



## **VASANTA COLLEGE FOR WOMEN** **वसंत महिला महाविद्यालय**

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Estd: 1913

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### **DEPARTMENT OF EDUCATION**

**NAME OF THE PROGRAMME: B.Ed.**

#### **PROGRAMME OUTCOME:**

BEd. Programme aims at preparing professionally trained teachers.

The programme will develop teachers who have knowledge on socio and psychological perspectives of the learner, pedagogical knowhow and skills for effective teaching learning process. It aims at building requisite attitude and values of teaching profession among its students. The programme outcomes can be listed as:

- To develop teachers with the knowledge on socio and psycho perspectives of learner, expertise on curricular and pedagogical concerns of the learner.
- To develop teachers who are professionally equipped with skills and competencies for changing technological needs and global concerns
- To build the right attitude, values needed for teaching profession.

#### **SPECIFIC PROGRAMME OUTCOME:**

The B Ed. Programme is a professional course. The B.Ed. curriculum facilitates all round development of pupil teachers. The specific programme outcomes can be listed as follows:

- To develop critical thinking among pupil teachers on psychological, social and philosophical perspectives so that they can build future citizens with critical and scientific mind.
- To develop Social awareness and skills in pupil teachers who can be leaders and agents of social change and transformation in society.

- To develop scientific temperament and ICT knowhow in pupil teachers for changing technological challenges and globalisation demands.
- To develop humanitarian values and ethics who can shape future generations with competencies as well as values.

## **DETAILS OF COURSES AND COURSE OUTCOMES**

### **BEDPE-101: CONTEMPORARY INDIA AND EDUCATION: CONCERNS AND ISSUES**

This course will enable student-teachers to engage with studies on Indian polity, society, education and policy frameworks for public education in contemporary India and enable them to shape their perspective to act as an effective teacher.

#### **COURSE OUTCOME:**

After going through this course prospective teachers will be able to:

1. Understand the socio-political-educational movements related to making of contemporary Indian society.
2. Be able to observe and critically analyze the diversity in the Indian society and reflect on the utility of contemporary educational policies and programs highlighting the impediments in achievement of constitutional values.
3. Identify the major crisis in elementary and secondary education particularly stratification of education and ponder over necessary social and political interventions to meet those challenges
4. Be able to develop vision and practice of education in light of constitutional aspirations of the Indian society and shape one's attitude and skills as a teacher for future course of action in school and society.

### **BEDPE-102: PSYCHOLOGY OF LEARNER AND DEVELOPMENT**

This paper is related to the changes in physical and psychological domains that occur in infants, children, adolescents and adults. It also focuses on how biological inheritance and particular experiences influence psychological characteristics such as intelligence, morality, interests and social relationships.

#### **COURSE OUTCOME:**

1. To develop an understanding of Educational psychology in western and Indian context.
2. To enable the student-teachers to understand the concepts and principles of growth and development.
3. To orient student-teachers to the importance of nature-nurture controversy.

4. To develop an understanding of various stages and theories of human development.
5. To enable the student-teachers to understand the nature, crises and various issues related to adolescents.
6. To develop an understanding of the various theories of intelligence and the role of teacher in fostering creativity.
7. To develop an understanding of the concept of personality in Indian Context.
8. To develop an understanding of the mental health, hygiene and defence mechanisms.
9. To develop an understanding of the role of teacher in promoting mental health of students.

### **BEDPE -103:INDIAN PERSPECTIVES OF EDUCATION**

This course shall mainly introduce the vision and practice of education from the perspective of Indian philosophical, social and cultural traditions and educators. However, it will also introduce with educational perspectives of some other thinkers who have influenced Indian society owing to diffusion of other philosophical, social and cultural traditions in India from other parts of the world.

#### **COURSE OUTCOME:**

To engage the prospective teachers to read and acquaint themselves with the meaning of terms like Vidya, Avidya, Shiksha, Education, Ilm and Talim etc. and to facilitate them to understand them through reflections on these terms.

1. To facilitate prospective teachers to engage themselves in peer groups for sharing of their real life reflective experiences regarding social living and facilitate them to conceptualize the meaning of terms like philosophical, social and cultural traditions in Indian context.
2. To orient and engage prospective teachers to read and understand the vision of some great educators and categorically reflect on vision/aim, process of education and the contemporary relevance in their own words.

### **BEDPE -104:ASSESSMENT FOR LEARNING**

#### **COURSE OUTCOME:**

The student teacher will be able to

1. Get acquainted with basic concepts and practices of assessment and evaluation in teaching learning.
2. Explain the requirement of assessment of learning and need of recording the assessment.
3. Examine different dimensions of learning and related assessment procedures, tools and techniques.
4. Develop different tools and task to assess learners performance.
5. Analyze the issues and concerns of evaluation practices in schools.

6. Enhance technology based assessment practices to have quick and global results.

#### **BEDCPS-105A:DISCIPLINE AND SUBJECTS: MATHEMATICS**

##### **COURSE OUTCOME:**

At the end of the course, the pupil teacher will be able to:

- Understand the concept, nature and scope of disciplines & subjects.
- Appreciate the various perspectives that have their bearing on the emergence and evolution of Mathematics as a discipline.
- Understand the inter-link between Mathematics as a discipline and as a school Subject.
- Understand the nature of Mathematics as a school subject and the sources for their change.

#### **BEDCPS-105B:DISCIPLINE AND SUBJECTS: SCIENCE**

##### **COURSE OUTCOME:**

At the end of the course, the pupil teacher will be able to:

- Understand the concept, nature and scope of disciplines & subjects.
- Appreciate the various perspectives that have their bearing on the emergence and evolution of science as a discipline.
- Understand the inter-links between Science as a disciplines and as a school Subject.
- Understand the nature of Science as a school subjects and the sources for their change.

