

# **CRITERIA 1- Curricular Aspects**

## **1.1 Curriculum Planning**

**1.1.3 While planning institutional curriculum focus is kept on the PLOs and CLOs for all programme offered by the institution**

### **Program learning outcomes (PLO) of B.Ed.**

After completion of the B.Ed. program, the student teacher will be able to-

1. Acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools
2. Apply knowledge of various aspects of development of learner for planning learning experiences
3. Develop skills regarding various role of teacher in facilitating learning
4. Develop a conceptual understanding about issues of diversity, inequality and Marginalization in Indian society and the implications for education
5. Apply constructivist and cooperative learning principles for teaching-learning process
6. Analyze contexts and the relationship between school curriculum, policy and learning
7. Apply knowledge of the cultures, policies and practices that need to create an inclusive school
8. Use information and communication technology for enhancing learning-teaching process
9. Use drama and art for development of personality of learners
10. Relate knowledge about gender, school and society with learning
11. Acquire basic understanding about new trends in education

12. Develop professional attitude towards teaching Structure (PLOs & CLOs)

**After studying the different courses student teacher will be able to achieve : (CLOs)**

**Course 1: Developmental Psychology**

The student teacher will be able to:

1. Understand the basic concepts relating to growth and development
2. Understand the general principles of development
3. Understand the general characteristics of Childhood and Adolescence and problems of these stages and their implications
4. Understand the influence of home and school in development of children
5. Explain relationship of development with learning
6. Organize activities according to different roles of learner
7. Explain individual differences within and among the learners
8. Design educational experiences for differently able learners
9. Design learning experiences for development of personality
10. Suggest ways to help learners with problems of adjustment Course

**Course 02: Contemporary Concern and Issues in Education**

The student teacher will be able to:

1. Comprehend the clear picture of present Indian society
2. Understand the current problems in Indian Society.
3. Understand and express the role of a teacher and education in the social reformation.
4. Understand the importance of social values and their inculcation through education Course
5. Understand the policies and programs for universalisation of elementary education and secondary education
6. Examine the issues and concern related to primary and education
7. Realize the various inequalities of secondary education

9. Understand the concept of Globalization and Liberalization.

### **Course 03: Teaching Approaches and Strategies Educational Management**

The student teacher will be able to:

1. Know about the devices of teaching
2. Familiarize with Micro Teaching
3. Understand lesson planning procedure, teacher effectiveness and classroom management
4. Develop insight into various roles of teachers
5. Assisting learners to empathize with others
6. Relate constitutional values with education.

### **Course 04: Language & Curriculum Transaction**

The student teacher will be able to-

1. Explain functions of brain in language acquisition
2. Discuss place and importance of mother tongue, verbal intelligence
3. Explain the place of language in personality development Course
4. Understand the modes of human activities involving language
5. Understand the need for development of language skills and competence to subject specific teaching and language integrated learning
6. Understand the need of learning to use language across the curriculum and using language to learn

### **Course 05: Foundation of Education**

The student teacher will be able to:

1. Understand the concept and aims of education

2. Understand the philosophical bases of education
3. Understand the sociological bases of education
4. Understand the concept of educational psychology

Understand the concept of learning and motivation

### **Course 06 (B) : Pedagogy of School subject II a. Mathematics**

The student teacher will be able to:

1. Refresh and enrich his/her knowledge on Mathematics
2. Understand the concept, value, nature and scope of Mathematics
3. Understand the need and significance of teaching Mathematics at secondary level
4. Understand the correlations among different components of Mathematics
5. Apprise with latest methodologies, approaches and technologies of teaching Mathematics
6. Comprehend and adopt various methods and techniques of evolutions
7. Develop adequate skills in Preparation and use of different kinds of improvised teaching aids for teaching Mathematics
8. Understand and detect the causes of difficulties faced by the students in learning mathematics and suggest remedial measures
9. Develop interest in the students in learning mathematics by organizing suitable activities.
10. Explain importance and characteristics of planning
11. Plan for teaching major concepts, principles and theories of Mathematics at school level
12. Design and implement co-curricular activities for Mathematics learning promote
13. Facilitate self-learning of Mathematics
14. Promote cooperative learning
15. Use various learning resources Course

### **Course 06 (A) : I: b.Teaching of Pedagogy of School Subject English**

The student teacher will be able to-

- a) enrich the knowledge of English grammar and vocabulary
  - b) realize the value of English after completion of the course
  - c) understand the need and significance of teaching at secondary level
  - d) develop language skills specially the phonology and speech habit
1. Explain the nature and structure of English Language
  2. Express the importance of English Language as a means of communication.
  3. Develop insight into major concepts, principles, perceptive and features of English Language at school level
  4. Analyze features and principles of curriculum development of English Language. .

