

M.Ed. (TWO YEAR COURSE)
Master of Education Examination
(Programme and Course Outcomes)

Programme Course Outcomes

Learning Outcomes of the Programme:

- Professional preparation of teacher educators who would be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development of teachers.
- To specialize in one or the other of such areas as – curriculum, pedagogy and assessment; policy and economics; leadership, administration and organization; elementary education; secondary education; and the like.
- To provide coherent perspective – socio-historical, political-economic, philosophical, and psychological aspects.
- Student will be able to make critical reflection on aspects that go beyond theory courses such as self-development for mental and physical well-being through modalities such as yoga, etc.
- To understand and practice to logical balance between theory and field exposure.
- To presuppose on the part of the teacher both professional skills as well as conceptual and theoretical perspectives to locate these.
- To prepare teacher educators; however in the current developing scenario in education it should also cater adequately to academic pursuits like curriculum and textbook development, research, policy analysis, and educational administration.
- Service provided with a relationship characterized by desire to help and with a sense of integrity, and authorized by an institutional body.
- To provide general perspective on society, social needs and concerns and wellbeing of human beings will also be essential to be an educator.
- A wider understanding of human knowledge, an idea of epistemic structure of disciplines other than one's own also will be necessary for a teacher educator to situate her own work in the curriculum, and educational perspective. .

- In depth and breadth of understanding education of teacher educators will have to match with liberal studies otherwise it would be restrictive and further development of knowledge by the teacher educator himself/herself will be .
- To provide disciplinary knowledge that is supposed to form an adequate perspective on education itself often approached in a manner that pulls the student in different directions and rather than helping in the formation of a coherent understanding leads to fragmentation and confusion.
- To provide training in pedagogy of school subjects, which itself requires a deeper engagement with the epistemological bases of the cognate disciplinary areas
- To develop understanding on professional status of teaching and other supportive processes like educational administration, curriculum design, textbook development, educational evaluation and so on.
- To develop ability to acknowledge apply, refine & modify the contributions of various foundational areas in the perspective building exercise.
- To Synthesis the academic knowledge of prospective teacher educator.
- To develop competency of problem solving & to face the future challenges in teacher education.
- Use advance pedagogies and classroom techniques.
- Research orientated and solves their education problem through research.
- To internalize the working of teacher training institution.
- To develop insight into the working of training college.
- To create an interface of theory and practice.
- To enhance practical competence of M.Ed. students regarding various function of teaching, management & organization of activities.

Course Outcomes M.Ed. First Year

COURSES OF STUDY AND SCHEME OF EVALUATION
M.Ed. Programme First Year

Course/ Paper	Nomenclature of the Course/Paper	Ext. mark s	Int. marks				Total mark s	Allocat ion of hours	Duration of Exam
			Int. Test I	Int. Test II	Sessional work/Pr acticum	Total			
Course -I	Philosophy and Sociology of Education	100	15	15	20	50	150	135	3 Hrs.
Course -II	Psychology of learning and development	100	15	15	20	50	150	135	3 Hrs
Course - III	Methods of Educational Research and Data Analysis	100	15	15	20	50	150	135	3 Hrs
Course - IV	Education and Curriculum Studies	100	15	15	20	50	150	135	3 Hrs
Course - V(Specialis ation in any one course from area I/II Elementar y/secondar y level)	AREA-I at Elementary level (Any one of the following papers) V(EE) Ia. Pedagogy and Assessment of Learning Language-Hindi , V(EE) Ib. Pedagogy and Assessment of Learning Language - English, V(EE) II. Pedagogy and Assessment of Mathematics V(EE) III. Pedagogy and Assessment of EVS/ Science V(EE) IV. Pedagogy and Assessment of EVS/Social Science Education AREA-II at secondary level (Any one of the following papers) V(SE) I. Pedagogy and Assessment of Language V(SE) II. Pedagogy and Assessment of Mathematics V(SE) III Pedagogy and Assessment of Science V(SE) IV. Pedagogy and Assessment of Social Science	100	15	15	20	50	150	135	3 Hrs
Total marks (Course I- V)	750								
Practicum for Enhancing Professional Skills (i)Advanced Technology Lesson (two): (10x2) (ii)Periodical Colloquium /Seminar on: a) Trends in research on pedagogy and assessment b) Write up on Contemporary issues in School Education c) Seminar Reading on Internship/Field work Programme (iii) Workshop on Yoga, Art and	- - - -	- - -	- - -	- - -	20 25 25 30	100			

Aesthetic will be an integral part of the programme for which grade will be awarded on the basis of assessment.									
Internship and Attachment* iv) Internship (for two weeks)	50	50							
v) Field work (for two weeks) a)Research Projects: Action Research/ Survey/ Case Study/Tool development (Internal Assessment)** b)Preparation of Synopsis (Dissertation) and (c) Viva of the research	50 25 25	100							
Grand Total	750+100+50+100 = 1000 marks								

Course Outcomes

PAPER- I PHILOSOPHY AND SOCIOLOGY OF EDUCATION

Learning Outcomes: After completion of the course, student-teachers will be able to:-

- Understanding the nature and functions of philosophy of education.
- Logical analysis, interpretation and synthesis of various concepts, propositions and philosophical assumptions about educational phenomena.
- Understanding and use of philosophical methods in studying educational data.
- Critical appraisal of contributions made to education by prominent educational thinkers-both Indian and Western.
- understand and relate philosophical theories with educational practices.
- understand and relate philosophical traditions with educational practice.
- enable the student to explain and reflect on- Gender ideology, Relationship between education and social change with special reference to modernization and globalization,
- understand relationship between concepts and processes of sociology and education, Theories and characteristics of sociological analysis and its relation to education.
- Understand and explore the meaning, aims, purposes of education
- Develop understanding of sociological dimension of education.
- Understand Peace education and Gender sensitization

PAPER- II PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Learning Outcomes: After completion of the course, student-teachers will be able to:-

- understand concepts and principles of Educational Psychology as an applied science.
- understand implications of psychological theories for education.

acquaint the learner with the process of development and assessment of various abilities and traits. assess personalities and modified their teaching strategy according to needs of students.

use adjustment strategies in their day to day life.

understand the Concept of Intelligence, Emotional and Spiritual Intelligence.

To understand the concept of Cognition and metacognition and different cognitive process

understand inclusive education from Psychological point.

understand the theories of Development.

Methods of Educational Research and Data Analysis

Learning Outcomes: After completion of the course, student-teachers will be able to:

understand the meaning and process of research ;

select suitable research problem after consulting various sources;

understand the various methods of sampling;

understand the characteristics and use of different tools and techniques for data collection;

understand the various methods and techniques in educational research; and

prepare a research proposal, dissertation abstract and research article.

interpretation of results obtained through different techniques of analysis of data.

appreciate the role of research methodology in the present context.

PAPER- IV EDUCATION AND CURRICULUM STUDIES

Learning Outcomes: After completion of the course, student-teachers will be able to:-

Introduce the nature of education studies and map the fields.

