

Tuning

India

Degree Programme
B. Sc., B. Ed. Bachelor
of Science, Bachelor of
Education (4 Yrs. Integrated
Teacher Education Program)

Savitribai Phule Pune
University



Degree Programme B. Sc., B. Ed. Bachelor of Science, Bachelor of Education (4 Yrs. Integrated Teacher Education Program). Savitribai Phule Pune 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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Name and level of the programme

- B.Sc., B.Ed. - Bachelor of Science, Bachelor of Education
- (4 Yrs. Integrated Teacher Education Program)
- Bachelor Level Degree Programme

Eligibility

1. After completion of Grade 12th or Equivalent completion of Higher Secondary School Certification along with passing the Common Entrance Test (CET) conducted by respective state authority.
2. Candidate must have qualified Higher Secondary School Certification along with minimum 55% marks.
3. Candidate must have qualified Higher Secondary School Certification along with minimum of two subjects (Physics, Chemistry, Biology, and Mathematics).

Mode of Programme

Regular

This is regular program and recognized by National Council for Teacher Education (NCTE) a statutory body of Ministry of Human Resource Development (MHRD), Government of India, New Delhi

Mode of Instruction

The mode of this program is only in English.

Possible Progression after programme

This is a four-year integrated bachelor degree program, so after successful completion of this program, student can pursue master degree as follows...

1. Master of Education (M.Ed.)
2. Master of Science (M.Sc.)
3. Master of Arts in Education (M.A.)

The Social need for the programme (in the revised version)

Savitribai Phule Pune University with its Vision and Mission of imparting education to all sectors of society offers this program through School of Education under the Department of Education and Extension. This programme is expected to equip the aspirant school teacher with the requisite Attitude, Skills and Knowledge (ASK) to address the challenges of becoming an effective school teacher in any school at national and international level i.e. State Board School, CBSC School, IB and ICSE School.

The four years Integrated Teacher Education Programme (ITEP) in Arts and science stream is offered for higher secondary school certified students. This program is intended to result in a paradigm shift in teacher preparation (NCTE, 2019). This is a specialized course with intrinsic integration of pedagogy and academic content, along with sustained engagement with liberal disciplines of knowledge and field of education. This Integrated Teacher Education Programme (ITEP) is designed inculcating the world's best practices in the field of Teacher Education sector especially in the field of ICT, Yoga, and Inclusive Education.

Teachers often value their pre-service training as it can instil confidence, raise their awareness of what is involved in being a teacher and give them a new discourse to successfully enter the teaching profession and useful for achieving goals of society. This programme will be able to develop the universal teacher for the globe. The global teacher carries all the competencies at the national and international level. As the Integrated Teacher Education Programme (ITEP) shall be located in multi and interdisciplinary academic environment this recognised higher education institute will be offering under graduate or post graduate program of the study in the field of Liberal Arts/Humanities/Social Sciences/ Commerce/Mathematics as the case may be.

Future fields, sectors of employment/occupation of graduates

Now-a-days, in India the New Education Policy, 2019 is focusing on the development of quality education and teacher training programme. Developing 21st-century skills among the learner to help for the workplace of the future is another area being promoted for teachers to add to their teaching repertoire. The rising demand for trained teachers and the belief that a training certificate acts as guarantee against future unemployment has made teacher education a profitable business proposition. This programme accomplishes the needs of trained teachers and social need-based curriculum.

Opportunities for higher degree

In Higher Education

1. They will eligible for Master of Education (M.Ed.)
2. They will eligible for Master of Science (M.Sc.)
3. They will eligible for Master of Arts in Education (M.A.)

Employability for Teaching Profession

1. Teacher in Public school, private school and international school specially in the area of Science and Mathematics
2. Instructor in Science Park and Science Exploratory
3. Education Officer in Government or Private Sector
4. Instructor in Mathematics Lab and science Lab
5. e-Content Developer in STEM (Science, Technology, Engineering, Mathematics)
6. Human Resource in Educational NGO

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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

Table 1

Sr. No.	Components	Revised-Competence	From stke'cons.	Agreed definition	Program LOs (in present tense 3rd person singular or plural: "Students...")
1.	Professional	1. Conceptual Competences • HAVE MASTERY OVER THE SUBJECT(S) THEY WILL BE TEACHING (S)	OK	Applying technological, pedagogical and content knowledge (TPACK) for enriching the learning and teaching process.	Select suitable pedagogical knowledge to transact the content in the classroom
		2. Contextual Competences • INVOLVE PARENTS IN CHILD'S EDUCATION (S)	OK	Analysing 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.
		3. Lifelong Learning Competences • BE A REFLECTIVE PRACTITIONER (G)	OK	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.	Analyses of the teaching leaning situation in order to develop as a reflective practitioner
		4. Management Competences • DEMONSTRATE LEADERSHIP QUALITIES (G) • ABILITY TO MANAGE CRISIS EFFECTIVELY (G)	OK	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.
				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.

Sr. No.	Components	Revised-Competence	From stke'cons.	Agreed definition	Program LOs (in present tense 3rd person singular or plural: "Students...")
2.	Performance	1. Pedagogical Competences • PREPARE LESSON PLANS (& EXECUTE THEM EFFECTIVELY) (S)	OK	Preparing and executing lesson plans 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 desired learning outcomes.
		2. Evaluation Competences • ABILITY TO USE A VARIETY OF ASSESSMENT TOOLS FOR BOTH FORMATIVE AND SUMMATIVE ASSESSMENT (S)	OK	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 gathered from administered tools in order to enhance the teaching learning process.
		3. Research and Development • ABILITY TO DO RESEARCH (G)	OK	Designing a plan to conduct action research at workplace.	Conduct the action research for enhancing the effectiveness of teaching learning process.
3.	Social	1. Student's Career • ABILITY TO WORK INDEPENDENTLY IN A PROFESSIONAL MANNER (G)	OK	Performing individual and group task in confident manner.	Develop the professional capabilities among the learner for working as an individual or in a group.
		2. Ethical behavior • ADHERE TO ETHICAL PRINCIPLES (G) • PRACTICE PROFESSIONALISM (G)	OK	Setting codes of conduct to reduce the level of organizational risk and increase institutional performance. Conducting best practices of professionalism in appropriate manner.	Value ethical practices in the workplace for development as institute of national importance. Apply constructive feedback from colleagues to improve professional knowledge and practices.
		3. Cooperative and Collaborative • FACILITATE STUDENTS' PARTICIPATION IN CO-CURRICULAR ACTIVITIES (S)	OK	Framing and assigning group task for co-curricular activities.	Organize activities and events to emphasize on team work.
		4. Inclusion • APPRECIATE AND RESPECT DIVERSITY & MULTICULTURALISM (G) • EXPOSE THE STUDENTS TO INTERNATIONAL/GLOBAL TRENDS (S)	OK	Accommodating heterogeneous student population and developing positive attitude towards global citizenship and social responsibility. Facilitating international exposure to student to become a global citizen.	Apply methods for catering to diversity in the classroom situation. Organize the events and activities for learner to understand the global trends and become global teacher.

#These competences are outside the agreed meta profile and specifically related to our institutional, local and regional needs

Link of the competences with the agreed meta-profile

In the bridging exercise it is noted that all sixteen competences are addressed in the university's existing curricula. Competences being covered by different courses are presented hereunder (table 2):

Table 2

Sr. No.		Competences	Papers Codes Covering the Competences
1.	1. Professional	Have mastery over the subject (S) they will be teaching	<ul style="list-style-type: none"> • BED111 Understanding of Education and its Perspectives • BED 241 ICT for Teaching Learning I • BED 341 ICT for Teaching Learning II • BED 331 Teaching Competency I • BED 421 General Pedagogy • BED 431 Teaching Competency II • BED 531 Teaching Competency III • BED 541 ICT(Web) • BED 631 Teaching Competency IV • BED 621 Pedagogy of Physical Sciences • BED 622 Pedagogy of Chemical Sciences • BED 623 Pedagogy of Mathematical Sciences • BED 624 Pedagogy of Biological Sciences • BED 641 E-learning & Educational Development • BED 731 Teaching Competency V
2.		Be A Reflective Practitioner (G)	<ul style="list-style-type: none"> • BED111 Understanding of Education and its Perspectives • BED 242 Yoga I • BED 342 Yoga II • BED 411 Childhood & Growing Up • BED 442 Yoga III • BED 512 Psychology of Learner & Learning Theory • BED 532 Understanding Self • BED 601 Creative and Critical Thinking • BED 612 Psychology of Learner & Learning Theory • BED 641 E-learning & Educational Development • BED 701 Inclusive Education • BED 741 Theatre, Arts Heritage, Tradition • BED 801 Guidance & Counseling

Sr. No.		Competences	Papers Codes Covering the Competences
3.		Involves parents in Childs Education (S)	<ul style="list-style-type: none"> • BED 411 Childhood & Growing Up • BED 501 Environmental Education • BED 512 Psychology of Learner & Learning Theory • BED 612 Psychology of Learner & Learning Theory • BED 801 Guidance & Counseling • BED 841 Language & Communication
4.		Demonstrate Leadership Qualities (G)	<ul style="list-style-type: none"> • BED 812 Curriculum Development • BED 813 Quality & Management of Secondary Education • BED 842 Entrepreneurship
5.		Ability to Manage crisis Effectively (G)	<ul style="list-style-type: none"> • BED 813 Quality & Management of Secondary Education • BED 842 Entrepreneurship
6.	2. Performance	Prepare Lessons (& Execute them Effectively (S)	<ul style="list-style-type: none"> • BED 241 ICT for Teaching Learning I • BED 341 ICT for Teaching Learning II • BED 331 Teaching Competency I • BED 431 Teaching Competency II • BED 421 General Pedagogy • BED 531 Teaching Competency III • BED 541 ICT(Web) • BED 631 Teaching Competency IV • BED 621 Pedagogy of Physical Sciences • BED 622 Pedagogy of Chemical Sciences • BED 623 Pedagogy of Mathematical Sciences • BED 624 Pedagogy of Biological Sciences • BED 731 Teaching Competency V
7.		Ability to use Variety of Assessment Tools for both Formative and Summative Assessment (S)	<ul style="list-style-type: none"> • BED 511 Assessment & Evaluation in Education
8.		Ability to research	<ul style="list-style-type: none"> • BED 611 Basic Research
9.	3. Social	Ability to work independently in a professional manner (G)	<ul style="list-style-type: none"> • BED 601 Creative and Critical Thinking • BED 842 Entrepreneurship
10.		Adhere to ethical Principles (G)	<ul style="list-style-type: none"> • BED 421 General Pedagogy • BED 611 Basic Research
11.		Practice Professionalism (G)	<ul style="list-style-type: none"> • BED 421 General Pedagogy • BED 532 Understanding Self
12.		Facilitate Students participation in co-curricular Activities	<ul style="list-style-type: none"> • BED 631 Teaching Competency IV • BED 731 Teaching Competency V • BED 841 Language & Communication
13.		Appreciate and Respect Diversity & Multiculturalism (G)	<ul style="list-style-type: none"> • BED 421 General Pedagogy • BED 701 Inclusive Education • BED 741 Theatre, Arts Heritage, Tradition
14.		Expose the Students to international/global trends (S)	<ul style="list-style-type: none"> • BED 701 Inclusive Education • BED 731 Teaching Competency V

Table No.3

Sr. No.	Subject	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1	BED111 Understanding of Education and its Perspectives	Have mastery over the subject (S) they will be teaching	Have mastery over the subject (S) they will be teaching, Be A Reflective Practitioner (G)	NA	NA	NA	NA
2.	BED141 Indian constitution & human rights	Adhere to ethical Principles (G), Be A Reflective Practitioner (G)	Adhere to ethical Principles (G), Be A Reflective Practitioner (G)	NA	NA	NA	NA
3.	BED241 ICT for teaching & learning I	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	NA	NA	NA	NA
4.	BED242 Yoga I	Be A Reflective Practitioner (G)	Be A Reflective Practitioner (G)	NA	NA	NA	NA
5.	BED331 Teaching Competency I	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	NA	NA	NA	NA
6.	BED341 ICT for teaching and learning II	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	NA	NA	NA	NA
7.	BED 342 Yoga II	Be A Reflective Practitioner (G)	Be A Reflective Practitioner (G)	NA	NA	NA	NA
8.	BED411 Childhood & Growing Up	Be A Reflective Practitioner (G).	Be A Reflective Practitioner (G), Involves parents in Childs Education (S)	NA	NA	NA	NA

Sr. No.	Subject	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
9.	BED421 General Pedagogy	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S), Adhere to ethical Principles (G)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S), Adhere to ethical Principles (G)	Prepare Lessons (& Execute them Effectively (S), Practice Professionalism(G), Appreciate and Respect Diversity & Multiculturalism (G)	Prepare Lessons (& Execute them Effectively (S), Practice Professionalism (G)	Ability to use Variety of Assessment Tools for both Formative and Summative Assessment (S)	NA
10.	BED431 Competency II	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	NA	NA	NA	NA
11.	BED442 Yoga III	Be A Reflective Practioner (G)	Be A Reflective Practioner (G)	NA	NA	NA	NA
12.	BED501 Environmental Education	Environmental consciousness	Environmental Consciousness, Involves parents in Childs Education (S)	Environmental Consciousness,	Environmental consciousness	NA	NA
13.	BED511 Assessment & Evaluation in Education	Ability to use Variety of Assessment Tools for both Formative and Summative Assessment (S)	Ability to use Variety of Assessment Tools for both Formative and Summative Assessment (S)	Ability to use Variety of Assessment Tools for both Formative and Summative Assessment (S)	Ability to use Variety of Assessment Tools for both Formative and Summative Assessment (S)	NA	NA
14.	BED512 Psychology of Learner & Learning Theories I	Be A Reflective Practioner (G), Involves parents in Childs Education (S)	Be A Reflective Practioner (G), Involves parents in Childs Education (S)	Be A Reflective Practioner (G)	Be A Reflective Practioner (G)	NA	NA
15.	BED531 Teaching Competency III	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	NA	NA	NA

Sr. No.	Subject	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
16.	BED532 Understanding Self	Be A Reflective Practioner (G)	Be A Reflective Practioner (G), Practice Professionalism (G)	NA	NA	NA	NA
17.	BED541 ICT(WEB)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	NA	NA	NA	NA
18.	BED601 Creative & Critical Thinking	Be A Reflective Practioner (G), Ability to work independently in a professional manner (G)	Be A Reflective Practioner (G), Ability to work independently in a professional manner (G)	NA	NA	NA	NA
19.	BED611 Basic Research	Ability to research	Ability to research, Adhere to ethical Principles (G)	NA	NA	NA	NA
20.	BED612 Psychology of Learner & Learning Theory II	Be A Reflective Practioner (G)	Be A Reflective Practioner (G)	NA	NA	NA	NA
21.	BED621 Pedagogy of Physical Sciences	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	NA	NA
22.	BED622 Pedagogy of Chemical Science	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	NA	NA

Sr. No.	Subject	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
23.	BED623 Pedagogy of Mathematical Sciences	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	NA	NA
24.	BED624 Pedagogy of Biological Sciences	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	NA
25.	BED 631 Teaching Competency IV	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S), Ability to use Variety of Assessment Tools for both Formative and Summative Assessment (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S), Facilitate Students participation in co-curricular Activities	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S), Facilitate Students participation in co-curricular Activities	NA
26.	BED641 E-Learning & Educational Development	Have mastery over the subject (S) they will be teaching	Have mastery over the subject (S) they will be teaching, Be A Reflective Practitioner (G)	NA	NA	NA	NA
27.	BED701 Inclusive Education	Be A Reflective Practitioner (G), Appreciate and Respect Diversity & Multiculturalism (G)	Be A Reflective Practitioner (G), Appreciate and Respect Diversity & Multiculturalism (G), Expose the Students to international/global trends (S)	NA	NA	NA	NA

Sr. No.	Subject	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
28.	BED731 Teaching Competency V	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S), Expose the Students to international/global trends (S)	Have mastery over the subject (S) they will be teaching, Prepare Lessons (& Execute them Effectively (S), Ability to use Variety of Assessment Tools for both Formative and Summative Assessment (S)	Have mastery over the subject (S) they will be teaching, Expose the Students to international/global trends (S)	Have mastery over the subject (S) they will be teaching	Have mastery over the subject (S) they will be teaching. Facilitate Students participation in co-curricular Activities	Have mastery over the subject (S) they will be teaching. Facilitate Students participation in co-curricular Activities, Expose the Students to international/global trends (S)
29.	BED741 Theatre, Arts Heritage, Tradition	Be A Reflective Practitioner (G), Appreciate and Respect Diversity & Multiculturalism (G)	Be A Reflective Practitioner (G), Appreciate and Respect Diversity & Multiculturalism (G)	NA	NA	NA	NA
30	BED801 Guidance & Counselling	Be A Reflective Practitioner (G), Involves parents in Childs Education (S)	Be A Reflective Practitioner (G), Involves parents in Childs Education (S)	NA	NA	NA	NA
31.	BED811 Secondary Education	Managerial and Leadership, Policy,	Managerial and Leadership	NA	NA	NA	NA
32.	BED812 Curriculum Development	Demonstrate Leadership Qualities(G)	Demonstrate Leadership Qualities(G)	NA	NA	NA	NA
33.	BED813 Quality & Management of Secondary Education	Demonstrate Leadership Qualities (G), Ability to Manage crisis Effectively (G)	Demonstrate Leadership Qualities (G), Ability to Manage crisis Effectively (G)	NA	NA	NA	NA
34.	BED841 Language & Communication	Facilitate Students participation in co-curricular Activities, Involves parents in Childs Education (S)	Facilitate Students participation in co-curricular Activities	Facilitate Students participation in co-curricular Activities	NA	NA	NA

Sr. No.	Subject	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
35.	BED842 Entrepreneurship	Be A Reflective Practitioner (G), Demonstrate Leadership Qualities (G)	Be A Reflective Practitioner (G), Demonstrate Leadership Qualities (G)	Be A Reflective Practitioner (G), Ability to Manage crisis Effectively (G)	Be A Reflective Practitioner (G), Ability to Manage crisis Effectively , Ability to work independently in a professional manner (G) (G)	Be A Reflective Practitioner (G), Ability to Manage crisis Effectively (G), Ability to work independently in a professional manner (G)	NA

- BED541 **has 1 unit.**
- BED111, BED141, BED241, BED242, BED331, BED341, BED342, BED411, BED442, BED532, BED601, BED611, BED612, BED641, BED701, BED741, BED801, BED811, BED812, BED813 **have 2 units.**
- BED431, BED531, BED841 **have 3 units.**
- BED501, BED511, BED512, BED621, BED622, BED623, **have 4 units**
- BED421, BED624, BED631, BED842 **have 5 units**
- BED731 **has 6 units**

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

Table No.4.

Course		Learning outcome (at course level) Students...	Learning and Teaching Strategies	Assessment Strategies
Course Code	Course Name			
Semester I				
BED111	Understanding of Education and its Perspectives	<ol style="list-style-type: none"> 1. Enlist and elaborates aim, objectives and functions of education 2. Draw inference from educational policy of India 3. Demonstrate competencies and acquire communication skills 4. Defend and criticize philosophical and sociological perspective of education 	<ol style="list-style-type: none"> 1. One Exploratory Session 2. Two Seminar 3. One Workshop 4. Two Brainstorming session 	<ol style="list-style-type: none"> 1. Paper pencil test 2. Tutorial 3. Project 4. Report writing
BED101	English- I	<ol style="list-style-type: none"> 1. Acquire the proficiency in language 2. Develop the aesthetics sense of the English literature 	<ol style="list-style-type: none"> 1. Reading and study 2. Analysis of literary documents 	<ol style="list-style-type: none"> 1. Oral Presentation 2. Project Based Learning
BED141	Indian Constitution & Human Rights	<ol style="list-style-type: none"> 1. Define and enlist the nature and core values of constitution. 2. Develop awareness and respect for Indian constitution. 3. Outline and explain constitution provision regarding human rights 4. Relate and appreciate history of development of human rights. 	<ol style="list-style-type: none"> 1. Group Discussion 2. Elocution 3. Round table 4. D a t a b a s e searches 	<ol style="list-style-type: none"> 1. Rubrics 2. Rating scale 3. Report writing 4. Tutorial
Semester II				
BED202	German I	<ol style="list-style-type: none"> 1. Acquire the proficiency in language 2. Understand the various level of German languages 	<ol style="list-style-type: none"> 1. Reading and study 2. Analysis of literary documents 	<ol style="list-style-type: none"> 1. Oral Presentation 2. Project Based Learning

Course		Learning outcome (at course level) Students...	Learning and Teaching Strategies	Assessment Strategies
Course Code	Course Name			
Semester II				
BED241	ICT for Teaching learning- I	<ol style="list-style-type: none"> 1. Explain the meaning and nature of ICT 2. Identify the use of ICT according to learning theories 3. Use the concept of technologies in different situations 4. Acquire different types of resources while teaching & learning. 	<ol style="list-style-type: none"> 1. Laboratory 2. Demonstration and Practical 3. Guided Personal work 4. Practical 	<ol style="list-style-type: none"> 1. Report Presentation 2. Observation 3. Reflection on practices 4. Observation rubrics
Semester III				
BED301	English - II	<ol style="list-style-type: none"> 1. Acquire the proficiency in language 2. Develop the aesthetics sense of the English literature 	<ol style="list-style-type: none"> 1. Reading and study 2. Analysis of literary documents 	<ol style="list-style-type: none"> 1. Oral Presentation 2. Project Based Learning
BED341	ICT for Teaching learning II	<ol style="list-style-type: none"> 1. Use the concept of multimedia according to learning situations. 2. Identify different types of e- content and e- resources. 3. Understand the use of technology supported learning situations. 	<ol style="list-style-type: none"> 1. Workshop 2. Online learning 3. Guided personal work 	<ol style="list-style-type: none"> 1. Practical 2. Online assignment 3. Presentation of Report
BED331	Teaching Competency I	<ol style="list-style-type: none"> 1. Write induction 2. Explain different stimulus variation 3. Compose different types of question 4. Use demonstration method 5. Explain narration subject topic 6. Write black board carefully, recommend reading 	<ol style="list-style-type: none"> 1. Model presentation of lesson. 2. Demonstration method 3. Workshop 	<ol style="list-style-type: none"> 1. Presentation of work in group 2. Observation skills 3. Practical work 4. Hands on experience
Semester IV				
BED411	Childhood & Growing Up	<ol style="list-style-type: none"> 1. Explain the growth and development of the learner and discuss its importance in the teaching learning process with special reference to adolescent stage 2. Identify the individual differences among learners 3. Describe political, social and cultural dimension along growing up. 4. Elaborate the impact of mass communication media on childhood and growing up 	<ol style="list-style-type: none"> 1. Panel Discussion 2. Comparative studies 3. Reading and analysis of the document. 4. Seminar 	<ol style="list-style-type: none"> 1. Report 2. Preparation and Presentation of Report 3. Preparation of Report 4. Report
BED431	Teaching Competency II	<ol style="list-style-type: none"> 1. Acquire team teaching skills in practices teaching 2. Understand and apply models of teaching in practices teaching 	<ol style="list-style-type: none"> 1. Guided personal work 2. Demonstration 	<ol style="list-style-type: none"> 1. Observation 2. Observation and reflection
BED421	General Pedagogy	<ol style="list-style-type: none"> 1. Acquire the skills of methods, models, maxims etc. 2. Apply the skills in the practices lesson. 	<ol style="list-style-type: none"> 1. Guided personal work 2. Demonstration 	<ol style="list-style-type: none"> 1. Observation 2. Observation and reflection

Course		Learning outcome (at course level) Students...	Learning and Teaching Strategies	Assessment Strategies
Course Code	Course Name			
Semester V				
BED 501	Environmental Education	<ol style="list-style-type: none"> 1. Create awareness about environmental changes 2. Acquire knowledge regarding protect and improve environment. 	<ol style="list-style-type: none"> 1. Exploratory method 2. Field visits and case studies 	<ol style="list-style-type: none"> 1. Tutorial and paper pencil test 2. Work diary
BED511	Assessment & Evaluation in Education	<ol style="list-style-type: none"> 1. Understand the concept of Assessment & Evaluation 2. Understand cognitive, affective, conative domain's assessment for Learning 3. Construct assessment tools, and its implementation, interpretation of data, reporting of student's performance 	<ol style="list-style-type: none"> 1. Lecture 2. Lecture cum demonstration 3. Workshop 	<ol style="list-style-type: none"> 1. Paper pencil 2. Tutorial 3. Report writing
BED512	Psychology of Learner & Learning Theory-I	<ol style="list-style-type: none"> 1. Understand the concept of learning 2. Describe different method and learning 3. Develop idea of learning as construction of knowledge 4. Discover and distinguish different theories of learning 	<ol style="list-style-type: none"> 1. Lecture 2. Debate and Discussion 3. Workshop 4. Elaboration and Comparative studies 	<ol style="list-style-type: none"> 1. Paper pencil 2. Report on Reflection 3. Report 4. Presentation of exploratory report
BED531	Teaching Competency III	<ol style="list-style-type: none"> 1. Acquire teaching skills in school classroom 2. Understand and apply teaching skills in school classroom 	<ol style="list-style-type: none"> 3. Practical Work 4. Demonstration 	<ol style="list-style-type: none"> 3. Observation and Reflection on practice 4. Observation and reflection
BED532	Understanding Self	<ol style="list-style-type: none"> 1. Develop an understanding of self as a person 2. Develop an understanding of self as a teacher 3. Engage himself/herself in continuous self-reflection 4. Get a holistic understanding about himself/herself 5. Become an integrated personality 	<ol style="list-style-type: none"> 1. Lecture 2. Lecture cum discussion 3. Guided Personal analytic work 4. Guided Personal analytic work 5. Synthesis of competence 	<ol style="list-style-type: none"> 1. Paper pencil test 2. Paper pencil test 3. Reflection on self 4. Reflection on self 5. Report on Synthesis
BED541	ICT(Web)	<ol style="list-style-type: none"> 1. Explain the concept of web 2. Use collaborative learning task while taking demo lesson 3. Deploy ICT in interactive mode. 	<ol style="list-style-type: none"> 1. Demonstration cum discussion 2. Cooperative Learning methodology 3. Laboratory Work 	<ol style="list-style-type: none"> 1. Presentation of work 2. Observation 3. Practical Report-Journal
Semester VI				
BED612	Psychology of Learner & Learning Theory-II	<ol style="list-style-type: none"> 1. Explain the theories of learning and constructivism 2. Adopt the idea of learning as construction of knowledge 3. Identify the educational needs of diverse learners 	<ol style="list-style-type: none"> 1. One Exploratory Session 2. Group discussion 3. Inquiry learning 4. Discovery learning 5. Brainstorming session 	<ol style="list-style-type: none"> 1. Paper pencil test 2. Tutorial 3. Project 4. Report writing 5. Group Discussion 6. Quiz

Course		Learning outcome (at course level) Students...	Learning and Teaching Strategies	Assessment Strategies
Course Code	Course Name			
Semester VI				
BED621	Pedagogy of Physical Sciences	<ol style="list-style-type: none"> 1. Preservice teacher adequate the study of curriculum of physical science. 2. Understand the Meaning and writing of Learning objectives. 3. Adopt suitable method approaches of teaching science. 4. Understand and study the scientific attitude 5. Understand the Meaning and principles curriculum. 6. Develop an understanding of different methods and techniques of teaching physical science. 	<ol style="list-style-type: none"> 1. Question answer Method 2. Lecture 3. Discussion 4. Problem solving 5. Group work 6. Explanation 	<ol style="list-style-type: none"> 1. Oral test 2. Tutorial 3. Group discussion 4. Paper pencil test 5. Poster presentation 6. Mind Map
BED622	Pedagogy of Chemical Sciences	<ol style="list-style-type: none"> 1. Define modern Concepts in physical Chemistry Viz. Thermochemistry, Enthalpy, Bond Energy 1. Classify and compute various forms of energies 2. Compare Exergonic & Endergonic reactions, strong moderate weak electrolytes. 3. Apply the response of Equilibria to various conditions, solubility product principal to compute degree of dissociation. 4. Estimate hydrolysis and pH for different salts 5. Discuss Applications of solubility and solubility products 	<ol style="list-style-type: none"> 1. Use of Power Point Presentation 2. Discussion 3. Explanation 4. Problem solving 5. Group work 6. Problem identification, finding out the solution, application of knowledge 7. Cooperative learning 	<ol style="list-style-type: none"> 1. Assignment 2. Group discussion (Rubric) 3. Paper –pencil test 4. Worksheet 5. Poster presentation 6. Oral test MCQs
BED623	Pedagogy of Mathematical Sciences	<ol style="list-style-type: none"> 1. Explain aim and objectives of teaching mathematics 2. Define Instructional Objectives 3. Describe writing instructional objectives according to the blooms modified taxonomy of educational objectives with reference to Secondary School Syllabus 4. Correlate the mathematics with other subject. 5. Develop the value in present context utilitarian, disciplinary, cultural, social, moral, vocational, aesthetic and recreational values 6. Explain Nature, scope and characteristics of mathematics 	<ol style="list-style-type: none"> 1. Explanation 2. Group Discussion 3. Chart presentation 4. power point presentation 5. visualization 6. Participate and discuss 7. Observe, modify and re-modified 8. Teamwork 9. Cooperative learning 	<ol style="list-style-type: none"> 1. Paper pencil test 2. Tutorial 3. Assignments 4. Seminar 5. Open book test
Semester VI				
BED641	E-learning & Educational Development	<ol style="list-style-type: none"> 1. Understand the Use of ICT for inclusive classroom 2. create educational material by using E-learning for educational materials 	<ol style="list-style-type: none"> 1. Demonstration cum discussion 2. Cooperative Learning methodology 3. Laboratory Work 	<ol style="list-style-type: none"> 1. Presentation of work 2. Observation 3. Practical Report-Journal

STRUCTURE OF THE PROGRAMME

Course		Learning outcome (at course level) Students...	Learning and Teaching Strategies	Assessment Strategies
Course Code	Course Name			
BED631	Teaching Competency IV	<ol style="list-style-type: none"> 1. Acquire the teaching of experienced school teachers. 2. Develop lesson plan under the guidance of the school teachers 3. Realize the co-curricular and extracurricular activities organized in the school 4. Assist the school teachers in her/his day to day work. 	<ol style="list-style-type: none"> 1. Model presentation of lesson. 2. Demonstration method 3. Workshop 	<ol style="list-style-type: none"> 1. Presentation of work in group 2. Observation skills 3. Practical work 4. Hands on experience
Semester VII				
BED701	Inclusive Education	<ol style="list-style-type: none"> 1. Explain the concept of Inclusive education. 2. Identify types of disability and instruction strategies 		
BED731	Teaching Competency V	<ol style="list-style-type: none"> 1. Develop lesson plan and conduct lesson. 2. Plan of evaluation. 3. Acquire the information records maintain by the school 4. Conduct organization of co –curricular/extracurricular activities. 5. Observe peer while conducting lectures. 6. Observe other school activities/program. 	<ol style="list-style-type: none"> 4. Model presentation of lesson. 5. Demonstration method 6. Workshop 	<ol style="list-style-type: none"> 5. Presentation of work in group 6. Observation skills 7. Practical work 8. Hands on experience
BED741	Theatre, Arts Heritage, Tradition	<ol style="list-style-type: none"> 1. Explain the basic characteristic of different techniques medium and its practical applications. 2. Develop required aesthetic skills for required activates. 	<ol style="list-style-type: none"> 1. Performance 2. Practices. 3. Learning by doing 4. Hands on Experience 	<ol style="list-style-type: none"> 1. Group Performance 2. Curricular and Extra Curricular activity
Semester VIII				
BED801	Guidance & Counselling	<ol style="list-style-type: none"> 1. Acquire the guidance in school. 2. Acquire the counseling in school. 	<ol style="list-style-type: none"> 1. Lecture 2. Lecture cum discussion 3. Guided Personal analytic work 4. Guided Personal analytic work 5. Synthesis of competence 	<ol style="list-style-type: none"> 1. Paper pencil test 2. Paper pencil test 3. Reflection on self 4. Reflection on self 5. Report on Synthesis
Semester VIII				
BED811	Secondary Education	<ol style="list-style-type: none"> 1. Adequate the secondary education policy and planning. 2. Adequate development of secondary education 	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Exploratory learning 4. Self-regulated learning 5. Critical thinking 	<ol style="list-style-type: none"> 1. Assignment 2. Presentation

Course		Learning outcome (at course level) Students...	Learning and Teaching Strategies	Assessment Strategies
Course Code	Course Name			
BED812	Curriculum Development	<ol style="list-style-type: none"> 1. Explains meaning and concept of curriculum 2. Explain the process of curriculum development 	<ol style="list-style-type: none"> 1. Discussion 2. Lecture 3. Inductive deductive 4. Critical thinking 5. Analytical reasoning 	<ol style="list-style-type: none"> 1. Assignment 2. Presentation
BED813	Quality & Management of Secondary Education	<ol style="list-style-type: none"> 1. Adequate management in secondary education 2. Describe quality management in secondary education 	<ol style="list-style-type: none"> 6. Lecture 7. Discussion 8. Exploratory learning 9. Self-regulated learning 10. Critical thinking 	<ol style="list-style-type: none"> 3. Assignment 4. Presentation
BED842	Entrepreneurship	<ol style="list-style-type: none"> 1. Acquire basics of entrepreneurship. 2. Explain the characteristics of Entrepreneurship 3. Understand development of entrepreneurial ventures in education 4. Acquire the concept of entrepreneurship 	<ol style="list-style-type: none"> 1. Lecture and discussion method 2. Presentation and discussion method 3. Project 4. Lecture 5. Inductive reasoning 6. Deductive reasoning 	<ol style="list-style-type: none"> 1. Presentation 2. Project work

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Length of the programme and student workload

- Length of the programme: 4 years/ 8 semesters/ 48 months/ 208 weeks.
- 1 Credit is for 30 hours, 15 contact hours in the classroom and 15 independent hours of the student (Home Hours)
- The number of hours for each unit and course is already indicated in the detailed prescribed syllabi.

Number of hours for each course is given hereunder:

Table 5

Course		Type of Paper	Contact Hours		Credits	Proposed Home hours	Total Workload (Hrs)	ECTS Credits (1 Credit= 30 Hrs)
Sr. No.	Paper Code and Paper Title		Per Semester	Per Week				
B.Sc. B.Ed. (Integrated) (Year I) (Semester I) New Pattern 2019-20								
1.	BED111 Understanding of Education and its Perspectives	Theory	15	01	01	15	30	1
1.	BED141 Indian constitution & human rights	Theory	15	01	01	15	30	1
B.Sc. B.Ed. (Integrated) (Year I) (Semester II)								
2.	BED241 ICT for teaching & learning I	Practical	15	01	01	15	30	1
3.	BED242 Yoga I	practical	15	01	01	15	30	1
B.Sc. B.Ed. (Integrated) (Year II) (Semester III)								
4.	BED341 ICT for teaching and learning II	Practical	15	01	01	15	30	1

LENGTH OF THE PROGRAMME AND STUDENT WORKLOAD

Course		Type of Paper	Contact Hours		Credits	Proposed Home hours	Total Workload (Hrs)	ECTS Credits (1 Credit= 30 Hrs)
Sr. No.	Paper Code and Paper Title		Per Semester	Per Week				
5.	BED 342 Yoga II	Theory	30	02	02	30	60	2
6.	BED331 Teaching Competency I	Practical	15	01	01	15	30	1
B.Sc. B.Ed. (Integrated) (Year II) (Semester IV)								
7.	BED411 Childhood & Growing Up	Theory	30	02	02	30	60	2
8.	BED421 General Pedagogy	Theory	30	02	02	30	60	2
9.	BED431 Competency II	Practical	30	02	02	30	60	2
10.	BED442 Yoga III	Practical	15	01	01	15	30	1
B.Sc. B.Ed. (Integrated) (Year III) (Semester V)								
11.	BED501 Environmental Education	Theory	30	02	02	30	60	2
12.	BED511 Assessment & Evaluation In Education	Theory	30	02	02	30	60	2
13.	BED512 Psychology Of Learner & Learning Theories I	Theory	30	02	02	30	60	2
14.	BED531 Teaching Competency III	Practical	60	04	04	60	120	4
15.	BED532 Understanding Self	Practical	30	02	02	30	60	2
16.	BED541 ICT(WEB)	Practical	15	01	01	15	30	1
B.Sc. B.Ed. (Integrated) T.Y B.Sc.B.Ed. (Year III) (Semester VI)								
17.	BED601 Creative & Critical Thinking	Theory	30	02	02	30	60	2
18.	BED611 Basic Research	Theory	30	02	02	30	60	2
19.	BED612 Psychology of Learner & Learning Theory II	Theory	30	02	02	30	60	2
20.	BED621 Pedagogy of Physical Sciences	Theory	60	04	04	60	120	4

LENGTH OF THE PROGRAMME AND STUDENT WORKLOAD

Course		Type of Paper	Contact Hours		Credits	Proposed Home hours	Total Workload (Hrs)	ECTS Credits (1 Credit= 30 Hrs)
Sr. No.	Paper Code and Paper Title		Per Semester	Per Week				
21.	BED622 Pedagogy of Chemical Science	Theory	60	04	04	60	120	4
22.	BED623 Pedagogy of Mathematical Sciences	Theory	60	04	04	60	120	4
23.	BED Pedagogy of Biological Science	Theory	60	04	04	60	120	4
24.	BED 631 Teaching Competency IV	Practical	60	04	04	60	120	4
25.	BED641 E-Learning & Educational Development	Practical	15	01	01	15	30	1
B.Sc. B.Ed. (Integrated) B.Sc.B.Ed. (Year IV) (Semester VII)								
26.	BED701 Inclusive Education	Theory	30	02	02	30	60	2
27.	BED741 Theatre, Arts Heritage, Tradition	Practical	30	02	02	30	60	2
28.	BED731 Teaching Competency V	Practical	120	08	08	120	240	8
B.Sc. B.Ed. (Integrated) B.Sc.B.Ed. (Year IV) (Semester VIII)								
29.	BED801 Guidance & Counselling	Theory	30	02	02	30	60	2
30.	BED811 Secondary Education	Theory	30	02	02	30	60	2
31.	BED812 Curriculum Development	Theory	30	02	02	30	60	2
32.	BED813 Quality & Management of Secondary Education	Theory	30	02	02	30	60	2
33.	BED841 Language & Communication	Theory	30	02	02	30	60	2
34.	BED842 Entrepreneurship	Practical	30	02	02	30	60	2

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Overall consistency of the programme

Table No 6

Year	Semester	Course	Course Title	Competences Covered
1	1.	BED111	Understanding of Education and its Perspectives	C1.
		BED101	English- I	C1
		BED141	Indian constitution & human rights	C10
	2.	BED 202	German I	C1
		BED241	ICT for teaching & learning I	C1
		BED242	Yoga I	C3
2	3.	BED 301	English -II	C1
		BED331	Teaching Competency	C1
		BED341	ICT for teaching and learning II	C1, C6
		BED 342	Yoga II	C1, C3
	4	BED411	Childhood & Growing Up	C2, C3
		BED421	General Pedagogy	C1, C6, C7 ,C8, C11, C14
		BED431	Competency II	C1
		BED442	Yoga III	C3
3	5	EDU-501	Environmental Education	C2
		BED511	Assessment & Evaluation in Education	C7, C8
		BED512	Psychology of Learner & Learning Theories I	C3
		BED531	Teaching Competency III	C1, C6
		BED532	Understanding Self	C3, C12
		BED541	ICT(WEB)	C1
	6	BED601	Creative & Critical Thinking	C3
		BED611	Basic Research	C7, C8,C11
		BED612	Psychology of Learner & Learning Theory II	C3
		BED621	Pedagogy of Physical Sciences	C1, C6
		BED622	Pedagogy of Chemical Science	C1, C6
		BED623	Pedagogy of Mathematical Sciences	C1, C6
		BED624	Pedagogy of Biological Sciences	C1, C2
		BED 631	Teaching Competency IV	C1, C6, C7
		BED641	E-Learning & Educational Development	C1

Year	Semester	Course	Course Title	Competences Covered
4	7	BED701	Inclusive Education	C3, C14, C15
		BED731	Teaching Competency V	C1, C6, C7, C8, C10, C12, C13, C15.
		BED741	Theatre, Arts Heritage, Tradition	C3, C13
	8	BED801	Guidance & Counselling	C2, C3
		BED811	Secondary Education	C4
		BED812	Curriculum Development	C4
		BED813	Quality & Management of Secondary Education	C4, C5
		BED841	Language & Communication	C2, C13
BED842	Entrepreneurship	C2, C3, C4, C9		

- The correlation matrix of PLO and CLO is presented in the table 7. The PLOs and CLOs are described in annexure 1 and 2 respectively.
- More information will be provided in the annexure later.

Table No 7

PLOs	CLOs covering the PLOs	Total number of CLOs covered
PLO1	CLO1, CLO2, CLO3, CLO4, CLO6, CLO11, CLO12, CL13, CLO14, CLO15.CLO16, CLO19, CLO20,CL21,CLO22,CLO23, CLO24, CLO25, CLO26, CLO27, CLO28, CLO30, CLO31, CLO36, CLO37, CLO38, CLO 39 CLO51, CLO52, CLO56, CLO57, CLO66, CLO67,CLO 68,CLO69, CLO70,CLO71 ,CLO72, CLO73, CLO74, CLO75, CLO76, CLO77, CLO76, CLO78, CLO79, CLO80, CLO81, CLO82, CLO83, CLO84, CLO85, CLO86, CLO87, CLO88, CLO89, CLO90, CLO91, CLO92, CLO93, CLO94, CLO97, CLO98, CLO99, CLO100, CLO101, CLO102	68
PLO2	CLO33, CLO42, CLO43, CLO105,CLO106,CLO113	06
PLO3	CLO17, CLO18, CLO30, CLO31, CLO32, CLO33, CLO34, CLO35, CLO40, CLO41, CLO47, CLO48, CLO49, CLO50, CLO53, CLO54,CLO59,CLO60, CLO63, CLO64, CLO65, CLO95,CLO96, CLO103, CLO104, CLO105, CLO106, CLO115, CLO116, CLO17,CLO18	30
PLO4	CLO107, CLO108, CLO109, CLO110, CLO11 CLO112, CLO115, CLO116	08
PLO5	CLO111 CLO112, CLO117, CLO118,	04
PLO6	CLO27, CLO28, CLO029, CLO38, CLO51, CLO52, CLO58, CLO66, CLO67, CLO68, CLO69, CLO70, CLO71, CLO72, CLO73, CLO74, CLO75, CLO76, CLO77, CLO78, CLO79, CLO80, CLO81, CLO82, CLO83, CLO84, CLO85, CLO86, CLO87, CLO88, CLO89, CLO90, CLO91, CLO92, CLO97, CLO98	36
PLO7	CLO44, CLO45, CLO46, CLO61, CLO90, CLO98	06
PLO8	CLO44, CLO45, CLO46, CLO61, CLO62	05
PLO9	CLO61, CLO62	02

OVERALL CONSISTENCY OF THE PROGRAMME

PLOs	CLOs covering the PLOs	Total number of CLOs covered
PLO10	CLO101,CLO102,,CLO118,	03
PLO11	CLO7, CLO8CLO9, CLO10, CLO36, CLO37, CLO61, CLO62	07
PLO12	CLO54, CLO55, CLO99	03
PLO13	CLO92, CLO101, CLO102, CLO103, CLO104, CLO113, CLO114	07
PLO14	CLO95, CLO96	02
PLO15	CLO95, CLO96, CLO97, CLO99, CLO102	05

Table No. 8

Subject	Competencies/Course Learning Outcomes	C 1	C 2	C 3	C 4	C 5	C 6	C 7		C 8	C 9	C 10	C 11	C 12	C 13	C 14
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15
BED111 Understanding of Education and its Perspectives	CLO 1	X														
	CLO2	X														
	CLO3	X														
	CLO4	X														
BED101 English- I	CLO5	X														
	CLO6	X														
BED141 Indian constitution & human rights	CLO7											X				
	CLO8											X				
	CLO9											X				
	CLO10											X				
BED 202 German I	CLO11	X														
	CLO12	X														
BED241 ICT for teaching & learning I	CLO13	X														
	CLO14	X														
	CLO15	X														
	CLO16	X														
BED242 Yoga I	CLO17			X												
	CLO18			X												
BED 301 English -II	CLO19	X														
	CLO20	X														
BED331 Teaching Competency I	CLO21	X														
	CLO22	X														
	CLO23	X														
	CLO24	X														
	CLO25	X														
	CLO26	X														
BED341 ICT for teaching and learning II	CLO27	X					X									
	CLO28	X					X									
	CLO29						X									
BED 342 Yoga II	CLO30	X		X												
	CLO31	X		X												

OVERALL CONSISTENCY OF THE PROGRAMME

Subject	Competencies/Course Learning Outcomes	C 1	C 2	C 3	C 4	C 5	C 6	C 7		C 8	C 9	C 10	C 11	C 12	C 13	C 14
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15
BED411 Childhood & Growing Up	CLO32			X												
	CLO33		X	X												
	CLO34			X												
	CLO35			X												
BED421 General Pedagogy	CLO36	X									X					
	CLO37	X									X					
BED431 Competency II	CLO38	X														
	CLO39	X														
BED442 Yoga III	CLO40			X												
	CLO41			X												
BED501 Environmental Education	CLO42		X													
	CLO43		X													
BED511 Assessment & Evaluation in Education	CLO 44							X	X							
	CLO 45							X	X							
	CLO 46							X	X							
BED512 Psychology of Learner & Learning Theories I	CLO 47			X												
	CLO 48			X												
	CLO 49			X												
	CLO 50			X												
BED531 Teaching Competency III	CLO 51	X					X									
	CLO 52	X					X									
BED532 Understanding Self	CLO 53			X												
	CLO 54			X								X				
	CLO 55											X				
BED541 ICT(WEB)	CLO 56	X														
	CLO 57	X														
	CLO 58						X									
BED601 Creative & Critical Thinking	CLO 59			X												
	CLO 60			X												
BED611 Basic Research	CLO61							X	X	X		X				
	CLO62								X	X		X				

OVERALL CONSISTENCY OF THE PROGRAMME

Subject	Competencies/Course Learning Outcomes	C 1	C 2	C 3	C 4	C 5	C 6	C 7		C 8	C 9	C 10	C 11	C 12	C 13	C 14
Course Learning Outcomes	CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15
BED612 Psychology of Learner & Learning Theory II	CLO 63			X												
	CLO 64			X												
	CLO65			X												
BED621 Pedagogy of Physical Sciences	CLO 66	X					X									
	CLO 67	X					X									
	CLO 68	X					X									
	CLO 69	X					X									
	CLO 70	X					X									
	CLO 71	X					X									
BED622 Pedagogy of Chemical Science	CLO72	X					X									
	CLO 73	X					X									
	CLO 74	X					X									
	CLO 75	X					X									
	CLO 76	X					X									
	CLO 77	X					X									
BED623 Pedagogy of Mathematical Sciences	CLO 78	X					X									
	CLO 79	X					X									
	CLO 80	X					X									
	CLO 81	X					X									
	CLO 82	X					X									
	CLO 83	X					X									
BED624 Pedagogy of Biological Sciences	CLO 84	X					X									
	CLO 85	X					X									
	CLO 86	X					X									
	CLO 87	X					X									
	CLO 88	X					X									
BED 631 Teaching Competency IV	CLO89	X					X									
	CLO90	X					X	X								
	CLO91	X					X									
	CLO92	X					X							X		

OVERALL CONSISTENCY OF THE PROGRAMME

Subject	Competencies/Course Learning Outcomes	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	C 10	C 11	C 12	C 13	C 14	
Course Learning Outcomes	CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15
BED641 E-Learning & Educational Development	CLO 93	X														
	CLO 94	X														
BED701 Inclusive Education	CLO 95			X											X	X
	CLO96			X											X	X
BED731 Teaching Competency V	CLO97	X					X									X
	CLO98	X					X	X	X							
	CLO99	X										X				X
	CLO100	X														
	CLO101	X									X			X		
	CLO102	X									X			X		X
BED741 Theatre, Arts Heritage, Tradition	CLO103			X										X		
	CLO104			X										X		
BED801 Guidance & Counselling	CLO105		X	X												
	CLO106		X	X												
BED811 Secondary Education	CLO107				X											
	CLO108				X											
BED812 Curriculum Development	CLO109				X											
	CLO110				X											
BED813 Quality & Management of Secondary Education	CLO111				X	X										
	CLO112				X	X										
BED841 Language & Communication	CLO113		X											X		
	CLO114													X		
BED842 Entrepreneurship	CLO115			X	X											
	CLO116			X	X											
	CLO117			X		X										
	CLO118			X		X					X					

“x” Denotes yes outcomes of the course

9

Internal Quality Control/Enhancement

The Department of Education and Extension is the department under School of Education in Savitribai Phule Pune University. Instead of Department system, now Savitribai Phule Pune University has adapted school system. Therefore, School of Education has Internal Quality Assurance Cell (IQAC). In IQAC, Director of School is Chairman and all heads of the department are members of the IQAC. The feedback mechanism is prepared by the IQAC. Every year we will have get feedback from all the stakeholders of the department like students, parents, teachers, employers and recruiters. The analysis will put in the School meeting and according to department all the feedback analysis will send to HOD and who will put it in the departmental committee (DC).

Departmental Committee will take necessary action on the analysis of the collected feedback. Whatever suggestion will come in front of the faculty, we will make action democratically. Because we have departmental committee (DC), in DC, we will have academic discussion and unanimously decision is taken and implemented in the field. The unit level and programme level quality control procedures will be coordinated through the assessment and evaluation of the programme based on PLO and CLO.

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Other Relevant Aspects

The Curricula of B.Sc. B.Ed. programme offered by the University is structured and designed as per the guidelines of National Curriculum Framework for Teacher Education-2010 (NCFTE-2010) and National Council for Teacher Education, New Delhi. Every Four Year the department of education and extension of the university gets the curricula of the courses approved by the Board of Studies (BOS) in Education which is further approved by the Academic Council and finally by the Management Council. Besides, the course coordinator wants to make changes any time in their courses, who can prepare note and present in the School Committee and gets approval for further action.

11

Example of Students' Learning Guide

B.Sc.B.Ed.

Students' Learning Guide

Course: Understanding of Education and its Perspectives
1st Year B.Sc.B.Ed, First Semester, 2019-2020
Course Code: BED 111

Instructor: Dr. Vaibhav Jadhav

Department of Education and Extension,
Savitribai Phule Pune University, Pune, Maharashtra

Table of contents

1. INTRODUCTION TO THE SUBJECT
2. STUDENT WORK PLAN
3. ASSESSMENT / EVALUATION SYSTEM

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1. Introduction to the Course: Understanding of Education and its Perspectives-BED111

Instructor's Detail: **Dr. Vaibhav Jadhav Department of Education and Extension, Savitribai Phule Pune University, Pune, Maharashtra**

Email: vaibhavjadhav07@hotmail.com

Class hours: Monday, Tuesday, Wednesday, Time: 11 a.m. to 12 p.m.

Contribution to Degree Profile

The subject 'Understanding of Education and Its Perspectives' covers wide range of topics that familiarizes pre-service teachers with perspective of education. This subject is very important for this course as it clarify concept, meaning and overall understanding and perspectives of education. Pre-service teachers get acquainted with various educational policy of education. Pre-service teachers get thorough understanding of structure of education system in India, starting from Early Childhood education to University level education. The course enables pre-service teachers to describe philosophical, sociological and global perspectives in education. With this course pre-service teachers acquaint communication skills which are very important and helpful during actual classroom teaching learning process.

Identifications and description of the competencies to be developed in this course

The ULO's identified from Step 1 to 10 are

ULO 1 Pre-service teacher explain aim, objectives and functions of education.

ULO 2 Pre-service teacher draw inference from educational policy of India and identify the structure of levels of education.

ULO 3 Pre-service teacher demonstrates competencies and acquire communication skills

ULO 4 Pre-service teacher criticizes philosophical, sociological and global perspective of education.

Competencies developed through this course

Generic Competence

1. Ability of lifelong learning with the help of different concepts.

Specific Competence

1. Ability to apply knowledge of educational policy
2. Effective communication during teaching learning process
3. Knowledge and understanding of perspectives of education

2. Student Work Plan

Competence	Contents	Learning cycle stage	Teaching/learning activity and the resources used	Work time (Inside the classroom)	Work time (Outside the classroom)	Date for completion or submission
<p>Specific Competence: Knowledge and understanding of perspectives of education</p> <p>Generic Competence: Ability of lifelong learning with the help of different concepts.</p>	<p>UNIT 1: Understanding of Education</p> <p>1.1. Education - Concept, Definition, Aim & Objectives</p> <p>1.2. Education – Principles & Types, Agencies of Education</p> <p>1.3. Different Learner-Role of education</p> <p>1.4. Educational Policy of Education</p> <p>1.5. Structure of Education - Early Childhood & Elementary, Primary, Sec. & higher Secondary & college & University Level Education</p>	Conceptualization and understanding	<p>Teacher Activity</p> <ol style="list-style-type: none"> Orientation on the framework of syllabus within 20 to 25 minutes, the session is interactive as pre-service teachers are allowed to raise queries related to the course. For example: Pre-service teachers asks questions on syllabus or assignments Lecture (PPT presentation) Seminar Workshop <p>Supporting Docs</p> <p>Text reading:</p> <p>Agarwal, J.S., (2002). Philosophical and Sociological Perspectives on Education. Shipra publications, Delhi.</p> <p>Walia J.S. Principal and methods of Education</p> <p>Rai B.C – Theory of Education - Sociological and Philosophical bases of Education.</p> <p>Chobhe Dr. S. P. and Akhilesh - Philosophical and Sociological foundation of Education.</p> <p>Bhatia Kamala and Bhatia - Baldev - The Philosophical and Sociological foundation of Education.</p> <p>Gaind D.N. and Sharma R. P. - Education Theories and Modern Trends.</p> <p>Rai B.C - Theory of Education - Philosophical and Sociological bases of Education.</p> <p>S.S. Mathur - A Sociological approach to Indian Education. NCERT - The Teacher and Education in Emerging Indian Society</p> <p>Toffler Alwin - The future shock</p>	7 Lectures 1 Hour each = 7 Hours	—	

Competence	Contents	Learning cycle stage	Teaching/learning activity and the resources used	Work time (Inside the classroom)	Work time (Outside the classroom)	Date for completion or submission
		Reflection and Experimentation	<p>Presentation of the Course:</p> <ol style="list-style-type: none"> Programme and Student Learning Guide Explanation of the Generic and Specific Competences, teaching learning activities, explaining to the students about the in-semester examination and end-semester examination assessment and resources applied. <p>Student Activity:</p> <ol style="list-style-type: none"> Pre-service teachers have to undergo various assignments technique that include; <p>Group Activity for student: paper pencil tests, Group Discussion,</p> <p>Individual Activity for student: Practical, Written assignment, PPT Presentation, etc.</p>	6 Activity ½ Hours each = 3 Hours		Completion of the course: October 2021 Submission Deadline: December 2021

Competence	Contents	Learning cycle stage	Teaching/learning activity and the resources used	Work time (Inside the classroom)	Work time (Outside the classroom)	Date for completion or submission
		Assessment and Analysis	<p>Pre-service teachers' ability and knowledge acquisition about the course is assessed by various means which give ideas about their understanding, knowledge and skills acquired by this course.</p> <p>For example Pre-service teachers participate in Seminar and present PPT on a given topic and reflect their own understanding and knowledge about the topic</p> <p>Formative Assessment: In class discussion Group work Weekly Quiz Writing Assignments</p> <p>Summative Assessment: Exams Projects Essays PPT Presentation</p>			During the Course
<p>Specific Competence: Effective communication during teaching learning process</p> <p>Generic Competence: Ability of lifelong learning with the help of different concepts.</p>	<p>Unit 2: Perspectives of Education</p> <p>1.1.Perspectives Philosophical</p> <p>1.2.Perspectives Sociological</p> <p>1.3.Global Perspectives</p> <p>1.4.Communication-Meaning &Definitions, Types, Need & Importance</p>	Concrete and Thinking	<p>Teacher Activity: Classroom instruction and Discussion :</p> <p>Student Activity Pre-service teachers actively participate in classroom lectures and discuss the topic as the sessions are interactive, they are given opportunity to reflect and share the knowledge acquired by them.</p>	7 Lectures 1 Hour each = 7 Hours		After completion of the Course

Competence	Contents	Learning cycle stage	Teaching/learning activity and the resources used	Work time (Inside the classroom)	Work time (Outside the classroom)	Date for completion or submission
		Conceptualization	<p>Teacher Activity: Teacher's lecture: Pre-service teachers are provided with list of references that are easily assessable in library or at various reliable online platform, the presentation of the topics are in such a way that pre-service teachers are able to clarify the concept</p> <p>Supporting Docs: Text reading: Agarwal, J.S., (2002). Philosophical and Sociological Perspectives on Education. Shipra publications, Delhi. Walia J.S. Principal and methods of Education Rai B.C – Theory of Education - Sociological and Philosophical bases of Education. Chobhe Dr. S. P. and Akhilesh - Philosophical and Sociological foundation of Education. Bhatia Kamala and Bhatia - Baldev - The Philosophical and Sociological foundation of Education. Gaind D.N. and Sharma R. P. - Education Theories and Modern Trends. Rai B.C - Theory of Education - Philosophical and Sociological bases of Education. S.S. Mathur - A Sociological approach to Indian Education. NCERT - The Teacher and Education in Emerging Indian Society</p> <ul style="list-style-type: none"> • Toffler Alwin - The future shock 	6 Activity ½ Hour each = 3 Hours		<p>Completion of the course: October 2021 Submission Deadline: December 2021</p>

Competence	Contents	Learning cycle stage	Teaching/learning activity and the resources used	Work time (Inside the classroom)	Work time (Outside the classroom)	Date for completion or submission
		Assessment and Feedback	<p>Assessment is very important as it gives us clear understanding of what is pre-service takeaway from this Unit. The practicality of the Unit is more important because pre-service teachers are future teachers and they must be well equipped with specification related to education and its perspectives.</p> <p>Formative Assessment :</p> <p>Home Assignments Observation Reflection Journals Questions and Answers session</p> <p>Feedback</p> <p>After checking the assignment Observation report for each student Remarks on journal Positive and reflective feedback for answers</p> <p>Summative Assessment :</p> <p>Final Examinations Projects Research Reports Term Papers Feedback: Final Report Projects Evaluation sheet Research Evaluation sheet Written feedback on term paper</p>		—	
		Evaluation and Critical Analysis	<ul style="list-style-type: none"> • Summarization • Classroom Discussion, interaction • Seminar presentation 			Finish by third week.

3. Summary of distribution of time in this course

Hours and activities inside the class		Inside the class	Total hours
Lectures	14 1 Hour each = 14 Hours	15	20
Activities	12 ½ Hours each = 6 Hours		
Hours and activities outside the class		Outside the class	
Individual Reading and Study	05	20	
Individual work for the activities	05		
Team work for the activities	05		
Preparation for the exam	05		

4. Assessment/scheme of evaluation

Competences	Participation	Works and practices	Exams
<p>Generic Competence: Ability of lifelong learning with the help of different concepts. (5%)</p> <p>Learning Outcomes: Pre-service teacher explain aim, objectives and functions of education.</p>	Lectures, Interaction Debates, Research, Brainstorming Sessions 5%	Work 1: Tutorials Work 2: Paper Pencil Test Work 3: Group Discussion Work 4: Seminar 5%	In-semester and End-semester examination 15%
<p>Specific Competence: 1. Ability to apply knowledge of educational policy 2. Effective communication during teaching learning process 3. Knowledge and understanding of perspectives of education</p> <p>Learning Outcomes: Pre-service teacher draw inference from educational policy of India and identify the structure of levels of education.</p>	Open Book Exam Group Discussion, PPT Presentation 5%	Work 1: Assignments Work 2: Paper Pencil Test Work 3: Library Work Work 4: Oral Exam 15%	In-semester and End-semester examination 5%
<p>Specific Competence: 1. Ability to apply knowledge of educational policy 2. Effective communication during teaching learning process 3. Knowledge and understanding of perspectives of education</p> <p>Learning Outcomes: 1. Pre-service teacher explain aim, objectives and functions of education. 2. Pre-service teacher draw inference from educational policy of India and identify the structure of levels of education. 3. Pre-service teacher demonstrates competencies and acquire communication skills 4. Pre-service teacher criticizes philosophical, sociological and global perspective of education.</p>	Seminar Presentation, Workshop 5%	Work 1: Tutorials Work 2: Paper Pencil Test Work 3: Group Discussion Work 4: Open Book Exam 15%	In-semester and End-semester examination 10%

Competences	Participation	Works and practices	Exams
<p>Specific Competence:</p> <ol style="list-style-type: none"> 1. Ability to apply knowledge of educational policy 2. Effective communication during teaching learning process 3. Knowledge and understanding of perspectives of education <p>Learning Outcomes:</p> <p>ULO 2 Pre-service teacher draw inference from educational policy of India and identify the structure of levels of education.</p>	<p>Research related activity, Written Assignments 5%</p>	<p>Work 1: Tutorials Work 2: Paper Pencil Test Work 3: Group Assignment Work 4: Group Presentation 5%</p>	<p>In-semester and End-semester examination 10 %</p>
TOTAL: 100%	20%	40%	40%

Generic competences gc-1	Practices	Evaluation (in %)
1. Ability of lifelong learning with the help of different concepts.	<p>Work 1: Tutorials Work 2: Paper Pencil Test Work 3 : PPT Presentation</p>	40 %

Specific competences (sc 1)	Practices	Evaluation
1. Ability to apply knowledge of educational policy	<p>Work 1: Tutorials Work 2: Paper Pencil Test Work 3 : PPT Presentation Work 4: Viva Voce</p>	20 %

Specific competences (sc 2)	Practices	Evaluation
2. Effective communication during teaching learning process	<p>Work 1: Tutorials Work 2: Longish Term Paper Pencil Test Work 3 : Group Work Work 4: Oral Exam</p>	20 %

Specific competences (sc 3)	Practices	Evaluation
3. Knowledge and understanding of perspectives of education	<p>Work 1: Tutorials Work 2: Assignments Work 3 : Written test Work 4: Viva Voce</p>	20 %

Ordinary call

Ordinary call: the final grade will be the weighted sum of the scores obtained on the following components:

1. In-semester examination: $30^* = 30\%$
2. End semester examination: $70^* = 70\%$

Extraordinary call

For the Extraordinary call the same criteria will apply.

Conditions

Attendance is compulsory. Penalties will be implemented if students fail to attend less than 75% of the attendance. Students failing to comply from the condition will be detained from sitting in the Semester End term examination.

Annexes

Annexure 1

S. No.	Competence	Generic/ Specific	POs No.	Programme Learning Outcome	Course Learning Outcome
1	HAVE MASTERY OVER THE SUBJECT(S) THEY WILL BE TEACHING (C1)	Specific	PLO 1	1. Select suitable pedagogical knowledge to transact the content in the classroom	<p>CLO1-Enlist and elaborates aim, objectives and functions of education CLO2- Draw inference from educational policy of India CLO3-Demonstrate competencies and acquire communication skills CLO6- Develop the aesthetics sense of the English literature CLO11- Acquire the proficiency in language CLO12- use various level of German languages CLO13 - Explain the meaning and nature of ICT CLO14 - Identify the use of ICT according to learning theories CLO15 - Use the concept of technologies in different situations CLO16 - Acquire different types of resources while teaching & learning. CLO19- Acquire the proficiency in language CLO20 - Develop the aesthetics sense of the English literature CLO21 - Write induction CLO22 - Explain different stimulus variation CLO23- Compose different types of question CLO24 - Use demonstration method CLO25 - Explain narration subject topic CLO26 - Write black board carefully, recommend reading CLO27- Use the concept of multimedia according to learning situations. CLO28 - Identify different types of e- content and e- resources. CLO30 - Identify root cause of stress & adapt yogic skills to reduce stress CLO31 - Demonstrate asana and pranayama CLO36 - Demonstrate asana and pranayama CLO37 - Apply the skills in the practices lesson CLO38 - Acquire team teaching skills in practices teaching CLO39 - Understand and apply Models of teaching in practices teaching CLO51 - Acquire teaching skills in school classroom CLO52 - Understand and apply teaching skills in school classroom CLO56 - Explain the concept of web CLO57 - Use collaborative learning task while taking demo lesson CLO66 - Adequate the study of curriculum of physical science. CLO67 - Understand the Meaning and writing of Learning objectives CLO70 - Understand the Meaning and principles curriculum</p>

S. No.	Competence	Generic/ Specific	POs No.	Programme Learning Outcome	Course Learning Outcome
					CLO71 - Develop an understanding of different methods and techniques of teaching physical science CLO72 - Define modern Concepts in physical Chemistry Viz. Thermochemistry, Enthalpy, Bond Energy CLO73 - Classify and compute various forms of energies CLO74 - Compare Exergonic & Endergonic reactions, strong moderate weak electrolyte CLO75 - Apply the response of Equilibria to various conditions, solubility product principal to compute degree of dissociation CLO76- Estimate hydrolysis and pH for different salts CLO77 - Discuss Applications of solubility and solubility products CLO78 - Explain aim and objectives of teaching mathematics. CLO79 - Define Instructional Objectives CLO80 - Describe writing instructional objectives according to the blooms modified taxonomy of educational objectives with reference to Secondary School Syllabus CLO81 - Correlate the mathematics with other subject. CLO82 - Develop the value in present context utilitarian, disciplinary, cultural, social, moral vocational aesthetic and recreational values CLO83 - Explain Nature, scope and characteristics of mathematics CLO84 - Explain the place of biology in school curriculum CLO85 - Relate pedagogical content knowledge with biological teaching CLO86 - Relate objectives of teaching biology with the development of thinking & process skill CLO 87 - Compare various approaches to teaching learning process CLO88- Implies laboratory apparatus to handles in utilization of resources CLO89 - Acquire the teaching of experienced school teachers CLO90 - Develop lesson plan under the guidance of the school teachers CLO91 - Realize the co-curricular and extracurricular activities organized in the school CLO92 - Assist the school teachers in her/his day to day work. CLO93 - Use the ICT for inclusive classroom CLO94 - Create educational material by using E-learning for educational materials CLO95 - Explain the concept of Inclusive education. CLO96 - Identify types of disability and instruction strategies. CLO97 - Develop lesson plan and conduct lesson. CLO98 - Develop plan of evaluation.

S. No.	Competence	Generic/ Specific	POs No.	Programme Learning Outcome	Course Learning Outcome
					CLO99 -Acquire the information records maintain by the school CLO100 - Conduct organization of co –curricular /extracurricular activities. CLO 101 - Observe peer while conducting lectures. CLO 102 - Observe other school activities/programme.
2	INVOLVE PARENTS IN CHILD'S EDUCATION (C2)	Specific	PLO 2	1.Establish the relationship between parents and socio-cultural background of the learner.	CLO33- Identify the individual differences among learners CLO42 - Create awareness about environmental changes CLO43 - Acquire knowledge regarding protect and improve environment CLO105 - Acquire the guidance in school. CLO106 - Acquire the counselling in school. CLO113 - Acquire the proficiency in language
3	BE A REFLECTIVE PRACTITIONER (C3)	Generic	PLO 3	1. Analyses of the teaching leaning situation in order to develop as a reflective practitioner	CLO17- Categorize yoga asana CLO18 - adapt basic yoga skills CLO30 - Identify root cause of stress & adapt yogic skills to reduce stress CLO31 - Demonstrate asana and pranayama CLO32 - Explain the growth and development of the learner and discuss its importance in the teaching learning process with special reference to adolescent stage CLO33 - Identify the individual differences among learners CLO34 - Describe political, social and cultural dimension along growing up CLO35 - Elaborate the impact of mass communication media on childhood and growing up CLO40 - Adapt the Yoga skills. CLO41 - Develop skills of yoga CLO47 - Understand the concept of learning CLO48 - Describe different method and learning CLO49 - Develop idea of learning as construction of knowledge CLO50 - Discover and distinguish different theories of learning CLO53 - Develop an understanding of self as a person CLO54 - Develop an understanding of self as a teacher CLO59 - Explain meaning of creative thinking. CLO60 - Apply Strategies that they can to foster both creative and critical thinking CLO63 - Explain the theories of learning and constructivism. CLO64 - Adopt the idea of learning as construction of knowledge CLO65 - Identify the educational needs of diverse learners CLO95 - Explain the concept of Inclusive education. CLO96 - Identify types of disability and instruction strategies.

S. No.	Competence	Generic/ Specific	POs No.	Programme Learning Outcome	Course Learning Outcome
					CLO103 - Explain the basic characteristic of different techniques medium and its practical applications CLO104 - Develop required aesthetic skills for required activates. CLO105 - Acquire the guidance in school. CLO106 - Acquire the counseling in school. CLO115 - Acquire basics of entrepreneurship. CLO116 - Explain the characteristics of Entrepreneurship CLO117 - Aware about growth and development of enterpreurial ventures in education CLO118 - Acquire the concept of entrepreneurship
4	DEMONSTRATE LEADERSHIP QUALITIES (C4)	Generic	PLO 4	1. Initiate steps to develop leadership skills among leaners.	CLO107 - Adequate the secondary education policy and planning. CLO108 - Adequate development of secondary education CLO109 - Explains meaning and concept of curriculum CLO110 - Explain the process of curriculum development CLO111 - Adequate management in secondary education CLO112 - Describe quality management in secondary education CLO115 - Acquire basics of entrepreneurship. CLO116 - Explain the characteristics of Entrepreneurship
5.	ABILITY TO MANAGE CRISES EFFECTIVELY (C5)	Generic	PLO 5	1. Manage the crisis in and outside of class-room during any real-life situation.	CLO111 - Adequate management in secondary education CLO112 - Describe quality management in secondary education CLO117 - Aware about growth and development of enterpreurial ventures in education CLO118 - Acquire the concept of entrepreneurship
6	PREPARE LESSON PLANS (& EXECUTE THEM EFFEC-TIVELY) (C6)	Specific	PLO 6	1. Apply appropriate teaching techniques, methods, approaches, maxims, strategies and devices to achieve the desire learning outcomes.	CLO27 - Use the concept of multimedia according to learning situations. CLO28 - Identify different types of e- content and e- resources. CLO29 - Understand the use of technology supported learning situations CLO38 - Acquire team teaching skills in practices teaching CLO51 - Acquire teaching skills in school classroom CLO52 - Understand and apply teaching skills in school classroom CLO58 - Deploy ICT in interactive mode. CLO66 - Adequate the study of curriculum of physical science. CLO67 - Understand the Meaning and writing of Learning objectives CLO68 - Adopt suitable method approaches of teaching science CLO69 - Understand and study the scientific attitude CLO70 - Understand the Meaning and principles curriculum CLO71 - Develop an understanding of different methods and techniques of teaching physical science

S. No.	Competence	Generic/ Specific	PLOs No.	Programme Learning Outcome	Course Learning Outcome
					CLO72 - Define modern Concepts in physical Chemistry Viz. Thermochemistry, Enthalpy, Bond Energy CLO73 - Classify and compute various forms of energies CLO74 - Compare Exergonic & Endergonic reactions, strong moderate weak electrolyte CLO75 - Apply the response of Equilibria to various conditions, solubility product principal to compute degree of dissociation CLO76 - Estimate hydrolysis and pH for different salts CLO77 - Discuss Applications of solubility and solubility products CLO78 - Explain aim and objectives of teaching mathematics. CLO79 - Define Instructional Objectives CLO80 - Describe writing instructional objectives according to the blooms modified taxonomy of educational objectives with reference to Secondary School Syllabus CLO81 - Correlate the mathematics with other subject. CLO82 - Develop the value in present context utilitarian, disciplinary, cultural, social, moral, vocational, aesthetic and recreational values CLO83 - Explain Nature, scope and characteristics of mathematics CLO84 - Explain the place of biology in school curriculum CLO85 - Relate pedagogical content knowledge with biological teaching CLO86 - Relate objectives of teaching biology with the development of thinking & process skill CLO87 - Compare various approaches to teaching learning process CLO88 - Implies laboratory apparatus to handles in utilization of resources CLO89 - Acquire the teaching of experienced school teachers CLO90 - Develop lesson plan under the guidance of the school teachers CLO91 - Realize the co-curricular and extracurricular activities organized in the school CLO92 - Assist the school teachers in her/his day to day work. CLO97 - Develop lesson plan and conduct lesson. CLO 98 - Develop plan of evaluation.

S. No.	Competence	Generic/ Specific	POs No.	Programme Learning Outcome	Course Learning Outcome
7	ABILITY TO USE A VARIETY OF ASSESSMENT TOOLS FOR BOTH FORMATIVE AND SUMMATIVE ASSESSMENT (C7)	Specific	PLO 7	1. Design assessment tools to measure the learning outcomes	CLO44 - Understand the concept of Assessment & Evaluation CLO45 - Understand cognitive, affective, conative domain's assessment for Learning CLO46 - Construct assessment tools, and its implementation, interpretation of data, reporting of student's performance CLO61- Explain the concept of educational research. CLO90 - Develop lesson plan under the guidance of the school teachers CLO98 - Develop plan of evaluation.
			PLO 8	2. Analyze the data gather from administer tools in order to enhance the teaching learning process	CLO44 - Understand the concept of Assessment & Evaluation CLO45 - Understand cognitive, affective, conative domain's assessment for Learning CLO46 - Construct assessment tools, and its implementation, interpretation of data, reporting of student's performance CLO61 - Explain the concept of educational research. CLO62 - Do research in educational filed
8	ABILITY TO DO RESEARCH (C8)	Generic	PLO 9	1. Conduct the action research for enhancing the effectiveness of teaching learning process.	CLO61 - Explain the concept of educational research. CLO62 - Do research in educational filed
9	ABILITY TO WORK INDEPENDENTLY IN A PROFESSIONAL MANNER (C10)	Generic	PLO 10	1. Develop the professional capabilities among the learner for working as an individual or in a group.	CLO101 - Observe peer while conducting lectures. CLO102 - Observe other school activities/programme. CLO118 - Acquire the concept of entrepreneurship
10	ADHERE TO ETHICAL PRINCIPLES (C11)	Generic	PLO 11	1. Value ethical practices in the workplace for develop as institute of national importance.	CLO7 - Define and enlist the nature and core values of constitution. CLO8 - Develop awareness and respect for Indian constitution. CLO9 - Explain and outline constitution provision regarding human rights CLO10 - Relate and appreciate history of development of human rights. CLO36 - Acquire the skills of methods, models, maxims etc CLO37 - Apply the skills in the practices lesson CLO61 - Explain the concept of educational research. CLO62 - Do research in educational filed

S. No.	Competence	Generic/ Specific	POs No.	Programme Learning Outcome	Course Learning Outcome
11	PRACTICE PROFESSIONALISM (C12)	Generic	PLO 12	1. Apply constructive feedback from colleagues to improve professional knowledge and practices	CLO54 - Develop an understanding of self as a teacher CLO55 - Engage himself/herself in continuous self-reflection CLO99 - Acquire the information records maintain by the school
12	FACILITATE STUDENTS' PARTICIPATION IN CO-CURRICULAR ACTIVITIES (C13)	Specific	PLO 13	1. Organize activities and events to emphasis on team work.	CLO92 - Assist the school teachers in her/his day to day work. CLO101 - Observe peer while conducting lectures. CLO102 - Observe other school activities/programme. CLO103 - Explain the basic characteristic of different techniques medium and its practical applications CLO104 - Develop required aesthetic skills for required activates. CLO113 - Acquire the proficiency in language CLO114 - Develop the aesthetics sense of the English literature
13	APPRECIATE AND RESPECT DIVERSITY & MULTICULTURALISM (C14)	Generic	PLO 14	1. Apply methods for catering to diversity in the classroom situation.	CLO95 - Explain the concept of Inclusive education.. CLO96 - Identify types of disability and instruction strategies.
14	EXPOSE THE STUDENTS TO INTERNATIONAL/GLOBAL TRENDS (C15)	Specific	PLO 15	1. Organize the events and activities for learner to understand the global trends and become global teacher.	CLO96 - Explain the concept of Inclusive education.. CLO96 - Identify types of disability and instruction strategies. CLO97 - Develop lesson plan and conduct lesson. CLO99 - Acquire the information records maintain by the school CLO102 - Observe other school activities/programme.

Annexure 2

Course		CLOs No.	Learning outcome (at course level)
Course Code	Course Title		
BED111	Understanding of Education and its Perspectives	CLO 1	1. Enlist and elaborates aim, objectives and functions of education
		CLO 2	2. Draw inference from educational policy of India
		CLO 3	3. Demonstrate competencies and acquire communication skills
		CLO4	4. Defend and criticize philosophical and sociological perspective of education
BED101	English- I	CLO5	1. Acquire the proficiency in language
		CLO6	2. Develop the aesthetics sense of the English literature
BED141	Indian Constitution & Human Rights	CLO 7	1. Define and enlist the nature and core values of constitution.
		CLO 8	2. Develop awareness and respect for Indian constitution.
		CLO 9	3. Explain and outline constitution provision regarding human rights
		CLO 10	4. Relate and appreciate history of development of human rights.
BED202	German I	CLO 11	1. Acquire the proficiency in language
		CLO 12	2. use various level of German languages
BED241	ICT for Teaching learning- I	CLO 13	1. Explain the meaning and nature of ICT
		CLO 14	2. Identify the use of ICT according to learning theories
		CLO 15	3. Use the concept of technologies in different situations
		CLO16	4. Acquire different types of resources while teaching & learning.
BED242	Yoga I	CLO 17	1. Categorize yoga asana
		CLO 18	2. adapt basic yoga skills
BED301	English - II	CLO 19	1. Acquire the proficiency in language
		CLO 20	2. Develop the aesthetics sense of the English literature
BED331	Teaching Competency I	CLO 21	1. Write induction
		CLO 22	2. Explain different stimulus variation
		CLO 23	3. Compose different types of question
		CLO 24	4. Use demonstration method
		CLO 25	5. Explain narration subject topic
		CLO 26	6. Write black board carefully, recommend reading
BED341	ICT for Teaching learning II	CLO 27	1. Use the concept of multimedia according to learning situations.
		CLO 28	2. Identify different types of e- content and e- resources.
		CLO 29	3. Understand the use of technology supported learning situations
BED 342	Yoga II	CLO 30	1. Identify root cause of stress & adapt yogic skills to reduce stress
		CLO 31	2. Demonstrate asana and pranayama

Course		CLOs No.	Learning outcome (at course level)
Course Code	Course Title		
BED411	Childhood & Growing Up	CLO 32	1. Explain the growth and development of the learner and discuss its importance in the teaching learning process with special reference to adolescent stage
		CLO 33	2. Identify the individual differences among learners
		CLO 34	3. Describe political, social and cultural dimension along growing up
		CLO 35	4. Elaborate the impact of mass communication media on childhood and growing up
BED421	General Pedagogy	CLO 36	1. Acquire the skills of methods, models, maxims etc
		CLO 37	2. Apply the skills in the practices lesson
BED431	Teaching Competency II	CLO 38	1. Acquire team teaching skills in practices teaching
		CLO 39	2. Understand and apply Models of teaching in practices teaching
BED442	Yoga III	CLO 40	1. Adapt the Yoga skills.
		CLO41	2. Develop skills of yoga
BED 501	Environmental Education	CLO 42	1. Create awareness about environmental changes
		CLO 43	2. Acquire knowledge regarding protect and improve environment
BED511	Assessment & Evaluation in Education	CLO 44	1. Understand the concept of Assessment & Evaluation
		CLO 45	2. Understand cognitive, affective, conative domain's assessment for Learning
		CLO 46	3. Construct assessment tools, and its implementation, interpretation of data, reporting of student's performance
BED512	Psychology of Learner & Learning Theory-I	CLO 47	1. Understand the concept of learning
		CLO 48	2. Describe different method and learning
		CLO 49	3. Develop idea of learning as construction of knowledge
		CLO 50	4. Discover and distinguish different theories of learning
BED531	Teaching Competency III	CLO 51	1. Acquire teaching skills in school classroom
		CLO 52	2. Understand and apply teaching skills in school classroom
BED532	Understanding Self	CLO 53	1. Develop an understanding of self as a person
		CLO 54	2. Develop an understanding of self as a teacher
		CLO 55	3. Engage himself/herself in continuous self-reflection
BED541	ICT(Web)	CLO 56	1. Explain the concept of web
		CLO 57	2. Use collaborative learning task while taking demo lesson
		CLO 58	3. Deploy ICT in interactive mode.
BED601	Creative & Critical Thinking	CLO 59	1. Explain meaning of creative thinking.
		CLO 60	2. Apply Strategies that they can to foster both creative and critical thinking
BED611	Basic Research	CLO 61	1. Explain the concept of educational research.
		CLO 62	2. Do research in educational filed

Course		CLOs No.	Learning outcome (at course level)
Course Code	Course Title		
BED612	Psychology of Learner & Learning Theory-II	CLO 63	1. Explain the theories of learning and constructivism
		CLO 64	2. Adopt the idea of learning as construction of knowledge
		CLO 65	3. Identify the educational needs of diverse learners
BED621	Pedagogy of Physical Sciences	CLO 66	1. Adequate the study of curriculum of physical science.
		CLO 67	2. Understand the Meaning and writing of Learning objectives
		CLO 68	3. Adopt suitable method approaches of teaching science
		CLO 69	4. Understand and study the scientific attitude
		CLO 70	5. Understand the Meaning and principles curriculum
		CLO 71	6. Develop an understanding of different methods and techniques of teaching physical science
BED622	Pedagogy of Chemical Sciences	CLO 72	1. Define modern Concepts in physical Chemistry Viz. Thermochemistry, Enthalpy, Bond Energy
		CLO 73	2. Classify and compute various forms of energies
		CLO 74	3. Compare Exergonic & Endergonic reactions, strong moderate weak electrolyte
		CLO 75	4. Apply the response of Equilibria to various conditions, solubility product principal to compute degree of dissociation
		CLO 76	5. Estimate hydrolysis and pH for different salts
		CLO 77	6. Discuss Applications of solubility and solubility products
BED623	Pedagogy of Mathematical Sciences	CLO 78	1. Explain aim and objectives of teaching mathematics
		CLO 79	2. Define Instructional Objectives
		CLO 80	3. Describe writing instructional objectives according to the blooms modified taxonomy of educational objectives with reference to Secondary School Syllabus
		CLO 81	4. Correlate the mathematics with other subject.
		CLO 82	5. Develop the value in present context utilitarian, disciplinary, cultural, social, moral vocational aesthetic and recreational values
		CLO 83	6. Explain Nature, scope and characteristics of mathematics
BED624	Pedagogy of Biological Sciences	CLO 84	1. Explain the place of biology in school curriculum
		CLO 85	2. Relate pedagogical content knowledge with biological teaching
		CLO 86	3. Relate objectives of teaching biology with the development of thinking & process skill
		CLO 87	4. Compare various approaches to teaching learning process
		CLO 88	5. Imply laboratory apparatus to handle in utilization of resources
BED631	Teaching Competency IV	CLO 89	1. Acquire the teaching of experienced school teachers
		CLO 90	2. Develop lesson plan under the guidance of the school teachers
		CLO 91	3. Realize the co-curricular and extracurricular activities organized in the school
		CLO 92	4. Assist the school teachers in her/his day to day work.

Course		CLOs No.	Learning outcome (at course level)
Course Code	Course Title		
BED641	E-learning & Educational Development	CLO 93	1. Use the ICT for inclusive classroom
		CLO 94	2. Create educational material by using E-learning for educational materials
BED701	Inclusive Education	CLO 95	1. Explain the concept of Inclusive education.
		CLO 96	2. Identify types of disability and instruction strategies
BED731	Teaching Competency V	CLO 97	1. Develop lesson plan and conduct lesson.
		CLO 98	2. Develop plan of evaluation.
		CLO 99	3. Acquire the information records maintain by the school
		CLO100	4. Conduct organization of co –curricular /extracurricular activities.
		CLO 101	5. Observe peer while conducting lectures.
		CLO 102	6. Observe other school activities/programme.
BED741	Theatre, Arts Heritage, Tradition	CLO 103	1. Explain the basic characteristic of different techniques medium and its practical applications
		CLO 104	2. Develop required aesthetic skills for required activates.
BED801	Guidance & Counselling	CLO 105	1. Acquire the guidance in school.
		CLO 106	2. Acquire the counseling in school.
BED811	Secondary Education	CLO 107	1. Adequate the secondary education policy and planning.
		CLO 108	2. Adequate development of secondary education
BED812	Curriculum Development	CLO 109	1. Explains meaning and concept of curriculum
		CLO 110	2. Explain the process of curriculum development
BED813	Quality & Management of Secondary Education	CLO 111	1. Adequate management in secondary education
		CLO 112	2. Describe quality management in secondary education
BED841	Language & Communication	CLO 113	1. Acquire the proficiency in language
		CLO 114	2. Develop the aesthetics sense of the English literature
BED842	Entrepreneurship	CLO 115	1. Acquire basics of entrepreneurship.
		CLO 116	2. Explain the characteristics of Entrepreneurship
		CLO 117	3. Aware about growth and development of enterpreurial ventures in education
		CLO 118	4. Acquire the concept of entrepreneurship