#### **BEDCPS-105C:DISCIPLINE AND SUBJECTS: SOCIAL STUDIES**

##### **COURSE OUTCOME:**

At the end of the course, the pupil teacher will be able to:

- Understand the concept, nature and scope of disciplines & subjects.
- Appreciate the various perspectives that have their bearing on the emergence and evolution of Social Studies as a discipline.
- Understand the inter-link between Social Sciences as a discipline and as a school Subject.
- Understand the nature of Social Sciences as a school subjects and the sources for their change.

#### **BEDCPS-105D:DISCIPLINE AND SUBJECTS: LANGUAGES**

##### **COURSE OUTCOME:**

At the end of the course, the pupil teacher will be able to:

- Understand the concept, nature and scope of disciplines & subjects.
- Appreciate the various perspectives that have their bearing on the emergence and evolution of Languages as a discipline.
- Understand the inter-link between Languages as a disciplines and as a school Subject.

- Understand the nature of Languages as a school subjects and the sources for their change.

### **BEDEPC-106:READING AND REFLECTIONS ON TEXTS**

This course will serve as a foundation to enable B.Ed. students to read and respond variety of texts in different ways and also learn to think together, depending on the text and the purposes of reading. The course will enable prospective teachers to reflect on selected readings through identification of its purpose, addressing its relevance for self, society, nation and globe at large. The learners would also come out with their concrete reflections of texts in different forms like annotations, critical appreciation, poster, collage, oral presentation, debate, panel discussion, charts, reflective writing etc.

#### **COURSE OUTCOME:**

- To develop the ability of making meaning from the selected text(s)
- To encourage thoughtful and balanced assessment of readings and form opinions about ideas presented in the text.
- To develop understanding of the texts by making connections between self observations, experiences, and opinions and critically reflecting through thoughtful and persistent inquiry.
- Enabling learners to demonstrate understanding, arising out of interrogation of own assumptions and knowledge to deepen text analysis and focusing assessment of the text.
- To offer an opportunity to recognize – and perhaps break down – learners assumptions which may be challenged by the text(s).
- To develop the ability of reflective writings in different forms.

### **BEDEPC -107:MUSIC, DRAMA AND OTHER CREATIVE CO-SCHOLASTIC ACTIVITIES**

Transformational education involves reflection, introspection and action, with a deep relationship between the head, heart and hand. The National curricular Framework 2005 (NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the curriculum encompasses all, and is not separated from the co-curricular or extra-curricular. This has significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities.

Learning is enhanced through drama in education (John, Yogin and Chawla 2007) which helps learners to extend their awareness through multiple perspectives to look at reality through fantasy and to predict everyday situations in order to cope with unpredictable unsettling experiences.

The course on drama and art in education also helps in understanding the self and as a form of self-expression for enhancing creativity. The components of fine art aim to develop aesthetic sensibilities in students-teachers and learn the use of art in teaching learning. (Prasad,1998).

#### **COURSE OUTCOME:**

**After undergoing this course, the students will:-**

- Be oriented towards basic concept of Music, Drama, Fine Arts, Dance and other literary activities such as Elocution, Debate, Quiz etc.
- Develop understanding of local art forms, Music, Plays.
- Develop ability to organize various programs of music, drama and other literary activities like Quiz, Essay Writing, Debate.
- Enhance the aesthetic sense by means of these activities.
- Appreciate performance done by others and give proper feedback.
- Understand the need of Music, Drama and other creative, co-scholastic activities in individual and social life.

**SEMESTER II**

**BEDPE – 201: LEARNING AND TEACHING**

**COURSE OUTCOME:**

After going through this paper the students will be able to

- Understand the psychological and socio-cultural dimensions of individual differences.
- Know and understand the individual differences based on range of cognitive abilities.
- Explain the concept of learning and factors influencing learning
- Understand the theories of learning of Skinner, Piaget and Vygotsky in relation to their educational implications.
- Evaluate teaching as a complex activity and its types, Maxims, Strategies, Methods, Techniques and Skills.
- Develop an understanding of the modalities of Teaching and Instruction.
- Critically analyse teaching as a profession and role of teacher.

**BEDPE – 202: UNDERSTANDING THE SCHOOL AND CLASSROOM MANAGEMENT**

**COURSE OUTCOME:**

After going through this course prospective teachers will be able to:

- Understand school as a society and role of collective and shared responsibilities in its betterment.
- Understand the paradigm shift in School Based Management.
- Understand the impact of teacher leadership.
- Develop an awareness and understanding of Standard official procedures for disaster management.
- Develop an understanding of the concept and theories of classroom management and discipline.
- Develop the ability to adopt effective classroom managerial skills and strategies
- Develop the competency to use and apply different disciplinary models.

- Develop the ability to propose methods to enhance students' sense of belongingness and responsibility towards their behaviour and learning
- Build productive relationships with students and parents.

### **BEDCPS – 203:LANGUAGE ACROSS THE CURRICULUM**

This course attempts to sensitize pupil teachers towards the linguistic diversity in the classroom and to prepare them to direct it to the advantage of the learner in achieving the ability to stimulate thought, to think critically and to communicate effectively with fluency, clarity and sensitivity.

#### **COURSE OUTCOME:**

After undergoing this course the students will be able to:-

1. To understand the language background of students as first or second language users of the language used in teaching the subject.
2. To understand the nature of classroom discourse and to know how oral and written language can be used in the classroom to ensure optimal learning of the subject area.
3. To develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.
4. To develop competence in analysing current school practices and their impact on learning and to come up with appropriate alternatives to the current practices.
5. To create sensitivity to the language diversity that exists in the classrooms.
6. To give opportunities of Writing in specific content areas.
7. To be familiar with theoretical issues of multilingual classrooms.
8. To develop the theoretical understanding of the:
  - Concepts and power dynamics of the 'standard' language as the school language vs home language or 'dialects';
  - Deficit theory
  - Oral language in the classroom and using discussion as a tool for learning;
  - The nature of questioning in the classroom – types of questions and teacher control.
  - The nature of reading comprehension in the content areas (informational reading).

