

# **Programme Learning Outcomes and Course Learning Outcomes**

**B.Ed. 2 Years (4 Semesters) Programme**



**COLLEGE OF EDUCATION-Kharod**  
**Dist. Bharuch-Gujarat**

## **Program Outcome (PO)**

**Program Outcomes represent broad statements that describe what graduates are expected to attain within a few years of completing their program. These are based on the needs of society as analyzed and outlined by regulatory bodies.**

- 1.** Acquires the knowledge of facts and figures in various subjects of pure sciences and education and develops skills for reflecting and evaluating.
- 2.** Develops mastery on and ability to apply the knowledge of technology, subject, content and pedagogy in designing technology integrated learning experiences and teaching learning processes.
- 3.** Understands basic concepts, fundamental principles, scientific theories and laws related to various phenomenon and applies the knowledge and understanding of facts, principles and laws in understanding the relevance of phenomenon in daily life.
- 4.** Understands basic concepts of educational psychology, educational sociology, educational philosophy and educational research and apply the same in improving the classroom teaching practices.
- 5.** Develops effective skills of listening, reading and writing and utilizing the same in understanding language diversity and for effective communication in the classroom.
- 6.** Acquires skill of observation, drawing logical inferences of the scientific, psychological, philosophical etc. experiments and phenomenon observed. Acquires skills of handling scientific instruments, planning and performing lab experiments.
- 7.** Acquires skills of analysis, synthesis and problem solving for critically analyzing scientific data and develop ability to draw objective conclusions.

- 8.** Develops skills of creative thinking to help understand the relations between objects and phenomenon and develop ability to draw better solution and ideas for day to day problems.
- 9.** Realizes how interdisciplinary and transdisciplinary approach functions, understands the logic behind selection of knowledge and develops ability to imply the knowledge for developing a professional attitude.
- 10.** Imbibes ethical, moral and social values and develop ability towards leading a life with mental wellbeing and global citizenship.
- 11.** Develops skills like identification of self and others, communication, leadership, team building and other teaching and management skills outlined in framework and apply it for leading a life of competent and committed educator and a responsible citizen.
- 12.** Develops flair for participating in social, educational, and cultural activities related to curricular and co-curricular component, voluntarily and apply the knowledge in realization of inherent aims and objectives of the curriculum.
- 13.** Identifies the Indian traditions and ethos of the teacher along with the ones need for being a 21<sup>st</sup> century teacher and apply the same in classrooms so as to ensure the development of responsible and employable graduates with an eye towards social responsibility.
- 14.** Establishes and achieve global benchmarks in quality concerns of education system and having a right mix of global competencies by analyzing and implementing changes in policies and practices
- 15.** Acquires ability to identify, differentiate individual differences, personality, creativity, learning disability, diversity etc. and apply the same in planning curriculum activities.
- 16.** Develops ability to impart the ethos and universal human values, constitutional values, ability to understand self, ability to listen, read and write and integrates them during the curriculum transaction.
- 17.** Identifies, develops and promotes teacher-student relationships in various fields of humanities, arts, crafts, sciences, technologies and yoga through curricular and co-curricular activities, clubs etc. Recognizes concerns towards cyber bullying.

- 18.** Acquires an understanding of pedagogical process and skills of using various microteaching skills, practice teaching, teaching-learning practices, methods and techniques in effective curriculum transaction
- 19.** Understands, designs and develops curriculum transaction strategies using teaching methods, approaches, techniques and ICT, for developing various human values, social norms and ethos, national and international goals, gender equality, diversity and inclusion and so on inherent in the curriculum.
- 20.** Understands, designs develops and applies evaluation and assessment strategies using traditional methods and digital tools appropriate for outcomes defined in every course of the curriculum.
- 21.** Identifies weak and advanced learner and design outcome based remedial lesson plans for teaching them.
- 22.** Develops proficiency in imparting microteaching, simulation and stray lessons in controlled and independent settings and critically reflecting, observing and reporting the same.
- 23.** Develops proficiency in designing and using plans based on student centered methods and techniques like experiential learning, constructivism, concept mapping, reflective practices, case study, project based and problem based learning etc.
- 24.** Sensitization and awareness towards issues related to gender, environment etc. and problems.
- 25.** Sensitizes towards gender issues, inclusive education and inclusion and appreciates Universal Design of Learning, differentiated instruction and provisions in RPwD Act for various disabilities.

