

# Shri Shivaji College Of Education, Amravati

FACULTY: INTER-DISCIPLINARY STUDIES

PROGRAMME: BACHELOR OF EDUCATION

(B.Ed. - TWO YEAR COURSE)

## Programme Outcomes:

1. To classify the central concepts, tools of inquiry and structures of the disciplines of Education in general and teacher education in particular.
2. To provide learning experiences to make subject matter meaningful at secondary level.
3. To demonstrate how children learn and develop, how they differ in their approaches to learning.
4. To create learning opportunities that benefit diverse learners and learning contexts.
5. To develop the skills of student teachers to plan learning experiences in and outside the classroom that are based on learners' existing proficiency, interests, experiences and knowledge, and enable them to understand how students come to view, develop, learn and make sense of subject matter contained in the curriculum.
6. To develop the capacity among student teachers to use knowledge of effective verbal, non-verbal and media communication techniques to foster active enquiry, collaboration and supportive interaction in the classroom.
7. To apply formal and informal assessment strategies to evaluate and ensure the continuous intellectual social, emotional and physical development of the learners.
8. To provide student teachers self-identity as a 'teacher' through school based learning experiences and reflective practices that continually evaluate the effects of their choices and actions.
9. To change the behavior, attitude and values of teacher trainees so that they transform into responsible and accountable agents of change in the society, in the perspective of local, national and global concerns and issues vital for human survival, progress and development.
10. To provide a rich programme of curricular and extra-curricular activities for student teachers for all round development of their personalities as a teacher also those of the students whom they teach.



  
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## PROGRAMME SPECIFIC OUTCOMES:

At the end of the course students will be able to,

1. Illustrate the central concepts, tools of inquiry and structures of the teacher education in particular.
2. Comprehend Language across the curriculum, Reading and reflecting on Texts, Drama and Art in Education, developing Communication Skills and observation of school activities by school internship.
3. Analyze the individual differences among students, measuring the attainment, evaluating progress, and assessing learning abilities, guidance and counseling programmes, educational technology, ICT and lesson planning.
4. Develop teaching skills in Schools; inculcate the real experiences of classroom teaching and online teaching by using ICT and its different tools and software.



  
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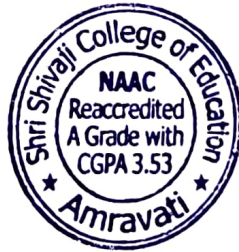
## **Employability Potential of the B.Ed. Program:**

Bachelor of Education (B.Ed.) is a degree for those individuals who are interested in making a career in school teaching. This course has now been made compulsory for teachers at both private and government schools across India. This course trains candidates so that they can be good teachers and impart their knowledge to the students.

Teaching is a noble profession that allows you to shape the future through consistent engagement with bright, young minds. A teacher's job is very demanding, and they have to use a wide range of skills to perform their job well. Knowing what skills and qualities make a good teacher can help you prepare for this career

Followings are the skills and competencies that are required among the student trainee:

1. Communication skill
2. Organizational skill
3. Critical thinking skill
4. Leadership skill
5. Time management skill
6. Detailed knowledge of subject
7. Knowledge of latest technologies.



  
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## Career opportunities after B.Ed

Bachelors of Education (B.Ed.) is one of the most sought-after courses in India with lakhs of aspirants taking admission every year. One of the reasons for the popularity of the B.Ed. course is unending employment opportunities. Teachers are required constantly in various schools across the country. With new schools coming up every year and old teachers are being required, B.Ed. offers a good scope. The demand for jobs in the government sector is high among B.Ed. graduates. For instance, almost 13 lakh candidates appear for CTET exam every year to gain eligibility for teaching in schools. CTET qualifiers

apply for teaching jobs in central government schools, Kendriya Vidyalayas etc.

B.Ed. aspirants must note that it is the mandatory qualification for taking school teaching jobs. Candidates with B.Ed. degree can also apply for Elementary School teaching jobs, as per the revised NCTE rules. "After B.Ed., you can apply for the Teacher Eligibility Test conducted by CBSE or various state governments.

"Even though there are a lot of jobs in the private sector, the demand for government jobs in the field of Teaching is always high. The followings are the career opportunities after completing your B.Ed. course.