### **BEDCPS – 204:TEACHING OF MATHEMATICS**

#### **COURSE OUTCOME:**

At the end of the course, the pupil teacher will be able to:

- Understand the concepts and principles of mathematics and select appropriate methods of teaching to teach mathematics
- Understand the importance, purpose and basic element of planning /lesson planning

- Develop and design appropriate (innovative and indigenous) teaching aids, remedial and enriched programs.
- Understand and Practice the application of core teaching skills
- Understand the application of appropriate evaluation techniques in mathematics.

## **BEDCPS – 205:TEACHING OF PHYSICAL SCIENCE**

### **COURSE OUTCOME:**

At the end of the course, the pupil teacher will be able to:

1. Understand the structure and nature of science as a discipline.
2. Understand the aims and curriculum framework of physical science teaching at secondary level.
3. Understand the importance, purpose and basic element of unit planning /lesson planning
4. Develop and design appropriate (innovative and indigenous) teaching aids, remedial and enriched programs.
5. Understand and Practice the application of core teaching skills
6. Understand the application of appropriate evaluation techniques in Physical Science.

## **BEDCPS – 206:TEACHING OF LIFE SCIENCE**

### **COURSE OUTCOME:**

At the end of the course, the pupil teacher will be able to:

Student teacher will be able to:

- Understand the concepts and principles of Biological Science and select appropriate methods of teaching to teach Biological Science.
- Understand the importance, purpose and basic element of planning /lesson planning
- Develop and design appropriate (innovative and indigenous) teaching aids, remedial and enriched programs.
- Understand and Practice the application of core teaching skills
- Understand the application of appropriate evaluation techniques in Biological Science
- Manage instructional activity in such a way that the vast majority of the learners attain most of the objectives.

## **BEDCPS –207:TEACHING OF SOCIAL SCIENCE: HISTORY**

### **COURSE OUTCOME:**

After undergoing this course, the student teacher will be able to:-

1. Gain insight in the meaning, nature, scope and objectives of History and outline the objectives of teaching history at the secondary level.
2. Debate issues related to the curriculum of history at the secondary level.
3. Do curriculum planning and select learning material in history appropriate to different classes at this level.
4. Relate history with other school subjects and utilize this understanding for teaching history.



5. Differentiate among various methods of teaching history and utilize this understanding in lesson planning for effective teaching.
6. Describe various devices for teaching history and adopt them for teaching.
7. Describe, design and select instructional materials essential for effective teaching of history. Organize History room, library and museum.
8. Describe the importance of time and chronology in history and utilize the principles and techniques of teaching chronology in teaching history.
9. Effectively handle the teaching of controversial issues in history.
10. Effectively utilize computer's power of animation and graphics, power-point presentation and multi-media presentation for teaching history.
11. Prepare lesson plans by integrating the above for effective teaching of various topics of history.
12. Construct appropriate assessment tools and report cards for evaluating social science learning, (CCE based social science learning)

### **BEDCPS – 208:TEACHING OF SOCIAL SCIENCE: GEOGRAPHY**

#### **COURSE OUTCOME:**

Student teachers will be able to understand following content and context in the light of discipline based pedagogy in social sciences-

1. Understand the concepts and principles of Geography and select appropriate methods of teaching to teach Geography
2. Understand the importance, purpose and basic element of planning /lesson planning
3. Develop and design appropriate (innovative and indigenous) teaching aids, remedial and enriched programs and make use of traditional and modern instructional materials in classroom teaching
4. Understand and Practice the application of core teaching skills and classroom transactional strategies
5. Understand the application of appropriate evaluation techniques in Geography.

### **BEDCPS – 209:TEACHING OF SOCIAL SCIENCE: CIVICS**

#### **COURSE OUTCOME:**

This course would attempt:

1. To develop broad understanding of principles and knowledge used in Civics Education.
2. To help students to know various approaches and methods of teaching Civics.
3. To enhance capacities for effective lesson planning in Civics.
4. To acquaint students with approaches and tools for evaluation in Civics.

### **BEDCPS – 210:TEACHING OF SOCIAL SCIENCE: ECONOMICS**

#### **COURSE OUTCOME:**

- To aware the students with Aims and Objectives of Teaching of Economics.
- To develop the Economic Citizenship among the students.

- To enable the students to understand the importance Teaching of Economics in schools for National Development.
- To acquaint the students with concept and principles of curriculum.To acquaint the students with need and importance of correlation of Economics with other school subjects.
- To enable the students to understand the need and importance of Economics Teacher.
- To acquaint the students with role and qualities of Economics Teacher.
- To aware the students with social and economic problems of the country and prepare a Reports on these issues.

### **BEDCPS – 211:TEACHING OF ENGLISH**

#### **COURSE OUTCOME:**

The pupil teacher would be able to:

- Understand the importance of teaching English in India
- Justify the place of English language in school curriculum.
- Understand the aims and objectives of teaching English language at Secondary and higher secondary stage.
- Understand and make use of principles of English language teaching.
- Be familiar with different methods and approaches of teaching English
- Understand the importance and concept of various skills of English language.
- Select appropriate teaching strategy for teaching various skills of English language.
- Understand and appreciate various qualities of an ideal English teacher and text book of English language.
- Design effective evaluation strategy for evaluating various language competencies of English language

### **BEDCPS – 214:TEACHING OF HOME SCIENCE**

#### **Course OUTCOME:**

- Develop broad understanding of principles and knowledge used in Home Science Teaching.
- Explain the Scope and Importance of Home Science as a school subject.
- Specify the Aims and objectives of Teaching Home Science at secondary stage.
- Develop the understanding of Ideal curriculum in Home Science.
- Know various approaches, methods and Teaching Aids in Home Science Teaching.
- Prepare Effective lesson plan in Home Science.
- Explain various tools used in evaluation in Home Science.