## **COURSE OUTCOMES - BED PROGRAM**

|   | <b>LS 1: Psychology of Learner</b>  | <b>Compulsory</b>   |
|---|---|---------------------|
| <b>POs Aligned</b>                            | <b>PO 2, 4, 6,8, 10, 15, 20</b>   | <b>Marks: 70+30</b> |
| After studying the course the student teacher |   |                     |
| <b>1.1</b>                                    | Understand the concept of educational psychology, growth and development, stages of human development and adolescence.  |                     |
| <b>1.2</b>                                    | Apply the knowledge of above in understanding learner and designing effective classroom practices.  |                     |
| <b>2.1</b>                                    | Understand theories of Development, identify various stages and know the characteristics of various theories.   |                     |
| <b>2.2</b>                                    | Develop skill for applying these theories in understanding the learner and designing lesson plans as per the needs of learner.  |                     |
| <b>3.1</b>                                    | Know and Understand the concepts of Individual differences, Intelligence, personality, creativity.  |                     |
| <b>3.2</b>                                    | Develop ability to understand the inherent difference in the learner with reference to Intelligence, personality, creativity and design learning experiences catering to these diversity. |                     |
| <b>4.1</b>                                    | Know and Understand the concepts of mental health, adjustment, defense mechanism and group dynamics.  |                     |
| <b>4.2</b>                                    | Develop ability to understand and apply the knowledge in understanding the problems of learner and design programs for counselling, mentoring and tutoring.                               |                     |

|   | <b>ES 1: Perspectives in Education</b>  | <b>Compulsory</b>   |
|---|---|---------------------|
| <b>POs Aligned</b>                            | <b>PO 4, 13,14, 18, 19,20</b>   | <b>Marks: 70+30</b> |
| After studying the course the student teacher |   |                     |
| <b>1.1</b>                                    | Knows the concept of philosophy and education, types of education and education perceived by various thinkers and educational institutions.   |                     |
| <b>1.2</b>                                    | Applies the knowledge of above in designing learning experiences which are in line with Indian tradition having the contemporary outlook.     |                     |
| <b>2.1</b>                                    | Identifies and distinguish efforts of strengthening education system and understand role of various reforms introduced by education thinkers. |                     |
| <b>2.2</b>                                    | Develops skill for using effective reforms for designing teaching strategies during classroom interaction.                                    |                     |
| <b>3.1</b>                                    | Identifies and distinguish efforts and recommendations of various commissions and committees post-independence in India.                      |                     |
| <b>3.2</b>                                    | Develops skills for apprising learners with the role played by various commissions and committees in reforming the education system           |                     |
| <b>4.1</b>                                    | Conversant about NEP 2020 with reference to restructure, school curriculum, teacher and promotion of Indian languages, art and culture.       |                     |
| <b>4.2</b>                                    | Develops ability to take informed decision for deciding the curriculum planning with reference to the changes brought about by the policy.    |                     |

|   | <b>LPC 1 Gujarati Language</b>   | <b>Compulsory</b>   |
|---|--|---------------------|
| <b>POs Aligned</b>                              | <b>PO - 1, 5, 9, 11,16,20</b>  | <b>Marks: 70+30</b> |
| After studying the course the student teacher : |  |                     |
| <b>1.1</b>                                      | Develops ability to understand concepts of sounds, vowels, consonants, synonyms and antonyms in Gujarati Language.         |                     |
| <b>1.2</b>                                      | Applies the knowledge of above in communicating with the learners effectively.   |                     |
| <b>2.1</b>                                      | Understands the concept of summarizing and elaborating, one word for a phrase etc.   |                     |
| <b>2.2</b>                                      | Applies the knowledge in analyzing and synthesizing the texts during the reading process.                                  |                     |
| <b>3.1</b>                                      | Develops skills of writing essays, expository, explanatory paragraphs.   |                     |
| <b>3.2</b>                                      | Develops effective writing skills and use same in writing answers, essays, articles and research papers.                   |                     |
| <b>4.1</b>                                      | Develops skills of writing report, understand role of managing the event   |                     |
| <b>4.2</b>                                      | Develops skills for planning and implementing a curricular or co-curricular program and report the same in suitable media. |                     |

|   | <b>LS 2: Learning and Teaching</b>   | <b>Compulsory</b>   |
|---|--|---------------------|
| <b>POs Aligned</b>                              | <b>PO- 2, 6, 8, 14, 20</b>   | <b>Marks: 70+30</b> |
| After studying the course the student teacher : |  |                     |
| <b>1.1</b>                                      | Develops ability to understand concepts of learning, motivation, transfer of learning and learning style   |                     |
| <b>1.2</b>                                      | Applies the knowledge of above in designing effective classroom communication strategies and interacting with students during mentoring and remedial teaching. |                     |
| <b>2.1</b>                                      | Understands the concept of various theories of learning.   |                     |
| <b>2.2</b>                                      | Use the implications of theories in designing effective curriculum transaction strategies for students..   |                     |
| <b>3.1</b>                                      | Defines and differentiates between teaching and learning, identifies different levels of teaching and understands the role of teacher.                         |                     |
| <b>3.2</b>                                      | Applies the knowledge in planning curriculum transaction strategies and in acting as a facilitator and co-learner for the students.                            |                     |
| <b>4.1</b>                                      | Recognizes and differentiates between different models of teaching.  |                     |
| <b>4.2</b>                                      | Develops skills for planning and implementing a curricular lessons on the basis of teaching models and programmed learning.                                    |                     |

