

## **PROGRAM: BACHELOR OF EDUCATION PROGRAMME (B.ED.)**

### **PROGRAMME LEARNING OUTCOMES**

The outcomes and attributes described in qualification descriptors are attained by students through learning acquired on completion of a program of study. The term 'program' refers to the entire scheme of study followed by learners leading to a qualification. Individual programs of study will have defined learning outcomes which must be attained for the award of a specific certificate/diploma/degree.

### **PROGRAMME OUTCOME:**

BE d. Program aims at preparing professionally trained teachers.

The program will develop teachers who have knowledge on socio and psychological perspectives of the learner, pedagogical knowhow and skills for effective teaching learning process. It aims at building requisite attitude and values of teaching profession among its students. The program outcomes can be listed as:

- To develop teachers with the knowledge on socio and psycho perspectives of learner, expertise on curricular and pedagogical concerns of the learner.
- To develop teachers who are professionally equipped with skills and competencies for changing technological needs and global concerns
- To build the right attitude, values needed for teaching profession.

### **PROGRAM SPECIFIC OUTCOMES (PSO)**

The B Ed. Program is a professional course. The B.Ed. curriculum facilitates all round development of pupil teachers. The specific program outcomes can be listed as follows:

- To develop critical thinking among pupil teachers on psychological, social and philosophical perspectives so that they can build future citizens with critical and scientific mind.
- To develop Social awareness and skills in pupil teachers who can be leaders and agents of social change and transformation in society.
- To develop scientific temperament and ICT knowhow in pupil teachers for changing technological challenges and globalization demands.
- To develop humanitarian values and ethics who can shape future generations with competencies as well as values.
- Understand basic concepts and ideas of educational theory.

- Build understanding and perspective on the nature of the learner, diversity and learning.
- Comprehend the role of the systems of governance and structural – functional provisions that support school education.
- Develop understanding about teaching, pedagogy, school management and community involvement.
- Build skills and abilities of communication, reflection, art, aesthetics, theatre, self-expression and ICT.

## **COURSE LEARNING OUTCOMES**

The program learning outcomes are attained by learners through the essential learning's acquired on completion of selected courses of study within a program. The term 'course' is used to mean the individual courses of study that makes up the scheme of study for a program. Course learning outcomes are specific to the learning for a given course of study related to a disciplinary or interdisciplinary/multi-disciplinary area. Course-level learning outcomes will be aligned to program learning outcomes.

## **COURSE-I: CHILDHOOD AND GROWING UP**

### **OBJECTIVES**

After completion of the course, student teachers will be able to:

- explain the meaning, concept and characteristics of growth, maturation and development at various stages
- describe the problems of childhood and adolescent age especially with respect to the Indian context
- develop an understanding of different aspects of a child's physical, intellectual, social and moral development
- analyze the impact of urbanization, globalization and economic changes on construction and experience acquired by growing child
- develop an understanding of dimensions and stages of childhood development and developmental tasks; with a focus on cognitive views of learning as well as social-cultural and constructivism
- explain the concept of individual differences and its implications
- enlist the factors influencing individual difference
- differentiate between classical and operant conditioning theory of learning
- explain the Piaget's concept of cognitive development
- differentiate between Kohlberg's theory of moral development and Erikson theory of psycho-social development
- describe the role of teacher in teaching learning situations
- explain the concept and principles of different perspectives in learning
- describe childhood in the context of poverty and globalization

## **COURSE-II: CONTEMPORARY INDIA AND EDUCATION**

### **OBJECTIVES**

After completion of the course, student teachers will be able to:

- understand perspectives in education including social bases of education
- critically understand the constitutional values related to aims of education
- analyze varied aims of education and its process aspects
- develop their own view about education and its development in social and cultural context
- develop a personalized professional view of one's pedagogical role
- think critically about the prevailing conditions of the society and their remedies
- visualize meaningfully the contemporary India
- develop an understanding of trends, issues and challenges facing contemporary Indian Society

## **COURSE- III: LEARNING AND TEACHING**

### **OBJECTIVES**

After completion of the course, student teachers will be able to:

- explain the concept and importance of teaching
- explain the concept of phases and levels of teaching
- describe different theories of teaching, models of teaching and strategies of teaching
- explain the concept, importance and types of learning
- describe Flander's Interaction Analysis along with concept and types of evaluation

