

Bangalore City University

RAJAJINAGAR COLLEGE OF EDUCATION

KTSV Sangha, Rajajinagar, Bangalore 560010



Programme Outcome/Programme Specific Outcome/Course Outcome of B.Ed. (Bachelor of Education):

Affiliated To Bangalore City University Bangalore

Rajajinagar College of Education KTSV Sangha, Rajajinagar, Bangalore 560010 is NAAC accredited The College runs teacher training courses on B.Ed. for catering the needs of qualified and competent teachers in India which is duly recognized by NCTE (National Council for Teacher Education) and affiliated to Bengaluru City University Bengaluru.

Various outcomes of B.Ed. programme can be depicted in the following manner.

Programme Outcome of B.Ed. (Bachelor of Education):

On successful completion of the two-year B.Ed. programme,

The prospective Teacher Educator will get the opportunity to excel in the field of education with multiple skills. It prepares the individual to introspect into the nature of educational problems and generate diversified knowledge with dynamic educational plans and policies. They shall be dedicated and motivated towards continuous learning with a clear vision and mission.

- To help students discover and appreciate their unique vocation in society.
- To create a learning environment which integrates theory and practice
- To nurture, in particular, the values of peace, justice, equality and fraternity.
- To enable students to understand and cater to the needs of a diverse student population.
- To encourage students to become catalysts of social transformation
- To revitalise education through collaboration with different organisations and universities
- To provide prospective teachers with a stimulating and catalytic environment that is both futuristic in outlook and holistic in perspective for the achievement of excellence.

- To provide theoretical knowledge interwoven with a repertoire of pedagogical practices, hands-on teaching experience and the inclusion of technology as a teaching and learning tool.
- To draw out latent talents and creativity through varied co-curricular programmes.

Programme Specific Outcome of B.Ed. (Bachelor of Education):

In terms of programme specific context of Bachelor of Education, the outcomes are as follows.

Outcome 1 Curriculum and Planning:

- Students will apply their knowledge of core content and pedagogy to set goals and objectives for learning based on state and national standards and local curriculum, and design instruction that engages students in meaningful learning.

Outcome 2 The Learner and the Learning Environment:

- Students will demonstrate their understanding of cognitive, affective, and psychomotor domains, and other characteristics of their diverse learners, and create an environment of respect, rapport, collaboration and a culture for learning.

Outcome 3 Teaching:

- Students will design and deliver meaningful learning experiences for all students by integrating their knowledge of content, pedagogy, the learner and the learning environment by engaging in the reflective instructional cycle of planning, instruction, feedback and assessment.

Outcome 4 Professional Responsibilities for Self-Renewal:

- Students will demonstrate their commitment to continuous self-improvement by engaging in collaboration, reflective practice, and research to enhance their teaching skills.

Outcome 5 Professional Responsibilities for School and Community:

- Students will demonstrate leadership by participating in the implementation of the vision and mission of the institute, strategic planning/continuous improvement, curriculum initiatives, student support and management systems; and demonstrate a commitment to ethical and equitable behaviour.

Outcome 6 Professional Responsibilities for Technology in Education:

- Students will model and apply the National Educational Technology Standards for Teachers (NETS-T) as they design, implement, and assess learning experiences by engaging students through creative and innovative endeavours.

Outcome 7 Culturally Responsive Teaching Practice:

- Students will engage in culturally responsive and inclusive teaching practice to help all students regardless of their language, culture, race, geographic location, special needs, or poverty and facilitate learning through collaboration among teachers and students, developing students' competence and potential.

Outcome 8 Effective Communication:

- Students use effective and appropriate verbal, nonverbal, written, and media communication techniques in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community.

Outcome 9 Professional Dispositions:

- Students will demonstrate a disposition of professionalism, efficiency, and integrity in their teaching and interactions with students, colleagues, parents, and the community.

