

B.Sc. B.Ed. / B.A. B.Ed.

(Four Year Integrated Course)

Program Outcomes and Program Specific Outcomes Course Outcomes

Program Outcomes

1. Subject Knowledge and Competence: Graduates will demonstrate a deep understanding of the subjects they are qualified to teach, including a strong grasp of foundational concepts, theories, and
2. Pedagogical Skills: Graduates will be proficient in various teaching methodologies, strategies, and techniques, allowing them to effectively convey complex subject matter to diverse groups of students.
3. Curriculum Development: Graduates will have the ability to design and adapt curricula to meet the needs of different learners, including the incorporation of technology and innovative teaching methods.
4. Assessment and Evaluation: Graduates will be skilled in assessing student learning outcomes, utilizing both formative and summative assessment methods, and providing constructive feedback to enhance student performance.
5. Classroom Management: Graduates will exhibit effective classroom management techniques, fostering a positive and inclusive learning environment that promotes student engagement and success.
6. Diversity and Inclusion: Graduates will demonstrate an understanding of diverse student populations, including those with special needs, and will be able to differentiate instruction to meet the needs of all
7. Research and Inquiry Skills: Graduates will possess the ability to engage in educational research, critically evaluate educational practices, and contribute to the improvement of teaching and
8. Professionalism: Graduates will adhere to ethical standards in education, demonstrate effective communication with students, colleagues, and parents, and continue their professional development throughout their careers.
9. Community Engagement: Graduates will actively participate in school and community activities, fostering partnerships that benefit both the school and its surrounding community
10. Life-long Learning: Graduates will have a commitment to ongoing professional development, staying current with educational trends and continuously improving their teaching practices.

Program Specific Outcomes

1. Content Mastery: Students will demonstrate in-depth knowledge and expertise in their chosen subject areas, enabling them to teach these subjects effectively.
2. Teaching Strategies: Graduates will be proficient in employing a range of teaching strategies, including lectures, group activities, and technology-based instruction, to cater to diverse learning
3. Lesson Planning: Students will be able to design comprehensive lesson plans that align with curriculum standards and learning Outcomes:.

4. **Assessment Expertise:** Graduates will excel in creating fair and valid assessments, including quizzes, exams, and performance assessments, to gauge student understanding.
5. **Inclusive Education:** Graduates will be equipped to adapt teaching methods to accommodate students with varying abilities and diverse backgrounds.
6. **Classroom Management:** Students will develop strategies for maintaining a positive classroom environment conducive to learning.
7. **Educational Technology:** Graduates will integrate technology effectively into their teaching, enhancing engagement and learning outcomes.
8. **Research in Education:** Students will engage in educational research projects, contributing to the improvement of teaching and learning practices.
9. **Professional Ethics:** Graduates will adhere to ethical standards in education, demonstrating integrity, confidentiality, and respect for students and colleagues.
10. **Community Engagement:** Students will actively participate in community outreach and extracurricular activities that benefit the school and local community.
11. **Reflective Practice:** Graduates will engage in ongoing self-assessment and reflection on their teaching practices to continuously improve their effectiveness.
12. **Parent and Stakeholder Communication:** Graduates will effectively communicate with parents, guardians, and other stakeholders to foster a supportive educational environment.
13. **Professional Development:** Students will commit to lifelong learning and professional development, staying updated with the latest educational research and pedagogical advancements.
14. **Cultural Competency:** Graduates will show cultural sensitivity and competence, recognizing and valuing the diversity of their students and communities.
15. **Leadership Skills:** Students will develop leadership skills that enable them to take on roles such as department heads or curriculum coordinators.

B.Sc. B.Ed. / B.A. B.Ed. Course Outcome First Year

Childhood and Growing Up

1. **Foundational Understanding of Psychology:** Students will demonstrate a solid understanding of basic concepts, methods, and principles of psychology and their application in educational contexts.
2. **Comprehensive Knowledge of Development:** Students will acquire a comprehensive understanding of the nature, stages, principles, and various factors influencing human development across the lifespan.
3. **Psycho-Social Perspective on Life Stages:** Students will analyze different periods of life (childhood, adolescence) with a psycho-social perspective, considering the impact of family, school, peer groups, social climate, and media.
4. **In-depth Understanding of Learning Theories:** Students will demonstrate a profound understanding of various learning theories (Behavioristic, Gestalt, Cognitive, Social Constructive, etc.) and their application in educational settings.
5. **Recognition of Learning Environment Importance:** Students will understand the critical role of the learning environment in facilitating effective learning and its influence on cognitive processes.

6. Familiarity with Psychological Attributes: Students will become acquainted with various psychological attributes of an individual, including intelligence, creativity, higher-level thinking skills, socialization, and mental health.
7. Awareness of Developmental Theories: Students will analyze and understand influential developmental theories, including Piaget's cognitive development, Freud's psycho-sexual development, and Erikson's psycho-social development.
8. Insight into Childhood and Adolescence: Students will gain insights into the meaning, characteristics, and developmental influences of childhood and adolescence, including the effects of family, school, peers, and social media.
9. Understanding of Personality and Individual Differences: Students will comprehend the concept and nature of personality, various personality theories, and the assessment of personality. They will also appreciate individual differences, including those with special educational needs.
10. Application of Motivation and Classroom Management: Students will apply motivational concepts and theories (such as Maslow's Hierarchy of Needs) to create and maintain a productive classroom environment, effectively dealing with misbehavior.
11. Competency in Assessing Intelligence, Creativity, and Higher-Level Thinking: Students will demonstrate proficiency in assessing intelligence, creativity, and higher-level thinking skills, including the ability to apply different measurement techniques.
12. Understanding Socialization and Mental Health: Students will grasp the process of socialization, theories related to group dynamics, and concepts of mental health. They will also gain insight into common problems related to children's mental health and strategies for addressing them.

