

B.ED. (2-YEARS)

PROGRAMME LEARNING OUTCOMES (PLO)

On successful completion of the two-year B.Ed. programme, students will be able to-

- develop an understanding of the different aspects of a child with diverse abilities in the social, cultural and political context of india
- provide prospective teachers with a stimulating and catalytic environment that is both futuristic in outlook and holistic in perspective for the achievement of excellence.
- explore the process of language acquisition and learning
- generate sensitivity and competency towards catering to a multilingual audience in schools.
- apply effectively different ICT tools, software applications and digital resources.
- critically examine leadership qualities and accountability to be maintained by the different school personnel like headmaster, teacher etc.
- develop ability for personal growth and social skills in their own students
- critically examine the issues and concerns of education in the socio-cultural context in India.
- explore different methods of statistics in evaluation
- able to use technology to enrich language teaching.
- analyze learning theories and their applications in mathematics education.
- explore the role of school as an organization.
- develop capacity of applying the techniques and procedures of guidance and counseling
- understand and reflect on the concept and characteristics of environmental education from various aspects.

COURSE LEARNING OUTCOMES FOR B.Ed (2 YEARS) (CLP)

SEMESTER-I

After the completion of the course students will be able to:

(P-I) UNDERSTANDING THE LEARNER AND LEARNING ENVIRONMENT

- describe the stages of growth and development
- understand characteristics of adolescents with reference to socio-cultural factors
- analyze the concept of inequality, marginalization and multiculturalism and their effect on learning
- analyze the different learning approaches and their educational implications
- understand the role of teacher in holistic perspective of learner and learning
- understand the importance of individual differences in normal classroom

(P-II) CONTEMPORARY INDIA AND EDUCATION

- differentiate among diversity, inequality and marginalization.
- understand lpg (liberalization, privatization and globalization) and its impact on society.
- know historical background of secondary education.
- understand the constitutional obligations in relation to education.
- understand the dynamism in concepts of education in relation to changing socio, political and economic conditions in india.
- familiarize with the present educational problems of secondary education.
- critically appraise various aspects of secondary education.

(P–III) EDUCATION AND DEVELOPMENT

- analyze the social, cultural and political context of education.
- examine the changing emphasis on education in the context of globalization and privatization
- understand the relevance of education in relation to social, political, economic and cultural context.
- prepare the students to understand education helps in economic and national development.

(PAPER: IV and V) Pedagogy of a School Subject – I (PS-I) and Pedagogy of a School Subject – II (PS-II)

- classify different methods of teaching school subjects to student teachers.
- develop understanding of the significance of that particular pedagogy subject in the present context.
- correlate particular pedagogy subject with other school subjects.
- outline aims and objectives of teaching of school subject.
- acquaint student teachers with different techniques of evaluation.
- prepare and use different teaching aids.

(PAPER:VI) LANGUAGE ACROSS THE CURRICULAM (CP-III)

- understand the concept of classroom transaction
- recognize schema theories
- explain the nature and types of questioning
- explain the concept of listening, speaking, reading and writing and its significance

(PAPER:VII) READING AND REFLECTING ON TEXTS (EPC-I)

- explain different types of text
- reflect upon different types of policy document
- discuss narrative text, autobiographical text and ethnographical text

SEMESTER – II

After the completion of the course students will be able to:

(PAPER: I) UNDERSTANDING THE LEARNING PROCESS

- know the various theories of learning
- understand the concept of motivation and understand the role of teacher in motivating, strengthening and sustaining learning styles.
- explain the nature and characteristics of teaching
- describe the principles and maxims of teaching
- discuss anatomy of teaching
- differentiate between teaching and learning

(PAPER: II) ASSESSMENT FOR LEARNING

- gain a critical understanding of issues in assessment and evaluation.
- select cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination
- be exposed to different kinds and forms of assessment that aid student learning
- become the use of a wide range of assessment tools, and learn to select and construct these appropriately
- evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view

(PAPER: III) Educational Technology and ICT

- understand the nature and scope of educational technology and also about the various forms of technology
- explain the systems approach to education and communication theories and modes of communication
- familiar with the instructional design and modes of development of self-learning material
- describe the concept of ict in education and appreciate the scope of ict for improving the personal productivity and professional competencies

PAPER: (IV AND V) Pedagogy of a School Subject – I (PS-I) and Pedagogy of a School Subject – II (PS-II)

- describe some important methodologies & techniques of teaching subject.
- prepare and use appropriate audio- visual teaching aids for effective teaching of school subject.
- differentiate different types of approaches of pedagogy of a school subject.
- know the concept of evaluation.
- understand different types of test.
- formulate macro lesson plan.
- comprehend different types of micro teaching skills.

