

**SUM COLLEGE OF TEACHER EDUCATION**

**Mamba, Kannur**

**PLO&CLO**

## Programme Learning Outcomes Of Two Year BEd Programme

1. Upon completion of the programme, students will demonstrate professional competence, reflectiveness, and adaptability as teachers, enabling them to effectively navigate diverse educational contexts.
2. Students will exhibit heightened social sensitivity and a nuanced understanding of human interactions, cultivated through continuous self-reflection and introspection.
3. Students will attain comprehensive knowledge of the subjects taught in upper primary, secondary, and higher secondary classes, facilitating effective teaching and curriculum development.
4. Students will be proficient in analyzing textbooks, curriculum frameworks, and syllabi, and will be able to design and implement classroom activities that align with educational goals.
5. Students will be equipped to bridge school-based knowledge with community knowledge and real-life experiences, fostering meaningful connections between classroom learning and the outside world.
6. Through observation, experiential learning, analysis, and critical reflection, students will construct their own knowledge base, enhancing their teaching efficacy and adaptability.
7. Students will demonstrate an understanding of the psychological and social attributes of learners, including their unique abilities and needs, enabling them to provide tailored support and guidance in the classroom.
8. Students will stay abreast of current trends and developments in the field of education, incorporating innovative practices and methodologies into their teaching repertoire.
9. Students will be adept at employing child-centered teaching and learning strategies, fostering student engagement, autonomy, and critical thinking skills.
10. Students will acquire proficiency in various pedagogical methods and approaches, enabling them to effectively organize and facilitate diverse learning experiences in the classroom.
11. Students will demonstrate competency in developing and utilizing ICT-integrated learning resources, enhancing student learning experiences through technology integration.
12. Students will gain knowledge of assessment procedures and techniques, enabling them to effectively evaluate student progress and interpret assessment results for informed instructional decisions.
13. Students will be familiar with the professionalization of teacher education, understanding the ethical responsibilities and standards associated with the teaching profession.



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## Course Learning Outcomes

### SEMESTER- I

#### **BED C 101: PSYCHOLOGY OF CHILDHOOD AND GROWING UP**

1. Develop a nuanced comprehension of childhood and adolescence within the Indian social framework, fostering sensitivity and critical analysis of diverse social, educational, and cultural contexts influencing these developmental stages.
2. Gain theoretical perspectives on human development, encompassing its various dimensions and stages, along with an understanding of developmental tasks essential for student teachers.
3. Cultivate an awareness of how socio-political factors shape differing childhood experiences within children's immediate environments, including family, schools, neighborhoods, and communities.
4. Analyze prominent theories of intelligence in educational contexts, exploring their applications and implications across diverse settings.
5. Explore various theories of personality, with a specific focus on understanding the influence of socio-cultural factors on personality development, particularly within the Indian context.
6. Provide practical experiences for student teachers to engage with children directly, offering training in methodologies aimed at comprehending and facilitating children's development effectively.

#### **BED C 102: CONTEMPORARY INDIA AND EDUCATION**

1. Foster student-teachers' active engagement with studies on Indian society and education, cultivating a comprehensive understanding of the societal and educational dynamics within the Indian context.
2. Equip student-teachers with conceptual tools for sociological analysis, coupled with hands-on experiences of interacting with diverse communities, children, and schools, enabling them to apply theoretical knowledge to real-world scenarios effectively.
3. Cultivate insight among student-teachers through the analysis of diversity, inequality, and marginalization in society, emphasizing the implications of these factors for education and fostering a deeper understanding of societal complexities.
4. Develop a comprehensive and critical understanding among student-teachers regarding the policy framework for public education in India, empowering them to navigate and contribute effectively to the evolving landscape of educational policies and practices.

## **BED C 103: LANGUAGE ACROSS THE CURRICULUM**

1. Enhance language proficiency and comprehension of academic content among participants, enabling them to effectively engage with and comprehend complex subject matter.
2. Gain insight into the function of language, including an understanding of the language backgrounds of children and their utilization of language as a tool for communication and learning.
3. Acquire knowledge of the various types of classroom discourses, allowing participants to recognize and navigate different communication styles and contexts within educational settings.
4. Develop a comprehensive understanding of reading comprehension strategies tailored to content areas, equipping participants with the skills to effectively comprehend and analyze subject-specific texts.
5. Formulate strategies for utilizing oral language effectively in the classroom, facilitating active participation, comprehension, and communication among students.
6. Understand the synergistic relationship between oral and written language in the classroom, and learn how to leverage both modalities to optimize learning outcomes for students across diverse academic contexts.

## **BED P 101.3: UNDERSTANDING THE DISCIPLINE AND SUBJECT-ENGLISH**

1. Acquaint participants with the meaning, nature, and characteristics of language education, providing a foundational understanding of its principles and practices.
2. Familiarize participants with the nature, roles, and scope of the English language in the contemporary global context, highlighting its significance and status in the present-day world.
3. Introduce participants to the taxonomy of educational objectives, enabling them to categorize and articulate learning goals effectively.
4. Develop participants' insight into the symbiotic relationship between curriculum, syllabus, and textbooks, emphasizing their interconnectedness and impact on teaching and learning outcomes.
5. Equip participants with the competencies and professional qualifications required for effective teaching in the current educational landscape, focusing on the skills and knowledge essential for successful classroom instruction.
6. Identify methods, approaches, materials, and emerging trends for teaching English at various proficiency levels, allowing participants to explore diverse pedagogical strategies and resources.
7. Foster the ability to apply theoretical frameworks and concepts related to language teaching in practical teaching contexts, facilitating the integration of theory and practice in language instruction.
8. Familiarize participants with different approaches, methods, and techniques for language teaching, with a focus on the acquisition of fundamental language skills such as listening,

- speaking, reading, and writing.
9. Update participants' knowledge of current approaches, methods, and instructional strategies in language teaching, ensuring alignment with contemporary best practices and research findings.
  10. Develop participants' ability to critically evaluate and select the most suitable approaches, methods, and strategies for classroom teaching, considering factors such as learner needs, context, and learning objectives.