Course Outcome of B.Ed. (Bachelor of Education):

- Preparing an individual as a Teacher Educator with a reflective outlook by articulating the emerging challenges is the core of B.Ed. course.
- Use enriching content and pedagogical knowledge to inform their teaching
- Develop relevant, rigorous, and developmentally appropriate curricula based on emerging trends and research.
- Modify curriculum and instruction based on the individual needs of their diverse learner population.
- Use appropriate assessment tools and techniques to assess their students' learning and their own teaching to inform future planning and teaching.
- Attend to the social, psychological, and civic development of their students.
- Work respectfully and collaboratively with colleagues and community to ensure quality education for all.

The course specific outcomes of B.Ed. are as follows.

Semester-I Course-HC1: CHILDHOOD AND GROWING UP

After completion of the course student teachers will:

- Understand children of different ages by interacting and observing them in diverse social, economic and cultural context
- Understand study of childhood, child development and adolescence.
- Understand learning as divergent process.
- Understand the role of the family and the school in the child's development.
- Get awareness about the importance of healthy living and preventing disease.

Course-HC2: EDUCATION IN CONTEMPORARY INDIA

After completion of the course student teachers will:

- Understand the meaning and importance of various concepts of education and its types
- Understand the meaning of philosophy and its relationship with Education
- Understand the influence of various schools of philosophical thoughts on Education
- Understand the meaning and importance of sociology of education
- Recognise the agencies of socialization
- Identify the relationship of education with culture and its role.
- Appreciate the role of education in social change and social mobility
- Develop the relationship between Education and economic development
- Understand teaching and its techniques
- Understand teaching in the context of modernization

Course-HC3: DEVELOPMENT AND MANAGEMENT IN SCHOOL EDUCATION

After completion of the course student teachers will:

- Understand primary, secondary, Higher Secondary.
- Understand structure of educational administration at the state level.
- Recognize status of secondary education in post independent India.
- Identify challenges and strategies related to imparting quality education at the secondary stage.
- Understand importance and status of open school, distance education and types of school.
- Develop managerial skills required in schools
- Develop and insist Total Quality Management in schools
- Appreciate features of Indian constitution and the policies of education
- Understand the management of school education by Government and Private Agencies.

Course-HC4 Gender, School and Society.

- Develop understanding on gender related concepts and issues.
- Develop understanding on gender discriminations in different spheres of women's life.
- Understanding the prevailing gender discriminations in school environment, class room, curriculum, pedagogy, peer group and teachers in school education.
- Develop insight on the social and education movements on women education and gender equality in India.
- Understand the initiatives, legal & other measures taken by the government to promote gender equity and equality.
- Develop ways and means to promote proper gender roles among students.
- Develop ability to conduct bench mark studies on gender issues in school education.
- Understand the concept, process and strategies of women empowerment.
- Promote knowledge and skills in developing Scholastic & Co-scholastic activities on gender sensitivity among students.

Course-HC5 ICT IN EDUCATION.

After completion of the course student teachers will:

- Acquire the latest knowledge of Communication technologies
- Acquire the knowledge of different form of educational technology
- Understand the use of programmed instruction
- Learn and use multi-media in teaching-learning process
- Acquaint the skill of using technologies in the process of learning
- Learn to use e-resources in learning school subjects

Course-HC6 LANGUAGE ACROSS THE CURRICULUM.

After completion of the course student teachers will:

- Apply the various elements contributing to effective use of language in teaching.
- Identify the language background of the students and use language effectively for knowledge sharing.
- Apply the theories of language development in linguistic behaviour development of the students.
- Develop linguistic skills essential for competent teacher.
- Analyse and synthesize various aspects of effective use of language in terms of preparing students for examination.
- Infuse in the student-teachers the need and benefits of language across the curriculum Approach.

Course- EPC- I COMMUNICATION SKILL AND EXPOSITORY WRITING.