## **BEDEPC – 215:UNDERSTANDING AND APPLICATION OF ICT**

### **COURSE OUTCOME:**

To enable the prospective teachers to:

- Develop an understanding of the concept of Computer and its components.
- Develop an understanding of the concept of ICT and its components
- Use ICT in the classrooms in line with educational aims and principles.
- Explore ICTs along three broad strands; teaching- learning, administrative and academic support systems thereby integrate technology tools for teaching learning, material development, developing collaborative networks for sharing and learning.
- Understand the evolution and impact of ICTs on society and in the education system.
- Understand the advantages and dangers of the internet, the new 'virtual world'.
- Access available resources, review resources created by peers, collaborate to create their own digital teaching-learning resources.

In order to fulfil these objectives the pupil teachers will be engaged in 16 hours of perspective building through lectures and discussions on the following main areas. In addition, they will be given hands on experiences of working with computers so as to develop the ability to make use of ICT in their teaching learning and evaluation activities when in the profession.

## **BEDEPC – 216:PHYSICAL EDUCATION, SPORTS AND YOGA IN SCHOOLS**

### **COURSE OUTCOME:**

After undergoing this course, the student teacher will be able to:

1. Tell the basic concepts of Physical Education, Sports, Games and Yoga.
2. Organize the various games and sports activities.
3. Prepare different playing grounds and courts.
4. Tell the rules, technique and skills of sports.
5. Follow the benefits of exercise, physical fitness and health related physical fitness.
6. Perform different Asanas and Pranayama

## **SEMESTER III**

### **1. INTERNSHIP GOALS**

The achievement of above aim of SIP will be done through the under mentioned goals, objectives and competencies:

***Goal 1: It will develop competence and professional identity as a reflective teacher.***

## **OBJECTIVES:**

1. Interns will demonstrate knowledge of the laws and regulations related to the professional practice of teaching, including any that specifically relates to State, Boards and NCTE.
2. Interns will interact professionally with their peers, supervisors (Mentor Teachers and Educators), Administrators, school students and all other individuals encountered daily during the course of internship and will demonstrate professional maturity through their behaviour, appearance and attitude.
3. Interns will engage in an ongoing exploration of their professional interests, strengths, and weaknesses.
4. Interns will demonstrate professional responsibility with 'self-classroom- school' management, proper documentation & reporting, timely submissions-correction-signature and time management.
5. Interns will become reflective practitioners through critical thinking about their own assumptions, the professional context and the problem that arises therein.

***Goal 2: Interns will inculcate and demonstrate necessary skills (communicative-administrative-managerial) in different roles to excel as a professional teacher.***

## **OBJECTIVES:**

1. Interns will demonstrate the ability to communicate as a teacher, administrator and manager of various activities in and outside the classroom as well as the ability to communicate with the self.
2. Interns will demonstrate knowledge of one's own limitations as a teacher, administrator and manager of various activities including acknowledgment of and inexperience with certain types of children, colleagues, situations and practical areas of weakness in understanding of theory and their applications.
3. Interns will effectively assess holistic aspects of students and record them thorough documentation. They will demonstrate the ability to effectively handle individual student and follow-up with individual crisis situations utilizing consultation and collaboration through professional knowledge of self and their mentors.
4. Interns will demonstrate involvement in all school processes through preparedness, punctuality, evidence of thoughtfulness, openness to feedback and exploration of issues, ability to articulate own position on a given issue, and willingness to share his or her own work in form of presentation of hand written reports/recordings/videotapes, case reports etc.
5. Interns will demonstrate a professional ability to refer individual, group or school issues for acknowledgement, reporting, discussion or solution to administrators, parents, community members or appropriate authorities as and when needed.

***Goal 3: Interns will develop skills and competencies for working diversities (individual, cultural, gender, special ability, etc.) in school and community hence learn to operate successfully and develop an inclusive setting.***

**OBJECTIVES:**

1. Interns will demonstrate the ability to examine their own attitudes, assumptions, behaviours, and values in working with individuals with various types of diversity issues.
2. Interns will demonstrate the ability to provide services sensitive to individuals with various types of diversity issues.
3. Interns will demonstrate the ability and readiness to seek consultation with mentors/experts for dealing with individuals having various types of diversity issues prior to further engaging in teaching- learning.

***Goal 4: Interns will demonstrate ability to outreach and liaison through collaboration with the school community and off-school campus community, interdisciplinary colleagues/ experts and Teacher Education Institutions. They will also ensure sharing of continuous and comprehensive assessment based performance of learners in Parent-Teacher Meetings for sustained growth of the learner.***

**OBJECTIVES:**

1. Interns will demonstrate the ability to participate in community activities, collaborate with the Health Centre, Sports Centre, Student Affairs professionals, school staff, other school teachers, parents, University Departments, Teacher Education Departments, administrative units in and outside school (Boards, railways, roadways, NCC, etc.).
2. Interns will demonstrate competence in facilitation and presentation skills using appropriate technology and with proper documentation for ensuring efficient liaisoning.
3. Interns will actively participate in Continuous and Comprehensive Evaluation (CCE) and PTA meetings in the school.