### **BED P 101.7: UNDERSTANDING THE DISCIPLINE AND SUBJECT –MATHEMATICS**

1. Develop an understanding and appreciation of the characteristics and evolution of mathematics, recognizing its significance in the development of modern society and its applications across various fields.
2. Explore the historical development of mathematics and recognize the contributions made by prominent mathematicians throughout history.
3. Identify and comprehend the essential qualities and attributes of an effective mathematics teacher, including pedagogical skills, subject knowledge, and instructional strategies.
4. Gain insight into the professional growth and development of mathematics teachers, including the acquisition of skills, knowledge, and experiences necessary for continuous improvement.
5. Analyze the mathematical implications of various theories of learning, understanding how different learning theories inform teaching practices and student engagement in mathematics.
6. Develop competence in utilizing modern psychological theories to design and implement effective teaching-learning processes in mathematics education, fostering student understanding and engagement.
7. Compare and contrast the nature and functions of different instructional approaches and techniques used in teaching mathematics, evaluating their effectiveness in promoting student learning and achievement.
8. Enhance understanding of the principles of curriculum construction and organization specific to mathematics education, focusing on alignment with educational standards, learning objectives, and student needs.
9. Investigate the characteristics and developmental aspects of mathematics, exploring its foundational concepts, structures, and applications within diverse contexts.



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## **BED P 101.8: UNDERSTANDING THE DISCIPLINE AND SUBJECT-NATURAL SCIENCE**

1. Acquire familiarity with the nature of science, fostering a deeper understanding of its principles, methods, and applications.
2. Develop an understanding of the role and significance of science within the National School Curriculum, recognizing its importance in shaping educational objectives and outcomes.
3. Gain insight into the historical evolution of science education, tracing its development over time and understanding key milestones and shifts in pedagogical approaches.
4. Update knowledge of current learning and instructional practices prevalent in state schools in Kerala, ensuring alignment with contemporary educational standards and trends.
5. Comprehend various approaches, methods, and techniques for teaching science, enabling effective delivery of instruction and promoting student engagement and understanding.
6. Understand the principles underlying curriculum organization, including the alignment of learning objectives, content, and assessment strategies in science education.
7. Familiarize with a range of resources and materials available for teaching and learning science, including digital tools, laboratory equipment, and supplementary materials, enhancing the effectiveness of instruction.
8. Cultivate the skills and competencies necessary to become a professional science teacher, including effective communication, classroom management, and pedagogical innovation, ensuring high-quality science education delivery.

## **BED P 101.9: UNDERSTANDING THE DISCIPLINE AND SUBJECT-PHYSICAL SCIENCE**

1. Develop a comprehensive understanding of the nature, significance, and scope of physical science, encompassing its fundamental principles and applications across various domains.
2. Recognize science as both a process and a product, understanding the iterative nature of scientific inquiry and the creation of scientific knowledge.
3. Foster the development of scientific attitude and aptitude in learners, encouraging curiosity, critical thinking, and problem-solving skills essential for scientific inquiry and exploration.
4. Gain awareness of various instructional strategies and curricular approaches employed in teaching physical science, ensuring effective and engaging delivery of content to learners.
5. Acquire knowledge of the scientific method of inquiry, including its principles, steps, and applications, enabling systematic investigation and analysis of natural phenomena.
6. Attain mastery over the methods, techniques, and content of physical science instruction, facilitating effective transacting of concepts and principles to learners.
7. Appreciate and harness the innate curiosity of every child about their natural surroundings, fostering a learning environment that encourages exploration, observation, and questioning.



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## **BED P 101.11: UNDERSTANDING THE DISCIPLINE AND SUBJECT-SOCIAL SCIENCE**

1. Develop a comprehensive understanding of the nature, scope, and values inherent in social science teaching, recognizing its significance in promoting critical thinking, societal awareness, and civic engagement.
2. Gain insight into the aims and objectives of teaching social science at the secondary level, understanding the goals of fostering analytical skills, historical perspective, and civic responsibility among students.
3. Explore the interconnectedness of social science with other subjects, recognizing its interdisciplinary nature and its role in providing a holistic understanding of societal dynamics.
4. Identify relevant psychological theories and their application in facilitating effective learning and instruction in social science education, enhancing pedagogical practices and student engagement.
5. Achieve proficiency in instructional strategies, methods, and skills tailored to teaching social science, ensuring engaging and effective delivery of content to students.
6. Understand the principles of curriculum construction and familiarize oneself with various approaches to organizing social science curriculum, aligning learning objectives with educational standards and student needs.
7. Develop an appreciation for the role and significance of social science in promoting national integration and fostering international understanding, emphasizing its contribution to global citizenship and multicultural awareness.
8. Acquire knowledge of various societal issues and challenges, enabling informed discussions and critical analysis within the classroom setting, and empowering students to become active participants in addressing social issues.
9. Familiarize oneself with the importance of instructional materials in social science teaching, recognizing their role in enhancing student comprehension, engagement, and retention of key concepts and principles.

## **BED C104: PHYSICAL EDUCATION**

- Students will demonstrate an understanding of key fitness concepts, including components such as cardiovascular endurance, muscular strength, flexibility, and body composition.
- They will be able to articulate the purpose of fitness tests and their relevance to overall health and well-being.
- Student teachers will become aware of the choices that influence their own health and well-being.
- They will recognize the importance of nutrition and physical fitness in making informed lifestyle decisions.
- Students will develop a value for good nutrition and physical fitness, leading to the adoption of lifelong habits that promote optimal health.



  
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- They will demonstrate an ability to make better choices regarding their own health behaviors.
- Student teachers will acquire proficiency in the procedures involved in fitness testing.
- They will demonstrate competence in conducting fitness tests accurately and consistently.
- Students will collaborate effectively in group settings to conduct fitness testing.
- They will collect and analyze fitness testing data, creating a comprehensive database for individual and group assessment.
- Student teachers will interpret fitness testing scores meaningfully, applying established norms and standards.
- They will prepare reports detailing the interpretation of fitness levels for individuals and groups, facilitating informed decision-making and goal-setting.
- Students will recognize and adhere to ethical considerations in fitness assessment, avoiding practices that may unfairly penalize individuals for factors beyond their control.
- They will prioritize fairness and equity in evaluating fitness components, considering individual differences and circumstances.

