

[A Central University Established by an Act of Parliament of India, 2007]

LEARNING OUTCOME BASED CURRICULUM

B. Ed. TWO-YEAR PROGRAMME

**Based on NCTE Curriculum Framework 2014, NCERT Model Syllabus
(2016), UGC-CBCS and NEP 2020**

(With effect from Academic Session 2023-24)



DEPARTMENT OF EDUCATION,

SIKKIM UNIVERSITY

6TH MILE, TADONG - 737102

GANGTOK, SIKKIM, INDIA

www.cus.ac.in

B.Ed.-PE-101

BASICS OF EDUCATION

Semester: First Semester

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs. + Tutorial: 15 Hrs. + Practical: 00Hrs. = 60 Hrs.

Total: 100 Marks

Formative: 30 Marks

Summative: 70 Marks

COURSE LEARNING OUTCOMES:

On the completion of course, the student teacher will be able to:

- explain the concept, purpose, goals, importance and process of education.
- analyze the different roles of various agencies of education to socialize the children.
- discuss the concept of education as a sub system of society and its educational implications.
- explain the concept, dimensions and role of social change emphasizing contribution of education in social change.
- evaluate the role of education for modernization, conservation, transmission and promotion of culture in Indian society.
- explain the concept, types, importance of values including challenges in inculcating values among the learners through value education.
- analyze the perspectives and theories of values in education to foster the holistic, ethical and responsible development of learner as a global citizen.
- discuss the concept and factors affecting autonomy, learner autonomy, teacher autonomy and accountability and suggest strategies.



B.Ed.-PE-102

DEVELOPMENT OF LEARNER

Semester: First Semester

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs. + Tutorial: 15 Hrs. + Practical: 00 Hrs. = 60 Hrs.

Total: 100 Marks

Formative: 30 Marks

Summative: 70 Marks

COURSE LEARNING OUTCOMES:

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

- analyze the characteristics, development, and challenges associated with various stages including infancy, childhood, and adolescence.
- analyze the challenges and problems commonly faced by adolescents in their physical, emotional, social and academic domains.
- analyze the various theories of child development and their educational implications.
- explain the concepts, types, processes, determinants and influencing factors of intelligence, creativity, personality, individual differences for individual development.
- evaluate the impact of socio-economic factors including family, peers, school, society, media, culture, gender and stereotypes on learners' development.
- Hill Higher



B.Ed.-PE-103

LEARNING AND TEACHING

Semester: First Semester

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs. + Tutorial: 15 Hrs. + Practical: 00 Hrs. = 60 Hrs.

Total: 100 Marks

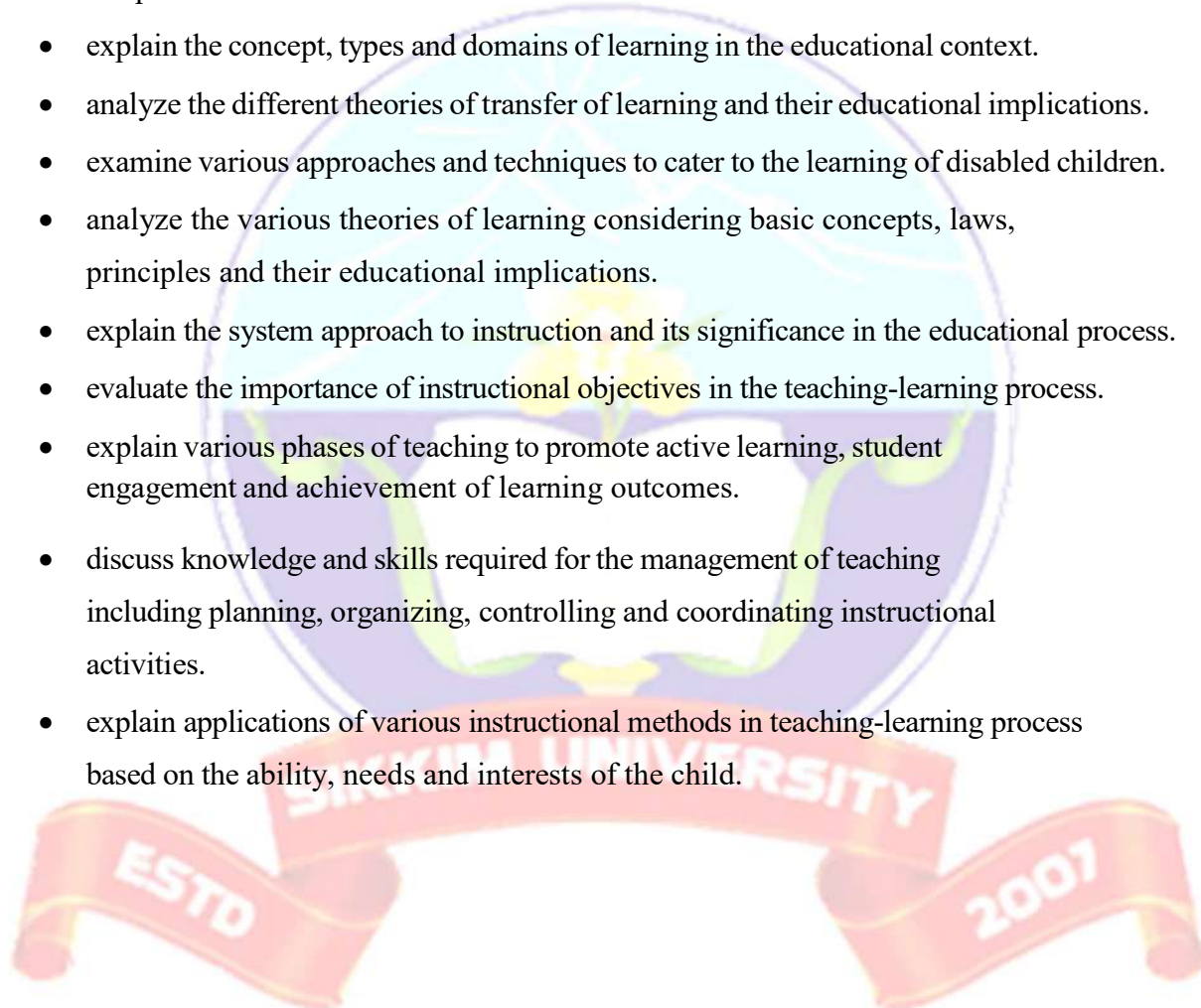
Formative: 30 Marks

Summative: 70 Marks

COURSE LEARNING OUTCOMES

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

- explain the concept, types and domains of learning in the educational context.
- analyze the different theories of transfer of learning and their educational implications.
- examine various approaches and techniques to cater to the learning of disabled children.
- analyze the various theories of learning considering basic concepts, laws, principles and their educational implications.
- explain the system approach to instruction and its significance in the educational process.
- evaluate the importance of instructional objectives in the teaching-learning process.
- explain various phases of teaching to promote active learning, student engagement and achievement of learning outcomes.
- discuss knowledge and skills required for the management of teaching including planning, organizing, controlling and coordinating instructional activities.
- explain applications of various instructional methods in teaching-learning process based on the ability, needs and interests of the child.



B.Ed.-PE-104

LANGUAGE ACROSS THE CURRICULUM

Semester: First Semester

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs. + Tutorial: 15 Hrs.+ Practical: 00 Hrs.= 60 Hrs.

Total: 100 Marks

Formative: 30 Marks

Summative: 70 Marks

COURSE LEARNING OUTCOMES:

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

- explain the concept of language, standard language, dialect and importance of three language formula, language across curriculum and integration of language and content in the classroom interactions.
- analyze the schema theory of language learning and discontinuity theory of Noam Chomsky and their educational implications for effective learning.
- discuss the distinction between language as a subject of study and language as a medium for learning across subjects.
- evaluate the crucial role of language in learning, in construction of knowledge for promoting multilingualism in the classroom.
- explain effective strategies for promoting oral language instructions, discussion approach, questioning and their implications in the classroom teaching-learning.
- assess the role of language in sensitizing, reflecting, facilitating, understanding the learner and their linguistic background to foster an inclusive and supportive learning environment.
- differentiate various types of reading texts and their importance in developing vocabulary and reading habits.
- apply different reading and writing strategies to foster the development of reading and writing competencies.

