

**PAH Solapur University Two Year B.Ed. CBCS Pattern**

**w.e.f. 2018-19**

**Program Learning Outcomes (PLO's) – B.Ed. Programme**

**and**

**Course Learning Outcomes (CLO's) – B.Ed. Programme**

## **PAH Solapur University Two Year B.Ed. CBCS Pattern w.e.f. 2018-19**

### **Program Learning Outcomes (PLO's) – B.Ed. Programme**

1. To develop among student-teachers the essential competencies of a teacher in order to develop an attitude towards becoming a committed and performance oriented teacher.
2. To equip the student-teachers through strong psycho-social foundation and with essential knowledge, skills and attitude so as to develop them as responsible teachers of the modern world.
3. To create awareness about national values enshrined in the constitution of India, core elements, duties and responsibilities of a teacher and foster human rights, and the dignity of individuals.
4. To create awareness among student teachers about the socioeconomic and political scenario of the society in order to understand need of inclusion of all sections of the society and importance of unity in diversity.
5. To develop scientific temperament, critical thinking, sense of appreciation and decision making among student teachers.
6. To sensitize students about emerging issues related to environment, gender equality, and technology use, legal provisions on education, rights and duties enshrined in the constitution of India.

### **Program Specific Outcomes –**

1. Perspectives in Education – It will help to study of childhood, child development and adolescence, contemporary India and education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education.
2. Curriculum and Pedagogic Studies – It will offer the study of the nature of disciplines, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning.
3. Engagement with the Field – It will include the Self, the Child, Community and School. This curricular area would have three components – Tasks, Assignments and School Internship

## **Course Learning Outcomes (CLO's) – B.Ed. Programme**

1. The course on 'Childhood and Growing up' shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools.
2. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education.
3. The course on 'Teaching and Learning' will focus on aspects of social and emotional development; self and identity, and cognition and learning.
4. 'Knowledge and Curriculum' shall address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy and learning.
5. The course on 'Creating an Inclusive School' shall develop an understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school.
6. These courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects, that link with curricular area III given below, shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes that communicates meaningfully with children.
7. Optional courses will be offered in areas such as Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counseling, or an additional pedagogy course.

## **COURSE DETAILS**

### **Course 1: Childhood and Growing Up**

This course offers an introduction to the study of childhood, child development and adolescence. It aims to develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds. The main focus in the course would be to enable student teachers to arrive at an understanding of how different socio-political realities construct different childhoods, within children's lived contexts: family, schools, neighbourhoods and community.

The course builds an interdisciplinary framework to interpret and analyse observations and interactions. The theoretical frames would be drawn from cross-cultural psychology, sociology and anthropology to bring together theories of child development and crucial aspects from the construct of childhood, which has political, social and cultural dimensions. The students would read about theories of child development, childhoods and adolescence as constructed in different social-economic and cultural settings. The course would importantly include perspective building on the issues of marginalization, of difference and diversity, and stereotyping. These ideas would be revisited in other courses too; but are posited here to essentially underline children's lived experiences.

**After completing the course, the student-teacher will be able to –**

- 1) Understand the various ways of growing-up a childhood
- 2) Understanding the concept and general principles of growth and development.
- 3) Understanding the theories of growth and development.
- 4) Understand the Issues and Implications of changing family structure and parenting
- 5) Acquire the knowledge and understanding the concept of Socialization.
- 6) Develop an appreciation of the child development in socio- cultural context.
- 7) Understanding Social Change and its effects on a child.
- 8) Understand the Challenges, Problems and Teacher's Role of Adolescent in Indian Context.
- 9) Understand the concept of socialization and factors affecting the process of socialization.
- 10) Acquire the knowledge and understanding of stages of human development and development tasks with special reference to Childhood and adolescent learners.
- 11) Understand the individual development in a psycho, socio-cultural context.
- 12) Develop an understanding about the impact/influence of socio- cultural context in shaping human development, especially with respect to the Indian context.
- 13) Understand the concept of individual differences among learners.
- 14) Become aware of different contexts of learning and situate schools as a special environment for learning.

## **Course 2: Language across the Curriculum**

In India, language and literacy are generally seen as the concern of only the language teachers. However, no matter what the subject, teaching cannot take place in a language free environment. Assumptions about the language and literacy background of students influence classroom interactions, pedagogical decisions and the nature of students' learning. Thus, it is important to understand their language background and know how oral and written language can be used in the classroom to ensure optimal learning of the subject area. Several studies have shown that Indian students perform weakly in reading comprehension. This in itself should be a crucial concern of all teachers.

**After completing the course, the student-teacher will be able to –**

- 1) Understand the concept, need and benefits of LAC approach.
- 2) Understand skill of language such as Listening-Reading, Speaking-Writing, fluently.
- 3) Study of Unity of Language in the Classroom.
- 4) Follow proper words and phrases for etiquettes and manners in the classroom situation.
- 5) Use polite expression in daily life situations.
- 6) Develop communication skills.
- 7) Know the media of communication.
- 8) Know the culture, characteristics, and importance of good communication.

## **Course 3: Understanding Disciplines and Subjects**

This course will enable student-teachers to reflect on the nature and role of disciplinary knowledge in the school curriculum, the paradigm shifts in the nature of disciplines, with some discussion on the history of the teaching of subject areas in schools. School education revolves around certain disciplinary areas like Language, Math, Social Science, Science etc. There have been debates about the role of such disciplinary knowledge in the overall schema of the school curriculum by philosophers like John Dewey.

**After completing the course, the student-teacher will be able to –**

- 1) Articulate the meaning and importance of social science and its interdisciplinary nature as a subject
- 2) To appreciate the role of indigenous and critical pedagogy in teaching of social science.
- 3) To understand the crucial role of textbooks and new initiatives in this area
- 4) To appreciate the importance of weaving of indigenous, practical, tacit and community knowledge in the teaching of social science.
- 5) To understand the significant constructivist and experiential pedagogies in teaching of social science.
- 6) Appreciate the critical role of the teacher in teaching of social science.

## **Course 4: Learning and Teaching**

This is a core course that brings together perspectives from many other courses and draws upon theoretical frames from psychology, philosophy, sociology, and language learning. It offers a site for prospective teachers to reflect on and critique notions of learning and teaching that they have formed from their own experience, and to move beyond them. Learning encompasses many dimensions: knowledge, skills, values, beliefs, attitudes and habits. Student-teachers will understand theories of learning as conceptualized currently within psychology and cognitive science. They will engage critically with theories that reduce learning to behavioral and testable components, which have been influential in education, but which narrowly limit the perspective on education.

**After completing the course, the student-teacher will be able to –**

- 1) Appreciate the need and significance of the study of educational psychology in understanding the development of learner.
- 2) Understand the concept and factors affecting learning
- 3) Understand the concept and factors affecting teaching
- 4) Understand the Principles of learning and their educational implications.
- 5) Understand the Motivation in learning
- 6) Understand the Meaning, nature, factors influencing development of personality.
- 7) Understand the Meaning of adjustment and maladjustment and role of teacher in keeping good mental health of the learner.
- 8) Understand the Mental Processes related to learning.
- 9) Understand the concept, characteristics and nature of teaching.
- 10) Analyze and interpret the class room interaction.
- 11) Understand the various approaches, modes of transaction of Teaching-learning.

## **Course 5: Contemporary India and Education**

This course will enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools. The course will include selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.

The course will focus on two broad themes:

- A) Diversity, Inequality and Marginalization in Society and the implications for Education
- B) Policy frameworks for Public Education in India

**After completing the course, the student-teacher will be able to –**

1. Understand role and significance of education in Sociological perspectives.
2. Understand the nature of contemporary Indian society with prevailing social diversity, unity and integrity in diversity.
3. Understand the nature of Indian Society in relation to diversity, inequality and marginality.
4. Realize the need of collective living & resolution of tension peacefully.
5. Understand the process of socialization of learner through family, school & society.
6. Study the social, economical and educational background of individuals and institutions through case studies, surveys, questionnaires and interviews and statistically analyze the data to come to conclusions.
7. Have opportunities of having experience of engaging with diverse communities, children and schools.
8. Comprehend importance of constitutional values such as justice, freedom, equality and fraternity.
9. Acquaint the student teachers with provisions for education in the Indian constitution.
10. Have an opportunity to understand and appreciate policies and commissions constituted by the government(s) for public education in India

**Course 6, 7, & 10, 11 (a&b): Pedagogy of a School Subject**

The student teachers will need to understand the epistemological and pedagogical bases of their own chosen school subject.