1. Teacher of Central Government School like Navodaya, Kendriya Vidyalayas etc: Through Central Teaching Eligibility Test (CTET)/ Recruitment exam conducted by the respective authority
2. SA (School Assistant), PGT (Post Graduate Teacher): Based on the marks scored by candidates in the Teacher Recruitment Test (TRT) conducted by various state governments.
3. Primary School Teacher/ Elementary School Teacher: Based on the marks scored by candidates in the Teacher Recruitment Test (TRT) conducted by various state governments.
4. School Principal: Based on the teaching experience
5. Private tuition teacher: The candidates who do not want to pursue a teaching career in government sectors can also go for job opportunities in private sector. They can also go for teaching jobs in coaching institutes or private tuitions.
6. Counsellor: The candidates can also go for a job as a Counsellor where they can help the students with general academic issues. They can also help the candidates choose the preferred educational option based on their capabilities and goals.
7. Educational Administrator: An Educational Administrator is similar to HR incorporates whose responsibilities is to manage the overall administration of a school. The candidates will have to oversee the different managerial activities such as managing budget, school administrative work, hiring teachers, etc.
8. Higher Education (M.Ed., M.Phil.)

The candidates can also go for higher education after completing a degree in B. Ed. The list of higher education options which the candidates can choose is given below:

- i. Masters of Education (M.Ed.) The candidate must have pursued a UG degree in B.Ed. or an equivalent with a 55% aggregate
- ii. post-Graduation The Candidate can pursue PG in any stream of his / her interest.

After completing a Bachelor's degree in Education, the candidates have the option of either going for higher studies or directly applying for a job. Whether they should go for higher studies or a job completely depends upon the preference of the candidate. If the candidate wishes to get into the teaching profession right away, he/she can directly apply for job interviews/ appear for teacher recruitment exams.

However, if the candidate wishes to get more expertise in the field and get a high paying job, he/she can go for higher education. On the other hand, the candidates who wish to pursue their career as a professor or researcher can go for a Doctorate degree in Education after completing a Master's degree



  
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## **SEMESTER I**

### **CC 101 Core Course / Childhood and Growing Up**

#### **Course outcomes:**

At the end of the course students will be able to,

- classify the various stages of child development
- Analyze the growing process during various stages of child development.
- Evaluate the different socio-political realities construct different childhoods.
- Evaluate the developmental task of children of different stages of child development.
- Observed and interact with children from diverse socioeconomic and cultural backgrounds.
- Classify personality according to type and trait.

### **CC 102 Learning and Teaching**

#### **Course outcomes:**

At the end of the course students will be able to,

- Categorize the nature and kinds of learning.
- Assess the cognitive capacities among learners.
- Analyze theories of learning as conceptualized within psychology and cognitive science.
- Formulate construction of knowledge.
- By the completed study of this unit teacher trainees will realize Teaching as a Complex Activity.
- Analyze the Modalities of Teaching and Instruction.

### **CPS 103 Understanding Disciplines and Subjects**

#### **Course Out Comes:**

At the end of the course students will be able to,

- Acquaint with the nature and role of disciplinary knowledge in the school curriculum
- Illustrate the paradigm shift in the nature of disciplines
- Describes the nature of science and mathematics his behavior in Disciplines
- Analyze the notion of the disciplinary doctrine
- Summarize social sciences as a disciplines

### **DSEC 104 Discipline Specific Elective**


#### **Environmental Education & Disaster Management**

#### **Course Out Comes:**

At the end of the course students will be able to,

- Analyze the importance of Environmental Education.
- Discuss the concept of Environmental Pollution and its Control.
- Demonstrate the Knowledge of Health and Safety.
- Acquaint with general concept of Disaster Management.
- Analyze the acts and legal aspects about Disaster Management.
- Role of National and International agencies in Disaster Management.
- Describes the role of education in disaster Management.



  
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## **DSEC 105 Women's Education**

### **COURSE OUT COMES:**

**At the end of the course students will be able to,**

- Analyze the present status of Women in India
- Acquaint with status, problems and issues of Girls education in India
- Describes the constitutional provision and scheme for Women Development
- Interpret the Role and function of NGO'S for women development
- Summarize the concept of Women's Empowerment
- Discuss the contribution of eminent person in women's education
- Explain the contribution of various educational thinkers in women's education
- Analyze the role of women in Globalization.

