

**Course Modules and Outcomes**  
**Bachelor of Education (B.Ed. 2 Year)**  
**(2020-21)**

**Programme learning Outcomes (PLOs):**

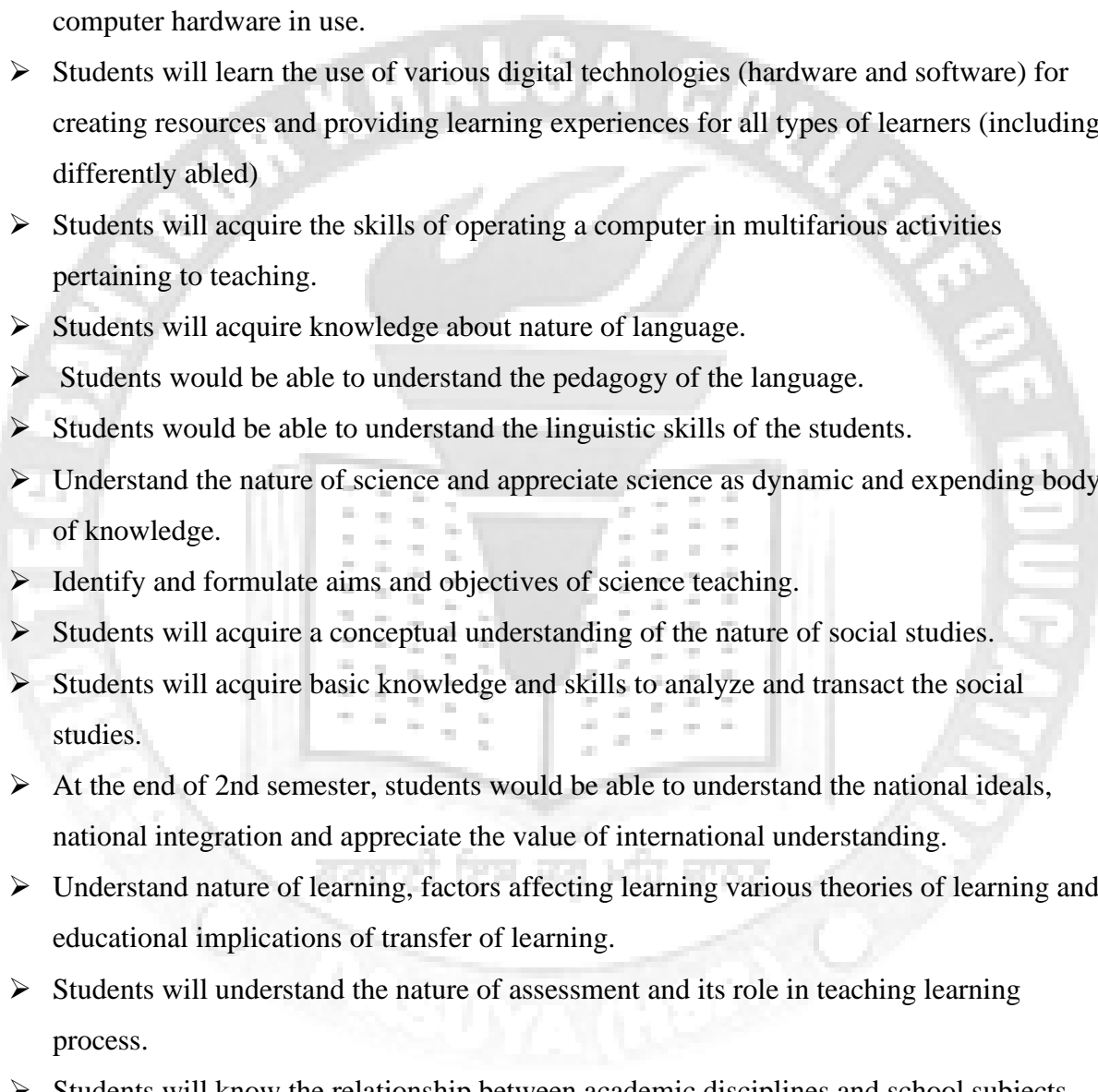
1. Ensure comprehensiveness in educational program for the country and its policy, vision and efforts to establish a national system of education.
2. Involvement in the conversation on contemporary India society and Education.
3. Attain conceptual knowledge of rational and critical analysis and gain the experience to deal with communities.
4. Evolve an apprehension of progressiveness and individuality among students in varied socio-cultural ambience.
5. Critically investigate comprehensive construction in development and educational psychology.
6. Foster the aptitude for perspective building located in the Indian socio-cultural context.
7. Scrutinize the structure of knowledge as reflected in disciplinary streams and subjects.
8. Sensitize the different perspective in the area of education of Exceptional Children.
9. Develop in-depth knowledge of the assessment concepts and their practices.