Contemporary India and Education

1. Developed Reflective Thinking: Students will demonstrate the ability to critically analyze and reflect upon educational issues in contemporary India, providing informed perspectives.
2. Comprehensive Understanding of Education Trends: Students will exhibit a deep understanding of the evolving trends, challenges, and issues facing the education system in contemporary India.
3. Appreciation of Post-Independence Educational Developments: Students will appreciate the significant developments in Indian education since gaining independence.
4. Knowledge of Education Commissions and Committees: Students will be familiar with the various commissions and committees on education established over time, understanding their roles and
5. Awareness of Societal Concerns in Education: Students will demonstrate an understanding of the challenges and concerns related to education, especially in regards to marginalized sections of
6. Familiarity with Innovative Educational Practices: Students will be aware of and able to evaluate various innovative practices in education, including technological advancements and alternative teaching methods.

7. Proficiency in Self-Teaching Technical Devices: Students will acquire the skills necessary for independent learning through technical devices, empowering them to continue their educational journey beyond the classroom.
8. Understanding of Constitutional Values and Provisions: Students will grasp the constitutional values and provisions related to education in India, recognizing the significance of education in upholding democratic principles.

Instructional System and Educational Evaluation

1. Clear Understanding of Educational Evaluation: Students will be able to articulate the need, importance, and distinctive characteristics of educational evaluation.
2. Knowledge of Evaluation Approaches: Students will demonstrate proficiency in describing and distinguishing between formative and summative evaluation, as well as understanding the advantages and disadvantages of external and internal evaluation.
3. Integration of Evaluation in Teaching-Learning Process: Students will comprehend the pivotal role of educational evaluation within the teaching-learning process, including its relationship with instructional Outcomes: and performance assessment.
4. Competency in Using Evaluation Tools and Techniques: Students will be capable of explaining the nature of evaluation tools, including tests, and interpreting their results for various purposes such as instruction, guidance, and administration.
5. Appreciation of Psychological Testing: Students will recognize the significance and relevance of psychological testing in the context of educational evaluation.
6. Emphasis on Continuous Comprehensive Evaluation: Students will appreciate the necessity for continuous comprehensive evaluation in schools and understand its benefits for assessing the holistic development of learners.
7. Proficiency in Classification of Educational Outcomes: Students will be adept at classifying educational Outcomes: into cognitive, affective, and psycho-motor domains, and understanding their functional significance.
8. Ability to Create Evaluation Tools: Students will have the capability to develop a variety of evaluation tools, such as portfolios for student assessment, advanced evaluation instruments, self- assessment tools, and achievement tests along with their blueprints.

B.Sc. B.Ed. / B.A. B.Ed. Course Outcomes

Second Year

Knowledge and Curriculum

1. Develop a comprehensive understanding of the nature and sources of knowledge, with a specific emphasis on its relationship with society, culture, and modernity.
2. Recognize and differentiate between various forms of knowledge, including empirical, revealed, disciplinary, and course content knowledge, while understanding the distinctions between belief, information, knowledge, and understanding.

3. Analyze the diverse facets of knowledge, including its localization, universality, concreteness, abstractness, theoretical nature, and practical application, especially in the context of school-based
4. Comprehend the concept of curriculum, including its meaning, Outcomes:, and its pivotal role in educational institutions. Distinguish between curriculum and syllabus and recognize the factors influencing curriculum development.
5. Evaluate various types of curriculum models, including subject-centered, experience-centered, activity-centered, child-centered, and craft-centered approaches, with reference to prominent educational thinkers such as Franklin Bobbitt, Ralph Tyler, Hilda Taba, and Philip Jackson.
6. Understand the process of curriculum planning and development, including the construction of curriculum and the application of different curriculum development models.
7. Appreciate the significance of the school environment as the primary site for curriculum engagement. Recognize the role of school philosophy, administration, infrastructure, and organizational culture in facilitating effective curriculum implementation.
8. Identify and articulate the teacher's pivotal role in knowledge construction through dialogues, challenges, and feedback, functioning as a critical pedagogue in the curriculum transaction process.
9. Demonstrate the ability to conduct seminars, discussions, movie appraisals, group work, fieldwork, and Engage in the close reading and analysis of articles, policies, and documents relevant to Curriculum Studies in Education.

Learning And Teaching

1. Conceptual Mastery of Teaching and Learning: Students will acquire a comprehensive understanding of the concept, principles, and nature of teaching and learning processes.
2. Recognition of Diverse Learning Styles: Students will be able to identify and differentiate various learning styles based on individual learner differences.
3. Understanding the Teaching-Learning Relationship: Students will analyze the intricate relationship between teaching and learning, including the factors that influence effective learning.
4. Proficiency in Educational Technology Integration: Students will demonstrate the ability to utilize modern information and communication technology to enhance the teaching-learning
5. Appreciation of Learning as Communication: Students will recognize learning as a communicative process and be knowledgeable about the various resources available to optimize this
6. Analysis of Socio-Cultural Factors in Cognition: Students will critically analyze how socio- cultural factors impact cognition and learning.
7. Comprehension of Learning in Constructivist Perspective: Students will study and understand learning through a constructivist lens, recognizing the importance of active engagement in the learning process.
8. Familiarity with Professional Ethics in Teaching: Students will become acquainted with the ethical standards and responsibilities associated with the teaching profession.

9. Awareness of Innovative Teaching Trends: Students will be knowledgeable about emerging trends and innovations in the teaching-learning process while upholding professional ethics.

