

## **Programme Learning Outcomes (PLOs) Bachelor of Education (B.Ed) Programme**

After the completion of this programme, student-teacher will be able to:

- PLO-1:** Demonstrate proficiency in subject knowledge and its effective transaction using modern pedagogical approaches.
- PLO-2:** Develop competency-based, learner-centered teaching strategies that integrate experiential and activity-based learning.
- PLO-3:** Develop competency-based, learner-centered teaching strategies that integrate experiential and activity-based learning.
- PO-4:** Apply constructivist and interdisciplinary methodologies to enhance conceptual understanding
- PLO-5:** Analyze and implement curriculum frameworks, policy guidelines and emerging educational trends.
- PLO-6:** Develop effective lesson plans and instructional materials keeping in view the diverse learning needs.
- PLO-7:** Develop sensitivity about language diversity in classroom and its role in teaching learning process.
- PLO-8:** Apply a range of assessment techniques, including competency-based evaluations, diagnostic assessments, and alternative assessments.
- PLO-9:** Adapt teaching strategies to cater to learners with diverse abilities, socio-cultural backgrounds, and linguistic variations.
- PLO-10:** Use digital tools like AI, ICT and e-learning platforms for instructional delivery and assessment.
- PLO-11:** Design blended learning models, including flipped classrooms and online learning modules to provide multiple learning opportunities to the students.
- PLO-12:** Uphold ethical teaching practices, democratic values, and professional integrity in educational settings.
- PLO-13:** Conduct action research and classroom-based studies to address educational challenges.
- PLO-14:** Integrate environmental education, life skills, and civic responsibilities into the teaching process.
- PLO-15:** Organize field-based projects and experiential learning activities to connect education with real-life situations.



## **COURSE LEARNING OUTCOMES OF B.ED PROGRAMME**

### **Semester I**

#### **EDUCATIONAL PHILOSOPHY**

**Course code: 5EPHTC0101**

After the completion of the course student-teachers will be able to:

- Demonstrate an understanding of the major philosophical theories and perspectives that inform educational thought and practice.
- Analyze and critically evaluate the implications of different philosophical perspectives on educational policies, practices, and goals.
- Apply philosophical concepts and theories to address contemporary educational issues and challenges.
- Engage in reflective thinking and articulate personal beliefs and values about education, drawing upon philosophical frameworks.
- Explore the historical development of educational philosophies and their impact on educational systems and practices.
- Evaluate the relationship between educational philosophy and broader societal, cultural, and ethical contexts.
- Demonstrate the ability to engage in meaningful dialogue and debate on educational issues from a philosophical perspective.
- Develop analytical and critical thinking skills through the examination of philosophical texts, arguments, and theories.
- Identify and analyze the ethical dimensions of educational decision-making and practice, considering different philosophical perspectives.
- Reflect on the role of the teacher and the learner in educational settings and their implications for pedagogy and curriculum design.
- Apply philosophical principles and frameworks to develop a personal philosophy of education and articulate its implications for teaching and learning.
- Collaborate with peers to explore and discuss diverse educational philosophies, fostering an appreciation for different perspectives and approaches.

### **Semester I**

#### **EDUCATIONAL PSYCHOLOGY**

**COURSE CODE: 5EPSTC0102**

After the completion of the course, student-teachers will be able to:

- Define and explain key concepts, principles, and theories of Educational Psychology and their relevance to teaching and learning.
- Demonstrate an understanding of major learning theories (e.g., Behaviorism, Cognitivism, Constructivism) and apply them to classroom teaching and learning situations.
- Analyze the role of motivation in learning and apply appropriate strategies to foster intrinsic and extrinsic motivation in students.
- Compare and contrast various theories of motivation (e.g., Maslow's Hierarchy of Needs, Self-Determination Theory) and their application in the classroom.
- Design and implement strategies to enhance student motivation, engagement, and academic achievement in diverse learning environments.