## **COURSE-IV & V (GROUP A) Opt. (i): PEDAGOGY OF HINDI**

### **OBJECTIVES**

After completion of the course, student teachers will be able to:

- understand the importance and role of Hindi language in our mother tongue (in our Country) or role of mother tongue in the education of a child
- develop various skills e.g. Language skills, teaching skills (micro-teaching skills) etc.
- conduct pedagogical analysis
- demonstrate the use of various audio-visual aids
- explain the concept of evaluation and types of evaluating techniques
- concept of curriculum in teaching of Hindi
- knowledge of different co-curricular activities in teaching of Hindi

## **COURSE-IV & V (GROUP A) Opt. (ii): PEDAGOGY OF ENGLISH**

### **OBJECTIVES**

After completion of the course, student teachers will be able to:

- understand the functions and importance of English language
- understand the linguistic principles;
- conduct pedagogical analysis and develop teaching skills
- understand the different theories to language learning and teaching

- critically explain various teaching methods
- develop and use teaching aids in the classroom both print and audio-visual material, and ICT (internet and computer technology)
- understand about the teaching of prose, poetry, composition and grammar
- acquire language skills : listening speaking reading and writing
- understand need and functions of language lab
- understand the process of language assessment and
- develop creativity among learners

#### **COURSE-IV & V (GROUP A) Opt. (iii): PEDAGOGY OF SANSKRIT**

##### **OBJECTIVES**

After completion of the course, student teachers will be able to:

- explain the nature, need & principles of Sanskrit Language
- describe different methods of teaching of Sanskrit
- demonstrate the use of various audio visual aids
- explain the objectives and steps of teaching prose, poetry, composition & grammar of Sanskrit
- define the meaning of evaluation and types of evaluating techniques
- explain and organize different type of co-curricular activities related to Sanskrit (Shloka Recitation, Lecture, Dramatization and other creative competitions)

#### **COURSE-IV & V (GROUP A) Opt. (iv): PEDAGOGY OF URDU**

##### **OBJECTIVES**

After completion of the course, student teachers will be able to:

- explain the concept of Urdu and its elements
- define linguistic skills and development of these skills among pupils
- conduct pedagogical analysis on any two lessons in Urdu and develop teaching
- explain the concept of evaluation and methods of evaluating the performance of students
- critically explain various methods for teaching Urdu
- demonstrate language competencies

#### **COURSE- IV & V (GROUP B) Opt. (i): PEDAGOGY OF MATHEMATICS**

##### **OBJECTIVES**

After completion of the course, student teachers will be able to:

- explain the meaning, nature, aims and objectives of mathematics
- perform pedagogical analysis of various concepts in mathematics
- describe instructional planning and development of relevant material for the teaching of mathematics
- use ICT in teaching of mathematics
- describe continuous and comprehensive evaluation, diagnostic testing and remedial teaching in mathematics
- explain importance and uses of learning resources in mathematics
- improve competences in secondary level mathematics

### **COURSE-IV & V (GROUP B) Opt. (ii): PEDAGOGY OF HOME SCIENCE**

#### **OBJECTIVES**

After completion of the course, student teachers will be able to:

- develop understanding of the meaning, scope, areas, aims and objectives of Teaching of Home Science
- acquaint students about misconceptions regarding Home Science
- acquaint students about importance and interdisciplinary approach of Home-science
- develop understanding of the various methods and procedures required for Teaching Home Science effectively
- develop instructional planning and development of relevant material for the Teaching of Home science
- develop practical skills to organize various learning experiences related to Teaching of Home Science
- acquaint students to use I.C.E.T. in Teaching of Home Science
- perform pedagogical analysis of various concepts in Home science
- develop competencies and skill for effective evaluation in Home Science

### **COURSE – IV & V (GROUP C) Opt. (i): PEDAGOGY OF BIOLOGICAL SCIENCE**

#### **OBJECTIVES**

After completion of the course, student teachers will be able to:

- develop awareness about developments in the area of biological sciences
- orient prospective teachers in specific educational aspects of science e.g. aims and objective of biological science, pedagogical analysis of contents in biological sciences, methods of teaching, evaluation
- enable prospective teachers to be effective teachers in order to perform the required role as a biological teacher under Indian School conditions