Peace Education

1. Comprehensive Understanding of Peace Education: Students will demonstrate a clear understanding of the concept, theory, and practice of peace education, including its philosophical
2. Recognition of Peaceful Mindset's Impact: Students will grasp the significance of a peaceful mindset in fostering a harmonious world.
3. Application of Peace Education Principles: Students will be able to apply the principles and theories of peace education to promote conflict resolution, nonviolence, and positive interpersonal
4. Philosophical Insights for Peace: Students will gain an understanding of the philosophical perspectives that advocate for peace and nonviolence.
5. Awareness of Conflict Dynamics: Students will develop an awareness of conflicting relationships at various levels (individual, societal, international) and recognize the importance of addressing them for global harmony.
6. Framework for Peaceful Societies: Students will be capable of formulating frameworks and strategies for creating peaceful and nonviolent societies.
7. Integration of Peace Education in Curriculum: Students will learn to integrate peace education principles and practices into educational curricula and co-curricular activities.
8. Utilization of Teaching Strategies for Peace Education: Students will demonstrate proficiency in employing various teaching strategies (such as meditation, yoga, dramatization, debates, etc.) to effectively deliver peace education.
9. Promotion of Peaceful Values and Practices: Students will actively engage in promoting values and practices that contribute to peace, including conflict management and environmental
10. Engagement with Global Peace Initiatives: Students will participate in and contribute to global peace initiatives, and understand the role of international agencies, NGOs, and social institutions in peace education.

B.Sc. B.Ed. / B.A. B.Ed. Course Outcomes Third Year

Language Across the Curriculum

1. Understanding of Children's Language Background: Students will be able to comprehend the linguistic backgrounds of children, which is essential for effective teaching and learning.
2. Sensitivity to Language Diversity: Students will develop a heightened sensitivity to the diversity of languages present in the classroom, facilitating inclusive and culturally aware teaching practices.
3. Competence in Analyzing School Practices: Students will gain proficiency in critically analyzing current school practices related to language education and be able to propose alternative
4. Theoretical Understanding of Multilingualism: Students will enhance their theoretical understanding of multilingualism in educational contexts.

5. Effective Use of Oral Language in the Classroom: Students will develop strategies for utilizing oral language in the classroom to enhance learning in specific subject areas.
6. Proficiency in Reading Comprehension and Writing Skills: Students will gain a deep understanding of reading comprehension in content areas and develop effective writing skills tailored to specific subjects.
7. Awareness of Language and Society Interplay: Students will comprehend the interplay between language and society, including issues of identification, power dynamics, and discrimination.
8. Utilization of Language as a Tool: Students will understand the functional aspect of language and learn how to wield it as a powerful educational tool.
9. Recognition and Remediation of Language and Speech Disorders: Students will be able to identify language and speech disorders and devise appropriate remedial measures.
10. Application of Theories of Language Development: Students will apply theories of language development to enhance their teaching practices and create supportive learning environments.
11. Integration of Home Language and School Language: Students will understand the dynamics of using both home languages and standardized school languages in teaching and learning processes.
12. Proficiency in Classroom Discourse Strategies: Students will develop effective strategies for utilizing language in the classroom to promote subject-specific learning.
13. Skills in Questioning Techniques: Students will gain proficiency in using various types of questions to facilitate learning in the classroom.
14. Development of Reading and Writing Strategies: Students will acquire strategies for effective reading comprehension, note-taking, summarizing, and writing in various content areas.
15. Analytical Skills for Textbook Content: Students will be able to analyse the content of textbooks and understand their structural and informational aspects.

Guidance And Counselling in Schooling

1. Conceptual Clarity in Guidance and Counselling: Students will demonstrate a clear understanding of the concepts, meaning, and need for guidance and counselling in an educational context.
2. Principles and Procedures of Guidance: Students will be acquainted with the underlying principles and procedural steps involved in providing effective guidance to students.
3. Role of Schools in Guidance: Students will recognize and appreciate the pivotal role that schools play in offering guidance and support to students.
4. Competence in Areas, Tools, and Techniques: Students will develop proficiency in addressing personal, educational, and vocational aspects of guidance using tools such as records, rating scales, psychological tests, questionnaires, and inventories, along with techniques like observation, interviews, and stoichiometry.
5. Understanding of Counselling Principles and Process: Students will grasp the fundamental principles and stages involved in the counselling process, including the distinctions between directive, non-directive, and eclectic counselling approaches.

6. Qualities and Roles of a School Counsellor: Students will gain insights into the essential qualities and roles that a school counsellor should possess in order to be effective in their role.
7. Utilization of Tools and Techniques in Counselling: Students will acquire the skills to conduct both individual and group counselling sessions, using techniques such as lectures, discussions, and dramatics. They will also recognize the importance of follow-up in the counselling process.
8. Specialized Guidance and Counselling for Diverse Populations: Students will be able to identify and address the unique needs of special populations, including gifted and creative students, underachievers, slow learners, first-generation learners, individuals with learning disabilities, drug addicts, alcoholics, and children with special needs.
9. Awareness of Resource Centers and Evaluation in Counselling: Students will gain knowledge about the availability and utilization of resource centers such as de-addiction centers and career resource centers. They will also understand the importance of evaluation in the counselling process and recognize the need for research and reforms in guidance and counselling.

B.Sc. B.Ed. / B.A. B.Ed. Course Outcomes Fourth Year Course Outcome

Creating an Inclusive School

1. Demonstrate Knowledge of Perspectives in Special Education: Students will acquire a comprehensive understanding of diverse perspectives within the field of education for children with disabilities.
2. Attitudinal Reformulation towards Special Needs Children: Develop a positive and inclusive attitude towards children with special needs, fostering an environment of acceptance and
3. Application of Effective Teaching Strategies: Equip student teachers with specific strategies and skills essential for teaching special needs children within inclusive classroom settings.
4. Adaptation of Learner-Friendly Evaluation Methods: Modify and implement assessment procedures that are conducive to the diverse learning needs of special education students.
5. Integration of Innovative Practices: Cultivate the ability to incorporate innovative teaching practices tailored to address the unique educational requirements of children with special
6. Contribution to Policy Formulation: Empower students to actively participate in the formulation of policies related to the education of children with special needs.
7. Implementation of Pertinent Education Laws: Enable students to effectively apply and implement existing laws and regulations pertaining to the education of children with special

Course Units and Corresponding Outcomes

Unit I-Paradigms in Education of Children with Special Needs: Gain a comprehensive understanding of historical perspectives, contemporary trends, and various models of

viewing disabilities, along with a strong grasp of the philosophies behind special education, integrated education, and inclusive education.

