

# **Bachelor of Education**

## **1. PROGRAMME OUTCOMES**

The main programme outcomes are:

1. To prepare committed teachers for the improvement of the school education system at the secondary and higher secondary levels.
2. To provide opportunities for knowledge construction abilities in creating positive learning environments for learners.
3. To develop knowledge and understanding about learners and processes of learning.
4. To develop skills of communication and digital tools and their application in teaching, learning and evaluation.
5. To enhance the necessary competencies to provide an inclusive classroom environment.
6. To develop competencies to conduct educational research.
7. To sensitize teachers on the issues related to environmental protection
8. To inculcate practices which promotes constitutional values
9. To foster reflective practice by providing field-based experiences.
10. To empower pre-service teachers towards achieving excellence on personal and professional fronts.

## **2. PROGRAMME SPECIFIC OUTCOMES:**

On the completion of this programme, prospective teachers should be able to:

### **Year 1 - Semester 1**

- Analyze principles of growth and development maturation, parenting style, classroom instruction and socio cultural context.
- Elaborate the perspectives of knowledge construction and curriculum development and evaluation.
- Critically analyze gender concepts and policies and formulate gender neutral teaching learning and assessment strategies of curriculum transaction.
- Demonstrate skills of critical thinking, digital, media, research and information literacy
- Engage collaboratively with community and undertake cultural education projects

### **Year 1 - Semester 2**

- Demonstrate professional competencies in applying the educational implications of theories of learning, meta-cognition, critical thinking, creativity and problem solving.

- Facilitate teaching-learning and evaluation at secondary and higher secondary levels through effective use of various pedagogical skills.
- Participate actively and take initiative in organizing events at school and college level and facilitate transformation into learning organization and community.
- Create and use e-resources, OERs and mobile learning for effective facilitation of educational services.
- Develop reflective teaching practice through immersion in school-based observations and experiences

### **Year 2 - Semester 3**

- Assess and evaluate student development and progression with effective use of modern assessment tools and techniques.
- Experiment with contemporary educational issues in the light of the theoretical basis of educational research.
- Facilitate teaching-learning at secondary or higher secondary level through effective use of various pedagogical skills.
- Integrate drama and the arts in education through stage performance.
- Develop reflective teaching practice through extensive immersion in internships in schools.
- Engage in an collaborative environmental project

### **Year 2 - Semester 4**

- Demonstrate an ability to practice constitutional values in the classroom.
- Address learner diversity in the classroom and nurture inclusion.
- Conduct school based research and submit a project report.
- Practice and demonstrate various yogic postures and pranayama.
- Conduct remedial teaching programme and participate in internships in school.
- Complete one audit course.

## **COURSE OUTCOMES**

On the completion of this course, student teachers should be able to:

### **CORE COURSE 1 - CHILDHOOD AND GROWING UP**

1. Explain the Principles of development.
2. Elucidate the concept of development within a pluralistic society.
3. Appreciate child development in socio- cultural context.
4. Demonstrate the knowledge of the methods and approaches of child development.
5. Examine the theoretical perspectives of child development.

6. Analyze the Issues and Implications of changing family structure and parenting on growing up in a pluralistic society.
7. Reflect on how we relate to the world through emotions.

## **CORE COURSE 2 - KNOWLEDGE AND CURRICULUM**

1. Describe the epistemological basis of education
2. Explain modern child-centered education.
3. Trace the social and cultural influence on education
4. Elucidate curriculum, its determinants , process and evaluation
5. Relate curriculum to educational processes
6. Explain the need for curriculum reforms

## **INTERDISCIPLINARY COURSE 1 - GENDER, SCHOOL AND SOCIETY**

1. Explain the concept of gendered roles in society and their challenges.
2. Elucidate the key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.
3. Describe the influence of social institutions (family, caste, class, religion, region,) on inclusion and gender identity
4. Examine the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging inclusion and gender inequalities /reinforcing gender parity.
5. Enlist policies, plans and schemes of the government for addressing all forms of disparities, inequalities and their inclusion in the society
6. Appraise the role of media in reinforcing inclusion and gender roles in the popular culture and at school.
7. Appreciate the role of NGOs and Government organisations in sensitizing society towards inclusion and gender parity

## **ABILITY COURSE 1 - CRITICAL UNDERSTANDING OF ICT**

1. Elucidate the concept of ICT
2. Practice safe and ethical ways of using ICT.
3. Use ICT in Teaching Learning, Administration, Evaluation and Research.
4. Design, develop and use ICT based learning resources.
5. Explain the concept of Open Education Resources and Creative Commons in education.
6. Evaluate ICT based learning resources.
7. Adopt mobile learning, open learning and social learning in the classroom.

