

SIDO-KANHU MURMU UNIVERSITY,

DUMKA, JHARKHAND



**B.Ed. PROGRAMME LEARNING OUTCOMES
(PLOs)**

The Student-teachers will be able to achieve following outcomes by the end of the programme:

- Understanding of Learner and Diversity
- Understanding of Learning & Teaching
- Understanding of Perspectives
- Understanding of Pedagogy
- Understanding of Governance and Structural provisions
- Understanding of Developmental Processes and Educational Policies
- Inclusive Classroom Management
- Utilization of Assessment and Evaluation Strategies
- Development of Communication and Artistic Techniques
- Professional Commitment and Competencies
- Formation of Teacher Identity



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COURSE LEARNING OUTCOMES (CLOs) OF TWO YEAR B.Ed. PROGRAMME

SEMESTER 1

CHILDHOOD AND GROWING UP

After completion of the course the student will be able:

- To study childhood, child development and adolescence
- To develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds
- To enable student teachers to arrive at an understanding of how different socio-political realities construct different childhoods, within children's lived contexts: Family, schools, neighborhoods and community.

CONTEMPORARY INDIA AND EDUCATION

After completion of the course the students will be able-

- To enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools.
- To include selection from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.

LANGUAGE ACROSS THE CURRICULUM

After completion of the course the students will be able to understand:

- The nature of language



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- Interplay of language and society
- The development process of language acquisition
- Function of language and how children use them as a tool at different developmental stages
- Significance and acquisition of early literacy in the larger context of school curriculum
- Ways of handling aspects of grammar not in isolation but by creatively integrating in with text

Understanding Discipline and School Subject

After completion of the course the students will be able:

- To help the prospective teachers in understanding the nature of children and the ways / approaches the children learn in the school / classroom situations.
- To develop capacities of prospective teachers to reflect, reason and make conceptual understanding of pedagogic practices and learning process
- To empower prospective teachers to prepare and use appropriate teaching learning materials for improving learning of the children
- To expose the prospective teachers to different modes of assessment of learning and enable them to use effectively to promote classroom learning

EPC-1: Reading and reflecting on text

After completion of the course the students will be able to visualize as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction. It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.



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SEMESTER 2

Learning and Teaching

After completion of the course the students will be able to reflect on and critique notions of learning and teaching that they have formed from their own experience, and to move beyond them understand theories of learning as conceptualized currently within psychology and cognitive science. Engage critically with theories that reduce learning to behavioural and testable components. Engage theoretically and through observation with the notion of learning as construction of knowledge.

Investigate the differences and connections between learning in school and learning outside school.

Assessment for Learning

The course will enable student-teachers to:

- Gain a critical understanding of issues in assessment and evaluation (from constructivist paradigm);
- Become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination;
- Expose to different kinds and forms of assessment that aid students learning;
- Become the use of wide range of assessment tools, and learn to select and construct appropriately.

EPC 2 Drama and Art in Education



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After completion of the course the students will be able to understand basic 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 enhance awareness of the rich cultural heritage, artists and artisans.

Pedagogy Course: Part I

Pedagogy of Language (English)

The course will make the student-teachers able to:

- Understand the different roles of language;
- Understand the relation between literature and language;
- Understand the appreciate different register of language;
- To be able to develop creativity among learners;
- Understand role and importance of translation;
- To be able to examine authentic literary and non-literary texts and develop insight and appreciation;
- Understand the use of language in context, such as grammar and vocabulary;
- To be able to develop activities and tasks for learners;
- Understand the importance of home language and school language and role of mother tongue in education.
- To be able to multilingualism as a strategy in the classroom situation;
- Develop an understanding of the nature of language system;
- Understand about the teaching of poetry, prose and drama;
- Identify methods, approaches and materials for teaching English at different levels;

Pedagogy of Language (Urdu)



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The objectives of the course will make the student-teachers able to:

- Understand the different roles of language;
- Understand the relation between literature and language;
- Understand the appreciate different register of language;
- To be able to develop creativity among learners;
- Understand role and importance of translation;
- To be able to examine authentic literary and non-literary texts and develop insight and appreciation;
- Understand the use of language in context, such as grammar and vocabulary;
- To be able to develop activities and tasks for learners;
- Understand the importance of home language and school language and role of mother tongue in education;
- To be able to use multilingualism as a strategy in the classroom situation;
- Develop an understanding of the nature of language system;
- Understand about the teaching of poetry, prose and drama;
- Identify methods, approaches and materials for teaching Urdu at different levels;
- Develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- Develop and use teaching aids in the classroom both print and audio-visual material, and ICT (Internet and Computer Technology);
- Understand the process of language assessment;
- Familiarize students with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation;
- Understand need and function of language lab; and
- Sensitize teacher students about emerging issues such as right to education for children, peace and environment education in context with language teaching.