- Explain and critically assess different methods of studying human behavior in educational settings, including observation, experiments, case studies, and surveys.
- Identify cognitive, emotional, and environmental factors affecting learning and apply relevant strategies to improve student performance.
- Compare behaviorist, cognitive, and constructivist perspectives on learning and their implications for instructional practices.
- Explain the influence of genetic and environmental factors on intelligence, personality, and learning abilities.
- Analyze the concept of adjustment, its role in student well-being, and strategies for helping students cope with academic and personal challenges.
- Utilize basic statistical tools (e.g., mean, median, standard deviation) to analyze and interpret student performance data.
- Use statistical methods to assess learning outcomes, evaluate instructional effectiveness, and improve teaching strategies.

### Semester I

#### **EDUCATIONAL RESEARCH**

**Course code: 5ERETC0103**

After the completion of the course, student-teachers will be able to:

- Define research and explain its meaning, nature, characteristics, and significance in education.
- Differentiate between basic, applied, and action research.
- Identify the characteristics of various types of research and their role in educational settings.
- Comprehend the meaning, characteristics, and importance of educational research.
- Analyze the scope and essential steps involved in conducting educational research.
- Identify and construct a research problem by selecting, defining, and stating it appropriately.
- Understand the meaning, need, objectives, and importance of reviewing related literature in research.
- Identify various sources and functions of literature review and develop effective reading skills for academic research.
- Define and explain the characteristics and functions of hypotheses in educational research.
- Differentiate between descriptive, experimental, and historical research in terms of meaning, concepts, advantages, and limitations.
- Evaluate the suitability of each research design for different educational research problems.
- Define sampling and explain its meaning, concepts, and importance in research.
- Differentiate between probability and non-probability sampling and their respective types.
- Select appropriate sampling techniques for conducting educational research.

### Semester I

#### **LANGUAGE COMPETENCY AND COMMUNICATION SKILLS**

After completion of this course, student-teachers will be able to:

- Develop language teaching competency.
- Understand the multiple roles of language.



- Analyze the position of language education in India.
- Identify the processes and approaches of language teaching.
- Appreciate language skills for effective communication.

### **Semester I**

#### **EDUCATION IN INDIAN PERSPECTIVE**

**COURSE CODE: 5EIPTC0101**

After completion of this course, student-teachers will be able to:

- Understand the constitutional provisions in regard to the education.
- Comprehend the basics/ fundamentals associated in the discipline of education and in a process to be a teacher from the philosophical prospective.
- Understand the socio cultural realities of the teacher, teaching and the teacher education programme in context of the education from the sociological perspectives.
- Explain the various aspects related to the teacher education in the changing contemporary society.

### **Semester I**

#### **PEDAGOGY OF ENGLISH**

After completion of this course, student-teachers will be able to:

- To understand the nature, role and scope of English language in Indian context as well as in global context.
- To develop competency in verbal and written communication.
- To master linguistic skills.
- To distinguish between verbal and non verbal communication.
- To analyze various approaches and techniques of language teaching.
- To use of e- resources (blogs, e-books, social networking sites).
- To identify and adapt the process of learning resources in language teaching.

### **Semester I**

#### **TEACHING OF HINDI**

After completion of this course, student-teachers will be able to:

- Recall the meaning, importance and nature of language.
- Perform activities like translation, explanation, expansion, mention etc. on the basis of basic understanding of the knowledge gained.
- Acquire knowledge of various linguistic skills such as listening, writing, reading, speech. Effective linguistic skills should prove helpful in employment.
- Analyse the syllabus, curriculum and co-curricular activities.
- Develop creativity and intellectual thinking skills.
- Prepare low cost teaching material for students.
- Practice Skills of stimulus variation, explanation, questioning and reinforcement under micro teaching.