### **COURSE-IV & V (GROUP C) Opt. (ii): PEDAGOGY OF ECONOMICS**

#### **OBJECTIVES**

After completion of the course, student teachers will be able to:

- develop an understanding of meaning, scope, aims and objectives of teaching of Economics
- get knowledge of different methods of teaching
- get knowledge of different devices, techniques and tools of evaluation
- develop the skill of preparing lesson plan in subject
- develop an interest in teaching of Economics
- acquire knowledge of present economic conditions in India
- acquire desirable attitudes and to become effective instrument of economic change and economic development
- become an effective citizen and good consumer
- acquire appropriate professional behavior and to develop commitment to leading profession
- train the students to use problem- solving approach in problems related to economy and economics
- demonstrate application of I.C.T. in Teaching of Economics

**PAPER-IV & V (GROUP C) Opt. (iii): PEDAGOGY OF COMPUTER SCIENCE**  
**OBJECTIVES**

After completion of the course, student teachers will be able to:

- develop understanding of the meaning, scope, aims and objectives of teaching of computer science
- acquaint students about importance of computer science
- develop understanding of the various skills, methods and procedures required for teaching computer science effectively
- describe instructional planning and development of relevant material for the teaching of computer science
- develop practical skills to organize various learning experiences related to teaching of computer science
- develop skills and competencies required for preparing teaching-aids in teaching of computer science
- attain proficiency in using smart class room equipment effectively
- perform pedagogical analysis of various concepts in computer science
- train the students to use problem-solving approach in problems related to daily life
- develop competencies and skill for effective evaluation in Computer Science

**PAPER-IV & V (GROUP C) Opt. (iv): PEDAGOGY OF MUSIC**  
**OBJECTIVES**

After completion of the course, student teachers will be able to:

- develop interest for music
- develop understanding of aims of teaching of music
- develop competencies and skills for teaching of music
- provide knowledge of different methods and techniques of teaching of music
- understand lesson planning and evaluation aspects in teaching music
- develop understanding & aesthetic sense through music
- enable pupil teachers to organize competitions and other practical activities

**COURSE-IV & V (GROUP D) Opt. (i): PEDAGOGY OF PHYSICAL SCIENCES**

**OBJECTIVES**

After completion of the course, student teachers will be able to:

- acquaint them with the teachings of physical sciences
- develop awareness about developments in the area of teaching and learning of physical sciences
- understand the methods and skills of teaching physical sciences
- develop competencies to teach at various levels in the Indian school conditions
- prepare a lesson plan
- acquiring skills relating to planning the lessons and presenting them effectively
- develop scientific thinking in themselves, students and communities
- understand the importance of educational technology for teaching physical sciences
- understand the techniques of evaluating science teaching and to construct an

- achievement test to assess the learning outcomes of pupils
- estimate the facilities required for the organization and maintenance of science laboratory
- understand the special qualities of a science teacher and to acquire those qualities
- acquire a favorable scientific temper towards science teaching and values

#### **COURSE-IV & V (GROUP D) Opt. (ii): PEDAGOGY OF SOCIAL SCIENCE**

##### **OBJECTIVES**

After completion of the course, student teachers will be able to

- initiate pupil-teacher to various concepts and technology of teaching of Social Studies for promotion of National and International Peace and Understanding
- have an overview and integrate the knowledge drawn from various sources-History, Geography, Civics, Sociology and Economics
- acquire knowledge and develop understanding about the various pedagogical principles involved in teaching of Social Studies
- understand the principles of curriculum development, its transaction and evaluation
- explain use of teaching aids effectively in the class-room
- develop lesson plan with the help of advanced technology and explain challenging situations in the society

#### **COURSE-IV & V (GROUP D) Opt. (iii): PEDAGOGY OF COMMERCE**

##### **OBJECTIVES**

After completion of the course, the student teachers will be able to:

- gain insight on the meaning and nature of Commerce for determining aims, and strategies of teaching learning
- identify and relate everyday experiences with learning commerce
- understand lesson planning and evaluation aspects in teaching Commerce
- apply the knowledge in analyzing higher secondary Commerce contents in terms of the techniques and aids for the purpose of teaching Commerce
- understand the different types of curriculum, classroom management techniques and technology in and of education to teach Commerce
- develop interests in knowing the recent development in teaching methodology, and technological developments in Commerce
- be professionally competent to design pedagogical content knowledge to be imparted in actual teaching-learning systems
- develop critical attitude to different types of learning resources and to use them for becoming an informed and effective teacher
- understand various tools and techniques of assessment of pupil's scholastic and non-scholastic performance
- become a self-critical teacher of commerce in modern day

## **COURSE- VI (A): READING AND REFLECTING ON TEXTS**

### **OBJECTIVES**

After completion of the course, student teachers will be able to:

- Read and respond to variety of texts in different ways, may be personal, creative or Critical.
- enhance their capabilities as readers and writers by becoming participants in the process of reading
- get involved in the reading interactively – individually and in groups
- become resources for one another
- comprehend and think reflectively on spoken or written texts
- read critically and analyze course readings, ideas presented in the class and experiences in schools
- write with a sense of purpose and for an audience
- learn to think together and develop meta-cognitive awareness to become conscious of their own thinking process

## **COURSE- VI (B): DRAMA AND ART IN EDUCATION**

### **OBJECTIVES**

After completion of the course, student teachers will be able to:

- develop and understanding of drama & art, the scope and purpose of art education and art as the basis of education
- exhibit basic understanding in art appreciation, art expression and art education
- bring the arts into the centre of exploration, e.g. in visual arts: semiotics of the image/film/play/music
- explore the adaptive strategies of artistic expression
- recognize the role of drama as education in the elementary school
- learn to identify areas that are best suited for drama exploration
- examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students
- explore the role of the teacher as creative guide in learning that is drama driven
- explore how art can enhance learning

## **COURSE- VII (A): CRITICAL UNDERSTANDING OF ICT**

### **OBJECTIVES**

After completion of the course, student teachers will be able to:

- demonstrate the use of ICT in Education
- demonstrate the use of MS Windows and MS Office
- prepare presentations in word and power point slides
- demonstrate the use of ICT and its integration in education
- demonstrate the use of internet for teaching
- use ICTs to develop digital portfolios in their teaching subjects
- use effectively the ICTs and the pedagogies associated with them



- use of smart classroom
- use of electronic and projecting devices in teaching

### **COURSE- VII (B): UNDERSTANDING THE SELF**

#### **OBJECTIVES**

After completion of the course, student teachers will be able to:

- identify their own potential
- give conscious direction to their lives to take responsibility for their actions
- develop a holistic and integrated understanding of the human self and personality
- develop the capacity for self-reflection and personal integration
- develop the capacity for perspective taking and appreciating different points of view
- develop sensitivity towards needs of children by connecting with one's own childhood experiences
- develop the capacity to establish peace within oneself
- develop the capacity to establish harmony within a group and methods of conflict resolution

### **YEAR II**

#### **COURSE-I: KNOWLEDGE AND CURRICULUM**

##### **OBJECTIVES**

After completion of the course, student teachers will be able to:

- understand the concept of knowledge and knowing
- understand the different ways of knowing
- understand the facets of knowledge
- understand the epistemology of different philosophies
- understand the concept of curriculum
- understand the approaches of curriculum development
- know various designs of curriculum
- understand the importance of curriculum change

#### **COURSE-II: ASSESSMENT FOR LEARNING**

##### **OBJECTIVES**

After completion of the Course, the student teacher will be able to:

- understand the concept of assessment
- understand the use of quantitative & qualitative tools and techniques of evaluation
- develop the skill in preparing, administering and analyzing diagnostic test
- familiarize with new trends in assessment
- develop the skill necessary to compute basic statistical estimates and interpret the test scores

### **COURSE-III: CREATING AN INCLUSIVE SCHOOL**

#### **OBJECTIVES**

After completion of the course, student teachers will be able to:

- understand the concept of exceptionality and inclusive education
- acquaint themselves with the legal and policy perspectives of inclusive education
- develop positive attitude towards children with special needs
- use teaching strategies in the education of children with special needs
- use support services and partnership in teaching
- incorporate innovative practices in the education of the children with diversities