Apply key principles across educational systems.

Introduce Education studies as a 'discipline' with its own academic community, its own distinctive discourse and methods of enquiry.

understand the factors from historical perspective that contributed to present education system.

acquaint the students with the political economy of education.

understand the Pre-independence and post-independence development of education in India.

Orient to the institutions, systems and structures of education and flag the contemporary concerns of education policy and practice.

understand that development of Education is influenced by political forces of the time.

develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters.

understand Restructure and standards based on reform of elementary and secondary education

understand the common challenges in educational system of world.

conceptualize the meaning and different perspectives of curriculum

Understand the epistemological, sociological and the psychological basis of curriculum development.

Understand the different types of curriculum with respect to their main orientation and approaches

Area II - Secondary Education

COURSE - V.SE.III Pedagogy and Assessment of Science

Learning Outcomes: After completion of the course, student-teachers will be able to:-

- understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- understand the difference and complementarity between Science and Technology;
- understand the need to evaluate curricula and evaluate the same on the basis of different validities;
- know about and critically study innovative curricular efforts in India and abroad;
- understand diversity of instructional materials, their role and the need for contextualization in science education;
- appreciate the role of co-curricular activities in science education;
- understand the constructivist approach to science instruction;
- understand the role of assessment in the teaching –learning process in science;
- familiarize with innovative trends in assessment;
- analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

COURSE - V.SE.IV - Pedagogy and Assessment of Social Science

Learning Outcomes: After completion of the course, student-teachers will be able to:

- Develop an understanding about the meaning, nature, scope of social sciences and social science education
- to find out the distinction and overlap between social sciences, humanities and liberal arts
- Understand the role of various methods and approaches of teaching social sciences
- Employ appropriate for transaction of social science curriculum.
- Effectively use different media, materials and resources for teaching social sciences
- Construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation

Course Outcomes M.Ed. Second Year

M.Ed. Second Year

Course /PAPER	Nomenclature of Course/Paper	Ext. marks	Int. marks				Total	Allocation of hours	Duration of Exam
			Int. Test I	Int. Test II	Sessional work/Practicum	Total			
Course - I	Qualitative Educational Research	100	15	15	20	50	150	135	3 Hrs.
Course -II	Quantitative Educational Research	100	15	15	20	50	150	135	3 Hrs
Course -III &IV (From Area I or Area II)	Area-I Elementary Education	100	15	15	20	50	150	135	3 Hrs
		100	15	15	20	50	150	135	
Paper-III EE I Elementary Teacher Education Paper IV EE II - Early Childhood Care and Education									
Area II - Secondary and Senior		100	15	20	50	150	135	3 Hrs	
		100	15	20	50	150	135		
Secondary Education Paper III SE I : Preparation of Secondary and Senior Secondary Teachers : Pre service and In-service Paper IV SE II: Curriculum and Evaluation at Secondary and Senior Secondary Level.									
Course –V Specialisation (any one course from Area I,II,III&IV)	Area- Guidance and Counselling □ V(I) Introduction to Educational Guidance and Counselling Area- Planning, Management and Financing of Education □ V(II) Issues in Planning, Management, and Financing of Education and its	100	15	15	20	50	150	135	3 Hrs

	<p>challenges</p> <p>Area- Educational Technology and ICT</p> <p><input type="checkbox"/> V(III) Education Technology and e Learning.</p> <p>Area- Inclusive Education</p> <p><input type="checkbox"/> V(IV) Inclusive Strategies and Education for children with Special Needs</p>								
TOTAL MARKS (Course I to V)	750								
<p>Practicum for Enhancing Professional Skills</p> <p>(i)Advanced Technology Lesson (two): (10x2)</p> <p>(ii)Periodical Colloquium /Seminar on:</p> <p>a) Write up on Recent Trends in Educational Research in Specialized area</p> <p>b) Contemporary issues in School Education</p> <p>c) Seminar Reading on Internship/Field work Programme</p> <p>(iii) Workshop on Yoga, Art and Aesthetic will be an integral part of the programme for which grade will be awarded on the basis of assessment.</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p>	<p>20</p> <p>25</p> <p>25</p> <p>30</p>	<p>100</p>			
Internship and Attachment*									
iv) Internship (for two weeks) (Internal Assessment)	50	50							
v) Field work (for two weeks)									
Research Projects: Related to specialization courses i.e. Teacher Education, Guidance and	25	50							
	25								

Counselling, Planning, Management and Financing, ET and ICT, Inclusive Education (Internal Assessment)** a) Project Report b) Viva of the research									
Dissertation work will be commenced in Ist Year and will be completed by the end of IInd year (50 Internal+50 External+ 50 Viva-voce)	150								
Grand total	750+100+50+50+150=1100								

Course Outcomes M.Ed. Second Year

COURSE - I Qualitative Educational Research

Learning Outcomes: After completion of the course, student-teachers will be able to:-

- Understand concept, Characteristics & Themes of Qualitative Research.
- Examine different types of qualitative research and their characteristics.
- Examine the concept of Qualitative Research.
- Develop a tool which allows for the evaluation and data collection of Qualitative Research
- Design a framework or outline of Qualitative Research.
- Investigate appropriate methods of data analysis.
- Explain the processes of Qualitative Research
- Explain how to plan the research project of Qualitative Research

Course II - Quantitative Educational Research

- **Learning Outcomes:** After completion of the course, student-teachers will be able to:-
Understand concept, Characteristics & Themes of Quantitative educational Research.
- Examine different types of Quantitative educational Research and their characteristics.
- Examine the concept of Quantitative educational Research.
- Develop a tool which allows for the evaluation and data collection of Quantitative educational Research. Design a framework or outline of Quantitative educational Research. Investigate appropriate methods of quantitative data analysis.
- Explain the processes of Quantitative educational Research.
- Explain how to plan the research project of Quantitative educational Research

COURSE – III & IV AREA-II SECONDARY EDUCATION

COURSE – III SE (I) PREPARATION OF SECONDARY AND SENIOR SECONDARY TEACHERS: PRE-SERVICE AND IN-SERVICE

Learning Outcomes: After completion of the course, student-teachers will be able to:-

- understand the nature-scope and systems of secondary and senior secondary education
- understand the problem and challenges related to secondary and senior secondary education
- understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
- identify the problems issues of secondary school teachers
- Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education
- Understand the nature of education for multiple intelligence
- Understand the modalities of secondary education management information system
- examine the nature and objectives of teacher education
- critically examine the growth and development of teacher education in the country
- appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum
- use various methods and techniques for transaction of curriculum, identification of training needs, the evaluation of in-service teacher education programmes,
- develop understanding regarding organization and supervision School Experience Programme
- critically examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of Teacher Education.
- develop understanding of various strategies of teachers' professional development
- gain insight into the status of teachers in-service education in the country
- develop understanding of the process of in-service teacher education,
- reflect on issues, concerns and problems of teacher in-service education of the teachers.
- appreciate the use of ICT for the professional development of the teachers.