B.Ed. I Year – Course Modules	
I-Semester	II-Semester
<p><b>Compulsory Papers:</b></p> <p>F-1.1 Philosophical Bases of Education</p> <p>F-1.2 Growth and Development of the Learner</p> <p>F-1.3 Techniques of Teaching</p> <p>F-1.4 Education in Contemporary India</p> <p>F-1.5 ICT Skill Development</p> <p><b>Teaching Competency</b></p> <p>P-1.1 Pedagogy-I</p> <p>P-1.2 Pedagogy-II</p> <p><b>Enhancing Professional Capacities:</b></p> <p>EPC-1.1 Teaching through Drama and Music</p> <p>EPC-1.2 Simple Expressional Competencies</p> <p>EPC-1.3 Participation in Sports and Yoga</p>	<p><b>Compulsory Papers:</b></p> <p>F-2.1 Sociological Bases of Education</p> <p>F-2.2 Understanding the Learner</p> <p>F-2.3 Assessment for Learning</p> <p>F-2.4 Knowledge, Curriculum and Understanding Disciplines</p> <p>F-2.5 School Management</p> <p><b>Teaching Competency</b></p> <p>P-2.1 Pedagogy-I</p> <p>P-2.2 Pedagogy-II</p> <p><b>Enhancing Professional Capacities:</b></p> <p>EPC-2.1 Work Experience Programme</p> <p>EPC-2.2 ICT Practical</p>

<p>EPC-1.4 Pre Internship</p> <p><b>Pedagogy Papers (Any Two)</b></p> <p>Pedagogy of Commerce</p> <p>Pedagogy of Computer Science</p> <p>Pedagogy of Economics</p> <p>Pedagogy of English</p> <p>Pedagogy of Fine Arts</p> <p>Pedagogy of Hindi</p> <p>Pedagogy of History</p> <p>Pedagogy of Mathematics</p> <p>Pedagogy of Punjabi</p> <p>Pedagogy of Science</p> <p>Pedagogy of Social Studies</p> <p><b>Optional papers</b></p> <p>-----</p>	<p>EPC-2.3 Participation in Sports and Yoga</p> <p>EPC-2.4 Pre Internship</p> <p><b>Pedagogy Papers(Any Two)</b></p> <p>Pedagogy of Commerce</p> <p>Pedagogy of Computer Science</p> <p>Pedagogy of Economics</p> <p>Pedagogy of English</p> <p>Pedagogy of Fine Arts</p> <p>Pedagogy of Hindi</p> <p>Pedagogy of History</p> <p>Pedagogy of Mathematics</p> <p>Pedagogy of Punjabi</p> <p>Pedagogy of Science</p> <p>Pedagogy of Social Studies</p> <p><b>Optional papers</b></p> <p>Work Experience Programmes (Any One)</p> <p>Candle Making</p> <p>Gardening</p> <p>Home Craft</p>
--	--

### Course Learning Outcomes (CLOs):

- At the end of 1st semester, students would be able to explain the concept, sources, facets and role of teacher in knowledge construction.
- Students would be able to have insight into education and values.
- Get familiar with different stages of growth and development and its educational implications.
- Understand and critically examine the concept of discipline and its implementation in Indian classrooms.
- Students would gain insight and reflect on the concept of teaching and the status of teaching as a profession.