This course would therefore comprise of broadly three areas – firstly, the nature of the school subject, including its relation to disciplinary knowledge and its social history as a subject in the school curriculum; secondly, the aims and pedagogical approaches for the teaching of the subject at different stages of school; and thirdly, a deeper theoretical understanding of how children in diverse social contexts construct knowledge of specific subject concept areas.

It would be imperative for the student-teachers to go over some of the basic concepts of the subject area once again, not so much to ‘revise’ or even consolidate what they have already learnt in their graduation, but to situate the concepts in the context of the curriculum and subject them to critical scrutiny. It will also require them to relate their understanding of some concepts with what children bring to the classroom from their environment and experience, given their diverse backgrounds and interests. They will thus revisit theories of learning based on the researches of Piaget, Vygotsky, Bruner and Chomsky from a cross cultural perspective, to understand how learning takes place among children in particular contexts and the scaffolding a teacher and peers can provide.

## **Course 8 & 13: Knowledge and Curriculum**

This course will introduce students to perspectives in education and will focus on epistemological and social bases of education. It is hoped that this will help prospective teachers to take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual underpinnings that inform it. Examination of the epistemological basis of education may focus on the distinctions between ‘knowledge’ and ‘skill’, ‘teaching’ and ‘training’, ‘knowledge’ and ‘information’, and ‘reason’ and ‘belief’, to engage with the enterprise of education. To discuss the basis of modern child-centered education, the course will study three concepts, namely, activity, discovery and dialogue, with reference to Gandhi and Tagore respectively. The course will also help student-teachers to identify various dimensions of the curriculum and their relationship with the aims of education. The attempt is to help student-teachers question the notion of the curriculum as ‘given’. The relationship between the curriculum framework and syllabus is traced. How the syllabus is translated into textbooks is understood through examples. It later helps student-teachers probe the question of representation and non-representation of various social groups in curriculum making.

**After completing the course, the student-teacher will be able to –**

- 1) Understand the Epistemological concept of knowledge, structure, sources of knowledge
- 2) Understanding the Scientific methods & its characteristics
- 3) Understand the Meaning, Concept, emerging knowledge base in education.
- 4) Understand the different ways of knowing process, Construction of knowledge.
- 5) Understand the different aspect of knowledge
- 6) Understand the Concept and need of Curriculum Framework.
- 7) Understand the Site of Curriculum Engagement
- 8) Understand the Concept, nature and characteristics of Curriculum
- 9) Understand the Epistemological basis of education explained by Indian educationalist.
- 10) Understand the differences between various enterprises of Education.
- 11) Understand the different dimensions of Curriculum
- 12) Understand the Reflections of Curriculum on textbook, Children’s literature, teachers’ handbook and reference Book.

## **Course 9: Assessment for Learning**

The course is designed keeping in mind the critical role of assessment in enhancing Learning. In contrast to the traditional notion of assessment as an act to be performed at the end of teaching, using a paper-pencil test, the course situates assessment within a constructivist paradigm. The course critiques the traditional purpose of assessment as a mechanism to filter learners as per their abilities or potentials and thus reducing learning to a limited set of ‘expertise’ that can be displayed on paper; assessment as a selective and competitive act and achievement as an outcome of individual’s innate factors. The aim of this course is therefore to develop a critical understanding of issues in assessment and also explore realistic, comprehensive and dynamic



assessment processes which are culturally responsive for use in the classroom. This is one of the greatest challenges before the Indian system and this course will prepare prospective teachers to critically look at the prevalent practices of assessment and selection, and instead develop enabling processes which lead to better learning and more confident and creative learners.

**After completing the course, the student-teacher will be able to –**

1. Understand the nature of assessment and evaluation and their role in teaching learning process.
2. Understand the perspectives of different schools of learning on learning assessment.
3. Realize the need for school based and authentic assessment.
4. Examine the contextual roles of different forms of assessment in schools.
5. Understand the different dimensions of learning and the related assessment procedures, tools and techniques.
6. Develop assessment tasks and tools to assess learner's performance
7. Analyze, manage, and interpret assessment data.
8. Analyze the reporting procedures of learners' performance in schools.
9. Develop indicators to assess learner's performance on different types of tasks.
10. Examine the issues and concerns of assessment and evaluation practices in schools.
11. Understand the policy perspectives on examinations and evaluation and their implementation practices.
12. Trace the technology based assessment practices and other trends at the international level.

### **Course 12: Gender, School and Society**

This course will examine how we learn and challenge these gendered roles in society, through a variety of institutions such as the family, caste, religion, culture, the media and popular culture, law and the state.

The seat of power and authority in the Indian societal context is more often than not, firmly rooted in patriarchy. It is important to understand how socialization into a specific gender influences how we and others look at ourselves and others, and what opportunities for education we get. As future teachers, we should understand and examine the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging gender inequalities or reinforcing gender parity. With this purpose, B.Ed. students will be expected to observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as for girls and boys, and in classroom interaction.

**After completing the course, the student-teacher will be able to –**

1. Develop basic understanding about concept as gender, sex, sexuality, gender bias gender, inequality and empowerment.
2. Understand the gender and educational and discourse in post-independence India.
3. Understanding about gender education and India.

4. Understanding about gender identities and socialization practice with respect to family, school.
5. Develop attitude about gender equality.
6. Inculcate role of school, family and teacher to develop gender equality.
7. Develop an attitude about women empowerment, get knowledge about sexual harassment as an abuse, and develop an attitude about changing status of women in the society.

### **Course 14: Creating an Inclusive School (1/2)**

The objective of this course will be to bring about an understanding of the ‘cultures, policies and practices’ that need to be addressed in order to create an inclusive school, as spelt out by Booth and Ainscow. This course will explore the definition of ‘disability’ and ‘inclusion’ within an educational framework so as to identify the dominating threads that contribute to the psychosocial construct of disability and identity. While analyzing the policy and programme initiatives in the area of inclusion, the course will look at models of disability as well as the dominant discourse on ‘the other’ in the narratives of all concerned. It will attempt an identification of the ‘barriers to learning and participation’ while formulating a policy of good practice and review. As part of their field tasks, student-teachers would be required to engage with: i) Popular narratives of ‘disability’ and ‘ability’ so as to track the changing definitions; ii) To track how learning/achievement is perceived and understood in policy/state documents. What power equations exist between the different notions?; iii) To visit educational institutions to attempt an identification of the ‘barriers to learning and participation’ and to help schools move towards positive practices, cultures and policies.

**After completing the course, the student-teacher will be able to –**

1. To develop in the student teacher on understanding of the concept need, an importance of Inclusive Education
2. To help the student teacher to understand the classification characteristics of disable students.
3. To help the student teacher for understand the polices about inclusive education and recommendation for inclusive education
4. To help the student teacher to understand the positive behavior for inclusion of student
5. To help the student teacher to understand and the role and inclusive qualities and student.

## **Course 15: Optional Courses (as indicated in the Course Structure)**

### **Optional Course - BED-IV-15.1: EDUCATIONAL MANAGEMENT (1/2)**

**After completing the course, the student-teacher will be able to –**

- 1) Explain the concepts and types of educational management.
- 2) Understand meaning, concept of Institutional Planning.
- 3) Identify and relate administrative set up for secondary education at Central, state and local level.
- 4) Understand the structure of school plant and management of school.
- 5) Understand the importance of human relationship, accountability in education and concept and problems of classroom management.

### **Optional Course - BED-IV-15.2: Value Education (1/2)**

**After completing the course, the student-teacher will be able to –**

1. Understand the concept, need, nature and sources of values.
2. Know the values included in school curriculum.
3. Understand the different types of values and activities for inculcation of these values.
4. Know the need of Value Education to parents and their role in value education.
5. Comprehend the conflicts among values and the ways to overcome these conflicts.

### **Optional Course - BED-IV-15.3: Guidance and Counseling (1/2)**

**After completing the course, the student-teacher will be able to –**

- 1) Understand concept, need and view point of guidance.
- 2) Understand principles and problems of different types of guidance.
- 3) Understand concept and needs and guidance for the children with special needs.
- 4) Understand the concept and process of Counseling.
- 5) Acquaint the student with the aim and principles of guidance programme.
- 6) Develop an understanding of various procedures of organizing various services.