|  | <b>ES 2: Developing the Self</b>   | <b>Compulsory</b>   |
|--|--|---------------------|
| <b>POs Aligned</b>                                 | <b>PO- 6, 10, 11, 13, 14, 16</b>   | <b>Marks: 70+30</b> |
| After studying the course the student teacher will |  |                     |
| <b>1.1</b>   | Gets familiar and develop critical understanding of the concepts and components of self and self-identity.                   |                     |
| <b>1.2</b>   | Develops attitude, beliefs and values for being a global teacher and humane citizen.   |                     |
| <b>2.1</b>   | Analyses and differentiates the role agencies, stereotypes and prejudices in shaping the self.                               |                     |
| <b>2.2</b>   | Develop skill for taking informed decision for development of self, learner and society.                                     |                     |
| <b>3.1</b>   | Gets acquainted with and analyses concepts of spiritual self, spiritualism, integral humanity and related processes.         |                     |
| <b>3.2</b>   | Develop skills for apprising learners with the concepts and processes related to spiritualism and development of self.       |                     |
|  | Discusses and critically analyses the role of teacher, books, films and case studies on development of self.                 |                     |
| <b>4.1</b>   | Facilitates self and learner in observing and analyzing the situation, events and procedures for development of a good self. |                     |
| <b>4.2</b>   |  |                     |

|   | <b>LPC 2: English Language</b>  | <b>Compulsory</b>   |
|---|---|---------------------|
| <b>POs Aligned</b>                              | <b>PO- 1,5, 11, 16, 20</b>  | <b>Marks: 70+30</b> |
| After studying the course the student teacher : |   |                     |
| <b>1.1</b>                                      | Develop ability to understand concepts and process of communication.                                  |                     |
| <b>1.2</b>                                      | Apply the knowledge of above in communicating with the learners effectively.                          |                     |
| <b>2.1</b>                                      | Recognizes and differentiates various modes of communication.   |                     |
| <b>2.2</b>                                      | Selects appropriate mode of communication as per the needs of curriculum transaction.                 |                     |
| <b>3.1</b>                                      | Recognizes and differentiates various components, types and techniques of listening skill.            |                     |
| <b>3.2</b>                                      | Develops effective listening skills and applies it in academic and professional activities.           |                     |
| <b>4.1</b>                                      | Recognizes and differentiates various components, types and techniques of reading and writing skills. |                     |
| <b>4.2</b>                                      | Develops effective reading and writing skills and applies it in academic and professional activities  |                     |

|  | <b>CuS 4: ICT in Curriculum</b>  | <b>Compulsory</b>   |
|--|--|---------------------|
| <b>POs Aligned</b>                                 | <b>PO- 1, 2, 19, 20</b>  | <b>Marks: 70+30</b> |
| After studying the course the student teacher will |  |                     |
| <b>1.1</b>   | Gets familiar and develop critical understanding of the concepts and aspects of ICT.   |                     |
| <b>1.2</b>   | Develops attitude, beliefs and values for judicious use of ICT in classroom practices.   |                     |
| <b>2.1</b>   | Develops and analyses technological, pedagogical and content knowledge.  |                     |
| <b>2.2</b>   | Develop skill for integrating and designing learning experiences using technology.   |                     |
| <b>3.1</b>   | Gets acquainted with and differentiates between tools of ICT in education.   |                     |
| <b>3.2</b>   | Develops skills for using apps and ICT tools in content creation and distribution.   |                     |
| <b>4.1</b>   | Discusses and critically analyses the role of assessment techniques and digital tools of assessment in evaluating the teaching learning process. |                     |
| <b>4.2</b>   | Designs and develops digital tools for assessment and uses them in evaluating lessons.   |                     |

|   | <b>LPC 3 Hindi Language</b>  | <b>Compulsory</b>   |
|---|--|---------------------|
| <b>POs Aligned</b>                              | <b>PO - 1, 9, 5, 11,16, 20</b>   | <b>Marks: 70+30</b> |
| After studying the course the student teacher : |  |                     |
| <b>1.1</b>                                      | Develops skill in speaking, communicating and presentation   |                     |
| <b>1.2</b>                                      | Uses the speaking skill in describing, creating dialogues for effective communication with peers and learners.     |                     |
| <b>2.1</b>                                      | Gets familiar with and differentiates different concepts of Hindi language.  |                     |
| <b>2.2</b>                                      | Applies the knowledge in effective communication with peers and learners.  |                     |
| <b>3.1</b>                                      | Understands the need and meaning of listening and speaking skill.  |                     |
| <b>3.2</b>                                      | Develops effective listening and speaking skills and use same for effective communication with peers and learners. |                     |
| <b>4.1</b>                                      | Understands the need and meaning of reading and writing skills.  |                     |
| <b>4.2</b>                                      | Develops effective reading and writing skills and use same for effective communication with peers and learners.    |                     |



