



Rayat Shikshan Sanstha's
AZAD COLLEGE OF EDUCATION, SATARA
DIST. SATARA

PROGRAM OUTCOMES, PROGRAM SPECIFIC OUTCOMES AND COURSE OUTCOMES

Programme Outcomes -

PO1 Teaching competency -

To select and use of learner centred teaching method and appropriate assessment strategies for facilitating learning, to acquire necessary competencies for organizing learning experience , to strengthen the professional competencies , to apply ICT facilitating teaching learning process.

PO2 Pedagogical knowledge-

To be empowered in pedagogical knowledge for creating effective teaching and learning environment.

PO3 Critical thinking -

To analyse curriculum, syllabus and content of the subject and selected the appropriate teaching strategies, to develop an understanding of paradigm shift in conceptualization disciplinary knowledge in school curriculum.

PO4 Sensitive towards inclusion-

To accumulate special students as indicated on their individualize education planes, to be able to interact with students form divers socio , economic and linguist back ground, to identify the diversities and dealing it in inclusive classroom environment.

PO5 Professional communication skill-

To use effective and appropriate verbal, non verbal written and media communication technique in teaching learning process.

PO6 Professional responsibility-

To built requisite attitude and value of teaching profession, to maintain an environment that fosters students learning, to demonstrate a commitment to ethical and equitable behaviour.

PO7 Sensitive for emerging issues-

To apply the acquired knowledge, skill and abilities to emerging issues like gender quality, environment, population etc.

PO8 Educational research skill-

To develop the problem solving ability related school problems through action research.

Programme Specific Outcomes -

The student teachers will be able to

1. promote capabilities for including national values and goals as enshrined in the constitution of India
2. prepare professionally competent teacher to perform their roles as a teacher at secondary and higher secondary stage.
3. develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds.

4. 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.
5. appreciate that all teaching is directed at learning, and that the learner is at the heart of teaching.
6. understand teaching as complex activity and as profession.
7. analyse teaching in diverse classroom.
8. be familiar with theoretical issues, and to develop competence in analysing current school practices and coming up with appropriate alternatives.
9. reflect on the nature and role of disciplinary knowledge in the school curriculum,
10. be exposed and trained to prepare pedagogic material and practice pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities.
11. understand the epistemological and pedagogical bases of their own chosen school subject.
12. identify various dimensions of the curriculum and their relationship with the aims of education.
13. explore diverse methods and tools of assessing an array of learning/performance outcomes of diverse learners.
14. bring about an understanding of the 'cultures, policies and practices' that need to be addressed in order to create an inclusive school.

15. 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.
16. interpret and adapt ICTs in line with educational aims and principles.
17. develop understanding of student-teachers about themselves – the development of the self as a person and as a teacher, through conscious ongoing reflection.
18. gain experience with the child, the community and the school through the school engagement and school internship programme.
19. to cope with national and international demands in the school context.


Co-ordinator
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Principal
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