**Course 06 (B) :II: a.Teaching of Pedagogy of School Subject Social Science**

The student teacher will be able to-

1. To develop competencies and skills in the student-teacher
2. Refresh and enrich his/her knowledge on the subject.
3. Understand the nature, structure and scope of Social Science and its importance in the context of emerging concerns and need of Indian society.
4. Understand the correlations of different components of social science.
5. Apprise with the latest methodologies and technologies of teaching Social Science.
6. Understand the need and significance of teaching Social Science at secondary level.
7. Comprehend and adopt various methods and techniques of evaluations.
8. Prepare and use different kinds of instructional materials for teaching Social Science.
9. Understand and detect the causes of learning difficulties by the students and suggest remedial measures.
10. Explain the meaning, definition, nature and structure of Social Science
11. Understand the aims of Social Science education
12. Plan for imbibing values through Social Science teaching
13. Write instructional objectives of teaching of a topic

14. Analyze features of existing curriculum of Social Science in the light of NCF 2005 and principles of curriculum development

**Course 06 (A) :I: d. Teaching of Pedagogy of School Subject History**

To develop such competencies and skills in the student-teacher so that he/she is able to-

1. Refresh and enrich his/her knowledge on the subject.
2. Apprise with latest methodologies and technologies of teaching history.
3. Understand the significance and importance of teaching history at secondary level.
4. Comprehend and adopt various methods and techniques of evaluations.
5. Prepare and use different kinds of instructional materials for teaching history.
6. Understand and detect the causes of learning difficulties by the students and suggest remedial measures.

**Course 06 (A) :I: a. Teaching of Pedagogy of School Subject MIL (Assamese, Bodo, Bengali & Hindi)**

To develop such competencies and skills in the student-teacher so that he/she is able to-

1. Refresh and enrich his/her knowledge on the concerned mother tongue.
2. Realise the value of the mother tongue after completion of the course.
3. Instruct mother tongue in the class room in a more efficient way.
4. Apprise with latest methodologies and technologies of teaching mother tongue.
5. Understand the need and significance of teaching mother tongue at secondary level.
6. Comprehend and adopt various methods and techniques of evaluations.
7. Prepare and use different kinds of instructional materials for teaching Social Science.
8. Understand and detect the causes of difficulties faced by the students in learning their mother tongue and suggest remedial measures.

**Course 06 (A) :I: d. Teaching of Pedagogy of School Subject Science**

The student teacher will be able to:

1. Refresh and enrich his/her knowledge on General Science
2. Understand the concept, value, nature and scope of General Science

3. Understand the need and significance of teaching General Science at secondary level.
4. Develop skills and competence in teaching General Science at secondary level
5. Apprise with latest methodologies, approaches and technologies of teaching General Science
6. Comprehend and adopt various methods and techniques of evaluations.
7. Develop adequate skills in Preparation and use of different kinds of improvised teaching aids for teaching General Science
8. Understand and detect the causes of difficulties faced by the students in learning General Science and suggest remedial measures.
9. Create interest in the students in learning General Science by organizing suitable activities.
10. Use various methods and models of teaching
11. Promote construction of knowledge
12. Facilitate self-learning of Science
13. Promote cooperative learning
14. Use various learning resources

**Course 06 (B) :II: c.Teaching of Pedagogy of School Subject Geography**

1. To enable the student-teacher to Refresh and enrich his/her knowledge on Geography
2. Understand the concept, value, nature and scope of Geography
3. Understand the need and significance of teaching Geography at secondary level.
4. Understand the correlations among different components Geography
5. Apprise with latest methodologies, approaches and technologies of teaching Geography
6. Comprehend and adopt various methods and techniques of evaluations.
7. Develop adequate skills in Preparation and use of different kinds of improvised teaching aids for teaching Geography
8. Understand and detect the causes of difficulties faced by the students in learning mathematics and suggest remedial measures.

Create interest in the students in learning Geography by organizing suitable activities.