COURSE – IV SE (II) Curriculum and Evaluation at Secondary and Senior Secondary Level

Learning Outcomes: After completion of the course, student-teachers will be able to:-

- develop an understanding of underlying principles of curriculum development and evaluation at Secondary and Senior Secondary Stage
- Understands the role of ICT in transaction.
- develop research insight for curriculum development in Secondary and Senior Secondary education.
- understand the nature and uses of different types of tools and techniques of evaluation in education
- acquire the skill to construct the achievement and diagnostic tests administer the tests and interpret the best scores and its implication to students and
- undertake action research and interpret the results

COURSE – V (I): Introduction to Guidance and Counselling

Learning Outcomes: After completion of the course, student-teachers will be able to:-

- Understand the meaning, nature and scope of guidance,
- Understand the meaning of and the need for group guidance ,
- Recognize the role of guidance in attaining the goals of education,
- Appreciate the need for guidance,
- Develop acquaintance with various techniques of group guidance ,
- Understand the meaning, nature and scope of counseling,
- Appreciate the need for and goals of counseling,
- Analyze the relationship between guidance and counseling,
- Understand the concept and process of counseling in group situation,
- Recognize the different areas of counseling,
- Understand the various stages involved in the process of counseling,
- Appreciate the importance of counseling relationship,
- Become acquainted with the skills and qualities of an effective counselor.

COURSE – V (II):- V(II) Issues in Planning, Management, and Financing of Education and its challenges

Learning Outcomes: After completion of the course, student-teachers will be able to:-

- Understand issues related to planning and management of secondary education,
- identify the issues related to education as a investment in developing human resource,
- undertake cost-benefit analysis of education and estimation of interval efficiency of education,
- reflect on the role of principal and its relationship with the organizational culture of school,
- reflect on the conflict and stresses in school organisation and techniques of managing these,
- critically analyse the policies of educational finance and its implications of efficiency of the system,
- discuss the linkages of various state, district and local level functionaries.

COURSE – V (III) V(III) Education Technology and e Learning

Learning Outcomes: After completion of the course, student-teachers will be able to:-

- become effective user of technology in Education
- acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.
- make the student familiar with new trends, techniques in education along with e-learning.
- enable the student to become good practitioner of educational technology and e-learning.

Paper V-Area-IV Inclusive Strategies and Education for Children with Special Needs

Learning Outcomes: After completion of the course, student-teachers will be able to:-

- developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,
- appreciating the need for promoting inclusive practice and understanding the and responsibilities of all concerned,
- developing a positive attitude and sense of commitment towards actualizing the right to education of all learners,

- preparing a conducive teaching learning environment in varied school settings,
- develop the ability to conduct and supervise action research activities,
- identifying and utilizing existing support services for promoting inclusive practice,
- seeking parental and community support for utilizing available resources for education in inclusive setting

B.Ed. (TWO YEAR COURSE)

Bachelor of Education Examination

(Programme and Course Outcomes)

Programme Outcomes

The objectives of the B.Ed. courses are: The objectives of this programme are to prepare teachers for Secondary Level (Class IX-X) Pre-Service teacher education programme is to enable the prospective teachers to –

enriched experiences.

- Contribute to fill up the gap between theory and practice by dovetailing both appropriately.
- Interactive processes wherein group reflection, critical thinking and Meaning making will be encouraged.
- Understand various educational issues in the context of diverse sociocultural & Multilingual Indian Society.
- Enable them to face the challenging of social, political and technological issues.
- Understand the nature, purpose, influencing factors and problems of secondary education in contemporary issues.
 - Describe teaching learning process in the classroom and various factors that influence it.
- Understand various level learners, their needs, and interest and peculiar problems and motivate them for learning.
- Plan and organize classroom through learners' centred techniques of instruction for inclusive education & effective whole classroom instruction.
- Conduct Pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.
- Effective use and utilization of Information Communication Technology resources, on-line as well as off line for day-to-day classroom teaching, remedial instruction and for providing challenging learning to the precious.
- Develop and select tests, evaluate and keep records of student's progress – cognitive as well as non-cognitive.
- Adopt and develop enrichment learning & instructional material in subject areas.
 - To develop problem solving ability through action research.
 - Foster skills and attitude for involving the community as an educational partner and use society resources in education.

- Become self-regulated learners; develop professional commitment and work as responsible professionals.
- To make them comfort with content and pedagogical effective use and utilization of ICT.
- To enable to critical analyse the various evaluation tools to serve CCE.
- Reflective teacher practice and interface with societal resources.
- Become aware about human values and gender, school and society.

TEACHING SCHEME B.Ed.-I Year

Courses	Nomenclature of the Course	Instructional time in periods		External	Internal	Total	Duration of Exam (Hrs.)
		Per week	Per Year*				
Course 1	Childhood and Growing up Learner	6	168	80	20	100	3
Course 2	Education in Contemporary India	6	168	80	20	100	3
Course 3	Learning and Teaching	6	168	80	20	100	3
Course 6	Gender Issues in Education	6	168	80	20	100	3
Course 7	Understanding a Discipline	6	168	80	20	100	3
Course 8 and 9 (any two of the following: A candidate has to opt for two pedagogy courses one from pedagogy course 8 and the other from pedagogy course 9 excluding that opted in pedagogy course 8)							
Pedagogy Course 8	Pedagogy of school subject Part-I Hindi, Sanskrit, English, Social Science, Civics, History, Economics, Geography, Accountancy, Business Organization, , Home Science, General Science, , Biology,	6	168	80	20	100	3
Pedagogy Course 9	Pedagogy of school subject Part-I Hindi, Sanskrit, English, Social Science , Civics, History, Economics, Geography, Accountancy, Business Organization, Home Science, General Science, Biology,	6	168	80	20	100	3
EPC**-1	Drama and Art in Education	2	84	40	10	50	
EPC-2	Reading and Reflection on Texts	2	84	40	10	50	
School Pre-Internship & Criticism (4 weeks)	Pre-Internship Activities- (1) One Week School Observation (2) School Internship (Three weeks) For Pedagogy Part – I & Pedagogy Part – II (10 lessons in each subject) (3) Criticism Lesson (4) Action Research/Survey/Case study (Any one) Other Activities - (1) Co-curricular Activities (2) Open Air Session Two Days (3) Student-teacher’s Multi-dimensional Appraisal				10 20+ 20= 40 5+5 5 10 10 15	100	
	Total	46	1344	620	280	900	

Course Outcomes B.Ed. First Year

Course-1 - Childhood and Growing up Learner

Learning Outcomes: After completion of the course, student-teachers will be able to:-

1. Understand children of different ages by interacting & observing them in diversified social, economic and cultural context rather than through an exclusive focus on psychological theories of child development.
2. Study of childhood, child development and adolescence.
3. Understand learning as divergent process.
4. Make aware about the importance of healthy living and preventing disease.
5. Introduce psychological traits of learners.
6. Become health aware & sensitize about mental and physical health.
7. Understand the role of the family and the school in the child's development.

