



College Code : 200101

Adarsh Shikshan Prasarak Mandal, Dhule
Recognised by N.C.T.E. & Maharashtra Government.
Affiliated with K.B.C. North Maharashtra University, Jalgaon

Bapusaheb D.D.Vispute B.Ed. College

CHAIRMAN
Mr.Mahendra D.Vispute

SECRETARY
Mrs.Smita M.Vispute

PRINCIPAL
Dr.Minakshi Mahale
M.A, M.Ed (SET) Ph.D.(Edu.)



1.1.3: While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all Programmes 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



CLOs and PLOs of B.Ed. course

B.Ed. 2019-20 curriculum (Yearly Pattern) :-

The curriculum is designed to achieve the following general objectives of the B. Ed.

Programme outcomes:-

- 1) The student teacher understands the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
- 2) The student teacher understands how children learn and develop how they differ in their approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts.
- 3) The student teacher plans learning experiences that are based on learner's existing proficiency, interests, experiences

including misconceptions and errors; and an understanding of how students come to view, develop and make sense of subject matter contained in the learning experiences.

4) The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

5) The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner, and reflective practices that continually evaluate the effects of his/her choices and actions.

6) The student teacher understands content cum methodology and adopts it in teaching.

Course outcome 2019: _ Yearly pattern

CC-PE1:-

Learning, Teaching in Childhood and Growing Up

1. The student-teacher understands the various stages of child development.

2. The student-teacher understands the growing process during various stages of child development.

3 The student-teacher understands the learning process during various stages of child.

4. The student-teacher understands the different socio-political realities construct different childhoods.

5. The student-teacher develops understanding about children of different age groups, through close observation and interaction

with children from diverse socioeconomic and cultural backgrounds.

6. The student-teacher develops an Understanding about The Impact/ Influence of Socio Cultural Context In Shaping Human Development, Especially with Respect to The Indian Context;

7. The student-teacher develops an understanding of dimensions and stages of human development and developmental tasks.

8. The student-teacher understands the range of cognitive capacities among learners.

9. The student-teacher understands the nature and kinds of learning.

10. The student-teacher gains an understanding of different theoretical perspectives on learning.

11. The student-teacher appreciates the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers.

CC-PE2:- Education in Contemporary India and Gender School Society

1. The student-teacher understands the Diversity in society and the implications for Education.

2. The student-teacher understands the Inequality in Society and the implications for Education.

3The student-teacher understands the Marginalization i n Society and the implications for Education.

4. The student-teacher understands Policy frameworks for Public Education in India.

5. The student-teacher engages with studies on Indian society and education.

6. The student-teacher understands the gradual paradigm shift from women's studies to gender studies and some important

landmarks in connection with gender and education in the historical and contemporary period.

7 The student-teacher learn about gender issues in school, curriculum, textual materials across disciplines pedagogical processes and its intersection with class, caste, religion and region.

8 The student-teacher understands how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

CC-PE3:- -Language across the Curriculum- Knowledge and Curriculum

1. The student-teacher understands the background of the student's language.

2. The student-teacher understands the nature of classroom discourse and develops strategies for using oral language in the classroom in a manner that promotes learning in the subject area.

3 The student-teacher understands the nature of reading comprehension in the content areas.

4. The student-teacher understands the relation between language and literacy In India.

5 The student-teacher develops competence in analyzing current school practices and coming up with appropriate alternatives.

6The student-teacher identify various dimensions of the curriculum and their relationship with the aims of education

7. The student-teacher understands the epistemological and social bases of education.

8. The student teacher takes decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual underpinnings that inform it.

9. The student teacher enable the social bases of education will be examined by situating it in the context of society, culture and modernity.

10. The student teacher knows about the role of the state in the curriculum.

CC-PE 4 : -Health, Yoga and Physical Education

1 The student-teacher understands The Concept of Holistic Health, Its Various Dimensions and Determinants.

2 The student-teacher develop positive attitude towards health physical education and yoga as individual.

3 The student-teacher sensitize, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development.

4. The student-teacher creates interest for the practice of yogasanas and meditations.

5 The student-teacher understands various policies and programmes related to health, physical education and yoga; and help them to understand the process of assessment of health and physical fitness.

CPS 1&2 Curriculum and Pedagogic Studies – English

1. The student-teacher understands the role and importance of English Language in India and in education.

2 The student-teacher understands the concept, nature and importance of content-cum-methodology in English.

3. The student-teacher understands the approaches, methods and objectives of teaching and learning of English as a second and third language of secondary and higher secondary.

4. The student-teacher acquaints her/him with planning and testing in the teaching of English.
- 5 The student-teacher acquaints her/him with the methodology. and techniques of communicative language teaching.
6. The student-teacher acquaints her /him with the essential aspect of English grammar and usage.
7. The student-teacher acquaint proficiency in the communicative use of English.
8. The student-teacher acquaints her/him with varied learning resources.
9. The student-teacher acquaints her/him with the teaching Profession.
10. The student-teacher makes aware regarding the grammar items.