B.Ed.-PE-105

EDUCATION IN CONTEMPORARY INDIA

Semester: First Semester

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs. + Tutorial: 15 Hrs.+ Practical: 00 Hrs.= 60 Hrs.

Total: 100 Marks

Formative: 30 Marks

Summative: 70 Marks

COURSE LEARNING OUTCOMES:

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

- analyze different philosophical and sociological perspectives in education from the Indian and western view.
- analyze the role of education to overcome barriers of caste, religion, class and gender.
- evaluate the significance of Delors four pillars in fostering holistic development and lifelong learning.
- explain the various forms and functions of social stratification in contemporary India and analyzing different societies to know the role of education in developing an Inclusive and just society.
- evaluate the diversity and population explosion issues in Indian society and role of education to foster a positive attitude towards diversity, promoting inclusivity and addressing social inequalities.
- Discuss the constitutional provisions, interventions on education an India as an evolving nation considering democratic values and polity to embrace fundamental rights and duties of Indian citizens.
- explain the concept of life skills education, human rights education, global citizenship education e learning, MOOCs, coding, artificial intelligence and their relevance in the education.
- examine the impact of globalization and privatization in education.
- discuss essential 21st-century skills necessary to meet the evolving demands of teaching in the digital age.

B.Ed.-EPC-106

READING AND REFLECTING ON TEXTS

Semester: First Semester

Course Level: 100

L+T+P: 0+0+2 = 2 Credits Lecture: 15 Hrs. Tutorial: 00 Hrs. + Practical: 60 Hrs. = 60 Hrs.

Total: 50 Marks

Formative: 50 Marks

Summative: 00 Marks

COURSE LEARNING OUTCOMES:

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

- develop proficiency in reading and responding to written texts.
- examine and appreciate authentic literary and non-literary texts.
- develop study and reference skills.
- reflect on the ideas expressed in the texts.
- plan, draft, edit and present a piece of writing related to their understanding of a text.

B.Ed.-PE-201

KNOWLEDGE AND CURRICULUM

Semester: Second Semester

L+T+P: 3+1+0 = 4 Credits Lecture: 15 Hrs. + Tutorial: 15 Practical: 00 Hrs. Hrs.= 60 Hrs.

Total: 100 Marks

Formative: 30 Marks

External: 70 Marks

COURSE LEARNING OUTCOMES:

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

- explain the concept, perspectives, types, sources and methods of acquiring knowledge in understanding relationship between disciplinary and pedagogical knowledge.
- discuss the concept, scope and principles of curriculum and its relevance in construction of curriculum at school level.
- differentiate between curriculum, syllabus, and textbook as distinct components of the educational process.
- evaluate the strengths and limitations of various approaches in designing curriculum frameworks.

- explain the components of school curriculum according to the different commissions and policies in the post independent India.
- analyze the conceptual shifts and pedagogical principles emphasized in the NCF 2005.

B.Ed.-CPS-202**ASSESSING LEARNING****Semester: Second Semester****L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs.+ Tutorial: 15 Hrs.+ Practical: 00 Hrs. = 60 Hrs.****Total: 100 Marks****Formative: 30 Marks****Summative: 70 Marks****COURSE LEARNING OUTCOMES:**

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

- explain the concept and inter-relationships of evaluation, assessment, test, examination, measurement including their educational implications.
- analyze the importance of CCA in providing holistic feedback on various aspects of a student's development.
- compare and contrast the various assessments based on purpose, scope and nature of interpretation.
- analyze the current issues and challenges in assessment and evaluation of education.
- analyze the different modes of assessment of learning objectives for providing appropriate feedback to achieve learning objectives.
- apply the different principles, techniques and steps for designing effective test items that align with instructional objectives to assess students' understanding and abilities.
- discuss the importance of key characteristics of a good test including reliability, validity, objectivity and usability for effective assessment.
- explore the different emerging trends and innovative practices in assessment and provide suggestions for improvement of assessment practices in education.
- explain the concept of statistics, variable, measures of central tendency and variability and their applications in the context of assessment analysis.
- prepare different types of graphs, including bar graphs, histograms, pie charts, line charts, and ogives to represent statistical data effectively.

B.Ed.-PE-203

CREATING AN INCLUSIVE SCHOOL

Semester: Second Semester

L+T+P: 1+1+0 = 2 Credits Lecture: 15 Hrs. + Tutorial: 15 Hrs.+ Practical: 00 Hrs. = 30 Hrs.

Total: 50 Marks

Formative: 15 Marks

Summative: 35 Marks

COURSE LEARNING OUTCOMES:

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

- explain the concept, need, importance and paradigm shift of inclusion in the context of school education.
- discuss the concept and characteristic of an inclusive school to ensure equal participation and accessible, promoting a supportive and accepting environment for all students.
- analyze the various international policy perspectives and initiatives for inclusive education to promote inclusive education effectively.
- evaluate the different national policy perspectives and initiatives for inclusive education to promote inclusive education effectively.
- explore the various curricular issues in an inclusive education setup.
- examine the importance of gender equality to address stereotypes and biases in educational environment.
- analyze the various assistive and adaptive devices to enhance learning for diverse learners in inclusive classrooms.
- explore the use of Information and Communication Technology (ICT) tools, software's and applications to promote inclusivity in education.
- apply UDL to create flexible and inclusive learning environment to enhance diverse learning styles, abilities and preferences.

B.Ed.-CPS-204

PEDAGOGY OF DISCIPLINARY STREAM (ANY ONE)

B.Ed.-CPS-204 (A)

PEDAGOGY OF LANGUAGE

Semester: Second Semester

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs. + Tutorial: 15Hrs. +Practical: 00 Hrs. = 60 Hrs.

Total: 100 Marks

Formative: 30 Marks

Summative: 70 Marks

COURSE LEARNING OUTCOMES:

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

- explain the concept of language, components, functions, dialect, standard and non-standard language and their sociolinguistic implications.
- differentiate between mother tongue, first language, second language, bilingualism and multilingualism considering their significance in individual and societal contexts.
- analyze the National Curriculum Framework for School Education (NCF-2005) on language education regarding power, identity formation, and politics of language.
- explain the concept, types and sub skills of listening, speaking, reading and writing skill.
- apply listening, speaking, reading and writing skills by using varieties of activities and their assessment.
- analyze the objectives, need, importance and relevance of literature teaching in language teaching.
- develop study skills in various literary forms by using different materials and tasks at school levels.
- prepare lesson plans in varied types of content using different methods and techniques of teaching language.
- frame question paper to test four basic skills in language teaching.
- prepare achievement test by following required steps to assess achievement in language teaching.
- evaluate the significance of diagnostic testing, remedial teaching and action research for underachievers in language teaching.

B.Ed.-CPS-204 (B)**PEDAGOGY OF SCIENCE****Semester: Second Semester****L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs. + Tutorial: 15Hrs. +Practical: 00 Hrs. = 60 Hrs.****Total: 100 Marks****Formative: 30 Marks****Summative: 70 Marks****COURSE LEARNING OUTCOMES:**

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

- explain the concept of science, science process, scientific knowledge, importance and purpose of science subject and integration of science, technology, society and environment in the educational context.
- analyze the historical development of science as a discipline and the development of science education in the context of India.
- discuss the need of developing scientific temper to promote deep conceptual understanding of science and applications of ethics in science education.
- explain the significance of children's conceptualization of scientific phenomena and knowledge construction in science by using conceptual schemes and concept maps.
- discuss the misconceptions and fear of learning science, and suggest measures to promote conceptual change to enable accurate scientific understanding and overcome fear among the learners.
- explain the underlying criteria for science curriculum, and approaches to curriculum transaction in science education.
- examine the science curriculum at state, national and international level including programmes and projects that promote quality science education.
- analyze the different criteria and issues of the science textbook.
- explain the various tools and techniques principles and process of construction of test in science to measure specific outcomes in science education.