### **Course 07: EPC-III ICT and Classroom Transaction**

The student teacher will be able to:

1. Make the students understand the concept of ICT in Education
2. Familiarize student-teachers with computer software technologies
3. Develop an understanding of the process of technology mediated communication.
4. Describe the changing pattern of education due to ICT.
5. Explain the challenges in integrating ICT in school education
6. Explain the software and its uses in Education
7. Apply the ICT strategies in Teaching Learning process Course

### **Course 08: Gender Issues and Concerns in Education**

The student teacher will be able to:

1. Understand the basic terms, concepts used in gender studies
2. Explain the concept of sex and gender
3. Understand the gender discrimination in construction and dissemination of knowledge
4. Explain the social construction of gender with special reference to family
5. Describe women in education and various laws protecting them
6. Develop an awareness and sensitivity
7. Acquire knowledge about different legal and educational provisions for gender equality
8. Describe issues concerned with women
9. Suggest remedial measures to overcome constraints to education of women



10. Understand various social reform movements in India with respect to women
11. Design learning experiences for gender sensitization and women empowerment

### **Course 09: Foundations of Curriculum Development**

The student teacher will be able to:

1. Understand the basic foundation of curriculum
2. Understand the new trends in curriculum development
3. Describe epistemological bases of modern child-centred education.
4. Justify changes in education due to advancement in ICT and educational psychology.
5. Relate constitutional values with education.
6. Explain educational implications of nationalism, universalism, secularism, multiculturalism, multilingualism
7. Describe the role of NCERT, SCERT, SSC/ CBSC /ICSE Boards and Text book Bureau
8. Explain the determinants of curriculum development

### **Course 10: Measurements and Evaluation in Education**

The student teacher will be able to:

1. Acquaint the students with the basic concepts of evaluation and related terms
2. Acquaint the students with the taxonomy of educational objectives and develop the skills and competencies to write the educational objectives
3. Help the students understand the basic tools of measurement and the techniques of evaluation
4. Analyze and interpret data for drawing inferences
4. Use various types of feedback for improving learning

5. Develop and maintain a comprehensive and consolidated learner profile
9. Select and develop the proper learning resources

**. Course 11: Inclusion in Education**

The student teacher will be able to:

1. Understand the concept of inclusion in Education in the context of Education for All
2. Understand the children with diverse needs
3. Understand with the concept of inclusive education as a common school system
4. Develop an understanding of the role of facilitators in promoting inclusion in education
5. Become aware of legal provisions and policies about inclusive education in India
6. Explain causes characteristics and special needs of children with physical, mental, economic, cultural diversity and learning disability
7. Orient parents and peer group for support
8. Use cooperative learning strategies in class
9. Collaborate with support teachers
10. Apply learner friendly evaluation process

**Course 12 ACTION RESEARCH:**

The student teacher will be able to:

1. To develop an understanding of the concept, principles, process & steps of Action Research.
2. To develop an appreciation of the importance of Action Research for the Professional growth of the teacher.
3. To develop an understanding of different methods (tools) of data collection of Action Research.

4. To develop the skill of constructing appropriate tools while conducting an Action Research.
5. To develop the skill of writing Action Research Report.

12. Organize training and counseling for various personnel regarding gender equality and women empowerment.

### **Optional course 13 a.: Environmental Education**

The student teacher will be able to:

1. Understand the relationship between man and environment
2. Acquaint the students with environmental issues
3. Develop environmental awareness among the students
4. Nurture the environment
5. Attitude for environmental protection
6. Aware about the sustainable development

### **Optional course 13 b.: Guidance and Counseling**

The student teacher will be able to:

1. Understand the concept, nature, scope and importance of guidance
2. Understand the meaning, purpose and functions of different types of guidance
3. Understand about the different types of guidance programme and their organization
4. Understand the meaning, nature, objectives, need and importance, types, steps, and techniques of counseling
5. Understand the relationship between guidance and counseling
6. Understand the role of school counselor
7. Describe role of a school and teacher in guidance
8. Locate issues of adolescents requiring counseling.

### **Optional course 13 c.: Health and Physical Education**

The student teacher will be able to:

1. Use of competencies and skills needed for becoming an effective teacher ( especially Physical Education).
2. Be sensitive about emerging issues such as health & fitness, wellness, technology, environment
3. Inculcate rational thinking and scientific temper among the students
4. Develop critical awareness about the social realities among the students
5. Use managerial and organizational skills

\*\*\*\*\*

## BACHELOR OF EDUCATION (B.Ed.) 1st Year

### PLOs CLOs Mapping Curriculum Mapping

#### CORE COURSE 1 (BED-P1): Developmental Psychology

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding Development Psychology, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To understand the basic concepts relating to growth and development.</p> <p>To understand the general principles of development.</p> <p>To understand the general characteristics of Childhood and Adolescence and problems of these stages and their implications.</p> <p>To understand the influence of home and school in development of children.</p>	<p>1. Growth and Development</p> <p>2. Childhood</p> <p>3. Influence of Home and School on Personality development of children</p> <p>4. Adolescence</p> <p>5. Personality development during Adolescence</p>	<p>Knowledge</p> <p>Understanding</p> <p>Applying</p> <p>Analyzing</p> <p>Evaluating</p>	I,P	<p>Brain-Storming, Genetic trait observation, Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)