After completion of the course, student-teacher will:

- Develop capacities of prospective teachers in reading and writing skills by becoming participants in the process of reading and writing.
- Engage students with the reading interactively-individually and in small groups.
- To inculcate the skill of creative writing
- To develop reflective reading and writing skills
- To improve student-teachers proficiency in reading, the content of the subjects

Course- EPC-II UNDERSTANDING SELF, PERSONALITY AND YOGA.

After completion of the course, student-teacher will:

- Acquire knowledge of yoga with the significance of learning yoga exercises
- Develop interest and skills about various methods, strategies of teaching yoga
- Acquire knowledge about using art in teaching learning process
- Prepare various kinds of instructional materials for teaching yoga and art ☐
- Understand the use of technology in teaching art in education ☐
- Developing aesthetic sensibility through art.
- Get practical experience in using art and yoga in education ☐ Enhancing Personality traits through team games

Semester-II

Course-HC7: LEARNING AND TEACHING

After completion of the course student teachers will:

- Develop scientific attitude for the process of teaching & learning.
- Develop understanding about the relationship of cognitive, social and emotional development with learning process.
- Provide an overall view on teaching & learning style and ideas to enhance these activities.
- Introduce student-teachers with teaching skill, component and parameters of effective teaching.

- Develop insight for perfect teaching by with its overall perspectives in detail.
- Introduce psychological tests on learners.

Course-HC8: Assessment of Learning.

- Enable the student to explain and reflect on gender ideology.
- Relationship between education and social change with special reference to modernization and globalization.
- Relationship between concepts and processes of sociology and education.
- Theories and characteristics of sociological analysis and its relation to education.
- Understand and explore the meaning, aims and purposes of education.
- Develop understanding of sociological dimensions of education.
- Expose students to divergent educational thoughts, perspectives and practice, which will help them in creating secure, egalitarian and pedagogically sound learning situations.

Course- SC Part – I: ವಿಷಯಾಧಾರಿತ ಕನ್ನಡ ಭಾಷಾ ಬೋಧನಾ

ಶಾಸ್ತ್ರ

ಉದ್ದೇಶಗಳು: ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಲ್ಲಿ..

1. ಕನ್ನಡದ ವ್ಯಾಕರಣ ಮತ್ತು ಛಂದಸ್ಸಿನ ಮೂಲ ಸ್ವರೂಪ ಹಾಗೂ ನಿಯಮಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಸುವುದು.
2. ಕಲಿಕೆ, ಚಿಂತನೆ, ಸಂವಹನ ಮತ್ತು ಅಧ್ಯಯನದಲ್ಲಿ ಭಾಷೆಯು ವಹಿಸುವ ವಿವಿಧ ರೀತಿಯ ಪಾತ್ರಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುವುದು.
3. ಶಿಕ್ಷಣದಲ್ಲಿ ಮಾತೃಭಾಷೆಯ ಮಹತ್ವ ಮತ್ತು ಶಿಕ್ಷಣ ಮಾಧ್ಯಮದ ಬಗ್ಗೆ ವಿಮರ್ಶಾತ್ಮಕ ಚಿಂತನೆ ಬೆಳೆಸುವುದು.
4. ಭಾಷಾ ಬೋಧನೆಯ ಬಗ್ಗೆ ರಾಷ್ಟ್ರೀಯ ಪಠ್ಯಕ್ರಮಚೌಕಟ್ಟು 2005ರ ಆಶಯಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಂಡು ಅನ್ವಯಿಸುವುದು.
5. ಭಾಷಾ ಬೋಧನೆಯ ಮನೋವೈಜ್ಞಾನಿಕ ನಿಯಮಗಳ ಹಿನ್ನೆಲೆಯನ್ನು ಅರಿಯುವುದು ಹಾಗೂ ಅನ್ವಯಿಸುವುದು.
6. ಮಾತೃಭಾಷಾ ಬೋಧನೆಯ ಗುರಿಗಳು ಮತ್ತು ಬೋಧನಾ ಉದ್ದೇಶಗಳ ವರ್ಗೀಕರಣವನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದು.
7. ಭಾಷೆಯ ಮೂಲ ಕೌಶಲಗಳ ಬೆಳವಣಿಗೆಗೆ ಸೂಕ್ತ ಅಭ್ಯಾಸಗಳು ಮತ್ತು ಪೋಷಣೆಗೆ ಅಗತ್ಯ ಚಟುವಟಿಕೆಗಳ ಬಗ್ಗೆ ತಿಳುವಳಿಕೆಯನ್ನು ವಿಸ್ತರಿಸುವುದು.
8. ಕನ್ನಡ ಭಾಷಾ ಕಲಿಕೆಗೆ ಸೂಕ್ತ ವಿಧಾನಗಳು, ಚಟುವಟಿಕೆಗಳನ್ನು ಅಳವಡಿಸುವ ಕೌಶಲ ಬೆಳೆಸುವುದು.