Course-2 Education in Contemporary India

Learning Outcomes: The student teacher will be able to:

- Contextualize contemporary India and education.
- Evolve a deeper understanding of its purpose and its relationship with society and Humanity.
- Understand the classroom in social context.
- Provide a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives of issues.
- Critically analyse human and child rights.
- Engage with concepts which are drawn from a diverse set of disciplines.
- Learn about policy debates overtime the implementation of policies and actual shaping of school education.
- Understand the prominent social determinants.

Course-3 Learning and Teaching

Learning Outcomes: The student teacher will be able:

- To develop scientific attitude for the process of teaching & learning.
- To develop understanding about the relationship of cognitive, social and emotional development with learning process.
- To provide an overall view on teaching & learning style and ideas to enhance these activities.
- To introduce student – teachers with teaching skill, component and parameters of effective teaching.
- To develop insight for perfect teaching by its overall perspectives in detail.

Course-6 Gender Issues in Education

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

- develop basic understanding and familiarity with key concepts - gender, gender perspective, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
- understand the gradual paradigm shift from women studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period

- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, culture, religion and region
- understand how Gender, Power and Sexuality relate to education (in terms of access, curriculum and pedagogy)

Course-7 Understanding a Discipline

Learning outcomes: The Student teacher will be able to:

1. Understand chronological evolution of knowledge.
2. Understand theory related to human needs change with time.
3. Reflect on the nature and role of disciplinary knowledge in the school curriculum and the paradigm shifts in the nature of disciplines with some discussion on the history of teaching of subject areas in schools.
4. Historically review on sea change in disciplinary areas, especially social science, natural science and linguistics.
5. Understand methods of study and validation of knowledge in changing scenario.
6. Understand how the content was selected, framed in the syllabus, and how it can be transformed so that learners construct their own knowledge through it.
7. Examine govt. policies on teaching of subjects after independence and its impact.

Course-8(a)&9(a) Pedagogy of Hindi

उद्देश्य :

- 1 भाषा संरचना में हिन्दी भाषा तत्वों का ज्ञान देना।
- 2 श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
- 3 इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्व से अवगत कराना व निर्माण का ज्ञान देना।
- 4 हिन्दी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना।
- 5 हिन्दी की विद्याओं एवं उनके व्यवहारिक शिक्षक की संस्थितियों का ज्ञान देना।
- 6 हिन्दी भाषा शिक्षण में दृश्य-श्रव्य उपकरणों के व्यवहारिक उपयोग का ज्ञान देना।
- 7 हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विद्याओं का ज्ञान देना।
- 8 निदानात्मक एवं उपचारात्मक परीक्षण के अर्थ, स्वरूप महत्व एवं उपयोग का ज्ञान देना।
- 9 मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत कराना।

Course-8(b)&9(b) Pedagogy of Sanskrit

उद्देश्य : छात्राध्यापक –

- 1 भाषा कौशल एवं तृतीय भाषा शिक्षण के आधारभूत सिद्धान्त एवं उद्देश्यों को जान सकेंगे।
- 2 संस्कृत भाषा के विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण कर सकेंगे।
- 3 विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों एवं उपागमों का प्रयोग कर सकेंगे।
- 4 संस्कृत भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं प्रयोग कर सकेंगे।
- 5 संस्कृत शिक्षण में मूल्यांकन हेतु प्रश्न पत्र निर्माण कर कौशलाधारित परीक्षण कर सकेंगे।
- 6 छात्रों की अशुद्धियों का कौशलानुसार निदान एवं उपचार अध्यापन कर सकेंगे।

Course-8(c)&9(c) Pedagogy of English

Learning Outcomes: To enable the student teacher to :

1. Develop a good understanding of the basic concepts in second language teaching.

2. Teach basic language skills as listening, speaking, reading and writing and integrate them for communicative purpose.
3. Critically review and use appropriately different approaches to and methods of teaching English as second language.
4. Prepare lesson plans on different and prescribed aspects of English as second language.
5. Choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English.
6. Use various techniques of testing English as second language and develop remedial and conduct teaching.

Course-8(d)&9(d) Pedagogy of Urdu

Learning Outcomes : To enable student teacher to :

1. Understand the basic concepts in and functions of Language with special reference to Urdu.
2. Acquire a knowledge of objectives of teaching Urdu at the Secondary stage.
3. Acquire a knowledge of different methods of teaching Urdu at the Secondary stage.
4. Teach grammar, prose, composition and poetry lessons in Urdu.
5. Prepare lesson and Unit plans and to analyse the subject content in terms of language skills and teaching objectives.
6. Knowledge of evaluation system in Urdu and to methodically prepare Exams and test papers in Urdu.
7. Conduct remedial teaching in Urdu.

Course-8(e) and 9(e) Pedagogy OF SOCIAL SCIENCES

Learning Outcomes: To enable the student teacher to –

1. Define and differentiate the concept of social studies and explain its relative position in the syllabus.
2. Understand the aims and objectives of teaching Social Science.
3. Prepare Unit plans and lesson plans for different classes.
4. Critically evaluate the existing school syllabus of social science.
5. To enable the pupil teacher to review the text book of social science (Secondary level)
6. Apply appropriate methods and techniques of teaching to particular topics at different levels.
7. Prepare ; select and utilize different teaching aids.
8. Evaluate his pupils in social science.
9. Clarify particular concepts trends, principles, methods etc. with the help of correlation to similar content or situation.

Course-8(f) & 9(f) Pedagogy of Civics

Learning Outcomes: To enable the student teachers to-

1. Refresh the knowledge of student teacher regarding the meaning and importance of civics.
2. Establish co-relation of civics with other school subjects.

3. Apply appropriate methods in teaching particular topics at different level.
4. Select and use relevant teaching aids.
5. Imbibe and develop basic teaching skills.
6. Clarify particular concepts, trends, principles, methods etc. with the help of correlation to similar content or situation.
7. Prepare yearly, unit and daily lesson plans.
8. Prepare achievement and diagnostic test on scientific basis.
9. Develop skills and abilities for organizing school activities related to the subject.

Course-8(g) & 9(g) Pedagogy of History

Learning Outcomes : To enable the student teachers to : -

1. Understand the concept, nature and scope of History
2. Understand the nature of history as continuous process of development and change.
3. understand the aims objectives of teaching history at different levels of the secondary stage.
4. Prepare unit plans, lesson plan and its related teaching aids.
5. Develop the syllabus for teaching history for different classes and its critically evaluate it.
6. Review the text book of history at the secondary level.
7. Understand the spirit and applying different methods and techniques of teaching history at the secondary stage.
8. Evaluate his pupils methodically at the different levels of secondary stage.