### **Optional Course - BED-IV-15.4: Educational Technology (1/2)**

**After completing the course, the student-teacher will be able to –**

1. Understand the meaning, scope and development of Educational Technology.
2. Understand the role of E.T. teacher as a change agent.
3. Understand the meaning, scope, models and types of communication.
4. Understand the system approach in instruction and the modes of instruction.
5. Understand the resource for an instruction system
6. Understand the management of resource and use of multimedia in teaching process.

### **Optional Course - BED-IV-15.5: Environmental Education (1/2)**

**After completing the course, the student-teacher will be able to –**

1. Develop knowledge and understanding related to concepts of environment and Environmental Education.
2. Create awareness about the effect of environmental problems on human life amongst the secondary school students.
3. Understand co–relation between school subjects and environmental education.
4. Create awareness about effect of population explosion on environment amongst the S.S. students.
5. Create awareness amongst S.S. students to observe, identify and analyze the local environmental problems and suggest remedial measures.
6. Role of teacher for developing knowledge and understanding amongst the Secondary School students for environmental management, environmental movements and laws of environmental conservation and pollution control with special reference to India.

### **Course *EPC 1: Understanding the Self***

The aim of the course is to develop understanding of student-teachers about themselves – the development of the self as a person and as a teacher, through conscious ongoing reflection. The course would be transacted through a workshop mode by more than one resource persons. The course will address aspects of development of the inner self and the professional identity of a teacher. This shall enable student-teachers to develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach. It is important for student-teachers to develop social relational sensitivity and effective communication skills, including the ability to listen and observe. The course will enable student-teachers to develop a holistic and integrated understanding of the human self and personality; to build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths. It is important for the student-teachers to be aware of their identities and the political, historical, and social forces that shape them. The course will make use of personal narratives, life stories, group interactions, film reviews – to help explore one’s dreams, aspirations, concerns, through varied forms of self-expression, including poetry and humor, creative movement, aesthetic representations, etc. Yoga will also be introduced as an important component to enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one’s surroundings. Students will appreciate the philosophy of yoga and its role in well-being. They will learn the practice of yoga and how to use it in different contexts. The course shall also focus on revisiting one’s childhood experiences – influences, limitations and potentials – while empathizing with other childhoods, and also the childhood experiences of one’s peers.

### **Course *EPC 2*: Drama and Art in Education**

Transformational education involves reflection, introspection and action, with a deep relationship between the head, heart and hand. The National Curricular Framework 2005 (NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the 'curricular' encompasses all, and is not separated from the co-curricular or extra-curricular. This has significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities. The course on Drama and Art in Education also helps in understanding the self and as a form of self-expression for enhancing creativity. The components of fine arts aim to develop aesthetic sensibilities in student-teachers and learn the use of art in teaching learning. Student teachers will visit places of art, exhibitions and cultural festivals. Encouragement needs to be given to understand local culture and art forms and interpret art works, movies and other Media.

### **Course *EPC 3*: Critical Understanding of ICT**

Preparing teachers to use technology in a classroom is an important step for ICT enabled education in the country. This course will focus on moving beyond computer literacy and ICT-aided learning, to help student-teachers interpret and adapt ICTs in line with educational aims and principles. It will explore ICTs along three broad strands; teaching learning, administrative and academic support systems, and broader implications for society. The course will also help student-teachers to learn integrating technology tools for teaching learning, material development, developing collaborative networks for sharing and learning. This learning can help integrate pre-service and in-service teacher education, address traditional challenges of teacher isolation and need for adequate and appropriate learning resource materials. The course will explore use of ICTs to simplify record keeping, information management in education administration. The course will help student-teachers reflect critically and act responsibly to prevent how ICTs are used to support centralization and proprietisation of larger knowledge structures; it will show student-teachers how ICTs can be adapted to support decentralized structures and processes, as well as build the 'digital public' to make education a participatory and emancipator process.

### **Course *EPC 4*: Reading and Reflecting on Texts**

This course will serve as a foundation to enable B.Ed. students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purposes of reading. Students will also develop meta-cognitive awareness to become conscious of their own thinking processes as they grapple with diverse texts. It will enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of

reading. The aim is to engage with the readings interactively- individually and in small groups. This involves framing questions to think about, while preparing to read something, reading a text, and reflexively placing what one has read in the context of both the texts and one's own experiences.

This course offers opportunities to read a wide variety of texts, including empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people's experiences of all of these. The course will also include narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc. to address different types of reading skills and strategies. This will also initiate them and prepare them for the course requirements of working on the field, as well as for selected readings and writing for the other courses.

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**Program Learning Outcomes (PLO's) – M.Ed. Programme**

**and**

**Course Learning Outcomes (CLO's) – M.Ed. Programme**

## **PAH Solapur University, Solapur M.Ed. Course**

### **Programme Learning Outcomes (PLO,s): M.Ed. Programme**

#### **The General Objectives and Outcomes of M.Ed. Course are:**

1. To prepare professional personnel required for staffing of the Colleges of Education.
2. To prepare administrators and supervisors in schools and for positions of responsibilities in the Education Department at Institutions engaged in Education Research and Educational planning.
3. To prepare personnel for various educational services.

### **Course Learning Outcomes (CLO,s): M.Ed. Programme**

#### **M. Ed. First Year**

##### **Semester I**

#### **Course A-01: Psychology of Learning and Development**

##### **On completion of this course the students will be able to:**

1. Understand the framework for how children learn critically analyze the process of learning from the point of view of cognitive psychology and the implications of constructivist learning  
Visualize multiple dimensions and stages of learner's development and their implications on learning
2. Understand the learner in terms of various characteristics learn the factors affecting learner's environment and assessment conceptualize a framework for understanding and evaluating teaching-learning situation as well as the method of analyzing and reflecting upon learning episodes
3. Conceptualize the needs of the learners and the process of learning as visualized in NCF, 2005 visualize the brief epistemological frame of major curricular areas.

#### **Course A-02: History and Political Economy of Education**

##### **On completion of this course the students will be able to:**

1. Understand the history of Indian education.
2. Understand the problems of Indian education.
3. Understand the educations financing with different aspects.
4. Understand the education in 21st century with different aspects.



### **Course A-03: Educational Studies**

#### **On completion of this course the students will be able to:**

1. Understand the nature of education as a discipline/an area of study.
2. Examine issues related to education as interdisciplinary knowledge.
3. Understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) and NCFTE (2009) have raised.
4. Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Sociology, and Economics etc. in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
5. Examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators.
6. Reflect on the multiple contexts in which the school and teacher education institutions are working.
7. Dimensions of school and teacher education.

### **Course A-04: Introduction to Research Method**

#### **On completion of this course, the students will be able to:**

1. Describe the nature, purpose, scope, areas, and types of research in education.
2. Explain the characteristics of quantitative, qualitative and mixed research.
3. Select and explain the method appropriate for a research study
4. Conduct a literature search and develop a research proposal
5. Explain a sampling design appropriate for a research study
6. Explain tool, design and procedure for collection of data
7. Explain the importance of documentation and dissemination of researches in education

### **Course A-05: Development of Communication Skills**

#### **On completion of this course, the students will be able to:**

1. To develop the communication skills in students.

### **Course A-06: Expository Writing**

#### **On completion of this course, the students will be able to:**

1. To develop the Expository writing skill in students.

### **Course A-07: Self Development**

**On completion of this course, the students will be able to:**

1. To motivate students for Self Development.

### **Course A-08: Development of ICT Skills**

**On completion of this course, the students will be able to:**

1. To motivate students for Development of ICT skills.

## **M. Ed. First Year**

### **Semester II**

#### **Course B-01: Philosophy of Education**

**On completion of this course, the students will be able to:**

1. Understand the nature & functions of Philosophy of education.
2. Analyze, interpret, and synthesize various concepts, properties & Philosophical assumptions about Educational Phenomena.
3. Understand & use Philosophical methods in studying educational data.
4. Understand the contribution of Eastern & Western Schools of Philosophy for education.
5. Understand the Modern Concept of Philosophy & its implications to Education.
6. Appraise critically contributions made to education by prominent educational thinkers – national & international.
7. Develop an appreciation for the role of Philosophy in guiding the Teaching – Learning process of education.
8. Develop abilities to make comparisons between different Philosophies & their educational implications
9. Acquire the knowledge of human values, humanism & role of education.