## **EPC 106 Enhancing Professional Capacities/Critical understanding of ICT**

### **COURSE OUT COMES:**

**At the end of the course students will be able to,**

- Develop an understanding of the concept of ICT and its components.
- Adopt ICT in the classrooms in line with educational aims and principle.
- Analyze ICTs along three broad strands; teaching- learning, administrative and academic support systems
- thereby integrate technology tools for teaching learning, material development, developing collaborative
- networks for sharing and learning.
- Discuss the evolution and impact of ICTs on society and in the education system.
- Evaluate the advantages and disadvantages of the internet, the new 'virtual world'.
- Access available resources, review resources created by peers, collaborate to create their own digital teaching-learning resources.

## **SEC: Skill Enhancement Course (Task Assignment and Practicum)**

### **P-107 Enriching the Micro Teaching Skills**

#### **COURSE OUT COMES:**

**At the end of the course students will be able to,**

- Discuss the concept of Micro teaching and its skills.
- Adopt Micro teaching skills in the classrooms in line of to develop self teaching skills.
- Interpret the cycle the Micro teaching skills.
- Describe the advantages of the micro teaching skills.
- Apply the different skills of micro teaching in to our day to day teaching.

### **P-108 Integrated and Simulation lessons**

#### **COURSE OUT COMES:**

**At the end of the course students will be able to,**

- Illustrate concept of integrated lessons.
- Adopt Micro teaching skills in the classrooms in line of to Integration the micro teaching skills.
- To develop the lesson plan of integrated lessons.
- To describe the advantages of integrated lessons.
- To adopt different skills of micro teaching in to our day to day teaching.

### **P-109 Teaching Aid's Workshop and Preparation**



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### ***COURSE OUT COMES:***

At the end of the course students will be able to,

- Analyze the concept of learning experiences.
- Adopt different teaching aids in the classrooms for to give better learning experiences.
- Develop and use the various teaching aids as per our school subject and content.
- Summarize the advantages of use of teaching aids in class room teaching and learning process.
- Enhance the learning experience through use various teaching aid.

### **P-110 School Engagement**

#### ***COURSE OUT COMES:***

At the end of the course students will be able to,

- Analyze the dimensions of school.
- Execute the school safety.
- Adopt classroom management practices. .
- Analyze the different aspect of classroom environment.
- Perform the role of teacher as an effective manager and leader.

### **P-111 Visit to Innovative/Special Schools & Report writing**

#### ***COURSE OUT COMES:***

At the end of the course students will be able to,

- Evaluate innovative/special school functions and role , by observation, interview and field visit methods of
- enquiry
- To observe the community involvement module of the school.
- To critically analyze various theorists' work and policy documents in the light of alternate education

## **SEMESTER II**

### **CC 201 Core Course/ Contemporary India and Education**

#### ***COURSE OUT COMES:***

At the end of the course students will be able to,

- Explain the contemporary nature of development of Educational system of India.
- Illustrate the diversity in society and its implications for Education.
- Analyze the inequality in society and its implications for education.
- Interpret the constitutional provision its implications for Education.
- develop policy frameworks for public education in India
- Compare the contribution of various major committees and commissions on education setup from time to time.

### **CC 202 Assessment for Learning**

#### ***COURSE OUT COMES:***

At the end of the course students will be able to,

- Analyze basic scientific notions and practices in educational assessment.
- Adopt different types of assessment and their methods and tools.
- Interpret the result of educational assessment and for keeping records of students and institution.
- Evaluate current issues of assessment in education system.

  
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- tabulate and interpret from the raw score using statistical technique

## **CPS 203(A) Curriculum and Pedagogy of School Subject One (PART I)**

### **ENGLISH -PART- I**

#### **COURSE OUT COMES:**

*At the end of the course students will be able to,*

- Explain the importance of teaching English in India.
- Justify the place of English language in school curriculum.
- Describe the aims and objectives of teaching English language at Secondary and higher secondary stage.
- analyze the objectives of English and three language formula
- Adopt different methods and approaches of teaching English.
- Design effective Annual, Unit and Lesson plans for English language.
- design effective evaluation strategy for evaluating various language competencies of English language.