Unit II-Legal and Policy Perspectives: Develop a profound knowledge of key legislations and policies governing the education of students with disabilities, including the Right to Education (RTE) Act, 2009, and pertinent national policies.

Unit III-Scheme of Inclusive Education: Acquire proficiency in the implementation of inclusive education schemes, with a focus on special focus groups under Sarva Shiksha Abhiyan (SSA), schemes from MHRD, IEDSS (2009), and community-based education.

Unit IV-Classroom Management: Master the art of effective classroom management, including readiness assessments for addressing learning difficulties, and the integration of technological advancements and assistive devices to accommodate different disabilities.

Unit V-Inclusive Practices in Classrooms for All: Develop pedagogical expertise in responding to individual student needs through strategies such as cooperative learning, peer tutoring, reflective teaching, and the utilization of multisensory teaching methods, along with proficiency in documentation and record-keeping.

Understanding Disciplines and Subjects

1. **Developing Understanding of Disciplinary Knowledge:** Students will gain a deep comprehension of the nature and significance of disciplinary knowledge within the school
2. **Conceptualizing the Impact of School Subjects on Disciplines:** Acquire a conceptual understanding of how school subjects influence and interact with different disciplines.
3. **Cultivating Interest, Attitudes, and Content Knowledge for Syllabus Design:** Develop a keen interest, positive attitudes, and comprehensive knowledge regarding content selection and syllabus framing.
4. **Building Professional, Disciplinary, and Curriculum Expertise:** Foster the capacity to construct and implement professional, disciplinary, and curriculum programs

Course Units and Corresponding Outcomes:

Unit I-Meaning and Concept of Disciplinary Knowledge: Gain a deep insight into the nature and role of disciplinary knowledge in the school curriculum, and understand the distinction between disciplines and interdisciplinary subjects.

Unit II-Impact of Social Science Subjects on Disciplines: Analyze the methods and techniques applicable to teaching social sciences, encompassing lecture, project, storytelling, and experiential learning, and their influence on various disciplines.

Unit III-Impact of Science and Math Subjects on Disciplines: Comprehend the teaching methods and techniques for science and mathematics, including brain storming, laboratory work, constructive learning, and problem solving, and their impact on disciplinary knowledge.

Unit IV-Impact of Language Subjects on Disciplines: Explore various modes of teaching language, such as story, poetry, and personal essay, and understand the redefinition of language subjects in the context of social justice and cultural perspectives.

Unit V-Process and Framing of Disciplines and Subjects: Gain proficiency in formulating syllabi and content by understanding the underlying theories, principles, and processes, and learn to integrate practical knowledge, community engagement, and co-curricular activities in relation to disciplinary knowledge and its relevance to the school curriculum.

Tasks and Assignments: Develop practical skills through class tests and a variety of assignments, ranging from chart preparation to lab work, which reinforce the application of disciplinary knowledge in real-world scenarios.

Physical Education and Yoga

1. Understanding the Significance of Physical Education: Students will gain an appreciation for the need and importance of physical education.
2. Exploring Allied Areas in Physical Education: Familiarize students with related fields and areas within the domain of physical education.
3. Promoting Awareness of Physical Fitness: Sensitize student teachers towards the concept of physical fitness and its significance.
4. Recognizing Benefits of Physical Fitness and Activities: Enable students to appreciate the advantages of engaging in physical fitness and related activities for personal
5. Acquiring Skills for Physical Fitness Assessment: Provide students with the necessary skills to assess and evaluate physical fitness levels.
6. Introducing Philosophical Foundations of Yoga: Introduce students to the philosophical underpinnings of yoga.
7. Familiarizing with Types and Importance of Yoga: Familiarize students with different types of yoga and emphasize their importance.
8. Motivating Engagement in Physical Activity for Fitness: Motivate students to actively participate in physical activities to promote fitness development.
9. Understanding Health-Related Fitness Evaluation Procedures: Equip students with the knowledge and procedures for health-related fitness assessments.

Course Units and Corresponding Outcomes:

Unit I-Physical Education: Define and understand the meaning and scope of physical education, along with its Outcomes: and related areas within the field.

Unit II-Physical Education Methods: Recognize the need and significance of physical education at different levels of schooling. Develop an understanding of various training methods to enhance components of physical and motor fitness.

Unit III-Physical Fitness: Comprehend the meaning, types, and factors influencing physical fitness. Recognize the benefits associated with maintaining physical fitness.

Unit IV-Physical Fitness and Yoga Activities: Emphasize the importance of physical activities at the school level. Introduce and understand various aspects of yoga,

including Ashtang Yoga and different types. Highlight the significance of Yogasanas, Pranayama, Shudhikriya, and Meditation.

Unit V-Human Abilities and Yoga in Indian Context: Explore the relationship between education and yoga in enhancing intelligence, awareness, and creativity. Understand the impact of stress on individuals and apply yogic techniques for stress management.

Tasks and Assignments: Evaluate practical skills through class tests and assignments, focusing on the application of yogic activities, the interrelation of health and physical education with other subjects, and fundamental skills in games, sports, and yoga.

Gender, School, and Society

1. **Developing Understanding of Key Gender Concepts:** Students will gain a basic understanding and familiarity with key concepts such as gender bias, gender stereotype, empowerment, gender parity, equity, equality, patriarchy, feminism, and transgender.
2. **Exploring Landmarks in Women's Education:** Understand important historical and contemporary landmarks in the growth of women's education.
3. **Analyzing Gender Issues in Educational Settings:** Examine gender-related issues within schools, including curriculum, textual materials, pedagogical processes, and their intersections with class, caste, religion, and region.
4. **Addressing Gender-Based Violence:** Recognize the need to address gender-based violence in various social spaces and develop strategies for intervention and prevention.

Course Units and Corresponding Outcomes:

Unit I-Gender Issues – Key Concepts: Acquire a comprehensive understanding of fundamental gender-related concepts, including sexuality, patriarchy, masculinity, feminism, bias, stereotypes, and empowerment, equity, equality, and transgender issues.

