

**S.N.D.T. College of Education, Pune**  
**B.Ed. Course Outcomes- Theory Courses**

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

		<ul style="list-style-type: none"> <li>- design learning experiences for development of personality</li> <li>- explain concept of adjustment and causes of maladjustment</li> <li>- suggest ways to help learners with problems of adjustment</li> <li>- explain implications of various learner characteristics affecting learning</li> </ul>
<p><b>1002</b></p>	<p><b>Contemporary India and Education</b></p>	<p>After learning this course, the student teachers are able to -</p> <ul style="list-style-type: none"> <li>-comprehend the clear picture of present Indian society</li> <li>-understand the current problems in Indian society.</li> <li>-understand and express the role of a teacher and education in the social reformation.</li> <li>-understand the importance of social values and their inculcation through education</li> <li>-understand the basic concept of education and its process</li> <li>-think critically regarding the aspects of education as a system and their interrelationship</li> <li>-think and express the philosophical perspectives of education</li> <li>-understand the role philosophy in realizing the goals and objectives of education.</li> <li>-understand the thoughts of educational thinkers</li> <li>-develop one's own philosophical approach</li> </ul>

		<p>regarding education</p> <ul style="list-style-type: none"> <li>-understand different concepts from educational sociology</li> <li>-understand the relevance of democracy with education</li> <li>- comprehend the importance of national integration and international understanding</li> <li>- understand the idea of multiculturalism and its significance in education</li> <li>- understand the importance of the goals of education as incorporated in Indian constitution</li> <li>-understand the role of Universalization of School Education</li> <li>- understand the Idea of 'common school'system</li> <li>- understand Equality of Educational Opportunity</li> <li>- understand the differential quality in schooling: Variations in school quality</li> <li>- understand the Right to Education Bill</li> </ul>
<p><b>1003</b></p>	<p><b>Critical understanding of ICT</b></p>	<p>After learning this course, the student teachers are able to -</p> <ul style="list-style-type: none"> <li>- explain the Technological revolution &amp; its impact on society.</li> <li>- state the development of Educational technology.</li> <li>- elaborate the concept, importance, meaning &amp; nature of ICT.</li> <li>- explain the Need of Information &amp;</li> </ul>

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

		<ul style="list-style-type: none"> <li>-develop insight into various roles of teacher compare various views on human learning</li> <li>-consider various roles of learner and teacher for planning of various learning situation</li> <li>-elaborate principles of constructivist and cooperative learning-teaching-assisting learners to think inductively</li> <li>-assist learners to attainment concepts, to organize/ structure information logically, to empathize with others</li> <li>-use simulations and games</li> <li>-promote learning in groups</li> <li>-facilitate information processing.</li> <li>-organize learning experiences to develop reasoning and problem solving</li> <li>-develop self-learning skills.</li> <li>-plan for developing creative thinking</li> <li>-apply psychological principles for obtaining positive transfer of learning</li> </ul>
<p><b>1005</b></p>	<p><b>Language across curriculum</b></p>	<p>After learning this course, the student teachers are able to -</p> <ul style="list-style-type: none"> <li>-explain the significance of basic principle of linguistics</li> <li>-explain the process of acquisition of language and stages of acquisition of knowledge</li> <li>-apply the theoretical principles of Dewey, Piaget, Vygotsky, Chomsky in teaching-learning transaction</li> <li>-explain functions of brain in language</li> </ul>

		<p>acquisition</p> <ul style="list-style-type: none"> <li>-discuss place and importance of mother tongue, verbal</li> <li>-explain the place, importance of language and centrality of language in school curriculum</li> <li>-discuss the constitutional provisions and policies</li> <li>-explain the correlation of language with other subjects</li> <li>-discuss the issue of medium of instruction and semi English medium for science</li> <li>-apply various methods of teaching in transaction of content</li> <li>-explain the importance of four basic skills</li> <li>-apply different techniques to enhance teaching learning transaction of language</li> <li>-discuss various ways of enriching vocabulary</li> <li>-explain functional purposes of learning language</li> <li>-explain the characteristics of language teacher</li> <li>-appreciate the language</li> </ul>
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**B.Ed. II Year**