## **CPS 203 (B) Marathi Part – I**

### **COURSE OUT COMES:**

- Explain the importance of teaching Marathi language
- Justify the place of Marathi language in school curriculum.
- Describe the aims and objectives of teaching Marathi language at Secondary and higher secondary stage.
- analyze the objectives of Marathi and three language formula
- Adopt different methods and approaches of teaching Marathi.
- Design effective Annual, Unit and Lesson plans for Marathi language.
- design effective evaluation strategy for evaluating various language competencies of Marathi language

## **CPS 203 (C) Hindi Part – I**

### **COURSE OUT COMES:**

- Explain the importance of teaching Hindi language
- Justify the place of Hindi language in school curriculum.
- Describe the aims and objectives of teaching Marathi language at Secondary and higher secondary stage.
- analyze the objectives of Hindi and three language formula
- Adopt different methods and approaches of teaching Hindi .
- Design effective Annual, Unit and Lesson plans for Hindi language.
- design effective evaluation strategy for evaluating various language competencies of Hindi language

## **CPS 203(E) BIOLOGICAL SCIENCE PART- I**

### **COURSE OUT COMES:**

*At the end of the course students will be able to*

- Explain the Place and importance of Biological science in teaching and curriculum.
- Define the concepts and principles of Biological Science and select appropriate methods to teach Biological
- Science.



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- To illustrate the concepts, Approaches, Strategies and Techniques in teaching of Biological Science
- To implement the planning of teaching of Biological sciences.
- To adopt various evaluation tools for assessment of Biological sciences.

### **CPS 203(F) MATHEMATICS PART- I**

#### ***COURSE OUT COMES:***

**At the end of the course students will be able to,**

- Explain the Place and importance of Mathematics in teaching and curriculum.
- Define the concepts and principles of Mathematics and select appropriate methods to teach Mathematics.
- Interpret concepts, Approaches, Strategies and Techniques in teaching of Mathematics.
- Execute planning of teaching of Mathematics.
- Adopt various evaluation tools for assessment of Mathematics.

### **CP 203G COMMERCE PART- I**

#### ***COURSE OUT COMES:***

**At the end of the course students will be able to,**

- Illustrate commerce subject and its correlation with other subjects.
- Interpret different types of planning for teaching Commerce.
- Adopt different methods for teaching of Commerce.
- Implement different techniques in teaching of commerce.
- Describe the importance of evaluation commerce.

### **CPS 204 PHYSICAL SCIENCE PART- I**

#### ***COURSE OUT COMES:***

**At the end of the course students will be able to,**

- Explain the Place and importance of Physical Sciences in teaching and curriculum.
- Summarize the concepts and principles of Physical sciences and adopt appropriate methods to teach
- Physical sciences.
- Illustrate the concepts, Approaches, Strategies and Techniques in teaching of Physical sciences.
- Determine the planning of teaching of Physical sciences.

### **CPS 204 (B) ECONOMICS PART- I**

#### ***COURSE OUT COMES:***

**At the end of the course students will be able to,**

- Illustrate Economics subject and its correlation with other subjects.
- Adopt different types of planning for teaching Economics.
- Implement different methods for teaching of Economics.
- Implement different techniques in teaching of Economics.
- Describe the importance of evaluation Economics.
- Adopt various evaluation tools for assessment of Physical sciences.

### **CP 204 C GEOGRAPHY PART- I**



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### ***COURSE OUT COMES:***

**At the end of the course students will be able to,**

- Explain the nature and structure of Geography.
- Describe the objectives of teaching Geography at Secondary schools.
- Explain the importance of teaching Geography at the secondary School level.
- Analyze the methods, and approaches for organizing Geography curriculum.
- Develop the skills to organize Geography curriculum.
- Identify the need used different types of planning needed in the Geography teaching.
- Develop the various evaluation techniques in Geography

### **CPS 204 (D) HISTORY PART- I**

#### ***COURSE OUT COMES:***

**At the end of the course students will be able to,**

- Explain the nature and structure of History.
- Describe the objectives of teaching History at Secondary schools.
- Interpret the importance of teaching History at the secondary School level.
- Analyze the methods, and approaches for organizing History curriculum.
- Develop the skills to organize History curriculum.
- Evaluate the need used different types of planning needed in the History teaching.
- Implement the various evaluation techniques in History.

### **CPS 204 (E) CIVICS PART- I**

#### ***COURSE OUT COMES:***

**At the end of the course students will be able to,**

- Explain the nature and structure of Civics.
- Describe the objectives of teaching Civics at Secondary schools.
- Analyze the importance of teaching Civics at the secondary School level.
- Implement the methods, and approaches for organizing Civics curriculum.
- Adopt skills to organize Civics curriculum.
- Develop the various evaluation techniques in Civics.