#### **Course B-02: Sociology of Education**

**On completion of this course the students will be able to:**

- 1) Understand the relationship between culture, society & education.
- 2) Know the issues of equality, excellent & inequalities in education.
- 3) Understand the concepts related to society & education, like Nationalism, Internationalism.
- 4) Understand the relation between education & social change & necessity of Peace Education.

5) Understand the different modern views in Education like continuous education, distance education, education for disadvantaged, education for oppressed, De-schooling society, Education for LPG, Education for international understanding.

### **Course B-03: Curriculum Studies**

**On completion of this course the students will be able to:**

1. Define curriculum
2. Identify the components of curriculum
3. Describe the various principles of curriculum development
4. Explain various determinants of curriculum
5. Describe and analyse various approaches to curriculum development
6. Explain and compare various types of curriculum
7. State the meaning of curriculum development
8. State major issues to be addressed through curriculum
9. Describe various modes of curriculum development
10. Explain various considerations for curriculum development?
11. Describe various guiding principles for selection and organization of learning experiences.
12. Discuss various issues in curriculum development

### **Course B-04: Teacher Education - I**

**On completion of this course the students will be able to:**

- 1) Understand the structure, curriculum & modes of pre-service Teacher Education.
- 2) Understand the organization of different components of Teacher Education curriculum.
- 3) Understand in-service Teacher Education in India- concept, Structure & modes.
- 4) Understand planning, organizing and evaluating a Pre-service & an in-service teacher Education.
- 5) Gain an insight & reflect on the concept & the status of pre-service & in- service teacher education.
- 6) Be acquainted with the content and organization of pre-service teacher education, curriculum, infrastructure & resources.

- 7) Examine the existing pre-service & in-service teacher education programs from the view point of policy & its relevance to the demands of present day school realities.
- 8) Involve in various activities & processes of TEI, in order to gain an insight into the multiple roles of a teacher educator & understand the organizational culture.
- 9) Develop competence in organization & evaluation of various components of a pre service & in service Teacher Education Programs.
- 10) Design in service teacher professional development program / activities on the needs of teachers.

#### **Course B-05: Dissertation: Preparation of Research Proposal**

**On completion of this course the students will be able to:**

1. To motivate students for Preparation of Research Proposal

#### **Course B-05: Dissertation: Presentation of Research Proposal**

**On completion of this course the students will be able to:**

1. To motivate students for Presenting the Research Proposal.

#### **Course B-06: Internship in Teacher Education Institution**

**On completion of this course the students will be able to:**

1. Participate in Practical Work and Workshops in TEI
2. Observe Lectures
3. Observe ET, IT, Psychology, Language, Science, Social Science Laboratory
4. Present Lectures in TEI
5. Select Research Topics

### **M. Ed. Second Year**

#### **Semester III**

#### **Course C-01: Advance Research Method**

**On completion of this course, the students will be able to:**

1. Convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation
2. Examine relationship between and among different types of variables of a research study

3. Explain or predict values of a dependent variable based on the values of one or more independent variables
4. Estimate the characteristics of populations based on their sample data test specific hypotheses about populations based on their sample data
5. Use appropriate procedures to analyse qualitative data demonstrate competence in the use of statistical packages for analysis of data

### **Course C-02: Teacher Education - II**

#### **On completion of this course, the students will be able to:**

1. Understand the perspectives & policy on Teacher Education.
2. Understand the structure & management of Teacher Education.
3. Understand the Research in Teacher Education.
4. Understand the problems & issues in Teacher Education.
5. Understand & appreciate the research perspectives on various practices in teacher education.
6. Be acquainted with the issues and problems related to Teacher Education.
7. Critically examine the role & contribution of various agencies “& regulating bodies in enhancing the quality of teacher education.
8. Develop professional attitudes, values & interests needed to function as a teacher educator.

### **Course C-03 I: Elementary School level Status, Issues and Concerns**

#### **On completion of this course the students will be able to:**

1. Understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
2. Discuss the development of elementary education in India since independence
3. Reflect on the relevance of strategies and programmes of UEE.
4. Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
5. Reflect on the need and importance of work experience, art education, health physical education and working with the community.
6. Understand the importance of teaching of language and mathematics at elementary level 7.

Develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level

8. Develop research insight for curriculum development in elementary education.
9. Gain insight into the need and objectives of elementary teacher education,
10. Understand the development of elementary teacher education in post-independent India
11. Gain insight into the existing pre-service teacher education programmes and their organizational aspects
12. Develop understanding of the needs, importance and existing practices of in-service education of teachers and functionaries associated with elementary education
13. Develop understanding of status of elementary teachers, the problems and issues related to professional growth.

### **Course C-03**

#### **II: Elementary School level Curriculum, Pedagogy and Assessment**

On completion of this course the student will be able to:

1. To understand the Characteristics and general principles to curricular approach of Elementary Education.
2. To understand the programmes in Elementary Education.
3. To understand the Training programmes and researches in Elementary Education.
4. To understand the evaluation process of Elementary Education.

### **Specialization Area: Secondary Education**

#### **Course C-04**

#### **I: Secondary School level Status, Issues and Concerns**

**On completion of the course the student-teachers will be able to:**

1. Understand the nature-scope and systems of secondary and senior secondary education
2. Examine the status of development of secondary and senior secondary education in India after Independence
3. Understand the problem and challenges related to secondary and senior secondary education
4. Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.

5. Identify the problems issues of secondary school teachers Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education
6. Understand the nature of education for multiple intelligence
7. Learn the modalities of educational projection
8. Understand the modalities of secondary education management information system
9. Examine the nature and objectives of teacher education
10. Critically examine the growth and development of teacher education in the country
11. Appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum
12. Use various methods and techniques for transaction of curriculum
13. Develop understanding regarding organization and supervision School Experience Programme
14. Critically examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of Teacher Education.
15. Develop understanding of various strategies of teachers' professional development
16. Gain insight into the status of teacher's in-service education in the country
17. Develop understanding of the process of in-service teacher education,
18. Use various methods and techniques for the identification of training needs,
19. Use various techniques for the evaluation of in-service teacher education programmes,
20. Reflect on issues, concerns and problems of teacher in-service education of the teachers.
21. Appreciate the use of ICT for the professional development of the teachers.

### **Specialization Area: Secondary Education**

#### **Course C-04**

#### **II: Secondary School level Curriculum, Pedagogy and Assessment**

##### **On completion of this course the students will be able to:**

1. Develop an understanding of underlying principles of curriculum development and evaluation at Secondary and Senior Secondary Stage
2. Reflect on the need and importance of work experience, art education, health physical education and working with the community.

3. Understand the importance of teaching of language science and mathematics at secondary level
4. Develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level
5. Develop research insight for curriculum development in elementary education.
6. Understand the nature and uses of different types of tools and techniques of evaluation in education
7. Acquire the skill to construct the achievement and diagnostic tests
8. Administer the tests and interpret the best scores and its implication to students and parents
9. Undertake action research and interpret the results

### **Course C-05: Internship related to specialization courses**

#### **Two Week Internship**

- \_ Participation in Practical Work in School
- \_ Lesson Guidance (Min. 06 Lessons)
  - 06 Lessons of School subject
- \_ Lesson Observation of B.Ed. Pupils (Min. 10 Lessons)
- \_ Lesson Observation of School Teachers (Min. 02 Lessons)
- \_ Observation of School Administration and Management
- \_ Study of School Curriculum
- \_ Observe and Study the Slow and Advance Learner (Any One)
- \_ Work as a Teacher Educator in School

### **Course C-06: Dissertation: Development of Research Tools**

#### **On completion of this course the students will be able to:**

1. To motivate students for Development of Research Tools.

### **Course C-06: Dissertation: Pilot study and review of sampling**

#### **On completion of this course the students will be able to:**

1. To motivate students for Pilot study and review of sampling.

### **Course C-07: Academic Writing**

#### **On completion of this course the students will be able to:**



1. To motivate students for Academic Writing.

## **M. Ed. Second Year**

### **Semester IV**

#### **Course D-01: Psychological Foundation of Education**

##### **On completion of the course the students will be able to:**

1. Orient the students with theoretical contributions of psychology in relation to Motivation, Group Dynamics.
2. Enable the students to understand the conceptual background of Schools of Psychology.
3. Help the students to develop insights into educational implications of these concepts and principles.