B.Ed.-CPS-204 (C)**PEDAGOGY OF MATHEMATICAL SCIENCE****Semester: Second Semester****L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs. + Tutorial: 15 Practical: 00 Hrs. Hrs. = 60 Hrs.****Total: 100 Marks****Formative: 30 Marks****Summative: 70 Marks****COURSE LEARNING OUTCOMES:**

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

- explain the concept and scope of Mathematics, mathematics teaching and its application solving problems in real-life situations.
- analyze the values of teaching Mathematics to foster creativity, promote precise communication and to enhance decision-making abilities.
- explain the relationship of Mathematics and with other school subjects and the recommendations of the National Curriculum Framework (NCF-2005) regarding the teaching of Mathematics.
- explain the various instructional methods and approaches in teaching mathematics and its branches.
- create a variety of teaching aids in mathematics instruction and effectively integrate ICT in teaching mathematics.
- discuss the significance of a mathematics library, mathematics club and other activities in enhancing learning to promote exploration and to foster a deeper understanding of mathematical concepts.
- explain the process of pedagogical analysis in mathematics teaching in order to improve teaching practices in mathematics.
- explain the various tools and techniques, principles and construction of test for assessment in mathematics education.
- administer diagnostic tests, remedial measures and action research in mathematics to improve teaching and learning practices through systematic inquiry and reflection.

B.Ed.-CPS-204 (D)

PEDAGOGY OF SOCIAL SCIENCE

Semester: Second Semester

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs. + Tutorial: 15 Hrs. + Practical: 0 Hrs. = 60 Hrs.

Total: 100 Marks

Formative: 30 Marks

Summative: 70 Marks

COURSE LEARNING OUTCOMES:

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

- explain the concept, scope, need and importance of Social Sciences and approaches to teaching social science to foster holistic understanding of social phenomena.
- analyze the aims and objectives of teaching Social Sciences, with a special emphasis on the National Curriculum Framework (NCF) – 2005.
- explain the various methods, instructional strategies, skills and teaching learning material and their application in teaching social sciences.
- discuss the various audio-visual aids and importance of field experience in teaching Social Sciences to provide real-world experiences, promote experiential learning, and deepen understanding of social phenomena.
- create a lesson plan in Social Science and integrate ICT in teaching learning process.
- explain the process of pedagogical analysis in social science for deeper understanding of social phenomena in education.
- explain the tools and techniques, principles and construction of test for assessing the learning outcomes in social sciences.
- discuss the use of diagnostic and remedial teaching approaches in Social Science to identify learning difficulties of students' and suggest appropriate measures.

B.Ed.-CPS-205

UNDERSTANDING DISCIPLINES AND SUBJECTS

Semester: Second Semester

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs. + Tutorial: 15Hrs. +Practical: 00 Hrs. = 60 Hrs.

Total: 100 Marks Formative: 30 Marks Summative: 70 Marks

COURSE LEARNING OUTCOMES:

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

- explain the concept and scope of Biological and Physical Sciences and their relation with other school subjects.
- apply the problem-solving skills specific to analyze and solve problems in biological science and inquiries in physical science.
- discuss the significant contributions of renowned scientists in the fields of Biological and Physical Sciences.
- explain the concept, scope, importance of language learning, approaches to language acquisition, significance of language context and contribution of renowned linguist in the field of language study.
- explain the concept and scope of Science and Mathematics their relationship with other subjects, values of learning these subjects and contribution of renowned mathematician and scientist in this field of study.
- explain the concept and scope of social Science and its relationship with other subjects, values of learning social sciences and contribution of renowned social scientist in this field of study.

B.Ed.-EWF-206

NAI TALIM, EXPERIENTIAL LEARNING

Semester: Second Semester

L+T+P: 0+0+2 = 2 Credits Lecture: 15 Hrs. + Practical: 30 Hrs. = 45 Hrs.

Total: 50 Marks

Formative: 50 Marks

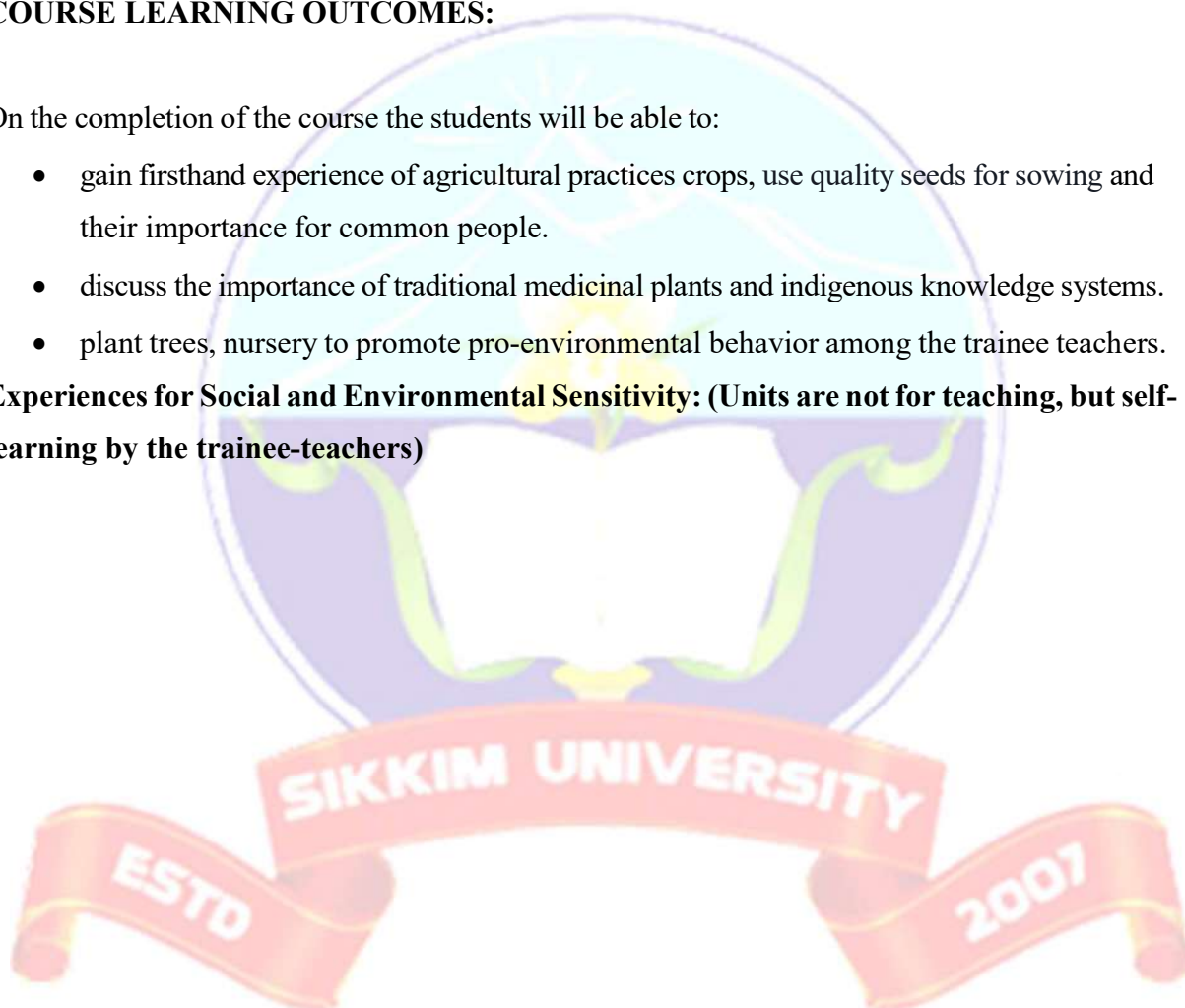
Summative: 00 Marks

COURSE LEARNING OUTCOMES:

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

- gain firsthand experience of agricultural practices crops, use quality seeds for sowing and their importance for common people.
- discuss the importance of traditional medicinal plants and indigenous knowledge systems.
- plant trees, nursery to promote pro-environmental behavior among the trainee teachers.

Experiences for Social and Environmental Sensitivity: (Units are not for teaching, but self-learning by the trainee-teachers)



B.Ed.-EPC-207

ART INTEGRATED LEARNING (DRAMA, MUSIC, DANCE, PAINTING ETC.)

Semester: Second Semester

L+T+P: 0++2 = 2 Credits Lecture: 15 Hrs. + Practical: 30 Hrs. Hrs. = 45Hrs.