CPS 1&2 Curriculum and Pedagogic Studies - History

1. The student-teacher understands the Concept nature and scope of History.
2. The student-teacher understands the objectives and its application.
- 3.The student-teacher understands the various teaching Methods related to Lower level.
- 4.The student-teacher understands the ancient and medieval history of India.
- 5.The student-teacher understands the Modern History of world.
- 6.The student-teacher understands the activity-based work.
- 7.The student-teacher understands the Planning and Evaluation.

CPS 1&2 Curriculum and Pedagogic Studies – Geography

1. The student-teacher understands the nature & structure of Geography.

2. The student-teacher understands the CCM for Teaching of Geography.
3. The student-teacher develops adequate skills in using educational tools in Geography.
4. The student-teacher develops the various basic concepts in Teaching of Geography.
5. The student-teacher understands the various concepts, facts, terms in teaching of Geography.
6. The student-teacher identifies the various issues in teaching of Geography and enables to suggest suitable activities overcome the concern issues.
7. The student-teacher develops Professional Qualities among Geography Teacher by using ICT in Teaching Learning.

CPS 1&2 Curriculum and Pedagogic Studies: Science

1. The student-teacher understands the meaning, nature and importance of science.
- 2 The student-teacher understands the concept of content cum Methodology of teaching Science.
3. The student-teacher understands general and instructional objectives of teaching science.
- 4 The student-teacher develops adequate skill using various methods and techniques and approaches of teaching science.
5. The student-teacher understands the curriculum and syllabus of science at secondary level.
6. The student-teacher develop adequate skills in preparing year plan, unit plan, less on plan in science.
7. The student-teacher develops adequate skills in preparing audio-visual aids and improvised apparatus useful in science.
8. The student-teacher understand the Facilities & Equipments for science Teaching.
9. The student-teacher understands Core Content of General Science.

CPS 1&2 Curriculum and Pedagogic Studies: Mathematics

1. The student-teacher understands the concept and nature of content-cum-methodology.
2. The student-teacher develops insight into the meaning, nature, scope and objectives of Mathematics.
3. The student-teacher develops ability to adopt the teaching learning methods, techniques and models in teaching mathematics.
4. The student-teacher develops the ability to plan and design various types of lessons in Mathematics and its evaluation.
5. The student-teacher Prepare the prospective Mathematics teachers as facilitators for effective learning of Mathematics.
6. The student-teacher understands basic concepts in Arithmetic and develops ability to apply these concepts in daily life.
7. The student-teacher generates awareness and appreciation about algebraic thinking.
8. The student-teacher develops understanding geometrical concepts and select appropriate method or technique to teach them.

Course –EPC-1 – Various tools, techniques and skills of Teaching

1. The student-teacher understands the various tools of teaching.
2. The student-teacher understands the various techniques of teaching.
3. The student-teacher understands the various skills of teaching.
4. The student-teacher understands the various skills of micro teaching.
5. The student-teacher understands the various skills of ICT for teaching.

EPC - 2 Life skills Education or Disaster Management

Life Skills Education

1. The student-teacher develops communication competence in prospective teachers.
2. The student-teacher equips them to face interview & Group Discussion.
3. The student-teacher create an awareness on Ethics and Human Values.
4. The student-teacher learns leadership qualities and practices them.

Course -Disaster Management

1. The student-teacher understands the concept of Disaster and Disaster Management.
2. The student-teacher gets acquainted with manifesting the mitigation.
3. The student-teacher understand rescue from Disaster and Relief for Disaster.
4. Know Government Policies about Disaster Management.

EPC-3 - Parenting Education

1. The student-teacher understands about parenting education
- 2 The student-teacher understands the meaning, nature and concept of parenting education.
3. The student-teacher understands the parental involvement in school.
4. The student-teacher understands the role of parenting education.

EPC- 4 Environmental Studies or

School management

1. The student-teacher understands about Educational Management.
2. The student-teacher understands about role of head master and teacher in school management.
3. The student-teacher develops the leadership for school management.

4. The student-teacher understands about professional development and assessment of teacher.

S.Y.B.Ed Papers:-

PE 5: -Guidance, Counselling and Inclusive Education

1. The student-teacher understands the meaning, nature and scope of guidance and group guidance.

2. The student-teacher analyzes the relationship between guidance and counselling.

3. The student-teacher recognizes the different areas of counselling understands the various stages involved in the process of counselling, appreciate the importance of counselling relationship.

4. The student-teacher understands the resources required and their optimum use in managing a school guidance programme.

5. The student-teacher understands the global and national commitments towards the education of children with diverse needs.

6. The student-teacher develops critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.

7. The student-teacher analyzes special education, integrated education, mainstream and inclusive education practices.

8. Identify and utilize existing resources for promoting inclusive practice.

9. The student-teacher identifies and utilizes existing support services for promoting inclusive practice,

PE 6:- Assessment and Evaluation in School Education

1. The student-teacher understands the different dimensions of learning and the related assessment procedures, tools and techniques.