#### **Course D-02**

##### **I: Educational Planning**

##### **On completion of the course the students will be able to:**

1. Identify the need, scope and purpose of educational planning in terms of national and community needs,
2. Develop the skills in planning and using a variety of administrative strategies,
3. Explain the role and contribution of different agencies/ contribution in educational planning,
4. To help them determine and implement objectives of planning on the basis of individual needs of the students

#### **Course D-02**

##### **II: Educational Management**

##### **On completion of the course the students will be able to:**

1. To develop an insight into the perspectives of Management theories and Practices in Education,
2. To study Educational Management system and functions in India with specific reference to National, State, District and Village level administration of education,

3. To recognize the importance of Educational Resources and their effective management for quality education,
4. To understand the issues and challenges in Planning and Administration of Education in India,
5. To identify the trends and needed areas for research in Educational Management.

### **Course D-02**

#### **III: Issues in Planning, Management and Financing of Education**

##### **On completion of the course the students will be able to:**

1. Understand issues related to planning and management of education,
2. Identify the issues related to education as an investment in human capital,
3. Undertake cost-benefit analysis of education and estimation of interval efficiency of education,
4. Reflect on the role of principal and its relationship with the organizational culture of school,
5. Reflect on the conflict and stresses in school organization and techniques of managing these,
6. Critically analyse the policies of educational finance and its implications of efficiency of the system,
7. Discuss the linkages of various state, district and local level functionaries.

### **Course D-03**

#### **I: Sustainable Development**

##### **On completion of the course the students will be able to:**

1. Understand the concept and Dimensions of Sustainable Development.
2. Identify the role of Environmental education for Sustainable Development.
3. Understand National and International initiatives towards Sustainable Development.
4. Understand concept and ways of Conservation of Natural Resources.
5. To know about Environmental movements.
6. Identify Role of Education in Conservation of Natural Resources

### **Course D-03**

#### **II: Disaster Management**

##### **On completion of the course the students will be able to:**

1. Understand the concept of Disaster and Disaster Management.
2. Understand the training process of Disaster Management.
3. Identify the role of national and International agencies in Disaster Management.
4. Understand the role of Education in Disaster Management.

### **Course D-03**

#### **III: Pedagogy and Current Issues in Environment**

##### **On completion of the course the students will be able to:**

1. Understand the concept & types of environment.
2. Understand the concept & importance of Environmental Health.
3. Understand teaching strategies for Environmental Education.
4. Identify and understand the role of various agencies in Environmental Education.
5. Understand the issues of Environment and their solutions.

### **Course D-04**

#### **I: Special Education and Pedagogy**

##### **On completion of the course the students will be able to:**

1. Understand the concept and nature of Special Education.
2. Understand the modes and approaches of Special Education and approaches of Identification for Special children.
3. Understand the meaning, characteristics, types, causes educational programmes, prevention and rehabilitation of various types of special children.

### **Course D-04**

#### **II: Inclusive Strategies and Education for children with diverse needs**

##### **On completion of this course the students will be able to**

1. Developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,
2. Appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned,

3. Developing a positive attitude and sense of commitment towards actualizing the right to education of all learners,
4. Preparing a conducive teaching learning environment in varied school settings,
5. Develop the ability to conduct and supervise action research activities,
6. Identifying and utilizing existing support services for promoting inclusive practice,
7. Seek parental and community support for utilizing available resources for education in inclusive settings.

#### **Course D-04**

##### **III: Issues of Special needed Child**

**On completion of this course the students will be able to:**

1. Understand the global and national commitments towards the education of children with diverse needs,
2. Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
3. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
4. Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
5. Analyze special education, integrated education, mainstream and inclusive education practices,

#### **Course D-05**

##### **I: Peace Education**

**On completion of this course the students will be able to:**

- Analyze the concept of Peace education
- Critically examine the importance of Peace education
- Make conceptual analysis of Peace education concepts
- Appreciates the contribution of Indian philosophy of education
- Examine the relationship between Peace and education
- Examine the social processes and the significance of Peace education

## **Course D-05**

### **II: Value Education**

**On completion of this course the students will be able to:**

1. To enable students to know and understand the need and importance of Value-Education.
2. To enable them to understand the nature of values, moral values, moral education and to differentiate such form religious education, moral training or moral indoctrination.
3. To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.
4. To enable them to understand the process of moral development vis-s-vis their cognitive and social development.
5. To orient the students with various intervention strategies for moral education.

## **Course D-05**

### **III: World Education**

**On completion of this course the students will be able to:**

1. Understand the concept and role of Lifelong Education.
2. To know about the process and aspects of Open and distance learning.
3. Understand the concept of Experienced based Education and Quality based Education
4. Understand the relation between Education and International understanding

## **Course D-06**

### **I: Constitution and Education**

**On completion of this course the students will be able to:**

1. Understand about Indian Constitution.
2. Understand the process of Education.
3. Understand the necessity of Indian Constitution in Nations life

4. To understand the correlation of Indian Constitution and Education.

#### **Course D-06**

##### **II: Human Rights and Education**

**On completion of this course the students will be able to:**

- To understand the concept of Human Rights.
- To understand the Scope and approaches of teaching Human Right Education.
- Identify and understand the Human Right Education Organizations.
- Understand the women, Labour and consumer rights.

#### **Course D-06**

##### **III: Right to Education and articles related to Education**

**On completion of this course the students will be able to:**

- To understand the concept of Right to Education.
- To understand the Right to Education and children.
- To understand the Right to Education and school.
- To understand the duties and responsibilities mentioned in Right to Education.

#### **Course D-07**

##### **I: Introduction to Guidance and Counseling**

**On completion of this course the students will be able to:**

1. Understand the meaning, nature and scope of guidance
2. Understand the meaning of and the need for group guidance
3. Recognize the role of guidance in attaining the goals of education
4. Appreciate the need for guidance
5. Develop acquaintance with various techniques of group guidance
6. Understand the meaning, nature and scope of counseling
7. Appreciate the need for and goals of counseling
8. Analyze the relationship between guidance and counseling

9. Understand the concept and process of counseling in group situation
  10. Recognize the different areas of counseling
  11. Understand the various stages involved in the process of counseling
  12. Appreciate the importance of counseling relationship
  13. Become acquainted with the skills and qualities of an effective counselor.
  14. Understand the essential services involved in school guidance programme
  15. Understand the resources required and their optimum use in managing a school guidance programme
  16. Be aware of about the constitution, role and function of the school guidance committee,
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17. Understand the concept and theories of career development and their utility in understanding and career behavior of students,
  18. Acquire knowledge and skills for collecting, compiling and disseminating career information,
  19. Understand the concept of career pattern in relation to life stages,
  20. Develop insights into the complexities involved in the choice of career in view of clients' personal characteristics and available outside opportunities,
  21. Analyze the process of career development pattern in a particular socio-cultural context,
  22. Develop the ability to use or adopt career theories in understanding career behavior of students in career counseling situations,
  23. Know the forms of in which the career information is available from different sources with its merits and limitations and ability to examine and appraise the information for intelligent use
  24. Gain first-hand experience of carrying out the different guidance and counseling activities such as group guidance, psychological test administration and record preparation, counseling and career guidance

### **Course D-07**

#### **II: School Guidance Programme**

On completion of this course the students will be able to

1. Develop understanding about the nature, process, underlying assumptions and principles of psychological assessment and appraisal.
2. Gain insight into different techniques of psychological assessment; their nature, scope and application in guidance and counseling

3. Develop knowledge and understanding of the major psychological concepts such as intelligence, aptitude, achievement, personality, interest and their assessment for providing guidance and counseling
4. Develop skills for administering, scoring, interpreting and analyzing test results.

### **Course D-07**

### **III: Career Development and Guidance**

**On completion of this course the students will be able to -**

1. Understand the concept and theories of career development and their utility in understanding Career Behavior of students,
2. Acquire knowledge and skills of collecting, compiling and disseminating career information,
3. Understand the concept of career pattern in relation to life stages,
4. Insights into the complexities involved in the choice of career in view of clients' personal characteristics and available outside opportunities,
5. Level of the ability to analyze development in the process of career development to identify a typical development pattern in a particular socio-cultural context,
6. Develop the ability to use or adopt career theories in understanding career behavior of students in career counseling situations,
7. Knowledge the sources of career information and variety of forms of in which the career information is available from different sources with its merits and limitations and ability to examine and appraise the information for intelligent use.