## **SEMESTER IV**

### **BEDPE – 401:KNOWLEDGE AND CURRICULUM**

#### **COURSE OUTCOME:**

After going through this paper the students will be able to

1. Develop an understanding of the concept of knowledge, its construction and the process of knowing
2. Differentiate between Information, Knowledge, Belief and Truth
3. Know and relate the various facets of knowledge and the relationship between knowledge, discipline and subject.
4. Develop an understanding of the concept & need of curriculum, its determinants and principles of construction, development and evaluation of curriculum.
5. Understand the Concept and Need of Curriculum Frameworks as well as differentiating curriculum framework, curriculum and syllabus.
6. Critically examine the role of school and teacher in transacting the curriculum.

### **BEDPE – 402: ENVIRONMENT, PEACE, HEALTH AND VALUES FOR QUALITY LIFE**

The purpose of this interdisciplinary theme for prospective teachers is to enrich their understanding about the natural and social surroundings, health, quality life and the values related to them. It will also enable them to analyze the relationship underlying them and restructure their perspective to support health, happiness and harmony inside and outside.

#### **COURSE OUTCOME:**

This course will enable pupil teachers to:

1. Acquire basic knowledge and conceptual understanding of interdisciplinary theme on environment, peace, health, quality life and values.
2. Understand man- nature relation, life-support system, health-happiness- harmony, oneness of life, harmony with social and natural environment.
3. Reflect on world around them, analyze the relationships underlying that and enrich life.
4. Understand structures and perspective to notice continuity of life and values which underpin them.
5. Enrich capacity to introspect as a means to develop self/self-awareness;
6. Establish peace as a necessary condition for reforming education.

### **BEDPE – 403:INCLUSION, EDUCATION AND SCHOOL**

This course will highlight that inclusion involves the conviction that all children can learn and grow. Pupil teachers will be able to appreciate and respond positively to diversities and see individual differences not as problems, but as opportunities for enriching learning.

**COURSE OUTCOME:**

**After completing this course, the student teachers will be able to...**

1. Know diversities with reference to culture, language, gender and abilities in class and develop conviction that all children can learn and grow.
2. Treat each student as an individual and respect each student for what he or she is.
3. Get acquainted with philosophy of inclusion and understand the need of inclusion.
4. Learn about issues of inclusion in educational contexts; curriculum, textual materials across disciplines, pedagogical process and its intersection with class, caste, religion, and region.
5. Develop basic understanding and familiarity with key concepts–gender, gender bias, gender stereotype, gender parity, equity and equality.
6. Explore the complex relationship of gender and education and understand how gender relates to education (in terms of access, curriculum and pedagogy).
7. Develop qualities of an inclusive teacher and organize an ideal inclusive classroom.
8. Respond to the changing needs of learner by using various teaching strategies.

**BEDCPS – 404: SCHOOL ADMINISTRATION AND MANAGEMENT****COURSE OUTCOME:**

1. To enable the students to understand meaning, nature, scope, functions and principles of Educational Administration.
2. To develop an understanding of the role of various agencies in educational Administration in India.
3. To develop an understanding among the students about various components of school management.
4. To acquaint the students with different designs of school building.
5. To develop an understanding of leadership qualities and accountability to be maintained by the different school personnel like headmaster, teacher etc.
6. To orient students with the concept of supervision and finance in the field of education.
7. To acquaint the students with specific issues of school management.

**BEDCPS – 405: HEALTH EDUCATION****COURSE OUTCOME:**

After undergoing this course the student will be able to: -

- Describe the need and importance of health Education for schools
- Identify issues related to poor health of students
- Take appropriate decisions and adopt measures for good health of students.
- Contribute actively in the prevention of infections and their related diseases.

## **BEDCPS – 406:GENDER, SCHOOL AND SOCIETY**

### **COURSE OUTCOME:**

This course will enable student teachers to

- Develop basic understanding and familiarity with key concepts–gender, gender bias, gender stereotype, gender parity, equity and equality.
- Learn about gender issues in educational contexts; curriculum, textual materials across disciplines, pedagogical process and its intersection with class, caste, religion, and region.
- The gender discrimination in the construction and dissemination of knowledge
- Gain a critical perspective on the ways in which education maintains and legitimates gender relations in society and
- To explore the complex relationship of gender and education and understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

## **BEDCPS – 407: EDUCATIONAL AND VOCATIONAL GUIDANCE**

### **COURSE OUTCOME:**

The teacher trainee will be able to-

- To develop a basic understanding for the meaning and need of guidance and counseling and its relation to education.
- Understand the need of counseling and its relation to education.
- To give an understanding of basic types of guidance viz. educational and vocational
- Get an idea of psychological measurement in guidance and counseling and its utility.

To develop an understanding to organize guidance program.

## **BEDCPS – 408: MUSIC EDUCATION**

### **COURSE OUTCOME:**

The student teacher will be able to-

1. Get acquainted with the meaning, basic concept and importance of music education.
2. Understand the need of music in individual and social life
3. Develop appreciation for music
4. Use music in stress management, personality development, Social harmony and environmental protection.

## **BEDEPC – 409:UNDERSTANDING AND REFLECTION ON THE SELF**

### **COURSE OUTCOME:**

1. To develop understanding of student-teachers about themselves –the development of the self as a person and as a teacher
2. To develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth
3. To develop social relational sensitivity and
4. To develop effective communication skills, including the ability to listen and observe
5. To develop a holistic and integrated understanding of the human being and personality



6. To build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths
7. Inculcation of Self Reflection

**BEDEPC – 410:WORKING WITH COMMUNITY, WORK EXPERIENCE, EXCURSION, ORGANIZING PTA, SCOUT & GUIDE WITH FIRST AID**

**COURSE OUTCOME:**

- To sensitize the pupil teachers towards their connectedness and accountability to the society at large.
- To enable them to understand the importance of their profession (particularly in nation building by virtue of being custodians of the future).