Total: 50 Marks

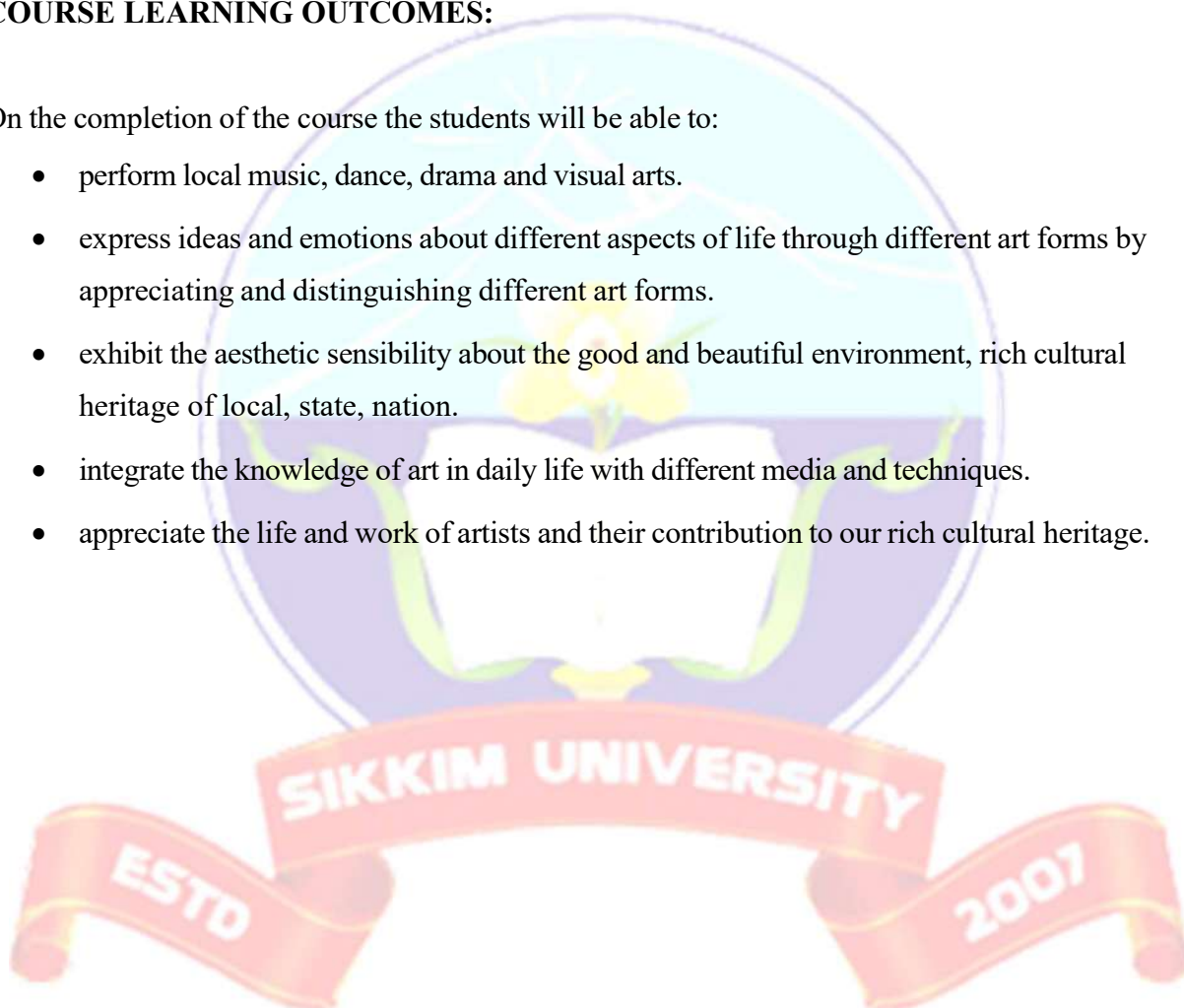
Formative: 50 Marks

Summative: 00 Marks

COURSE LEARNING OUTCOMES:

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

- perform local music, dance, drama and visual arts.
- express ideas and emotions about different aspects of life through different art forms by appreciating and distinguishing different art forms.
- exhibit the aesthetic sensibility about the good and beautiful environment, rich cultural heritage of local, state, nation.
- integrate the knowledge of art in daily life with different media and techniques.
- appreciate the life and work of artists and their contribution to our rich cultural heritage.



B.Ed.-CPS-301

PEDAGOGY OF SCHOOL SUBJECTS

B.Ed.-CPS-301 (A)

PEDAGOGY OF ENGLISH

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks

Formative: 30 Marks

Summative: 70 Marks

COURSE LEARNING OUTCOMES:

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

- analyze the need of different methods and approaches in teaching English.
- evaluate the different methods of teaching English highlighting their characteristics, advantages, limitations and educational implications.
- evaluate the different approaches to teach English highlighting their characteristics, advantages, limitations and educational implications.
- analyze language learning within the constructive paradigm and their implications for effective English language instruction.
- explain the concept, sub skills, types and forms of listening and speaking skills and various activities for developing listening and speaking skills in English.
- apply listening and speaking skills through various tasks, materials and resources in real life situations.
- explain the concept, sub skills, types and forms of reading and writing skills and various activities for developing study skills and writing skills in English.
- apply reading and writing skills through various tasks, materials and resources in real life situations.
- teach the different English grammar components by using various tasks, materials and resources.
- teach the different types of vocabulary by using various tasks, materials and resources.
- assess the different grammar and vocabulary teaching strategies in English language teaching.

B.Ed.-CPS-301 (G)**PEDAGOGY OF PHYSICS****Semester: Third Semester****L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.****Total: 100 Marks****Formative: 30 Marks****Summative: 70 Marks****COURSE LEARNING OUTCOMES:**

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

- explain the place of physics in the school curriculum considering its nature as a science discipline and its interconnections with other disciplines.
- discuss the concept of Pedagogical Content Knowledge (PCK), aims and objectives of teaching physics for the development of thinking and process skills among learners.
- prepare pedagogical plans for teaching physics considering the content, socio-cultural, developmental, special needs context of learners by applying various teaching-learning strategies.
- explain the process of planning various activities, experiments, preparing instructional aids and effective integration of ICT in physics education.
- explain the uniqueness of each learner highlighting the importance of their prior knowledge to involve them in the learning of physics.
- discuss the role of learners as active participants in negotiating and mediating their learning of physics by encouraging them to ask questions and to collect materials from local resources.
- explain the concept the importance of in pre-service teacher education programmes for physics teachers.
- discuss the significance of in-service professional development programs for physics teachers and the role of reflective practices in the professional development of physics teachers.

B.Ed.-CPS-301 (H)**PEDAGOGY OF CHEMISTRY****Semester: Third Semester****L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.****Total: 100 Marks****Formative: 30 Marks****Summative: 70 Marks****COURSE LEARNING OUTCOMES:**

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

- explain the place of Chemistry in the school curriculum, understanding its nature as a science discipline and its interconnections with other disciplines.
- discuss the concept of Pedagogical Content Knowledge (PCK), aims and objectives of teaching Chemistry for the development of thinking and process skills among learners.
- prepare pedagogical plans considering the content, socio-cultural, developmental, special needs context of learners by applying various teaching-learning processes in the context of Chemistry education.
- plan various activities, conduct experiments, laboratory work in Chemistry, design the layout of a Chemistry laboratory, instructional aids and effective integration of ICT in Chemistry education.
- differentiate between test, examination, measurement, assessment, and evaluation and their roles and purposes in assessing student learning in Chemistry.
- explain the concept of continuous and comprehensive evaluation (CCE), assessment framework including formative and summative assessment for holistic assessment of students in chemistry.
- apply appropriate assessment strategies and accommodations to assess the learning of students with special needs in Chemistry to ensure equitable and inclusive assessment practices.
- discuss the importance of professional competencies required for a chemistry science teacher, including subject knowledge, pedagogical skills, communication abilities, classroom management, and professional ethics.

- explain the need for updating chemistry teachers' content and pedagogical competencies through pre-service and in-service courses, participating in science fairs other professional development activities.
- plan various activities and joining membership to different organization of Chemistry societies to celebrate, update knowledge and skills related to chemistry education.