Course-8(h) & 9(h) Pedagogy of Economics

Learning Outcomes: To enable student Teacher to :

1. Refresh the knowledge about the meaning, Importance, nature, scope and aims of Economics.
2. Acquaint with the aims, objectives and value-outcomes through teaching of Economics.
3. Develop ability to plan for suitable instructions in Economics.
4. Organize group-activities and project and to use various instructional strategies and methods for effective teaching of the subject.
5. Establish correlation of Economics with other school-subjects.
6. Develop necessary skills to use various teaching aids, (Particularly locally available material aids).
7. Develop skill to successfully use various evaluation techniques and to interpret the results.
8. Develop appropriate attitude towards the subjects and country's economy.

Course- 8 (i) & 9(i) Pedagogy of Geography

Learning Outcomes :- To enable the student teachers to :-

1. Understand the modern concept of Geography
2. Understand the aims and objectives of teaching Geography
3. Prepare yearly plan, unit plan, and lesson plan for different classes.
4. Prepare maps and charts to illustrate the contents of different classes and use them effectively.

5. Critically evaluate the existing school syllabus and review the text- book of Geography.
6. Apply appropriate methods and techniques of teachings of particular topics at different levels.
7. Arrange field trips and local surveys.
8. Prepare achievement test and diagnostic test, administration of the test, analysis of results and make suggestion for remedial teaching.

Course-8(j) & 9(j) Pedagogy of Accountancy

Learning Outcomes - To enable the student teachers to-

1. Acquire the basic understanding of teaching of Book Keeping.
2. Develop the ability to plan curriculum and instruction in Book-Keeping at Sr. Sec. level.
3. Develop the ability to critically evaluate the existing school curriculum of Accountancy.
4. Impart knowledge of the methods and devices of teaching Accountancy and to develop the skill of using the same.
5. Apply appropriate methods and devices of teaching particular topics for Accountancy
6. Prepare achievement and diagnostic tests.
7. Develop necessary skills in preparation of using various teaching aids.

Course-8(k) & 9(k) Pedagogy of Business Organization

Learning Outcomes : The Student- teacher will be able to :

1. Help the students to acquire the basic understanding in the field of Business Organization.
2. Develop the ability to plan curriculum and instructions in Business Organization at School Level.
3. Develop the ability to critically evaluate existing school syllabus and text book.
4. Impart knowledge about the methods and devices of teaching Business Organization and to develop the skill of using the same.
5. Develop the ability of preparing an achievement test.
6. Develop Business Organization efficiency among students.

Course-8(l) & 9(l) Pedagogy of Mathematics

Learning Outcomes: - To enable the pupil teacher to :

1. Understand and appreciate the uses and significance of Mathematics in daily life.
2. Learn various approaches of teaching Mathematics and to use them judiciously.
3. Learn the methods of providing instruction for the classroom.
4. Organise curricular activities.
5. Appreciate activities to develop aesthetics of Mathematics.
6. Update their knowledge of content in mathematics.
7. Develop competence in teaching different topics.

Course 8(m) & 9(m) Pedagogy of Home Science

Learning Outcomes : To enable the pupil - teacher to

1. Understand the nature and importance of Home Science and its correlation with other subjects
2. Understand aims and objectives of the subject.
3. Realise the essential unity between laboratory work and theoretical background of the subject.
4. Analyse school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.
5. Utilize effectively the instructional material in teaching Home Science.
6. Construct test items to measure objectives belonging to various cognitive levels.
7. Identify specific learning difficulties in Home Science and to provide suitable remedial individual instruction to them.

Course 8(n) & 9-(n) Pedagogy of General Science

Learning Outcomes: To enable the student teacher to :

1. Understand the nature, scope values and objectives of teaching science at Secondary level.
2. Develop competence in teaching different topics of Science effectively.
3. Develop scientific temper & provide teaching in scientific method to their student.
4. Use various methods with appropriateness of content, level and classroom situations to make pupil's learning meaningful.
5. Utilize the instructional materials effectively in the teaching of Science.
6. Organize Co-curricular activities & practical work in Science.
7. Use method most appropriate to assess the progress & achievement of the pupil & thus prepare appropriate tests for the purpose.
8. Diagnose the gaps and misconception in learning science evolve remedial measures.

Course-8(o) & 9(o) Pedagogy of Chemistry

Learning Outcomes: To Enable the student teacher to -

1. Understand the nature, place, values and objectives of teaching Chemistry at Sedondary/Senior Secondary level.
2. Establish its correlation with other subjects.
3. Evaluate critically the existing syllabus of Chemistry prescribed for Sedondary/Senior Secondary level in the State of Rajasthan.
4. Develop yearly plan, unit plan and lesson plan for Secondary/Senior Secondary classes.
5. Provide training in Scientific method and develop Scientific temper among their students.
6. Use various methods and approaches of teaching Chemistry.
7. Acquire the ability to develop instructional support system.
8. Plan and organize chemistry practical work in the Laboratory.
9. Organize Co-curricular activities and utilize community resources for promoting science learning.

10. Use method most appropriate to assess the progress and achievements of the pupil & thus prepare appropriate tests for the purpose (both theoretical & practical)

Course- 8(p) & 9(p) Pedagogy of Biology

Learning Outcomes: To enable the student teachers to

1. Understand the nature, place, values and objective of teaching Biology at Senior Secondary level.
2. Establish its correlation with other subjects.
3. Evaluate critically the existing syllabus of Biology prescribed for Secondary/Senior Secondary level in the stage of Rajasthan.
4. Develop yearly plan, unit plan and lesson for Senior Secondary classes.
5. Provide training in Scientific method and develop Scientific temper among their students.
6. Use various methods and approaches of teaching Biology.
7. Acquire the ability to develop instructional support system.
8. Plan and organize Biological practical in the Laboratory.
9. Organise co-curricular activities and utilize community resources for promoting Science learning.
10. Use method most appropriate to assess the progress and achievement of the pupil that prepare appropriate tests for the purpose (both theoretical and practical)

Course- 8(q) & 9(q) Pedagogy of Physics

Learning Outcomes: To enable the student - teachers to

1. Understand the modern concept of physics
2. Understand aims and objectives of teaching physics.
3. Appreciate the contribution of eminent physicists in connection with the development of physics.
4. Plan curriculum at Secondary and Senior Secondary level.
5. Analyse the syllabus of the subject in relation to its applicability to practical situations.
6. Develop scientific attitude and provide training in scientific method to their students.
7. Write the objectives in behavioural terms, analyze the content and be skilled in concept mapping.
8. Develop unit and lesson plan.
9. Use various methods and teaching aids with appropriateness of content, level and classroom situation.
10. Plan and organize physics practical in the laboratory
11. Organize co-curricular activities related to physics
12. Use methods most appropriate to assess the progress and achievement of the pupils using variety of tools and techniques for physics theory and practical.
13. Diagnose the gaps and misconception in learning physics and take remedial measures.