2. The student-teacher develops assessment tasks and tools to assess learner's performance, analyze, manage, and interpret assessment data.
3. The student-teacher analyzes the reporting procedures of learner's performance in schools.
4. The student-teacher develops indicators to assess learner performance on different types of tasks.
5. The student-teacher examines the issues and concerns of assessment and evaluation practices in schools.
6. The student-teacher understand the policy perspectives on examinations and evaluation and their implementation practices
7. The student-teacher Traces the technology bases assessment practices and other trends at the international level.

CPS 3&4 : Curriculum and Pedagogic Studies English

1. The student-teacher understands the aspects of English Language.
2. The student-teacher understands the acquisition of second language.
3. The student-teacher acquaint her/him with grammar items
- 4 The student-teacher acquaint her/him with the application of functional language.
5. The student-teacher acquaints her /him with the concept of teaching language through literature.
- 6 The student-teacher acquaints her/him with the constructivism in ELT.
- 7 The student-teacher familiar with Curricular, co-curricular extra-curricular activities.
- 8 The student-teacher understands the role of movie in language development.

CPS 3&4 Curriculum and Pedagogic Studies: History

1. The student-teacher understands the Comprehensive study of CCM.

2. The student-teacher understands the Aspects related to the Civics Sense.
3. The student-teacher understands the use and preparation of teaching aids.
4. The student-teacher understands the various Issues related to History.
5. The student-teacher understands the Models of teaching aids and use.
6. The student-teacher understands the qualities of history teacher.
7. The student-teacher understands the Teaching as a Profession.
8. The student-teacher understands the modern History of India.
9. The student-teacher understands the modern History of World.

CPS 3&4: Curriculum and Pedagogic Studies: Geography

- 1 The student-teacher understands the nature & structure of Geography.
- 2 The student-teacher adequate skills in using various methods of teaching Geography.
3. The student-teacher develops the ability for preparing annual plan, unit plan, lesson plan and techniques of Evaluation system in teaching of Geography.
4. The student-teacher understands the various concepts, facts, terms in teaching of Geography. .
5. The student-teacher develops suitable qualities of Geography teacher for professional development.
- 6 The student-teacher prepares report on the workshop conducted for Unit plan and unit test.
7. The student-teacher Promote value of national integration and international understanding.
8. The student-teacher develop desirable attitude and appreciate contribution of geography to life.

CPS 3&4 : Curriculum and Pedagogic Studies - Mathematics

1. The student-teacher understands the concept, need and importance, principles, characteristics of curriculum and recent trends of curriculum development.
2. The student-teacher develops ability to adopt the teaching learning methods, techniques and models in teaching mathematics at higher level.
3. The student-teacher develops ability to adopt the teaching learning methods, techniques and models in teaching mathematics.
4. The student-teacher develops ability to identify learner's strength and weaknesses, activities in Mathematics.
5. The student-teacher understands continuous and comprehensive evaluation techniques in Mathematics.
6. The student-teacher adopts appropriate strategies for professional development of the teacher to make them competent and skilful for effective teaching of Mathematics.
7. The student-teacher understands basic concepts, laws and principles in Algebra.
8. The student-teacher understands basic concepts, laws and principles in Geometry and Trigonometry.

CPS 3&4: Curriculum and Pedagogic Studies: Science

- 1 The student-teacher develops adequate skill using various method and techniques of teaching science.
2. The student-teacher develops adequate skill using various model of teaching of teaching science.
- 3 The student-teacher understands the Use of ICT, Facilities and equipments for science teaching.
4. The student-teacher develops adequate skills in preparing evaluation tool for science subject.

5. The student-teacher understands the qualities Special qualities and Professional development of good science teacher.

6 The student-teacher understands Core Content of physics, chemistry, Biology, Environmental Science and Earth Science.

EPC-6 Applied paper on Internship

1 The student-teacher understands the various functions of school.

2. The student-teacher understands the various activities based on school functions.

3. The student teacher understands the various aspects of curriculum and its transaction.

4. The student teacher understands the various professional capacities, teacher dispositions, sensibilities and skills.

5. The student teacher understands the unit plans and maintaining reflective journals in school.

EPC- 7: Drama and Art in Education or Critical Understanding of ICT

1. The student teacher practical experience with drama and art.

2. The student teacher acquainted with the concepts thus enhancing their understanding of drama and art.

3. The student teacher acquainted with aspects of theatre management.

4 The student teacher integrates drama and art in the school curriculum.

5. The student teacher develops their aesthetic sensibilities.

6. The student teacher elucidates the role of drama and art in self-realization of learners.

7. The student teacher develops understanding of the local culture through drama and art.

EPC-7 Critical Understanding of ICT

1 The student teacher understands the meaning, nature and scope of ICT.

2. The student teacher recognizes the different areas of ICT in teaching and learning.

3. The student teacher understands the resources required and their optimum use of ICT in school management.



P. Som
Principal
Adarsh Shikshan Prasarak Mandal's
Bapusaheb D.D. Vispute College of
Education, Walwadi Tal. Dist. Dhule