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|  | <b>PS1 O1: General Pedagogy for Mathematics and Science</b>  | <b>Compulsory</b>   |
| <b>POs Aligned</b>                                 | <b>PO –1, 2,4,17,18,19,20</b>  | <b>Marks: 70+30</b> |
| After studying the course the student teacher will |  |                     |
| <b>1.1</b>   | Understands and differentiates between the concepts of faculty, discipline and identifies the values and correlation between subjects. |                     |
| <b>1.2</b>   | Applies the knowledge and understanding of correlation in observing and differentiating phenomenon in daily life.                      |                     |
| <b>2.1</b>   | Identifies and differentiates the concepts, Maxims and principles of teaching.   |                     |
| <b>2.2</b>   | Uses techniques, methods, devices and models in designing teaching learning plans.   |                     |
| <b>3.1</b>   | Understands and differentiates methods of teaching mathematics and science.  |                     |
| <b>3.2</b>   | Uses knowledge of methods in designing, topic and subject appropriate teaching learning plans.   |                     |
| <b>4.1</b>   | Understands and differentiates the meaning and types of microteaching skills..   |                     |
| <b>4.2</b>   | Uses knowledge of microteaching skills in designing, topic and subject appropriate teaching learning plans.                            |                     |

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|   | <b>LPC 5 Classical Sanskrit</b>   | <b>Compulsory</b>   |
| <b>POs Aligned</b>                              | <b>PO - 1, 5,9, 11,16,20</b>  | <b>Marks: 70+30</b> |
| After studying the course the student teacher : |   |                     |
| <b>1.1</b>                                      | Develops skill of introducing self and proficiency in using vocabulary related to numbers, objects and social relations |                     |
| <b>1.2</b>                                      | Uses the skill and proficiency in Sanskrit Communication.   |                     |
| <b>2.1</b>                                      | Gets familiar with songs and hymns of Sanskrit related to daily.  |                     |
| <b>2.2</b>                                      | Performs the songs in effective communication with peers and learners.  |                     |
| <b>3.1</b>                                      | Gets familiar with historical, mythological, stories and letter writing in Sanskrit.                                    |                     |
| <b>3.2</b>                                      | Narrates the stories for effective communication with peers and learners.   |                     |
| <b>4.1</b>                                      | Gets familiar with Sanskrit hymns and shlokas and their relevance.  |                     |
| <b>4.2</b>                                      | Recites Sanskrit hymns and shlokas and discuss their relevance with peers and learners.                                 |                     |

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|  | <b>PS2/PS3: Pedagogy of Mathematics</b>  | <b>Compulsory</b>   |
| <b>POs Aligned</b>                                 | <b>PO – 1, 2,3,7,4,6, 12,17, 18,19,20</b>  | <b>Marks: 70+30</b> |
| After studying the course the student teacher will |  |                     |
| <b>1.1</b>   | Understands and differentiates between general, specific and instructional objectives.                 |                     |
| <b>1.2</b>   | Writes general, specific and instructional objectives for planning the lessons.                        |                     |
| <b>2.1</b>   | Identifies and differentiates the concepts, steps and advantages of lesson planning and unit planning. |                     |
| <b>2.2</b>   | Develops and implements lesson plans and unit plans.   |                     |
| <b>3.1</b>   | Understands concept of teaching aids, types and characteristics..                                      |                     |
| <b>3.2</b>   | Classifies and uses topic appropriate teaching aids.   |                     |
|  | Understands objectives of mathematics teaching and relevance of text book and teacher hand book.       |                     |
| <b>4.1</b>   | Uses the text book and teacher handbook in designing and evaluating curricular and                     |                     |
| <b>4.2</b>   | curricular activities/.  |                     |

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|---|--|---------------------|
|   | <b>PS2/PS3: Pedagogy of Science</b>  | <b>Compulsory</b>   |
| <b>POs Aligned</b>                              | <b>PO –1, 2,3,4,6, 7,12, 17,18,19,20</b>   | <b>Marks: 70+30</b> |
| After studying the course the student teacher : |  |                     |
| <b>1.1</b>                                      | Understands and differentiates between general, specific and instructional objectives.                 |                     |
| <b>1.2</b>                                      | Writes general, specific and instructional objectives for planning the lessons.                        |                     |
| <b>2.1</b>                                      | Identifies and differentiates the concepts, steps and advantages of lesson planning and unit planning. |                     |
| <b>2.2</b>                                      | Develops and implements lesson plans and unit plans.   |                     |
| <b>3.1</b>                                      | Understands concept of teaching aids, types and characteristics.                                       |                     |
| <b>3.2</b>                                      | Classifies and uses topic appropriate teaching aids.   |                     |
|   | Understands objectives of mathematics teaching and relevance of text book and teacher hand book.       |                     |
| <b>4.1</b>                                      | Uses the text book and teacher handbook in designing and evaluating curricular and                     |                     |
| <b>4.2</b>                                      | curricular activities/.  |                     |

|  | <b>CuS 1: Curriculum Development Principles</b>   | <b>Compulsory</b>   |
|--|---|---------------------|
| <b>POs Aligned</b>                                 | <b>PO- 4,16, 18, 19, 20,</b>  | <b>Marks: 70+30</b> |
| After studying the course the student teacher will |   |                     |
| <b>1.1</b>   | Develops ability to understand concept, aims and principles of curriculum.                                |                     |
| <b>1.2</b>   | Differentiates between curriculum framework, curriculum, syllabus and textbook..                          |                     |
| <b>2.1</b>   | Recognizes and differentiates various types and approaches to curriculum.                                 |                     |
| <b>2.2</b>   | Selects appropriate type and approach as per the needs of curriculum transaction.                         |                     |
| <b>3.1</b>   | Recognizes and differentiates the role of philosophy, sociology and psychology in curriculum development. |                     |
| <b>3.2</b>   | Develops affinity for foundation courses and sources of curriculum design.                                |                     |
| <b>4.1</b>   | Gets acquainted with the process of curriculum development.   |                     |
| <b>4.2</b>   | Develops an appreciation for curricular components reflected in primary and secondary curriculum.         |                     |