**NAME OF THE PROGRAMME: M.Ed.**

**PROGRAMME OUTCOME:**

ME d. Programme aims at preparing professionally trained teacher educators. The programme will develop teacher educators who have knowledge on socio and psychological and philosophical perspectives, pedagogical knowhow and skills for effective teaching learning process. Along with that it also aims at building requisite attitude and values of teaching profession among its students. The programme outcomes can be listed as follows:

- To develop teacher educators with the knowledge on sociological, psychological and philosophical perspectives, curriculum and pedagogical concerns.
- To develop teacher educators who are professionally equipped with skills and competencies for changing technological needs and global concerns
- To build the right attitude, values needed for teaching profession.

**SPECIFIC PROGRAMME OUTCOME**

The M Ed. curriculum facilitates all round development of students in order to prepare teacher educators with requisite knowledge, skills and values . The specific programme outcomes can be listed as follows:

- To develop critical thinking among students on psychological, social and philosophical perspectives so that they can be teacher educators who can prepare teachers with critical and scientific mind.

- To develop Social awareness and skills among students who can be leaders and agents of social change and transformation in society.
- To develop scientific temperament and ICT knowhow for changing technological challenges and globalisation demands.
- To develop humanitarian values and ethics who can prepare teachers with competencies as well as humane values.

### **DIFFERENT COURSES UNDER Med. PROGRAMME**

The M.Ed. Programme is of Two years duration divided into Four semesters. A student is required to offer courses of 80 credits in four semesters as per the details given below.

#### **Semester-wise Distribution of Courses**

#### **SEMESTER - I**

	<b>Paper's Code</b>	<b>Name of paper</b>	<b>Marks</b>	<b>Cred its</b>	<b>Number of hours per week</b>
<b>SEMESTER I</b>	MED 101	Philosophical foundations of education	100	4	6
	MED 102	Psychological Foundation of education	100	4	6
	MED 103	History and political economy of education	100	4	6
	MED 104	Fundamentals of Educational Research	100	4	6
	MED 105	Educational technology and ICT	100	4	6
	<b>Total</b>		<b>500</b>	<b>20</b>	<b>30</b>

#### **SEMESTER – II**

	<b>Paper's</b>	<b>Name of paper</b>	<b>Marks</b>	<b>Cred</b>	<b>Number</b>
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	Code			its	of hours (1 hour) per week
<b>SEMESTER II</b>	MED 201	Sociology of education	100	4	6
	MED 202	Curriculum studies	100	4	6
	MED 203	Tools and Techniques of Data Analysis	100	4	6
	MED 204	Educational System's Studies	100	4	6
	MED 205	Academic writing and communication skills**	50	2	3
	MED 206	Self development **	50	2	3
	<b>Total</b>		<b>500</b>	<b>20</b>	<b>30</b>

\*\* \*\*14 days workshop

### **SEMESTER - III**

	Paper's Code	Name of paper	Marks	Cred its	Number of hours per week
<b>SEMESTER III</b>	MED 301	Teacher education-I	100	4	6
	MED 302	School structure and systems	50	2	3
	MED 303	Secondary Education: Policies, Practices, Issues and Concerns	100	4	6
	MED-DIS-1*	Dissertation	100	4	6
	MED-SSI*	Stage Specific Internship	100	4	6
	<b>Total</b>		<b>450</b>	<b>18</b>	<b>27</b>

### **SEMESTER - IV**

	Paper's Code	Name of paper	Marks	Credits	Number of Hours per week
SEMESTER IV	MED 401	Teacher education-II	100	4	6
	Pedagogical courses (Any one of the Following):				
	MED 402.1	Mathematics Education	100	4	6
	MED 402.2	Science Education			
	MED 402.3	Language Education (English/ Hindi/ Sanskrit)			
	MED 402.3.1	English Language Education			
	MED 402.3.2	Hindi Language Education			
	MED 402.3.3	Sanskrit Language Education			
	MED 402.4	Social Science Education			
	Optional courses (Any one of the Following):				
	MED 403.1	Education of Children With Special Needs	100	4	6
	MED 403.2	Educational Management			
	MED 403.3	Gender and Education			
	MED 403.4	Education for democratic citizenship			
	MED 403.5	Guidance & counseling			
	MED 403.6	Economics of Education			
	MED 403.7	Environmental Education			
	MED-TEI*	Teacher Education Internship	100	4	6
	MED-DIS-2*	Dissertation	100	4	6
	MED-DIS-3*	Dissertation Presentation and Viva-voce	50	2	3
	Total		550	22	33

## **DETAILS OF DIFFERENT COURSES AND THEIR OUTCOMES**

### **MED- 101: PHILOSOPHICAL FOUNDATIONS OF EDUCATION**

#### **COURSE OUTCOME:**

After going through this course the **learners will** develop the following competencies:

1. Know the meaning of philosophy and philosophical foundations of education.
2. Comprehend the nature and functions of philosophy of education.
3. Logically analyze, interpret and synthesize various concepts, proposition and philosophical assumptions about educational phenomena.
4. Understand and use philosophical methods in studying educational data.
5. Develop philosophical insight for resolution of educational issues.
6. Critically appraise contributions of great educators to education and society.
7. Be able to compare (partially and holistically) concepts of education between/ among various philosophical schools/traditions.

### **MED-102: PSYCHOLOGICAL FOUNDATION OF EDUCATION**

#### **COURSE OUTCOME:**

1. To enable the students
2. To understand the psychological orientation to education.
3. To develop an understanding about theories of learning
4. To develop an understanding about learners' cognitive, thinking and learning styles.
5. To develop an understanding about learners' development and the characteristics associated with it.
6. To develop an understanding of classroom as social group and Group processes.
7. To develop an understanding of concept, models and types of Intelligence
8. To develop an understanding of concept, models and types of Meta-cognition.
9. To develop an understanding of theories of personality and its measurement.