## Programme Learning Outcomes (PLO's) : B.P.Ed. Programme.

### B. P. Ed. Program Objectives:-

1. To develop highly profile scholars in the Field of Physical Education.
2. To make perfection in competencies and skills needed to become professionals in the areas of specialization.
3. To be aware of emerging issues such as health, fitness, wellness and technology.
4. To develop the students critical mind and ability to employ reasoning, rational thinking of the problems and issues relating the field.
5. To provide opportunity for entrepreneurship, self expression and provide information on continued professional growth.

### Course Learning Outcomes (CLO's) : B.P.Ed. Programme.

#### B. P. Ed. SEM - I

Course Code	Title of the Papers	Outcomes
CC- 101	<b>History Principle and Foundation of Physical Education and Olympic Movement</b>	<ul style="list-style-type: none"><li>• To understand meaning, need and importance of physical education.</li><li>• To make aware about the nature of physical education in India.</li><li>• To make aware about different awards given by state and central sports government authorities.</li><li>• To acquire knowledge about foundations of physical education.</li><li>• To acquire knowledge about Olympic movement.</li></ul>
CC - 102	<b>Anatomy, Physiology, Sports Medicine, Physiotherapy and Rehabilitation</b>	<ul style="list-style-type: none"><li>• To understand the meaning, need and importance of anatomy, physiology, sports medicine, physiotherapy and rehabilitation.</li><li>• To understand and know the different body systems and effect of exercise on it.</li><li>• To understand the aim and objectives of sports medicine.</li><li>• To acquire knowledge about common sports injuries, causes, preventions and their management.</li><li>• To acquire knowledge about doping.</li><li>• To acquire knowledge about different types of therapeutic modules.</li></ul>

<b>CC-103</b>	<b>Health Education and Environmental Studies</b>	1) To understand the meaning, aim and objective of health education. 2) To understand the health problems in India. 3) To understand the nutrition and food habits. 4) To understand the natural resources and related environmental issues.
<b>CC- 104</b> <b>Methods of Teaching School Subject</b>	<b>1)Marathi Methodology</b> १. प्रशिक्षणार्थीमध्ये मातृभाषा अध्यापनाच्यानियोजनाचीक्षमताविकसितकरणे. २. मातृभाषेच्या अध्यापनात मूल्यमापन तंत्राचा यथोचित वापर करण्यास मदतकरणे ३. मूल्यमापन पध्दती व प्रकार समजण्यास मदतकरणे. ४. मातृभाषा अभ्यासक्रम, पाठयक्रम, पाठयपुस्तक व आशय यांचा परस्पर संबंध समजण्यास मदत करणे. ५. मराठी भाषा पाठयपुस्तकाचेविविध प्रकारे आशय विश्लेषण करण्यास मदतकरणे. ६. मातृभाषा अध्यापनाची यथोचित साधने व अध्ययन अनुभूती समजण्यास मदतकरणे. ७. मातृभाषा वाङ्मय मंडळाची रचना व कार्य समजण्यास मदतकरणे.	

**CC- 104**  
**Methods of Teaching**  
**School Subject**

**2) Hindi Methodology**

१. भावी शिक्षकों में भाषा सौंदर्य के विकास में सहायता करना।
२. हिंदी अध्यापन का नियोजन तथा मूल्यांकन करने में सक्षम बनाना
३. हिंदी भाषा की संरचना समझ लेने में मदद करना ।
४. भावी शिक्षको को हिंदी अध्यापन में सहायक सामग्री एवं भाषिक प्रवाह समझने में मदद करना ।
५. हिंदी भाषा शिक्षक में विशेष गुणों का विकास करना ।
६. हिंदी भाषा शिक्षक को निदानात्मक एवं उपचारात्मक शिक्षा का विकास करना ।

**3) English Methodology**

- Plan the annual plan, unit plan and different lesson plans.
- Evaluate the outcome of teaching learning process.
- Construct the unit test and diagnostic test.
- Develop the sense of continuous comprehensive evaluation.
- Be acquainted with the qualities, innovative practices, action research and role of English teacher in and outside of the classroom programmes.
- Develop adequate skills in teaching of English.
- Understand conceptual knowledge of vowels, consonants, diphthongs and clusters.

Course Code	Title of the Papers	Outcomes
<b>CC- 104</b> <b>Methods of Teaching School</b> <b>Subject</b>		<b>4) Mathematics Methodology</b> <ul style="list-style-type: none"> <li>• Develop the necessary skill regarding planning of teaching of Mathematics at Macro-level and micro level.</li> <li>• Understand evaluation techniques in evaluating student's performance in Mathematics..</li> <li>• Construct appropriate assessment tools for evaluating Mathematics learning.</li> <li>• Analyze and evaluate the curriculum, syllabus, text-books and content of Mathematics.</li> <li>• Be acquainted with qualities and professional growth of teacher of Mathematics and help them in acquiring the same.</li> <li>• Be acquainted with teaching of various concepts in Geometry and Statistics.</li> </ul>
		<b>5) Science methodology</b> <ul style="list-style-type: none"> <li>• Develop the necessary skill regarding planning of teaching of Science at Macro- level and micro level.</li> <li>• Understand evaluation techniques in evaluating student's performance in Science..</li> <li>• Construct appropriate assessment tools for evaluating Science learning.</li> <li>• Analyze and evaluate the curriculum, syllabus, text-books and content of Science.</li> <li>• Understand the nature, characteristics, structure, importance and place of Sciences in the school curriculum.</li> <li>• Be acquainted with qualities and professional growth of teacher of Science and help them in acquiring the same.</li> <li>• Be acquainted with teaching of various concepts in Science.</li> </ul>

**CC- 104**  
**Methods of Teaching School**  
**Subject**

**6) History Methodology**

- Develop the necessary skill regarding planning of teaching of History at Macro- level and micro level.
- Understand evaluation techniques in evaluating student's performance in History.
- Construct appropriate assessment tools for evaluating History learning.
- Analyze and evaluate the curriculum, syllabus, text-books and content of History.
- Appreciate the importance of History Room in learning History
- Be acquainted with qualities and professional growth of teacher of History and help them in acquiring the same.
- Understand the nature, characteristics, structure, importance and place of History in the school curriculum.
- Be acquainted with teaching of various concepts in History and Civics.

**7) Geography Methodology**

- Develop & understand the necessary skill, types regarding planning of teaching of Geography at Macro-level and micro level.
- Understand concept, techniques in evaluating student's performance in Geography.
- Construct appropriate assessment tools for evaluating Geography learning.
- Understand the concept of content cum methodology & acquaint the knowledge about preparation of subject structure & text book, unit analysis.
- Be acquainted with qualities, professional growth & role of Geography teacher in the present context.
- Develop adequate skills in teaching Geography.
- Be acquainted with teaching of various concepts in Geography.

**B. P. Ed. SEM - II**

<b>Course Code</b>	<b>Title of the Papers</b>	<b>Outcomes</b>
<b>CC- 201</b>	<b>Yoga Education</b>	<ul style="list-style-type: none"><li>• To understand the meaning, need and importance of yoga.</li><li>• To understand the aim and objectives of yoga.</li><li>• To understand role of yoga in total health.</li><li>• To acquire the knowledge of foundation of yoga.</li><li>• To understand the concept of asanas.</li><li>• To understand different yogic practices, competition of yoga.</li></ul>
<b>CC- 202</b>	<b>Educational Technology and Methods of Teaching in Physical education</b>	<ul style="list-style-type: none"><li>• To understand the meaning and types of education.</li><li>• To understand the meaning and importance of devices and teaching methods.</li><li>• To acquaint the different teaching techniques.</li><li>• To acquaint knowledge of different teaching aids and their benefits.</li><li>• To acquaint knowledge of teaching, lesson planning and teaching innovations.</li></ul>
<b>CC- 203</b>	<b>Organization, administration and sports management</b>	<ul style="list-style-type: none"><li>• To understand the meaning, importance and scope of organization, administration and sports management in physical education.</li><li>• To understand office Management, Record, Register &amp; Budget.</li><li>• To acquaint knowledge of facilities and time table management.</li><li>• To acquaint knowledge of competition organization.</li></ul>
<b>CC- 204</b>	<b>Contemporary Issues in Physical Education: Fitness and Wellness, Sports Nutrition and Weight Management.</b>	<ul style="list-style-type: none"><li>• To understand the meaning, types and scope of fitness.</li><li>• To understand the meaning and dimensions of wellness.</li><li>• To understand the principles on exercise program.</li><li>• To acquaint knowledge about nutrition and weight management.</li><li>• To acquaint knowledge about modern concepts of health and sports clubs.</li></ul>

