education</p> <p>7) To understand the contribution of various educational thinkers in women's education</p> <p>8) To understand the role of women in Globalization</p>	<p>1. Student-teacher understands the present status of Women in India</p> <p>2. Student-teacher becomes acquainted with the status, problems and issues of Girl's education in India</p> <p>3. Student-teacher describes the constitutional provision and scheme for Women's Development</p> <p>4. Student-teacher knows the Role and function of NGOs for women's development</p> <p>5. Student-teacher identifies the concept of Women's Empowerment</p> <p>6. Student-teacher describes the contribution of eminent persons in women's education</p> <p>7. Student-teacher knows the contribution of various educational thinkers in women's education</p> <p>8. Student-teacher studied the role of women in Globalization</p>

B.Ed. Second Year: Four Semester Core Course (CC)

Course Code	Name of the Course	Objectives	Course Outcomes
BEDCC401	EDUCATIONAL TECHNOLOGY AND ICT	<p>1. To equip the student teacher with the various technological applications available to them for improving instructional practices</p> <p>2. To understand the meaning, nature and scope of</p>	<p>1) Student-teachers understand the various technological applications available to them for improving instructional practices</p> <p>2) Student-teachers get acquainted with the meaning,</p>



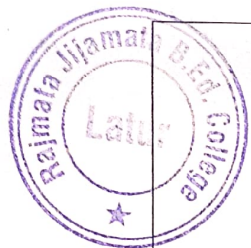
		<p>ICT in education</p> <ol style="list-style-type: none"> 3. To get acquainted with the structure, Hardware and software of computer 4. To understand the changes due to ICT in education 5. To prepare the students to select the appropriate communication facilities through the Internet 6. To understand the legal and ethical issues related to the Internet & student safety 7. To understand ICT-supported teaching learning strategies 8. To get acquainted with e-learning & development in ICT 	<p>nature and scope of ICT in Education</p> <ol style="list-style-type: none"> 3) Student-teacher gets acquainted with the structure, Hardware and Software of the Computer 4) Student-teacher describes the changes that occur due to ICT in Education 5) Student-teacher knows to select the appropriate communication facilities through the Internet 6) Student-teacher understands the Legal and Ethical issues related to the Internet and Student safety 7) Student-teacher knows the ICT-supported teaching-learning strategies 8) Student-teacher gets acquainted with the e-learning and development of ICT
BEDOC 402	PEACE EDUCATION	<ol style="list-style-type: none"> 1. To understand the concept and types of peace. 2. To understand the constitutional values and their importance for social harmony. 3. To understand the contribution of Mahatma Gandhi, Swami Vivekananda and The Dalai Lama in PeaceBuilding. 4. To understand the concepts and areas of Peace Education. 5. To understand the need for Peace education in the present context. 6. To understand challenges to Peace in a multicultural society. 7. To understand and apply the values, attitudes and skills required for Peace Education. 8. To understand and apply Methodology for Peace Education. 9. To acquire knowledge of programmes by UNESCO for promoting Peace Education. 10. To understand and analyse the role of mass media in Peace Education. 	<ol style="list-style-type: none"> 1) Student-teacher understands the concept and types of Peace 2) Student-teacher understand the Constitutional values and their importance for social harmony 3) Student-teachers understand the contribution of Mahatma Gandhi, Swami Vivekananda and The Dalai Lama in peace-building 4) Student-teacher understand the concept and areas of Peace Education 5) Student-teachers understand the need for a Peace Education in the present context 6) Student-teachers understand the challenges of Peace in a multicultural society 7) Student-teachers understand and apply the values, attitudes and skills required for Peace Education 8) Students understand as well as apply methodology for Peace Education 9) Student-teachers acquire knowledge of programmes by UNESCO for promoting Peace Education 10) Student-teachers



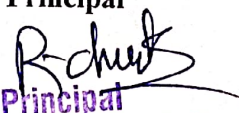
			understand and analyse the role of mass media in Peace Education
BEDOC 403	VALUE EDUCATION	<ol style="list-style-type: none"> 1) To understand the concept, nature and different kinds of values 2) To understand the classification of values under different types 3) To appreciate educational values like democratic, secular and socialist 4) To prepare some programmes to develop expected values 5) To identify the values in the textbooks of secondary schools 6) To describe the importance of the Ten Core areas 7) To appreciate the values in the Indian Constitution 8) To prepare for programs to develop expected values 	<ol style="list-style-type: none"> 1) Student-teacher understands the concept, nature and different kinds of values 2) Teacher Student becomes acquainted with the need and importance of value education in secondary school curriculum 3) Student-teacher identifies the classification of values under different types 4) Student-teachers appreciated educational values like democratic, secular and socialist 5) Student-teacher identifies the values in the Text Books of secondary schools 6) Student-teacher describes the importance of the Ten Core areas 7) The student teacher appreciated the values in the Indian Constitution 8) Student-teacher prepared for programs to develop expected values
BEDPSS 404(1-9)	PEDAGOGY OF SCHOOL SUBJECTS (PSS) PART 2		
BEDPSS 405-1	Method - Marathi		
BEDPSS 405-2	Method - Hindi		
BEDPSS 404-3	Method - English	<ol style="list-style-type: none"> 1) To understands the evaluation tools, tests and remedial teaching 2) To enable student teacher the extra-curricular and co-curricular activities 3) To be aware of various methods, tools and techniques of evaluation 4) To understand the structure, syllabus and curriculum of the English 5) To identify the good criteria of an English textbook 6) To understand the content analysis of the English subject 	<ol style="list-style-type: none"> 1. Student-teacher understands the evaluation tools, tests and remedial teaching 2. Student-teacher becomes acquainted with the extracurricular and co-curricular activities 3. Student-teacher describes the methods and techniques in English teaching 4. Student-teacher gets acquainted with the structure, syllabus and curriculum of English 5. Student-teacher analyses the internal and external criteria of a good textbook in English 6. The student teacher describes the content analysis of the English subject