9. ಗದ್ಯ, ಪದ್ಯ, ವ್ಯಾಕರಣ, ಸಾಹಿತ್ಯ ಹಾಗೂ ನಾಟಕ ಬೋಧನೆಗೆ ಯೋಜನೆ
ವಿನ್ಯಾಸಗೊಳಿಸುವ ಹಾಗೂ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಬೋಧಿಸುವ ಪರಿಣಿತಿ
ಬೆಳೆಸುವುದು.
10. ಭಾಷಾ ಕೌಶಲಗಳ ಕಲಿಕೆ ಹಾಗೂ ಅನ್ವಯಕ್ಕೆ ಸೂಕ್ತ ಸಂರಚನಾತ್ಮಕ
ಚಟುವಟಿಕೆಗಳನ್ನು ರೂಪಿಸಿ ಬಳಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.

Course- SC Part – I: CONTENT AND PEDAGOGY OF ENGLISH

After completion of the course student teachers will:

- To acquire an understanding of the nature and structure of English language and its component skill.
- Acquire the theoretical knowledge of different methods and approaches and apply them in their classroom teaching. To develop core skills and reference skills among them.
- Understands the role and importance of language.
- Appreciate different forms of literature and inculcate the same in students teachers
- Learn and use different aspects of testing and E-evaluation
- Prepare and use different audio-visual aids and e-learning tools and use them in their class room teaching effectively.
- Develop professional competencies among teachers in the making.
- Learn and use different techniques to design language games in teaching vocabulary pronunciation, spelling, grammar and composition.
- Use innovative practices in teaching of English.
- To understand the importance of instructional objectives and taxonomy.
- To design/write a unit plan and lesson plan based on evaluation approach.
- Acquire knowledge of the sound system of English and to familiarize them with the appropriate terminology, to describe the sounds in English.
- Understand need and function of language lab.
- Use multilingualism as a strategy in the classroom situation.
- Understand constructive approach to language teaching and learning.
- To develop an insight into the relationship between curriculum and textbooks

Course- SC Part – I: CONTENT AND PEDAGOGY OF SOCIAL SCIENCE

After completion of the course student teachers will:

- Understand the need of social sciences.
- Develop instructional objectives related to various methods, strategies of teaching social sciences.

- Develop skills in different devices and techniques for teaching social science.
- Develop skills in preparing lesson plans and instructional material for teaching and learning process of social sciences.
- Develop the spirit of civic sense.
- Identify the alternative ways of approaching content organization in social sciences.
- Apply the knowledge of social science in daily life.
- Develop skill in collect and interpret the geographical and social data in the form of table, charts, graphs etc.