**CORE COURSE 2 BED-P2: Contemporary Concern and Issues in Education**

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding Contemporary Concern and Issues in Education, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To understand the policies and programs for universalization of elementary education and secondary Education.</p> <p>To examine the issues and concerns related to primary and secondary education.</p> <p>To realize the various inequalities in education.</p> <p>To understand the quality of secondary education and measures for enhancement of quality.</p> <p>To understand the need and importance of education for peace and values.</p> <p>To understand the concept of Globalization and Liberalization</p>	<p>1. Elementary Education</p> <p>2. Secondary Education</p> <p>3. Access, Equity and Quality of Secondary Education</p> <p>4. Value and Peace Education</p> <p>5. Liberalisation and Globalisation</p>	<p>Knowledge</p> <p>Understanding</p> <p>Applying</p> <p>Analyzing</p> <p>Evaluating</p>	<p>I,P</p>	<p>Brain-Storming, Genetic trait observation, Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)

**CORE COURSE 3 BED-P3: Teaching Approaches and Strategies**

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding Teaching Approaches and Strategies, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To Acquaint the students with the teaching-learning process, Maxims and Principles of Teaching</p> <p>To Know about the devices of teaching</p> <p>To Know about the styles of teaching</p> <p>To Familiarize with Micro Teaching</p> <p>To Understand lesson planning procedure, teacher effectiveness and classroom management</p>	<p>1. Teaching Learning Process</p> <p>2. Devices of Teaching</p> <p>3. Styles of Education</p> <p>4. Micro Teaching</p> <p>5. Lesson Planning and Teacher Effectiveness</p>	<p>Knowledge</p> <p>Understanding</p> <p>Applying</p> <p>Analyzing</p> <p>Evaluating</p>	<p>I,P</p>	<p>Brain-Storming, Genetic trait observation, Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)

**CORE COURSE 4 BED-P4: Language & Curriculum Transaction**

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding Language &amp; Curriculum Transaction, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To understand the basic concept of language across the curriculum.</p> <p>To understand the modes of human activities involving language.</p> <p>To understand the need for development of language skills and competence to subject specific teaching and language integrated learning.</p> <p>To understand the need of learning to use language across the curriculum and using language to learn.</p>	<p>1. Language Across the Curriculum</p> <p>2. Modes of Human Activities</p> <p>3. Language in Subjects and Linguistic competencies</p> <p>4. Curriculum approaches in language teaching</p>	<p>Knowledge Understanding</p> <p>Applying</p> <p>Analyzing</p> <p>Evaluating</p>	<p>I,P</p>	<p>Brain-Storming, Genetic trait observation, Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)



**CORE COURSE 5 BED-P5: Foundations of Education**

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding Foundations of Education, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To understand the concept and aims of education</p> <p>To understand the philosophical bases of education</p> <p>To understand the Sociological bases of education</p> <p>To understand the concept of Educational psychology.</p> <p>To understand the Concept of Learning and motivation.</p>	<p>1. Education as an evolving concept</p> <p>2. Philosophical foundation of Education</p> <p>3. Sociological Foundation of Education</p> <p>4. Psychological foundation of Education</p> <p>5. Economic Process and Education</p>	<p>Knowledge Understanding Applying Analyzing Evaluating</p>	<p>I,P</p>	<p>Brain-Storming, Genetic trait observation, Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)

**ELECTIVE COURSE 6 BED-P-6-A1: Pedagogy of School Subject-I  
Teaching of M.I.L. (Assamese)**

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding Assamese as MIL, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To refresh and enrich his/her knowledge on the subject</p> <p>To realize the value of the mother tongue after completion of the course.</p> <p>To instruct mother tongue in the classroom in a more efficient way.</p> <p>To apprise with latest methodologies and technologies of teaching mother tongue at secondary level.</p> <p>To understand the need, significance and importance of teaching mother tongue at secondary level.</p> <p>To comprehend and adopt various methods and techniques of evaluations.</p> <p>To prepare and use different kinds of instructional materials for teaching mother tongue</p> <p>To understand and detect the causes of learning difficulties by the students and suggest remedial measures.</p>	<p>1. Language and Grammar</p> <p>2. Planning teaching of Mother Tongue</p> <p>3. Syllabus, text books, evaluation and assessment in Mother Tongue</p>	<p>Knowledge Understanding Applying Analyzing Evaluating</p>	<p>I,P</p>	<p>Brain-Storming, Genetic trait observation, Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create  
Level of Attainment (LoA): Introduced, Practiced, Applied  
Assessment – Formative Evaluation and Summative evaluation (Internal/External)