|   | <b>LPC 4 Language Across Curriculum</b>   | <b>Compulsory</b>   |
|---|---|---------------------|
| <b>POs Aligned</b>                              | <b>PO- 1, 5,15,19 20,</b>   | <b>Marks: 70+30</b> |
| After studying the course the student teacher : |   |                     |
| <b>1.1</b>                                      | Understands concept of language across curriculum and role of language in life.       |                     |
| <b>1.2</b>                                      | Appreciates the language of text and recognizes its contextual relevance              |                     |
| <b>2.1</b>                                      | Recognizes and differentiates various stages and principles of language developments. |                     |
| <b>2.2</b>                                      | Selects appropriate language for transacting the content in the classroom.            |                     |
| <b>3.1</b>                                      | Knows and distinguishes different reading and writing strategies.                     |                     |
| <b>3.2</b>                                      | Evaluates and reflects upon various texts and narrations.                             |                     |
| <b>4.1</b>                                      | Gets acquainted with the nature of classroom discourse and language diversity.        |                     |
| <b>4.2</b>                                      | Uses language as tool for transacting curriculum and interacting with learners.       |                     |

|  | <b>AE 1 Assessment and Evaluation in Learning</b>   | <b>Compulsory</b>   |
|--|---|---------------------|
| <b>POs Aligned</b>                                 | <b>PO- 2, 7, 15, 20, 21, 23, 25</b>   | <b>Marks: 70+30</b> |
| After studying the course the student teacher will |   |                     |
| <b>1.1</b>   | Understands and differentiates concept of testing, measurement, assessment and evaluation         |                     |
| <b>1.2</b>   | Designs and evaluates students on formative and summative evaluation.                             |                     |
| <b>2.1</b>   | Recognizes and differentiates various tools and techniques for evaluation                         |                     |
| <b>2.2</b>   | Selects appropriate evaluation tool for developing blueprints and tests.                          |                     |
| <b>3.1</b>   | Knows and distinguishes basic statics concepts like central tendency, dispersion and correlation. |                     |
| <b>3.2</b>   | Uses knowledge of statistics in analyzing the results and identifying advanced and weak learners. |                     |
| <b>4.1</b>   | Gets acquainted with current trends in evaluation.  |                     |
| <b>4.2</b>   | Critically reviews and comments in the changes made in evaluation.                                |                     |

|   | <b>SI 1: Pre Practice Teaching</b>  | <b>Compulsory</b>   |
|---|---|---------------------|
| <b>POs Aligned</b>                              | <b>PO- 2, 3, 18, 20, 21, 22, 24</b>   | <b>Marks:0+ 200</b> |
| After studying the course the student teacher : |   |                     |
| <b>1.1</b>                                      | Understands and differentiates concept and types of microteaching skill.          |                     |
| <b>1.2</b>                                      | Designs and impart microteaching skill based lessons.                             |                     |
| <b>2.1</b>                                      | Understands the concept of simulation.  |                     |
| <b>2.2</b>                                      | Develops proficiency in imparting simulation lessons in online and offline mode.  |                     |
| <b>3.1</b>                                      | Gains exposure for various school environments and their functioning.             |                     |
| <b>3.2</b>                                      | Critically evaluates, compares and reflects on different types of schools.        |                     |
| <b>4.1</b>                                      | Understands the process of report writing, reflective writing and film reviewing. |                     |
| <b>4.2</b>                                      | Critically reviews and comments on various films and educational settings.        |                     |

|  | <b>CoS 1: Teacher and Learner in Society</b>  | <b>Compulsory</b>   |
|--|---|---------------------|
| <b>POs Aligned</b>                                 | <b>PO- 10,11,12, 13,16,17, 19,</b>  | <b>Marks: 70+30</b> |
| After studying the course the student teacher will |   |                     |
| <b>1.1</b>   | Comprehends concepts of national integration, constitutional values, pluralism and self-identity.   |                     |
| <b>1.2</b>   | Appreciates and integrates the concepts in curriculum transaction for imbibing values.  |                     |
| <b>2.1</b>   | Understands the roles and responsibilities of learner   |                     |
| <b>2.2</b>   | Appreciates and integrates values of responsible citizenship, adolescent concerns, cyber safety and conflict during curriculum transaction. |                     |
| <b>3.1</b>   | Recognizes the roles and challenges for teaching as a profession.   |                     |
| <b>3.2</b>   | Performs and critically appraises and evaluates the role and functions of a teacher.  |                     |
| <b>4.1</b>   | Recognizes and familiarizes with the characteristics, skills and code of conduct for 21 <sup>st</sup> century teacher.                      |                     |
| <b>4.2</b>   | Appreciates and emulates models the behavior expected from 21 <sup>st</sup> century teacher.  |                     |