### ***DSEC 205 Discipline Specific Elective Course***

#### ***Educational Technology***

#### ***COURSE OUT COMES:***

**At the end of the course students will be able to,**

- Explain the meaning, scope and development of Educational Technology.
- Define the role of E.T. teacher as a change agent.
- Describe the meaning, scope, models and types of communication.
- Explain the system approach in instruction and the modes of instruction.
- Classify the resource for an instruction system.
- Analyze the management of resource and define the use of multimedia in teaching process.

### **DSEC 206 Peace Education and Human Rights Education**

#### ***COURSE OUT COMES:***

**At the end of the course students will be able to,**

- Explain the concept, importance and need of Peace
- Identify the areas of Peace Education



  
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- Explain the need of Peace education in present context.
- Apply the values, attitudes and skills required for Peace Education.
- adopt Methodology for Peace Education
- Recognize the importance of peace education in national development.
- Explain the concept, importance and need of human rights.
- Analyze the substantive knowledge of policies concerning Human Rights Education, Prevailing trends in the field of Human Rights.
- Identify potential roles for oneself in the promotion of Human Rights Education.

### **EPC 207 EPC: Enhancing Professional Capacities**

#### **Reading and Reflecting on Text**

##### **COURSE OUT COMES:**

**At the end of the course students will be able to,**

- Develop the ability of making meaning from the selected text(s)
- Illustrate the texts by making connections by self observations, experiences, and opinions and critically
- reflecting through thoughtful and persistent inquiry.
- Demonstrate skill, arising out of interrogation of own assumptions and knowledge to deepen text analysis and focusing assessment of the text.
- Develop the ability of reflective writings in different form.

### **P-208 Skill Enhancement Course (Task Assignment and Practicum) Academic**

#### **Planning: Workshop**

#### **(Academic Planning: Annual Plan, Unit Plan, Lesson Plan and Unit Test)**

##### **COURSE OUT COMES:**

**At the end of the course students will be able to,**

- Explain the concept of educational evaluation.
- Define the concept of Annual Plan, Unit Plan, Lesson Plan and Unit Test according to teaching pedagogy subject.
- Analyze the aspect of Annual Plan, Unit Plan, Lesson Plan and Unit Test according to teaching pedagogy subject.
- Prepare Annual Plan of teaching pedagogy subjects.
- Develop Unit Plan of teaching pedagogy subjects.
- Prepare Lesson Plan of teaching pedagogy subjects.
- Prepare Unit Test of teaching pedagogy subjects.
- Implement Unit test in class room.
- Explain the concept of Learning Experiences and types of learning experiences.

### **P-209 School Engagement**

##### **COURSE OUT COMES:**

**At the end of the course students will be able to,**

- Analyze the dimensions of school.
- Illustrate the concept of the school safety.
- Adopt the classroom management.
- Analyze the different aspect of classroom environment.
- Evaluate the role of teacher as an effective manager and leader

### **P-210 Internship (4 Week)**



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### **COURSE OUT COMES:**

*At the end of the course students will be able to,*

- Develop lesson plans and do the teaching in class room As per prepared lesson plan.
- Implement a plan of evaluation for the unit taught.
- Identify the various types of records are prepared and maintained in the school.
- Organize co-curricular and extracurricular activities in the school.
- Observe, give feedback and reflect on the lessons given by peers.

### **P-211 Social Work with Community Experience**

#### **COURSE OUT COMES:**

*At the end of the course students will be able to,*

- Develop skill of partnership and co-operation within the community sector.
- Provide opportunity to students to do community work as a means of achieving social change that will
- contribute to the creation of a more just, sustainable and equal society.
- Create awareness among people about various problems in a community, in motivating people for
- betterment of humanity and eradication of social evils.

### **SEMESTER III**

#### **CC: Core Course**

#### **CC 301: Gender, School and Society**

##### **Course Outcomes-**

*At the end of course students will be able to,*

- Acquaint basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, gender parity, equity and equality.
- Analyze gender issues in educational contexts; curriculum, textual materials across disciplines, pedagogical process and its intersection with class, caste, religion, and region.
- Describes gender discrimination in the construction and dissemination of knowledge
- Acquaint a critical perspective on the ways in which education maintains and legitimates gender relations in society.