Course- SC Part – I: CONTENT AND PEDAGOGY OF MATHEMATICS

After completion of the course student teachers will:

- Sensitize prospective mathematics teachers towards the processes in which mathematics learning takes place in children's mind.
- Appreciate the nature, characteristics and structure of mathematics and its correlation with other areas.
- Understand the processes in mathematics and their importance.
- Analyse the content categories in mathematics and illustrate with examples.
- Develop understanding of the goals, aims and objectives of teaching mathematics at secondary school level.
- develop awareness about the objectives of teaching mathematics at secondary school
- develop understanding and skill in preparing lesson episodes based on Five E model;
- Different approaches, methods, models and techniques of teaching mathematics.
- Develop understanding about collaborative learning and cooperative learning strategies.
- Prepare the prospective mathematics teachers as facilitators for effective learning of mathematics.
- Empower prospective mathematics teachers with ICT enabled skills for facilitating learning of mathematics.

Course- SC Part – I: CONTENT AND PEDADOGY OF BIOLOGICAL SCIENCE

After completion of the course student teachers will:

- Acquire the knowledge of:
 1. Nature and scope of biological science.
 2. Design of annual and unit lesson plan in biological science.
 3. Continuous and comprehensive evaluation in biological science.
- Develop an understanding of:
 1. Objective of teaching biological science in secondary schools.
 2. Approaches and methods of teaching biological science.
 3. Steps and stages of designing lessons.
- Applying the knowledge of:
 1. Importance and features of approaches and methods.
 2. Significance of planning for teaching biological science.
 3. Objectives in teaching Biological Science.
- Develop a skill of:
 1. Conducting experiments to demonstrate biological concepts at secondary school level.
 2. Planning lessons based on various approaches.
 3. Selecting & achieving appropriate objectives in teaching Biological Science.

Course- SC Part – I: CONTENT AND PEDAGOGY OF PHYSICAL SCIENCE

After completion of the course student teachers will:

- Acquire the knowledge and scope of Lower Secondary School Content in Physical Science.
- Understands the nature of physical Science.
- Plan the instructional objectives for the teaching concept
- Adopt suitable method and approaches of teaching
- Plan and design the instruction and evaluation

Course- SC Part – I: CONTENT AND PEDAGOGY OF COMMERCE

Acquire the knowledge of nature and scope of commerce

- Acquire the knowledge of history of commerce

- Develop an appreciation towards the role of commerce in daily life.
- Develop the understanding of aims and objectives of teaching commerce.
- Develop the understanding of the various methods, approaches and techniques of teaching commerce
- To develop an understanding of planning daily lessons and Unit plan.
- Acquire the knowledge of various assessment techniques
- Prepare Unit test and diagnostic test

Course- SC Part – I: CONTENT AND PEDAGOGY OF COMPUTER SCIENCE

After completion of the course student teachers will:

- acquire the knowledge of nature and scope of Computer Science
- acquire the knowledge of history of Computer Science
- Develop an understanding of content of Computer Science at the Secondary School level.
- develop an understanding of aims and objectives of teaching Computer Science
- develop an understanding of the various methods, approaches and techniques of teaching Computer Science
- develop the skill in preparing daily and unit lesson plans using various methods and approaches
- develop the skill in critically analyze the syllabus of secondary school Computer Science curriculum
- develop the appreciation towards the contributions of great personalities who contributed for the development of Computer Science
- develop the appreciation towards the role of Computer Science in daily life

Course- EPC III: ICT APPLICATION

To enable student teachers to:

- Use various ICT resources for teaching
- Develop the skill of using computer
- Interact with wide variety of hardware, software application, devices and tools.
- Use e-resources in learning school subjects.
- Learn and use multimedia in teaching learning process.

Course- EPC IV: FINE ARTS AND THEATRE

After completion of the course, student-teacher will:

- Develop interest and skills about various methods, strategies of teaching Fine arts and drama
- Acquire knowledge about using fine arts and drama in teaching learning process
- Prepare various kinds of instructional materials for teaching drama
- Develop skills of organizing programmes like singing, skits, dance, drama etc.
- Developing aesthetic sensibility through music, dance and drama
- Get practical experience in participating in dance, music and drama.

Semester-III

Course- SC Part – II: ವಿಷಯಾಧಾರಿತ ಕನ್ನಡ ಭಾಷಾ ಬೋಧನಾ

ಶಾಸ್ತ್ರ

ಉದ್ದೇಶಗಳು: ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಲ್ಲಿ..

1. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಉಗಮ ಮತ್ತು ವಿಕಾಸದ ವಿವಿಧ ಘಟ್ಟಗಳು, ಗುಣ ಲಕ್ಷಣಗಳು ಹಾಗೂ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳ ಬಗ್ಗೆ ಒಳನೋಟ ಬೆಳೆಸುವುದು.
2. ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕದ ಮಹತ್ವ, ರಚನೆಯ ಕ್ರಮ ಹಾಗೂ ಪಠ್ಯಪುಸ್ತಕ ಬಳಸುವ ಕೌಶಲ ಮತ್ತು ಪಠ್ಯಪುಸ್ತಕ ವಿಮರ್ಶೆಯ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.
3. ಭಾಷಾ ಅಧ್ಯಾಪಕರಲ್ಲಿರಬೇಕಾದ ಅಪೇಕ್ಷಿತ ಶೈಕ್ಷಣಿಕ ಅರ್ಹತೆಗಳು, ಸಾಹಿತ್ಯ ತಿಳುವಳಿಕೆ ಹಾಗೂ ಬೋಧನಾ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಗಳಿಸಿಕೊಳ್ಳುವುದು.
4. ಭಾಷಾ ಬೋಧನೆ- ಕಲಿಕೆಯಲ್ಲಿ ಕಂಪ್ಯೂಟರ್ ಮತ್ತು ಅಂತರ್ಜಾಲದ ಬಳಕೆಯ ಕೌಶಲವನ್ನು ಬೆಳೆಸುವುದು.
5. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ವಿವಿಧ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳ ತಿಳುವಳಿಕೆಯೊಂದಿಗೆ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಬೋಧಿಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.
6. ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ವಿವಿಧ ಪ್ರಕಾರಗಳು, ಭಾಷೆಯ ಸ್ವರೂಪ ಮತ್ತು ರಚನಾ ಕ್ರಮವನ್ನು ಅರಿಯುವುದು.
7. ಗದ್ಯ ಪದ್ಯ, ಸಾಹಿತ್ಯ ಮತ್ತು ವ್ಯಾಕರಣ ವಿಷಯಗಳನ್ನು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಬೋಧಿಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.
8. ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ನಿರಂತರ-ವ್ಯಾಪಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಕ್ರಿಯೆ ಮತ್ತು ಸಾಧನಗಳಲ್ಲಿ ಪರಿಣಿತಿ ಬೆಳೆಸುವುದು.
9. ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯ ಕಲಿಕೆಗೆ ಪೂರಕ ಚಟುವಟಿಕೆಗಳನ್ನು \ ಸಂಪನ್ಮೂಲಗಳನ್ನು ರೂಪಿಸಿ ಅಳವಡಿಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.
10. ಭಾಷಾ ಬೋಧನೆಯ ಮೌಲ್ಯಮಾಪನದಲ್ಲಿ ಘಟಕ ಪರೀಕ್ಷೆ ರೂಪಿಸಿ ನಿರ್ವಹಿಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.

Course- SC Part – II: CONTENT AND PEDAGOGY OF ENGLISH

After completion of the course student teachers will:

- Acquire an understanding of the nature and structure of English language and its component skill.
- Acquire the theoretical knowledge of different methods and approaches and apply them in their classroom teaching.
- To Develop core skills and reference skills among them.
- Understands the role and importance of language.
- Appreciate different forms of literature and inculcate the same in student teachers
- Learn and use different aspects of testing and E-evaluation
- Prepare and use different audio-visual aids and e-learning tools and use them in their class room teaching effectively.
- Develop professional competencies among teachers in the making.
- Learn and use different techniques to design language games in teaching- vocabulary pronunciation, spelling, grammar and composition.
- Use innovative practices in teaching of English.
- To Understand the importance of instructional objectives and taxonomy.
- To Design/write a unit plan and lesson plan based on evaluation approach.
- Acquire knowledge of the sound system of English and to familiarize them with the appropriate terminology, to describe the sounds in English.
- Understand need and function of language lab.
- Use multilingualism as a strategy in the classroom situation.
- Understand constructive approach to language teaching and learning.
- To Develop an insight into the relationship between curriculum and textbooks