**ELECTIVE COURSE 6 BED-P-6-A2: Pedagogy of School Subject-I  
Teaching of English**

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding English, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To enrich the knowledge of English grammar and vocabulary</p> <p>To realize the value of English after completion of the course</p> <p>To understand the need and significance of teaching at secondary level</p> <p>To develop language skills specially the phonology and speech habit.</p>	<p>1. Objectives and Scope</p> <p>2. Basic Language Skills</p> <p>3. Methods of teaching English as Second Language</p> <p>4. The Phonetic structure of English</p>	<p>Knowledge</p> <p>Understanding</p> <p>Applying</p> <p>Analyzing</p> <p>Evaluating</p>	<p>I, P, A</p>	<p>Brain-Storming, Genetic trait observation, Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)

**ELECTIVE COURSE 6 BED-P-6-A6: Pedagogy of School Subject-I  
Teaching of Science**

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding Science, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To refresh and enrich his/her knowledge on General Science.</p> <p>To understand the concept, value, nature and scope of General Science</p> <p>To understand the need and significance of teaching General Science at secondary level.</p> <p>To develop skills and competence in teaching General Science at secondary level.</p> <p>To apprise with latest methodologies, approaches and technologies of teaching general sciences.</p> <p>To comprehend and adopt various methods and techniques of evaluations.</p> <p>To develop adequate skills in Preparation and use of different kinds of improvised teaching aids for teaching General Science.</p> <p>To understand and detect the causes of difficulties faced by the students in learning General Science and suggest remedial measures.</p>	<p>1. Nature, Objectives and Scope of teaching General Science</p> <p>2. Approaches and Methods of Teaching Science</p> <p>3. Planning and Designing for Effective Instruction in Science</p> <p>4. Evaluation of Learner's progress</p>	<p>Knowledge Understanding Applying Analyzing Evaluating</p>	<p>I, P, A</p>	<p>Brain-Storming, Genetic trait observation, Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

	To create interest in the students in learning General Science by organizing suitable activities.					
--	--	--	--	--	--	--

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)

**ELECTIVE COURSE 6 BED-P-6-A7: Pedagogy of School Subject-I  
Teaching of History**

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding History, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To refresh and enrich his/her knowledge on the subject.</p> <p>To apprise with latest methodologies and technologies of teaching history.</p> <p>To understand the significance and importance of teaching history at secondary level.</p> <p>To apprise with the latest methodologies and technologies of teaching social science.</p> <p>To comprehend and adopt various methods and techniques of evaluations.</p> <p>To prepare and use different kinds of instructional materials for teaching Social science.</p> <p>To understand and detect the cause of learning difficulties by the students and suggest remedial measures.</p>	<p>1. Meaning, Nature, Scope and aims and Objectives of Teaching History</p> <p>2. Methods and Techniques of teaching History</p> <p>4. Planning Teaching of History</p> <p>5. Curriculum of History and evaluation procedure</p>	<p>Knowledge Understanding Applying Analyzing Evaluating</p>	<p>I, P, A</p>	<p>Brain-Storming, Genetic trait observation, Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)

**ELECTIVE COURSE 6 BED-P-6-B-1: Pedagogy of School Subject-II  
Teaching of Social Science**

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding Social Science, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To refresh and enrich his/her knowledge on the subject.</p> <p>To understand the nature, structure and scope of Social Science and its importance in the context of emerging concerns and need of Indian society.</p> <p>To understand the correlations of different components of social science.</p> <p>To apprise with the latest methodologies and technologies of teaching Social Science.</p> <p>To understand the need and significance of teaching Social Science at secondary level.</p> <p>To comprehend and adopt various methods and techniques of evaluations.</p> <p>To prepare and use different kinds of instructional materials for teaching Social Science.</p>	<p>1. Meaning, Nature, and Scope of Teaching Social Science</p> <p>2. Aims and Objectives of teaching Social Science</p> <p>3. Methods and Instructional Materials of teaching Social Science</p> <p>4. Planning Teaching of Social Science and Evaluation Process</p>	<p>Knowledge Understanding Applying Analyzing Evaluating</p>	<p>I, P, A</p>	<p>Brain-Storming, Genetic trait observation, Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)



