

**SAVITRIBAI PHULE PUNE UNIVERSITY,
PUNE
(FORMERLY UNIVERSITY OF PUNE)
FACULTY OF EDUCATION
REVISED SYLLABUS FOR THE
B.Ed. TWO YEAR PROGRAMME
Choice Based Credit System
Annual Pattern-2015**

**SAVITRIBAI PHULE PUNE UNIVERSITY,
PUNE
(FORMERLY UNIVERSITY OF PUNE)
B.ED. TWO YEAR PROGRAMME
Choice Based Credit System
Annual Pattern-2015**

Preamble

The **Bachelor of Education** Programme (B.Ed.) is a professional course that prepares teachers for upper primary (Classes VI-VIII), secondary level (classes IX-X) and Higher secondary level (classes XI-XII).

1. Eligibility for Admission

(a) A candidate should have passed the Bachelor's Degree/Master Degree in Sciences, Social Sciences/Humanities/Commerce of Savitribai Phule Pune University or of any other recognized university with at least 50 % marks. Or Bachelor in Engineering / Technology with specialization in Science and Mathematics of any recognized university with at least 55 % marks.

S/he should have offered at least one school subject at the first and/or second degree level as a principal or subsidiary or allied or optional subject. (School subject means the subject included in the syllabus of Secondary/Higher secondary level of State/ Central Education Board in India)

For Foreign students the Maharashtra State Government rules will be applicable.

(b) The reservation and relaxation of 5 % marks will be given to the candidates belonging to S.C./ S.T./ V.J.N.T./ O.B.C./P.W.D. and other notified categories as per the Maharashtra State Government Rules.

2. Admission procedure

Admission to the eligible candidates shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or as per the selection procedure laid down by the State Government of Maharashtra and Pravesh Niyantaran Samiti, Mumbai from time to time.

3. Eligibility Norms for appearing B.Ed. examination

Student teacher should have kept two terms with at least 80 % attendance in the sessions (for both the years) conducted in the college in which s/he has taken admission. S/he

should have completed all the practical and other work expected in the syllabus to the satisfaction of the Principal. S/he should have obtained such a certificate for both the years from the Principal of the college. Unless and until s/he obtains such a certificate, s/he will not be allowed to appear for University examination.

4. Medium of Instruction

Medium of Instruction at the B.Ed. course will be Marathi or English.

5. Medium of Answer

The candidate appearing for the B .Ed. examination will have the option of answering all papers either in English or Marathi. This option can be exercised course wise and not section wise or question wise. The medium of answering the paper for course in „Understanding disciplines and school subjects“ and „Pedagogy of school subjects“ (language course) will be in the concerned language / English/ Marathi.

6. General objectives of the B. Ed. Programme

To enable the student teacher:

1. to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skill in student teachers.
2. to promote capabilities for inculcating national values and goals as mentioned in the Constitution of India.
3. to act as agents of modernization and social change.
4. to promote social cohesion, international understanding and protection of human rights and rights of the child.
5. to become competent and committed professionals willing to perform the identified tasks.
6. to use competencies and skills needed for becoming an effective teacher in a normal setup and in an inclusive setup.
7. to understand, develop and apply various evaluation procedures in education.
8. to be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, critical understanding of ICT, yoga education, etc.
9. to inculcate rational thinking and scientific temper among the students.
10. to develop critical awareness about the social realities among the students.
11. to use managerial and organizational skills.
12. to enrich himself/herself by actual engagement in the field.
13. to enable him/her to become aware about the day to day problems in the field and develop the capacity to solve them through research.
14. to develop an understanding of the interdisciplinary perspectives in education
15. to develop the habit of reflective teaching among the student teachers.
16. to enhance professional capacities like reading and reflecting on texts, understanding of self, understanding the use of drama and art in education, etc.

Perspectives in Education
Curriculum and Pedagogic Studies
Engagement with the Field

7. Curricular Areas of the Teacher Training Programme

The programme structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. It comprises of three broad inter related curricular areas:-

I. Perspectives in education

II. Curriculum and Pedagogic studies

III. Engagement with the field.

All the curricular areas include theoretical inputs along with the practical work from an interdisciplinary perspective.

Educational Facilities available in College:

1] Building:

The college has a spacious building. It has principal Office, Professor room, office, Lecture room, Computer Lab, Science Laboratory, Library, Separate Method Rooms for various Subjects, Psychology Laboratory, separate rooms for boys and girls, as well as social service work experience, separate classrooms for sports Department and for the Attendance of the of teachers and students Biometric Machine Facility is available.

2] Department of Library and Information Science:

There is a huge library in the college for education courses. Text books and reference books are available in the library. Encyclopedias', dictionaries, internet services are provided in the library. According to the curriculum, there are 3228 copies of reference books and the number of school Text books and supplementary books is 5336. Maps, Educational CDs/ Teaching Aids are 269 in number for updated information on History, Geography and other subjects. Apart from this, newspapers, magazines and educational magazines are regularly kept in the library for the readers. As mentioned above, total 8,415 books and other educational materials are available in the library.

3] Psychological Laboratory: According to the B. Ed. syllabus, necessary experiment materials, charts, pictures, instruments and psychological tests are available for psychological experiments. Individual and group guidance is provided with the help of qualified and expert mentors for professional guidance and counseling.

Laboratory

For teaching science subject in school curriculum student Teachers need to conduct science experiments. In accordance with that, a laboratory is available which includes experimental materials, equipment's, chemical substances, biological plants and preserved replicas (Specimen / Models).

Information Technology Room

The college has a modern computer lab. This department has 24 computer sets and internet facility. B.Ed. Student teachers have facilities for practice lessons and Practical. Here required Educational CDs are available. The subject knowledge required by the teacher is imparted to the student teacher by using computer and other ICT tools. Besides the L.C.D., Projector, T.V. Fax machine, Xerox machine, digital camera, home theater, Wi-Fi router, etc. this department is equipped with other modern facilities.

B.Ed. Course Fees

From the Authority established by the Government of Maharashtra to regulate educational fees, B. Ed. Fees to be paid which will be certified for the two year course.

Admission Eligibility

All the admitted students have to pay the prescribed fee along with the Eligibility Application Form. For that the following certificates are required along with the Eligibility Application.

- 1) For graduate students of Savitribai Phule Pune University, Pune.

Students who were studying in Pune University before taking admission in the course are required to attach the following copies of educational certificates along with the Eligibility Application.

- 1) M. K. C. L. Admission Letter from
- 2) All Degree Mark Sheets (Xerox Copies)
- 3) Post Graduation Certificate
- 4) CET Marksheet
- 5) Gap Affidavit Original Copy if Educational Gap/Block
- 6) T. C. Original copy and xerox copy
- 7) Caste Certificate (xerox copies)

2) Students who were studying in other University than Pune University before taking admission in the course are required to attach the following copies of educational certificates along with the Eligibility Application.

- 1) Migration Certificate (Original Copy)
- 2) T. C. Original copy and xerox copy
- 3) All Degree Marksheets (Xerox Copies)
- 4) Degree and Passing Certificate (Xerox Copies)
- 5) Gap Affidavit Original Copy if Educational Gap/Block
- 6) Caste Certificate (xerox copies)
- 7) Aadhaar Card

Students from Savitribai Phule Pune University, Pune and other Universities

- 1) Non-Criminal Certificate for NT/OBC/SBC
- 2) Caste verification/ Validity certificate for ST

Scholarship Concessions:

- 1) Backward class students get Scholarships and fee concessions from Government of India as per Govt. rules.
- 2) Central government sponsored Post Office scholarship scheme for minority students.
- 3) Admitted backward class students should avail scholarship and other concessions through online process.
- 4) Chhatrapati Raje Shri Shahu Maharaj Education Fee Scheme for Open Category.

Student Council:

As per Section 40 (2) B of the Maharashtra University Act, 1994, the Student Council under the college will be established as follows.

Anti-Ragging Act

To stop ragging in higher education institutions of University Grants Commission, Anti-Ragging Act 2009 has been enacted for this purpose. According to this Act Violation of law in any way by any student/students in the college, department, playground, canteen and hostel etc. and in the premises or outside the premises, the way to and from the college, means of travel etc. It cannot be done.

One or more of the following acts will fall under the definition of Ragging.

- 1) Harassment or ill-treatment of newly admitted students by verbal or written means by a student previously admitted to the college.
- 2) Confusion and misbehavior by students/students creating that which causes new students/students grief, outrage or difficulties will arise. Behavior that will cause physical or mental distress to do
- 3) Compelling a newly admitted student, previously studying in the college, to do something which he/she would not normally be able to do which in his/her mind Shame / Sadness will create fear.
- (4) Conduct by senior students that interfere with the education of other students there will be an obstacle.
- 5) Forcing new students / students or other students to undertake such academic work so as to exploit them.
- 6) Any form of financial exploitation of newly admitted students.
- (7) Any act of physical abuse in any way including sexual abuse, homophobic assault, molestation, forced to do obscene or sex related work, inflicting ill feelings

by physical mutilation, inflicting any kind of physical hardship so as to harm his health.

8) Verbal abuse, e-mail, postal letter or insulting in public, misdirecting, detaining or harassing any behavior that causes fear and intimidation in a new student,

9) Any behavior that will adversely affect a new student's mental health or confidence. New or any student / students to wrongdoing or making their impression on them etc.

Appropriate action will be taken by the college against the concerned student for any of the above/multiple types of misconduct as per the Anti-Ragging Act 2009.

Women's Grievance Redressal Centre

Women's Grievance Redressal Center is functioning in the college as per the order of the Supreme Court, as per the Government and Pune University Circular. The Redressal of grievances against sexual exploitation at workplace, Organizing and taking action for the development of women, counseling women. Organizing women's day program, raising awareness among women about female infanticide, dowry, gender equality, Domestic Violence Act-2005 etc. matters are taken through this Center.

(FORMERLY UNIVERSITY OF PUNE)

Navmaharashtra Shikshan Mandal

Abasaheb Kakade Shikshanshastra Mahavidyalaya, Shevgaon

REVISED SYLLABUS FOR THE

B.Ed. TWO YEAR PROGRAMME

Choice Based Credit System Annual Pattern-2015

Course Learning Outcomes

Academic Year: 2021-2022

PERSPECTIVES OF EDUCATION – CORE COURSES

Course Code: - B ED 101

Title of the Course: - Childhood and Growing up

The course on Childhood and Growing up may have various learning outcomes depending on the specific goals of the course and the institution offering it.:

- 1) Understanding child development: Students should be able to describe the major theories and concepts related to child development, including cognitive, social, emotional, and physical development.
- 2) Identifying factors that influence child development: Students should be able to identify factors that influence child development, including family, culture, socioeconomic status, and biology.
- 3) Examining the role of play in child development: Students should be able to explain the role of play in children's development, including how it supports cognitive, social, emotional, and physical development.
- 4) Analyzing the impact of early experiences on child development: Students should be able to analyze the impact of early experiences, such as attachment and parenting styles, on child development.
- 5) Exploring the impact of culture on childhood and child development: Students should be able to explain how culture influences childhood and child development, including cultural variations in parenting, education, and child-rearing practices.
- 6) Evaluating research on childhood and child development: Students should be able to evaluate research on childhood and child development, including research methods, data analysis, and implications for policy and practice.
- 7) Applying knowledge of child development to real-world situations: Students should be able to apply their knowledge of child development to real-world situations, such as working with children in schools, healthcare settings, or social services.