|   | <b>CuS2: Knowledge and Curriculum</b>   | <b>Compulsory</b>   |
|---|---|---------------------|
| <b>POs Aligned</b>                              | <b>PO- 1, 2, 9,14 ,19 20,</b>   | <b>Marks: 70+30</b> |
| After studying the course the student teacher : |   |                     |
| <b>1.1</b>                                      | Understands concepts of epistemology and knowledge.   |                     |
| <b>1.2</b>                                      | Distinguishes and critically appraises the role of knowledge, information and beliefs,              |                     |
| <b>2.1</b>                                      | Recognizes process of knowing and knowledge.  |                     |
| <b>2.2</b>                                      | Selects appropriate strategies for construction of knowledge and evaluates the factors involved.    |                     |
| <b>3.1</b>                                      | Comprehends the process of infusing knowledge in curriculum development.                            |                     |
| <b>3.2</b>                                      | Evaluates, appreciates and reflects upon logics behind selection of knowledge in school curriculum. |                     |
| <b>4.1</b>                                      | Gets familiar with dimensions of curriculum design and levels of curriculum planning                |                     |
| <b>4.2</b>                                      | Sets standards and benchmarks for curriculum transaction.   |                     |

|  | <b>PS 4: Advance Pedagogy</b>  | <b>Compulsory</b>   |
|--|--|---------------------|
| <b>POs Aligned</b>                                 | <b>PO – 2,8, 19,,20, 23</b>  | <b>Marks: 70+30</b> |
| After studying the course the student teacher will |  |                     |
| <b>1.1</b><br><b>1.2</b>                           | Understands and differentiates concepts and principles of advance pedagogy.<br>Constructs and implement teaching plans based on experiential and project based learning.   |                     |
| <b>2.1</b><br><b>2.2</b>                           | Identifies and differentiates between concept and types of constructivism, concept mapping and reflective learning.<br>Designs and implements lesson plans based on constructivism, concept maps and reflective learning.  |                     |
| <b>3.1</b><br><b>3.2</b>                           | Identifies and differentiates between concept and strategies for cooperative and collaborative learning and integrated and techno pedagogy.<br>Designs and implements lesson plans based on cooperative and collaborative learning and integrated and techno pedagogy. |                     |
| <b>4.1</b><br><b>4.2</b>                           | Understands and classifies concept and types of assessment and evaluation tools.<br>Conducts action research and performs diagnostic assessment.   |                     |

|   | <b>EPC 3 O1: Environmental Education</b>   | <b>Compulsory</b>   |
|---|--|---------------------|
| <b>POs Aligned</b>                            | <b>PO – 1,17,20,23, 24</b>   | <b>Marks: 35+15</b> |
| After studying the course the student teacher |  |                     |
| <b>1.1</b><br><b>1.2</b>                      | Understands and reports functions of various environmental education centers.<br>Comprehends and reflects upon concepts depicted in text books.                              |                     |
| <b>2.1</b><br><b>2.2</b>                      | Interviews or dialogue on environmental issue with student, parent and educator.<br>Develops a case study of an institution with reference to environmental issue.           |                     |
| <b>3.1</b><br><b>3.2</b>                      | Reflects and report the environmental policies of the institution.<br>Camps in the local forest or village and reports the environmental scenario.                           |                     |
| <b>4.1</b><br><b>4.2</b>                      | Reflects and evaluates graphs and images related with environmental issues in text book.<br>Implements environmental awareness questionnaire or inventory and submit report. |                     |

|   | <b>SI 2: Practice Teaching</b>   | <b>Compulsory</b>   |
|---|--|---------------------|
| <b>POs Aligned</b>                              | <b>PO- 2, 3, 18, 20, 21, 22</b>  | <b>Marks: 0+100</b> |
| After studying the course the student teacher : |  |                     |
| <b>1.1</b>                                      | Understands the concept of stray lessons.  |                     |
| <b>1.2</b>                                      | Designs stray lessons using different methods and mediums.                                   |                     |
| <b>2.1</b>                                      | Demonstrates stray lessons prepared by self during the practice teaching.                    |                     |
| <b>2.2</b>                                      | Develops proficiency in imparting stray lessons in online and offline mode.                  |                     |
| <b>3.1</b>                                      | Appreciates and observes the lessons given by peers.   |                     |
| <b>3.2</b>                                      | Critically evaluates, compares and reflects and reports on different stray lessons observed. |                     |
| <b>4.1</b>                                      | Understands the concept, need and type of topic appropriate TLM and improvised TLM.          |                     |
| <b>4.2</b>                                      | Gets proficient in developing TLM as per the requirement of lesson.                          |                     |