### **Course EPC 01: READING AND REFLECTING ON TEXT**

1. Enhance their facility in the language of instruction, recognizing its importance for comprehending ideas, engaging in reflection and critical thinking, and effectively expressing and communicating thoughts and concepts.
2. Strengthen their ability to read, think, discuss, and communicate, as well as to write, in the language of instruction through a range of primarily text-based language activities designed to promote language proficiency.
3. Develop skills in group work that support different levels of learning, facilitating collaborative learning environments where student teachers with varying language abilities can thrive and support one another's growth.
4. Learn to engage with ideas and appreciate the diversity of writing styles and contexts, understanding that different kinds of writing serve different purposes and audiences.
5. Emphasize areas of language proficiency that lay a foundation for becoming self-learners, reflective and expressive teachers, and collaborative professionals, fostering their growth as effective educators who can navigate diverse educational contexts with confidence and competence.

## **SEMESTER II**

### **BED C 201: PSYCHOLOGY OF LEARNING AND TEACHING**

1. Develop a comprehensive understanding of the process of learning, including the concept, nature, and various factors influencing learning, enabling participants to analyze and optimize learning environments effectively.
2. Gain insight into the cognitive processes involved in different approaches to the



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teaching-learning process, fostering an understanding of how cognitive mechanisms influence learning outcomes.

3. Explore different theoretical perspectives on learning, with a focus on cognitive views of learning and social-constructivist theories, allowing participants to critically evaluate and apply these perspectives in educational contexts.
4. Develop awareness of different learning contexts and opportunities, fostering exploration and innovation in learning methodologies tailored to diverse learner needs and preferences.
5. Familiarize participants with various teaching-learning strategies suitable for addressing individual differences among learners, promoting inclusivity and personalized learning experiences.
6. Understand constructivist views and neo-constructivist methods of learning, enabling participants to design and implement learner-centered instructional approaches that promote active engagement and knowledge construction.
7. Acquire different techniques of motivation for effective classroom transactions, enhancing participants' ability to create engaging and dynamic learning environments that promote student motivation and participation.
8. Gain an understanding of the concept of mental health and mental hygiene, recognizing the importance of creating supportive and conducive learning environments for student well-being and academic success.
9. Acquaint participants with the concept, process, and importance of group dynamics, enabling them to leverage group dynamics principles for effective class management and collaborative learning experiences.
10. Apply the principles of group dynamics to facilitate effective class management, promoting positive interactions, cooperation, and engagement among students in the learning process.

### **BED C 202: KNOWLEDGE AND CURRICULUM PART-1**

1. Foster a deep understanding of education concepts and dispel misconceptions among teacher-students, equipping them to embody the principles of education in their practice and become authentic practitioners.
2. Enable student teachers to become proficient in various strategies of knowledge creation and effective facilitators of knowledge construction, empowering them to promote active and engaged learning environments.
3. Cultivate a culture of lifelong learning among student teachers, fostering their active participation in learning communities and encouraging continuous professional development.
4. Provide student teachers with insight into the epistemologies of different schools of philosophy and diverse approaches to knowledge and knowing, enabling them to critically analyze their impact on educational systems and practices.
5. Develop the competency of curriculum development and evaluation among student teachers, equipping them with the skills and knowledge necessary to design, implement, and assess effective educational programs and initiatives.



  
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### **BED P 201.3: PEDAGOGY OF SCHOOL SUBJECT-PART 1: ENGLISH**

1. Gain familiarity with the nature of textbooks and develop the ability to analyze them pedagogically, enabling participants to critically assess their suitability and effectiveness in supporting teaching and learning objectives.
2. Understand various pedagogical approaches and strategies for acquiring language skills and navigating different discourses within the school curriculum, facilitating effective language instruction across diverse contexts.
3. Develop a comprehensive understanding of pedagogy and its underlying principles, empowering participants to apply pedagogical theories and concepts in their teaching practice.
4. Cultivate the ability to acquire and practice complex teaching skills through classroom teaching, enhancing participants' effectiveness as educators in diverse instructional settings.
5. Develop the ability to design lesson templates that incorporate relevant objectives and activities, facilitating structured and goal-oriented lesson planning aligned with educational objectives.
6. Acquire knowledge of the importance of planning in teaching, recognizing its role in promoting student engagement, learning outcomes, and overall classroom effectiveness.
7. Familiarize participants with effective ways of employing teaching skills for impactful teaching, promoting student understanding and achievement across various subjects and grade levels.
8. Acquire the ability to plan lessons effectively and implement them in classroom teaching, ensuring coherence, relevance, and alignment with learning objectives and student needs.
9. Develop the ability to identify and apply suitable teaching and learning resources in classroom teaching, enhancing instructional effectiveness and catering to diverse learning styles and preferences.

### **BED P 201.7: PEDAGOGY OF SCHOOL SUBJECT-PART 1: MATHEMATICS**

1. Develop a comprehensive understanding of the major skills required for effective teaching of Mathematics, enabling participants to employ various instructional techniques and strategies to enhance student learning outcomes.
2. Gain proficiency in pedagogical analysis of Mathematics topics, allowing participants to critically assess and analyze different mathematical concepts and topics from a pedagogical perspective.
3. Develop competency in instructional planning, equipping participants with the skills and knowledge necessary to design effective and coherent lesson plans tailored to the needs of learners.
4. Become proficient in planning lessons based on selected micro-teaching skills, ensuring the integration of pedagogically sound teaching methods and approaches into classroom instruction.
5. Familiarize with a range of resources for teaching and learning mathematics, including



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instructional materials, technological tools, and supplementary resources, enhancing the quality and effectiveness of mathematics instruction.