- 8) Demonstrating effective communication skills: Students should be able to communicate effectively about childhood and child development, using appropriate terminology and engaging in constructive dialogue with others.

Course Code: - B ED 102

Title of the Course: - Contemporary Indian Education, Gender and Society

The course on Contemporary Indian Education, Gender and Society may have various learning outcomes depending on the specific goals of the course and the institution offering it. :

- 1) Understanding the Indian education system: Students should be able to describe the structure, policies, and practices of the Indian education system, including issues of access, equity, and quality.
- 2) Analyzing the intersection of gender and education: Students should be able to analyze the intersection of gender and education in Indian society, including issues of gender discrimination, gender stereotypes, and gender-based violence in educational settings.
- 3) Identifying cultural and social factors influencing education: Students should be able to identify cultural and social factors that influence education in India, including caste, religion, language, and ethnicity.
- 4) Exploring contemporary issues in Indian education: Students should be able to explore contemporary issues in Indian education, such as privatization, globalization, and the role of technology in education.
- 5) Critically examining gender roles and expectations in Indian society: Students should be able to critically examine gender roles and expectations in Indian society, including how they impact access to education and career opportunities for women.
- 6) Evaluating policies and programs aimed at gender empowerment: Students should be able to evaluate policies and programs aimed at gender empowerment in India, including their effectiveness, challenges, and unintended consequences.
- 7) Developing a gender-sensitive perspective on education and society: Students should be able to develop a gender-sensitive perspective on education and society, including how to create inclusive and supportive learning environments for all students.

- 8) Demonstrating effective communication skills: Students should be able to communicate effectively about contemporary Indian education, gender, and society, using appropriate terminology, etc.

Course Code: - B ED 103

Title of the Course: - Learning and Teaching

The specific course learning outcomes of the subject Teaching and Learning will vary depending on the specific course and institution.

- 1) Understand and apply theories of learning: Students should be able to identify and apply key theories of learning to the teaching process, such as behaviorism, constructivism, and social learning theory.
- 2) Design effective instructional strategies: Students should be able to design instructional strategies that meet the needs of diverse learners, including those with different learning styles and abilities.
- 3) Use assessment to guide instruction: Students should be able to use a variety of assessment tools and techniques to measure student learning and use that information to guide their instructional decisions.
- 4) Understand and apply classroom management techniques: Students should be able to manage classroom behavior effectively, creating a positive learning environment that promotes student engagement and learning.
- 5) Utilize technology to enhance instruction: Students should be able to use a variety of technological tools and resources to enhance instruction and support student learning.
- 6) Reflect on and improve their teaching practice: Students should be able to reflect on their teaching practice and identify areas for improvement, implementing changes to improve student learning outcomes.
- 7) Engage in ethical and professional behavior: Students should be able to understand and adhere to ethical and professional standards in their teaching practice, including maintaining confidentiality, avoiding bias, and engaging in ongoing professional development.

Course Code: - B ED 104

Title of the Course: - Assessment and Evaluation for Learning

The specific course learning outcomes of the subject Assessment and Evaluation for Learning will vary depending on the specific course and institution. :

- 1) Understand the purpose and principles of assessment: Students should be able to articulate the purpose and principles of assessment, including the differences between formative and summative assessment.
- 2) Design and implement effective assessments: Students should be able to design and implement a variety of assessments that are aligned with learning objectives and appropriate for the learning context, including performance assessments, self-assessments, and peer assessments.
- 3) Analyze and interpret assessment data: Students should be able to analyze and interpret assessment data to identify student learning needs and to provide feedback to students and other stakeholders.
- 4) Use assessment data to inform instruction: Students should be able to use assessment data to make informed decisions about instruction, including modifying instruction to meet the needs of diverse learners.
- 5) Evaluate and improve assessment practices: Students should be able to evaluate assessment practices to ensure they are valid, reliable, and fair, and to make improvements as necessary.
- 6) Understand the role of evaluation in education: Students should be able to articulate the role of evaluation in education, including the differences between evaluation and assessment.
- 7) Design and implement program evaluations: Students should be able to design and implement program evaluations that are appropriate for the context and purpose, including evaluating the effectiveness of instructional programs, policies, and practices.

- 8) Engage in ethical and professional behavior: Students should be able to understand and adhere to ethical and professional standards in their assessment and evaluation practices, including maintaining confidentiality, avoiding bias, and engaging in ongoing professional development.

Course Code: - B ED 105

Title of the Course: - Advanced Pedagogy and Application of ICT

The specific course learning outcomes of the subject Advanced Pedagogy and Application of ICT will vary depending on the specific course and institution. :

- 1) Understand advanced pedagogical theories and practices: Students should be able to critically evaluate and apply advanced pedagogical theories and practices in their teaching, such as experiential learning, project-based learning, and inquiry-based learning.
- 2) Design and implement effective instructional strategies using ICT: Students should be able to design and implement effective instructional strategies that integrate ICT tools and resources, such as learning management systems, multimedia resources, and collaborative tools.
- 3) Evaluate the effectiveness of ICT in teaching and learning: Students should be able to critically evaluate the effectiveness of ICT in teaching and learning, using a range of qualitative and quantitative methods.
- 4) Understand and apply principles of digital citizenship: Students should be able to understand and apply principles of digital citizenship, including ethical and legal issues related to the use of ICT in education.
- 5) Use data and analytics to inform instruction: Students should be able to use data and analytics from ICT tools and resources to inform instruction and improve student learning outcomes.

- 6) Engage in reflective practice: Students should be able to engage in reflective practice, using ICT tools and resources to critically evaluate their teaching practice and identify areas for improvement.

Course Code: - B ED 106 -01

Title of the Course: - Understanding disciplines and school subjects: - Marathi

The subject of Understanding Disciplines and School Subjects (Marathi) aims to provide students with a comprehensive understanding of the discipline of Marathi and the pedagogical approaches that can be used to teach it effectively. The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the historical, cultural, and social context of Marathi language and literature.
- 2) Knowledge of the different genres and forms of Marathi literature, including poetry, prose, drama, and folklore.
- 3) Familiarity with the grammar, syntax, and vocabulary of Marathi language and the ability to use it effectively in speaking and writing.
- 4) Understanding of the pedagogical principles and practices for teaching Marathi, including the use of communicative language teaching, task-based learning, and the integration of technology and multimedia resources.
- 5) Ability to design and implement lesson plans and instructional materials that are aligned with the principles of effective pedagogy and that engage students in active learning.
- 6) Knowledge of different approaches to assessing student learning in Marathi, including formative and summative assessment methods.
- 7) Understanding of the challenges and opportunities of teaching Marathi in diverse contexts, including multilingual and multicultural classrooms.

- 8) Familiarity with different digital tools and resources that can be used to enhance teaching and learning in Marathi.
- 9) Ability to work collaboratively with colleagues to develop and implement effective pedagogical strategies for teaching Marathi.

Course Code: - B ED 106 -02

Title of the Course: - Understanding disciplines and school subjects: - Hindi

The subject of Understanding Disciplines and School Subjects (Hindi) aims to provide students with a comprehensive understanding of the discipline of Hindi and the pedagogical approaches that can be used to teach it effectively. The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the historical, cultural, and social context of Hindi language and literature.
- 2) Knowledge of the different genres and forms of Hindi literature, including poetry, prose, drama, and folklore.
- 3) Familiarity with the grammar, syntax, and vocabulary of Hindi language and the ability to use it effectively in speaking and writing.
- 4) Understanding of the pedagogical principles and practices for teaching Hindi, including the use of communicative language teaching, task-based learning, and the integration of technology and multimedia resources.
- 5) Ability to design and implement lesson plans and instructional materials that are aligned with the principles of effective pedagogy and that engage students in active learning.
- 6) Knowledge of different approaches to assessing student learning in Hindi, including formative and summative assessment methods.
- 7) Understanding of the challenges and opportunities of teaching Hindi in diverse contexts, including multilingual and multicultural classrooms.

- 8) Familiarity with different digital tools and resources that can be used to enhance teaching and learning in Hindi.
- 9) Ability to work collaboratively with colleagues to develop and implement effective pedagogical strategies for teaching Hindi.

Course Code: - B ED 106 -02

Title of the Course: - Understanding disciplines and school subjects: - Hindi

१०६-०२ हिंदी

स्कूल विद्याशाखा का आकलन और स्कूल विषय (हिंदी) को समझने के विषय का उद्देश्य छात्रों को हिंदी के अनुशासन और शैक्षिक दृष्टिकोण की व्यापक समझ प्रदान करना है जिनका उपयोग इसे प्रभावी ढंग से पढ़ाने के लिए किया जा सकता है। निम्नलिखित सीखने के परिणाम हैं जो इस विषय का अध्ययन करने से उम्मीद की जा सकती है:

- १) हिंदी भाषा के व्याकरण, वाक्य रचना और शब्दावली के साथ परिचित होना और बोलने में प्रभावी ढंग से उपयोग करने की क्षमता।
- २) हिंदी भाषा में पत्र, निबंध, कथा, सार, वृत्तांत प्रभावी ढंग से लेखन की क्षमता।
- ३) हिंदी भाषा और साहित्य के ऐतिहासिक, सांस्कृतिक और सामाजिक संदर्भ की समझ।

- ४) कविता, गद्य, नाटक और लोककथाओं सहित हिंदी साहित्य की विभिन्न शैलियों और रूपों का ज्ञान ।
- ५) हिंदी भाषा में गद्यखंड, पद्यखंड का अर्थ ग्रहण, आकलन करने की क्षमता ।
- ६) भाषण, मौखिक अभिव्यक्ति में प्रमाणित हिंदी भाषा का प्रयोग करने की क्षमता ।
- ७) विशिष्ट विषय में कल्पना विस्तार करने की क्षमता ।
- ८) हिंदी साहित्य इतिहास के आदिकाल, मध्यकाल आधुनिक काल की साहित्यिक जानकारी ।
- ९) प्रचलित पाठ्य पुस्तक में समाहित रचना के साहित्यिकों का सामान्य परिचय तथा विशेषता ।

Course Code: - B ED 106 -03

Title of the Course: - Understanding disciplines and school subjects: - English

The learning outcomes for the subject of Understanding Disciplines and School Subjects in English may include:

- 1) Understanding the basic concepts and principles of different disciplines such as History, Geography, Mathematics, Science, etc.
- 2) Analyzing the relationship between various disciplines and their relevance to real-life situations.
- 3) Developing a critical understanding of the history, evolution, and current status of different disciplines.
- 4) Understanding the interdisciplinary nature of knowledge and its impact on education.
- 5) Analyzing and interpreting different types of texts and media related to different disciplines.
- 6) Developing pedagogical strategies to teach different subjects effectively in schools.
- 7) Developing an understanding of the curriculum and syllabus of different subjects.
- 8) Developing critical thinking and problem-solving skills related to different subjects.
- 9) Developing an appreciation for different perspectives and diverse ways of thinking about different disciplines.
- 10) Applying the knowledge gained to develop interdisciplinary projects and activities for students.