|   | <b>CuS 3: Inclusive Education</b>   | <b>Compulsory</b>   |
|---|---|---------------------|
| <b>POs Aligned</b>                            | <b>PO –1, 19, 23, 25</b>  | <b>Marks: 70+30</b> |
| After studying the course the student teacher |   |                     |
| <b>1.1</b>                                    | Understands the concepts of inclusive education, social inclusion.  |                     |
| <b>1.2</b>                                    | Gets acquainted and integrates the principles of Inclusion during practice in and outside class.                |                     |
| <b>2.1</b>                                    | Gets familiar with and differentiates various disabilities as per RPwD Act-2016.                                |                     |
| <b>2.2</b>                                    | Develop competencies to identify and report disability for intervention and counselling.                        |                     |
| <b>3.1</b>                                    | Comprehends concepts and instructional strategies for inclusive education.                                      |                     |
| <b>3.2</b>                                    | Plans integrated lessons using UDI and differentiated instruction for classrooms.                               |                     |
| <b>4.1</b>                                    | Familiarizes with policies and frameworks for inclusive education.  |                     |
| <b>4.2</b>                                    | Critically evaluates and reflects upon various state and central government provisions for inclusive education. |                     |

|   | <b>EPC 1- Reflective Reading</b>  | <b>Compulsory</b>   |
|---|---|---------------------|
| <b>POs Aligned</b>                            | <b>PO –1, 5,7, 10, 15,16, 22, 23,</b>   | <b>Marks: 35+15</b> |
| After studying the course the student teacher |   |                     |
| <b>1.1</b>                                    | Develops the ability to read and comprehend the school texts.   |                     |
| <b>1.2</b>                                    | Gets acquainted and integrates the comprehension and reading strategies in the teaching learning process. |                     |
| <b>2.1</b>                                    | Gets familiar with and reflects on context, diversity, values inherent in texts.                          |                     |
| <b>2.2</b>                                    | Develop competencies to report and elaborate events, case studies, narratives etc..                       |                     |
| <b>3.1</b>                                    | Develops ability to understand and reflect upon the various skills related to teaching..                  |                     |
| <b>3.2</b>                                    | Gets acquainted with and constructs the events related to development of learning experiences.            |                     |
| <b>4.1</b>                                    | Synthesizes and analyses the texts with reference to the textual and figural representations..            |                     |
| <b>4.2</b>                                    | Critically researches, evaluates and reflects upon articles and references related to texts.              |                     |

|   | <b>EPC – 2 : Art in Education</b>  | <b>Compulsory</b>   |
|---|--|---------------------|
| <b>POs Aligned</b>                            | <b>PO –1, 10, 12, 16, 17, 19</b>   | <b>Marks: 35+15</b> |
| After studying the course the student teacher |  |                     |
| <b>1.1</b>                                    | Identifies and relates the components related to music and fine arts inherent in school curriculum.  |                     |
| <b>1.2</b>                                    | Identifies and relates the components related to dance and drama inherent in school curriculum.  |                     |
| <b>2.1</b><br><b>2.2</b>                      | Develops skills of identifying and appreciating values related to music and fine arts. Develop competencies to plan and implement curricular activities so as to appreciate values related to music and fine arts. |                     |
| <b>3.1</b><br><b>3.2</b>                      | Develops ability to relate representations in text book aesthetically and artistically. Develops competencies to plan and implement co-curricular activities through various art forms.                            |                     |
| <b>4.1</b><br><b>4.2</b>                      | Synthesizes and analyses the texts with reference to the aesthetic and artistic representations. Develops competencies to identify art in curriculum and relate it to day to day teaching and life long learning.  |                     |

|   | <b>SI 3: Internship</b>   | <b>Compulsory</b>   |
|---|---|---------------------|
| <b>POs Aligned</b>                            | <b>PO –3,11, 12, 17, 18, 21, 22, 23</b>   | <b>Marks: 0+200</b> |
| After studying the course the student teacher |   |                     |
| <b>1.1</b>                                    | Develops ability to handle school activities independently..  |                     |
| <b>1.2</b>                                    | Develops competencies to plan and implements curricular activities.   |                     |
| <b>2.1</b><br><b>2.2</b>                      | Develops proficiency in imparting lessons through online and offline mode..<br>Develop proficiency in conducting curricular and co-curricular activities. |                     |
| <b>3.1</b><br><b>3.2</b>                      | Develops ability to analyze and review books and literary texts..<br>Develops competencies to identify problem and plan action research.                  |                     |
| <b>4.1</b><br><b>4.2</b>                      | Develops skills of reporting information related to daily administrative activities..<br>Develops competencies to reflect upon daily routine in school.   |                     |



|   | <b>CoS 2: Gender, School and Society</b>   | <b>Compulsory</b>   |
|---|--|---------------------|
| <b>POs Aligned</b>                            | <b>PO –17, 19, 25, 24,</b>   | <b>Marks: 70+30</b> |
| After studying the course the student teacher |  |                     |
| <b>1.1</b>                                    | Understands the concepts of gender, sex, feminism etc.   |                     |
| <b>1.2</b>                                    | Becomes aware regarding issues related to gender prevailing in school.   |                     |
| <b>2.1</b>                                    | Understands the concepts of stereotype, gender bias, equality and equity.  |                     |
| <b>2.2</b>                                    | Reflects upon the issues related to representation of gender.  |                     |
| <b>3.1</b>                                    | Comprehends and analyses the policies and provisions related to gender.  |                     |
| <b>3.2</b>                                    | Appreciates the role of organizations in issues related to gender safety.  |                     |
| <b>4.1</b>                                    | Recognizes the concerns for gender safety, abuse and cyber bullying.   |                     |
| <b>4.2</b>                                    | Develops competencies to reflect upon and design strategies for promoting gender safety and resolving gender issues. |                     |