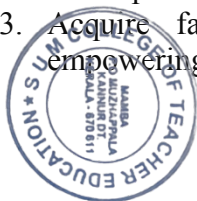
6. Apply evaluation techniques and tools for comprehensive assessment of learners' understanding and proficiency in mathematics, enabling informed decision-making and instructional planning.
7. Demonstrate proficiency in planning lessons based on selected topics, integrating relevant instructional strategies and activities to promote student engagement and achievement.
8. Develop competency in designing achievement tests in mathematics, ensuring alignment with learning objectives and standards, and providing valid and reliable measures of student learning.
9. Become proficient in interpreting test results and implementing remediation strategies to address individual student needs and promote learning progress.
10. Implement Continuous and Comprehensive Evaluation (CCE) practices in mathematics education, fostering ongoing assessment, feedback, and support to facilitate holistic student development and learning.

#### **BED P 201.8: PEDAGOGY OF SCHOOL SUBJECT-PART 1: NATURAL SCIENCE**

1. Gain a thorough understanding of the importance of planning in the Teaching-Learning Process, recognizing the significance of different planning approaches to optimize instructional effectiveness.
2. Develop proficient teaching skills by comprehending the meaning, scope, and importance of various models of teaching, empowering educators to employ appropriate pedagogical strategies to enhance student learning outcomes.
3. Acquire the ability to conduct pedagogical analysis specifically focusing on 8th, 9th, and 11th-grade Biology topics, enabling educators to critically evaluate content and instructional methods for improved teaching efficacy.
4. Familiarize with co-curricular activities relevant to science education, enabling educators to integrate hands-on and experiential learning opportunities into the curriculum to enrich student engagement and understanding.
5. Cultivate practical skills in organizing and maintaining libraries and laboratories in science education, equipping educators with the capability to create conducive learning environments that facilitate meaningful scientific exploration and inquiry.

#### **BED P 201.9: PEDAGOGY OF SCHOOL SUBJECT-PART 1: PHYSICAL SCIENCE**

1. Gain proficiency in analyzing textbooks prescribed for secondary level classes, enabling educators to assess the content, structure, and suitability of instructional materials for effective teaching and learning.
2. Analyze the context of physical science as a pedagogue, allowing educators to understand the unique challenges and opportunities associated with teaching physical science and develop strategies for effective instruction.
3. Acquire familiarity with planning instruction according to specified objectives, empowering educators to align teaching strategies and activities with desired learning



  
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outcomes effectively.

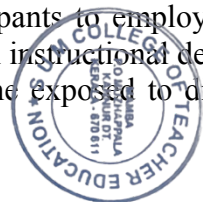
4. Develop unit plans and innovative lesson plans that integrate diverse instructional approaches and activities, promoting active engagement and deep understanding among students.
5. Create micro-lessons focusing on core teaching skills, providing educators with opportunities to practice and refine essential instructional techniques in a controlled and supportive environment.

### **BED P 201.11: PEDAGOGY OF SCHOOL SUBJECT-PART 1: SOCIAL SCIENCE**

1. Acquire familiarity with core teaching skills and proficiency through practicing micro-teaching sessions, enabling participants to master essential teaching techniques and strategies.
2. Apply principles of teaching to create various types of instructional plans, empowering participants to design effective and engaging learning experiences tailored to diverse learner needs and contexts.
3. Undertake pedagogic analysis of social sciences textbooks for secondary and higher secondary classes, enabling participants to critically evaluate content and instructional methods to enhance teaching efficacy.
4. Develop the ability to apply constructivist learning design in the modern classroom, fostering student-centered and inquiry-based instructional approaches that promote active learning and deeper understanding of social sciences concepts.
5. Gain practical experience in handling software and hardware materials relevant to teaching social science, equipping participants with the skills and knowledge necessary to effectively integrate technology-enhanced learning resources into social science instruction, enhancing engagement and learning outcomes.

### **BED P 202.3: ASSESSMENT FOR LEARNING-ENGLISH**

1. Acquire a conceptual understanding of assessment, enabling participants to comprehend its fundamental principles and purposes in educational contexts.
2. Gain introduction to different measures of assessment, allowing participants to explore various methods and approaches used to measure student learning and achievement.
3. Develop a critical understanding of issues in assessment and evaluation, fostering awareness of ethical, cultural, and practical considerations that impact assessment practices.
4. Grasp the basics of assessment, including formative and summative assessment, evaluation and measurement, tests, and examinations, providing participants with foundational knowledge essential for effective assessment practices.
5. Become proficient in evaluation, assessment, measurement, and tests, enabling participants to employ assessment strategies effectively to monitor student progress and inform instructional decisions.
6. Become exposed to different kinds of tasks, tools, techniques, and forms of assessment



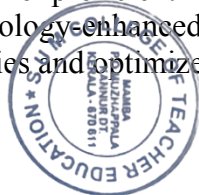
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that aid student learning, fostering versatility and adaptability in assessment practices to meet diverse learner needs.

7. Develop proficiency in administering, scoring, and interpreting professionally developed and teacher-made assessment procedures, ensuring accurate and reliable assessment data for informed decision-making.
8. Understand the assessment of students with disabilities, equipping participants with the knowledge and skills necessary to accommodate diverse learners and ensure equitable assessment practices.
9. Receive training in IT-based modes of assessment, enabling participants to utilize technology-enhanced assessment tools and platforms to enhance assessment efficiency, accuracy, and accessibility.

### **BED P 202.7: ASSESSMENT FOR LEARNING-MATHEMATICS**

1. Develop awareness of recommendations made by various education commissions regarding educational evaluation, enabling participants to understand historical perspectives and evolving practices in assessment and evaluation.
2. Understand the concept of evaluation based on learning theories, allowing participants to appreciate the theoretical underpinnings of assessment practices and their implications for instructional design and student learning.
3. Gain critical awareness of issues in assessment and evaluation, fostering a reflective stance towards assessment practices and promoting consideration of ethical, cultural, and practical factors that impact assessment.
4. Become proficient in evaluation, assessment, measurement, and tests, equipping participants with the skills and knowledge necessary to design, implement, and interpret various assessment methods effectively.
5. Become exposed to different kinds of tasks, tools, techniques, and forms of assessment that aid student learning, enhancing participants' repertoire of assessment strategies to meet diverse learner needs.
6. Develop proficiency in developing assessment tools and techniques for classroom assessment, enabling participants to create assessments that align with learning objectives and provide meaningful insights into student learning.
7. Become proficient in administering, scoring, and interpreting both professionally developed and teacher-made assessment procedures, ensuring accurate and reliable assessment data for informed decision-making.
8. Become proficient in grading procedures, preparing report cards, and effectively communicating assessment results to stakeholders, promoting transparency and accountability in the assessment process.
9. Gain awareness in the assessment of students with disabilities, fostering inclusive assessment practices that accommodate diverse learner needs and promote equity in education.
10. Become proficient in computerized adaptive testing, enabling participants to utilize technology-enhanced assessment methods to tailor assessments to individual student abilities and optimize assessment efficiency and accuracy.