**ELECTIVE COURSE 6 BED-P-6-B2: Pedagogy of School Subject-II  
Teaching of Mathematics**

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding Mathematics, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To refresh and enrich his/her knowledge on Mathematics</p> <p>To understand the concept, value, nature and scope of Mathematics.</p> <p>To understand the need and significance of teaching mathematics at secondary level.</p> <p>To understand the correlations among different components Mathematics.</p> <p>To apprise with latest methodologies, approaches and technologies of teaching Mathematics.</p> <p>To comprehend and adopt various methods and techniques of evaluations.</p> <p>To develop adequate skills in Preparation and use of different kinds of improvised teaching aids for teaching Mathematics.</p> <p>To understand and detect the causes of difficulties faced by the students in learning mathematics and suggest remedial measures.</p> <p>To develop interest in the students in learning mathematics by organizing suitable activities</p>	<p>1. Foundations of Mathematics Education</p> <p>2. Strategies for Teaching of different kinds of Mathematical knowledge</p> <p>3. Teaching of Process in Mathematics</p> <p>4. Planning teaching of Mathematics – assessment and evaluation in Mathematics</p>	<p>Knowledge Understanding Applying Analyzing Evaluating</p>	<p>I,P, A</p>	<p>Brain-Storming, Genetic trait observation, Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)

**ELECTIVE COURSE 6 BED-P-6-B3: Pedagogy of School Subject-II  
Teaching of Geography**

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding Geography, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To refresh and enrich his/her knowledge on Geography</p> <p>To understand the concept, value, nature and scope of Geography</p> <p>To understand the need and significance of teaching Geography at secondary level.</p> <p>To understand the correlations among different components Geography</p> <p>To apprise with latest methodologies, approaches and technologies of teaching Geography</p> <p>To comprehend and adopt various methods and techniques of evaluations.</p> <p>To develop adequate skills in Preparation and use of different kinds of improvised teaching aids for teaching Geography.</p>	<p>1. Nature, Scope and Objectives of Teaching Geography</p> <p>2. Methods of teaching Geography</p> <p>3. Planning and Designing for effective Instructions in Geography</p> <p>4. Evaluation Procedure</p>	<p>Knowledge</p> <p>Understanding</p> <p>Applying</p> <p>Analyzing</p> <p>Evaluating</p>	<p>I,P, A</p>	<p>Brain-Storming, Genetic trait observation, Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)

### ABILITY COURSE 7 BED-P7-EPC-1: Practice Teaching

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding application of Psychology, Classroom management, various methodologies during actual practice teaching.</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To enrich his/her activity knowledge on practice teaching in school</p> <p>To understand the value of practice teaching in school</p> <p>To understand the need and significance of practice teaching at secondary level.</p> <p>To appreciate the art and science of practice teaching in school</p> <p>To apply latest methodologies, approaches and technologies of teaching during practice teaching in school</p> <p>To adopt various methods and techniques of evaluations during practice teaching in school.</p> <p>To develop adequate skills in Preparation and use of different kinds of improvised teaching aids for teaching practice teaching in school.</p>	<p>Students teacher will do practice teaching in school for four weeks in two schools subjects.</p> <p>Lessons will be delivered in each of the pedagogy related school subject during practice teaching opted by the student teachers.</p>	<p>Knowledge Understanding Applying Analyzing Evaluating</p>	<p>I, P, A</p>	<p>Brain-Storming, Genetic trait observation, Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)

### ABILITY COURSE 7 BED-P7-EPC-2: Drama and Art in Education

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding Drama, Art, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To integrate the heart, music and drama in education</p> <p>To nurture creativity and aesthetic sensibilities</p> <p>To help the learner to extend their raw areas through multiple perspectives</p> <p>To understand the local culture and art forms and interpret art works, movies and other media</p> <p>To involve the community to participate in educational and social change</p>	<p>1. Nature, Scope and Objectives of Teaching Geography</p> <p>2. Methods of teaching Geography</p> <p>3. Planning and Designing for effective Instructions in Geography</p> <p>4. Evaluation Procedure</p>	<p>Knowledge</p> <p>Understanding</p> <p>Applying</p> <p>Analyzing</p> <p>Evaluating</p>	<p>I, P, A</p>	<p>Brain-Storming, Genetic trait observation, Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)

### ABILITY COURSE 7 BED-P7-EPC-3: ICT and Classroom Transaction

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding ICT, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To makethestudentsunderstandthec onceptofICTinEducation.</p> <p>To familiarizestudent-teacherswithcomputersoftwarete chnologies.</p> <p>To develop an understanding of the process of technology mediated communication</p>	<p>1. Fundamentals of Computer</p> <p>2. Various applications of Computer</p> <p>3. Internet &amp; its application</p>	<p>Knowledge</p> <p>Understanding</p> <p>Applying</p> <p>Analyzing</p> <p>Evaluating</p>	<p>I,P, A</p>	<p>Brain-Storming, Genetic trait observation, Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)