### **COURSE- IV A: LANGUAGE ACROSS THE CURRICULUM**

#### **OBJECTIVES**

After completion of the course, student teachers will be able to:

- enhance knowledge acquisition through LAC Approach
- understand the different roles of language
- use language in all domains , in each learning activity in school
- create a link among different subjects through language learning
- use multilingualism as a strategy in the classroom situation
- study authentic literary and non- literary texts
- appreciate different dialects & registers of language
- develop an insight into the symbolic relationship between curriculum, syllabus and textbooks
- understand different language skills & ways to develop these
- develop creativity among learners

### **COURSE-IV(B): UNDERSTANDING DISCIPLINES AND SUBJECTS**

#### **OBJECTIVES**

After completion of the course, student teachers will be able to:

- describe the characteristics and nature of disciplinarity
- discuss paradigm shift in the nature of disciplines
- explain the nature of education as a discipline
- examine issues related to education as interdisciplinary knowledge
- discuss the emerging issue of school and Teacher education
- understand the multiple perspective of pedagogy

### **COURSE-V (A): GENDER, SCHOOL AND SOCIETY**

#### **OBJECTIVES**

After completion of the course, student teachers will be able to:

- develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, gender parity, equity and equality and patriarchy
- understand some important landmarks in connection with gender and education in historical and contemporary period
- learn about gender issues in school, and its intersection with class, caste, religion and

region

- become aware of the processes of socialization at home and school that act as shaping factors in personality formation of the school-going child ( in Indian contexts)
- reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'

### **COURSE-V (B) Opt. (i): WORK EDUCATION**

#### **OBJECTIVES**

After completion of the course, student teachers will be able to:

- define the concept of work education
- understand the historical perspectives of work education
- develop proper attitude towards work education
- apply the strategies for promoting work education program
- assess and evaluate work education and its related activities

### **COURSE V (B) Opt. (ii): HEALTH, PHYSICAL AND YOGA EDUCATION**

#### **OBJECTIVES**

After completion of the course, student teachers will be able to

- explain the concept, aims and objectives of Health and Physical Education
- explain good posture
- describe various communicable diseases
- explain the aims, scope and functions of Yoga Education
- describe AshtangYoga of Patanjali
- explain the Yogic diet and its importance

### **COURSE- V (B) (Opt. iii) PEACE EDUCATION**

#### **OBJECTIVES**

After completion of the course, student teachers will be able to

- understand the theory of peace education and its importance
- understand peace as a dynamic social reality
- understand the NCF 2009 recommendations on peace education
- familiarize with transactional modalities
- develop the skill in role playing & story telling
- develop the feelings of peace, love compassion, tolerance and harmony through meditation, yoga and exercise
- implement the philosophies of great thinkers in their day to day life

### **COURSE V (B) Opt. (IV): GUIDANCE AND COUNSELING**

#### **OBJECTIVES**

After completion of the course, student teachers will be able to:

- explain the concepts of guidance and counseling

- demonstrate an understanding of educational, vocational and personal guidance
- recognize the need of guidance and counseling in schools
- describe various testing and non- testing techniques
- explain various services in school guidance program
- develop the skill of administration and interpretation of psychological tests
- understand the process of organization of guidance services in schools
- know the qualities required for good Counselor

## **PRACTICUM COURSES**

### **FIELD OBSERVATION**

- Develop an ability to substantiate perspectives and theoretical frameworks studied with field based experiences that are provided.
- Understand creative ways of tracking students' progress.
- Develop a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.
- Develop an ability to cater to diverse needs of learners in schools.
- Experience and understand the real world of teaching with the help of systematic supervisory support and feedback.
- Develop the ability to write a reflective journal that would facilitate to consolidate and reflect on teaching experience.

### **SCHOOL INTERNSHIP**

- Develop an ability to substantiate perspectives and theoretical frameworks studied with field based experiences that are provided.
- Understand creative ways of tracking students' progress.
- Develop a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.
- Develop an ability to cater to diverse needs of learners in schools.
- Experience and understand the real world of teaching with the help of systematic supervisory support and feedback.
- Develop the ability to write a reflective journal that would facilitate to consolidate and reflect on teaching experience.