Course : 8(r) & 9(r) Pedagogy of Drawing and Paintings

Learning Outcomes: To enable the student teacher to:

1. Understand the Principles and important concepts of Drawing and Painting as an Art.
2. Understand the place of Art in general education.
3. Acquaint with the strategies of classroom teaching of art education.
4. Understand the importance and educational values of Art-room, Art-Museums, Art-exhibitions and Art-Galleries.
5. Understand the role of Art in National Integration, Human Values and international understanding.
6. Prepare suitable teaching aids and use them classroom effectively.
7. Understand the creative aspect of the teaching of art.

Course-8(s) & 9 (s) Pedagogy of Music

Learning Outcomes : On completion of the course the pupil teacher will be able to:

- a) Understand the important concepts used in the discipline.
- b) To prepare unit plan, lesson plan and yearly plan for different classes.
- c) Prepare achievement test and diagnostic tests, administer them and analyses the results.
- d) Prepare suitable teaching aids and use them in the classroom effectively

EPC-1 Drama and Art in Education (Part I)

Learning Outcomes: The student teacher will be able to:

- Understand the important concepts and Prepare unit plan, Lesson plan and yearly plan for different classes.
- Critically evaluate existing school syllabuses and textbooks.
- Prepare suitable teaching aids and use them in the classroom effectively.
- Fulfilment of an individual's potentials through fine art.
- Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.
- Appreciate and engage with a diverse range of art processes, products and performances – folk and classical through exposure and exchange.
- Experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content.
- Understanding basics of different Art forms - impact of Art forms on the human mind.
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression.
- Enhance skills for integrating different Art forms across school curriculum at secondary level.

Course EPC-2 Reading and Reflecting on Texts

Learning outcomes: After completion of the course, student-teachers will be able to:-

- develop metacognitive awareness to become conscious of their own thinking processes and they grapple with diverse texts.
- enhance their capacities as readers and writers by becoming participants in the process of reading.
- engage themselves with the readings interactively – individually and in small groups.
- Avail opportunities to write with a sense of purpose and audience, through tasks such as, responding to a text with one’s own opinions or writing within the context of other’s ideas.

TEACHING SCHEME

B.Ed.-II Year

Courses	Nomenclature of the Course	Instructional time in periods		External	Internal	Total	Duration of Exam (Hrs.)
		Per week	Per year*				
Course 4	Assessment for Learning	8	128	80	20	100	3
Course 5	Knowledge and Curriculum	8	128	80	20	100	3
Course 10 & 11 (any two of the following : same as pedagogy courses 8&9)							
Pedagogy Course 10	Pedagogy of school subject Part-II Hindi, Sanskrit, English, Social Science , Civics, History, Economics, Geography, Accountancy, Business Organization, Home Science, General Science, Biology,.,	4	64	30	20	50	2
Pedagogy Course 11	Pedagogy of school subject Part-II Hindi, Sanskrit, English, Social Science , Civics, History, Economics, Geography, Accountancy, Business Organization, Home Science, General Science, Biology,.,	4	64	30	20	50	2
Course 12	Schooling, Socialization and Identity	8	128	80	20	100	3
Course 13	Creating an Inclusive School	8	128	80	20	100	3
Course 14	Optional Courses (any one of the following) a) Open and Distance Learning b) Guidance and Counselling c) Physical Education and Yoga for Holistic Health d) Value Education e) Environmental Studies	4	64	30	20	50	2
EPC-3	Critical understanding of ICT	2	32	40	10	50	2
EPC-4	Understanding the self	2	32	40	10	50	2
Internship	School internship (16 weeks) Pedagogy Part – I & Pedagogy Part – II (70 lessons) 1.A Project Report on the various aspects of school where				60 40 10 10	250	(15+01) =16 Weeks

	internship was performed 2.ICT Based lessons (At least 5in each subject) 3. Co-curricular Activities(in School)						
	Other Activities 1..Co-curricular Activities (in College) 2.Individual Appraisal 3.Final lesson				10 20 100		
	Total	48	1344	570	330	900	
Grand Total of B.Ed. Ist and IInd year 900+900 = 1800							

* Instructional period 16 weeks per year and internship for 16 weeks.

Course Outcomes B.Ed. Second Year

Course-4 Assessment for Learning

Learning Outcomes: The student teacher will be able to:

- To understand assessing children’s progress, both in terms of their psychological development and the criteria provided by the curriculum.
- To provide broad outlook to go beyond the limited context of syllabus-based achievement testing, achievement scores in a subject linked with the child’s overall development.
- To introduce student teachers to the history of evaluation and current practices.
- Understand the different dimensions of learning and related assessment procedures, tools and techniques. Analyse, Manage and interpret assessment data.
- Understanding the policy perspectives on examination and evaluation and their implementation practices. Assessment for culturally responsive in diverse classroom.
- Develop critical understanding of issues in assessment and explore, realistic, comprehensive and dynamic assessment process which are culturally responsive for use in the classroom.
- Develop enabling processes which lead to better learning and more confident and creative learners.
- Understand the critical role of assessment in enhancing learning Critiques the traditional purpose of assessment (as a mechanism to filter learners as per their abilities or potentials and thus reducing learning to a limited set of expertise that can be displayed on papers, assessment as a selective and competitive act and achievement as an outcome of individual’s innate factors.)

Course-5 Knowledge and Curriculum

Learning outcomes: After completion of the course, student-teachers will be able to:

- 1 Conceptualize the meaning and different perspectives of curriculum.
- 2 Understand the epistemological, sociological and the psychological bases of curriculum development.
3. Understand the different types of curriculum with respect to their main orientation and approaches.

4. Compare and analyze the NCF over the years with respect to their foundation, Considerations, concerns, priorities and goals.
5. Understand linkage among curriculum framework and critical issues, which directly and indirectly are related with learning.
6. Analyse curriculum framework, in the light of learners' need, and understanding in the light of characteristics.

Course-10(a) & 11(a) Pedagogy of Hindi(PartII)

पाठ्यक्रम के विशेष उद्देश्य

- भाषा की अलग-अलग भूमिकाओं को जानना।
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना।
- भाषा के स्वरूप और व्यवस्था को समझना।
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना।
- भाषा और साहित्य के संबंध को जानना।
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना।
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना।
- भाषायी बारीकियों के प्रति संवेदनशील होना।
- अनुवाद के महत्त्व और भूमिका को जानना।
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना।
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना।
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना।

Course-10(b) & 11(b)cPedagogy of Sanskrit(Part II)

Learning Outcomes:n

- To understand the role and importance of Sanskrit and its cultural background.
- To be able to develop creativity among learners.
- To be able to know the place of Sanskrit in curriculum.
- To understand the use of language in context, such as grammar and vocabulary in context.
- To be able to practice the language teaching skills.
- To understand and prepare various kinds of lesson plans.
- To understand the relationship between curriculum, syllabus and textbooks in Sanskrit.
- To appreciate the use of audio, audio-visual aids and ICT (Internet and Computer Technology)

Course-10(c) & 11(c) Pedagogy of English(Part II)

Learning Outcomes:

- To understand the role and importance of English and its cultural background.
- To be able to develop creativity among learners.
- To be able to know the place of English in curriculum.
- To understand the use of language in context, such as grammar and vocabulary in context.
- To be able to practice the language teaching skills.
- To understand and prepare various kinds of lesson plans.

- To understand the relationship between curriculum, syllabus and textbooks in English
- To appreciate the use of audio, audio-visual aids and ICT (Internet and Computer Technology)
- Understand and develop the professional competencies & skills.

Course-10(d) & 11(d) Pedagogy of Urdu (Part II)

Learning Outcomes:

- Understand the relation between literature and language;
- Understand and appreciate different forms of language;
- To be able to develop creativity among learners;
- Understand the use of language in context, such as grammar and vocabulary;
- To be able to develop activities and tasks for learners;
- Understand about the teaching of poetry, prose and drama;
- Develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- Develop and use teaching aids in the classroom both print and audiovisual material, and ICT (Internet and Computer Technology)

Course-10(e) & 11(e) Pedagogy of Social Sciences (Part II)

Learning Outcomes: The Student-teachers will be able to-

- Develop an understanding of the Curriculum of Social sciences at secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction.

Course-10(f) & 11(f) Pedagogy of Civics (Part II)

Learning Outcomes: The contents will enable the student teacher to

- Develop an understanding of the contents of secondary and senior secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction.

Course-10(g) & 11(g) Pedagogy of History (Part II)

Learning Outcomes The Student-teachers will be able to-

- Develop an understanding of the Curriculum of History at Senior secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

Course-10(h) & 11(h) Pedagogy of Economics (Part II)

Learning Outcomes The contents will enable the student teacher to

- Develop an understanding of the content of secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

Course-10(i) & 11(i) Pedagogy of Geography (Part II)

Learning Outcomes:The contents will enable the student teacher to

- Develop an understanding of the contents of secondary and senior secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

Course-10(m) & 11(m) Pedagogy of Home Science (Part II)

Learning Outcomes: - Student-teachers will be able to:-

1. Understand the approaches of curriculum construction.
2. Explore new trends in Home Science curriculum.
3. Explore different ways of creating learning situations for different concepts of Home science.
4. Select appropriate learning resources and teaching –learning material
5. Develop ability to use Home science concepts for life skills.
6. Develop competencies for teaching, learning of Home science through different measures.
7. To introduce with Professional development programs of teachers.
8. To plan organization and report on various programs of Professional development of teachers.

Course-10(g) & 11(g) Pedagogy of Chemistry (Part II)

Learning Outcomes Student-teachers will be able to:-

1. Understand the approaches of curriculum construction.
2. Explore new trends in Chemistry curriculum.
3. Explore different ways of creating learning situations for different concepts of Chemistry.
4. Facilitate development of scientific attitudes in learners.
5. Select appropriate learning resources and teaching –learning material
6. Develop ability to use Chemistry concepts for life skills.
7. Develop competencies for teaching, learning of Chemistry through different measures.
8. To introduce with Professional development programmes of teachers.

Course-10(h) & 11(h) Pedagogy of Biology (Part II)

Learning Outcomes: - Student-teachers will be able to:-

1. Understand the approaches of curriculum construction.
2. Explore new trends in Biological Science curriculum.
3. Explore different ways of creating learning situations for different concepts of biological science.
4. Facilitate development of scientific attitudes in learners.
5. Select appropriate learning resources and teaching –learning material
6. Develop ability to use biological science concepts for life skills.
7. Develop competencies for teaching, learning of biological science through different measures.
8. To introduce with Professional development programmes of teachers.

Course-10(l) & 11(l) Pedagogy of Mathematics (Part II)

Learning Outcomes: Students-teachers will be able to-

- Identify difficulties in learning concepts and generalization, and provide suitable remedial measures.
- Develop ability to teach proof of theorems and develop mathematical skills to solve problems.
- Develop understanding of the strategies for teaching exceptional student in mathematics.
- Develop capacity to evaluate and use instructional materials in mathematics education.
- Develop skills to be a successful mathematics teacher.
- Construct appropriate assessment tools for evaluating mathematics learning.
- Familiarize with the development of curriculum in mathematics.
- Understand and use of learning resources in Mathematics.

Course-10(q) & 11(q) Pedagogy of Physics (Part II)

Learning Outcome- Student-teachers will be able to:-

1. Understand the approaches of curriculum construction.
2. Explore new trends in Physical Science curriculum.
3. Explore different ways of creating learning situations for different concepts of Physical science.
4. Facilitate development of scientific attitudes in learners.
5. Select appropriate learning resources and teaching –learning
6. Develop ability to use Physical science concepts for life skills.
7. Develop competencies for teaching, learning of Physical science through different measures.
8. To introduce with Professional development programmes of teachers

Course-10(i) & 11(i) Pedagogy of General Science (Part II)

Learning Outcomes: - Student-teachers will be able to:-

1. Understand the approaches of curriculum construction.
2. Explore new trends in General Science curriculum.
3. Explore different ways of creating learning situations for different concepts of General science.

4. Facilitate development of scientific attitudes in learners.
5. Select appropriate learning resources and teaching –learning material
6. Develop ability to use General science concepts for life skills.
7. Develop competencies for teaching, learning of General science through different measures.
8. To introduce with Professional development programmes of teachers.
9. To plan organization and report on various programmes of Professional development of teachers.

Course-10(j) & 11(j) Pedagogy of Accountancy

Learning Outcomes: - The Student- teacher will be able:

- To help the students to acquire the basic understanding in the field of Accountancy.
- To develop the ability to plan curriculum and instructions in Accountancy at school level.
- To develop the ability to critically evaluate existing school syllabus and text book.
- To impart knowledge about the methods and devices of teaching Accountancy and to develop the skill of using the same.
- To develop the ability of preparing an achievement test.
- To develop commercial efficiency among students

Course-10(k) & 11(k) Pedagogy of Business Organization

Learning Outcomes: The Student- teacher will be able :

- To know the meaning, concept and scope of Business Organization.
- To know the aims and objectives of teaching Business Organization.
- To know the place of Business Organization in the school curriculum.
- To prepare unit and lesson plans.
- To know about the audio-visual aids and importance of text-book.
- To know the various methods and techniques of teaching.
- To know the principles of curriculum organization and its critical appraisal.
- To know about the evaluation process in the Business Organization

Course-10(r) & 11(r) Pedagogy of Drawing and Paintings Part –II: 30

Learning outcome: After completion of the course, student-teachers will be able to:-

1. Understand the important concepts and Prepare unit plan, Lesson plan and yearly plan for different classes.
2. Critically evaluate existing school syllabuses and textbooks.
3. Prepare suitable teaching aids and use them in the classroom effectively.
4. Fulfilment of an individual's potentials through fine art.
5. Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.
6. Appreciate and engage with a diverse range of art processes, products and performances – folk and classical through exposure and exchange.

7. Experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content.
8. Understanding basics of different Art forms - impact of Art forms on the human mind.
9. Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression.
10. Enhance skills for integrating different Art forms across school curriculum at secondary level.

Course : 10(s) & 11(s) Pedagogy of Music (Part II)

Learning Outcomes: The Student- teacher will be able to:

- Understand the contents of Music at senior secondary level.
- Understand the nature of contents at school level.
- To know the learning resources of music
- Grow professionally

Course-12 Schooling, Socialisation and Identity

Learning Outcomes: The student teacher will be able to:

- Become aware of the processes of socialisation at home and school that act as shaping factors in identity formation of the school-going child (in Indian contexts);
- Reflect critically on factors that shape identity formation and influence sense of self of the growing 'student' as well as 'teacher' in school as well as in out of school situations;
- Begin to understand the processes that have shaped/continue to shape one's own sense of identity as 'student' and as 'person' located in multiple social contexts and roles;
- Begin to become critically aware of 'self' and 'identity' and 'free' oneself through self-understanding, from tendencies that lead to crystallising and limiting of one's identity as a teacher and a human being; and
- Reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'.

Course-13 Creating an Inclusive School

Learning outcome: - After completion of the course, student-teachers will be able to:-

1. Understand concept, meaning and significance of inclusive education
2. Bring about an understanding of the culture, policies and practices that need to be addressed in order to create an inclusive school.
3. Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
4. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education; understand the nature of difficulties encountered by children.
5. Prepare teachers for inclusive schools.

6. Analyze special education, integrated education, mainstream and inclusive education practices.
7. Identify and utilize existing resources for promoting inclusive practice.
8. Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.
9. Prepare a conducive teaching learning environment in varied school settings.
10. Develop the ability to conduct and supervise action research activities.

Courses-14(a) Open and Distance Learning

Learning outcomes: After completion of the course, student-teachers will be able to:-

1. Understand the concept, nature and scope of Distance Education
2. Understand the nature of Distance Education as continuous process of Development and change.
3. Understand the aims, objectives of teaching Distance Education at different levels.
4. Learn the techniques and methods of distance Education.
5. Understand the open system, correspondence education.
6. Understand communication strategies of Distance Education.

Course-14(b) Guidance & Counselling

Learning outcomes: After completion of the course, student-teachers will be able to:-

1. To develop an understanding of the concepts of guidance and counselling.
2. To develop an understanding of educational, vocational and personal guidance.
3. To acquaint the students with the testing devices and techniques of guidance.
4. To develop an understanding of collection and dissemination of occupational guidance.
5. To sensitize student-teachers to the problems faced by students in the contemporary world.
6. To create an awareness of the working of guidance centers.

Course-14(c) Physical Education and Yoga for Holistic Health

Learning Outcomes: The student teacher will be able to:

- Help them to understand the concept of holistic health, its various dimensions and determinants and the importance of sports and yoga for development of holistic health.
- Develop positive attitude towards health as individual and be collectively responsible to achieve it.
- Equip them to know their health status, identify health problems and be informed for taking remedial measures.
- Make them aware about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries.
- Encourage them to learn and to form right habits about exercise, games and sports, sleep, rest and relaxation.
- Sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development.

- Create interest for the practice of yogasanas and meditations through which they learn the skills/art of self-control, concentration, peace and relaxation to avoid ill effects of stress, strain and fatigue of routine life.
- Help them to understand and develop skills to deal with psycho-social issues including those, related to process of growing up during adolescence, HIV/AIDS and substance abuse;
- Understand various policies and programmes related to health, physical education and yoga.
- Help them to understand the process of assessment of health and physical fitness.

Course-14(d) Value Education

Learning outcome: After completion of the course, student-teachers will be able :-

1. To develop insight of understanding of concept of Indian values according to time, space and situation.
2. To scientifically analyse values in Indian culture and tradition.
3. To develop positive attitude about Indian human values.
4. To understand the Indian values according to Shradhha and logic.
5. To understand the co-ordination with Indian values and life style.
6. To analyse the ethical, artistic and pleasant values.
7. To analyse absolute values in globalization and universalization.
8. To develop the teaching learning method for adaptation and assimilation in life value.
9. Explain fundamental aims and values that provide the intellectual basis of contemporary education policy and practice.
10. Engage with issues in a manner that make them sensitive to promote certain educational values while marginalizing others.
11. Explore the meaning of Ethics and values.
12. Understand the process of value education.

Course-14 (e) Environmental Studies (EVS)

Learning outcome:- After completion of the course, student-teachers will be able to:-

1. To understand philosophical and epistemological basis of EVS as a composite area of study that draws upon the science, social science and environmental education.
2. Helping student teacher develop the ability to plan comprehensive units for holistic view. Analyse, intellectual discourse and essential projects.
3. Understanding about the issues of conservation and environmental regeneration have been infused at appropriate places in all the textbooks.
4. To analyze and understand environment concerns through the process of inquiry.
5. To develop in the pupil teachers a sense of awareness about the environment hazards and its causes and remedies.

EPC-3 Critical Understanding of ICT (Part II)

Learning Outcomes: After completion of the course, student-teachers will be able to:-

1. Make an effective use of technology in Education.
2. Acquaint with the challenges and opportunities emerging in integrating new technology in Educational process.
3. Familiar with new trends, techniques in education along with learning.
4. Know about the basic elements of computers and their uses.
5. Know about the hardware and software and their applications.
6. Know about on historical evolution of computer and its hardware, software components.
7. Know about aims and objectives of teaching computer science in secondary and Sr. Secondary schools and help them to plan learning activities according to those objectives.
8. Acquire skills relating to planning lessons and presenting them effectively.
9. Acquire the Basic Commands in DOS & Windows.
10. Work with various MS Office Applications like Word, Excel and PowerPoint
11. Understand and apply the M.S Office applications in School Management.
12. Prepare Technology Integrated Lessons.
13. Familiarize with the various methods that can be employed for the teaching of Computer science.

Course EPC: 4 Understanding the self

Learning Outcomes: After completion of the course, student-teachers will be able to:-

1. develop understanding of student- teachers about themselves- the development of the self as a person and as a teacher, through a workshop mode by more than one resource persons.
2. address aspects of development of the inner self and the professional identity of a teacher.
3. develop sensibilities, dispositions and skills that will later help them in facilitating the personal growth of their own students while they teach.
4. develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
5. develop a holistic and integrated understanding of the human self and personality to build resilience within one self to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.
6. make awareness in student teacher of their identities and the political, historical and social forces that shape them.
7. help explore one's dreams, aspiration, concerns, through varied forms of self – expression, including poetry and humour, creative movement, aesthete representations, etc.
8. introduce yoga to enhance abilities of body and mind and promote sensibilities that help to give in peace and harmony with one's surrounding.