#### **CC 302: Basic of Research in Education**

##### **Course Outcomes-**

*At the end of course students will be able to,*

- Interpret the relation between scientific thinking and research
- Acquaint with different types of researches in education
- Describes basics of Research and Action research
- Discuss the process of action research
- Acquaint the nature and scope of Action Research
- Describes the components of action research plan



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- Analyze distinguish between quantitative and qualitative data analysis in Action Research
- Describes the features of a good action research report
- Explore the complex relationship of gender and education and understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

## **CPS 303: Curriculum and Pedagogy of School Subject One (PART II)**

### **CPS 303(A): ENGLISH -PART- II**

#### **Course Outcomes-**

*At the end of course students will be able to,*

- Explain the learning resources in English language at Secondary and higher secondary stage.
- Describe the language skills and activities for developing the language skills..
- Analyze the linguistic system in English.
- To make familiar with the role of English teacher & importance of professional growth in teaching of English.
- Explain the different areas and agencies for professional development.
- Analyses critically the present syllabus, text-book in the state of Maharashtra

### **CPS 303 (B) : MARATHI PART – II**

#### **Course Outcomes-**

*At the end of course students will be able to,*

- Explain the learning resources in Marathi language at Secondary and higher secondary stage.
- Describe the language skills and activities for developing the language skills..
- Analyze the linguistic system in Marathi.
- To make familiar with the role of English teacher & importance of professional growth in teaching of Marathi.
- Explain the different areas and agencies for professional development.
- Analyses critically the present syllabus, text-book in the state of Maharashtra

### **CPS 303 (C): HINDI PART – II**

#### **Course Outcomes-**

*At the end of course students will be able to,*

- Explain the learning resources in Hindi language at Secondary and higher secondary stage.
- Describe the language skills and activities for developing the language skills..
- Analyze the linguistic system in Hindi.
- To make familiar with the role of Hindi teacher & importance of professional growth in teaching of Hindi.
- Explain the different areas and agencies for professional development.
- Analyses critically the present syllabus, text-book in the state of Maharashtra

### **CPS 303 (E): BIOLOGICAL SCIENCE PART-II**

  
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### **Course Outcomes-**

*At the end of course students will be able to,*

- Describe the need and importance of co curricular activities in Biological Sciences.
- Explain the basic element of Text Book of Biological Sciences.
- Describe the Qualities and professional growth of Biological science Teacher.
- Develop and application of appropriate evaluation techniques in Biological Science.
- Adopt continuous comprehensive evaluation techniques in Biological Science.

### **CPS 303 (F): MATHEMATICS PART-II**

**Credits: 2 Hours: (45) Marks: 50 (40+10)**

#### **Course Outcomes-**

*At the end of course students will be able to,*

- Describe the need and importance of co curricular activities in Mathematics.
- Explain the basic element of Text Book of Mathematics..
- Describe the Qualities and professional growth of Mathematics Teacher.
- Develop and application of appropriate evaluation techniques in Mathematics.
- Analyze continuous comprehensive evaluation techniques in Mathematic.

### **CPS 303 (G) : COMMERCE PART-II**

#### **Course Outcomes-**

*At the end of course students will be able to,*

- Describe the need and importance of co curricular activities in commerce.
- Explain the basic element of Text Book of commerce.
- Describe the Qualities and professional growth of commerce Teacher.
- Develop and application of appropriate evaluation techniques in commerce.
- Analyze continuous comprehensive evaluation techniques in commerce.
- Describe the learning resources in teaching of commerce

### **CPS 304: Curriculum and Pedagogy of School Subject Two (PART II)**

#### **CPS 304 (A) : PHYSICAL SCIENCE PART- II**

##### **Course Outcomes-**

*At the end of course students will be able to,*

- Describe the need and importance of co curricular activities in Physical Sciences.
- Explain the basic element of Text Book of Physical Sciences.
- Describe the Qualities and professional growth of Physical Sciences Teacher.
- Develop and application of appropriate evaluation techniques in Physical Sciences.
- Analyze continuous comprehensive evaluation techniques in Physical Sciences

#### **CPS 304 (B) : ECONOMICS PART-II**

##### **Course Outcomes-**

*At the end of course students will be able to,*

- Describe the need and importance of co curricular activities in Economics.
- Explain the basic element of Text Book of Economics.
- Describe the Qualities and professional growth of Economics Teacher.

- Develop and application of appropriate evaluation techniques in Economics.
- Analyze continuous comprehensive evaluation techniques in Economics.
- Describe the learning resources in teaching of Economics.