Pedagogy of Language (Sanskrit)

The course will make the student-teachers able to:



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- Understand the different roles of language;
- Understand the relation between literature and language;
- Understand the appreciate different register of language;
- To be able to develop creativity among learners;
- Understand role and importance of translation;
- To be able to examine authentic literary and non-literary texts and develop insight and appreciation.

Pedagogy of Language (Bangla)

The objectives of the course will make the student-teachers able to:

- Understand the different roles of language;
- Understand the relation between literature and language;
- Understand the appreciate different register of language;
- To be able to develop creativity among learners;
- Understand role and importance of translation;
- To be able to examine authentic literary and non-literary texts and develop insight and appreciation;
- Understand the use of language in context, such as grammar and vocabulary;
- To be able to develop activities and tasks for learners;
- Understand the importance of home language and school language and role of mother tongue in education;
- To be able to use multilingualism as a strategy in the classroom situation;
- Develop an understanding of the nature of language system;
- Understand about the teaching of poetry, prose and drama;
- Identify methods, approaches and materials for teaching Bangla at different levels;

Pedagogy of Social Science

After completion of the course the student will be able:

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- To develop an understanding of nature of Social Sciences, both of individual disciplines comprising Social Sciences, and also of Social Sciences as an integrated/interdisciplinary area of study;
- To acquire a conceptual understanding of the processes of teaching and learning Social Sciences;
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes;
- To acquire basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively following wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life.

Teaching of History

After completion of the course the student will be able:

- To acquaint the student teachers with the nature of history as a discipline and the objectives of teaching history.
- To develop among the student teachers an understanding of the alternative approach, methods and media for teaching history.
- To develop among the student teachers critical awareness of the features of existing History curricula and textbooks.
- To develop among the student teachers an understanding of the organizing capacity of co-curricular activities.
- To acquaint the student teachers with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids.
- To develop among the student teachers understanding of the evaluation component in the instructional process and be familiar with the use of various tools and techniques of evaluation.

Teaching of Civics

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After completion of the course the student will be able:

- To acquaint the student teachers with the nature of civics/political science as a discipline and the objectives of teaching civics.
- To develop among the student teachers an understanding of the alternative approach, methods and media for teaching civics.
- To develop among the student teachers critical awareness of the features of existing civics curricula and textbooks.
- To develop among the student teachers an understanding of the organizing capacity of co-curricular activities.
- To acquaint the student teachers with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids.
- To develop among the student teachers understanding of the evaluation component in the instructional process and be familiar with the use of various tools and techniques of evaluation.

Teaching of Geography

After completion of the course the student will be able:

- To acquaint the student teachers with the nature of Geography as a discipline and the objectives of teaching Geography.
- To develop among the student teachers an understanding of the alternative approach, methods and media for teaching geography.
- To develop among the student teachers critical awareness of the features of existing geography curricula and textbooks.
- To develop among the student teachers an understanding of the organizing capacity of co-curricular activities.
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Teaching of Economics

After completion of the course the student will be able:

- To acquaint the student teachers with the nature of Economics as a discipline and the objectives of teaching Economics.
- To develop among the student teachers an understanding of the alternative approach, methods and media for teaching Economics.
- To develop among the student teachers critical awareness of the features of existing economics curricula and textbooks.
- To develop among the student teachers an understanding of the organizing capacity of co-curricular activities.
- To acquaint the student teacher with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids.
- To develop among the student teachers understanding of the evaluation components in the instructional process and be familiar with the use of various tools and techniques of evaluation.