Course- SC Part – II: CONTENT AND PEDAGOGY OF SOCIAL SCIENCE

After completion of the course student teachers will:

- Develop skills in preparing and using of resource material in social sciences
- Acquire knowledge and skills about extended curricular activities
- Prepare various enrichment activities
- Critically analyse the text book and question papers of secondary school social science

Course- SC Part – II: CONTENT AND PEDAGOGY OF MATHEMATICS

After completion of the course student teachers will:

- Revisit the mathematical content of 9th, 10th and 11th STD.
- Critically analyses the present mathematics syllabus on the basis of principles of curriculum organization.
- Realize the need for teaching-learning materials in mathematics.
- Develop skill in selection, preparation and use of teaching-learning materials in mathematics.
- Develop the skill in using mass media in teaching and learning mathematics.
- Critically analyse the present mathematics text books and workbooks.
- Develop understanding of the concept of community and school-based resources and e-resources in mathematics.
- Understand the nature, characteristics and special education of gifted children and slow learners in mathematics.
- Develop skill in planning, conducting and reporting action research in mathematics.
- Analyse the qualities and skills of a mathematics teacher.
- Understand the need for various in-service programs for professional growth of mathematics teachers.
- Develop skill in carrying on reflective practices and assess them.

Course- SC Part – II: CONTENT AND PEDADOGY OF BIOLOGICAL SCIENCE

After completion of the course student teachers will:

- Acquire the knowledge of:
 1. Content of biological science
 2. E-resource in biological science.
 3. non-scholastic activities in Biological Science.
- Develop an understanding of:
 1. Different resources to teach biological science.
 2. Science as a dynamic and expanding body of knowledge.
 3. Different competencies for teaching biological science.
- Applying the knowledge of:
 1. E-resources in teaching biological science.

2. Organization of activities for professional development.
3. Analysing the biological science curriculum of Secondary school.
- Develop a skill of:
 1. Conducting experiments to demonstrate biological concepts at secondary school level.
 2. Setting-up and maintenance of school garden, aquarium, vivarium and terrarium.
 3. Constructing teaching learning materials.

Course- SC Part – II: CONTENT AND PEDAGOGY OF PHYSICAL SCIENCE

After completion of the course student teachers will:

- Acquire the knowledge and scope of Secondary and Higher secondary School Content in Physical Science.
- Utilize the required resources effectively
- Gain the knowledge and skill about organizing various non-scholastic activities
- Acquire the knowledge about different activities to improve professional development/competencies

Course- SC Part – II: CONTENT AND PEDAGOGY OF COMMERCE

After completion of the course student teachers will:

- Develop the skill in preparing and using resources in commerce
- Develop the understanding of the available resources for teaching of commerce
- Develop the understanding of the means for quality improvement in commerce.
- Acquire the knowledge of extended activities in commerce and their organization.
- Develop technological skills in teaching and learning Commerce

Course- SC Part – II: CONTENT AND PEDAGOGY OF COMPUTER SCIENCE

After completion of the course student teachers will:

- acquire the knowledge of extended activities in Computer Science and their organization
- develop the understanding of resources for teaching Computer Science
- develop the understanding of the means for quality improvement in Computer Science instruction
- develop the skill in preparing and using resources in Computer Science
- develop the skill in construction and administering unit tests and diagnostic tests in Computer Science
- develop the skill in organizing extended curricular activities in Computer Science
- develop the skill in preparing special programs for gifted and slow learners
- develop the skill in using multimedia in Computer Science
- develop the skill in critical analysis of the text books and question papers of secondary school Computer Science

Course- HC-09: ACTION RESEARCH

After completion of the course student teachers will:

- To understand the concept and types of research –applied basic and action research.
- Familiarize with the concept of Action research in Education.
- Identify the suitable problems for Action Research.
- Get acquainted with the various steps of conducting action Research.
- Understand and use descriptive statistical techniques in action Research
- Acquire the skills of planning, executing, evaluating and reporting action research.