**Semester I**  
**EDUCATIONAL PHILOSOPHY**  
**COURSE CODE: 5EPHTC0101**

Students will be able to:

- Demonstrate an understanding of the major philosophical theories and perspectives that inform educational thought and practice.
- Analyze and critically evaluate the implications of different philosophical perspectives on educational policies, practices, and goals.
- Apply philosophical concepts and theories to address contemporary educational issues and challenges.
- Engage in reflective thinking and articulate personal beliefs and values about education, drawing upon philosophical frameworks.
- Explore the historical development of educational philosophies and their impact on educational systems and practices.
- Evaluate the relationship between educational philosophy and broader societal, cultural, and ethical contexts.
- Demonstrate the ability to engage in meaningful dialogue and debate on educational issues from a philosophical perspective.
- Develop analytical and critical thinking skills through the examination of philosophical texts, arguments, and theories.
- Identify and analyze the ethical dimensions of educational decision-making and practice, considering different philosophical perspectives.
- Reflect on the role of the teacher and the learner in educational settings and their implications for pedagogy and curriculum design.
- Apply philosophical principles and frameworks to develop a personal philosophy of education and articulate its implications for teaching and learning.

**Semester II**  
**ENVIRONMENTAL EDUCATION**  
**COURSE CODE: 5ENETC0203**

Course learning outcomes

- The learners will be able to understand about the basic concept of Environmental Education.
- They will be able to build up a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.
- They will be able to acquire awareness and sensitivity regarding total environment and its allied concerns.
- They will be able to interpret various skills and strategies for solving Environmental problems.

**Semester II**  
**EDUCATIONAL SOCIOLOGY**  
**COURSE CODE: 5ESOTC0202**

After completing this course, the learner will be able to:

- Understand the Relationship between Education and Society – Explain how education interacts with social structures, norms, and cultural values.



- Analyze the Role of Education in Social Change – Examine how education acts as a catalyst for social transformation, modernization, and national development.
- Explain the Process of Socialization – Describe how educational institutions contribute to shaping individuals into responsible members of society.
- Evaluate Educational Inequalities – Assess the role of education in promoting social mobility and addressing disparities related to caste, class, gender, and region.
- Assess the Impact of Globalization on Education – Analyze how globalization influences educational policies, curriculum, and learning environments.
- Apply Sociological Theories to Education – Interpret educational issues using the perspectives of key sociological thinkers like Emile Durkheim, B.R Ambedkar and John Dewey.
- Critically Examine Educational Policies – Evaluate the role of government policies, social institutions, and community participation in shaping the education system.

**Semester II**  
**EDUCATIONAL TECHNOLOGY**  
**COURSE CODE: 5ETETC0201**

The learner will be able to know:

- The concept of educational Technology and relationship between its approaches.
- The types of Communication, Teaching skills and maxims of Teaching.
- The Levels of Teaching, Microteaching, Models of Teaching.
- The System approach in education, Programmed Learning and Bloom's Taxonomy.
- The Recent Innovations, Recent Trends, Priority areas and Research in Educational Technology.
- The challenges in integrating Technology in Teacher Education.

**Semester II**  
**PEDAGOGY OF PHYSICAL SCIENCE**

After completion of this course, student-teachers will be able to:

- Acquaint themselves with the concept of physical science.
- Familiarize themselves with the concept of curriculum, textbook, curricular activities in physical Science Prepare a lesson plan.
- Understand some important areas of physical science.

**Semester II**  
**PEDAGOGY OF SOCIAL SCIENCE**

After completion of this course, student-teachers will be able to:

- Acquaint them with the concept of social science as an integrated/ interdisciplinary area of study.
- Familiarize themselves with the concept of curriculum, textbook and co curricular activities in social sciences.



- Develop knowledge about the basic principles governing social sciences. Prepare a lesson plan acquire competency to prepare lesson plan for teaching of Social Sciences.
- Understand some important areas of social sciences.

## **Semester II** **PEDAGOGY OF URDU**

After completion of this course, student-teachers will be able to:

- Know and understand the history and importance of Urdu language.
- Develop awareness of objectives of teaching Urdu at elementary and secondary level.
- Understand the different aspects of grammar.
- Get acquainted and frame behavioral objectives for teaching poetry, prose, composition and grammar in Urdu.
- Develop the skills of preparing and using effectively the instructional materials for the teaching of Urdu.
- Get acquainted with the various devices of language learning.