Teaching of Commerce

After completion of the course the student will be able:

- To enable the teacher trainees to understand the basic concepts of Commerce and their wide applicability.
- To enable the teacher trainees to understand the importance of Commerce, its scope and relationship with other school subjects.
- To enable the teacher trainees to understand the objectives of Commerce, at higher secondary stage.
- To enable the teacher trainees to select appropriate methods, audio-visual aids and techniques for teaching Commerce at higher secondary stage.
- To acquaint the teacher trainees with evaluation process in Commerce and prepare a model question paper along with a Blue Print.
- To enable the teacher trainees to critically analyse the syllabus and textbooks of Commerce at higher secondary stage.
- To enable the student teacher to perform his role effectively as Commerce teacher.
- To enable the teacher trainees to use Commercial Activities in teaching of Commerce.



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- To enable the teacher trainees to use Community Resources in teaching Commerce.

Pedagogy of Mathematics

After completion of course the students will be able to:

- Develop insight into the meaning, nature, scope and objectives of mathematics education;
- Appreciate mathematics as a tool to engage the mind of every student;
- Appreciate mathematics to strengthen the student's resource; Appreciate the role of mathematics in day-to-day life;

Pedagogy of Physical Science

After completion of the Course the Students will be able to:

- Gain insight on the meaning and nature of physical science for determining aims and strategies of teaching-learning;
- Appreciate that the science is a dynamic and expanding body of knowledge;
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings;
- Identify and relate everyday experiences with learning physical science;
- Appreciate various approaches of teaching-learning of physical science;
- Understand the process of science and role of laboratory in teaching-learning situations;
- Use effectively different activities/demonstrations/laboratory
- Experience for teaching-learning of physical science;
- Integrate in physical science knowledge with other school subjects;
- Analyze the contents of physical science with respect to its branches, process skills, knowledge organization and other critical issues;
- Develop process-oriented objectives based on the content themes/units;
- Identify the concepts of physical science that are alternatively conceptualized by teachers and students in general;
- Explore different ways of creating learning situations in learning different concepts of physical science



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SEMESTER 3

Pedagogy Course: Part II

Pedagogy of Language (English)

The objectives of the course will make the student-teachers able to:

- Understand the different roles of language;
- Understand the relation between literature and language;
- Understand the appreciate different register of language;
- To be able to develop creativity among learners;
- Understand role and importance of translation;
- To be able to examine authentic literary and non-literary texts and develop insight and appreciation;
- Understand the use of language in context, such as grammar and vocabulary;
- To be able to develop activities and tasks for learners;
- Understand the importance of home language and school language and role of mother tongue in education.
- To be able to multilingualism as a strategy in the classroom situation;
- Develop an understanding of the nature of language system;
- Understand about the teaching of poetry, prose and drama;
- Identify methods, approaches and materials for teaching English at different levels;

Pedagogy of Language (Urdu)

The objectives of the course will make the student-teachers able to:

- Understand the different roles of language;
- Understand the relation between literature and language;

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- Understand the appreciate different register of language;
- To be able to develop creativity among learners;
- Understand role and importance of translation;
- To be able to examine authentic literary and non-literary texts and develop insight and appreciation;
- Understand the use of language in context, such as grammar and vocabulary;
- To be able to develop activities and tasks for learners;
- Understand the importance of home language and school language and role of mother tongue in education;
- To be able to use multilingualism as a strategy in the classroom situation;
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- Understand about the teaching of poetry, prose and drama;
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- Develop and use teaching aids in the classroom both print and audio-visual material, and ICT (Internet and Computer Technology);
- Understand the process of language assessment;
- Familiarize students with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation;
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Pedagogy of Language (Bangla)

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Teaching of Economics

The objectives of the course will make the student-teachers able to:

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- To develop among the student teachers an understanding of the alternative approach, methods and media for teaching Economics.
- To develop among the student teachers critical awareness of the features of existing economics curricula and textbooks.
- To develop among the student teachers an understanding of the organizing capacity of co-curricular activities.



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- To acquaint the student teacher with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids.
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Teaching of Commerce

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- To enable the student teacher to perform his role effectively as Commerce teacher.
- To enable the teacher trainees to use Commercial Activities in teaching of Commerce.
- To enable the teacher trainees to use Community Resources in teaching Commerce.