Unit II- Socialization Processes in India: Family, School, and Society: Analyze gender identities and socialization practices within different types of families. Understand the intersection of gender with class, caste, religion, and region in the context of curriculum, hidden curriculum, and classroom processes. Recognize the importance of addressing sexual abuse in various social contexts.

Unit III-Gender Issues in Curriculum: Examine the construction of gender within curriculum frameworks, exploring the intersection of class, caste, religion, and region. Analyze how gender is represented in textual materials and classroom processes. Recognize the role of teachers as agents of change and explore life skills and sexuality education.

Unit IV-Gender Studies-Historical Perspectives on Education: Gain insight into historical landmarks in socio-economic and educational upliftment of girls and women, understanding the societal progress in this regard.

Unit V-Constitutional Commitments: Understand the reports, recommendations, policy initiatives, schemes, and programs aimed at promoting girls' education and overall development of women, and addressing gender discrimination in society.

Tasks and Assignments: Evaluate understanding and application through class tests and assignments, including projects related to key gender concepts, analysis of textual materials, debates on equity and equality, and projects focused on transgender issues and family dynamics.

Assessment for Learning

1. Understanding the Evaluation Process: Students will gain a comprehensive understanding of the evaluation process, including assessment, measurement, testing, examination, formative and summative evaluation, as well as continuous and comprehensive assessment mandated under RTE.
2. Developing Skills in Test Preparation and Interpretation: Equip students with the skills necessary to prepare, administer, and interpret achievement tests effectively.
3. Utilizing Various Techniques and Tools for Evaluation: Enable students to comprehend and utilize a range of techniques and tools for evaluating learning.
4. Comprehending Assessment for Learning: Provide a deep understanding of the process of assessment for learning, distinguishing it from assessment of learning, and recognizing its significance in pedagogic decision-making.
5. Statistical Measures for Assessing Learning: Develop the skills required to compute basic statistical measures to assess learning outcomes.

Course Units and Corresponding Outcomes

Unit I: Basic Concepts and Overview: Define and understand fundamental concepts related to assessment and evaluation, and recognize their purposes in different paradigms of learning. Differentiate between assessment for learning and assessment of learning, and explore self- assessment and peer assessment.

Unit II: Analysis of Existing Practices of Assessment: Analyze records and tools used in assessment, such as learner profiles, evaluation rubrics, and cumulative records. Understand the ethical principles of assessment and be familiar with examination reforms.

Unit III: Assessment in the Classroom and Record Keeping: Expand the notion of learning in a constructivist perspective. Develop indicators for assessment, formulate engaging tasks and questions, and explore the use of projects and assignments. Learn to observe learning processes and organize student portfolios with the development of appropriate rubrics.

Unit IV: Interpreting Test Scores: Learn how to present and organize assessment data, including frequency distribution and graphical representation. Understand measures of central tendency and variability, as well as percentile rank and correlation methods.

Unit V: Feedback: Comprehend the meaning and importance of feedback in assessment. Recognize the different types of teacher feedback and its significance for students and parents. Address challenges associated with assessments.

Tasks and Assignments: Evaluate practical skills through class tests and assignments, including the development of achievement tests, evaluation tools for formative assessment, and the interpretation of assessment data.

B.Sc. B.Ed. / B.A. B.Ed. Course Outcomes Third Year/Fourth Year

“Pedagogy of a School Subject” Course Outcome

Pedagogy of Mathematics

1. Insight into the Meaning, Nature, and Outcomes: of Mathematics: Gain a deep understanding of the meaning, nature, scope, and Outcomes: of mathematics as a
2. Appreciation of Mathematics as a Cognitive Tool: Appreciate mathematics not only as a subject of computational skills, but also as a discipline with a logical structure that engages the mind.
3. Development of Concepts in Mathematics: Understand the process of developing mathematical concepts, including estimation, approximation, pattern recognition, reasoning, and proof.
4. Recognition of Mathematics in Everyday Life: Appreciate the pervasive role of mathematics in day-to-day life, beyond formulas and mechanical procedures.
5. Problem Posing and Solving: Acquire the ability to pose and solve meaningful mathematical problems, promoting critical thinking and problem-solving skills.
6. Appropriate Assessment Tools for Mathematics Learning: Develop the skills to construct relevant assessment tools for evaluating learning in mathematics effectively.
7. Understanding and Applying ICT in Teaching Mathematics: Gain proficiency in utilizing Information and Communication Technology (ICT) as a tool in the teaching of
8. Remedial Teaching in Mathematics: Comprehend the principles of diagnostic testing and remedial teaching in mathematics, addressing the needs of learners with varying
9. Analysis of Mathematical Concepts and Learning Engagement: Conduct pedagogical analysis of various mathematical concepts, focusing on learning outcomes, experiences, and evaluation techniques.
10. Modes of Learning Engagement in Mathematics: Engage in various modes of learning, such as group activities, presentations, idea sharing, concept modeling, and reflective assignments, to facilitate concept formation in mathematics.
11. Assessment and Evaluation of Mathematics Learning: Master the planning and implementation of effective evaluation strategies in mathematics, including formative, summative, predictive, and continuous and comprehensive evaluation (CCE).
12. Diagnostic Testing and Enrichment Programs: Understand and apply diagnostic testing, and develop enrichment programs tailored to the needs of gifted learners, slow learners, and learners with dyslexia in mathematics.

Practicum/Field Work:

- **Concept Map Creation:** Create a concept map related to any theme in mathematics and explain how it facilitates teaching and learning.
- **Pointed Edit on Mathematicians:** Prepare a detailed study on the history and contributions of two mathematicians.
- **Group Activity and Report:** Conduct a group activity on any topic of mathematics and report your experiences.
- **Observation of Mathematics Teaching:** Observe a mathematics class in a secondary school, identifying and listing errors committed by students.