<b>2008</b>	<b>Assessment for Learning</b>	<p>After learning this course, the student teachers are able to -</p> <ul style="list-style-type: none"> <li>- use assessment in constructivist paradigm for various purposes</li> <li>- gain critical understanding of issues evaluation practices</li> </ul>
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		<ul style="list-style-type: none"> <li>- become aware of key concepts such as measurement, evaluation, test, examination, formative and summative assessment</li> <li>- construct and use appropriate tools for evaluation</li> <li>- critically analyze various examination reforms in India</li> <li>- give suggestions for improving quality of questions in exam papers</li> <li>- use ICT in examination</li> <li>- analyze and interpret data for drawing inferences</li> <li>- use various types of feedback for improving learning</li> <li>- develop and maintain a comprehensive and consolidated learner profile</li> <li>- Critically analyze impact of the prevailing examination system</li> <li>- Evaluate impact of examination-driven schooling</li> <li>-evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view</li> </ul>
<p><b>2009</b></p>	<p><b>Knowledge and Curriculum</b></p>	<p>After learning this course, the student teachers are able to -</p> <ul style="list-style-type: none"> <li>-explain the Concept of Epistemology.</li> <li>-elaborate the types and process of generating knowledge.</li> <li>-differentiate ‘knowledge’ and ‘skill’, ‘teaching’ and ‘training’, ‘knowledge’ and ‘information’, and ‘reason’ and ‘belief’.</li> </ul>

		<ul style="list-style-type: none"> <li>-describe epistemological bases of modern child centered education</li> <li>-locate references regarding learner as a knowledge generator.</li> <li>-explain the concept, meaning and nature of knowledge centered society.</li> <li>-explain the concept of culture and modernity.</li> <li>-relate constitutional values with education.</li> <li>-explain educational implications of nationalism, universalism, secularism, multiculturalism, multilingualism</li> <li>-justify changes in education due to advancement in ICT and educational psychology.</li> <li>-explain the concept of curriculum.</li> <li>-distinguish hidden and enacted curriculum.</li> <li>-explain various dimension of curriculum.</li> <li>-compare relationship between curriculum, syllabus and textbook.</li> <li>-use different approaches of curriculum development</li> <li>-elaborate process of curriculum development.</li> <li>-describe the role of NCERT, SCERT, SSC/ CBSC /ICSE Boards and Text book Bureau</li> <li>-explain the determinants of curriculum development</li> <li>-explain teacher's role in curriculum transaction.</li> <li>-select and develop the proper learning resources.</li> <li>-elaborate the process of curriculum evaluation and renewal.</li> </ul>
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<p><b>2010</b></p>	<p><b>Creating an Inclusive School</b></p>	<p>After learning this course, the student teachers are able to -</p> <ul style="list-style-type: none"> <li>- become aware of legal provisions and policies about inclusive education in India</li> <li>- explain causes characteristics and special needs of children with physical, mental, economic, cultural diversity and learning disability</li> <li>- orient parents and peer group for support</li> <li>- use cooperative learning strategies in class</li> <li>- collaborate with support teachers</li> <li>- apply learner friendly evaluation process</li> </ul>
<p><b>2011</b></p>	<p><b>Gender, School and Society</b></p>	<p>After learning this course, the student teachers are able to -</p> <ul style="list-style-type: none"> <li>-describe issues concerned with women</li> <li>-suggest remedial measures to overcome constraints to education of women</li> <li>-understand various social reform movements in India with respect to women</li> <li>-design learning experiences for gender sensitization and women empowerment</li> <li>-organize training and counselling for various personnel regarding gender equality and women empowerment</li> </ul>
<p><b>1101-1115</b></p>	<p><b>Subject Education</b></p>	<p>After learning this course, the student teachers are able to -</p> <ul style="list-style-type: none"> <li>- explain the nature and structure of Subject Education</li> <li>- state the aims of Subject Education</li> <li>- plan for imbining values through Subject Education</li> <li>- elaborate on skills, competencies and commitment required for becoming a subject</li> </ul>