## **CPS 304 (C) : GEOGRAPHY PART-II**

### **Course Outcomes-**

*At the end of course students will be able to,*

- Describe the need and importance of co curricular activities in Geography.
- Explain the basic element of Text Book of Geography.
- Describe the Qualities and professional growth of Geography Teacher.
- Develop and application of appropriate evaluation techniques in Geography.
- Analyze continuous comprehensive evaluation techniques in Geography.
- Describe the learning resources in teaching of Geography

## **CPS 304 (D) : HISTORY PART-II**

### **Course Outcomes-**

*At the end of course students will be able to,*

- Describe the need and importance of co curricular activities in History.
- Explain the basic element of Text Book of History.
- Describe the Qualities and professional growth of History Teacher.
- Develop and application of appropriate evaluation techniques in History.
- Analyze continuous comprehensive evaluation techniques in History.
- Describe the learning resources in teaching of History.

## **CPS 304 (E) : CIVICS PART- II**

### **Course Outcomes-**

*At the end of course students will be able to,*

- Describe the need and importance of co curricular activities in Civics.
- Explain the basic element of Text Book of Civics.
- Describe the Qualities and professional growth of Civics Teacher.
- Develop and application of appropriate evaluation techniques in Civics.
- Analyze continuous comprehensive evaluation techniques in Civics.
- Describe the learning resources in teaching of Civics.

## ***DSEC: Discipline Specific Elective Course (Any One)***

### **DSEC 305: School Management and Administration**

#### **Course Outcomes-**

*At the end of course students will be able to,*

- Explain the students to understand meaning, nature, scope, functions and principles of Educational Administration and Management
- Describe the role of various agencies in educational Administration in India.
- Develop an understanding among the students about various components of school management.
- Acquaint the different designs of school building.
- Explain the leadership qualities and accountability to be maintained by the different school personnel like headmaster, teacher etc.
- Analyze the concept of supervision and finance in the field of education.

  
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- Explain the structure, Powers and functions of various bodies concerned with at District, State and National Level.

## **DSEC 306: Economics of Education**

### **Course Outcomes-**

*At the end of course students will be able to,*

- Explain the concept of Economics of Education and relation with Human Resource
- Describe the concept of Human Development Index and relation with Education
- Analyze the planning, financing and cost of education.
- Identify the link between the educational system and economic development.
- Develop an understanding of educational problems in the context of economic concepts. Theories and techniques.

## ***EPC: Enhancing Professional Capacities***

### **EPC 307: Understanding the Self**

The aim of this course is to develop understanding of student teacher about the development of the self as a person and as a teacher through continuous reflection. The course will enable the student teacher to develop a holistic and integrated understanding of one self and her/his personality. Personality development workshop should be conducted and following aspects can be included:-

### **Course Outcomes-**

*At the end of course students will be able to,*

- Develop understanding of student-teachers about themselves –the development of the self as a person and as a teacher
- Develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth
- Develop social relational sensitivity and effective communication skills, including the ability to listen and observe

## ***SEC: Skill Enhancement Course (Task Assignment and Practicum)***

### **P-308 :Intrenship**

- Develop a holistic and integrated understanding of the human being and personality
- Build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths, Inculcation of Self Reflection

## **P-309 : Tools of Online learning & Assessment (Workshop & Hands on Practices )**

### **Course Outcomes-**

*At the end of course students will be able to,*

- Explain the importance of online learning and teaching in day to day life.
- Develop an understanding of the concept of online teaching and assessment tools and its components.
- Describe the various tools of online teaching and assessment.
- Develop the skills of use online teaching and assessment tools in the classrooms.
- Adopt the using of online and offline resources for their individual learning.

  
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- Analyze the evolution and impact of online learning and teaching on society and in the education system.
- Construct the knowledge of ICT based online learning and teaching tools and become a lifelong learner.

## **P-310: Research Project**

### **(Action Research)**

This course will enable the student teacher to know the basic research methodology, to identify the school based research problem and to solve them scientifically. In the course student teacher will do the research and write the report using the following points:-

- Identification of an educational problem.
- Formulation of various solutions.
- Selection of the most probable solution
- Developing a tool for data collection
- Data collection
- Data analysis
- Reporting findings

## **P-311: Yoga and Health Education**

### **Course Outcomes-**

*At the end of course students will be able to,*

- Explain the basic concepts of Yoga Education.
- Organized the various activities related to yoga education.
- Execute the rules, technique and skills of yoga.
- Describe the benefits of yoga education.
- Adopt and perform different Asanas and Pranayama.