### **MED-103: HISTORY AND POLITICAL ECONOMY OF EDUCATION**

#### **COURSE OUTCOME:**

1. Unit 1& 2 of the course aims at providing an exposure to the historical development of the education system in India.
2. Drawing from the historical perspectives, the course would attempt to provide an understanding of the linkage between colonial political

factors and forces which shaped modern institutional development of education.

3. Unit 3 of the course aims at providing an exposure to the political perspective and transformative role of education.
4. Drawing from the theoretical and philosophical perspectives, the course would attempt to provide an understanding of the linkage between education, state and democracy, role of education in citizenship building and in expanding the realm of freedom, rights, claims and entitlements.
5. Unit 4 of the course aims at providing an exposure to the issues of educational planning in its political perspectives and methods, modes of educational planning and issues in financing of education.

#### **MED-104: FUNDAMENTALS OF EDUCATIONAL RESEARCH**

##### **COURSE OUTCOME:**

After undergoing this course the students will be able to:-

1. Identify a research problem and develop research questions.
2. Write a review of the literature and draw meaningful inferences.
3. Explain and describe the meaning of Scientific Method, Scientific Inquiry, Paradigm, Theory and their implications for educational research.
4. Describe characteristics of philosophical, psychological and sociological research paradigms as they apply to educational research.
5. Explain and adopt different strategies of research to solve educational problems.
6. Write scientific reports and research papers.
7. Acquire skills for evaluating and critiquing research in a meaningful way

#### **MED-105: EDUCATIONAL TECHNOLOGY AND ICT**

##### **COURSE OUTCOME:**

- 1) To enable the learner to understand the role of educational technology in education
- 2) To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.
- 3) To enable the learner to understand ICT and its applications in Education
- 4) To make the learner familiar with new trends, techniques in education along with e-learning.
- 5) To enable the learner to become a good practitioner of Educational technology and e-learning.

## **MED-201: SOCIOLOGY OF EDUCATION**

### **COURSE OUTCOME:**

1. To acquaint students with sociological perspectives and concepts that deal with key aspects of social reality relevant to the study of education.
2. To enable students to understand how the 'Education' is embedded in social structure and culture;
3. To enable students to understand education as a social institution and its complex linkages with other major social institutions.
4. To enable students to understand educational problems and issues related to educationally excluded / disadvantaged groups, deriving out of intersections of gender, caste, class, culture, ethnicity, disability.
5. To enhance capacities of students for the critical evaluation of the role of education in social change and for sociological reflection on educational issues.

## **SEMESTER II**

### **MED-202: CURRICULUM STUDIES**

#### **COURSE OUTCOME:**

The student teacher will be able to-

1. Be acquainted with basic concept of curricular content of various courses and its contribution to education.
2. To develop understanding of basic principles of curriculum design and construction.
3. To develop and evaluate a model curriculum when required.
4. Be oriented towards latest issues, trends and researches in area of curriculum construction.

### **MED-203: TOOLS AND TECHNIQUES OF DATA ANALYSIS**

#### **COURSE OUTCOME:**

After undergoing this course the students will be able to:-

1. Develop various types of research tools for data collection.
2. Develop an understanding of principles of quantitative and qualitative research methods
3. Develop an understanding of principles of data analysis and interpretation
4. Develop the vision to carry out qualitative and quantitative research.
5. Apply important qualitative and quantitative statistical techniques for analyzing and interpreting research data.
6. Use computers to code and analyze data.

## **MED-204: EDUCATIONAL SYSTEMS' STUDIES**

### **COURSE OUTCOME:**

This course aims to help students to

1. Encompass education as social phenomena, practice and field of study.
2. Orient the students to the institutions, systems and structures of education in India and world

Understand the contemporary concerns of education policy and practice

## **MED-205: ACADEMIC WRITING AND COMMUNICATION SKILLS**

### **COURSE OUTCOME:**

This paper will have the following objectives:

1. To enable the students to understand and develop a good academic writing style
2. To enhance their ability to listen, converse, speak, present, explain and exposit ideas in groups and before an audience
3. To train them in effective presentation styles using available ict resources.

## **MED-206: SELF DEVELOPMENT**

### **COURSE OUTCOME:**

This paper will have the following objectives:

1. To develop a holistic and integrated perspective about oneself –the self as a person and as a professional.
2. To develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth
3. To develop social relational sensitivity and fair, tolerant and just perspectives about various issues.
4. To develop effective communication skills, including the ability to listen and observe
5. To build resilience within to deal with conflicts at different levels to ensure mental and physical wellbeing
6. To develop the habit to inculcate in self reflection leading to self development



## **MED-301: TEACHER EDUCATION-I**

### **Pre-service and In-service Teacher Education**

#### **COURSE OUTCOME:**

Students will be able to understand Pre-Service & In- Service Teacher Education Programmes with reference to-

- (i) Curriculum framework
- (ii) Modes
- (iii) Organization of components
- (iv) Transactional approaches
- (v) Skill & Competency development
- (vi) Planning, Organization & Evaluation of Teacher Education Programme

## **MED-302: SCHOOL STRUCTURE AND SYSTEMS**

#### **COURSE OUTCOME:**

##### **Students of this course will be able to:**

1. Be familiar with the concept of school as a social system and as an organization
2. Understand Indian school structure and its specific characteristics
3. Visualize the administrative mechanism to effectively operate schools in the country
4. Identify and comprehend the role of various agencies like CIBE, NCERT, SCERT, DIETs in functioning of schools at different levels
5. Comprehend the essential components of a school, their role and significance

## **MED-303: SECONDARY EDUCATION: POLICIES, PRACTICES, ISSUES AND CONCERNS**

#### **COURSE OUTCOME:**

After pursuing this course the learners will be able to:

1. To enable the students to comprehend and critically examine the changes in policies and practices in secondary level curriculum in Independent India.
2. To enable the students to analyze the policies and practices in secondary level curriculum after independence with regard to national aspirations (Indian Constitution).
3. To enable the students to compare the policies and practices in secondary level curriculum of South East Asian countries, (China, Japan), European countries (Norway) and USA.
4. To analyze the status of secondary education in India
5. To trace out the prevailing hindrances in universalization and quality sustenance.