Course Code: - B ED 106 -03

Title of the Course: - Understanding disciplines and school subjects: - History

The learning outcomes for the subject of Understanding Disciplines and School Subjects in History may include:

- 1) Understanding the fundamental concepts, theories, and methods used in historical research and analysis.
- 2) Developing critical thinking skills and the ability to analyze and interpret historical events and phenomena.
- 3) Understanding the key events, personalities, and movements that have shaped history.
- 4) Developing an appreciation for the diversity of historical perspectives and approaches.
- 5) Understanding the relationship between historical events and their social, political, economic, and cultural contexts.
- 6) Analyzing and interpreting different types of historical sources, such as primary and secondary sources, artifacts, and media.
- 7) Developing skills in historical research, including conducting independent research and writing historical essays and reports.
- 8) Understanding the role of history in shaping the present and future.
- 9) Developing an appreciation for the value of historical knowledge and its relevance to contemporary issues.
- 10) Applying historical knowledge to develop interdisciplinary projects and activities for students.

Course Code: - B ED 106 -07

**Title of the Course: - Understanding disciplines and school subjects: -
Geography**

The learning outcomes for the subject of Understanding Disciplines and School Subjects in Geography may include:

- 1) Understanding the fundamental concepts, principles, and theories used in geography.
- 2) Developing an understanding of the physical and human aspects of geography, including landforms, climate, population, culture, and economic activities.
- 3) Understanding the relationship between human activities and the natural environment, including issues of sustainability and environmental management.
- 4) Developing an understanding of the global distribution of resources, including food, water, and energy, and the impact of resource availability on global politics and economic activities.
- 5) Developing an appreciation for the diversity of cultural and physical landscapes around the world.
- 6) Understanding the role of geography in shaping human history and civilization.
- 7) Developing skills in geographic information systems (GIS) and mapping techniques.
- 8) Developing research skills in geography, including conducting independent research, analyzing and interpreting data, and communicating findings in written and oral formats.
- 9) Understanding the role of geography in interdisciplinary studies, including environmental science, social studies, and urban planning.
- 10) Applying geographic knowledge to real-world situations, including urban planning, disaster management, and environmental conservation.

Course Code: - B ED 106 -08

Title of the Course: - Understanding disciplines and school subjects: - Science

The learning outcomes for the subject of Understanding Disciplines and School Subjects in Science may include:

- 1) Understanding the scientific method and the process of scientific inquiry.
- 2) Developing an understanding of the fundamental principles and concepts of physics, chemistry, and biology.
- 3) Understanding the role of science in explaining natural phenomena and the importance of scientific literacy in modern society.
- 4) Developing an appreciation for the diversity of scientific disciplines and the ways in which they interact with one another.
- 5) Understanding the relationship between science and technology and the impact of technological advancements on society and the environment.
- 6) Developing skills in scientific inquiry, including observation, experimentation, data analysis, and critical thinking.
- 7) Developing scientific literacy skills, including the ability to read, understand, and critically evaluate scientific literature.
- 8) Understanding the ethical considerations associated with scientific research and practice.
- 9) Applying scientific knowledge to real-world situations, including issues related to health, energy, and the environment.
- 10) Developing an understanding of the historical, cultural, and societal context in which scientific discoveries are made and the impact they have on society.

Course Code: - B ED 106 -09

**Title of the Course: - Understanding disciplines and school subjects: -
Mathematics**

The learning outcomes for the subject of Understanding Disciplines and School Subjects in Mathematics may include:

- 1) Understanding the fundamental principles of mathematics and its various branches.
- 2) Developing a strong foundation in arithmetic, algebra, geometry, trigonometry, and calculus.
- 3) Developing problem-solving skills and the ability to apply mathematical concepts to real-world situations.
- 4) Developing an understanding of the relationship between mathematics and other fields of study, including science, engineering, and economics.
- 5) Understanding the historical and cultural context in which mathematical concepts and theories have developed.
- 6) Developing critical thinking skills and the ability to analyze and evaluate mathematical arguments and proofs.
- 7) Developing the ability to use mathematical software and tools to solve problems and analyze data.
- 8) Developing an appreciation for the beauty and elegance of mathematical concepts and their applications.
- 9) Understanding the role of mathematics in modern society and its impact on daily life.
- 10) Developing effective communication skills to express mathematical ideas and solutions.

Course Code: - B ED 107 -01

Title of the Course: - Pedagogy of School subjects: - Marathi

The learning outcomes for the subject of Pedagogy of School Subjects in Marathi may include:

- 1) Understanding the principles of effective teaching and learning in Marathi language.
- 2) Developing an understanding of the characteristics of Marathi language and its importance in Indian culture.
- 3) Developing an understanding of the developmental stages of language acquisition and language learning.
- 4) Developing an understanding of the importance of context and culture in language learning and teaching.
- 5) Understanding the different approaches to teaching Marathi language and selecting appropriate teaching methods and techniques.
- 6) Developing an understanding of the role of technology in enhancing Marathi language learning and teaching.
- 7) Developing effective strategies for assessing and evaluating student learning in Marathi language.
- 8) Developing effective communication skills to convey Marathi language concepts and ideas to students.
- 9) Understanding the importance of creating a positive learning environment that promotes engagement and motivation among students.
- 10) Developing an appreciation for the richness and diversity of Marathi language and literature.

Course Code: - B ED 107 -02

Title of the Course: - Pedagogy of School subjects: - Hindi

१०७-०२ हिंदी

छात्र अध्यापक में पाठशाला विषय का अध्यापनशास्त्र यह विषय अध्ययन अध्यापन के उपरांत निम्नलिखित

अध्ययन निष्पत्ती प्राप्त करेंगे ।

- १) माध्यमिक स्तरपर हिंदी अध्यापन भाषा का स्वरूप और व्याप्ती ।
- २) माध्यमिक स्तरपर हिंदी भाषा अध्यापन के उद्देश ।
- ३) पाठशाल में हिंदी विषय का दुसरे विषय से सम्बन्ध ।
- ४) पाठशाल में हिंदी भाषा शिक्षा सम्बन्धित समस्या ।
- ५) हिंदी गद्य, पद्य, व्यकरण, रचना अध्यापन की विभिन्न पद्धतियाँ ।
- ६) वाचन, लेखन की अध्यापन पद्धतिया ।
- ७) हिंदी विषय विश्लेषण करने का कौशलं/ पद्धतियाँ ।
- ८) मूल्य, केंद्रित तत्त्व, जीवन कौशलं आदि संकल्पना ।
- ९) हिंदी विषय अध्ययन के सामान्य, और तकनिकी स्रोत ।
- १०) आदर्श हिंदी अध्यापक के गुण और भूमिका ।

Course Code: - B ED 107 -03

Title of the Course: - Pedagogy of School subjects: - English

The subject of Pedagogy of School subjects English is focused on teaching and learning strategies for English as a school subject. Some of the learning outcomes of this subject may include:

- 1) Understanding the historical and cultural context of English language and its importance as a global language.
- 2) Identifying the principles and methods of teaching English as a second language.
- 3) Understanding the language acquisition process and designing appropriate learning materials and activities for students of different ages and proficiency levels.
- 4) Developing skills in lesson planning, assessment, and evaluation in English language teaching.
- 5) Learning to integrate technology and multimedia resources to enhance English language learning.
- 6) Developing an understanding of bilingual education and its implications for English language learners.
- 7) Understanding the challenges of teaching and learning English as a second language and developing effective strategies to overcome them.
- 8) Developing an understanding of different approaches to English language teaching and their advantages and disadvantages.
- 9) Developing skills in professional communication and collaboration with colleagues, students, and parents.

- 10) Engaging in critical reflection and continuous professional development to enhance teaching and learning practices.

Course Code: - B ED 107 -06

Title of the Course: - Pedagogy of School subjects: - History

The subject of Pedagogy of School subjects History is focused on teaching and learning strategies for history as a school subject. Some of the learning outcomes of this subject may include:

- 1) Understanding the importance of history as a discipline and its role in shaping national and global identity.
- 2) Identifying the key concepts, themes, and theories in historical inquiry and analysis.
- 3) Developing skills in analyzing primary and secondary sources and interpreting historical evidence.
- 4) Developing an understanding of different approaches to teaching history, such as chronology, themes, and concepts, and their advantages and disadvantages.
- 5) Learning to design effective lesson plans, assessment tools, and evaluation strategies for history teaching.
- 6) Developing an understanding of different learning styles and using appropriate instructional strategies to engage and motivate students.
- 7) Developing skills in using technology and multimedia resources to enhance history learning.
- 8) Understanding the role of historical memory, commemoration, and heritage in shaping national and local identities.

- 9) Developing an appreciation for cultural and historical diversity and its implications for teaching history.
- 10) Engaging in critical reflection and continuous professional development to enhance teaching and learning practices in history.

Course Code: - B ED 107 -07

Title of the Course: - Pedagogy of School subjects: - Geography

The subject of Pedagogy of School subjects Geography is focused on teaching and learning strategies for geography as a school subject. Some of the learning outcomes of this subject may include:

- 1) Understanding the importance of geography as a discipline and its role in shaping environmental and social issues.
- 2) Identifying the key concepts, themes, and theories in geographical inquiry and analysis.
- 3) Developing skills in analyzing maps, diagrams, and other geographical data and interpreting spatial relationships and patterns.
- 4) Developing an understanding of different approaches to teaching geography, such as physical geography, human geography, and regional geography, and their advantages and disadvantages.
- 5) Learning to design effective lesson plans, assessment tools, and evaluation strategies for geography teaching.
- 6) Developing an understanding of different learning styles and using appropriate instructional strategies to engage and motivate students.
- 7) Developing skills in using technology and multimedia resources to enhance geography learning.