BEDPSS 404-5	Method - Science	1) To understands the evaluation tools, tests and remedial teaching 2) To enable student teacher the extra-curricular and co-curricular activities 3) To be aware of various methods, tools and techniques of evaluation 4) To understand the structure, syllabus and curriculum of Science 5) To identify the good criteria of a Science textbook 6) To understand the content analysis of the Science subject Learning	1) Student-teacher understands the evaluation tools, tests and remedial teaching 2) Student-teacher becomes acquainted with the extracurricular and co-curricular activities 3) Student-teacher describes the methods and techniques in Science Teaching 4) Student-teacher gets acquainted with the structure, syllabus and curriculum of Science 5) Student-teacher analyses the internal and external criteria of a good textbook of Science 6) The student teacher describes the content analysis of the Science subject.
BEDPSS 404-6	Method - Mathematics	1) To understands the evaluation tools, tests and remedial teaching 2) To enable student teacher the extra-curricular and co-curricular activities 3) To be aware of various methods, tools and techniques of evaluation 4) To understand the structure, syllabus and curriculum of Mathematics 5) To identify the good criteria of a Mathematics textbook 6) To understand the content analysis of the mathematics subject	1) Student-teacher understands the evaluation tools, tests and remedial teaching 2) Student-teacher becomes acquainted with the extracurricular and co-curricular activities 3) Student-teacher describes the methods and techniques in Mathematics teaching 4) Student-teacher gets acquainted with the structure, syllabus and curriculum of Mathematics 5) The student-teacher analyses a good mathematics textbook's internal and external criterion. 6) The student-teacher describes the content analysis of the mathematics subject.
BEDPSS 404-7	Method – History	1) To understands the evaluation tools, tests and remedial teaching 2) To enable student teacher the extra-curricular and co-curricular activities 3) To be aware of various methods, tools and techniques of evaluation 4) To understand the structure, syllabus and curriculum of History 5) To identify the good criteria of a history textbook	1) Student-teacher understands the evaluation tools, tests and remedial teaching 2) Student-teacher becomes acquainted with the extracurricular and co-curricular activities 3) Student-teacher describes the methods and techniques in History teaching 4) Student-teacher gets acquainted with the structure, syllabus and curriculum of



		6) To understand the content analysis of the History subject	History 5) The student-teacher analyses a good textbook's internal and external criteria. 6) The student-teacher describes the content analysis of the history subject.
BEDPSS 404-8	Method - Geography	1) To understand the evaluation tools, tests and remedial teaching 2) To enable the student teacher to participate- in extracurricular and co-curricular activities 3) To be aware of various methods, tools and techniques of evaluation 4) To understand the structure, syllabus and curriculum of Geography 5) To identify the good criteria of a geography textbook 6) To understand the content analysis of the subject of geography, Course	1) Student-teacher understands the evaluation tools, tests and remedial teaching 2) Student-teacher becomes acquainted with the extracurricular and co-curricular activities 3) The student teacher describes the methods and techniques in geography teaching 4) The Student teacher gets acquainted with the structure, syllabus and curriculum of Geography 5) Student teachers analyse a good textbook's internal and external criteria. 6) The student teacher describes the content analysis of the geography subject.
BEDPSS 404-9	Method - Commerce	1) To understand the evaluation tools, tests and remedial teaching 2) To enable student teachers to engage in curricular and co-curricular activities 3) To enable the student to understand the nature of CCM 4) To help students structure commerce subjects. 5) To enable the students to learn the content of commerce. 6) To understand the content enrichment of commerce subject	1) Student-teacher understands the evaluation tools, tests and remedial teaching 2) Student-teacher becomes acquainted with extra-curricular activities 3) Student-teacher identifies the nature of content cum methodology 4) Student-teacher understands the structure of commerce subject 5) Student-teacher gets acquainted with the content of commerce 6) The student teacher describes the types of capital, bank loans and principles of management

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