## **Semester II** **PEDAGOGY OF HINDI**

After completion of this course, student-teachers will be able to:

- Increase the ability of student teachers to understand oral and written language.
- Develop the ability of student teachers to write the language correctly and according to the rules of grammar.
- Develop aesthetic sense in student teachers.
- Develop the interest of student teachers towards language and literature.
- Develop the ability to understand, grasp and express other subjects through Hindi language.

## **Semester II** **TEACHING OF ENGLISH**

After completion of this course, student-teachers will be able to:

- Know and understand the history and importance of language as a secondary language.
- Know and understand the aspects of language and the theoretical knowledge of the different structures of the language.
- Develop the professional competencies regarding the different aspects of language.
- Know and understand the different skills of teaching English in classrooms.

## **Semester II** **EDUCATIONAL TECHNOLOGY AND ICT**

After completion of this course, student-teachers will be able to:

- Understand the nature and scope of educational technology and also about the various concepts of technology.



- Know the systems approach in education and its components.
- Familiar with the steps involved in the construction of programmed learning.
- Describe the concept of ICT in education and appreciate the scope of ICT for improving personal productivity and professional competencies.
- Acquaint with different approaches of ICT integration in education.

## **Semester II**

### **TEACHING, LEARNING AND EVALUATION**

After completion of this course, student-teachers will be able to:

- Understand the meaning of psychology, child psychology and educational psychology.
- Become familiar with the different methods of studying behavior.
- Appreciate the role of a teacher in a classroom.
- Understand the concept of learning and also behaviouristic and cognitive prospective to learning.
- Develop understanding of different methods of learning and learning styles.
- Understand the concept of motivation and role of teachers and parents in developing motivation.
- Understand dynamics of intelligence.

## **Semester II**

### **PHILOSOPHICAL AND SOCIOLOGICAL BASIS OF EDUCATION**

After completion of this course, student-teachers will be able to:

- Know and understand the Indian thinkers who contributed in education.
- Know and understand the fundamentals of the western philosophy on education.
- Know and understand the different aspects of social and political set up in context of teacher education.
- Know and understand the role of education for the teachers to cement the national and emotional integration in a multi-linguistic pluralistic society.

## **Semester II**

### **INCLUSIVE EDUCATION**

After completion of this course, student-teachers will be able to:

- Realize the importance of inclusive education and inclusive education programs and role of various agencies towards inclusion.
- Know about the meaning and scope of special education.
- Understand the concept of exceptional children.
- Grasp the meaning, specific characteristics and modalities of identification some types of exceptional learners.
- Understand various educational intervention programmes for meeting the needs of exceptional learners.



**Semester III**  
**PHYSICAL SCIENCE,**

After completion of this course, student-teachers will be able to:

- Develop broad understanding of physical science.
- Develop teaching competencies related to physical science at secondary level.
- Become effective teacher in order to perform desired role as a physical science teacher.
- Familiarize themselves with the type of audio visual aids, the techniques and methods of teaching required for teaching of physical science.
- Evaluate students' performance and provide remedial teaching.

**Semester III**  
**TEACHING OF SOCIAL SCIENCES**

After completion of this course, student-teachers will be able to:

- Develop a broad understanding of social science.
- Develop teaching competencies related to social science at secondary level.
- Become effective teacher in order to perform desired role as a social science teacher.
- Familiarize themselves with the type of audio visual aids and acquired the ability to develop and use them.
- Familiarize themselves with the techniques and methods of teaching required for teaching of social science.
- Evaluate student performance.

**Semester III**  
**TEACHING OF URDU**

After completion of this course, student-teachers will be able to:

- Hone the skill of lesson planning at the secondary level.
- Understand and organize co-curricular activities for teaching of Urdu.
- Get acquainted with the method of teaching Urdu.
- Develop the skill of preparing and using effectively the instructional materials for the teaching of Urdu.
- Get acquainted with principles of preparing curriculum for Urdu.
- Develop diagnostic and remedial measures through evaluation in teaching Urdu.