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### **BED P 202.8: ASSESSMENT FOR LEARNING-NATURAL SCIENCE**

1. Gain comprehensive understanding of the aims and objectives of teaching science, enabling participants to align instructional practices with educational goals effectively.
2. Develop critical understanding about assessment and evaluation in science education, fostering reflection on assessment practices and their impact on student learning and achievement.
3. Become exposed to different kinds and forms of assessment tools used in science education, broadening participants' knowledge of assessment methods and techniques available for measuring student progress and understanding.
4. Develop skills in constructing and administering achievement and diagnostic tests in science education, empowering participants to design assessments that accurately measure student learning outcomes and identify areas for improvement.
5. Develop proficiency in using different statistical treatments for data analysis in science education, equipping participants with the analytical skills necessary to interpret assessment results and draw meaningful conclusions about student performance and instructional effectiveness.

### **BED 202.9: ASSESSMENT FOR LEARNING-PHYSICAL SCIENCE**

1. Develop a comprehensive understanding of the aims and objectives of teaching physical science in secondary schools, enabling participants to align instructional practices with educational goals effectively.
2. Gain a critical understanding of issues in assessment and evaluation from a constructivist paradigm, fostering reflection on assessment practices that promote student-centered learning and meaningful engagement.
3. Become cognizant of key assessment concepts, such as formative and summative assessment, evaluation, and measurement, providing participants with foundational knowledge essential for designing and implementing effective assessment strategies.
4. Be exposed to different kinds and forms of assessment that aid student learning, expanding participants' repertoire of assessment methods and techniques to cater to diverse learner needs and preferences.
5. Become proficient users of a wide range of assessment tools, and learn to select and construct these appropriately, empowering participants to design assessments that accurately measure student learning outcomes and provide meaningful feedback.
6. Evolve realistic, comprehensive, and dynamic assessment procedures that are able to keep the whole student in view, promoting holistic assessment practices that consider multiple dimensions of student learning and development.



  
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## **BED P 202.11: ASSESSMENT FOR LEARNING-SOCIAL SCIENCE**

1. Develop the ability to design evaluation procedures and tools for measuring the attainment of teaching objectives, enabling participants to create assessments that align with educational goals effectively.
2. Develop skills to undertake the evaluation procedure objectively and effectively, fostering impartiality and rigor in assessment practices to ensure accurate measurement of student learning outcomes.
3. Develop understanding about the importance of evaluation in the teaching-learning process, recognizing its role in providing feedback, monitoring progress, and informing instructional decisions to enhance student learning.
4. Develop the ability to apply different approaches of evaluation in the teaching-learning process, enabling participants to select and implement appropriate assessment methods tailored to diverse instructional contexts and learner needs.
5. Develop the ability to use instructional objectives in framing questions for evaluating students, ensuring alignment between assessment tasks and desired learning outcomes.
6. State the importance of guidance to overcome educational and adjustment problems of the learner, recognizing the significance of providing support and assistance to promote student success and well-being.
7. Develop the ability to interpret test scores graphically, facilitating meaningful interpretation and communication of assessment results to stakeholders.
8. Develop the ability to apply statistical techniques to interpret data, enabling participants to analyze assessment data effectively and draw valid conclusions about student performance and instructional effectiveness.
9. Gain awareness in the assessment of students with disabilities, fostering inclusive assessment practices that accommodate diverse learner needs and promote equity in education.
10. Develop proficiency in computerized adaptive testing and statistical analysis using SPSS and R, enhancing participants' ability to utilize technology-enhanced assessment tools and statistical software for efficient and accurate data analysis.

## **BEDC203 :PHYSICAL EDUCATION**

- Students will actively engage in wholesome physical activities, sports, and games.
- They will demonstrate participation in both intramural and extramural competitions, fostering a sense of camaraderie and teamwork.
- Student teachers will actively participate in at least one intramural or extramural competition in games and sports.
- They will also engage in at least one athletic event within the sports meet, showcasing their athletic abilities and sportsmanship.
- Students will develop sportsmanship values such as fair play, respect, and integrity through their participation in competitive events.



  
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- They will collaborate effectively with teammates and opponents alike, fostering a spirit of teamwork and cooperation.
- Through their involvement in physical activities and competitive events, students will enhance their physical fitness levels and develop proficiency in various sports and games.
- They will demonstrate improvements in skills such as agility, coordination, and endurance, contributing to their overall well-being and athletic development.

## **EPC 02: DRAMA AND ART IN EDUCATION**

1. Identify and cultivate one's own creative potential, fostering self-awareness and confidence in creative expression.
2. Develop the ability to engage different faculties simultaneously—including physical, intuitive, emotional, sensual, and mental aspects—through practical exercises, promoting holistic and integrated approaches to creativity.
3. Explore the role of the teacher as a creative guide in learning that is drama-driven, understanding how creative expression can enhance educational experiences and foster student engagement and understanding.
4. Recognize the role of "drama as education" in the secondary school context, appreciating its potential to facilitate experiential learning and personal growth.
5. Learn the use of art in the teaching-learning process, acquiring skills and strategies to integrate artistic expression into educational activities to enhance student learning and engagement.
6. Develop an appreciation for diverse art forms and the role of art in human culture, fostering cultural awareness and sensitivity among educators and students.
7. Evolve collective art projects incorporating different art media into a public festival or event, promoting collaboration, community engagement, and the celebration of creativity.
8. Develop a deep understanding, appreciation, and skills in one chosen medium through self-work, enabling participants to explore their artistic abilities and evaluate themselves as artists and art educators, fostering personal and professional growth.