## BACHELOR OF EDUCATION (B.Ed.) 2<sup>nd</sup> Year

### PLOs CLOs Mapping

### Curriculum Mapping

#### CORE COURSE 8 (BED-P8): GENDER ISSUES AND CONCERNS IN EDUCATION

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding Gender Issues and Concerns in Education, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To understand the basic terms, concepts used in gender studies</p> <p>To explain the concept of sex and gender.</p> <p>To understand the gender discrimination in construction and dissemination of knowledge.</p> <p>To explain the social construction of gender with special reference to family.</p> <p>To describe women in education and various laws protecting them.</p> <p>To develop an awareness and sensitivity.</p> <p>To acquire knowledge about different legal and educational provisions for gender equality</p>	<p>1. Basic concepts in Gender Studies</p> <p>2. Gender inequalities in Schooling</p> <p>3. Education (Formal &amp; Informal) as an agent to redress inequalities of Gender</p> <p>4. Constitutional provisions, Education and Empowerment</p>	<p>Knowledge Understanding Applying Analyzing Evaluating</p>	I, P	<p>Brain-Storming, Genetic trait observation, Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)

### CORE COURSE 9 BED-P9: Foundations of Curriculum Development

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding Foundations of Curriculum Development, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To understand the meaning, characteristics, definitions and scope of curriculum in relation with educational objectives.</p> <p>To understand the basic foundation of curriculum.</p> <p>To understand the new trends in curriculum development.</p>	<ol style="list-style-type: none"> <li>1. Concepts of Curriculum</li> <li>2. Foundations of Curriculum</li> <li>3. Principles of Curriculum Construction</li> <li>4. Principles and Methods of Curriculum Construction</li> <li>5. New trends in Curriculum</li> </ol>	<p>Knowledge Understanding</p> <p>Applying</p> <p>Analyzing</p> <p>Evaluating</p>	I,P	<p>Brain-Storming, Genetic trait observation, Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)

### CORE COURSE 10 BED-P10: Measurement and Evaluation in Education

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding Measurement and Evaluation in Education, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To acquaint the students with the basic concepts of evaluation and related terms</p> <p>To acquaint the students with the taxonomy of educational objectives and develop the skills and competencies to write the educational objectives.</p> <p>To help the students understand the basic tools of measurement and the techniques of evaluation.</p>	<ol style="list-style-type: none"> <li>1. Concept of Measurement Assessment and Evaluation</li> <li>2. Taxonomy of Educational Objectives</li> <li>3. New Trends in Evaluation</li> <li>4. Concept of Statistics and its application</li> <li>5. Application of Statistical Techniques</li> </ol>	<p>Knowledge</p> <p>Understanding</p> <p>Applying</p> <p>Analyzing</p> <p>Evaluating</p>	I,P	<p>Brain-Storming,</p> <p>Genetic trait observation,</p> <p>Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)



### CORE COURSE 11 BED-P11: Inclusion in Education

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding Inclusion in Education, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To understand the concept of Inclusion in Education in the context of Education for All.</p> <p>To understand the children with diverse needs.</p> <p>To understand with the concept of Inclusive Education as a common school system.</p> <p>To develop an understanding of the role of facilitators in promoting inclusion in education</p>	<p>1. Inclusion in Education</p> <p>2. Children with diverse needs</p> <p>3. Educational provision to facilitate inclusion in Education</p> <p>4. Legal provisions and role of Stakeholders</p>	<p>Knowledge</p> <p>Understanding</p> <p>Applying</p> <p>Analyzing</p> <p>Evaluating</p>	I,P	<p>Brain-Storming,</p> <p>Genetic trait observation,</p> <p>Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)

## CORE COURSE 12 BED-P12: ACTION RESEARCH

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding Action Research, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To develop an understanding of the concept, principles, process &amp; steps of Action Research.</p> <p>To develop an appreciation of the importance of Action Research for the Professional growth of the teacher.</p> <p>To develop an understanding of different methods (tools) of data collection of Action Research.</p> <p>To develop the skill of constructing appropriate tools while conducting an Action Research.</p> <p>To develop the skill of writing Action Research Report.</p>	<p>1. Fundamentals of Action Research</p> <p>2. Action Research and the Teachers</p> <p>3. Steps &amp; Methods of Action Research</p> <p>4. Methods of Action Research</p> <p>5. Report Writing in Action Research</p>	<p>Knowledge Understanding</p> <p>Applying</p> <p>Analyzing</p> <p>Evaluating</p>	<p>I,P,A</p>	<p>Brain-Storming, Genetic trait observation, Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)

### ELECTIVE COURSE 13 BED-P13-A1: Environmental Education

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding Environmental Education, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To understand the relationship between man and environment.</p> <p>To acquaint the students with environmental issues.</p> <p>To develop environmental awareness among the students</p>	<p>1. Concept of Environment</p> <p>2. Environmental Problems</p> <p>3. Environmental Education</p> <p>4. Environment and quality of Life</p>	<p>Knowledge</p> <p>Understanding</p> <p>Applying</p> <p>Analyzing</p> <p>Evaluating</p>	I,P	<p>Brain-Storming,</p> <p>Genetic trait observation,</p> <p>Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)