**B. P. Ed. SEM - III**

<b>Course Code</b>	<b>Title of the Papers</b>	<b>Outcomes</b>
<b>CC- 301</b>	<b>Sports Training</b>	<ul style="list-style-type: none"><li>• To understand the meaning, aim and objectives and principles of sports training.</li><li>• To acquaint knowledge of training components.</li><li>• To acquaint knowledge about the training process in sports training.</li><li>• To understand the process of programming and it's planning.</li><li>• To acquaint the concept of talent identification.</li><li>• To understand the different training methods.</li></ul>
<b>CC- 302</b>	<b>Computer Application in Physical Education</b>	<ul style="list-style-type: none"><li>• To enable student teachers to understand importance of ICT in day to day life.</li><li>• To enable student teachers to acquire essential skills of ICT in order to integrate ICT in teaching, learning, evaluation, administration, teaching material development &amp; developing collaborative networks for sharing and learning in schools and colleges.</li><li>• To motivate student teachers to judiciously use ICT for facilitation for their own development and development of the society.</li><li>• Provide student teachers opportunities of using online and offline resources for their individual learning.</li><li>• To create net savvy attitude of sharing knowledge resources for betterment of the world.</li><li>• To help student teachers to construct knowledge using ICT and become a lifelong learner.</li><li>• To empower student teachers to become responsible citizens of the modern – technology based world.</li></ul>
<b>CC- 303</b>	<b>Sports Psychology and Sociology</b>	<ul style="list-style-type: none"><li>• To understand the meaning, importance and scope of sports psychology and sociology.</li><li>• To acquaint knowledge about sports psychology.</li><li>• To acquaint knowledge about learning, transfer of training etc.</li><li>• To understand the relation between social science and physical education.</li><li>• To get aware about sports culture and its importance.</li></ul>
<b>CC- 304</b>	<b>Curriculum Design</b>	<ul style="list-style-type: none"><li>• To understand the modern concept of curriculum.</li><li>• To understand the meaning, need and importance of curriculum.</li><li>• To get aware about the factors that affect curriculum.</li><li>• To understand basic principles for curriculum development in physical education.</li><li>• To acquaint knowledge about curriculum design.</li><li>• To make aware about under – graduate preparation of professional preparation.</li></ul>

**B. P. Ed. SEM - III**

<b>Course Code</b>	<b>Title of the Papers</b>	<b>Outcomes</b>
<b>CC- 401</b>	<b>Measurement and Evaluation in Physical Education</b>	<ul style="list-style-type: none"><li>• To understand the concept of Test &amp; Measurement &amp; Evaluation.</li><li>• To acquaint knowledge about criteria, classification and administration of test.</li><li>• To make aware about physical fitness tests for physical fitness assessment purpose.</li><li>• To make aware about sports skill tests for assessment of sports skills purpose.</li></ul>
<b>CC- 402</b>	<b>Kinesiology and Biomechanics</b>	<ul style="list-style-type: none"><li>• To understand the concept of kinesiology and sports biomechanics.</li><li>• To make aware about its importance in physical education and sports.</li><li>• To understand and make aware about the fundamental concept of anatomy and physiology.</li><li>• To understand and make aware about the mechanical concepts.</li><li>• To understand and acquaint the knowledge about kinematics and kinetics of human movements.</li></ul>
<b>CC- 403</b>	<b>Research and Statistics in Physical Education</b>	<ul style="list-style-type: none"><li>• To understand the meaning of research and its importance and scope in physical education.</li><li>• To understand the research methods and data collection tools.</li><li>• To acquaint knowledge about basics of statistical analysis.</li><li>• To make aware and acquaint knowledge about statistical models in physical education and sports.</li></ul>
<b>CC- 404</b>	<b>Theory of Sports and Games, Officiating and Coaching</b>	<ul style="list-style-type: none"><li>• To understand the concept of officiating and coaching.</li><li>• To make aware about the qualities and qualification of official and coach.</li><li>• To acquaint knowledge about the theory of sports and games.</li><li>• To make aware and improve knowledge about advance training in physical education and sports.</li></ul>



**B. P. Ed. I and II Practical Course**

<b>Practical Course</b>	<b>Events</b>	<b>Outcomes</b>
PC- 101	Track and Field (Runs- Short, Middle and Long Distance)	Understand and practice Fundamental skills and officiating.
PC- 102	Gymnastics/ Aerobics	Understand and practice Fundamental skills and officiating.
PC- 103	Indigenous Sports: Kabaddi / Kho-Kho/Mallkhambh / Lezim	Understand and practice Fundamental skills and officiating
PC- 104	Mass Demonstration Activities: Dumbbells/Indian club / Wands / Hoop / Flag/ March past	Understand the concept and practice the demonstration.
PC- 201	Tack and Field (Jumping Events)	Understand and practice Fundamental skills and officiating
PC- 202	Yoga/Zumba	Understand and practice Fundamental yogasana skills and officiating
PC- 203	Racket Sports: Badminton/ Table Tennis/Lawn Tennis	Understand and practice Fundamental skills and officiating
PC- 301	Elective Skill Oriented Course: Gym Instructor/Aerobics and Zumba Trainer (Any One)	To develop professional skills and efficiency. To promote more professional options.
PC- 302	Combative Sports: Martial Karate/Judo/Fencing/Boxing/Taekwondo/ Wrestling / two out of these)	Understand and practice Fundamental skills and officiating
PC- 303	Team Games: Football/Softball/Volleyball/Handball/Basketball(Any two of these)	Understand and practice Fundamental skills and officiating
PC- 401	Track and Field: (Throwing Events, Hurdles & Relay)/Swimming	Understand and practice Fundamental skills and officiating
PC- 402	Baseball /Handball/Netball/ Hockey /Cricket/Table Tennis/Lawn Tennis(Any two of these)	Understand and practice Fundamental skills and officiating

**PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**

**M.P.Ed.**

(MASTER OF PHYSICAL EDUCATION) COURSE TWO YEARS SYLLABUS  
(FOUR SEMESTER)

**Programme Learning Outcomes (PLO's) : M.P.Ed.**  
**Programme.**

### **Objectives**

1. To develop highly profile scholars in the Field of Physical Education.
2. To make perfection in competencies and skills needed to become professionals in the areas of specialization.
3. To be aware of emerging issues such as health, fitness, wellness and technology.
4. To develop the students critical mind and ability to employ reasoning, rational thinking of the problems and issues relating the field.

To provide opportunity for entrepreneurship, self expression and provide information on continued professional growth

## M.P.Ed.Programme Learning Outcomes-

The programme learning outcome will be helpful -

1. To meet the needs of high schools, colleges and other educational institutions regarding providing opportunities for the students to learn and grow as responsible citizens of the nation through the medium of physical activity.
2. To achieve a wide selection of physical activities like sports, games.
3. To aim at developing the youth into fit citizens of a healthy nation not only physically but also mentally and socially.
4. To provide technical and scientific touch to the curriculum.
5. To give a choice of developmental streams to the physical education post graduates.
6. To become research oriented by concentrating on courses such as kinesiology and biomechanics, sports physiology and psychology, sports medicine and rehabilitation.
7. To specialize in training, or developing pedagogical material to teach physical education students or even to become a sports trainer.
8. To keep in mind the latest research in the field of sports and pedagogy.
9. To build a scientific approach towards developing sports performance as well as improving the health of the participant.
10. To orient a student towards developing skills required for research, pedagogy as well as sports training.

### Course Learning Outcomes (CLO's) : M.P.Ed. Programme

#### M.P.Ed. Semester - I

Course Code	Title of the Papers	Outcomes
MPCC 101	Research Process in Physical Education & Sports Sciences	After completion of this course, the student – teacher will be able 1) To understand need and Importance of Research in Physical Education and sports . 2 ) To understand Survey of Related Literature and Research Reports . 3 ) To understand the nature of Research in Physical Education. 4) To develop an understanding regarding Research Methodology in Physical Education and Sports. 5) To acquire the knowledge of preparation of Research Report.