## **SEMESTER III**

### **BED P 301.3: PEDAGOGY OF SCHOOL SUBJECT-PART II: ENGLISH**

1. Gain a thorough understanding of the concept and importance of techno-pedagogical analysis, enabling participants to effectively integrate technology into instructional practices to enhance student learning outcomes.
2. Develop insight into the role of the teacher as a techno-pedagogue, recognizing the significance of leveraging technology to facilitate engaging and effective teaching and learning experiences.
3. Familiarize with the basics of teaching and the teaching profession, providing participants with foundational knowledge essential for success in the field of education.

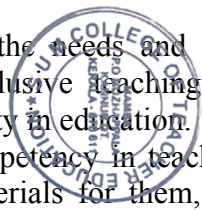


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4. Familiarize with strategies for professionalizing language education in a technological scenario, equipping participants with the skills and knowledge necessary to integrate technology effectively into language instruction.
5. Acquaint with ways of integrating ICT resources in teaching and evaluation, enabling participants to utilize technology-enhanced resources and tools to enrich instructional activities and assess student learning effectively.
6. Develop an understanding of professional traits and competencies essential for effective teaching, fostering a commitment to ongoing professional development and growth.
7. Promote student effort in learning through effective instructional practices and supportive learning environments, encouraging active engagement and participation among learners.
8. Equip to manage diverse learner needs in language classes, fostering inclusive teaching practices that accommodate varying abilities, backgrounds, and learning styles.
9. Develop interest in innovative practices in the field of English Language Teaching and learning, inspiring participants to explore and implement creative and effective teaching strategies.
10. Develop the ability to apply ICT-based resources for enhancing teacher effectiveness, enabling participants to leverage technology to streamline administrative tasks, improve communication, and enhance instructional delivery.
11. Develop professional competencies and personal qualities necessary for success in the field of education, including communication skills, adaptability, and a commitment to lifelong learning and growth.

#### **BED P 301.7: PEDAGOGY OF SCHOOL SUBJECT-PART II: MATHEMATICS**

1. Develop competency in analyzing and teaching various topics in mathematics pedagogically, enabling participants to effectively plan and deliver instruction that meets the diverse needs of learners.
2. Develop understanding about the planning of instruction, equipping participants with the skills and knowledge necessary to design coherent and effective lesson plans aligned with learning objectives.
3. Become proficient in planning lessons based on select models of teaching, enabling participants to apply pedagogical theories and approaches to instructional design and delivery effectively.
4. Develop competency in the preparation of programmed learning materials, empowering participants to create structured and interactive learning resources that support student engagement and understanding.
5. Practice various recreational techniques of teaching mathematics, fostering creativity and engagement in mathematics instruction to enhance student motivation and learning outcomes.
6. Sensitize to the needs and requirements of slow and gifted learners in mathematics, fostering inclusive teaching practices that accommodate diverse learner needs and promote equity in education.
7. Develop competency in teaching exceptional children and in the preparation of suitable teaching materials for them, enabling participants to adapt instructional strategies and materials to meet the unique needs of exceptional learners effectively.
8. Acquire basic skills needed for effective teaching through ICT, enabling participants to



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leverage technology-enhanced resources and tools to enhance instructional delivery and student engagement.

9. Acquire mastery in cooperative learning techniques, enabling participants to foster collaboration and teamwork among students to enhance learning outcomes and promote social and emotional development.
10. Apply multiple intelligence theory in practical situations, enabling participants to design and implement differentiated instructional strategies that cater to diverse learner strengths and preferences.

### **BED P 301.8: PEDAGOGY OF SCHOOL SUBJECT-PART II: NATURAL SCIENCE**

1. Develop understanding and proficiency in Pedagogic transaction, enabling participants to effectively plan, deliver, and assess instruction using diverse pedagogical strategies and techniques.
2. Understand and identify the interrelationship of different areas of Technological Pedagogical Content Knowledge (TPACK), fostering the integration of technology, pedagogy, and content knowledge to enhance teaching and learning experiences.
3. Develop skills in technological pedagogical analysis of content knowledge (TPACK), equipping participants with the ability to evaluate and select appropriate technology tools and resources to support instructional goals and objectives.
4. Understand the scope of networking in science teaching, recognizing the potential of networking to facilitate collaboration, resource sharing, and professional development among science educators.
5. Develop skills in networking through different ways, enabling participants to establish and maintain professional connections with colleagues, experts, and resources to support effective science teaching practices.
6. Understand the use of video conferencing and smart classrooms, enabling participants to leverage technology-enhanced tools and platforms to facilitate remote learning, collaboration, and engagement in science education.
7. Understand various strategies to address the needs of learners with special needs, fostering inclusive teaching practices that accommodate diverse learner needs and promote equitable access to science education.

### **BED P 301.9: PEDAGOGY OF SCHOOL SUBJECT-PART II: PHYSICAL SCIENCE**

1. Acquire familiarity with digital and non-digital learning resources available for science education, enabling participants to effectively integrate technology and traditional teaching materials to enhance instructional delivery.
2. Develop awareness in designing science laboratories and implementing safety precautions and first aid protocols, ensuring safe and conducive learning environments for science experiments and activities.
3. Develop skills in organizing science libraries and utilizing them effectively in the classroom, enabling participants to access and incorporate relevant resources to support science teaching and learning.
4. Explore various co-curricular activities in science and recognize their significance in developing skills and attitudes, fostering experiential learning opportunities that



  
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complement and reinforce classroom instruction.

5. Apply techno-pedagogic skills in the teaching-learning process in science, enabling participants to leverage technology-enhanced teaching methods and strategies to engage students, promote conceptual understanding, and facilitate inquiry-based learning experiences.