## **AUDIT COURSE 1 - DRAMA AND ART IN EDUCATION**

1. Integrate drama and art in the school curriculum.
2. Demonstrate aesthetic sensibilities.
3. Elucidate the role of drama and art in self- realization of learners.

## **CORE COURSE 3 - LEARNING AND TEACHING**

1. Explain the concept of Learning.
2. Analyze the factors affecting Learning.
3. Elucidate various theories of Learning.
4. Apply the Cognitive Perspectives of learning in the learning process.
5. Apply Constructivist perspectives of learning in the learning process.

## **ELECTIVE COURSE 1 & 2 - PEDAGOGY OF SCHOOL SUBJECT**

1. Explain the basic concepts associated with academic disciplines
2. To apply the maxims and principles in the teaching of the school subject
3. To use various learning resource in the teaching of the school subject
4. To implement the various methods of teaching the school subject in the classroom
5. To develop an insight about role, challenges and professional development of a subject teacher
6. To keep abreast of the current trends in the teaching of the subject

## **INTERDISCIPLINARY COURSE 2 - EDUCATIONAL MANAGEMENT**

1. Explain the concept of Educational management
2. Elucidate the importance of effective organizational management
3. Describe Systems Approach to Educational management
4. List the functions of management
5. Illustrate Quality management, Human resource management and Change management
6. Explain the concept of Leadership
7. Enumerate the various Leadership styles & skills
8. Elucidate the concept of Educational administration

## **CORE COURSE 4 - ASSESSMENT FOR LEARNING**

1. Evaluate the critical role of assessment in enhancing learning.
2. Elucidate assessment for learning as a constructivist paradigm.

3. Describe taxonomy of educational objectives.
4. Demonstrate the skill of writing of objectives and specifications.
5. Use diverse methods, tools and techniques of assessment in an array of learning/performance outcomes of diverse learners.
6. Use statistical measures for interpretation of results.

### **INTERDISCIPLINARY COURSE 3 - LANGUAGE ACROSS CURRICULUM**

1. Elucidate the meaning and functions of language.-
2. Appreciate the significance of language across curriculum
3. Describe language diversity in the Indian context
4. Explain the theories of language acquisition and language deficit
5. Evaluate the impact of oral language and questioning on student learning
6. Illustrate various genre of texts available in different content areas.
7. Fostering reading and writing skills among school children
8. Appreciate the critical role of the teacher in transacting language across curriculum

### **CORE COURSE 5 - CONTEMPORARY INDIA AND EDUCATION**

1. Elucidate the concept of Diversity as it exists in Contemporary Indian society
2. Illustrate the inequalities in Indian Society and the marginalization of the weaker sections
3. Describe the implications for education in coping with Diversity and Inequality to achieve Universal Education in Indian society
4. Practice the constitutional values related to the aims of education in a Democracy
5. Discuss contemporary issues and policies and their origin with regard to Education in Indian society
6. Interpret the relevant education commissions in the context of Liberalization, Privatization and Globalization

### **INTERDISCIPLINARY COURSE 4 - CREATING AN INCLUSIVE SCHOOL**

1. Elucidate the key concepts of diversity, disability and inclusion;
2. Describe the models of inclusion
3. Illustrate the diversities of abilities, classification and characteristics of students
4. Describe the national and international framework with reference to disability and inclusion;
5. Explain the curriculum and assessment adaptations for inclusive classrooms.
6. Describe the role general teachers, resource teachers and NGOs.
7. Suggest action to make schools and classrooms more diversity friendly.

## **ABILITY COURSE 2 - READING AND REFLECTING ON TEXTS**

1. Develop a penchant for reading and writing
2. Appreciate texts from diverse fields
3. Examine the social angle to reading texts
4. Interact with the text individually and in groups
5. Demonstrate reflective reading and writing skills
6. Maintain a reflective journal
7. Review a book