MPCC 102	Physiology of Exercises	After completion of this course, the student – teacher will be able 1) To understand the concept and importance of physiology of exercise. 2) To acquire the knowledge of physiology of muscles. 3) To study and acquire the knowledge of physiology of circulatory and respiratory system. 4) To understand the knowledge of physiology of respiratory system. 5) To gain knowledge regarding Muscles and its functioning. 6) To acquire the knowledge regarding performance and environment.
MPCC 103	Yogic Sciences	After completion of this course, the student – teacher will be able 1) To understand the importance and relationship of yoga with physical education and sports 2) To acquire knowledge of historical prospective and difference between exercise and asana 3) To gain the knowledge antarang yoga and pranayam. 4) To study and well equipped with the concept of shuddhi kriyas and bandha & mudra. 5) To gain knowledge regarding the effects of yogic exercises on the body and health
MPEC 104	1)Test, Measurement and Evaluation in Physical Education	After completion of this course, the student – teacher will be able 1) To understand the need, importance, administration of test, measurement and evaluation in physical education. 2) To gain and well equipped with the knowledge of selection and constructions of a test needed for physical education and sports. 3) To understand the knowledge of different types of fitness and skill test. 4)To acquire the knowledge of various tests regarding physical fitness components, anthropometric measurements, motor ability/educability / fitness. 5)To understand the use of sports skills tests.
	2)Sports Technology	After completion of this course, the student – teacher will be able 1) To know the concept of sports technology. 2) To understand application in sports technology 3) To know process of science of sports materials. 4) To understand the technology in manufacture modern play equipments.

### M.P.Ed. Semester- II

Course Code	Title of the Papers	Outcomes
MPCC 201	Applied statistics in Physical Education and Sports	After completion of this course, the student – teacher will be able 1) To understand the concept of statistics in Physical Education. 2) To understand the implications of statistics in physical education and sports. 3) To develop understanding graphical representation of data. 4) To develop understanding of data analysis and its interpretation.

MPCC 202	Sports Bio-mechanics and Kinesiology	After completion of this course, the student – teacher will be able 1) To understand the nature and scope of Biomechanics in Physical Education & Sports. 2) To acquire the historical perspectives, concept and importance of kinesiology in physical education and sports. 3) To study the bony joints, types and fundamental movements of the major body segments. 4) To understand the structure, movements, location of different places of muscles and functions of joints and muscles. 5) To understand knowledge regarding motion, force, projectile and levers.
MPCC 203	Athlete care and rehabilitation	After completion of this course, the student – teacher will be able 1) To understand the concept of Athletics care and rehabilitation. 2) To know the stages of rehabilitation. 3) To practice rehabilitation exercises. 4) To straight the process of massage to understand sports injuries care, treatment and injuries supports.
MPEC 204	1)Sports Journalism and Mass Media <b>OR</b>	After completion of this course, the student – teacher will be able 1) To develop professional competencies, skills and knowledge regarding sports journalism. 2) To acquire the writing skills sports events for media. 3) To develop gain knowledge regarding organizations and presentation skills in media in sports. 4) To develop and understanding about research processes and future direction in sports journalism. 5) To develop the understanding about marketing strategies and event management in sports
	2)Sports Management and Curriculum design in Physical Education	After completion of this course, the student – teacher will be able 1) To understand the concept, principles, functions, types of sports management. 2) To understand the concept, importance of programme planning. 3) To study and acquire the knowledge of public relation and supervision. 4) To understand and well equipped with the knowledge of management of facility and equipment.

### M.P.Ed. Semester III

Course Code	Title of the Papers	Outcomes
MPCC 301	Scientific Principles of Sports Training	After completion of this course, the student – teacher will be able 1) To acquire the concept, characteristics principles of sports training. 2) To understand the need of planning importance and basic principles of planning. 3) To acquire knowledge of organization of training and types of training. 4) To understand the training load and recovery.
MPCC 302	Sports Medicine	After completion of this course, the student – teacher will be able 1) To understand the nature and importance of sports medicine in Physical Education and Sports. 2) To gain knowledge regarding the medical problems of athletes and its rehabilitation. 3) To acquire knowledge regarding sports injuries and their management.

		4)To understand supporting the aiding techniques and equipments for injuries.
MPCC 303	Health Education and Sports Nutrition	After completion of this course, the student – teacher will be able 1) To understand the nature and importance of Health Education. 2) To gain knowledge regarding school health service and programme. 3) To acquire knowledge regarding communicable and non-communicable diseases. 4) To understand evils of community and their prevention and control. 5) To acquaint student with principles of sports nutrition 6) To understand the role of food in Physical performance 7) To afford student the opportunity of understand the diet for various life cycle
MPEC 304	1)Sports Engineering <b>OR</b>	After completion of this course, the student – teacher will be able 1) To introduce the concept of sports engineering and technology. 2) To understand mechanics engineering materials. 3) To straight sports dynamics. 4) To explain the building process and maintenance policy in sports infrastructure.
	2)Fitness and Wellness	After completion of this course, the student – teacher will be able 1 To understand and well equipped with concept and importance of physical fitness. 2 To understand the concept and principles of exercise programme. 3 To acquire the knowledge of warning up and cooling down. 4 To understand the concept importance of sport nutrition and balanced diet. 5 Understand the modern concept of Fitness and Wellness.

#### M.P.Ed. Semester - IV

Course Code	Title of the Papers	Outcomes
MPCC401	Information and Communication Technology in Physical Education (ICT)	After completion of this course, the student – teacher will be able 1) To understand the need and importance of Communication Technology (ICT). 2) To understand the operative knowledge of MS-office 3) To gain knowledge of the application of Computer in Physical Education 4) To understand the utility MS applications. 5) To know ICT integration in teaching learning process.
MPCC 402	Sports psychology and Sports Sociology	After completion of this course, the student – teacher will be able 1) To acquire knowledge of psychology of sports, importance in physical education and historical perspective of sports-psychology. 2) To understand the psychological traits in physical education and sports. 3) To gain the knowledge of concept, importance scope of sport sociology. 4) To understand the relations of sports and society. 5) To gain knowledge regarding Psychology of competition as well as Psychological

		preparation for enhancement of sports performance
MPCC 403	Dissertation	<p>After completion of this course, the student – teacher will be able</p> <ol style="list-style-type: none"> <li>1) To select the research problem.</li> <li>2) To review related literature and research.</li> <li>3) To prepare present research proposal.</li> <li>4) To develop a research tool.</li> <li>5) To analyses and interpret research data.</li> <li>6) To straight concussion and major finding of a research study.</li> <li>7) To submit research Dissertation to the center.</li> </ol>
MPEC 404	<p>1)Value and environmental Education <b>OR</b></p>	<p>After completion of this course, the student – teacher will be able</p> <ol style="list-style-type: none"> <li>1) To gain the knowledge, scope and importance of environmental studies.</li> <li>2) To understand the importance of environmental studies and public awareness.</li> <li>3) To acquire the knowledge of historical background of environmental studies.</li> <li>4) To understand the knowledge of effect of control measures of different types of pollutions.</li> <li>5) To study the different social environmental issues like water conservation, global warming and conservation acts.</li> <li>6) To understand the need of knowledge of human pollution, population, human health and effect of fire environment</li> </ol>
	2)Educational nology in Physical Education	<p>After completion of this course, the student – teacher will be able</p> <ol style="list-style-type: none"> <li>1) To acquire knowledge of education and educational technology.</li> <li>2) To gain the knowledge of importance, scope, roles and functions of educational technology.</li> <li>3) To understand the knowledge of different teaching techniques.</li> <li>4) To gain the knowledge and well equipped with different teaching aids.</li> <li>5) To understand the different types of lesson planning and teaching innovations.</li> </ol>
	<b>Sports Activities</b> – Kabaddi, Kho-Kho, Volleyball, Handball, Basketball, Softball, Baseball, Hockey, Football, Table Tennis, Lawn Tennis, Badminton, Cricket,	<ol style="list-style-type: none"> <li>1) To introduce the different types of games in Physical Education.</li> <li>2) To understand designing and constructing of different games in Physical Education.</li> <li>3) To explain process of ground marking.</li> <li>4) To know the different equipments of different games in Physical Education</li> <li>5) To understand mechanics, technique and strategies of a particular game in Physical Education</li> <li>6) To know the basic skills and useful tools for skill developments of players.</li> <li>7) To understand the assessment tools of particular game.</li> <li>8) To understand the nature and principle of coaching and officiating.</li> <li>9) To provide opportunities to organize different level of tournament</li> </ol>

	Wrestling, Netball, Athletics, Yoga Gymnastics, etc.	
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