## **BED P 301.11: PEDAGOGY OF SCHOOL SUBJECT-PART II: SOCIAL SCIENCE**

1. Gain familiarity with innovative practices in Social Science teaching, enabling participants to apply creative and effective teaching methods in the modern classroom to enhance student engagement and learning outcomes.
2. Develop different strategies to cater to individual differences in learning, empowering participants to create inclusive learning environments that accommodate diverse learner needs and preferences.
3. Acquire knowledge and understanding in the preparation and management of teaching aids and equipment for teaching Social Science, equipping participants with the skills necessary to effectively integrate instructional materials and resources into lesson planning and delivery.
4. Develop the ability to become a professional Social Science teacher, fostering a commitment to ongoing professional development, reflective practice, and ethical conduct in the teaching profession.
5. Gain familiarity with the importance of instructional materials for Social Science teaching, recognizing the role of quality instructional materials in supporting student learning and engagement, and enhancing the effectiveness of teaching and learning experiences.

## **SCHOOL INTERNSHIP**

Internship program in Teacher Education is of great significance because it ensures the professional preparation of prospective teachers. It provides them a practical opportunity to develop true understanding of the teaching profession and future prospects of working conditions in that profession.

- Learns the skills to transact the subject matter in accordance with the accepted principles of learning and teaching and in tune with the needs and interest of the children.
- Develop required skills to teach in an inclusive classroom
- Use different activity based and stage specific learning methods and strategies in the class rooms.
- Incorporate the components of ICT in classroom transaction.
- Learn about school activities, scheme and programmes and their impact on children.
- Utilize the community resources for meaningful partnership between school and community.



  
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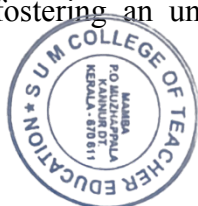
## SCHOOL INTERNSHIP HEALTH & PHYSICAL EDUCATION


- Student teachers will be equipped with the necessary knowledge and skills to effectively handle health and physical education classes in school settings.
- They will demonstrate proficiency in designing and delivering engaging and informative lessons that promote health and physical literacy among students.
  
- Through practical experience and mentorship, student teachers will apply a variety of teaching techniques and instructional strategies to effectively engage students in health and physical education lessons.
- They will adapt teaching methods to accommodate diverse learning styles and needs within the classroom.
- Student teachers will deliver a minimum of one lesson during their internship period, demonstrating their ability to plan, execute, and assess health and physical education instruction.
- They will receive feedback and support to enhance their teaching competence and effectiveness.
- Student teachers will align their lesson plans and instructional activities with relevant curriculum standards and educational goals in health and physical education.
- They will ensure that lessons are designed to meet the learning objectives and developmental needs of students at various grade levels.

### SEMESTER- IV

#### BED C 401: GENDER, SCHOOL AND SOCIETY

1. Develop a critical awareness of the processes of socialization at home and school and their roles in shaping identity, enabling participants to understand the influences that contribute to individual and collective identity formation.
2. Reflect critically on the roles of teachers and pedagogy in instilling concepts of gender and shaping gender identity, fostering an understanding of the ways in which educational practices impact perceptions and constructions of gender.
3. Develop a growing sense of agency as a teacher, a professional, and a human being, empowering participants to take proactive roles in promoting social justice, equity, and inclusivity in educational settings and society at large.
4. Develop critical insight into transformations around the world with respect to gender and gender roles, fostering an understanding of the complexities and nuances of gender



  
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dynamics in different cultural, social, and historical contexts.

5. Perceive and realize the roles of pedagogy and teachers in developing a gender-fair society, equipping participants with the knowledge and skills necessary to challenge gender stereotypes, promote gender equity, and foster inclusive learning environments that empower all students.

### **BED C 402: KNOWLEDGE AND CURRICULUM PART-II**

1. Gain insight into the role of different social institutions in the process of education, enabling student teachers to understand the multifaceted influences that shape educational practices and outcomes.
2. Develop understanding of the role of education in social development, fostering awareness of the ways in which education contributes to societal progress, equity, and social cohesion.
3. Familiarize teacher students with the concept of culture and the relationship between culture and education, promoting appreciation for cultural diversity and the importance of culturally responsive teaching practices.
4. Sensitize student teachers to the importance of value education in the present social scenario, fostering awareness of the role of education in promoting ethical values, social responsibility, and civic engagement among learners.

### **BED C 403: CREATING AN INCLUSIVE SCHOOL**

1. Gain a comprehensive understanding of the concept, meaning, and significance of inclusive education, enabling participants to recognize the importance of providing equitable access to education for all learners.
2. Analyze special education, integrated education, mainstream, and inclusive education practices, fostering critical reflection on different educational approaches and their implications for students with diverse learning needs.
3. Develop a critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education, equipping participants with the knowledge and skills necessary to implement inclusive teaching practices effectively.
4. Understand the nature of difficulties encountered by children with disabilities, fostering empathy and understanding of the challenges faced by learners with special needs.
5. Identify need-based programs for all children with varied abilities, empowering participants to design and implement individualized educational interventions that address the unique learning needs of diverse learners.
6. Understand the policy perspective and status related to inclusive education, enabling participants to navigate and comply with legal and regulatory frameworks governing inclusive education practices.
7. Reformulate attitudes towards children with special needs, promoting positive attitudes, respect, and inclusivity in interactions with students with disabilities.
8. Appreciate the need for promoting inclusive practice and understand the roles and responsibilities of teachers in creating inclusive learning environments, fostering a commitment to equity, diversity, and social justice in education.



  
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## **BED E 401.1: GUIDANCE AND COUNSELING**

1. Develop a comprehensive understanding of the nature, purpose, and need for guidance and counseling, enabling participants to recognize the significance of supportive interventions in facilitating personal and academic development.
2. Acquire knowledge of various areas, tools, and techniques in guidance, equipping participants with a diverse toolkit to address the multifaceted needs of individuals seeking guidance and support.
3. Gain understanding of the principles and approaches of counseling, fostering proficiency in applying ethical and evidence-based strategies to promote positive mental health and well-being.
4. Understand the responsibilities, qualities, and roles of a counselor, developing awareness of the ethical guidelines and professional standards governing counseling practice.
5. Appreciate the concept, importance, and theories of career development, enabling participants to assist individuals in making informed career decisions and navigating career transitions effectively.
6. Familiarize with the tools and techniques in counseling, empowering participants to utilize a range of assessment instruments and therapeutic modalities to address clients' diverse needs and goals.
7. Recognize the need for counseling for children with special needs, fostering sensitivity and understanding of the unique challenges faced by individuals with disabilities and providing participants with the skills and knowledge necessary to support their holistic development.