B.Ed.-CPS-301 (I)**PEDAGOGY OF BIOLOGY****Semester: Third Semester****L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.****Total: 100 Marks****Formative: 30 Marks****Summative: 70 Marks****COURSE LEARNING OUTCOMES:**

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

- explain the place of Biology in the school curriculum, its changing character, Pedagogical Content Knowledge (PCK) and its implications for effective Biology teaching.
- discuss the aims and objectives of teaching Biology at the senior secondary level, establishing connections with the upper primary and secondary levels to foster critical thinking, scientific inquiry, problem-solving, and other cognitive skills relevant to the study of Biology.
- prepare pedagogical plans for Biology lessons considering the content, the specific socio-cultural, developmental context of the learners, special needs to apply different teaching-learning approaches and strategies in Biology education.
- plan the various activities, laboratory work in the biology laboratory, instructional aids and effective ICT integration to enhance teaching and learning experiences in the biology classroom.
- analyze science as a domain of inquiry, its dynamic body of knowledge, the process of knowledge, scope of biological science, biological science for environment and health, its history and its applications for humanity.
- explain the concepts of the origin of life and evolution, the role of biodiversity in the biological sciences by develop an awareness of the relationship between biological sciences and society.
- motivate learners to bring their previous knowledge and experiences in biology gained through various sources focusing on the teacher-learner relationship to the habit of actively listening to the child.
- generate discussions and actively involve learners in the teaching-learning process by using dialogue, questioning, and active participation in fostering deeper understanding, critical thinking, valuing individual, group work and creativity in biology.

B.Ed.-CPS-301 (J)**PEDAGOGY OF MATHEMATICS (SCHOOL SUBJECT)****Semester: Third Semester****L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.****Total: 100 Marks****Formative: 30 Marks****Summative: 70 Marks****COURSE LEARNING OUTCOMES:**

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

- explain the concept of Euclidean geometry, trigonometry, topology, and motion.
- apply different visualized software's to teach and learn geometry at school level.
- analyze classical and experimental approaches to probability, informed judgments in probabilistic situations and estimation based on subsequent data.
- explain the properties of numbers, including various interpretations of rational numbers and their proportional relationships to utilize real-life contexts for teaching rational numbers.
- discuss various big ideas in algebraic reasoning to make predictions.
- analyze the national curriculum, syllabus, and textbooks for effective engagement of the learners.
- prepare unit plans, constructive lesson plans and concept maps to address misconceptions considering the significance of communication, mathematical community, and group dynamics in the classroom.
- compare traditional assessment methods with assessments within a constructivist paradigm and action research strategy in mathematics teaching.
- apply socio-cultural context, recreation in Mathematics and mathematics laboratory in the teaching of Mathematics to enhance student engagement and understanding.
- apply effective teaching methodologies for children with dyscalculia and implementing strategies tailored to their learning needs.
- explain the different types of CPDs available for Mathematics teachers, the importance of mathematics teachers' associations, journals, ICT tools and other resource materials in mathematics education to foster continuous professional development.

- describe the various types of professional growth activities for professional growth and development.

B.Ed.-CPS-301 (K)**PEDAGOGY OF HISTORY****Semester: Third Semester****L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.****Total: 100 Marks****Formative: 30 Marks****Summative: 70 Marks****COURSE LEARNING OUTCOMES:**

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

- explain the need, importance and relationship of teaching History with other subjects in fostering historical consciousness, critical thinking, empathy, and understanding of the past.
- prepare teaching-learning plans and materials to ensure a well-structured and coherent delivery of History curriculum.
- analyze the recommendations of the National Curriculum Framework (NCF) 2005 for history teaching.
- apply a constructivist approach to teaching history considering the qualities of an ideal history teacher to foster historical thinking among students.
- explain the concept, need, importance of learning resources, traditional resources, various methods of teaching history and teaching aids in history to enhance student engagement, understanding, and critical thinking.
- apply field trips, historical museums, ICT tools, technology -based resources and history room as effective teaching tools to enhance the subject's visibility and create a conducive learning environment.
- explain the various assessment and evaluation tools and techniques in history teaching.
- apply achievement test and alternative assessment strategies in history teaching.
- discuss the need and importance of CPD of history teacher, teachers' organizations and action research to address current curriculum reforms in history teaching.

B.Ed.-CPS-301 (L)

PEDAGOGY OF POLITICAL SCIENCE

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs.+ Tutorial:15 Hrs.+ Practical: 00 Hrs. = 60 Hrs.

Total: 100 Marks

Formative: 30 Marks

Summative: 70 Marks

COURSE LEARNING OUTCOMES:

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

- explain the need, importance and relationship of teaching political science with other subjects in fostering political consciousness, critical thinking, empathy, and understanding of the past.
- prepare teaching-learning plans and materials to ensure a well-structured and coherent delivery of political science curriculum.
- analyze the recommendations of the National Curriculum Framework (NCF) 2005 for political science teaching.
- apply a constructivist approach to teaching political science considering the qualities of an ideal political science teacher to foster political thinking among students.
- explain the concept, need, importance of learning resources, traditional resources, various methods of teaching political science and teaching aids in political science to enhance student engagement, understanding, and critical thinking.
- apply field trips, historical museums, ICT tools, technology -based resources as effective teaching tools to enhance the subject's visibility and create a conducive learning environment.
- explain the various assessment and evaluation tools and techniques in political science teaching.
- apply achievement test and alternative assessment strategies in political science teaching.
- discuss the need and importance of CPD of political science teacher, teachers' organizations and action research to address current curriculum reforms in political science teaching.

B.Ed.-CPS-301 (M)**PEDAGOGY OF ECONOMICS****Semester: Third Semester****L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.****Total: 100 Marks****Formative: 30 Marks****Summative: 70 Marks****COURSE LEARNING OUTCOMES:**

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

- explain the need, importance and relationship of teaching Economics with other subjects in fostering economical consciousness, critical thinking, empathy, and understanding of the past.
- prepare teaching-learning plans and materials to ensure a well-structured and coherent delivery of Economics curriculum.
- analyze the recommendations of the National Curriculum Framework (NCF) 2005 for Economics teaching.
- apply a constructivist approach to teaching Economics considering the qualities of an ideal Economics teacher to foster economical thinking among students.
- explain the concept, need, importance of learning resources, traditional resources, various methods of teaching Economics and teaching aids in Economics to enhance student engagement, understanding, and critical thinking.
- apply field trips, ICT tools, technology -based resources as effective teaching tools to enhance the subject's visibility and create a conducive learning environment.
- explain the various assessment and evaluation tools and techniques in Economics teaching.
- apply achievement test and alternative assessment strategies in Economics teaching.
- discuss the need and importance of CPD of Economics teacher, teachers' organizations and action research to address current curriculum reforms in Economics teaching.

B.Ed.-CPS-301 (N)**PEDAGOGY OF GEOGRAPHY****Semester: Third Semester****L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.****Total: 100 Marks****Formative: 30 Marks****Summative: 70 Marks****COURSE LEARNING OUTCOMES:**

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

- explain the need, importance and relationship of teaching Geography with other subjects in fostering geographical consciousness, critical thinking, empathy, and understanding of the past.
- prepare teaching-learning plans and materials to ensure a well-structured and coherent delivery of Geography curriculum.
- analyze the recommendations of the National Curriculum Framework (NCF) 2005 for Geography teaching.
- apply a constructivist approach to teaching Geography considering the qualities of an ideal Geography teacher to foster geographical thinking among students.
- explain the concept, need, importance of learning resources, traditional resources, various methods of teaching Geography and teaching aids in Geography to enhance student engagement, understanding, and critical thinking.
- apply field trips, ICT tools, technology -based resources as effective teaching tools to enhance the subject's visibility and create a conducive learning environment.
- explain the various assessment and evaluation tools and techniques in Geography teaching.
- apply achievement test and alternative assessment strategies in Geography teaching.
- discuss the need and importance of CPD of Geography teacher, teachers' organizations and action research to address current curriculum reforms in Geography teaching.