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

**Course Outcomes- Optional Courses**

<b>Course Code</b>	<b>Name of Optional Course</b>	<b>Course Outcomes</b>
<b>B.Ed. II Year</b>		
<b>2201</b>	<b>Peace Education</b>	After learning this course, the student teachers are able to - -discuss the philosophical, sociological basis of peace education -explain the need for peace education -discuss the role of family, community, media and school in peace education -describe qualities of peace educator -acquire essential qualities as a peace educator

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

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

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

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

**Course Outcomes- Practical Courses (EPCs & EWF)**

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

		discussion/group problem solving, Providing scope for self-expression and thinking, Promoting self-learning, Facilitating understanding)
<b>1303</b>	<b>Learning to use Computer in Education</b>	<p>The student teachers are able to</p> <ul style="list-style-type: none"> <li>-explore educational web resources</li> <li>-decide authenticity of the information given on website</li> <li>-analyse various categories and section given on website</li> <li>-present analytical view points with regards to information provided on websites</li> <li>-prepare multimedia presentation.</li> <li>-organize and analyze information for multimedia presentation.</li> <li>-select appropriate Media for effective transaction of information.</li> <li>-prepare multimedia presentation by considering learning styles of learners.</li> <li>-search different Open Educational Resources (OER).</li> <li>-categories various Open Educational Resources.</li> <li>-access openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes.</li> <li>-reflect on any one OER</li> </ul>
<b>1304</b>	<b>Understanding the Self</b>	<p>The student teachers are able to</p> <ul style="list-style-type: none"> <li>- develop sensibilities, dispositions,</li> </ul>



		<p>and skills that will later help them in facilitating the personal growth of their own students while they teach.</p> <ul style="list-style-type: none"> <li>- develop social relational sensitivity and effective communication skills, including the ability to listen and observe.</li> <li>- develop a holistic and integrated understanding of the human self and personality.</li> <li>- build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.</li> <li>- explore one's dreams, aspirations, concerns, through varied forms of self-expression, including poetry and humour, creative movement, aesthetic representations, etc.</li> <li>- enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one's surroundings.</li> <li>- appreciate the philosophy of yoga and its role in well-being.</li> <li>- practice of yoga in different contexts.</li> </ul>
<p><b>1305</b></p>	<p><b>Drama and Art in Education</b></p>	<p>The student teachers are able to</p> <ul style="list-style-type: none"> <li>- write script for dramatization and present that script by involving school</li> </ul>

		<p>students</p> <ul style="list-style-type: none"> <li>-watch and appreciate movie/video program/drama</li> <li>-participate in a street play/skit/drama/musical program/ dance to create awareness of social/ educational problems and remedies</li> <li>-organize an exhibition on a theme</li> </ul>
<b>B.Ed. II Year</b>		
<b>2306</b>	<b>Research Project</b>	<p>The student teachers are able to-</p> <ul style="list-style-type: none"> <li>-develop a research attitude among themselves and among students.</li> <li>-find out solution to the various educational problems.</li> </ul>
<b>2307</b>	<b>Preparation and submission of a port folio</b>	<p>The student teachers are able to-</p> <ul style="list-style-type: none"> <li>-organize ideas, thoughts and evidences systematically</li> <li>- express ideas and thoughts about various aspects of education</li> <li>-reflect on experiences obtained during the B.Ed.program</li> </ul>
<b>Engagement With Field B.Ed. I &amp; II Year- Practice Teaching &amp; Internship</b>		
<b>1401 &amp;1402</b>	<b>EWF</b>	<p>After Engaging with Field, the student teachers are able to</p> <ul style="list-style-type: none"> <li>- understand school routine.</li> <li>- plan and conduct practice teaching through practice lessons</li> <li>- strengthen their teaching skills</li> <li>- acquire communication skill while</li> </ul>

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