## **BED E 401.2: HEALTH AND PHYSICAL EDUCATION**

1. Introduce student teachers to the concept of holistic health, fostering an understanding of health as encompassing physical, mental, emotional, and social well-being.
2. Enable student teachers to understand the various dimensions and determinants of health, equipping them with knowledge of the factors that influence individual and community health outcomes.
3. Acquaint student teachers with school health programs and their importance, emphasizing the role of schools in promoting health and preventing illness among students.
4. Create awareness among student teachers regarding areas and concerns for health and hygiene, fostering a commitment to promoting healthy behaviors and practices in educational settings.
5. Enable student teachers to understand the need and importance of physical education, recognizing the value of physical activity and exercise for overall health and well-being.
6. Introduce student teachers to the benefits of the practice of yoga, promoting mindfulness, relaxation, and physical fitness as integral components of a healthy lifestyle.
7. Equip student teachers with the knowledge and practice of first aid and emergency care, empowering them to respond effectively to health-related emergencies and injuries in

  
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educational settings.

8. Motivate student teachers to engage in physical activity for fitness development, encouraging them to model healthy behaviors and promote physical activity among their students and peers.

#### **BED E 401.4: ENVIRONMENTAL EDUCATION**

1. Develop a comprehensive understanding of the concept of environment and ecology, enabling students to recognize the interconnectedness of living organisms and their surroundings.
2. Recognize the significance of environmental education and its importance in promoting awareness, understanding, and action towards environmental conservation and sustainability.
3. Identify the causes of environmental hazards and pollution, fostering awareness of human activities and practices that contribute to environmental degradation.
4. Understand the causes of environmental degradation, gaining insight into the long-term consequences of unsustainable resource use and ecosystem destruction.
5. Recognize the need for remedial ways to protect the environment in daily life and its application, empowering students to adopt sustainable practices and behaviors in their personal and professional lives.
6. Acquire knowledge of environmental issues and policies in India, enabling students to understand the socio-political context and legislative frameworks governing environmental conservation and management.
7. Gain awareness of international efforts for environmental protection, fostering appreciation for global cooperation and collaboration in addressing transboundary environmental challenges.
8. Understand the status of environmental education in the school curriculum, evaluating existing educational initiatives and identifying opportunities for curriculum enhancement and integration.
9. Understand the curriculum and methods in environmental education, exploring pedagogical approaches and instructional strategies for effective environmental teaching and learning.
10. Acquire knowledge about different methods of teaching in environmental education, equipping students with a diverse toolkit of teaching techniques and activities to engage learners in environmental issues and solutions.
11. Acquire knowledge of tools and techniques for the evaluation of environmental education, enabling students to assess learning outcomes, measure program effectiveness, and inform continuous improvement efforts.

#### **BEDC404 : PHYSICAL EDUCATION**

- Student teachers will conduct a comprehensive project focused on physical education topics relevant to health, fitness, lifestyle, nutrition, common injuries, and related areas.



  
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- They will demonstrate proficiency in conducting research, analyzing data, and synthesizing information to produce a detailed report on their findings.
- Through the project or record preparation, student teachers will deepen their understanding of key concepts and topics related to health and physical education in school settings.
- They will integrate relevant information on nutrition, first aid, and other pertinent subjects to enhance the quality and relevance of their project or record.
- Student teachers will apply educational principles and pedagogical strategies to effectively communicate health and physical education concepts in their project report or record.
- They will demonstrate creativity and innovation in presenting information to engage and inform their audience.
- Student teachers will develop proficiency in documenting and reporting their project findings or compiling a record of physical education and health education materials.
- They will adhere to professional standards of organization, clarity, and accuracy in their written work.

### **Course EPC 03: CRITICAL UNDERSTANDING OF ICT**

- Students will recognize and understand the role of Information and Communication Technology (ICT) as an integral part of modern education.
- They will appreciate the potential of ICT to enhance traditional pedagogical practices and support learner-centric, constructivist learning models.
- Students will demonstrate the ability to integrate ICT into teaching practices in appropriate contexts, moving beyond traditional teacher-centered methods towards more learner-centric approaches.
- They will utilize a variety of ICT tools and resources to enhance the effectiveness of teaching and learning experiences.
- Through the use of ICT, students will enhance the effectiveness of learning experiences by accessing diverse educational resources, interactive multimedia content, and collaborative learning opportunities.
- They will apply ICT tools to facilitate active engagement, critical thinking, and problem-solving skills among learners.
- Students will recognize the motivational impact of ICT on student learning, leveraging technology to enhance student engagement and participation.
- They will create learning environments that foster student motivation and enthusiasm through the strategic use of ICT tools and resources.

## Course EPC 04: UNDERSTANDING THE SELF

- Student teachers will demonstrate open-mindedness and a proactive attitude towards learning, fostering self-motivation and a commitment to ongoing personal and professional development.
- They will develop self-knowledge and self-restraint, enabling them to approach challenges with resilience and adaptability.
- Student teachers will develop sensitivity towards diverse perspectives and cultures, fostering empathy, understanding, and inclusivity in their interactions.
- They will acquire sound communication skills, including active listening, effective expression, and empathetic communication, facilitating constructive dialogue and collaboration.

Student teachers will demonstrate the capacity to establish and maintain peace and harmony within themselves and in their interactions with others.

They will employ conflict resolution strategies, promote empathy and understanding, and create nurturing learning environments conducive to emotional well-being and mutual respect.

- Student teachers will develop the capacity to facilitate personal growth and social skills in their own students.
- They will employ strategies for fostering self-awareness, self-esteem, and resilience, as well as promoting effective communication, cooperation, and conflict resolution skills among their students.



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