Pedagogy of Mathematics

After completion of course the students will be able to:

- Develop insight into the meaning, nature, scope and objectives of mathematics education;
- Appreciate mathematics as a tool to engage the mind of every student;
- Appreciate mathematics to strengthen the student's resource; Appreciate the role of mathematics in day-to-day life;



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Pedagogy of Physical Science

After completion of the Course the Students will be able to:

- Gain insight on the meaning and nature of physical science for determining aims and strategies of teaching-learning;
- Appreciate that the science is a dynamic and expanding body of knowledge; Appreciate the fact that every child possesses curiosity about his/her natural surroundings;
- Identify and relate everyday experiences with learning physical science;
- Appreciate various approaches of teaching-learning of physical science;
- Understand the process of science and role of laboratory in teaching-learning situations;
- Use effectively different activities/demonstrations/laboratory
- Experience for teaching-learning of physical science;
- Integrate in physical science knowledge with other school subjects;
- Analyse the contents of physical science with respect to its branches, process skills, knowledge organization and other critical issues;
- Develop process-oriented objectives based on the content themes/units;
- Identify the concepts of physical science that are alternatively conceptualized by teachers and students in general;
- Explore different ways of creating learning situations in learning different concepts of physical science

SEMESTER 4

GENDER SCHOOL AND SOCIETY

This course will enable the student to:



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- Develop basic understanding and familiarity with key concepts gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- Understand the gradual paradigm shift from women's 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, religion and region; and
- Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

Knowledge and Curriculum

The course intends the student-teachers that how knowledge and curriculum - making plays a critical role in a heterogeneous and plural society like India. However, without a clear vision and understanding of curricular aims, schools tend to become rigid in their curricular practices, and uniformly imposed processes, meanings, and values. This negates the ideals that they are expected to actualize. Therefore, the courses aims at enthusing student teachers to infuse dynamism in selection of knowledge, symbols and values and child friendly in pedagogy, student teachers understand the evolving meanings of 'curriculum'. When seen as a dynamic process within this board field, conceptual linkages (and distinctions) between educational aims, curriculum framework, role of school organization and culture, as well as of the teacher, in operationalizing and developing a contextual responsive 'curriculum' and 'critical pedagogy' are explored. The scope for teachers to make curricular decision, based on field realities is highlighted.

Creating an Inclusive School

The students will be able to:

- Demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- Reformulate attitudes towards children with special needs;



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- Identify needs of children with diversities;
- Plan need-based programmes for all children with varied abilities in the classroom;
- Use human and material resource in the classroom;
- Use specific strategies involving skills in teaching special needs children in inclusive classrooms;
- Modify appropriate learner-friendly evaluation procedures;
- Incorporate innovative practices to respond to education of children with special needs;
- Contribute to the formulation of policy; and
- Implement laws pertaining to education of children with special needs.

EPC 3: Critical Understanding of ICT

This set of experiences is visualized with an assumption that many student – teachers will have a basic familiarity with computers, even if they do not have much hands-on experience. It is intended to enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

EPC 4: Understanding the Self

1. Exploring the Aim of Life

Objectives

- To enable student to develop a vision of life for themselves
 - To encourage students to give conscious direction to their lives to take responsibility for their actions
 - To develop a holistic and integrated understanding of the human self and personality
- Workshop Themes**
- Vision as a person: aspiration and purpose of life
 - Giving a conscious direction to life
 - Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formations, values and direction of life.

2. Discovering one's True Potential

Objectives

- To facilitate the personal growth of the students by helping them to identify their own potential



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- To develop the power of positive attitude
- To encourage students to develop the capacity for self-reflection and personal integration.

Workshop Themes

- Understanding one's strengths and weakness through self-observation exercises.
- Taking responsibility for one's own actions.
- Developing positivity, self-esteem and emotional integration.
- Exploring fear and trust; competition and cooperation
- Developing skills of inner self organization and self-reflection
- Writing a self-reflective journal

Unit 2:

3. Developing Sensitivity

Objectives

- To enable students to examine and challenge the stereotypical attitude and prejudices that influence identity formation and the process of individuation.
- To encourage student to develop the capacity for perspective taking and appreciating different points of view.
- To develop sensitivity towards needs of children by connecting with one's own childhood experiences.

Unit 3:

4. Peace, Progress and Harmony

Objectives

- To develop the capacity to establish peace within oneself
- To develop the capacity to establish harmony within a group and methods of conflict resolution
- To understand the meaning of leadership and develop attitudes and skills of a catalyst.
- To understand the basis of social disharmony, factors these contribute to it and ways to facilitate change.

Unit 4:

5. Facilitating Personal Growth: Application in Teaching

Objectives

- To explore attitude and method needed for facilitating personal growth in student.
- To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum



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