RESEARCH PROJECT

To enable the teacher trainees:

- To familiarize with the concept of Action Research in Education and the Potential in holds for the improvement in the performance of the school.
- To identify and formulate suitable problems for Action Research.
- To get acquainted with the various steps of conducting Action Research.
- To understand and use descriptive statistical techniques in Action Research
- To acquire the skills of planning executing evaluating and reporting an Action

Semester-IV

Course- HC 10: Education and National Concerns

The student teachers are able to

- Understand the prospective vision of contemporary National Concerns of Education in India.
- Develop insight on importance and strategies of Universalization of Secondary Education.
- Understand the historical backdrop of Universal Declaration of Human Rights.
- Develop sensitivity and skills in conducting appropriate scholastic and co-scholastic activities to promote human rights culture among students.
- Develop insight and strategies about the process of Population and Environmental Education.
- Develop knowledge and skills on the concept, process, ways & means of sustainable development.
- Understand the concepts of HIV/AIDS, clarify the myths and mis-conceptions related to HIV/AIDS.
- Understand the meaning, importance and develop strategies of Peace & Multiculture Education.
- Develop knowledge & skills to promote life skills education among students. 10. Promote understanding and develop pedagogic skills regarding to Adolescence Education.

Course- HC-11: CREATING AN INCLUSIVE SCHOOL

After completion of the course the student teachers will:

- Understand the global and national commitments towards the education of children with diverse needs.
- Develop an understanding of the concept, principles and models of inclusive Education in the context of education for all.
- Identify and address diverse needs of all learners.
- Familiarize with the trends and issues in inclusive education.
- Develop an understanding of the role of facilitators in inclusive education.
- Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools.
- Analyse special education, integrated education, mainstream and inclusive education practices.
- Identify and utilize existing resources for promoting inclusive practice.

Course- HC-12: KNOWLEDGE AND CURRICULUM

After completion of the course, student-teachers will:

- Examine the epistemological and sociological basis of education.
- Discuss the basis of modern child-centered education.
- understand education in relation to modern values like equity and equality, individual
- Opportunity and social justice and dignity.
- Understand social re-constructivist curriculum and role of teacher.
- Understand the epistemological and sociological basis of curriculum development.
- Understand the different types of curriculums with respect to their main orientation and approaches.
- Compare and analyse of the NCF- 2009 with respect to curriculum foundation.
- Analyse the curriculum framework, in the light of learners need and expectations.

OPTIONAL COURSE: GUIDANCE AND COUNSELLING

After completion of the course student teachers will:

- Understand the need and importance of guidance and counselling.
- Familiarize student teachers with types of guidance and counselling.
- Develop awareness among the student teachers about the tools & techniques of guidance.
- Acquaint the student teachers about the guidance and counselling services in the educational institutions.
- Develop counselling skills in the student teachers.
- Develop understanding about the role and professional ethics of the counsellor.

OPTIONAL COURSE: VALUE EDUCATION

After completion of the course student teachers will:

- Understand the various aspects of values and its dimensions.
- Create awareness about the significance of values in human life.
- Create awareness about the value crisis and value conflicts.
- Inculcate the skills in teacher trainees to develop the values among students through various approaches.
- Develop the skill of assessing values using various techniques.

OPTIONAL COURSE: EDUCATION FOR PEACE

After completion of the course student teachers will:

- Understand the concept of peace education.
- Recognize the significance of peace education in national development.
- Examine the relationship between Peace and Education.
- Appreciate the contributions of great educational philosophers.
- Imbibe the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace.