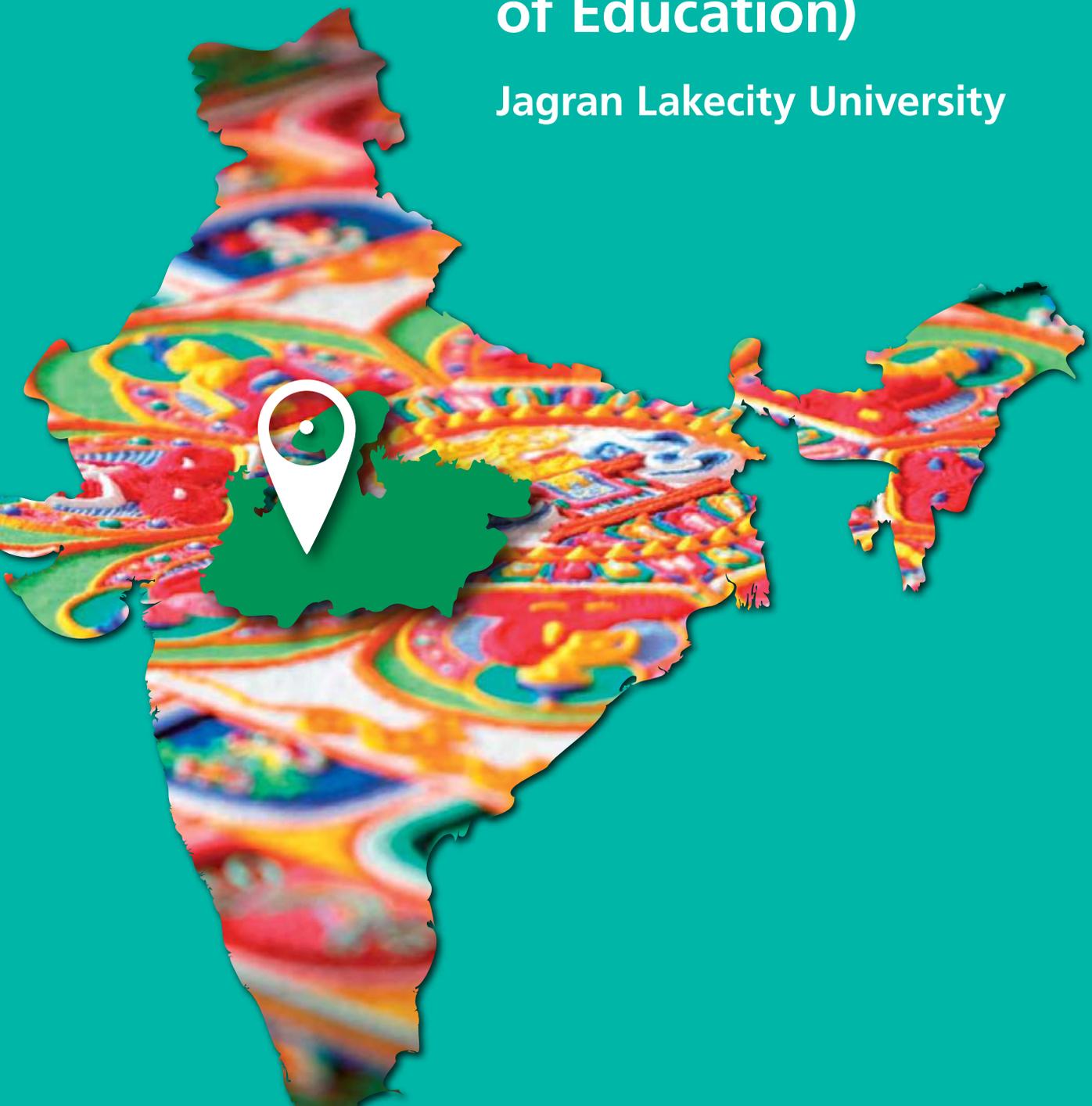


Tuning

India

**Degree Programme
B.Ed. (Bachelor
of Education)**

Jagran Lakecity University



Degree Programme B.Ed. (Bachelor of Education). Jagran Lakecity University

The degree programme deals with the length, level and definition of the programme in terms of competences and learning outcomes; it also analyses the methodologies for developing the appropriate strategy of teaching, learning and assessing those competences as well as setting up the internal systems for assuring programme quality.

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Details Of The Programme

Step 1. Name and Level of the Programme

- B.Ed. (Bachelor of Education) Two years programme in Education
- Bachelor level Degree Programme
- The basic purpose of this programme is to produce competent and skilled teachers to teach students at secondary level
- The candidate who is graduated from any stream (Science, Arts, Commerce) is eligible to take admission in 2 years B.Ed. programme.
- The medium of instruction for this programme is only English.

Eligibility Criteria

- Graduation/Post Graduation (in any stream) from a recognized institution with minimum 50% marks.
- This is a regular programme recognised by NCTE (National Council of Teacher Education), New Delhi. NCTE is a statutory body of MHRD (Ministry of Human Resource and Development), Govt. of India.
- Admission is given on the basis of University Entrance Exam (administered by the University)
- Personal interview is conducted by a panel of the faculty members once the candidate qualifies the Entrance Exam.

Possible Progression to further studies

After successful completion of this programme. Students can pursue any of the following programmes

- M.Ed. or M.A. (Masters of Education)
- Pursue post-graduation in various disciplines. For example:
 - M.A. (Masters in Arts)
 - M.Com.(Masters in Commerce)
 - M.Sc. (Masters in Science)
 - MSW (Masters in Social Work), and many more post-graduate programmes can be accessed after completion of B.Ed.

Social Need For The Programme

Step 2. Social need for the programme

The programme has been redesigned to meet the following needs:

- To produce teachers to meet the shortage of staff/workforce and the additional requirement generated after the implementation of the Right to Education Act-2009.
- The need is also justified looking to the dearth of women school teachers in the Madhya Pradesh state and also the ones catering to Central Board of Secondary Education (CBSE) or Council for the Indian School Certificate Examination (CISCE) board English medium schools including State Board schools.
- With the increasing number of Schools in Bhopal, offering various programmes of International Baccalaureate (IB) and Cambridge International Examinations (CIE), there is a need for teachers who can teach as per international curricula.
- During the bridging activity of the Tuning India Project, it has been observed that most of the competences in the meta profile are bridged with existing curricula of B.Ed. programme. To ensure that the B.Ed. programme of the JLU, Bhopal University delivers students all the core teacher metaprofile competences, the existing curricula of B.Ed. programme has been appropriately revised.

Q.No. 1 - Is it clear why the programme is necessary – what social needs relevant for the local/national (as well as possibly international) context it has been (re) designed to meet?

The School of Education, Jagran Lakecity University Bhopal has decided to revise its Pre-service Teacher preparation programme to meet the growing society expectations for teacher education graduates. More specifically, our aim was to respond to the recent changes in the draft education policy 2019 regarding the changes at all levels of school education, where graduates are expected to be employed. In the context of the new educational reform, there has been an increase in the number and types of schools and teacher employers have started paying special attention to graduates' education and training in pedagogy (as reflected in the new national policy framework). Therefore,

programme-level learning outcomes related to psycho pedagogy and use of technology in the teaching learning have been specifically reinforced and the programme units have been revised accordingly.

The Bachelor of Education revised programme focuses on the use of ICT, both in and across the curriculum, which permits graduates to develop digital literacy, a competence that has recently become key in teacher competence profile in India.

The revised program offers the following benefits:

1. A real-life session with students

During the course of a B.Ed. degree, prospective teachers are given the opportunity to walk into schools and teach students in a classroom environment. This gives real-life classroom exposure about the experience of teaching and what all challenges they could potentially face.

Apart from this, the prospective teachers become confident and get to explore different teaching methods. Hence, this useful feature is offered at the time of the course itself, offering a huge benefit to the prospective teachers.

2. Discovering diverse techniques and teaching methods

The main aim to pursue a B.Ed. degree is to learn how to teach. In the course, the prospective teachers are taught how to gain attention of the students so that they try to learn the knowledge the teachers impart.

While pursuing the B.Ed. course teachers also get to learn about use of ICT for improving teaching-learning. The course helps prospective teachers understand ICT and its applications. When ICT is applied in education, it helps in imparting useful knowledge to the learners with the help of laptops, cell phones, video conferencing, etc. This is done in order to make the process of learning easier, both for the teachers and the students. Hence, prospective teachers will be able to learn new teaching techniques and methods.

3. Managing the school affairs at a later stage

Pursuing a B.Ed. course not only teaches prospective teachers to inculcate good teaching skills including how to work in the administrative aspect of an education system. The course curriculum teaches prospective teachers how to play their part in making a healthy education structure. However, an administrative job role comes into effect at an advanced level of the teaching career.

4. Other benefits of B.Ed. Course

While pursuing a B.Ed. course, prospective teachers will be able to recognise various educational issues at a broader level (global, national and state level). Apart from this, the course helps prospective teachers to examine diverse learning environments in a variety of school environments, such as private, government, international, government-aided, and world schools.

Prospective teachers also gain a lot and acquire certain qualities. They are able to recognise the role a teacher plays in the political and socio-cultural systems and most importantly, in the education system. Additionally, they also get to understand culturally-diverse scenarios.

The prospective teachers stand to gain the conceptual knowledge about the part a teacher has to play in the ecosystem of academic learning.

Our recently formulated draft, New Education Policy 2019, India, emphasizes decentralization of management and leadership of the education system as a key strategy to ensure education efficiency, relevance, access, quality, and partnerships with local community in the endeavours making education accessible to all citizens equitably. This decentralization of education management involves the devolution of power and responsibilities of education management to regions and lower levels of education management structures (district and schools). It signifies a paradigm shift in the approaches to education planning and management as compared to centralized system of education planning and management that had been practiced in the country for long years.

Obviously, decentralized educational management being underway in the country demands capable and competent educational managers and leaders at various echelons of the education system (school level, district level, zonal level, regional, and federal levels). Thus, following the advent of decentralized educational management in education system of India, the gap between demand and supply for competent educational managers and leaders is evident in various documents of MoE (earlier MHRD) regarding the need for managerial and leadership capacity building of decentralized education management.

Above all, managerial and leadership capacity building for schools and education offices of various levels (district level, zonal level, regional, and federal levels) has given a strategic priority in the recent Education Policy launched in [2019] in the education system of the country. In connection to this management and leadership capacity building of education to effect Teacher Development Programme blue print (MHRD, 2019) acknowledges educational leadership and supervision as professional field of study characterized by established theories and practices; and further points out that those who assume these roles should be equipped with the necessary knowledge, skills, attitudes, professional ethics and professional code of conduct. Hence, the new programme Bachelor of Education is aimed at satisfying the manpower needs of the education system in areas of education management and leadership.

3

Future fields, sectors of employment/ occupation of graduates

Step 3. Future Fields of Occupation of Graduates

3.1. *Does the description help students to have a clear (and realistic) idea of future sectors of employment or further study possibilities?*

Following description help students to have clear and realistic idea of future sector of employment after graduating with B.Ed. Degree.

1	School Teacher (Government and Private Schools)
2	Education Consultant
3	School Principal & Vice Principal
4	Counsellor
5	Content Writer
6	Private Tutor
7	Online Tutor
8	Entrepreneur
9	Education Officer

3.2. *Is the language comprehensible to prospective students?*

The School of Education, Jagran Lakecity University, Bhopal, while revising its pre-service teacher preparation programme, carefully considered the language aspects, so as to make it become comprehensible to prospective students to meet the growing society expectations for teacher education graduates.

3.3. *Is the list of potential occupations sufficiently detailed?*

Yes, a comprehensive list of potential occupations is prepared for the prospective teachers of the B.Ed. programme.

4

Description of the Degree Profile of the New Programme

Step 4. Description of the degree profile of the new programme or a revised programme in terms of generic and subject-specific competences. Definition of competences and formulation of learning outcomes at programme level

	Competence	Type	Definition	Learning outcome at programme level (The students will be able to.)
Conceptual Competences	1. HAVE MASTERY OVER THE SUBJECT(S) THEY WILL BE TEACHING (C1)	Specific	Applying technological, pedagogical and content knowledge (TPACK) for enriching the learning and teaching process.	Select suitable pedagogic strategies to transact the content in the classroom by using latest technology.
Contextual	2. INVOLVE PARENTS IN CHILD'S EDUCATION (C2)	Specific	Analyzing various context such as historical background, present socio-economic status, cultural, linguistic and religious context of family and community profile of the learner.	Establish the relationship between parents and socio-cultural background of the learner.
Lifelong Learning	3. BE A REFLECTIVE PRACTITIONER (C3)	Generic	Reflecting on one's actions so as to engage in a process of continuous learning and the capacity to reflect in, through and on practice in order to improve performance.	Analyse of the teaching learning situation in order to develop as a reflective practitioner.

	Competence	Type	Definition	Learning outcome at programme level (The students will be able to.)
Management	4. Demonstrate Leadership Qualities (C4)	Generic	Creating a task for the team and applying management skills to guide for attaining goal in a smooth and efficient way.	Initiate steps to develop leadership skills among learners
	5. Ability to Manage Crises Effectively (C5)	Generic	Dealing with a disruptive and unexpected event with proper time management and optimal utilization of available resources	Manage the crisis in and outside of classroom during any real-life situation.
Pedagogical	6. Prepare Lesson Plans (& Execute them Effectively) (C6)	Specific	Preparing and executing lesson plan incorporating technological, pedagogical and content knowledge (TPACK) for making teaching learning situation effective and productive	Apply appropriate teaching techniques, methods, approaches, maxims, strategies and devices to achieve the desire learning outcomes.
Evaluation	7. Ability to Use a Variety of Assessment Tools for Both Formative and Summative Assessment (C7)	Specific	Developing and using the effective tools to evaluate the learning outcomes and graduate attributes.	Design assessment tools to measure the learning outcomes Analyze the data gather from administer tools in order to enhance the teaching learning process.
Research and development	8. Ability to Do Research (C8)	Generic	Designing a plan to conduct action research at workplace.	Conduct the action research for enhancing the effectiveness of teaching learning process.
Student's Career	9. Ability to Work Independently in a Professional Manner (C9)	Generic	Performing individual and group task in confident manner.	Develop the professional capabilities among the learner for working as an individual or in a group.
	10. Ability to Learn and Use Local Language (C10)	Generic	Applying and using an appropriate knowledge of effective communication pattern in various contexts.	Understanding and using of local/regional language skills in learning local craft.
Ethical behavior	11. Adhere to Ethical Principles (C11)	Generic	Setting codes of conduct to reduce the level of organizational risk and increase institutional performance.	Value ethical practices in the workplace for develop as institute of national importance
	12. Practice Professionalism (C12)		Conducting best practices of professionalism in appropriate manner.	Apply constructive feedback from colleagues to improve professional knowledge and practices.

	Competence	Type	Definition	Learning outcome at programme level (The students will be able to.)
Cooperative and Collaborative	13. Facilitate Students' Participation In Co-Curricular Activities (C13)	Specific	Framing and assigning group task for co-curricular activities	Organize activities and events to emphasis on team work.
Inclusion	14. Appreciate And Respect Diversity & Multiculturalism (C14)	Generic	Accommodating heterogeneous student population and developing positive attitude towards global citizenship and social responsibility.	Apply methods for catering to diversity in the classroom situation.
	15. Expose The Students To International/Global Trends (C15)	Specific	Facilitating international exposure to student to become a global citizen	Organize the events and activities for learner to understand the global trends and become global teacher.

Note: The competence (C10) highlighted in different colour is specifically related to the institutional and local need of the Jagran Lakecity University. It mainly focusses on learning local craft and skills keeping in view National Education Policy (NEP) 2020. According the new education policy vocational education has been strongly advocated for empowering through skills development.

Further, NEP 2020 promotes the idea of recruiting teachers to a school complex and sharing them across the group of schools to deal with shortage of teachers particularly for music, dance, art, craft, vocational education trainers, classical language teachers, social workers staff.

5

Link of the Competences with the Agreed Meta-Profile

Step 5. Link of the competence with the agreed meta-profile

Meta profile	Course code covering the Competences
1. Have mastery over the subject(s) they will be teaching (c1)	BEDC101, BEDC102, BEDC103, BEDE104, BEDE105, BEDE106, BEDE107, BEDE108, BEDE109, BEDE110, BEDE111, BEDE112, BEDE203, BEDE204, BEDE205, BEDE206, BEDE207, BEDE210, BEDE211, BEDL113, BEDL212, BEDL302, BEDL303, BEDC401, BEDC402, BEDC403, BEDC404
2. Involve parents in child's education(c2)	BEDC101, BEDC103, BEDE106, BEDC201, BEDE205, BEDL213, BEDL302, BEDL303, BEDC402, BEDC403, BEDC404, BEDL412
3. Be a reflective pr actioner (c3)	BEDC101, BEDC102, BEDC103, BEDE113, BEDL114, BEDC201, BEDL212, BEDL213, BEDC301, BEDC401, BEDC402, BEDL411, BEDL410, BEDL304, BEDE407, BEDE408, BEDE409
4. Demonstrate leadership qualities (c4)	BEDC201, BEDE204, BEDE209, BEDL302, BEDL303, BEDL305, BEDE405, BEDL114, BEDE408
5. Ability to manage crises effectively (c5)	BEDL114, BEDL212, BEDL213, BEDL302, BEDL303, BEDL304, BEDL305, BEDC404, BEDE405, BEDL414
6. Prepare lesson plans (& execute them effectively) (c6)	BEDE104, BEDE105, BEDE106, BEDE107, BEDE108, BEDE109, BEDE110, BEDE111, BEDE112, BEDE203, BEDE204, BEDE205, BEDE206, BEDE207, BEDE210, BEDE211, BEDL113, BEDL212, BEDL302, BEDL303, BEDC401, BEDC402, BEDC403, BEDC404, BEDE405
7. Ability to use a variety of assessment tools for both formative and summative assessment (c7)	BEDE108, BEDC202, BEDE207, BEDL302, BEDL303, BEDE409
8. Ability to do research (c8)	BEDC101, BEDE104, BEDE105, BEDE106, BEDE107, BEDE108, BEDE109, BEDE110, BEDE111, BEDE112, BEDC201, BEDE202, BEDE203, BEDE204, BEDE205, BEDE206, BEDE207, BEDE208, BEDE209, BEDE210, BEDE211, BEDL302, BEDL303, BEDC404,
9. Ability to work independently in a professional manner (c9)	BEDC201, BEDC202, BEDL302, BEDL303, BEDC401, BEDC402, BEDE406, BEDL411
10. Ability to learn and use local language (c10)	BEDC102, BEDC201, BEDL212, BEDC401, BEDC404

Meta profile	Course code covering the Competences
11.Adhere to ethical principles (c11)	BEDL302, BEDL303, BEDL304, BEDC403, BEDC404, BEDL411, BEDE405
12.Practice professionalism (c12)	BEDE109, BEDL213, BEDL302, BEDL303, BEDL304, BEDL411
13.Facilitate students' participation in co-curricular activities (c13)	BEDL114, BEDL213, BEDL302, BEDL303, BEDL304, BEDL305, BEDC404, BEDE405, BEDE407, BEDE408
14.Appreciate and respect diversity & multiculturalism (c14)	BEDC 101, BEDL213, BEDL302, BEDL303, BEDL304, BEDC403, BEDC404, BEDE406, BEDE407, BEDE408
15.Expose the students to international/ global trends (c15)	BEDC 101, BEDE107, BEDE110, BEDE206, BEDE208

Year	Semester	Course Code	Course Name	Competences covered
2017-2018	First	BEDC101	Childhood & Growing Up	Conceptual Competences, Contextual Competences, Lifelong learning Research & Development Inclusion
		BEDC102	Language across Curriculum (LAC)	Conceptual Competences, Lifelong learning
		BEDC103	Understanding Disciplines & Subjects (UDS)	Conceptual Competences, Contextual Competences, Lifelong learning
		BEDE104	Pedagogy of Mathematics (PM1a)	Conceptual Competences Pedagogical Competences Research and Development
		BEDE105	Pedagogy of Biological Science (PB1a)	Conceptual Competences Pedagogical Competences Research and Development
		BEDE106	Pedagogy of Social Science (PSSc1a)	Conceptual Competences Pedagogical Competences Research and Development
		BEDE107	Pedagogy of Commerce (PC1a)	Conceptual Competences Pedagogical Competences Research and Development
		BEDE108	Pedagogy of Computer Application (PCA1a)	Conceptual Competences Pedagogical Competences Research and Development
		BEDE109	Pedagogy of Home Science (PHS1a)	Conceptual Competences Pedagogical Competences Research and Development
		BEDE110	Pedagogy of General Science	Conceptual Competences Pedagogical Competences Research and Development

Year	Semester	Course Code	Course Name	Competences covered
		BEDE111	Pedagogy of English	Conceptual Competences Pedagogical Competences Research and Development
		BEDE112	Pedagogy of Hindi	Conceptual Competences Pedagogical Competences Research and Development
		BEDL113	Use of ICT in Teaching-Learning & Assessment (ICT)	Conceptual Competences Lifelong learning
		BEDL114	Field Trips (FT)/School Exposure (SE) (Reports)	Lifelong learning Management Competences Cooperative and Collaborative
2017-2018	Second	BEDC201	Learning and Teaching (L&T)	Conceptual Competences Pedagogical Competences Research and Development
		BEDC202	Assessment for Learning (AFL)	Conceptual Competences Pedagogical Competences Research and Development
		BEDE203	Pedagogy of Mathematics (PM1a)	Conceptual Competences Pedagogical Competences Research and Development
		BEDE204	Pedagogy of Biological Science (PB1a)	Conceptual Competences Pedagogical Competences Research and Development
		BEDE205	Pedagogy of Social Science (PSSc1a)	Conceptual Competences Pedagogical Competences Research and Development
		BEDE206	Pedagogy of Commerce (PC1a)	Conceptual Competences Pedagogical Competences Research and Development
		BEDE207	Pedagogy of Computer Application	Conceptual Competences Pedagogical Competences Research and Development
		BEDE208	Pedagogy of Home Science	Conceptual Competences Pedagogical Competences Research and Development
		BEDE209	Pedagogy of General Science	Conceptual Competences Pedagogical Competences Research and Development
		BEDE210	Pedagogy of English	Conceptual Competences Pedagogical Competences Research and Development
		BEDE211	Pedagogy of Hindi	Conceptual Competences Pedagogical Competences Research and Development

Year	Semester	Course Code	Course Name	Competences covered
		BEDL212	Drama & Art in Education (DAE)	Conceptual Competences Lifelong learning Pedagogical Competences
		BEDL213	School Attachment (SA)(Reports)	Contextual Competences Lifelong Learning Competences
2018-2019	Third	BEDC301	Knowledge & Curriculum-I (1/2) (K&C-I)	Lifelong Learning Competences
		BEDL302	School Internship (SI)	Conceptual Competences Contextual Competences Pedagogical Competences Management Competences Research and Development Student's Career Evaluation Competences Ethical behaviour Cooperative and Collaborative Inclusion Evaluation Competences
		BEDL303	School Internship (SI)	Conceptual Competences Contextual Competences Pedagogical Competences Management Competences Research and Development Student's Career Ethical behaviour Cooperative and Collaborative Inclusion Evaluation Competences
		BEDL304	Health, Yoga and Exercise (HYE)	Ethical behaviour, Cooperative and Collaborative Inclusion
		BEDL305	Environmental Awareness (EA)	Conceptual Competences Management Competences Cooperative and Collaborative
2018-2019	Fourth	BEDC401	Knowledge & Curriculum-II (1/2) (K&C-II)	Conceptual Competences Lifelong Learning Competences Pedagogical Competences
		BEDC402	Contemporary India & Education (CIE)	Conceptual Competences Contextual Competences Pedagogical Competences Lifelong Learning Competences Student's Career
		BEDC403	Gender, School and Society (GSS)	Conceptual Competences Contextual Competences Pedagogical competences Inclusion Ethical behaviour

Year	Semester	Course Code	Course Name	Competences covered
		BEDC404	Creating an Inclusive School (CIS)	Conceptual Competences, Contextual Competences Pedagogical Competences Cooperative and Collaborative Inclusion Ethical behaviour
		BEDE405	Environmental Education (EE)	Management Competences Ethical behaviour Cooperative and Collaborative Pedagogical competences
		BEDE406	Guidance & Counselling (C&G)	Student's Career Inclusion
		BEDE407	Health & Physical Education (HPE)	Lifelong Learning Competences Cooperative and Collaborative Inclusion
		BEDE408	Management of Educational Institutions (MEI)	Management Competences Lifelong Learning Competences Cooperative and Collaborative Students Career Inclusion
		BEDE409	Assessment, Evaluation & Remedial (AER)	Lifelong Learning Competences Evaluation Competences
		BEDL410	Reading & Reflecting on Text (RRT)	Contextual Competences Lifelong Learning Competences
		BEDL411	Understanding the Self (US)	Lifelong Learning Competences Ethical behaviour

Structure of the Programme

Step 6. Structure of the programme: units/courses/modules with their learning outcomes and learning, teaching and assessment strategies

Course code	Course name	Learning outcome (at course level)	Learning and teaching strategies	Assessment strategies
BEDC101	Childhood and Growing up	<ol style="list-style-type: none"> Analyze major developmental milestones for children from conception to adolescence in the areas of physical, psychological, cognitive, and language development (CLO1) Critically examine the theories of learning in school environment.(CLO2) Assess the importance of the early years and the effect of social/ environmental factors on various areas of development. (CLO3) 	<ul style="list-style-type: none"> Portfolio of school going children Giving opportunities to Participate in social activities in school Debate & Discussions related to root cause of adjustment issues 	<p>Formative: 30%</p> <ul style="list-style-type: none"> Behaviour of children assessed while working in and outside of the classroom Participation in classroom discussion <p>Summative: 70%</p> <ul style="list-style-type: none"> Question-Answer, Observation report.
BEDC102	Language across curriculum	<ol style="list-style-type: none"> Categorize/select the most appropriate way of introducing and explaining concepts (CLO4) Develop sensitivity to language diversity in multilingual society. (CLO5) Adapt an appropriate language skill in the classroom situation. (CLO6) 	<ul style="list-style-type: none"> Presentations by students on given topics. Writing based on the text e.g. summary of the text, extrapolation of story 	<p>Formative: 30%</p> <ul style="list-style-type: none"> Presentation of summary of the given text. (book, newspaper articles etc.) Narrating and describing a related account from one's life experience <p>Summative: 70%</p> <ul style="list-style-type: none"> Giving questions based on developing critical thinking and problem solving leading to discussion
BEDC103	Understanding disciplines and subjects (UDS)	<ol style="list-style-type: none"> Engage student-teachers with epistemological questions of subject matter and how they unfold in the study of pedagogical approaches.(CLO9) Demonstrate effective strategies for approaching and understanding key ideas within disciplines.(CLO8) Design key concepts and ideas through text performances or other material appropriate to the disciplines(CLO7) 	<ul style="list-style-type: none"> Presentation based on key ideas within disciplines. Discussion on distinct pedagogical demands at various stages of school education Presentation on role of literary writings in teaching language 	<p>Formative: 30%</p> <ul style="list-style-type: none"> Subject related activity e.g. Interdisciplinary project Quiz (30 min.) <p>Summative: 70%</p> <ul style="list-style-type: none"> Assignments based on language as a discipline of knowledge. Presentation on knowledge placed under social science.

Course code	Course name	Learning outcome (at course level)	Learning and teaching strategies	Assessment strategies
BEDE104	Pedagogy of Mathematics	<ol style="list-style-type: none"> 1. Stimulate curiosity, creativity and inventiveness in mathematics (CLO10) 2. Explain the meaning, nature, scope and objective of mathematics education (CLO11) 3. Use mathematics to formulate and solve problems in daily life as well as in mathematical contexts and other disciplines (CLO12) 	<ul style="list-style-type: none"> • Interactive Lecture • Project on developing mathematical thinking and learning process. • Interdisciplinary project 	<p>Formative: 30%</p> <ul style="list-style-type: none"> • Assignment, Quiz, (30 min.) • Assignment, Class test project on mathematical thinking. <p>Summative: 70%</p> <ul style="list-style-type: none"> • Project report, Assignment End Sem. Exam
BEDE105	Pedagogy of Biology	<ol style="list-style-type: none"> 1. Select and use an appropriate teaching method, approach and device for promoting effective teaching and learning (CLO13) 2. Construct, apply and administer achievement tests for evaluation of learning outcomes.(CLO14) 3. Organize co-curricular activities to develop scientific attitude among the learners. (CLO15) 	<ul style="list-style-type: none"> • Classroom Discussion • Presentation and discussion on scope of Biology <p>Field Visit (Botanical garden, Zoological garden)</p> <ul style="list-style-type: none"> • Discussion on Approaches and strategies of teaching and learning Biology 	<p>Formative: 30%</p> <ul style="list-style-type: none"> • Presentation on field visit • Quiz (50 Que.) <p>Summative: 70%</p> <ul style="list-style-type: none"> • Assignment, • Mid-sem exam/End-sem exam • Class test • Report on Field Visit
BEDE106	Pedagogy of Social science	<ol style="list-style-type: none"> 1. Select and use an appropriate teaching method, approach and device for promoting effective teaching and learning (CLO16) 2. Use basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively. (CLO17) 3. Construct, apply and administer achievement tests for evaluation of learning outcomes. (CLO18) 	<ul style="list-style-type: none"> • Identification of teaching learning resources in Social Sciences • Content Mapping of Social Sciences text book (middle school) 	<p>Formative: 30%</p> <ul style="list-style-type: none"> • Assignment based on teaching learning resources • Class tests • MSE <p>Summative: 70%</p> <ul style="list-style-type: none"> • ESE • Content mapping
BEDE107	Pedagogy of Commerce	<ol style="list-style-type: none"> 1. Select and use an appropriate teaching method, approach and device for promoting effective teaching and learning (CLO19) 2. use basic knowledge and skills to analyse and transact the Commerce curriculum effectively. (CLO20) 3. Construct, apply and administer achievement tests for evaluation of learning outcomes. (CLO21) 	<ul style="list-style-type: none"> • Explain the terminologies of commerce • Visit to bank, Insurance houses, warehouse, • Trade centres 	<p>Formative: 30%</p> <ul style="list-style-type: none"> • Collection of Business documents, Newspaper articles, Magazine articles(cutting) <p>Summative: 70%</p> <ul style="list-style-type: none"> • Paper pencil test • Report on visits to various centres

Course code	Course name	Learning outcome (at course level)	Learning and teaching strategies	Assessment strategies
BEDE108	Pedagogy of Computer Application	<ol style="list-style-type: none"> 1. Discuss on historical evolution of computer and its hardware software components;(CLO22) 2. Design the school curriculum by using computer application for teaching various concepts (CLO23) 3. Apply the skills of using computer application in various teaching learning situations; (CLO24) 	<ul style="list-style-type: none"> • Use of software's like MS Word, Excel, Paint • Power point, etc. 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Prepare teaching learning plans by using • MS Word and Excel, Paint • Make PPT presentation on given topics <p>Summative 60%</p> <ul style="list-style-type: none"> • Practical exam • ESE
BEDE109	Pedagogy of Home Science	<ol style="list-style-type: none"> 1. Discuss the role of Home Science in family and community and correlate Home Science with other school subjects (CLO25) 2. Apply various techniques and approaches of Teaching Home Science at secondary and senior secondary level; (CLO26) 3. Discuss the importance of market survey, exhibitions role-play etc. in teaching of Home Science. (CLO27) 4. 	<ul style="list-style-type: none"> • Discussion on importance of home science in daily life • Use of Innovative techniques in teaching home science. 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Assignment based on importance of home science in school curriculum • Test (MCQ)50 Que. <p>Summative: 60%</p> <ul style="list-style-type: none"> • ESE
BEDE110	Pedagogy of General Science	<ol style="list-style-type: none"> 1. Analyse the role and impact of science in bringing changes in society (CLO28) 2. Construct, apply and administer achievement tests for evaluation of learning outcomes (CLO29) 3. Organize Organize co-curricular activities to develop scientific attitude among the learners. (CLO30) 	<p>Visit to community science centres/ Nature park/ Science city</p> <p>Discussion and showing videos on use of new techniques in science curriculum transaction</p>	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Keeping records and observations of all visits • Using virtual lab to teach concepts of science in secondary schools. <p>Summative: 60%</p> <ul style="list-style-type: none"> • Final report on visits • Observe the results after teaching with virtual lab method

Course code	Course name	Learning outcome (at course level)	Learning and teaching strategies	Assessment strategies
BEDE111	Pedagogy of English	<ol style="list-style-type: none"> Analyse the role of language in home, school and society. (CLO31) Recognize, explain, and apply various rhetorical modes in writing, explanation, narration in language (CLO32) Organize co-curricular activities to develop Knowledge of language among the learners (CLO33) 	<p>Reading:</p> <ul style="list-style-type: none"> Newspaper columns, learner magazines <p>Listening:</p> <ul style="list-style-type: none"> Audio cassettes, talk shows etc. <p>Writing:</p> <ul style="list-style-type: none"> Essays, articles, story etc. Role play activity Discussion on constitutional policies of language education 	<p>Formative: 40%</p> <ul style="list-style-type: none"> Making observation sheet to record the responses of students <p>Summative: 60%</p> <ul style="list-style-type: none"> Test based on Reading and Writing skills Paper pencil test
BEDE112	Pedagogy of Hindi	<ol style="list-style-type: none"> Analyse the role of language in home, school and society (CLO34) Recognize, explain, and apply various rhetorical modes in writing, explanation, narration in language. (CLO35) Organize co-curricular activities to develop Knowledge of language among the learners. (CLO36) 	<p>Reading:</p> <ul style="list-style-type: none"> Famous Novels, Articles, magazines <p>Listening:</p> <ul style="list-style-type: none"> Audio cassettes, talk shows etc. <p>Writing:</p> <ul style="list-style-type: none"> Essays, articles, story etc 	<p>Formative: 40%</p> <ul style="list-style-type: none"> Making observation sheet to record the responses of students <p>Summative: 60%</p> <ul style="list-style-type: none"> Test based on Reading and Writing skills Paper pencil test
BEDL113	Use of ICT in Teaching-Learning Assessment	<ol style="list-style-type: none"> Prepare and use word, MS office, MS paint in teaching learning process. (CLO37) Incorporate online resources with various online workshops, seminars etc. (CLO38) Design and use assessment tools. (CLO39) 	<ul style="list-style-type: none"> School visits to observe actual implementation 	<p>Formative: 40%</p> <ul style="list-style-type: none"> ICT based assignment <p>Summative: 60%</p> <ul style="list-style-type: none"> Paper pencil test
BEDL114	Field Trips(FT) /School Exposure (SE)	<ol style="list-style-type: none"> Plan and execute the excursions/field trips/picnics and report the integration of such activities with the discourse of school subjects. (CLO40) Demonstrate empathy, tolerance, critical thinking during visit and discuss about the environmental issues (CLO41) Demonstrate leadership team work in various situations. (CLO42) 	<ul style="list-style-type: none"> Organizing field trips to different places 	<p>Formative: 40%</p> <ul style="list-style-type: none"> Planning and preparation (as a teacher accompanying students) <p>Summative: 60%</p> <ul style="list-style-type: none"> Extent of involvement Documenting/ reporting the visit Presentation/ discussion on the significance of the visit

Course code	Course name	Learning outcome (at course level)	Learning and teaching strategies	Assessment strategies
BEDC201	Learning and Teaching (L&T)	<ol style="list-style-type: none"> 1. Develop effective instructional strategies to enhance learning.(CLO43) 2. Organize learning in diverse classroom situation. (CLO44) 3. Identify and apply different teaching models in the classroom teaching. (CLO45) 	<ul style="list-style-type: none"> • Portfolio of different level (middle school) student • Class discussion on different perspective of learning 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Assessment of portfolio • Presentation of a topic by using constructivist perspective of learning <p>Summative: 60%</p> <ul style="list-style-type: none"> • Conference, • Panel discussion • Paper pencil test (ESE)
BEDC202	Assessment For Learning	<ol style="list-style-type: none"> 1. Comprehend the concept and process of assessment for learning. (CLO46) 2. Critically analyze the applicability of different assessment practices in present education system. (CLO47) 3. Construct and use a diverse range of assessment tools catering to individual differences. (CLO48) 	<ul style="list-style-type: none"> • Preparation of test questions, blue prints of question papers and question papers • Preparation of rubrics to identify student participation and learning indicators during classroom activities 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Rating of critical analysis of assessment tools • Preparation of questions of recall type, application based and HOTS • MSE <p>Summative: 60%</p> <ul style="list-style-type: none"> • Portfolio assessment according to rubrics • ESE
BEDE203	Pedagogy of Mathematics	<ol style="list-style-type: none"> 1. Stimulate curiosity, creativity and inventiveness in mathematics. (CLO49) 2. Explain the meaning, nature, scope and objective of mathematics education (CLO50) 3. Use mathematics to formulate and solve problems in daily life as well as in mathematical (CLO51) 	<ul style="list-style-type: none"> • Planning the lesson on different topics of mathematics • Practice of framing question papers on various of topics in mathematics • Organise various activity to teach mathematics 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Assessment of Lesson plans • Assignment • Mathematical games, puzzles <p>Summative: 60%</p> <ul style="list-style-type: none"> • Paper pencil test (ESE)
BEDE204	Pedagogy of Biology	<ol style="list-style-type: none"> 1. Select and use an appropriate teaching method, approach and device for promoting effective teaching and learning. (CLO52) 2. Construct, apply and administer achievement tests for evaluation of learning outcomes. (CLO53) 3. Organize co-curricular activities to develop scientific attitude among the learners. (CLO54) 	<ul style="list-style-type: none"> • Analysis of various types of curriculum and lesson planning. • Discussion on selection of assessment tools according to content • Visit to botanical garden, zoo, national parks, National level institutes and labs 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Sample lesson planning on selected topics (Biology) <p>Summative: 60%</p> <ul style="list-style-type: none"> • Report on analysis of various school curriculum • Report on visits • Presentation

Course code	Course name	Learning outcome (at course level)	Learning and teaching strategies	Assessment strategies
BEDE205	Pedagogy of Social Science	<ol style="list-style-type: none"> 1. Select and use an appropriate teaching method, approach and device for promoting effective teaching and learning. (CLO55) 2. Construct, apply and administer achievement tests for evaluation of learning outcomes. (CLO56) 3. Organize co-curricular activities to develop social awareness among the learners. (CLO57) 	<ul style="list-style-type: none"> • Interdisciplinary Projects • To organize Nukkad Natak (Street Show) on social issues. • Interactive lectures 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Assignments, • Participation in Nukkad natak (Street show) • Mid Sem. Exam <p>Summative: 60%</p> <ul style="list-style-type: none"> • Report on Projects • End Sem. Exam
BEDE206	Pedagogy of Commerce	<ol style="list-style-type: none"> 1. Select and use an appropriate teaching method, approach and device for promoting effective teaching and learning. (CLO58) 2. use basic knowledge and skills to analyse and transact the Commerce curriculum effectively. (CLO59) 3. Construct, apply and administer achievement tests for evaluation of learning outcomes. (CLO60) 	<ul style="list-style-type: none"> • Interactive lectures, • Group Discussions • Interdisciplinary Projects 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Class tests, Assignments • Participation in discussion • Mock Test <p>Summative: 60%</p> <ul style="list-style-type: none"> • Reporting the project • MSE, ESE, Class tests
BEDE207	Pedagogy of Computer Application (PCA2b)	<ol style="list-style-type: none"> 1. Practice various methods that can be employed for the teaching of computer science. (CLO61) 2. Develop skill in using windows and its application in teaching learning process. (CLO62) 3. Analyze the data pertaining to school record. (CLO63) 	<ul style="list-style-type: none"> • Interactive • Interactive lectures, • PPT presentation • Visiting different schools • Lectures 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Debate • Examination • Class test • Examination <p>Summative: 60%</p> <ul style="list-style-type: none"> • Preparing Blueprints • Examination • Assignments • Examination

Course code	Course name	Learning outcome (at course level)	Learning and teaching strategies	Assessment strategies
BEDE208	Pedagogy of Home Science	<ol style="list-style-type: none"> 1. Select and use an appropriate teaching method, approach and device for promoting effective teaching and learning (CLO64) 2. Construct, apply and administer achievement tests for evaluation of learning outcomes. (CLO65) 3. Organize co-curricular activities to apply knowledge in real life situation (CLO66) 	<ul style="list-style-type: none"> • Discussion on scope and carrier opportunities in home science 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • MSE • Assignments • Making of teaching aid for given topics • Make a list of possible carrier opportunities in in home science <p>Summative: 60%</p> <ul style="list-style-type: none"> • ESE Exam • Participation in classroom activities
BEDE209	Pedagogy of General Science	<ol style="list-style-type: none"> 1. Select and use an appropriate teaching method, approach and device for promoting effective teaching and learning (CLO67) 2. Construct, apply and administer achievement tests for evaluation of learning outcomes. (CLO68) 3. Organize co-curricular activities to develop scientific attitude among the learners. (CLO69) 	<ul style="list-style-type: none"> • Project based on learning resources • Interactive lectures, • Organise programme for professional development • Discussion on scope in general science 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Presentation on project • Assignment, MSE • Prepare a blueprint • For Examination • Participation in seminars, conferences <p>Summative: 60%</p> <ul style="list-style-type: none"> • ESE, • Make a list of job prospects in GS
BEDE210	Pedagogy of English	<ol style="list-style-type: none"> 1. Select and use an appropriate teaching method, approach and device for promoting effective teaching and learning. (CLO70) 2. Organize co-curricular activities to apply knowledge of language. (CLO71) 3. Construct, apply and administer achievement tests for evaluation of learning outcomes. (CLO72) 	<ul style="list-style-type: none"> • Give some examples of stories/poems/drama and books. 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Assignments, • Class tests • Examination • To assess the learners by observing them when they retell the story; their creativity in retelling, extending the story, like and dislike of the characters, use of vocabulary, voice modulation, <p>Summative: 60%</p> <ul style="list-style-type: none"> • ESE, Class tests

Course code	Course name	Learning outcome (at course level)	Learning and teaching strategies	Assessment strategies
BEDE211	Pedagogy of Hindi	<ol style="list-style-type: none"> 1. Select and use an appropriate teaching method, approach and device for promoting effective teaching and learning. (CLO73) 2. Organize co-curricular activities to apply knowledge of language.(CLO74) 3. Construct, apply and administer achievement tests for evaluation of learning outcomes. (CLO75) 	<ul style="list-style-type: none"> • Give some examples of stories/poems/drama and books. 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Assignments, • Class tests • Examination • To assess the learners by observing them when they retell the story; their creativity in retelling, extending the story, like and dislike of the characters, use of vocabulary, voice modulation, <p>Summative: 60%</p> <ul style="list-style-type: none"> • ESE, Class tests
BEDL212	Drama and Art in Education (DAE)	<ol style="list-style-type: none"> 1. Incorporate drama and art in teaching in classroom teaching and various school activities. (CLO76) 2. Use drama and art in spreading awareness through social and environmental issues. (CLO77) 3. Plan to prepare activities based on drama and art to teach learners. (CLO78) 	<ul style="list-style-type: none"> • Workshop • contextualizing different art forms and relating them with various concepts across the curriculum. 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Participation in the activities • Participation in the activities • Creative potential displayed; • Application of aesthetic sensibility in campus events and in other course activities. <p>Summative: 60%</p> <ul style="list-style-type: none"> • submission of Report on work/project;
BEDL213	School Attachment	<ol style="list-style-type: none"> 1. Observe various curricular and co-curricular activities. (CLO79) 2. Develop skills to manage various school resources and school record (CLO80) 	<ul style="list-style-type: none"> • Exposure to various schools • Observation • Writing report 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Attendance • Active Participation/ involvement • Rough notes made • Preparation of report • Presentation/sharing of the report • Involvement in school attachment programme & community living camp • Reports of classroom observation & community living camp <p>Summative: 60%</p> <ul style="list-style-type: none"> • End Sem. Exam

Course code	Course name	Learning outcome (at course level)	Learning and teaching strategies	Assessment strategies
BEDC301	Knowledge and Curriculum	<ol style="list-style-type: none"> 1. Explain about different ways of knowing (CLO81) 2. Examine the different facts of knowledge. (CLO82) 3. Justify the role of teacher in knowledge construction. (CLO83) 	<ul style="list-style-type: none"> • Interactive lectures • Analysis of different theories behind acquiring knowledge 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Assignments, • Class tests • MSE <p>Summative: 60%</p> <ul style="list-style-type: none"> • Observation during discussion • ESE
BEDL302	School Internship-I(SI) Phase-I & Community Work	<ol style="list-style-type: none"> 1. Demonstrate teaching in lab Schools using appropriate methods, materials and skills. (CLO84) 2. Organize classroom teaching, various school activities to experience the multiple roles of a teacher. (CLO85) 3. Design assessment tools to measure the learning outcomes. (CLO86) 	<ul style="list-style-type: none"> • Practice teaching in lab schools • Activity related to community work (teaching to rural area schools, health awareness campaign) 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Observation • Lesson plan diaries • Report on community work <p>Summative: 60%</p> <ul style="list-style-type: none"> • End Sem Exam
BEDL303	School Internship-II(SI) Phase-II & Community Work	<ol style="list-style-type: none"> 1. Demonstrate teaching in lab Schools using appropriate methods, materials and skills. (CLO87) 2. Organize classroom teaching, various school activities to experience the multiple roles of a teacher. (CLO88) 3. Design assessment tools to measure the learning outcomes. (CLO89) 	<ul style="list-style-type: none"> • Practice teaching in lab schools • Activity related to community work (Teaching science concepts by using virtual lab in rural schools) 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Observation • Lesson plan diaries • Report on community work <p>Summative: 60%</p> <ul style="list-style-type: none"> • End Sem Exam
BEDL304	Health, Yoga and Exercise	<ol style="list-style-type: none"> 1. Discuss the benefits of physical fitness and yoga in daily life with learners. (CLO90) 2. Analyse the health status, identify health problems and be informed for taking remedial measures. (CLO91) 	<ul style="list-style-type: none"> • Teaching with demonstration • Workshops 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Assignment • Assessment Based on Participation in Activities and workshops <p>Summative: 60%</p> <ul style="list-style-type: none"> • Report on workshop • Final demonstration • ESE and viva

Course code	Course name	Learning outcome (at course level)	Learning and teaching strategies	Assessment strategies
BEDL305	Environmental Awareness	<ol style="list-style-type: none"> 1. Illustrate the importance of natural environment for human existence. (CLO92) 2. Demonstrate the role of humans in causing pollution at local level. (CLO93) 3. Organise the workshops, seminars, discussions on environmental issues and remedies. (CLO94) 	<ul style="list-style-type: none"> • Discussion on Environmental issues • Field visit/Nature walk • Organize Environmental awareness programme 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Assignment • Participation in activity <p>Summative: 60%</p> <ul style="list-style-type: none"> • ESE
BEDC401	Experiential learning through vocational education (Nai Talim)	<ol style="list-style-type: none"> 1. Discuss the vision and philosophy of NEP 2020, Gandhiji's Nai Talim and their links to vocational education. (CLO95) 2. Demonstrate few best practices in the areas of Vocational Education (Productive Work with Economic Value), (CLO96) 3. Develop an intellectual understanding of the local civic engagement sphere. (CLO97) 	<ul style="list-style-type: none"> • Organize local workshop • Provide opportunities to learn local craft 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Comparison on various types of curriculum in Indian context • Participation in discussion <p>Summative: 60%</p> <ul style="list-style-type: none"> • Report on critical analysis of present curriculum in (middle schools) of Kendriya Vidyalaya • Presentation • ESE
BEDC402	Contemporary India & Education	<ol style="list-style-type: none"> 1. Analyze the educational Philosophy of Indian and western thinkers. (CLO98) 2. Critically analyze the policy formulation in education in pre and post independent India. (CLO99) 3. Identify social, cultural issues and challenges at different level of education. (CLO100) 	<ul style="list-style-type: none"> • Lectures, • Group Discussion, <p>To discuss the constitutional provisions for education</p> <ul style="list-style-type: none"> • Interactive lectures, School visits to see actual implementation 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Assignments, Mid Sem Exam, <p>Summative :60%</p> <ul style="list-style-type: none"> • End Sem Exam, Class tests, • Quiz (30 Que.) • Analysis of any one policy of education
BEDC403	Gender, School and Society (GSS)	<ol style="list-style-type: none"> 1. Describe the importance of education in dealing with gender issues in Society. (CLO101) 2. Analyze the equity & equality in relation with caste, class, religion, ethnicity, disability & regional disparity. (CLO102) 3. Identify different ways to solve the problem of discrimination. (CLO103) 	<ul style="list-style-type: none"> • Interactive lectures, School visits to see actual implementation • presentations, Community visit. 	<p>Formative:40%</p> <ul style="list-style-type: none"> • Paper pencil test • Discussion on school visit • MSE <p>Summative:60%</p> <ul style="list-style-type: none"> • Report on observation during school visit • ESE

Course code	Course name	Learning outcome (at course level)	Learning and teaching strategies	Assessment strategies
BEDC404	Creating an Inclusive School (CIS)	<ol style="list-style-type: none"> 1. Design educational context for optimise learning and social development for children with special needs. (CLO104) 2. Select an appropriate pedagogical strategy for inclusive classroom. (CLO105) 3. Demonstrate knowledge of different perspectives in the area of education for children with special needs. (CLO106) 	<ul style="list-style-type: none"> • Encouraging peer to peer instruction and leadership • Role-play • Observe learner’s diversity while they work • Situation-analysis and case studies • Use of highly engaging technology • Audio books • Posting daily schedules • Use of educational software • Use of iPad, audio/visual equipment • Games 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Self-assessment • Rubrics • Observations and interviews, • Performance-based approaches to the assessment of language and learning disabilities • Checklist and performance rating • Oral presentation • Poster presentation <p>Summative: 60%</p> <ul style="list-style-type: none"> • Formal standardized assessment • Examination
BEDE405	Environmental Education (EE)	<ol style="list-style-type: none"> 1. Organize local surveys related to various environmental issues and organize different activities for spreading awareness. (CLO107) 2. Create environmental awareness through different modes of education. (CLO108) 3. Analyse Government and non-Government initiatives for environmental conservation. (CLO109) 	<ul style="list-style-type: none"> • Videos • Talk shows • Assign Projects on sustainable development. • Biodiversity conservation etc. 	<p>Formative: 40%</p> <ul style="list-style-type: none"> • Group discussion • Examination • Participation • Summative: • Report on Project • ESE <p>Summative: 60%</p> <ul style="list-style-type: none"> • Formal standardized assessment examination

Course code	Course name	Learning outcome (at course level)	Learning and teaching strategies	Assessment strategies
BEDL410	Reading and Reflecting on Text (RRT)	<ol style="list-style-type: none"> Analyze the various kind of texts. (CLO110) Demonstrate strategies of reading and reflecting on the ideas expressed in texts. (CLO111) 	<ul style="list-style-type: none"> Constructive reading writing process, Presenting book review Presenting movie review Create a podcast on any social topic 	<p>Formative: 40%</p> <ul style="list-style-type: none"> Oral presentations Debates Presentations Loud reading in the classroom/ seminar Diary Book review <p>Summative: 60%</p> <ul style="list-style-type: none"> End Sem. Exam
BEDL411	Understanding the Self (US)	<ol style="list-style-type: none"> Demonstrate understanding of self as a person as well as a teacher. (CLO112) Work on the development of professional self and ethics; (CLO113) Explore and understand the role of a teacher. (CLO114) 	<ul style="list-style-type: none"> Personal narratives Group interactions, Film reviews explore one's self and identity Sharing of case studies by student-teachers, Critical analysis of biographies Presentations Group readings and sessions on stories of different children 	<p>Formative: 40%</p> <ul style="list-style-type: none"> Reflecting, recording and sharing of critical moments in one's life (individual activity and presentations) Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis) Sharing of critical moments in one's life (individual activity and presentations) <p>Summative: 60%</p> <ul style="list-style-type: none"> End Sem Exam

7

Length of Programme

Step 7. Length of the Programme

- Overall duration of the Programme – 2 Years

Course Code	Course Paper	Credit	Number of Contact Hours (Minimum)	Number of hours students need to work on this course/paper outside the classroom successfully meet the course/paper requirements (revision of notes, completion of assignments, preparation of presentations, work in the library, preparation for intermediate and final assessments, etc.)	Total number of hours (contact and outside class)	ECTS (25-30 hrs Hrs per credit)
			Per semester	Per semester	Total (15 weeks per semester)	
BEDC101	Childhood and Growing up	4	65	65	130	5.2
BEDC102	Language across curriculum	2	40	40	80	3.2
BEDC103	Understanding disciplines and subjects (UDS)	2	40	40	80	3.2
BEDE104	Pedagogy of Mathematics	2	40	40	80	3.2
BEDE105	Pedagogy of Biology	2	40	40	80	3.2
BEDE106	Pedagogy of Social science	2	40	40	80	3.2
BEDE107	Pedagogy of Commerce	2	40	40	80	3.2
BEDE108	Pedagogy of Computer Application	2	40	40	80	3.2
BEDE109	Pedagogy of Home Science	2	40	40	80	3.2
BEDE110	Pedagogy of General Science	2	40	40	80	3.2
BEDE111	Pedagogy of English	2	40	40	80	3.2
BEDE112	Pedagogy of Hindi	2	40	40	80	3.2
BEDL113	Use of ICT in Teaching-Learning Assessment	2	40	40	80	3.2
BEDL114	Field Trips(FT) /School Exposure (SE)	2	5 trips	40	80	3.2
BEDC201	Learning and Teaching (L&T)	4	65	65	130	5.2
BEDC202	Assessment for Learning	4	65	65	130	5.2
BEDE203	Pedagogy of Mathematics	2	40	45	80	3.2
BEDE204	Pedagogy of Biology	2	40	40	80	3.2
BEDE205	Pedagogy of Social Science	2	40	40	80	3.2
BEDE206	Pedagogy of Commerce	2	40	40	80	3.2
BEDE207	Pedagogy of Computer Application	2	40	40	80	3.2
BEDE208	Pedagogy of Home Science	2	40	40	80	3.2

Course Code	Course Paper	Credit	Number of Contact Hours (Minimum)	Number of hours students need to work on this course/paper outside the classroom successfully meet the course/paper requirements (revision of notes, completion of assignments, preparation of presentations, work in the library, preparation for intermediate and final assessments, etc.)	Total number of hours (contact and outside class)	ECTS (25-30 hrs Hrs per credit)
			Per semester	Per semester	Total (15 weeks per semester)	
BEDE209	Pedagogy of General Science	2	40	40	80	3.2
BEDE210	Pedagogy of English	2	40	40	80	3.2
BEDE211	Pedagogy of Hindi	2	40	40	80	3.2
BEDL212	Drama and Art in Education (DAE)	2	40 (Divide into weeks)	40	80	3.2
BEDL213	School Attachment	4	65 hrs. 4 weeks	65	130	5.2
BEDC301	Knowledge and Curriculum	2	40	40	80	3.2
BEDL302	School Internship-I(SI) Phase-I & Community Work	6	45 days 120	120	240	10
BEDL303	School Internship-II(SI) Phase-II & Community Work	6	45 days 120	120	240	10
BEDL304	Health, Yoga and Exercise	1	10	10	20	0.8
BEDL305	Environmental Awareness	1	10	10	20	0.8
BEDC401	Experiential learning through vocational education (Nai Talim)	2	40	40	80	3.2
BEDC402	Contemporary India & Education	4	65	65	130	5.2
BEDC403	Gender, School and Society (GSS)	2	40	40	80	3.2
BEDC404	Creating an Inclusive School (CIS)	2	40	40	80	3.2
BEDE405	Environmental Education (EE)	2	40	40	80	3.2
BEDL410	Reading and Reflecting on Text (RRT)	2	20	20	40	3.2
BEDL411	Understanding the Self (US)	2	20	20	40	3.2

8

Programme Overall Consistency

Step 8. Programme Overall Consistency

B.Ed. Two-year Education Programme

Programme Level Learning Outcomes (PLO)

1	Select suitable pedagogic strategies to transact the content in the classroom by using latest technology.
2	Establish the relationship between parents and socio-cultural background of the learner
3	Analyse of the teaching learning situation in order to develop as a reflective practitioner
4	Initiate steps to develop leadership skills among learners
5	Manage the crisis in and outside of classroom during any real-life situation
6	Apply appropriate teaching techniques, methods, approaches, maxims, strategies and devices to achieve the desire learning outcomes
7	Design assessment tools to measure the learning outcomes
8	Analyze the data gather from administer tools in order to enhance the teaching learning process
9	Conduct the action research for enhancing the effectiveness of teaching learning process
10	Develop the professional capabilities among the learner for working as an individual or in a group
11	Value ethical practices in the workplace for develop as institute of national importance
12	Apply constructive feedback from colleagues to improve professional knowledge and practices
13	Organize activities and events to emphasis on teamwork
14	Apply methods for catering to diversity in the classroom situation
15	Organize the events and activities for learner to understand the global trends and become global teacher

Table 6

The correlation of CLOs and PLOs is presented hereunder in table 6

PLOs	CLOs covering the PLOs
PLO1	CLO7, CLO10, CLO11, CLO12, CLO13, CLO14, CLO15, CLO16, CLO17, CLO23, CLO24, CLO25, CLO37, CLO41, CLO46, CLO63, CLO64,
PLO2	CLO2, CLO3, CLO65, CLO81, CLO83, CLO84, CLO87, CLO95, CLO96, CLO99, CLO100,
PLO3	CLO1, CLO3, CLO9, CLO10, CLO11, CLO14, CLO17, CLO19, CLO21, CLO24, CLO26, CLO28, CLO31, CLO34, CLO43, CLO46, CLO50, CLO53, CLO58, CLO60, CLO63, CLO66, CLO70, CLO71, CLO72, CLO73, CLO74, CLO75, CLO76, CLO77, CLO78, CLO79, CLO80, CLO90, CLO91, CLO92, CLO93, CLO94, CLO95, CLO96, CLO99, CLO100, CLO101, CLO102, CLO103, CLO104, CLO106, CLO109, CLO111, CLO112, CLO113
PLO4	CLO42, CLO66, CLO69, CLO71, CLO74, CLO77, CLO78, CLO85, CLO88, CLO94, CLO107.
PLO5	CLO6, CLO30, CLO32, CLO33, CLO35, CLO71, CLO84, CLO87.
PLO6	CLO4, CLO5, CLO7, CLO8, CLO10, CLO11, CLO12, CLO13, CLO14, CLO15, CLO16, CLO17, CLO18, CLO19, CLO20, CLO21, CLO22, CLO23, CLO24, CLO25, CLO26, CLO27, CLO28, CLO31, CLO32, CLO33, CLO34, CLO35, CLO36, CLO38, CLO39, CLO40, CLO41, CLO42, CLO43, CLO45, CLO49, CLO50, CLO51, CLO53, CLO54, CLO55, CLO56, CLO57, CLO58, CLO59, CLO60, CLO61, CLO62, CLO63, CLO64, CLO65, CLO66, CLO67, CLO68, CLO69, CLO70, CLO71, CLO72, CLO73, CLO74, CLO75, CLO76, CLO77, CLO78, CLO79, CLO80, CLO84, CLO85, CLO86, CLO87, CLO88, CLO89, CLO105.
PLO7	CLO12, CLO15, CLO18, CLO29, CLO32, CLO35, CLO36, CLO39, CLO46, CLO47, CLO48, CLO57, CLO60, CLO65, CLO68, CLO72, CLO75, CLO86, CLO89, CLO92, CLO93, CLO99, CLO107, CLO108.
PLO8	CLO48, CLO53, CLO109, CLO110.
PLO9	CLO15, CLO69, CLO104, CLO105, CLO106
PLO10	CLO26, CLO80, CLO84, CLO88, CLO90, CLO112
PLO11	CLO42, CLO82, CLO83, CLO93, CLO100, CLO101, CLO102, CLO112, CLO113.
PLO12	CLO3, CLO32, CLO38, CLO113
PLO13	CLO38, CLO41, CLO42, CLO84, CLO87, CLO91, CLO94, CLO107.
PLO14	CLO8, CLO16, CLO17, CLO27, CLO41, CLO42, CLO44, CLO45, CLO48, CLO51, CLO54, CLO56, CLO57, CLO71, CLO85, CLO87, CLO103.
PLO15	CLO2, CLO20, CLO30, CLO59, CLO66.

PROGRAMME OVERALL CONSISTENCY

Course	Course Los	PLO														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
BEDC101	LO1			x												
	LO2		x													x
	LO3		x	x									x			
BEDC102	LO4						x									
	LO5						x									
	LO6					x										
BEDC103	LO7	x					x									
	LO8						x								x	
	LO9			x												
BEDC104	LO10	x		x			x									
	LO11	x		x			x									
	LO12	x					x	x								
BEDC105	LO13	x					x									
	LO14	x		x			x									
	LO15	x					x	x		x						
BEDC106	LO16	x					x								x	
	LO17	x		x			x								x	
	LO18						x	x								
BEDC107	LO19			x			x									
	LO20						x									x
	LO21			x			x									
BEDC108	LO22						x									
	LO23	x					x									
	LO24	x		x			x									
BEDC109	LO25	x					x									
	LO26			x			x				x					
	LO27						x								x	
BEDC110	LO28			x			x									
	LO29							x								
	LO30					x										x
BEDC111	LO31			x			x									
	LO32					x	x	x					x			
	LO33					x	x									

PROGRAMME OVERALL CONSISTENCY

Course	Course Los	PLO														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
BEDC112	LO34			x			x									
	LO35					x	x	x								
	LO36						x	x								
BEDC113	LO37	x														
	LO38						x					x	x			
	LO39						x	x								
BEDL114	LO40						x									
	LO41	x					x						x	x		
	LO42				x		x				x		x	x		
BEDC201	LO43			x			x			x						
	LO44														x	
	LO45						x								x	
BEDC202	LO46	x		x				x								
	LO47							x								
	LO48							x	x						x	
BEDC203	LO49						x									
	LO50			x			x									
	LO51						x								x	
BEDC204	LO52						x									
	LO53			x			x		x							
	LO54						x								x	
BEDC205	LO55						x									
	LO56						x								x	
	LO57						x	x							x	
BEDC206	LO58			x			x									
	LO59						x									x
	LO60			x			x	x								
BEDC207	LO61						x									
	LO62	x					x									
	LO63	x		x			x									
BEDC208	LO64	x					x									
	LO65		x				x	x								
	LO66			x	x		x									x

PROGRAMME OVERALL CONSISTENCY

Course	Course Los	PLO														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
BEDC209	LO67			x			x									
	LO68						x	x								
	LO69				x		x			x						
BEDC210	LO70			x			x									
	LO71			x	x	x	x								x	
	LO72			x			x	x								
BEDC211	LO73			x			x									
	LO74			x	x		x									
	LO75			x			x	x								
BEDC212	LO76			x			x									
	LO77			x	x		x									
	LO78			x	x		x									
BEDC213	LO79			x			x									
	LO80			x			x				x					
BEDC301	LO81		x													
	LO82											x				
	LO83		x									x				
BEDC302	LO84		x			x	x				x			x		
	LO85				x		x								x	
	LO86						x	x								
BEDC303	LO87		x			x	x							x		
	LO88				x		x				x				x	
	LO89						x	x								
BEDC304	LO90			x							x					
	LO91			x										x		
BEDC305	LO92			x				x								
	LO93			x				x				x				
	LO94			x	x									x		
BEDC401	LO95		x													
	LO96		x													
	LO97			x												
BEDC402	LO98			x												
	LO99		x					x								
	LO100		x									x				

PROGRAMME OVERALL CONSISTENCY

Course	Course Los	PLO														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
BEDC403	LO101			x								x				
	LO102			x								x				
	LO103			x											x	
BEDC404	LO104			x						x						
	LO105						x			x						
	LO106			x						x						
BEDE405	LO107				x			x						x		
	LO108							x								
	LO109			x					x							
BEDL410	LO110								x							
	LO111			x												
BEDL411	LO112			x							x	x				
	LO113			x								x	x			
	LO114															

Internal Quality Control

Step 9. Internal Quality Control/ Enhancement

- **Board of Studies:** For Curriculum development, a Board of Studies (BOS) is constituted comprising of renowned experts from various academic institutions, senior faculty members, including external members representing the school industry. The BOS is arranged every year to revise the syllabus and the programme structure, keeping in view the changing demands of the work. The BOS guides and provide strategic advice and guidance to implement the pedagogical changes in the syllabus.
- **Students Feedback:** The School of Education collects the Semester-wise students' feedback on suggestions for improvement and ideas for more effective implementation of the curriculum. While obtaining the feedback from the students, the University is maintaining absolute anonymity. The analyzed feedback is provided to Schools for bringing the required changes for quality improvement and internal checks.
- **Internal Quality Assurance:** University has an Internal Quality Assurance Cell (IQAC) which is making sure implementation of major academic programmes defined by various leading Accreditation bodies.
- **Class Representative Meeting:** Once in a month Director, JLU School of Education conducts a meeting with Class Representatives to keep check on Academic Progress, Learning Experience, Student Grievances, etc. Later the decision taken and the minutes of the same are shared with Programme Leaders who then work in collaboration with other colleagues in order to rectify issues, if any.
- **Faculty Meeting:** Once in every fortnight a faculty meeting is conducted which is chaired by the Director, JLU School of Law. The meeting consists of discussion on academic progress, planning of curricular and extra-curricular activities, student related issues, and other regular discussions.
- **Mode of Communication:** English is the language of communication. The JLU School of Education provides, special guidance for enhancing the language competency and proficiency.

- **Hands on Experience:** JLU School of Education arranges and provides practical training cum exposure for the teacher educators through school attachment, field trips and three months of internship in various recognized and reputed schools of the region.
- **Analysis of Evaluated sheets:** After every semester examination, students are given the opportunity to analyse their evaluated answer sheets.
- **Expert Lectures:** JLU school of Education organizes Special lectures on various current topics related to curriculum to help students get in depth knowledge of the subject. The leading Experts from school industry, higher education, policy makers are invited from time to time.
- **Seminars and Workshops:** JLU School of education, organises seminars and workshops on various emerging areas and topics related to education.

Other Relevant Aspects

Step 10. Other relevant aspects

JLU School of Education mainly focus on an output-driven education model rather than input-based system to improve quality. Some of the important aspects of our education programme include the following aspects.

Emphasis on Life-skills

The School of Education encourages activity-based learning to its students to develop life-skills and global competencies required for success in the professional life. It tries to sensitize the students towards realities in the education sector and prepare them for addressing the challenges of school education.

Inculcating Professional Values

The School of Education is committed to instil the professional values by providing opportunities to participate in various co-curricular and curricular activities.

Promote Education Research

In addition, the school encourages undertaking researches in educational setting. This help to improve teaching learning through their classroom practices that are based on educational research.

Use of ICT

With the advancement of ICT technology has opened new avenues for self-learning. The School of Education encourage and promotes its students to use ICT for effective teaching-learning. The school provides opportunity to develop digital instructional resources using ICT technology.

Example of Students' Learning Guide

B.Ed. (Bachelor of Education)

Students' Learning Guide

1. Introduction to the Subject

Understanding Disciplines and Subjects (UDS)

Course Code: BEDC 103

Degree: B.Ed.

1st Year B.Ed. First Semester, 2019-2020

1.1. *Lecturer's contact details*

Dr. Shubhangi R. Khambayat

School of Education, Jagran Lakecity University, Bhopal, Madhya Pradesh

+91-9479595861

shubhangi.khambayat@jlu.edu.in

1.2. *Contribution to the degree profile*

This is the basic course, which is introduced in the first year and first semester. Develop an understanding of the basic concept of Education and perspectives of every discipline e.g. Philosophical, Socio-political and Cultural, and Historical perspective This subject is very important as it clarifies the concept, meaning, and overall understanding and perspectives of various disciplines in education. This course enables the student-teachers about the nature and role of disciplinary knowledge in the school curriculum and the paradigm shifts like disciplines. Pre-service teachers get acquainted with various educational disciplines during school internships and adopt the appropriate approach in the teaching-learning process.

1.3. *Competences to be developed*

Generic Competences

1. Be a Reflective Practitioner
2. Ability to work independently in a Professional Manner

Specific Competences

1. Have mastery over the subject(s) they will be teaching
2. Involve parents in child's education

2. Student Work Plan

2.1. *Distribution of activities and workload*

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic Competence: Be a Reflective Practitioner	1. Disciplines & School Subjects	Teaching -Learning Activities- Interactive discussions Group-work Sharing of experiences Teacher assigns individual activity based on action research Assessment & Feedback: Presentation and Viva-voce (Formative) Paper pencil test (Summative) Ask open ended questions (Summative) Resources: To conduct activity following links is provided: www.eGyanKosh.ac.in Text reading: Agarwal, J.S., (2002). Philosophical and Sociological Perspectives on Education. Shipra publications, Delhi.	3 2 3	8	First -Third week
Generic Competence: Ability to work independently in a Professional	2. Natural Science as a Discipline	Teaching -Learning Activities- Interactive lecture: Interactive discussions Group-work Sharing of experiences. Teacher assigns specific topic to prepare assignment Assessment & Feedback: Presentation of self learning assignment and Viva-voce (Formative) Paper pencil test (Summative) Resources: To conduct activity following links is provided: www.eGyanKosh.ac.in Reference Book: Hughes, Joan E. & Roblyer, Margaret D. (2018). Integrating Educational Technology into Teaching; Pearson.	3 2 3	8	Fourth-Sixth week

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
<p>Specific Competence: Have mastery over the subject(s) they will be teaching</p>	<p>3. Mathematics as a Discipline</p>	<p>Interactive lecture: Teacher provides students questions based on higher order thinking skills that will help students to focus on text. Teacher assigns individual task to prepare frames on any topic from their subject.</p> <p>Assessment & Feedback: Project Viva-voce. (Formative) Paper pencil test (Summative)</p> <p>Resources: To conduct activity following links is provided: www.eGyanKosh.ac.in</p> <p>Reference Book: More, Alex (2012). Teaching and Learning: Pedagogy, Curriculum and Culture, Second Edition, Routledge Taylor & Francis Group, London and New York.</p>	<p>3 3 2</p>	<p>8</p>	<p>Seventh-Nineth week</p>

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
<p>Specific Competence: Involve parents in child's education</p>	<p>4. Language as a Discipline</p>	<p>Activities –</p> <ul style="list-style-type: none"> organizing various activities, Projects and assignments for individual learners as well as for group work and their record of activities. observations and analysis of real-life classroom situations <p>Assessment & Feedback: Project Viva-voce. (Formative) Paper pencil test (Summative)</p> <p>Resources: To conduct activity following links is provided: www.eGyanKosh.ac.in</p> <p>Reference Book: More, Alex (2012). Teaching and Learning: Pedagogy, Curriculum and Culture, Second Edition,</p> <p>Text reading: Agarwal, J.S., (2002). Philosophical and Sociological Perspectives on Education. Shipra publications, Delhi.</p>	<p>3 3 2</p>	<p>8</p>	<p>Tenth-Twelfth week</p>
<p>Specific Competence: Involve parents in child's education</p>	<p>5. Social Science as a Discipline</p>	<p>Interactive lecture: Teacher provides students with epistemological questions of the text that will help students to focus on text. Teacher gives different topics to the students to prepare assignment.</p> <p>Assessment & Feedback: Evaluation of self learning assignment through Rubric. (Formative) Paper pencil test (Summative)</p> <p>Resources: To conduct activity following links is provided: www.eGyanKosh.ac.in</p>	<p>3 3 2</p>	<p>8</p>	<p>Thirteenth-Fifteenth week</p>
			<p>45</p>	<p>45</p>	

Summary of Distribution of Time in this Course

HOURS AND ACTIVITIES INSIDE THE CLASS		INSIDE THE CLASS	TOTAL HOURS
LECTURES	30	40	80
ACTIVITIES	10		
HOURS AND ACTIVITIES OUTSIDE THE CLASS		OUTSIDE THE CLASS	
Individual Reading and Study	10	40	
Individual work for the activities	10		
Teamwork for the activities	10		
Preparation for the exam	10		

3. Assessment System

3.1. Table of assessment

ASSESSMENT/SCHEME OF EVALUATION

Table of assessment

Competence	Assessment technique	Grade
<p>Generic Competence: Be a Reflective Practitioner</p> <p>Learning Outcomes: Students organize learning in diverse classroom situation</p>	<p>Formative Assessment i. Self-learning Assignment ii. Presentation and Viva-voce</p> <p>Summative Assessment Paper Pencil Test Question-Answers Assignments</p>	9-point grade Scale
<p>Generic Competence: Ability to work independently in a Professional Manner</p> <p>Learning Outcomes: Students identify and apply different teaching models in the classroom teaching.</p>	<p>Formative Assessment i. Self-learning Assignment ii. Quiz iii. Presentation and Viva-voce iv. Rubric</p> <p>Summative Assessment Paper Pencil Test Question-Answers Assignments</p>	9-point grade Scale
<p>Specific Competence: Have mastery over the subject(s) they will be teaching</p> <p>Learning Outcomes: Students select suitable pedagogic strategies to transact the content in the classroom by using latest technology</p>	<p>Formative Assessment i. Self-learning Assignment ii. Quiz iii. Presentation and Viva-voce</p> <p>Summative Assessment Paper Pencil Test Question-Answers Assignments</p>	9-point grade Scale
<p>Specific Competence: Involve parents in child's education Establish the relationship between parents and socio-cultural background of the learner</p>	<p>Formative Assessment i. Self-learning Assignment ii. Quiz iii. Presentation and Viva-voce iv. Project</p> <p>Summative Assessment Paper Pencil Test Question-Answers Assignments</p>	9-point grade Scale

3.2. Observations of Assessment- NA

3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	5	20	25
Generic competence 2	5	20	25
Specific competence 1	10	15	25
Specific competence 1	10	15	25
Total	30%	70%	100%