- 8) Understanding the role of geography in environmental and social sustainability and its implications for teaching geography.
- 9) Developing an appreciation for cultural and geographical diversity and its implications for teaching geography.
- 10) Engaging in critical reflection and continuous professional development to enhance teaching and learning practices in geography.

Course Code: - B ED 107 -08

Title of the Course: - Pedagogy of School subjects: - Science

The subject of Pedagogy of School subjects Science is focused on teaching and learning strategies for science as a school subject. Some of the learning outcomes of this subject may include:

- 1) Understanding the importance of science as a discipline and its role in shaping technological and societal progress.
- 2) Identifying the key concepts, principles, and methods of scientific inquiry and investigation.
- 3) Developing skills in designing and conducting scientific experiments and analyzing data.
- 4) Developing an understanding of different approaches to teaching science, such as inquiry-based learning, problem-based learning, and discovery learning, and their advantages and disadvantages.
- 5) Learning to design effective lesson plans, assessment tools, and evaluation strategies for science teaching.
- 6) Developing an understanding of different learning styles and using appropriate instructional strategies to engage and motivate students.
- 7) Developing skills in using technology and multimedia resources to enhance science learning.

- 8) Understanding the role of science in addressing global challenges, such as climate change, energy, and health, and its implications for teaching science.
- 9) Developing an appreciation for scientific literacy and its role in making informed decisions and participating in civic life.
- 10) Engaging in critical reflection and continuous professional development to enhance teaching and learning practices in science.

Course Code: - B ED 107 -09

Title of the Course: - Pedagogy of School subjects: - Mathematics

The subject of Pedagogy of School subjects Mathematics is focused on teaching and learning strategies for Mathematics as a school subject. Some of the learning outcomes of this subject may include:

- 1) Understanding the importance of mathematics as a discipline and its role in problem-solving and critical thinking.
- 2) Identifying the key concepts, principles, and methods of mathematical reasoning and problem-solving.
- 3) Developing skills in using mathematical tools, such as algorithms, formulas, and equations, to solve problems.
- 4) Developing an understanding of different approaches to teaching mathematics, such as inquiry-based learning, problem-based learning, and discovery learning, and their advantages and disadvantages.
- 5) Learning to design effective lesson plans, assessment tools, and evaluation strategies for mathematics teaching.

- 6) Developing an understanding of different learning styles and using appropriate instructional strategies to engage and motivate students.
- 7) Developing skills in using technology and multimedia resources to enhance mathematics learning.
- 8) Understanding the role of mathematics in addressing real-world problems and its implications for teaching mathematics.
- 9) Developing an appreciation for mathematical literacy and its role in making informed decisions and participating in civic life.
- 10) Engaging in critical reflection and continuous professional development to enhance teaching and learning practices in mathematics.

Title of the Course: - Teaching Competency I

Course Code: - B ED 108

Micro teaching, Integration lessons and Simulation lessons

Here are the learning outcomes for each of the three components of the Practical Course Teaching Competency: Micro teaching, Integration lessons, and Simulation lessons:

Micro Teaching:

- 1) Developing an understanding of the principles and practices of effective teaching through a practical, hands-on approach.
- 2) Identifying and using appropriate instructional methods and techniques to achieve learning objectives.
- 3) Developing skills in designing and delivering lesson plans that are clear, concise, and engaging.
- 4) Developing skills in managing classroom dynamics, such as student behavior and time management.
- 5) Developing an understanding of different learning styles and adapting instructional strategies accordingly.

- 6) Developing skills in assessing student learning and providing feedback to improve student performance.
- 7) Developing an understanding of the role of technology in enhancing teaching and learning.
- 8) Developing skills in reflecting on teaching practices and engaging in continuous professional development.
- 9) Building confidence and self-efficacy in teaching through practice and feedback.

Integration Lessons:

- 1) Developing an understanding of the importance of interdisciplinary teaching and learning.
- 2) Identifying and designing appropriate learning activities that integrate multiple subjects and/or disciplines.
- 3) Developing skills in creating meaningful connections between different subjects and/or disciplines.
- 4) Developing an understanding of how integration can support and enhance student learning.
- 5) Developing skills in assessing student learning across multiple subjects and/or disciplines.
- 6) Developing an understanding of the challenges and opportunities of interdisciplinary teaching and learning.

Simulation Lessons:

- 1) Developing an understanding of the use of simulation as a teaching and learning tool.
- 2) Identifying and designing appropriate simulation activities for different learning objectives and contexts.
- 3) Developing skills in creating realistic and engaging simulation scenarios.
- 4) Developing an understanding of how simulation can support and enhance student learning.
- 5) Developing skills in assessing student learning through simulation activities.

- 6) Developing an understanding of the ethical and legal responsibilities of using simulation in teaching.
- 7) Developing skills in reflecting on simulation-based teaching practices and engaging in continuous professional development.

Title of the Course: - Teaching Competency II

Course Code: - B ED 109

Technology-based teaching, Team teaching, and Lessons using Models of Teaching:

Here are the learning outcomes for each of the three components of the Practical Course Teaching Competency: Technology-based teaching, Team teaching, and Lessons using Models of Teaching:

Technology-based Teaching:

- 1) Developing an understanding of the principles and practices of technology-based teaching and learning.
- 2) Identifying and using appropriate technology tools and resources to enhance teaching and learning.

- 3) Developing skills in designing and delivering technology-enhanced lesson plans that are clear, concise, and engaging.
- 4) Developing an understanding of how technology can support and enhance student learning.
- 5) Developing skills in assessing student learning through technology-based activities.
- 6) Developing an understanding of the ethical and legal responsibilities of using technology in teaching.
- 7) Developing skills in reflecting on technology-based teaching practices and engaging in continuous professional development.

Team Teaching:

- 1) Developing an understanding of the principles and practices of effective team teaching.
- 2) Identifying and using appropriate strategies for collaborating with other teachers.
- 3) Developing skills in designing and delivering team-taught lesson plans that are clear, concise, and engaging.
- 4) Developing skills in managing classroom dynamics in a team-teaching setting.
- 5) Developing an understanding of the benefits and challenges of team teaching.
- 6) Developing skills in reflecting on team-teaching practices and engaging in continuous professional development.

Lessons using Models of Teaching:

- 1) Developing an understanding of different models of teaching, such as the Direct Instruction Model, the Inquiry Model, and the Cooperative Learning Model.
- 2) Identifying and using appropriate models of teaching for different learning objectives and contexts.
- 3) Developing skills in designing and delivering lesson plans that incorporate different models of teaching.
- 4) Developing an understanding of how different models of teaching can support and enhance student learning.
- 5) Developing skills in assessing student learning through activities that incorporate different models of teaching.

- 6) Developing an understanding of the benefits and challenges of using different models of teaching.
- 7) Developing skills in reflecting on teaching practices that incorporate different models of teaching and engaging in continuous professional development.

Title of the Course: - Teaching Competency III

Course Code: - B ED 110

Practice lessons and Introduction to Internship

Here are the learning outcomes for the two components of the Practical Course Teaching Competency: Practice lessons and Introduction to Internship:

Practice Lessons:

- 1) Developing an understanding of the principles and practices of effective teaching through practical experience.
- 2) Developing skills in designing and delivering lesson plans that are clear, concise, and engaging.
- 3) Developing skills in managing classroom dynamics, such as student behavior and time management.

- 4) Developing an understanding of different learning styles and adapting instructional strategies accordingly.
- 5) Developing skills in assessing student learning and providing feedback to improve student performance.
- 6) Building confidence and self-efficacy in teaching through practice and feedback.
- 7) Developing an understanding of the importance of continuous improvement and self-reflection in teaching practice.

Introduction to Internship:

- 1) Developing an understanding of the expectations and responsibilities of being an intern in a teaching context.
- 2) Developing skills in observing and assessing teaching practices in a real-world setting.
- 3) Developing an understanding of the importance of professionalism and ethical conduct in teaching.
- 4) Developing an understanding of the role of collaboration and teamwork in teaching.
- 5) Developing skills in reflecting on teaching experiences and engaging in continuous professional development.
- 6) Developing an understanding of the broader context of education, including policy, governance, and community engagement.

Title of the Course: - ENHANCING PROFESSIONAL CAPACITIES

Course Code: - B ED 111 A

Critical Understanding of ICT

Here are the learning outcomes for the Practical Course on Critical Understanding of ICT:

1. Developing an understanding of the role of ICT in education and its impact on teaching and learning.
2. Identifying and using appropriate ICT tools and resources to enhance teaching and learning.
3. Developing skills in designing and delivering ICT-enhanced lesson plans that are clear, concise, and engaging.
4. Developing an understanding of how ICT can support and enhance student learning, including the use of multimedia, interactive simulations, and virtual environments.

5. Developing skills in assessing student learning through ICT-based activities.
6. Developing an understanding of the ethical and legal responsibilities of using ICT in teaching.
7. Developing skills in reflecting on ICT-based teaching practices and engaging in continuous professional development.
8. Developing an understanding of the broader issues related to ICT in education, including digital citizenship, privacy, and security.
9. Developing an understanding of the challenges and opportunities of implementing ICT in education, including access, equity, and cultural diversity.
10. Developing skills in evaluating and selecting appropriate ICT tools and resources for specific teaching contexts and learning objectives.

Title of the Course: - ENHANCING PROFESSIONAL CAPACITIES

Course Code: - B ED 111 B

Co-curricular Activities and Social Services:

Here are the learning outcomes for the Practical Course on Co-curricular Activities and Social Services:

1. Developing an understanding of the importance of co-curricular activities and social services in education and the holistic development of students.

2. Identifying and planning appropriate co-curricular activities and social services that align with the school's mission and vision.
3. Developing skills in designing and delivering co-curricular activities and social services that are inclusive and cater to diverse student needs and interests.
4. Developing an understanding of the principles and practices of effective leadership in co-curricular activities and social services.
5. Developing skills in organizing and managing co-curricular activities and social services, including budgeting, marketing, and evaluation.
6. Developing an understanding of the ethical and legal responsibilities of organizing co-curricular activities and social services.
7. Developing skills in reflecting on co-curricular activities and social services practices and engaging in continuous professional development.
8. Developing an understanding of the broader issues related to co-curricular activities and social services, including community engagement, cultural diversity, and social justice.
9. Developing skills in evaluating the impact of co-curricular activities and social services on student learning and well-being.
10. Developing an understanding of the challenges and opportunities of organizing co-curricular activities and social services, including resources, collaboration, and sustainability.

Title of the Course: - ENHANCING PROFESSIONAL CAPACITIES

Course Code: - B ED 112

Health and Yoga:

Here are the learning outcomes for the Practical Course on Health and Yoga:

1. Developing an understanding of the importance of health and wellness in education and the holistic development of students.