- 
- Students would obtain total perspective of the role of techniques in educational practice.
  - They would have insight into constitution of India in relation to education.
  - Students will understand features, ideals, values and diversities in Indian education.
  - Students would be sensitized to the emerging issues of concern in the field of education.
  - Students would be able to demonstrate understanding of the main components of the computer hardware in use.
  - Students will learn the use of various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners (including differently abled)
  - Students will acquire the skills of operating a computer in multifarious activities pertaining to teaching.
  - Students will acquire knowledge about nature of language.
  - Students would be able to understand the pedagogy of the language.
  - Students would be able to understand the linguistic skills of the students.
  - Understand the nature of science and appreciate science as dynamic and expanding body of knowledge.
  - Identify and formulate aims and objectives of science teaching.
  - Students will acquire a conceptual understanding of the nature of social studies.
  - Students will acquire basic knowledge and skills to analyze and transact the social studies.
  - At the end of 2nd semester, students would be able to understand the national ideals, national integration and appreciate the value of international understanding.
  - Understand nature of learning, factors affecting learning various theories of learning and educational implications of transfer of learning.
  - Students will understand the nature of assessment and its role in teaching learning process.
  - Students will know the relationship between academic disciplines and school subjects.
  - Students would be able to organize school programmes and activities.

B.Ed. II Year-Course Modules	
III- Semester	IV-Semester
<p><b>EPC-3.1 School Internship 14 weeks</b></p> <p><b>Phase-1</b> : Pre-Practice Duration: 2 week (In parent institute)</p> <p><b>Phase-2</b> : Teaching Practice Duration 14 Weeks</p> <p><b>(A)</b>Preparing and delivering 120 lesson plans In two teaching subjects-(60+60)</p> <ul style="list-style-type: none"> <li>• Macro Lesson Plans-40</li> <li>• Diary form Lesson Plans-08</li> <li>• ICT Based Lesson Plans-04 (Preparing Blue print and conducting unit tests)</li> <li>• Lesson Plans based on Models of Teaching-03</li> </ul> <p><b>(B)</b> Peer teaching observation- 10+10 in each subject</p> <p><b>(C)</b> Micro Lesson Plans-5+5 in each subject</p> <p><b>(D)</b> Discussion Lesson-02(one in each teaching subject)</p> <p><b>Phase-3</b> Post-Practice and Evaluation Duration:1 Week</p>	<p><b>Compulsory Papers:</b></p> <p>F-4.1 Gender, School and Society</p> <p>F-4.2 Guidance and Counselling</p> <p>F-4.3 Inclusive Education</p> <p>F-4.4 Understanding the Self</p> <p>F-4.5 Reading and Reflecting on Text</p> <p>E-4.1 Elective option 1</p> <p>E-4.2 Elective option 2</p> <p>EPC-4.1 Participation in Community Service/Cultural Activities/Educational Tour or Trip</p> <p>EPC-4.2 Communication, Employability and Resource Development Skill</p> <p><b>Elective Options (Any Two)</b></p> <p>Distance Education and Lifelong Learning</p> <p>Health and Physical Education</p> <p>Environmental Education</p> <p>School Library and Information Services</p>

### Course Learning Outcomes (CLOs):

- At the end of **3rd semester**, students will be able to interact with children from diverse socio economic and diverse back grounds.
- Students will be able to use learner centered teaching methods as such and with modification in future.
- Student teachers will acquire necessary competencies for organizing learning experiences.

- Student teachers would get competencies to select and use appropriate assessment strategies for facilitating learning.
- Student-teacher would engage with self, child, community and school to establish close connections between different curricular areas.
- They would get real life school situations to get competency in teaching process.
- They would get various opportunities in teaching practice school for organizing curricular and co-curricular activities.
- At the end of **4th semester**, students will be able to understand the role of education in ensuring gender equity and equality.
- Students will get acquaintance with the methods of job analysis.
- Pupil teacher will get acquaintance with recent trends in guidance and counselling and guidance need of Indian adolescents.
- Students will be able to understand the role of teacher, parents and community for supporting inclusion.
- Students will be able to understand the recommendation of various policies.
- Student teacher will discover oneself.
- Student teacher will be able to enhance their capacities as readers and writers.
- Students get enlighten about the lifelong learning policies of the country.
- Get awareness and generate interest of student teachers in Environmental Education.
- Students will be able to develop an understanding about health and physical Education.
- Students will be able to develop an understanding of meaning, concept and nature of school library services.

सत्यमेव जयते

UNIVERSITY OF EDUCATION