B.Ed.-CPS-301 (O)

PEDAGOGY OF SOCIAL SCIENCE

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks

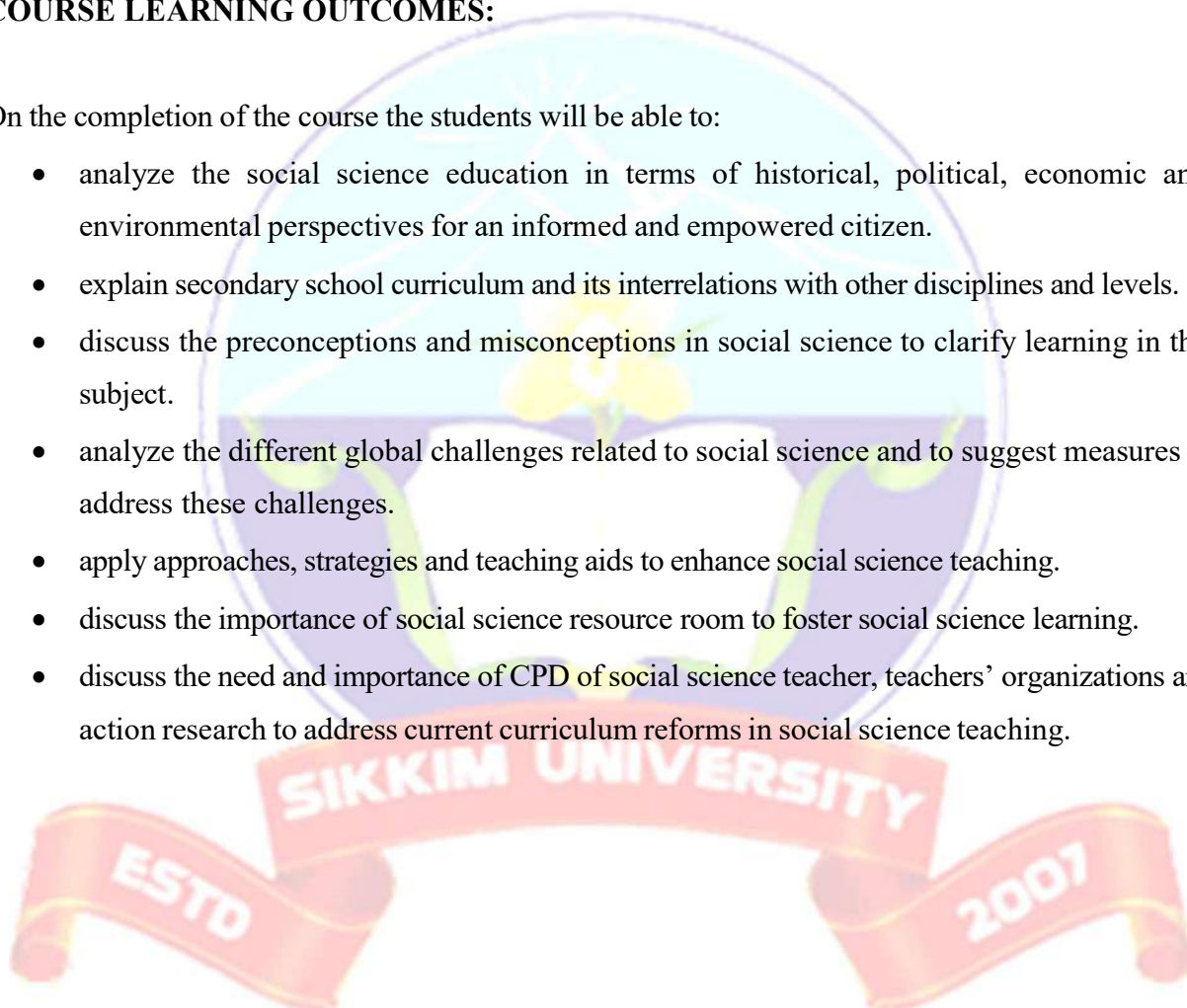
Formative: 30 Marks

Summative: 70 Marks

COURSE LEARNING OUTCOMES:

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

- analyze the social science education in terms of historical, political, economic and environmental perspectives for an informed and empowered citizen.
- explain secondary school curriculum and its interrelations with other disciplines and levels.
- discuss the preconceptions and misconceptions in social science to clarify learning in the subject.
- analyze the different global challenges related to social science and to suggest measures to address these challenges.
- apply approaches, strategies and teaching aids to enhance social science teaching.
- discuss the importance of social science resource room to foster social science learning.
- discuss the need and importance of CPD of social science teacher, teachers' organizations and action research to address current curriculum reforms in social science teaching.



B.Ed.-PE-302**GENDER, SCHOOL AND SOCIETY****Semester: Third Semester****L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.****Total: 100 Marks****Formative: 30 Marks****Summative: 70 Marks****COURSE LEARNING OUTCOMES:**

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

- explain the concept of gender, social construction of gender and the difference between gender and sex.
- analyze the gendered representations in textbooks, hidden curriculum and the ideas of masculinity and femininity within the family and school settings.
- discuss role of family, school, and media to promote equity, equality and empowerment in relation to gender.
- examine the challenges to gender equality and to suggest potential strategies for addressing these issues.
- explain the concept of society and school as a miniature society as well as the interrelation between home, school, and society as agencies of education.
- discuss the concept, nature, and processes of socialization and social interaction and the teacher's role in facilitating socialization.
- analyze the social climate within schools and its relationship with the community to promote effective learning.
- analyze the gender roles and stereotypes prevalent in the society and their implications for the gender equality.
- discuss the legal and constitutional provisions safeguarding the rights of women and children in India.
- discuss the various teaching strategies to foster gender sensitivity and promote inclusivity in the classroom.
- critically analyze the representation of gendered roles, relationships, and ideas in textbooks and curricula to promote a gender sensitive curricula and practices at school and society.

- explain the importance of adult education and non-formal education in promoting women's development.

B.Ed.-CPS-303 (C)

VALUE EDUCATION (MULYA PRAVAH)