2. Developing an understanding of the principles and practices of yoga and its benefits for physical, mental, and emotional well-being.
3. Developing skills in practicing and teaching yoga asanas, pranayama, and meditation techniques.
4. Developing an understanding of the importance of proper nutrition, hygiene, and physical exercise for maintaining good health.
5. Developing skills in designing and delivering health and wellness programs that promote healthy habits and positive lifestyle choices.
6. Developing an understanding of the ethical and legal responsibilities of promoting health and wellness in education.
7. Developing skills in reflecting on health and wellness practices and engaging in continuous professional development.
8. Developing an understanding of the broader issues related to health and wellness, including environmental factors, social determinants of health, and mental health.
9. Developing skills in evaluating the impact of health and wellness programs on student learning and well-being.
10. Developing an understanding of the challenges and opportunities of promoting health and wellness in education, including cultural diversity, equity, and sustainability.

Course Code: - B ED 201

Title of the Course: - Quality and Management of School Education

The subject of Quality and Management of School Education aims to provide students with a thorough understanding of the key concepts, principles, and practices related to ensuring the highest standards of quality in education. The following are some of the learning outcomes that one can expect to achieve by studying this subject:

- 1) Understanding of the key concepts and principles of quality management in education, including the role of standards, benchmarks, and indicators.
- 2) Familiarity with different approaches to quality management in education, such as Total Quality Management, Six Sigma, and Lean Management.
- 3) Understanding of the importance of leadership and organizational culture in fostering a culture of quality in education.
- 4) Knowledge of different types of assessment and evaluation methods used in education, and their roles in improving quality.
- 5) Understanding of the importance of stakeholder engagement in quality management, including the role of parents, students, teachers, and community members.
- 6) Familiarity with the legal and regulatory frameworks governing education quality, including accreditation, licensure, and certification.
- 7) Ability to design and implement quality improvement plans in educational settings, and to evaluate their effectiveness.
- 8) Knowledge of emerging trends and best practices in quality management in education, such as digital learning and personalized learning.
- 9) Awareness of the ethical and social implications of quality management in education, including issues of equity, diversity, and inclusion.

Course Code: - B ED 202

Title of the Course: - Knowledge and curriculum, Language across curriculum

The subject of Knowledge and Curriculum, Language across Curriculum aims to provide students with a deep understanding of the role of language in shaping and conveying knowledge,

and how this relates to the design and implementation of effective curricula. The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the relationship between knowledge and curriculum, and how curricula are designed and implemented to support the acquisition and application of knowledge.
- 2) Familiarity with different approaches to curriculum design and development, including traditional, learner-centered, and competency-based models.
- 3) Understanding of the importance of language in shaping and conveying knowledge, and how language can be used to support learning and teaching across different subjects.
- 4) Knowledge of different language structures and features, and how they can be used to enhance the clarity and effectiveness of communication in academic and professional contexts.
- 5) Familiarity with different types of language learning and teaching strategies, including collaborative learning, inquiry-based learning, and project-based learning.
- 6) Understanding of the importance of cultural competence in language learning and teaching, and how to promote intercultural understanding and respect in educational settings.
- 7) Ability to design and implement language-focused learning activities that support the development of critical thinking, analysis, and communication skills across different subjects.
- 8) Knowledge of emerging trends and best practices in language across curriculum, including the use of technology to support language learning and teaching.
- 9) Awareness of the ethical and social implications of language across curriculum, including issues of access, equity, and diversity.

Course Code: - B ED 203

Title of the Course: - School and Inclusive School

The subject of School and Inclusive School aims to provide students with a comprehensive understanding of the principles, policies, and practices of inclusive education, and how these can be applied in school settings. The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the principles of inclusive education, and how they relate to the design and implementation of school policies and practices.
- 2) Familiarity with different models of inclusive education, including mainstreaming, co-teaching, and collaborative learning.
- 3) Understanding of the importance of diversity, equity, and inclusion in creating inclusive school environments, and how to promote social justice and human rights in education.
- 4) Knowledge of different strategies for identifying and addressing barriers to learning and participation, including universal design for learning, differentiated instruction, and response to intervention.
- 5) Familiarity with different types of support services and accommodations for students with disabilities, including assistive technology, therapy, and special education.
- 6) Understanding of the role of teachers and other educational professionals in creating inclusive school environments, and how to foster positive relationships with students and families.
- 7) Ability to design and implement inclusive curricula and teaching practices that meet the needs of all students, regardless of their abilities or backgrounds.
- 8) Knowledge of emerging trends and best practices in inclusive education, including the use of technology and data to support personalized learning and student achievement.
- 9) Awareness of the ethical and social implications of inclusive education, including issues of power, privilege, and marginalization.

Course Code: - B ED 204 - 01

Title of the Course: - Guidance and Counseling

The subject of Guidance and Counseling aims to provide students with a deep understanding of the principles, theories, and practices of guidance and counseling, and how these can be applied in various contexts. The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the principles and theories of guidance and counseling, and how they relate to the development and well-being of individuals.
- 2) Familiarity with different types of counseling approaches, including cognitive-behavioral, humanistic, and psychodynamic, and how to apply them in different counseling situations.
- 3) Understanding of the importance of empathy, active listening, and non-judgmental attitudes in counseling, and how to cultivate these qualities in oneself.
- 4) Knowledge of different types of counseling interventions, including individual, group, and family counseling, and how to design and implement effective interventions.
- 5) Familiarity with different types of assessment and evaluation tools used in counseling, including psychological tests, surveys, and interviews.
- 6) Understanding of the ethical and legal issues related to counseling, including confidentiality, informed consent, and boundary setting.
- 7) Ability to work collaboratively with clients and other professionals in the development and implementation of counseling plans.
- 8) Knowledge of the role of culture, gender, and diversity in counseling, and how to foster inclusive practices that promote the well-being of all clients.
- 9) Awareness of the importance of self-care and self-reflection in the counseling profession, and how to maintain professional boundaries and ethical practices.

Course Code: - B ED 204 - 02

Title of the Course: - Education for Human Rights and Peace Education

The subject of Education for Human Rights and Peace Education aims to provide students with a comprehensive understanding of the principles, policies, and practices of human rights education and peace education, and how they can be applied in educational settings. The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the principles and theories of human rights education and peace education, and how they relate to the promotion of social justice, human rights, and peace.
- 2) Familiarity with different types of human rights violations and their impact on individuals and societies, and how to identify and address them.
- 3) Understanding of the importance of critical thinking, reflection, and action in promoting human rights and peace, and how to foster these skills in oneself and others.
- 4) Knowledge of different strategies for promoting human rights and peace in educational settings, including curricular and co-curricular activities, service-learning projects, and advocacy campaigns.
- 5) Familiarity with different types of conflict and violence, and how to apply conflict resolution and peace building strategies in different contexts.
- 6) Understanding of the role of culture, diversity, and identity in promoting human rights and peace, and how to foster intercultural dialogue and respect in educational settings.
- 7) Ability to design and implement human rights and peace-focused learning activities that promote critical thinking, empathy, and social responsibility.
- 8) Knowledge of emerging trends and best practices in human rights education and peace education, including the use of technology and multimedia to enhance learning and engagement.
- 9) Awareness of the ethical and social implications of human rights education and peace education, including issues of power, privilege, and marginalization.

Course Code: - B ED 204 - 03

Title of the Course: - Women Education

The subject of Women Education aims to provide students with a comprehensive understanding of the history, theories, policies, and practices of women's education, and how these can be applied in educational settings. The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the history of women's education, and how it has evolved over time in response to changing social, cultural, and economic contexts.
- 2) Familiarity with different theoretical frameworks for understanding women's education, including feminist, intersectional, and postcolonial theories, and how they inform educational policies and practices.
- 3) Understanding of the social, cultural, and economic factors that influence women's access to education, and how to identify and address barriers to women's education.
- 4) Knowledge of different strategies for promoting women's education, including curriculum development, teacher training, community outreach, and policy advocacy.
- 5) Familiarity with different models of women's education, including single-sex and co-educational schools, and how to design and implement effective educational programs that meet the needs of women and girls.
- 6) Understanding of the importance of gender-sensitive pedagogies and teaching practices, and how to foster an inclusive and empowering learning environment for women and girls.
- 7) Ability to design and implement research projects related to women's education, and to critically analyze and evaluate educational policies and practices from a gender perspective.
- 8) Knowledge of emerging trends and best practices in women's education, including the use of technology and multimedia to enhance learning and engagement.
- 9) Awareness of the ethical and social implications of women's education, including issues of power, privilege, and inter sectionalists.

Course Code: - B ED 204 - 04

Title of the Course: - Life Long Education

The subject of Life Long Education aims to provide students with a comprehensive understanding of the principles, policies, and practices of lifelong learning, and how they can be applied in different contexts. The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the concept of lifelong learning, and its importance in the context of changing social, cultural, and economic conditions.
- 2) Familiarity with different theories and models of lifelong learning, and how they inform educational policies and practices at different levels.
- 3) Understanding of the role of different stakeholders, including individuals, institutions, and governments, in promoting lifelong learning, and how to engage and empower these stakeholders.
- 4) Knowledge of different strategies for designing and implementing lifelong learning programs, including needs assessment, curriculum development, assessment and evaluation, and program management.
- 5) Familiarity with different types of lifelong learning programs, including formal, non-formal, and informal programs, and how to tailor programs to the needs and interests of different groups.
- 6) Understanding of the importance of digital and media literacy in lifelong learning, and how to incorporate these skills into educational programs.
- 7) Ability to design and implement research projects related to lifelong learning, and to critically analyze and evaluate educational policies and practices from a lifelong learning perspective.
- 8) Knowledge of emerging trends and best practices in lifelong learning, including the use of technology and multimedia to enhance learning and engagement.
- 9) Awareness of the ethical and social implications of lifelong learning, including issues of power, privilege, and social justice.

Course Code: - B ED 204 - 05

Title of the Course: - Life Long Education

The subject of Population Education and Family Life Education aims to provide students with a comprehensive understanding of the principles, policies, and practices of population and family life education, and how they can be applied in different contexts. The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the concept of population and family life education, and its importance in the context of changing social, cultural, and economic conditions.
- 2) Familiarity with different theories and models of population and family life education, and how they inform educational policies and practices at different levels.
- 3) Understanding of the role of different stakeholders, including individuals, institutions, and governments, in promoting population and family life education, and how to engage and empower these stakeholders.
- 4) Knowledge of different strategies for designing and implementing population and family life education programs, including needs assessment, curriculum development, assessment and evaluation, and program management.
- 5) Familiarity with different types of population and family life education programs, including formal, non-formal, and informal programs, and how to tailor programs to the needs and interests of different groups.
- 6) Understanding of the importance of reproductive health and sexual education, and how to incorporate these topics into population and family life education programs.
- 7) Ability to design and implement research projects related to population and family life education, and to critically analyze and evaluate educational policies and practices from a population and family life education perspective.
- 8) Knowledge of emerging trends and best practices in population and family life education, including the use of technology and multimedia to enhance learning and engagement.
- 9) Awareness of the ethical and social implications of population and family life education, including issues of power, privilege, and social justice.