6. To identify the issues and concerns in secondary education and qualitatively trace out the reasons and visualize their solutions.

### **MED-SSI: STAGE SPECIFIC INTERNSHIP**

#### **COURSE OUTCOME-**

1. To acquaint teacher- interns about administrative and managerial practices in schools at various levels
2. To provide experience to MEd interns regarding supervision of practice teaching
3. To develop the capability among interns to do case analysis of schools at various levels
4. To enable the interns in identification the problem and school level and conduct Action Research

### **MED-401: TEACHER EDUCATION-II**

#### **PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION**

#### **COURSE OUTCOME:**

1. Students will be able to understand Perspectives & Policies of Teacher Education Programmes with reference to –
  - (i) Approaches
  - (ii) Policies
  - (iii) Structure, Management of Teacher Education & factors influencing quality of Teacher Education
2. Students will be able to review the researches conducted on effectiveness of teacher education programme & analyze its trends
3. Students will be able to know about various challenges in professional development of teachers & partnership involve in secondary teacher education

### **MED-402.1: MATHEMATICS EDUCATION**

#### **COURSE OUTCOME:**

On completion of this course students will be able to:

1. appreciate the abstract nature of mathematics
2. distinguish between Science and Mathematics
3. Understand the concept of Pure and Applied Mathematics
4. develop the skill of solving real-life problems through mathematical modeling as an art

5. develop the understanding of using constructivist approach in Mathematics
6. develop the skill of using various methods of teaching Mathematics
7. develop problem solving skills
8. highlight the significance of Mathematics Laboratory
9. develop the skills required for Action Research in Mathematics

## **MED-402.2: SCIENCE EDUCATION**

### **COURSE OUTCOME:**

#### **To enable the student teacher to:**

1. Develop an understanding of the perspectives of science and science education.
2. Appreciate the role of different thinkers and researchers in developing the bases of science education.
3. Develop an understanding of the modern trends in science curriculum.
4. Enrich their understanding of the research trends in science education.
5. Understand the basic principles and techniques for assessing science learning.

## **MED-402.3.1: ENGLISH LANGUAGE EDUCATION**

### **COURSE OUTCOME:**

1. The learner of the course would understand the English teaching in reference to its policies as well as the desired learning outcome in English.
2. A theoretical understanding regarding philosophical, sociological and psychological basis of English teaching would also be developed.
3. The primary focus of the paper is to develop higher command in understanding teaching of basic linguistic skill in listening, speaking, reading and writing. design of ideal test items for testing English competence and the whole evaluation process is also an important area in the paper.

## **MED-402.4: SOCIAL SCIENCE EDUCATION**

### **COURSE OUTCOME:**

#### **After undergoing this course students will be able to:**

1. Understand the meaning, nature, scope of social sciences as a discipline.
2. Understand Interdisciplinary, Multidisciplinary & Trans-disciplinary aspect of social sciences.
3. Distinguish between social sciences, humanities and liberal arts.
4. Understand role of various approaches and methods of teaching social sciences
5. Design and develop curriculum and textbooks of social sciences.
6. Analyze the textbooks, curriculum frameworks, syllabus of different levels/grades with special reference to social sciences
7. Observe and supervise practice teaching of social science teachers effectively.
8. Use different media, materials and resources (including latest ICT based

- media & tools) for teaching and learning of social sciences effectively.
9. Construct and employ appropriate assessment tools for social science learning.
  10. Understand the different role of teacher and teacher educator of social science.
  11. Use of innovations and research findings in social science education for improving practices related to social science education.

### **MED-403.5: GUIDANCE & COUNSELLING**

#### **Course Outcome:**

Course content in this paper will enable the students:

- To understand the meaning, principles, needs and types of guidance and counseling
- To understand Theoretical approaches of guidance and counseling
- To organize guidance and counseling program
- To develop counseling skill in conducting counseling sessions
- To prepare case history, doing case analysis and preparing profile of the case.
- To understand online counseling services
- To understand various intervention programs
- To understand Applications of Guidance and Counseling

### **MED 403.7: ENVIRONMENTAL EDUCATION**

#### **Course Outcome:**

1. To help learners acquire an awareness of and sensitivity to the total environment and its allied problems (**Awareness**).
2. To help learners acquire a set of values and feelings of concern for the improvement and protection(**Knowledge, Attitude**)
3. To help learners acquire the skills for identifying and solving environmental problems (**Skills**).
4. To enable learners to develop environmental education (EE) curriculum, teaching methods and evaluation procedures for students at various levels of school education, teacher education and non-formal/informal education.
5. To provide learners with an opportunity to be actively involved at all levels in working toward resolution of environmental problems (**Participation**)

## **MED-TEI: TEACHER EDUCATION INTERNSHIP**

### **Course Outcome -**

- To train teacher interns to conduct Interview of practicing teachers to identify the nature of in service teacher education received and the felt needs.
- To acquaint teacher interns the process of evaluation of courses of pre-service teacher education
- To train teacher- interns to observe & supervise practice teaching done by BEd Interns
- To develop the capability and provide knowledge to study the teacher education institution on instructional and evaluation practices.