|   | <b>EPC 4 01: Educational Statistics</b>   | <b>Optional</b>     |
|---|---|---------------------|
| <b>POs Aligned</b>                            | <b>PO – 1, 7, 14,22, 23,</b>  | <b>Marks: 35+15</b> |
| After studying the course the student teacher |   |                     |
| <b>1.1</b>                                    | Gets acquainted with basic scientific concepts and practices in educational statistics.     |                     |
| <b>1.2</b>                                    | Reflects and reports statistically class results.   |                     |
| <b>2.1</b>                                    | Comprehends the process of tabulating and interpreting meaning from raw scores.             |                     |
| <b>2.2</b>                                    | Analyses, tabulates and interprets the meaning from raw data.                               |                     |
| <b>3.1</b>                                    | Develops competencies to use statistical techniques for understanding the data.             |                     |
| <b>3.2</b>                                    | Analyses, tabulates and interprets the achievement, percentile and similar scores.          |                     |
| <b>4.1</b>                                    | Develops competencies to represent the data in graphic representation.                      |                     |
| <b>4.2</b>                                    | Analyses and prepares charts, histograms, etc. for representing frequency and other scores. |                     |

|   | <b>EPC 4 02: Guidance and Counselling</b>  | <b>Optional</b>     |
|---|--|---------------------|
| <b>POs Aligned</b>                            | <b>PO –1,15, 22,23</b>   | <b>Marks: 35+15</b> |
| After studying the course the student teacher |  |                     |
| <b>1.1</b>                                    | Gets acquainted with basic concepts of guidance and counselling.                           |                     |
| <b>1.2</b>                                    | Evaluates and Reflects upon the functions of counsellor..                                  |                     |
| <b>2.1</b>                                    | Comprehends the steps for conducting case study.   |                     |
| <b>2.2</b>                                    | Conducts a case study ad visits to counselling center.                                     |                     |
| <b>3.1</b>                                    | Gets acquainted with the steps for reflecting upon the texts and videos.                   |                     |
| <b>3.2</b>                                    | Conducts and reflects on interviews and dialogues with counsellors, school principals etc. |                     |
| <b>4.1</b>                                    | Understands the concept of sociometry and conducts it.                                     |                     |
| <b>4.2</b>                                    | Administers and reports intelligence test and personality test..                           |                     |

|   | <b>EPC 4 03: Value Education</b>   | <b>Optional</b>     |
|---|--|---------------------|
| <b>POs Aligned</b>                            | <b>PO –1, 10,16, 19, 22,23</b>   | <b>Marks: 35+15</b> |
| After studying the course the student teacher |  |                     |
| <b>1.1</b>                                    | Gets acquainted with basic concepts and types of values.   |                     |
| <b>1.2</b>                                    | Identifies, evaluates and reflects upon the values inherent in curriculum.                                     |                     |
| <b>2.1</b>                                    | Comprehends the steps for value judgement and take appropriate value based decisions.                          |                     |
| <b>2.2</b>                                    | Reflects and reports upon the vales in contemporary world.   |                     |
| <b>3.1</b>                                    | Gets acquainted with the constitutional values and policy documents related with values, equity and inclusion. |                     |
| <b>3.2</b>                                    | Conducts film review and analyses the values inherent for curricular concerns.                                 |                     |
| <b>4.1</b>                                    | Questions the societal values and create dialogues for the same.   |                     |
| <b>4.2</b>                                    | Reflects and reports on visits to places like orphanage, old age homes etc.                                    |                     |

|   | <b>SI 4: Block Teaching and Internship</b>                                 | <b>Compulsory</b>     |
|---|--|-----------------------|
| <b>POs Aligned</b>                            | <b>PO –3, 11, 12, 17, 18, 21, 22, 23</b>                                   | <b>Marks: 200+100</b> |
| After studying the course the student teacher |  |                       |
| <b>1.1</b>                                    | Develops ability to handle school activities independently..               |                       |
| <b>1.2</b>                                    | Develops competencies to plan and implements curricular activities.        |                       |
| <b>2.1</b>                                    | Develops proficiency in imparting lessons through online and offline mode. |                       |
| <b>2.2</b>                                    | Develop proficiency in preparing question papers with blue prints.         |                       |
| <b>3.1</b>                                    | Develops ability to analyze and review books and literary texts..          |                       |
| <b>3.2</b>                                    | Develops competencies to identify problem and plan action research.        |                       |
| <b>4.1</b>                                    | Develops abilityto administer psychological tests                          |                       |
| <b>4.2</b>                                    | Develops competencies to reflect upon daily routine in school.             |                       |