Course Code: - B ED 204 - 06

Title of the Course: - Education for Sustainable Development and Environment Education

The subject of Education for Sustainable Development and Environment Education aims to provide students with a comprehensive understanding of the principles, policies, and practices of sustainability and environmental education, and how they can be applied in different contexts.

The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the concept of sustainability and environmental education, and their importance in the context of global environmental challenges.
- 2) Familiarity with different theories and models of sustainability and environmental education, and how they inform educational policies and practices at different levels.
- 3) Understanding of the role of different stakeholders, including individuals, institutions, and governments, in promoting sustainability and environmental education, and how to engage and empower these stakeholders.
- 4) Knowledge of different strategies for designing and implementing sustainability and environmental education programs, including needs assessment, curriculum development, assessment and evaluation, and program management.
- 5) Familiarity with different types of sustainability and environmental education programs, including formal, non-formal, and informal programs, and how to tailor programs to the needs and interests of different groups.
- 6) Understanding of the importance of sustainable development and environmental literacy, and how to incorporate these topics into educational programs.
- 7) Ability to design and implement research projects related to sustainability and environmental education, and to critically analyze and evaluate educational policies and practices from a sustainability and environmental education perspective.
- 8) Awareness of the ethical and social implications of sustainability and environmental education, including issues of power, privilege, and social justice.

Course Code: - B ED 204 - 07

Title of the Course: - Disaster Management

The subject of Disaster Management aims to provide students with a comprehensive understanding of the principles, policies, and practices of disaster management, and how they can be applied in different contexts. The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the concept of disaster management, and its importance in the context of natural and human-made disasters.
- 2) Familiarity with different types of disasters, including natural disasters (e.g., earthquakes, floods, hurricanes) and human-made disasters (e.g., terrorist attacks, industrial accidents), and how they impact communities.
- 3) Understanding of the role of different stakeholders, including individuals, institutions, and governments, in promoting disaster preparedness and response, and how to engage and empower these stakeholders.
- 4) Knowledge of different strategies for disaster risk reduction, including early warning systems, hazard mapping, and community-based disaster preparedness.
- 5) Familiarity with different types of disaster response and recovery programs, including emergency response, humanitarian aid, and reconstruction and rehabilitation programs.
- 6) Understanding of the importance of disaster management planning, and how to develop and implement disaster management plans at different levels.
- 7) Ability to design and implement research projects related to disaster management, and to critically analyze and evaluate disaster management policies and practices.
- 8) Knowledge of emerging trends and best practices in disaster management, including the use of technology and social media to enhance disaster preparedness and response.
- 9) Awareness of the ethical and social implications of disaster management, including issues of power, privilege, and social justice.

Course Code: - B ED 204 - 08

Title of the Course: - Inclusive Education

The subject of Inclusive Education aims to provide students with a comprehensive understanding of the principles, policies, and practices of inclusive education, and how they can be applied in different contexts. The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the concept of inclusive education, and its importance in promoting equity and access to education for all students.
- 2) Familiarity with different models and approaches to inclusive education, including universal design for learning, differentiated instruction, and response to intervention.
- 3) Understanding of the role of different stakeholders, including students, families, educators, and policymakers, in promoting inclusive education, and how to engage and empower these stakeholders.
- 4) Knowledge of different strategies for identifying and addressing barriers to learning and participation for diverse learners, including students with disabilities, language learners, and students from diverse cultural and socioeconomic backgrounds.
- 5) Familiarity with different types of inclusive education programs, including inclusive classrooms, co-teaching models, and community-based programs, and how to tailor programs to the needs and interests of different groups.
- 6) Understanding of the importance of collaboration and teamwork in promoting inclusive education, and how to build effective partnerships among different stakeholders.
- 7) Ability to design and implement research projects related to inclusive education, and to critically analyze and evaluate inclusive education policies and practices.
- 8) Knowledge of emerging trends and best practices in inclusive education, including the use of technology and multimedia to enhance learning and engagement.
- 9) Awareness of the ethical and social implications of inclusive education, including issues of power, privilege, and social justice.

Course Code: - B ED 204 - 09

Title of the Course: - Introduction to Educational Research

The subject of Introduction to Educational Research aims to provide students with a comprehensive understanding of the principles, methods, and practices of educational research, and how they can be applied in different contexts. The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the concept of educational research, and its importance in informing educational practice and policy.
- 2) Familiarity with different research methods, including quantitative, qualitative, and mixed-methods approaches, and how to select and apply appropriate methods to answer research questions.
- 3) Understanding of different types of data collection and analysis techniques, including surveys, interviews, observations, and statistical analysis, and how to use these techniques to collect and analyze data.
- 4) Knowledge of different types of research designs, including experimental, quasi-experimental, and correlational designs, and how to select and implement appropriate designs for different research questions.
- 5) Familiarity with ethical considerations in educational research, including issues related to informed consent, confidentiality, and privacy.
- 6) Understanding of the importance of literature review in educational research, and how to conduct a comprehensive and critical review of relevant literature.
- 7) Ability to design and implement research projects related to educational practice and policy, and to analyze and interpret research findings.
- 8) Knowledge of different ways of disseminating research findings, including academic journals, conferences, and policy reports.
- 9) Awareness of the social and cultural contexts of educational research, and how to address issues of diversity, equity, and social justice in research.

Course Code: - B ED 204 - 10

Title of the Course: - Water, Air, and Energy Education

The subject of Water, Air, and Energy Education aims to provide students with a comprehensive understanding of the principles, policies, and practices of sustainable water, air, and energy management, and how they can be applied in different contexts. The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the concept of sustainable development, and its importance in promoting responsible water, air, and energy management.
- 2) Familiarity with different types of natural resources and their importance in human development, including water, air, and energy.
- 3) Understanding of the impact of human activities on the environment, and the consequences of unsustainable water, air, and energy management practices.
- 4) Knowledge of different policies and regulations related to water, air, and energy management, including national and international agreements, and how to apply these policies in different contexts.
- 5) Familiarity with different types of renewable energy sources, including solar, wind, and hydroelectric power, and their potential to contribute to sustainable energy management.
- 6) Understanding of different strategies for water conservation and management, including rainwater harvesting, water reuse, and water-efficient technologies.
- 7) Knowledge of different approaches to air pollution control, including emission reduction technologies and policy interventions.
- 8) Understanding of the role of different stakeholders, including governments, civil society organizations, and private sector actors, in promoting sustainable water, air, and energy management.
- 9) Ability to design and implement educational programs related to water, air, and energy management, and to evaluate the effectiveness of these programs.

Course Code: - B ED 205 - 01

Title of the Course: - Additional Pedagogy Course: Understanding disciplines and Pedagogy of School subject (Marathi)

The subject of Additional Pedagogy Course: Understanding Disciplines and Pedagogy of School Subject (Marathi) aims to provide students with a comprehensive understanding of the Marathi language and literature, as well as the pedagogical approaches that can be used to teach these subjects effectively. The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the structure and grammar of the Marathi language, including the sounds, grammar, and vocabulary.
- 2) Familiarity with different types of Marathi literature, including poetry, prose, and drama, and the ability to critically analyze and interpret these texts.
- 3) Knowledge of the historical and cultural context of Marathi language and literature, including its role in Indian literature and culture.
- 4) Understanding of the pedagogical principles and practices for teaching different school subjects, including Marathi language and literature.
- 5) Ability to design and implement lesson plans and instructional materials that are aligned with the principles of effective pedagogy and that engage students in active learning.
- 6) Knowledge of different approaches to assessing student learning in Marathi language and literature, including formative and summative assessment methods.
- 7) Understanding of the challenges and opportunities of teaching Marathi language and literature in diverse contexts, including multilingual and multicultural classrooms.
- 8) Familiarity with different digital tools and resources that can be used to enhance teaching and learning in Marathi language and literature.
- 9) Ability to work collaboratively with colleagues to develop and implement effective pedagogical strategies for teaching Marathi language and literature.

Course Code: - B ED 205 - 02

२०५-०२ हिंदी

इस विषय का उद्देश्य छात्रों को हिंदी के अनुशासन और शैक्षणिक दृष्टिकोणों की व्यापक समझ प्रदान करना है जिनका उपयोग इसे प्रभावी ढंग से पढ़ाने के लिए किया जा सकता है। निम्नलिखित सीखने के परिणाम हैं जो इस विषय का अध्ययन करने से उम्मीद की जा सकती है:

इस विषय अध्ययन के उपरान्त छात्र शिक्षक निम्नलिखित आशय आकलन में सक्षम होंगे:-

- १) हिन्दी भाषा का स्वरूप एवं संरचना की समझ ।
- २) उच्च माध्यमिक स्तर पर हिन्दी भाषा अध्यापन के उद्देश्य ।
- ३) हिन्दी विषय की अध्यापन पद्धतियाँ समझने की क्षमता ।
- ४) हिन्दी विषय पाठ्यपुस्तक परिक्षण एवं आशय विश्लेष क्षमता ।
- ५) हिन्दी अध्ययन के विविध स्रोतों को समझने की क्षमता ।
- ६) हिन्दी अध्यापक के गुण ।
- ७) हिन्दी भाषा का व्याकरण ।
- ८) हिन्दी भाषा के विविध रचना प्रकारों की समझ ।
- ६) हिन्दी साहित्य के इतिहास को समझना ।
- १०) हिन्दी की विभिन्न विधाओं एवं साहित्यिकों को समझना ।

Course Code: - B ED 205 - 03

Title of the Course: - Additional Pedagogy Course: Understanding disciplines and Pedagogy of School subject (English)

The subject of Additional Pedagogy Course: Understanding Disciplines and Pedagogy of School Subject (English) aims to provide students with a comprehensive understanding of the English language and literature, as well as the pedagogical approaches that can be used to teach these subjects effectively. The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the structure and grammar of the English language, including the sounds, grammar, and vocabulary.
- 2) Familiarity with different types of English literature, including poetry, prose, and drama, and the ability to critically analyze and interpret these texts.
- 3) Knowledge of the historical and cultural context of English language and literature, including its role in world literature and culture.
- 4) Understanding of the pedagogical principles and practices for teaching different school subjects, including English language and literature.
- 5) Ability to design and implement lesson plans and instructional materials that are aligned with the principles of effective pedagogy and that engage students in active learning.
- 6) Knowledge of different approaches to assessing student learning in English language and literature, including formative and summative assessment methods.