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks

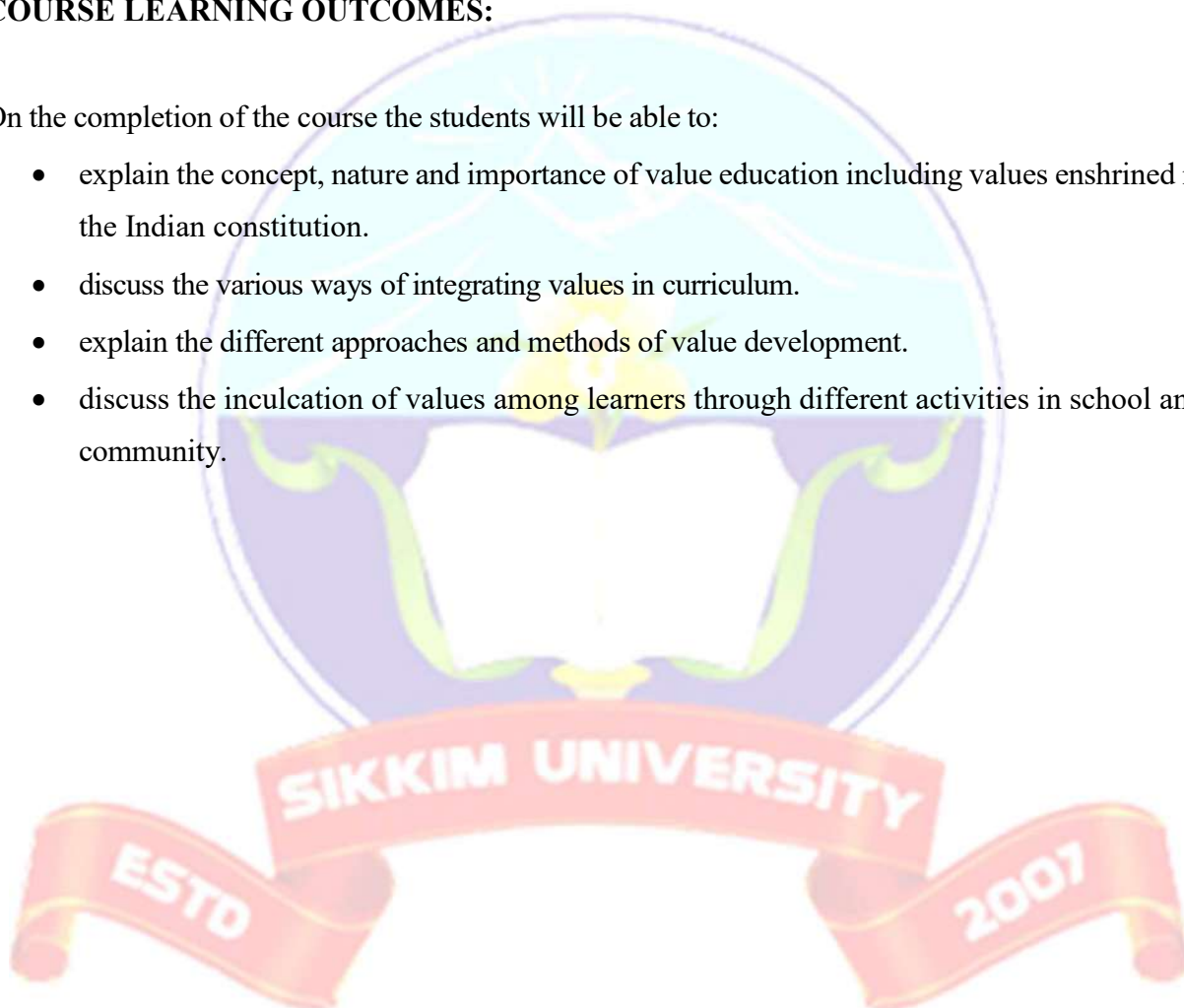
Formative: 30 Marks

Summative: 70 Marks

COURSE LEARNING OUTCOMES:

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

- explain the concept, nature and importance of value education including values enshrined in the Indian constitution.
- discuss the various ways of integrating values in curriculum.
- explain the different approaches and methods of value development.
- discuss the inculcation of values among learners through different activities in school and community.



B.Ed.-CPS-303 (F)

GUIDANCE AND COUNSELLING

Semester: Third Semester

L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.

Total: 100 Marks

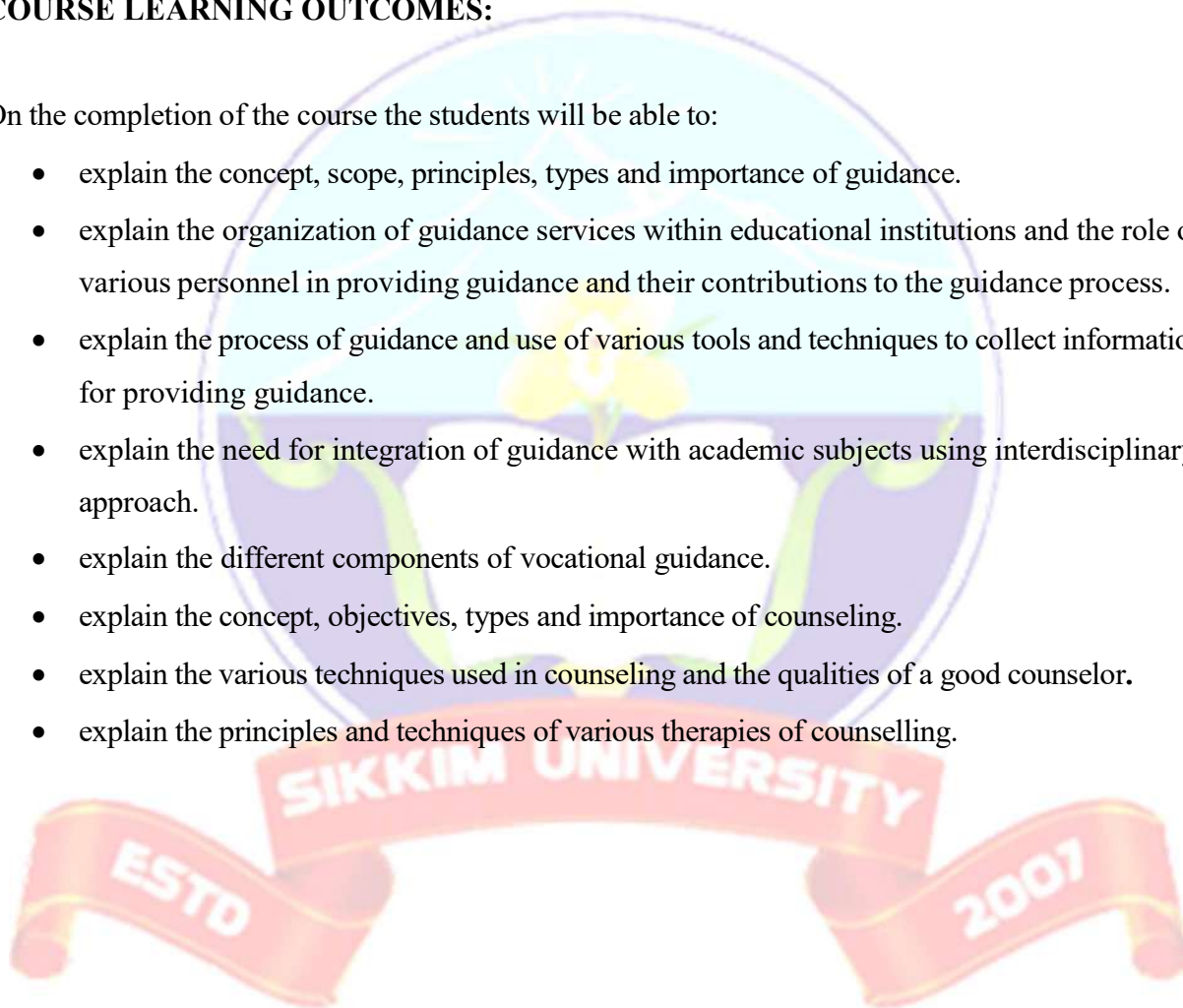
Formative: 30 Marks

Summative: 70 Marks

COURSE LEARNING OUTCOMES:

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

- explain the concept, scope, principles, types and importance of guidance.
- explain the organization of guidance services within educational institutions and the role of various personnel in providing guidance and their contributions to the guidance process.
- explain the process of guidance and use of various tools and techniques to collect information for providing guidance.
- explain the need for integration of guidance with academic subjects using interdisciplinary approach.
- explain the different components of vocational guidance.
- explain the concept, objectives, types and importance of counseling.
- explain the various techniques used in counseling and the qualities of a good counselor.
- explain the principles and techniques of various therapies of counselling.



B.Ed.-EWF-304**SCHOOL INTERNSHIP I****Semester: Third Semester****L+T+P: 0+0+4 = 4Credits Lecture: 00 Hrs.+ Tutorial: 00Hrs.+Practical: 120 Hrs. = 120 Hrs.****Total: 100 Marks****Formative: 70 Marks****Summative: 30 Marks****COURSE LEARNING OUTCOMES:**

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

- demonstrate various teaching skills for effective teaching.
- acquire practice in preparing various kinds of teaching aids and the integration of ICT.
- observe co-trainees' teaching skills and give feedback.
- prepare lesson plans according to the content, subject and level.

B.Ed.-EPC-305**CRITICAL UNDERSTANDING OF ICT AND ITS APPLICATION****Semester: Third Semester****L+T+P: 0+0+2 = 2 Credits Lecture: 00 Hrs. +Tutorial: 00 Hrs.+ Practical: 60 Hrs. = 60 Hrs.****Total: 50 Marks****Formative: 50 Marks****Summative: 00 Marks****COURSE LEARNING OUTCOMES:**

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

- demonstrate the critical understanding of ICT and its application in the teaching-learning process at school level.

B.Ed.-PE-401**EDUCATIONAL PLANNING, MANAGEMENT AND LEADERSHIP****Semester: Fourth Semester****L+T+P: 3+1+0 = 4 Credits Lecture:45 Hrs. + Tutorial:15 Hrs.+ Practical:00 Hrs. = 60 Hrs.****Total: 100 Marks****Formative: 30 Marks****Summative: 70 Marks****COURSE LEARNING OUTCOMES:**

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

- explain the concept, purpose, approaches and types of educational planning for effective execution of management in education.
- discuss the process of institutional planning, development of school plans in accordance with the Right to Education (RTE) Act of 2009.
- analyze the historical background, features and significance of the five-year plans in India and their impact on education.
- explain the major recommendations related to elementary and secondary education as outlined in the 12th Five-Year Plan.
- discuss the legal provisions, institutional framework, and planning machinery for educational decentralization in India.
- explain the district planning within country-wide education development programs (SSA) and (RMSA).
- explain the concept, process and approaches of educational management.
- explain the management of material and human resources and their implications for the overall development of school.
- describe the concept of total quality management and its application in education.
- discuss the structure of educational management at the national and state levels in India.
- explain the concept of office management, management of co-scholastic activities and management of examinations in schools.
- explain the concept and types of leadership and their implications for educational administration and leadership at school level.