Pedagogy of Physics

1. **Insight into the Meaning, Nature, and Scope of Physics:** Gain a deep understanding of the meaning, nature, and scope of physics for effective teaching.
2. **Identification and Relating Everyday Experiences with Physics Learning:** Recognize and establish connections between everyday experiences and the learning of physics.
3. **Integration of Physics Knowledge with Other Subjects:** Integrate physics knowledge effectively with other subjects in the school curriculum.
4. **Use of Engaging Activities, Demonstrations, and Laboratory Experiences:** Utilize a variety of engaging activities, demonstrations, and laboratory experiences for effective teaching and learning of physics.
5. **Understanding of Assessment Concepts and Types:** Comprehend the meaning, concept, and various types of assessment in the context of physics education.
6. **Promotion of Scientific Attitude and Temper:** Foster a scientific attitude and temper among learners, emphasizing essential skills, methods, and processes for exploration, generalization, and validation of scientific knowledge.
7. **Pedagogical Analysis and Learning Engagement:** Conduct pedagogical analysis of units, focusing on concepts, learning outcomes, activities, and evaluation techniques. Engage students through observations, experiments, presentations, and hands-on
8. **Effective Utilization of Teaching Aids and Laboratory Work:** Utilize various teaching aids and engage students in laboratory work to enhance the learning experience.
9. **Reflective Practice and Assessment Frameworks:** Implement reflective written assignments and develop assessment frameworks for evaluating experimental work in
10. **Assessment and Evaluation in Physics:** Understand and apply assessment concepts, including achievement tests, blueprints, open-book tests, formative and summative assessments, and continuous and comprehensive evaluation (CCE) in the context of physics education.
11. **Assessment of Project Work and Performance-Based Evaluation:** Assess project work in both laboratory and field settings. Evaluate learners' record of

observations and oral presentations, emphasizing performance-based assessment.

Practicum/Field Work:

- Concept Map Creation: Create a concept map on any topic and explain how it facilitates students' learning in physics.
- Apparatus Description and Design: Provide a detailed description and design of an improvised apparatus related to physics.
- Reflective Journal on Radiations and Human Health:
 - Write a reflective journal on the topic of "Radiations and Human Health" in the context of
- Out-of-Class Activity Planning: Plan an out-of-class activity using local resources to teach physics and report your experiences.
- Plan for Assessing Students' Practical Work: Prepare a plan for assessing students' practical work in physics.

Pedagogy of General Science

1. Understanding General Science as an Interdisciplinary Area: Students will grasp General Science as an interdisciplinary field of learning that encompasses various branches of
2. Understanding Aims and Outcomes: of Teaching General Science: Students will comprehend the aims and Outcomes: of teaching General Science at different educational
3. Creating Effective Learning Situations for Science Concepts: Students will explore diverse methods of creating learning situations tailored to different scientific concepts, fostering inquiry, problem-solving, and investigatory learning.
4. Facilitating Scientific Attitudes in Learners: Student-teachers will play a role in developing scientific attitudes in learners, encouraging curiosity, inventiveness, and creativity in science.
5. Addressing Pedagogical Issues in Science Learning: Students will examine various pedagogical issues that arise in the teaching and learning of science.
6. Stimulating Curiosity and Creativity in Science: Encourage students to stimulate curiosity, inventiveness, and creativity in science education, fostering a sense of wonder and exploration.
7. Developing Life Skills through Science Concepts: Equip students with the ability to apply science concepts to practical life skills, emphasizing the relevance of science in everyday
8. Competencies for Teaching and Learning Science: Develop competencies in students for effectively teaching and learning science through various instructional measures and
9. Constructing Appropriate Assessment Tools: Students will be capable of constructing relevant assessment tools to evaluate the learning of science concepts effectively.
10. Understanding the CCE Pattern of Evaluation: Students will gain a comprehensive understanding of the Continuous and Comprehensive Evaluation (CCE) pattern and its application in assessing General Science learning.

Practicum/Field Work:

- Visit Ayurveda College/Science Labs: Report on the functioning and contributions of Ayurveda colleges and science labs to advancements in knowledge and prosperity.
- Concept Map Creation: Create a concept map on a chosen General Science theme, demonstrating its significance in the teaching and learning process.
- Exploring Indian Cultural Traditions: Research and uncover the scientific basis behind Indian cultural traditions.

Pedagogy of Biology

1. Developing Insights into the Nature and Significance of Biology: Gain a deep understanding of the meaning and nature of Biology to determine effective teaching- learning aims and strategies.
2. Recognizing Biology as a Dynamic and Expanding Field: Appreciate that science, particularly Biology, is a dynamic and continuously evolving body of knowledge.
3. Fostering Curiosity about Natural Surroundings: Recognize that every child possesses a natural curiosity about their environment and learn how to harness and nurture this curiosity in Biology teaching.
4. Linking Everyday Experiences with Biology Learning: Identify and establish connections between everyday experiences and the learning of Biology, making the subject more relatable and engaging.
5. Exploring Various Teaching-Learning Approaches in Biology: Appreciate and employ diverse approaches to teaching and learning Biology, accommodating different learning styles and preferences.
6. Utilizing Laboratory for Effective Teaching-Learning: Understand the role of the laboratory in the teaching-learning process, and develop the skills needed to plan and conduct effective experiments, demonstrations, and activities in Biology.
7. Integrating Biology Knowledge with Other Subjects: Effectively integrate Biology knowledge with other subjects in the school curriculum, fostering interdisciplinary
8. Analyzing Biology Content and Critical Issues: Analyze Biology content in terms of content, process, skills, knowledge organization, and other critical issues related to effective teaching.
9. Conducting Pedagogical Analysis of Biology Topics: Perform in-depth pedagogical analysis of various topics in Biology, ensuring an effective teaching approach.
10. Developing Process-Oriented Outcomes: Create process-oriented Outcomes: based on content themes and units, aligning with learning outcomes.
11. Understanding and Applying Assessment Techniques: Comprehend the meaning, concept, and types of assessment, and effectively apply them in evaluating Biology
12. Engaging in Practical Pedagogical Activities: Engage in various practical activities, including creating assessment tools, designing instructional materials, conducting experiments, and assessing student practical work in Biology.