- 7) Understanding of the challenges and opportunities of teaching English language and literature in diverse contexts, including multilingual and multicultural classrooms.
- 8) Familiarity with different digital tools and resources that can be used to enhance teaching and learning in English language and literature.
- 9) Ability to work collaboratively with colleagues to develop and implement effective pedagogical strategies for teaching English language and literature.

Course Code: - B ED 205 - 06

Title of the Course: - Additional Pedagogy Course: Understanding disciplines and Pedagogy of School subject (History)

The subject of Additional Pedagogy Course: Understanding Disciplines and Pedagogy of School Subject (History) aims to provide students with a comprehensive understanding of the discipline of history and the pedagogical approaches that can be used to teach it effectively. The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the nature and scope of history as a discipline, including its methods, theories, and key concepts.
- 2) Familiarity with different approaches to historical inquiry, including primary and secondary sources, and the ability to critically evaluate these sources.
- 3) Knowledge of the major themes and events in world history, including their causes, consequences, and historical significance.
- 4) Understanding of the pedagogical principles and practices for teaching history, including the use of active learning strategies, such as inquiry-based learning, and the integration of technology and multimedia resources.

- 5) Ability to design and implement lesson plans and instructional materials that are aligned with the principles of effective pedagogy and that engage students in active learning.
- 6) Knowledge of different approaches to assessing student learning in history, including formative and summative assessment methods.
- 7) Understanding of the challenges and opportunities of teaching history in diverse contexts, including multilingual and multicultural classrooms.
- 8) Familiarity with different digital tools and resources that can be used to enhance teaching and learning in history.
- 9) Ability to work collaboratively with colleagues to develop and implement effective pedagogical strategies for teaching history.

Course Code: - B ED 205 - 07

Title of the Course: - Additional Pedagogy Course: Understanding disciplines and Pedagogy of School subject (Geography)

The subject of Additional Pedagogy Course: Understanding Disciplines and Pedagogy of School Subject (Geography) aims to provide students with a comprehensive understanding of the discipline of geography and the pedagogical approaches that can be used to teach it effectively. The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the nature and scope of geography as a discipline, including its methods, theories, and key concepts.
- 2) Knowledge of the major themes and topics in geography, including physical geography, human geography, and environmental geography.
- 3) Familiarity with different approaches to geographical inquiry, including primary and secondary sources, and the ability to critically evaluate these sources.

- 4) Understanding of the pedagogical principles and practices for teaching geography, including the use of active learning strategies, such as inquiry-based learning, and the integration of technology and multimedia resources.
- 5) Ability to design and implement lesson plans and instructional materials that are aligned with the principles of effective pedagogy and that engage students in active learning.
- 6) Knowledge of different approaches to assessing student learning in geography, including formative and summative assessment methods.
- 7) Understanding of the challenges and opportunities of teaching geography in diverse contexts, including multilingual and multicultural classrooms.
- 8) Familiarity with different digital tools and resources that can be used to enhance teaching and learning in geography.
- 9) Ability to work collaboratively with colleagues to develop and implement effective pedagogical strategies for teaching geography.

Course Code: - B ED 205 - 08

Title of the Course: - Additional Pedagogy Course: Understanding disciplines and Pedagogy of School subject (Science)

The subject of Additional Pedagogy Course: Understanding Disciplines and Pedagogy of School Subject (Science) aims to provide students with a comprehensive understanding of the discipline of science and the pedagogical approaches that can be used to teach it effectively. The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the nature and scope of science as a discipline, including its methods, theories, and key concepts.
- 2) Knowledge of the major themes and topics in science, including biology, chemistry, physics, and earth and space sciences.
- 3) Familiarity with different approaches to scientific inquiry, including empirical and theoretical methods, and the ability to critically evaluate scientific arguments.

- 4) Understanding of the pedagogical principles and practices for teaching science, including the use of inquiry-based learning, problem-solving, and the integration of technology and multimedia resources.
- 5) Ability to design and implement lesson plans and instructional materials that are aligned with the principles of effective pedagogy and that engage students in active learning.
- 6) Knowledge of different approaches to assessing student learning in science, including formative and summative assessment methods.
- 7) Understanding of the challenges and opportunities of teaching science in diverse contexts, including multilingual and multicultural classrooms.
- 8) Familiarity with different digital tools and resources that can be used to enhance teaching and learning in science.
- 9) Ability to work collaboratively with colleagues to develop and implement effective pedagogical strategies for teaching science.

Course Code: - B ED 205 - 09

Title of the Course: - Additional Pedagogy Course: Understanding disciplines and Pedagogy of School subject (Mathematics)

The subject of Additional Pedagogy Course: Understanding Disciplines and Pedagogy of School Subject (Mathematics) aims to provide students with a comprehensive understanding of the discipline of mathematics and the pedagogical approaches that can be used to teach it effectively. The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the nature and scope of mathematics as a discipline, including its methods, theories, and key concepts.

- 2) Knowledge of the major themes and topics in mathematics, including number theory, algebra, geometry, and calculus.
- 3) Familiarity with different approaches to mathematical inquiry, including deductive and inductive reasoning, and the ability to critically evaluate mathematical arguments.
- 4) Understanding of the pedagogical principles and practices for teaching mathematics, including the use of inquiry-based learning, problem-solving, and the integration of technology and multimedia resources.
- 5) Ability to design and implement lesson plans and instructional materials that are aligned with the principles of effective pedagogy and that engage students in active learning.
- 6) Knowledge of different approaches to assessing student learning in mathematics, including formative and summative assessment methods.
- 7) Understanding of the challenges and opportunities of teaching mathematics in diverse contexts, including multilingual and multicultural classrooms.
- 8) Familiarity with different digital tools and resources that can be used to enhance teaching and learning in mathematics.
- 9) Ability to work collaboratively with colleagues to develop and implement effective pedagogical strategies for teaching mathematics.

Course Code: - B ED 205 - 15

Title of the Course: - Additional Pedagogy Course: Understanding disciplines and Pedagogy of School subject (Physics)

The subject of Additional Pedagogy Course: Understanding Disciplines and Pedagogy of School Subject (Physics) aims to provide students with a comprehensive understanding of the discipline of physics and the pedagogical approaches that can be used to teach it effectively. The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the fundamental principles and concepts of physics, including mechanics, electromagnetism, thermodynamics, and optics.

- 2) Knowledge of the history of physics and the contributions of important physicists throughout history.
- 3) Familiarity with the different tools and equipment used in physics experiments, and the ability to conduct and analyze experiments using these tools.
- 4) Understanding of the pedagogical principles and practices for teaching physics, including the use of inquiry-based learning, problem-solving, and the integration of technology and multimedia resources.
- 5) Ability to design and implement lesson plans and instructional materials that are aligned with the principles of effective pedagogy and that engage students in active learning.
- 6) Knowledge of different approaches to assessing student learning in physics, including formative and summative assessment methods.
- 7) Understanding of the challenges and opportunities of teaching physics in diverse contexts, including multilingual and multicultural classrooms.
- 8) Familiarity with different digital tools and resources that can be used to enhance teaching and learning in physics.
- 9) Ability to work collaboratively with colleagues to develop and implement effective pedagogical strategies for teaching physics.

Course Code: - B ED 205 - 16

Title of the Course: - Additional Pedagogy Course: Understanding disciplines and Pedagogy of School subject (Chemistry)

The subject of Additional Pedagogy Course: Understanding Disciplines and Pedagogy of School Subject (Chemistry) aims to provide students with a comprehensive understanding of the discipline of chemistry and the pedagogical approaches that can be used to teach it effectively.

The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the fundamental principles and concepts of chemistry, including atomic structure, chemical bonding, chemical reactions, and thermodynamics.
- 2) Knowledge of the history of chemistry and the contributions of important chemists throughout history.
- 3) Familiarity with the different tools and equipment used in chemistry experiments, and the ability to conduct and analyze experiments using these tools.
- 4) Understanding of the pedagogical principles and practices for teaching chemistry, including the use of inquiry-based learning, problem-solving, and the integration of technology and multimedia resources.
- 5) Ability to design and implement lesson plans and instructional materials that are aligned with the principles of effective pedagogy and that engage students in active learning.
- 6) Knowledge of different approaches to assessing student learning in chemistry, including formative and summative assessment methods.
- 7) Understanding of the challenges and opportunities of teaching chemistry in diverse contexts, including multilingual and multicultural classrooms.
- 8) Familiarity with different digital tools and resources that can be used to enhance teaching and learning in chemistry.
- 9) Ability to work collaboratively with colleagues to develop and implement effective pedagogical strategies for teaching chemistry.

Course Code: - B ED 205 - 17

Title of the Course: - Additional Pedagogy Course: Understanding disciplines and Pedagogy of School subject (Biology)

The subject of Additional Pedagogy Course: Understanding Disciplines and Pedagogy of School Subject (Biology) aims to provide students with a comprehensive understanding of the discipline of biology and the pedagogical approaches that can be used to teach it effectively. The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the fundamental principles and concepts of biology, including genetics, evolution, ecology, and the structure and function of living organisms.
- 2) Knowledge of the history of biology and the contributions of important biologists throughout history.
- 3) Familiarity with the different tools and equipment used in biology experiments, and the ability to conduct and analyze experiments using these tools.
- 4) Understanding of the pedagogical principles and practices for teaching biology, including the use of inquiry-based learning, problem-solving, and the integration of technology and multimedia resources.
- 5) Ability to design and implement lesson plans and instructional materials that are aligned with the principles of effective pedagogy and that engage students in active learning.
- 6) Knowledge of different approaches to assessing student learning in biology, including formative and summative assessment methods.
- 7) Understanding of the challenges and opportunities of teaching biology in diverse contexts, including multilingual and multicultural classrooms.
- 8) Familiarity with different digital tools and resources that can be used to enhance teaching and learning in biology.
- 9) Ability to work collaboratively with colleagues to develop and implement effective pedagogical strategies for teaching biology.

Course Code: - B ED 205 - 23

Title of the Course: - Additional Pedagogy Course: Understanding disciplines and Pedagogy of School subject (Political Science)

The subject of Additional Pedagogy Course: Understanding Disciplines and Pedagogy of School Subject (Political Science) aims to provide students with a comprehensive understanding of the

discipline of political science and the pedagogical approaches that can be used to teach it effectively. The following are some of the learning outcomes that can be expected from studying this subject:

- 1) Understanding of the nature and scope of political science as a discipline, including its methods, theories, and key concepts.
- 2) Knowledge of the major themes and topics in political science, including political institutions, political behavior, and political economy.
- 3) Familiarity with different approaches to political inquiry, including quantitative and qualitative research methods, and the ability to critically evaluate research.
- 4) Understanding of the pedagogical principles and practices for teaching political science, including the use of active learning strategies, such as simulation exercises and debates, and the integration of technology and multimedia resources.
- 5) Ability to design and implement lesson plans and instructional materials that are aligned with the principles of effective pedagogy and that engage students in active learning.
- 6) Knowledge of different approaches to assessing student learning in political science, including formative and summative assessment methods.
- 7) Understanding of the challenges and opportunities of teaching political science in diverse contexts, including multilingual and multicultural classrooms.
- 8) Familiarity with different digital tools and resources that can be used to enhance teaching and learning in political science.
- 9) Ability to work collaboratively with colleagues to develop and implement effective pedagogical strategies for teaching political science.

PRACTICING FOR CONSTRUCTIVIST TEACHING LEARNING -

Teaching Competency IV

Course Code: - B ED 206

Title of the Course: Practice lessons

Here are the learning outcomes for the Practical Course on Practice Lessons:

1. Developing an understanding of the importance of practice teaching in teacher education and its role in preparing teachers for the classroom.
2. Developing skills in planning and delivering effective practice teaching lessons that align with the curriculum and meet the diverse needs of students.
3. Developing skills in assessing student learning and providing constructive feedback to support student growth and development.
4. Developing an understanding of effective classroom management techniques and strategies for creating a positive and inclusive learning environment.
5. Developing an understanding of the ethical and legal responsibilities of teaching and ensuring the safety and well-being of students.
6. Developing skills in reflecting on practice teaching lessons and engaging in continuous professional development.
7. Developing an understanding of the broader issues related to teaching and learning, including educational equity, diversity, and social justice.
8. Developing skills in collaborating with colleagues and engaging in professional learning communities to enhance teaching practices.
9. Developing an understanding of the challenges and opportunities of teaching in diverse contexts and adapting teaching practices to meet the needs of different learners.
10. Developing skills in using evidence-based practices and research to inform teaching practices and improve student learning outcomes.

PRACTICING FOR CONSTRUCTIVIST TEACHING LEARNING

Course Code: - B ED 207

Title of the Course: Internship

Here are the learning outcomes for the Practical Course on Internship:

1. Developing an understanding of the role and responsibilities of a teacher in a real classroom setting.
2. Developing skills in applying knowledge and theories learned in the academic setting to real-world teaching situations.
3. Developing skills in planning and delivering effective lessons and assessments that meet the diverse needs of students.
4. Developing skills in assessing student learning and providing constructive feedback to support student growth and development.
5. Developing an understanding of effective classroom management techniques and strategies for creating a positive and inclusive learning environment.
6. Developing an understanding of the ethical and legal responsibilities of teaching and ensuring the safety and well-being of students.
7. Developing skills in reflecting on teaching experiences and engaging in continuous professional development.
8. Developing an understanding of the broader issues related to teaching and learning, including educational equity, diversity, and social justice.
9. Developing skills in collaborating with colleagues and engaging in professional learning communities to enhance teaching practices.
10. Developing an understanding of the challenges and opportunities of teaching in diverse contexts and adapting teaching practices to meet the needs of different learners.

ENHANCING PROFESSIONAL CAPACITIES

Course Code: - B ED 208

Title of the Course: - Reading and Reflecting on Texts

Here are the learning outcomes for the Practical Course on Reading and Reflecting on Texts:

1. Developing an understanding of the importance of reading and reflection in the teaching profession.
2. Developing skills in analyzing and interpreting texts, including literature, informational texts, and multimedia sources.
3. Developing skills in facilitating classroom discussions and activities that promote critical thinking, analysis, and reflection.
4. Developing an understanding of effective strategies for promoting literacy and fostering a love of reading in students.
5. Developing skills in using technology to enhance reading and reflection activities.
6. Developing an understanding of the ethical and legal responsibilities of promoting reading and reflection in education.
7. Developing skills in reflecting on reading and reflection practices and engaging in continuous professional development.
8. Developing an understanding of the broader issues related to literacy and education, including cultural diversity, equity, and social justice.
9. Developing skills in evaluating the impact of reading and reflection activities on student learning and engagement.
10. Developing an understanding of the challenges and opportunities of promoting reading and reflection in diverse contexts and adapting teaching practices to meet the needs of different learners.

ENHANCING PROFESSIONAL CAPACITIES

Course Code: - B ED 209

Title of the Course: - Understanding of Self

Here are the learning outcomes for the Practical Course on Understanding of Self:

1. Developing an understanding of the role of self-awareness in personal and professional growth.
2. Developing skills in identifying personal values, beliefs, strengths, and areas for growth.
3. Developing an understanding of the impact of personal biases and perspectives on teaching and learning.
4. Developing skills in reflecting on personal experiences and engaging in self-assessment to inform teaching practices.
5. Developing an understanding of effective strategies for promoting self-care and well-being in the teaching profession.
6. Developing skills in using mindfulness and other reflective practices to enhance personal and professional growth.
7. Developing an understanding of the ethical and legal responsibilities of self-awareness and self-care in education.
8. Developing an understanding of the broader issues related to self-awareness, including diversity, equity, and social justice.
9. Developing skills in using self-reflection to enhance teaching practices and improve student learning outcomes.
10. Developing an understanding of the challenges and opportunities of self-awareness and self-care in diverse contexts and adapting teaching practices to meet the needs of different learners.

ENHANCING PROFESSIONAL CAPACITIES

Course Code: - B ED 210

Title of the Course: - Basics of Research

Here are the learning outcomes for the Practical Course on Basics of Research:

1. Developing an understanding of the importance of research in the teaching profession.
2. Developing skills in identifying research questions and designing research studies.
3. Developing an understanding of different research methodologies and data collection methods.
4. Developing skills in analyzing and interpreting research data using appropriate statistical methods.
5. Developing an understanding of ethical and legal issues related to conducting research in education.
6. Developing skills in presenting research findings and communicating research results effectively.
7. Developing an understanding of the broader issues related to research in education, including diversity, equity, and social justice.
8. Developing skills in critically evaluating research studies and using research findings to inform teaching practices.
9. Developing an understanding of the challenges and opportunities of conducting research in diverse contexts.
10. Developing skills in collaborating with colleagues to design and conduct research studies to address issues in the teaching profession.

ENHANCING PROFESSIONAL CAPACITIES

Course Code: - B ED 211

Title of the Course: - Drama and Art in Education

Here are the learning outcomes for the Practical Course on Drama and Art in Education:

- 1) Developing an understanding of the role of drama and art in education and their impact on student learning.
- 2) Developing skills in using drama and art activities to enhance student engagement and learning outcomes.
- 3) Developing an understanding of effective strategies for promoting creativity and expression in the classroom.
- 4) Developing skills in using drama and art to promote social-emotional learning and build positive classroom culture.
- 5) Developing an understanding of the ethical and legal responsibilities of promoting drama and art in education.
- 6) Developing skills in integrating drama and art into the curriculum and aligning them with academic standards.
- 7) Developing an understanding of the broader issues related to drama and art in education, including cultural diversity, equity, and social justice.
- 8) Developing skills in adapting drama and art activities to meet the needs of different learners and creating inclusive learning environments.
- 9) Developing an understanding of the challenges and opportunities of using drama and art in diverse contexts and adapting teaching practices to meet the needs of different learners.
- 10) Developing skills in evaluating the impact of drama and art activities on student learning and engagement.

ENHANCING PROFESSIONAL CAPACITIES

Course Code: - B ED 212

Title of the Course: - Entrepreneurship Development

Here are the learning outcomes for the Practical Course on Entrepreneurship Development:

- 1) Developing an understanding of entrepreneurship and its role in economic development.
- 2) Developing skills in identifying and evaluating entrepreneurial opportunities.
- 3) Developing an understanding of the legal and regulatory environment for entrepreneurship.
- 4) Developing skills in developing and writing a business plan.
- 5) Developing an understanding of the different sources of funding for entrepreneurship.
- 6) Developing skills in financial management and accounting for a new venture.
- 7) Developing an understanding of marketing and sales strategies for a new venture.
- 8) Developing skills in managing and leading a new venture.
- 9) Developing an understanding of the broader issues related to entrepreneurship, including social entrepreneurship, innovation, and sustainability.
- 10) Developing skills in adapting entrepreneurial practices to meet the needs of different industries and contexts.

ENHANCING PROFESSIONAL CAPACITIES

Course Code: - B ED 212

Title of the Course: - Open course

The term "Open course" can refer to a variety of different educational formats and structures, so the specific learning outcomes for a Practical Course on Open course will depend on the context and focus of the course. However, here are some possible general learning outcomes for a Practical Course on Open course:

- 1) Developing an understanding of the concept of open education and its potential benefits and challenges.
- 2) Developing skills in using open educational resources (OERs) to support teaching and learning.
- 3) Developing an understanding of the principles of open pedagogy and how to design open learning experiences for students.
- 4) Developing skills in using open-source software and tools to create and share educational content.
- 5) Developing an understanding of the role of open access and open licensing in education.
- 6) Developing skills in creating and managing online communities of learners and contributors.
- 7) Developing an understanding of the challenges and opportunities of open education in diverse cultural, linguistic, and social contexts.
- 8) Developing skills in adapting open education practices to meet the needs of different learners and learning environments.
- 9) Developing an understanding of the ethical and legal considerations of open education, including copyright, privacy, and data security.
- 10) Developing skills in evaluating the effectiveness of open education practices and their impact on student learning and engagement.

PROGRAM LEARNING OUTCOMES

- I. Develop a comprehensive understanding of the foundational theories and principles of education and their applications in diverse learning environments.
- II. Demonstrate an ability to design, implement, and assess effective curriculum and instructional strategies to promote student learning and achievement.

- III. Cultivate skills to create and foster positive learning environments that support student diversity and inclusivity.
- IV. Develop expertise in using a range of assessment and evaluation techniques to monitor student progress and inform instructional decision-making.
- V. Demonstrate an understanding of the importance of collaboration and communication with colleagues, parents, and community stakeholders to support student success.
- VI. Foster critical thinking, problem-solving, and decision-making skills to address challenges that arise in educational settings.
- VII. Understand the ethical and legal responsibilities of educators, including issues related to confidentiality, student privacy, and compliance with laws and policies.
- VIII. Develop an awareness of the role of technology in education and gain proficiency in using technology to enhance student learning.
- IX. Recognize the importance of lifelong learning and engage in ongoing professional development to enhance knowledge and skills as an educator.
- X. Develop a commitment to ethical and social responsibility in educational contexts, including promoting social justice, equity, and advocacy for all students.
- XI. These are program learning outcomes for a Bachelor of Education. The specific learning outcomes may vary depending on the program and institution.