## **SEMESTER IV**

### **CC: Core Course**

## **CC 401: Knowledge and Curriculum**

### **Course outcomes**

*At the end of course students will be able to,*

- Classify terminology of epistemological and social bases of education
- Define the of Concept of educational Sociology.
- Describe the concept of education in Sociological perspective.
- Apply the dimension of curriculum and process of making curriculum.
- Explain the concept and need of curriculum framework as well as Differentiating Curriculum and syllabus.
- Evaluate the process of curriculum construction. Adopt the process of assessment of curriculum

## **CPS 402: Language across the Curriculum**

### **Course outcomes**

*At the end of course students will be able to,*



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- Explain the language background of students as first or second language users of the language used in teaching the subject.
- Describe the nature of classroom discourse and to know how oral and written language can be used in the classroom to ensure optimal learning of the subject area.
- Develop strategic for using oral language in the classroom in a manner that promotes learning in the subject area.
- Develop competence in analyzing current school practices and their impact on learning and to come up with appropriate alternatives to the current practices.
- Create sensitivity to the language diversity that exists in the classroom.
- Develop the skill of writing in specific content areas.
- Analyze the theoretical issues of multilingual classrooms.

## ***CPS 402: Curriculum and Pedagogy of School Subject One***

### **CPS 402: Language across the Curriculum**

#### **Course outcomes**

*At the end of course students will be able to,*

- Explain the language background of students as first or second language users of the language used in teaching the subject.
- Describe the nature of classroom discourse and to know how oral and written language can be used in the classroom to ensure optimal learning of the subject area.
- Develop strategic for using oral language in the classroom in a manner that promotes learning in the subject area.
- Develop competence in analyzing current school practices and their impact on learning and to come up with appropriate alternatives to the current practices.
- Create sensitivity to the language diversity that exists in the classroom.
- Develop the skill of writing in specific content areas.
- Analyze the theoretical issues of multilingual classrooms.

## **CPS 403 : Creating an Inclusive Education**

#### **Course outcomes**

*At the end of course students will be able to,*

- Explain the Inclusive Education Concept and nature.
- Describe the learning disability and its types.
- Describe the Competencies need in Inclusive Education
- Develop awareness of learner towards inclusive education and its practices.
- Organized inclusive classroom.

## ***DSEC: Discipline Specific Elective Course (Any One)***

### **DSEC 404: Career Information, Guidance and Counselling.**

#### **Course outcomes**

*At the end of course students will be able to,*

- Develop an understanding of the need and importance of career information for the pupils.
- Describe their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils.



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- Develop an understanding of how one's ability, interests and aptitudes are related to world of work.
- Explain the importance of developing the right attitudes and values at every stage of education.
- Analyze the relationship between guidance and Counseling
- Evaluate the need and importance currier guidance and counseling centers.

## **DSEC 405 : Value Education**

### **Course outcomes**

*At the end of course students will be able to,*

- Explain the concept, need, nature and sources of values.
- Describe the values included in school curriculum.
- Illustrate the different types of values and activities for inculcation of these values.
- Describe the need of Value Education to parents and their role in value education.
- Explain the need and importance of Value –Education and education.
- Interpret the nature of values, moral values, religious, moral and Human Values and training them Human Value to in docrination.
- Analyze the various intervention strategies for value education and conversion of value learning in to value education.

## **EPC: Enhancing Professional Capacities**

### **EPC 406 : Drama & Art in Education**

#### **Course outcomes**

*At the end of course students will be able to,*

- Be oriented towards basic concept of Music, Drama, Fine Arts, Dance and other literary activities such as Elocution, Debate, Quiz etc.
- Develop understanding of local art forms, Music, Plays.
- Develop ability to organize various programs of music, drama and other literary activities like Quiz, Essay Writing, and Debate.
- Enhance the aesthetic sense by means of these activities.
- Appreciate performance done by others and give proper feedback.
- Explain the need of Music, Drama and other creative, co-scholastic activities in individual and social life.

## **SEC: Skill Enhancement Course (Task Assignment and Practicum)**

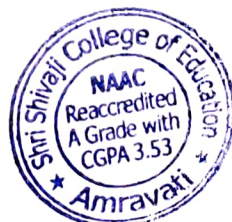
### **P-407 : Internship**

As mentioned in P-210 of Semester-II & in continuation with P- 308 of Semester III.

### **P-408 : Final Lesson Exam and Viva Voce**

### **P-409 : Performing Arts (Cultural Activities)**

Student teacher will have to Perform Cultural Activity viz. annual day celebration, gathering, farewell celebration, etc; and submit report.



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