### ELECTIVE COURSE 13 BED-P13-A2: Guidance and Counseling

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding Guidance and Counselling, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To understand the concept, nature, scope and importance of guidance.</p> <p>To understand the meaning, purpose and functions of different types of guidance.</p> <p>To understand about the different types of guidance programme and their organization.</p> <p>To understand the meaning, nature, objectives, need and importance, types, steps and techniques of counseling.</p> <p>To understand the relationship between guidance and counseling.</p> <p>To understand the role of school counselor.</p>	<p>1. Concept of guidance and counseling</p> <p>2. Counseling – Meaning, nature, scope need and importance</p> <p>3. Child Guidance Clinic</p> <p>4. Relationship between Guidance and Counseling</p>	<p>Knowledge Understanding Applying Analyzing Evaluating</p>	I,P	<p>Brain-Storming, Genetic trait observation, Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)

### ELECTIVE COURSE 13 BED-P13-A3: Health and Physical Education

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding Health and Physical Education, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To use competencies and skills needed for becoming an effective teacher (especially Physical Education).</p> <p>To be sensitive about emerging issues such as health &amp; fitness, wellness, technology, environment.</p> <p>To inculcate rational thinking and scientific temper among the students.</p> <p>To develop critical awareness about the social realities among the students.</p> <p>To use managerial and organizational skills.</p>	<p>1. Physical Education</p> <p>2. Bases of Physical Education</p> <p>3. Philosophy of recreation &amp; sports</p> <p>4. Teacher training in Physical Education</p>	<p>Knowledge</p> <p>Understanding</p> <p>Applying</p> <p>Analyzing</p> <p>Evaluating</p>	<p>I,P, A</p>	<p>Brain-Storming, Genetic trait observation, Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)

### INTERDISCIPLINARY COURSE 14 BED-EPC4: Education for Development of self

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding Education for Development of self, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To develop the understanding of self</p> <p>To create social – relational sensitivity and effective communication skills</p> <p>To realize a holistic and integrated understanding of human self and personality</p> <p>To understand the need and importance of yoga to enhance abilities of body and mind</p> <p>To explore one’s dreams, aspirations, concerns through varied forms of self expression</p>	<p>1. Interactive activities</p> <p>2. Visual Activities</p> <p>3. Dealing with varied situations</p> <p>4. Developing Reflective Journal</p> <p>5. Yoga Education</p> <p>6. Workshop on multidisciplinary areas</p>	<p>Knowledge Understanding</p> <p>Applying</p> <p>Analyzing</p> <p>Evaluating</p>	<p>I,P,A</p>	<p>Brain-Storming, Genetic trait observation, Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)

**PROJECT BASED COURSE 15 BED: Internship (4 months)**

PLOs	CLOs	Content	Performance Indicators	LoA	Activities	Assessment
<p>Develop professional competencies to cope with the changing global scenario.</p> <p>Apply the acquired knowledge regarding Internship, Classroom management, various teaching methodologies and interdisciplinary courses</p> <p>Analyze the role of teachers in nation building.</p> <p>Promote value transmission, instill professional ethics and sensitize students towards societal issues and concerns.</p> <p>Enhance leadership competencies to plan, organize &amp; conduct various curricular and co-curricular activities.</p>	<p>To apply professional ethics, methodology of teaching and assessment in their subject area.</p> <p>To reflect on internship related activities of School.</p> <p>To write and maintain School Diary</p> <p>To conduct Scholastic Achievement Test</p> <p>To enrich school based experiences in various areas.</p>	<p>1. Internship Activities related to School</p> <p>2. Maintain School Diary</p> <p>3. Scholastic Achievement Test</p> <p>4. Reporting Internship Experiences</p>	<p>Knowledge Understanding</p> <p>Applying</p> <p>Analyzing</p> <p>Evaluating</p>	<p>I,P,A</p>	<p>Brain-Storming, Genetic trait observation, Presentation (Pluralistic Society) Group Discussion Case-Study (Parenting Style), Video Analysis, Discussion (Identity exploration), Discussion (Identity exploration)</p>	<p>Quiz, Case-Study, Assignment, Mentimeter, E.I test self-Assessment</p>

Performance Indicators (PI): Remember, Understand, Apply, Analyze, Evaluate, Create

Level of Attainment (LoA): Introduced, Practiced, Applied

Assessment – Formative Evaluation and Summative evaluation (Internal/External)