B.Ed.-EWF-402**WORKING WITH COMMUNITY****Semester: Fourth Semester****L+T+P: 0+0+2 = 2 Credits Lecture: 00 Hrs. + Tutorial: 00Hrs + Practical: 90 Hrs. = 90 Hrs.****Total: 50 Marks****Formative: 50 Marks****Summative: 00 Marks****COURSE LEARNING OUTCOMES:**

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

- acquaint with the various factors working within the society and community knowledge of social realities.
- demonstrate the dignity of labour among themselves.
- arouse their interest in the social and economic reconstruction of the country.
- show awareness about the different educational problems and needs of the society.
- demonstrate the ability towards sustainable development through community service.

Student teachers shall be provided exposure to community life for at least one week during which they shall live with the community members and act in terms of preparing school development plan, sharing cultural practices, holding cultural programmes and gaining community's perception about and aspirations from formal education system. The members of SMC/VMC should be associated in these activities.

The institution will form a committee, including faculty members, student teachers and community/SMC members for the smooth organization of this programme. The student teachers shall prepare a detailed report of the programme, individually and/or in group during the activity and submit at the end of the programme.

B.Ed.-EWF-403

SCHOOL INTERNSHIP**Semester: Fourth Semester****L+T+P: 0+0+12 = 12 Credits Lect.: 00 Hrs. + Tut.: 00 Hrs.+ Practical: 360 Hrs. = 360 Hrs.****Total: 300 Marks****Formative: 210 Marks****Summative: 90 Marks****COURSE LEARNING OUTCOMES:**** Marks will be given by the cooperative/mentor teachers/HM/Principal of mentoring schools*

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

- develop various teaching skills for effective teaching and analyze co-trainees teaching skills and give feedbacks.
- develop competencies for class room transaction.
- get practice in preparing various kinds of teaching aids and first-hand experiences in the school.
- prepare teacher diary, time-table and address school assembly.
- develop lesson plans and evaluate learning outcomes of the learners.

Note: This course will carry 300 marks as follows

(i) Formative Assessment ----- 210 Marks (70%)

(ii) Summative Assessment----- 90 Marks (30%)

SESSIONAL WORK (FOR FORMATIVE AND SUMMATIVE ASSESSMENT)

- Work of the Post: Internship under shall be evaluated formative assessment internally out of 210 Marks.
- Work of School: Internship: Other related work under shall be evaluated summative assessment internally out of 90 Marks.

B.Ed.-EWF-404

ACTION RESEARCH

Semester: Fourth Semester

L+T+P: 0++2 = 2 Credits Lecture: 00 Hrs. + Tutorial: 00 Hrs. Practical: 60 Hrs. = 60 Hrs.

Total: 50 Marks

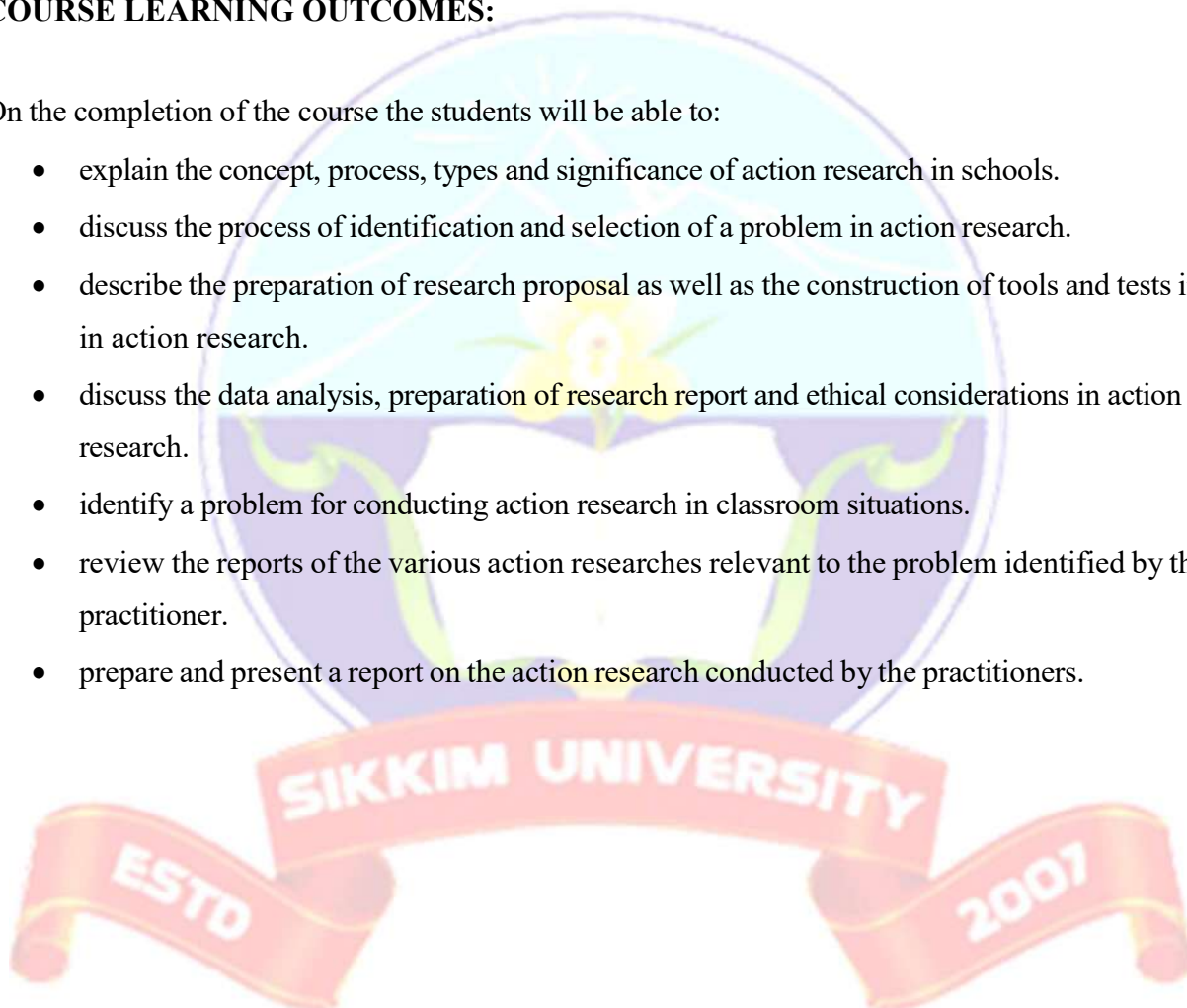
Formative: 50 Marks

Summative: 00 Marks

COURSE LEARNING OUTCOMES:

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

- explain the concept, process, types and significance of action research in schools.
- discuss the process of identification and selection of a problem in action research.
- describe the preparation of research proposal as well as the construction of tools and tests in action research.
- discuss the data analysis, preparation of research report and ethical considerations in action research.
- identify a problem for conducting action research in classroom situations.
- review the reports of the various action researches relevant to the problem identified by the practitioner.
- prepare and present a report on the action research conducted by the practitioners.



B.Ed.-EPC-405

UNDERSTANDING THE SELF

Semester: Fourth Semester

L+T+P: 0+0+2 = 2 Credits Lecture: 00 Hrs. + Tutorial: 00Hrs. Practical: 60 Hrs.=60 Hrs.

Total: 50 Marks

Formative: 50 Marks

Summative: 00 Marks

COURSE LEARNING OUTCOMES:

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

- demonstrate an understanding of the central concepts in defining 'self' and 'identity'.
- reflect critically on the factors that shape the understanding of 'self' and the development of self as a person as well as a teacher.
- reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher.
- demonstrate effective communication skills including the ability to listen, observe, empathize and express to facilitate the development of the self and others.
- demonstrate resilience to deal with conflicts at different levels to live in harmony with one's surroundings.
- appreciate the critical role of teachers in promoting 'self' and students' well-being.