(PAPER: VI) DRAMA AND ART IN EDUCATION (EPC-II)

- prepare effective teaching aids.
- apply basic knowledge about color scheme.
- develop imagination and sense of appreciation of art and aesthetic sense.

(PAPER: VII) COMMUNICATION SKILLS

- construct a classroom climate that fosters learning, equity, and excellence and will use this knowledge to create a physical and emotional environment that is safe and productive.
- understand and apply principles and strategies for communicating effectively in varied teaching and learning contexts.
- analyze student performance and achievement; provide students with timely, high- quality feedback; and respond flexibly to promote learning for all students.

SEMESTER–III

After the completion of the course students will be able to:

(PAPER–I) School Internship CPI (SI) & CPII (SI)

- be exposed to the real experiences of classroom teaching.
- set up diverse learners in inclusive classroom setup.
- apply teaching skills and dealing with classroom problems.

(PAPER–II) FILED ENGAGEMENT WITH COMMUNITY and CP FE-III

- develop an awareness and sensitivity.
- progress the capacity to facilitate personal growth and social skills in their own students.
- identify the diversities and dealing it in inclusive classroom for environment disable students.

SEMESTER–IV

After the completion of the course students will be able to:

(PAPER–I) GENDER, SCHOOL & SOCIETY

- understand the basic terms, concepts used in gender studies.
- comprehend the gender discrimination in construction and dissemination of knowledge.
- develop an awareness and sensitivity.

(PAPER–II) GUIDANCE AND COUNSELLING

- understand the meaning, nature and scope of guidance.
- recognize the role of guidance and counseling.
- appreciate the need of guidance.
- understand the meaning, nature and scope of counseling.
- analyze the relationship between guidance and counseling.

(PAPER–III) INCLUSIVE EDUCATION

- explain the concept of disability.
- describe the concept of inclusion and its historical perspective.
- differentiate various types of inclusion.
- explain various constraints in setting inclusive schools.

(PAPER–IV) SCHOOL MANAGEMENT

- explain school as a conducive learning environment.
- describe the role of teacher and the principal in ensuring a vibrant school climate.
- summarize the concept of quality enhancement and management in school.

(PAPER–V) VOCATIONAL AND WORK EDUCATION CP -V (Option: i)

- describe education demands of the population, support professional, career development.
- relate feed economy with qualified staff competitive both on local and international labor market.
- support student mobility.
- plan professional development of minority groups and create employment opportunities for them.

HEALTH AND PHYSICAL EDUCATION CP – V (OPTION: ii)

- state personal hygiene.
- describe about the concept of health education.
- explain the importance of balanced diet.
- understand the techniques used to diagnose health.

PEACE AND VALUE EDUCATIONCP- V (Option: iii)

- describe the concept of peace education.
- explain the dynamics of transformation of violence into peace.
- generalize the significance of peace in self-development.
- familiarize the nature of conflicts and their resolutions.

FOUNDATIONS OF CURRICULAM DEVELOPMENT CP- V

(Option: iv)

- understand the concept of curriculum
- differentiate curriculum and syllabus
- discuss various facets of curriculum
- converse theories and types of curriculum
- explain the process of curriculum development
- discuss the role of school philosophy in developing curriculum
- discriminate between centralized and de-centralized curriculum
- confer the problem of curriculum load

(PAPER–VI) Enriching Learning through ICT (EPC–III)

- describe about computer and its components.
- prepare slide presentation.

(PAPER–VII)

- **UNDERSTANDING THE SELF (EPC–IV)**
- discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- progress the capacity to facilitate personal growth and social skills in their own students