Pedagogy of Social Science

1. Understanding the Aims and Outcomes: of Teaching Social Science: Comprehend the overarching goals and specific Outcomes: of social science education.
2. Grasping the Nature of Social Sciences: Develop an understanding of social sciences as individual and integrated disciplines.
3. Encouraging Critical Thinking and Concept Grasping: Foster critical thinking skills and the ability to grasp complex concepts in social sciences.
4. Definition and Differentiation of Social Science: Define and differentiate the concept of Social Science and explain its relative position in the syllabus.
5. Evaluation and Review of Syllabus and Textbooks: Evaluate the existing school syllabus and review the textbook of Social Science at the secondary level.
6. Application of Teaching Methods and Techniques: Apply appropriate methods and techniques for teaching specific topics at different levels.
7. Utilization of Teaching Aids: Prepare, select, and effectively utilize various teaching aids to enhance learning.
8. Pedagogical Analysis of Social Science Topics: Perform pedagogical analysis of various topics in social science at the secondary level, considering concepts, learning outcomes, activities, experiences, and evaluation techniques.
9. Understanding Multiple Assessment Techniques: Gain insight into the concept of multiple assessment techniques in social science education.

Course Content Outcomes:

Unit I: Nature of Social Science as a Discipline:

- Understand the meaning, concept, and needs of social science
- Comprehend the nature and scope of social science
- Trace the historical development of social science as a
- Recognize changing areas of social science as a

Unit II: Social Science as a School Subject:

- Appreciate the importance of social science in the school
- Define aims and Outcomes: of teaching social science at the secondary level in behavioural terms.
- Correlate Social Science with other School Subjects such as History, Geography, Economics, Civics, and Environmental Sciences.
- Analyse changing trends and goals of teaching social science with reference to

N.C.F. 2005.

Unit III: Methodology of Teaching-Learning of Social Science:

- Familiarize with methods and devices of teaching social science at the secondary level including lecture, project, problem-solving, socialized recitation, questioning, dramatization, role plays, discussion, and story-telling.
- Understand excursion and team teaching as effective methods in social science

- Develop skills in planning, organizing, and conducting small community

Unit IV: Pedagogical Analysis and Mode of Learning Engagement:

- Conduct pedagogical analysis of content in History, Geography, Civics, and Economics at the secondary level, considering concepts, learning outcomes, activities, experiences, and evaluation techniques.
- Apply appropriate modes of learning engagement, including group activities, presentations, idea-sharing, laboratory work, reflective assignments, library surveys, and field trips.

Unit V: Assessment & Evaluation of Social Science Learning:

- Assess social thinking, logical reasoning, and discourage rote learning in social science education.
- Plan evaluation methods in social science, including formative and summative assessment, as well as continuous and comprehensive evaluation (CCE) at the secondary level.
- Identify difficulties in the evaluation process and suggest measures to overcome
- Construct achievement tests/question papers in social

Practicum/Field Work Outcomes:

- Identify and interpret news related to positive social changes or
- Conduct a panel discussion on creating a good social environment for a healthy ecological environment.
- Conduct a community survey on an existing social problem to determine its root causes.
- Write a reflective journal on the impact of globalization in a specified
- Prepare a portfolio of an eminent personality in a chosen area of social science (History, Geography, Economics, or Civics)

Pedagogy of English

1. Understanding the Nature & Role of English Language:
 - Grasp the essence and significance of English as a
 - Recognize its global influence and linguistic behaviour in societal
2. Proficiency in Pronunciation Patterns:
 - Demonstrate mastery over English pronunciation
 - Comprehend the impact of linguistic diversity on speech and
3. Insight into Linguistic Behaviour:
 - Analyse individual and societal linguistic
 - Identify gender bias and power dynamics in language
4. Appreciating Different Roles of Language:
 - Understand the multifaceted roles of language, including its relationship with
 - Foster creativity in learners through engaging
5. Connecting Literature and Language:

- Analyse authentic literary and non-literary texts for deeper understanding and
- 6. Contextual Language Use:
 - Grasp the use of language in context, encompassing grammar and
- 7. Activity and Task Development:
 - Competently design activities and tasks tailored to learners' needs and
- 8. Recognizing Home and School Language:
 - Acknowledge the importance of both home and school
 - Utilize multilingualism as a classroom
- 9. Teaching Poetry, Prose, and Drama:
 - Understand effective methods for teaching different forms of literary
- 10. Methods, Approaches, and Materials:
 - Identify suitable methods, approaches, and materials for teaching English at various levels.
- 11. Constructive Language Teaching:
 - Implement a constructive approach to language teaching and
- 12. Language Assessment Process:
 - Grasp the process of language assessment, employing diverse evaluation
- 13. Cultural Awareness and Language Teaching:
 - Familiarize students with India's rich culture, heritage, and contemporary
- 14. Position of English in India:
 - Understand the role and challenges of English in the Indian
 - Differentiate between formal and informal learning of
- 15. Overview of Language Teaching Methodologies:
 - Analyze various approaches and theories to language learning and
 - Evaluate different language teaching methodologies, from grammar translation to communicative approach.
- 16. Acquisition of Language Skills: Grammar & Vocabulary:
 - Discuss grammar content at Secondary & Senior Secondary levels, and understand their interlink ages.
 - Explore techniques for building vocabulary and effective use of
- 17. Instructional Design for Teaching:
 - Develop logical instructional design for teaching any topic in
- 18. Language Skills Acquisition (Listening, Speaking, Reading, and Writing):
 - Master sub-skills within listening, speaking, reading, and
 - Utilize various materials and resources for skill
- 19. Barriers and Innovative Practices in LSRW Skills:
 - Identify and address barriers in listening, speaking, reading, and
 - Implement innovative practices to enhance language skills.
- 20. Evaluation Strategies:
 - Assess language development through continuous and comprehensive
 - Employ diverse evaluation techniques, including oral, written, and portfolio-based assessments.
- 21. Question Typology and Activities:
 - Create a variety of questions and activities to enhance problem-solving, critical thinking, and imaginative skills.
- 22. Practicum and Fieldwork Activities:
 - Conduct surveys, analyse educational materials, and prepare inclusive activities for English teaching.

- छात्रीयोीं क आववयकतीाञ्जिीीं और स्तर की अनरी प गनतववधधयोीीं और कायोीीं का प्रारूप तयोार करनीा |

7. िीाषा और ववद्यालय भाषा क िीीीान्यता

िीीीातभीाषीा और ववद्यालयी भीाषा की िीीहतीव को स्व कीार करनीा |

- िीीीा तभ
 - िमक्षक द्वारा बोलचाल िीीीं बहुभावषकता का उपयोग करना |
- 8. कववतीा गद् य और नीािीीक क िीीक्षणववधधयोीीं को िीीीानीा
 - ववमभन्न प्रकार क साहहृष्यक ववधीाञ्जिीीं की िीीीाधीयोीीं िीी िमक् षण ववधधयोीीं को िीीनीा |
- 9. उपयोत, तववधधयोीीं दृषीीकीोणीोीीं और सािीीधीयोीीं क पहचान
 - ववमभन्नस्तरोीीं पर हहदी भाषीा क िीीीी की मलए उपयोत, त ववधधयो, दी षीीकीोणीोीीं और िीीीधीयोीीं क पहचान करना |
- 10. भाषा िमक्षण का रचनात्ीीक दृिीकोण
 - भाषीा िमक् षण और अधधगि कीा रचनीातीीीक दृषीीकीोण ववकमसत करनीा |

11. भाषीा

िीीीीं िीीील

योािीीीं कन प्रक् िीीीा

योािीीीं कन तकनी कीोीीं का उपयोग

योािीीीं कन िीीीीा को िीीनीा और िीीहण

- ववमभन्न िीीीलकरकीं भीाषा िीीील

|

12. िीीीीींस्की, नतकीीीागरूकता और भाषीा िमक् षण

करनीा

- छात्रीयोीीं को भारत क िीीीीींस्की, नतक ववरासत और िीीीीाल न िीीीी वन िीीं पररधचत करानीा |

13. भारत िीीीीं िीीं हहद क ष्यनत

- भारतीीीं िीीं हहदी क भमी िीीीीा और िीी, नीीनतयोीीं को िीीनीा |

14. भाषा कौिीीलो क प्राषतत व्याकरण और िीीीीाव

- िीीीीाधीयोीीीक और उचीच िीीीीाधीयोीीीक स्तर पर वीीाकरण को िीीनीा

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- विीब्दीावली कीो बढानीे और विीब्दकोिी को प्रभीाव बनीानीे कीे मलए नव न ववधधयीािीीे अन्ववषत करनीा |
- 15. िमक् षण कीे मलए विीक्षीे क्षक यीोिीनीा
 - हहदी मीिक्षण कीे मलए तर्की सगत िमक् षण यीोिीनीा ववकमसत कीारन |
- 16. भाषा कौिील क प्राप्तत (सनन, बोलन,ीे पढन और मलखन)

- सननी, बोलनी, पढनी और मलखनी कीे कौिीलोीे विीीीीे ननपण

ता हामसल करना |

17. LSRW कौिील विीीीीे विीे बाधािे और नवाचार अभ्यास
 - सनन,ीे बोलन,ीे पढन और मलखन विीीीीे विीे बाधािओे क पहचान और िसाधान करना |
 - भाषीा कौिीलोीे को सधीारनीे कीे मलए नवाचार अपनीानीा |
18. विीलयीािीीीे कन उपकरण

- ननररतर और

िसीे विील

यीािीीीे कन कीे विीीीाधीयीे सीे भाषीा ववकीास कीा विील

यािीीीे कन करना |

- विीीीौखखक, मलखखत और पोिीिीिीफोमलयोे विीीीे स ववमभन्न विील

19. भाषीा सम्बधीीीे धत गनतववधधयीाीीे

यािीीीे कन तकन कोे का उपयोग करना |

- िसस्या िसाधान, ववचारर लता और कलपनात्ीक कौिीलोीे को बढाने के मलए ववमभन्न प्रकार क गनतववधधयीीीे को आयीोषीिीत करनीा |

20. अभ्यासववी, विीे और क्षरकारयीे गनतववधधया
 - सवीेक्षणीोीीे का आयीोिीन करनीा, विीेक्षक सािीिीीीे का वववलीे षण करनीा और हहदी मीिक्षण कीे मलए िसीावविीीीे गनतववधधयोे क योिीना बनाना |
21. पोिीिीिीफोमलयोे का ववकास

- भाषीा कीे

ववकीासातीीक पहलओे

विीीीे क विीीीानकार देनेे वाले पोिीिीिीफोमलयोे कोतयीार करना |

COURSE OUTCOME

- Assignment or projects play a crucial role in reinforcing theoretical concept and enhancing students' academic and practical skills.
- Encourages students to explore and analyse theoretical topics in detail.
- Improves written and verbal communication through report writing and presentations.

Physics:-

- Develop a strong understanding of fundamental concept like Mechanics, Electromagnetism, Optics and Quantum physics.
- Learn experimental techniques and error analysis in laboratory settings.

Chemistry:-

- Gain knowledge of chemical properties, reactions and their application in daily life.
- Develop laboratory skills in qualitative and quantitative analysis.

Mathematics:-

- Strengthen problem solving and analytical skills through logical reasoning.
- Improve computational efficiency using program tools MATLAB or Python.

Zoology:-

- Understand the structure, function, evolution of different animal species.
- Develop laboratory skills such as Microscopy, Dissection (through the modal, Chart, CD).
- Explore topics likes Genetics, Endocrinology and Animal physiology.

Botany:-

- Develop knowledge of Plant anatomy, Morphology and Physiology.
- Analyse plant adaptation to different environmental conditions.
- Study the role of hormones in plant growth and development.
- Explore traditional and modern uses of plants in health care.

Computer:

- Develop proficiency in MS word, MS Excel and Power Point for documentation and Data analysis and presentation.
- Learn email communication and online collaboration tools.