**Semester III**  
**TEACHING OF ENGLISH**

After completion of this course, student-teachers will be able to:

- Know and understand the history and importance of language as a secondary language.
- Know and understand the aspects of language and the theoretical knowledge of the different structures of the language.
- Develop the professional competencies regarding the different aspects of language.
- Know and understand the different skills of teaching English in classrooms.



**Semester III**  
**ACTION RESEARCH**

After completion of this course, student-teachers will be able to:

- Define the concept of research and action research.
- Explain the steps of action research.
- Describe in detail the dynamics of action research in educational contexts.
- Demonstrate development and execution of action research project.

**Semester III**  
**TEACHING OF COMPUTER EDUCATION**

After completion of this course, student-teachers will be able to:

- Understand the nature and scope and the history of computer science of computer science.
- Develop an understanding of aims and objectives of teaching computer science by the use of content.
- Develop and understanding of the various methods approaches and techniques of teaching computer science.
- Develop the skill to critically analyze the syllabus of secondary school computer science curriculum.

**Semester III**  
**EDUCATIONAL TECHNOLOGY**  
**COURSE CODE: 5ETETC0201**

The learner will be able to know

- The concept of educational Technology and relationship between its approaches.
- The types of Communication, Teaching skills and maxims of Teaching.
- The Levels of Teaching, Microteaching, Models of Teaching.
- The System approach in education, Programmed Learning and Bloom's Taxonomy.
- The Recent Innovations, Recent Trends, Priority areas and Research in Educational Technology.
- The challenges in integrating Technology in Teacher Education.

**Semester III**  
**TEACHING OF HEALTH AND PHYSICAL EDUCATION**

After completion of this course, student-teachers will be able to:

- Understand various aspects of teaching in health and physical education.
- Develop understanding of growth and development.
- Learn and understand the different methods of teaching health and physical education.
- Be acquainted with the importance of recreation in physical education.

**Semester III**  
**TEACHING OF MATHEMATICS**

After completion of this course, student-teachers will be able to:



- Study and to develop an understanding of the different aspects of teaching mathematics.
- Study and understand the objectives of teaching mathematics.
- Study and understand the methods and skills of teaching mathematics.
- Study and understand the use of club and the teacher's capacity making facilities in teaching of mathematics.

### **Semester III**

#### **TEACHING OF BIOLOGICAL SCIENCE**

After completion of this course, student-teachers will be able to:

- Acquaint themselves with the concept of biological science.
- Familiarize themselves with the concept of curriculum, textbook, curricular activities in biological science.
- Prepare unit plans and lesson plans.
- Understand some important areas of biological science.

### **Semester III**

#### **ICT IN EDUCATION**

After completion of this course, student-teachers will be able to:

- Understand the basic structure of computer system.
- Gain knowledge of different types of computer networks.
- Understand the concept of operating system and its types.
- Acquaint themselves about the latest trends in the domain of information technology.
- Apply the knowledge of MS-Office in Teaching Learning and other activities.
- Become familiarize about the use of email, internet, and importance of online libraries.

### **Semester III**

#### **PEACE EDUCATION**

#### **COURSE CODE: 5PEDDE0302**

After completing this course, students will be able to:

- Understand the Concept of Peace Education.
- Define peace education and its significance in personal, social, and global contexts.
- Explain the historical and philosophical foundations of peace education.
- Develop Awareness of Peace and Conflict
- Identify different types of conflicts and their root causes.
- Analyze the impact of violence and conflicts on individuals and societies.
- Promote Peace building Strategies
- Demonstrate conflict resolution techniques such as negotiation, mediation, and dialogue.
- Apply non-violent communication and empathy in interpersonal and social interactions.
- Foster Values of Tolerance and Coexistence



- Appreciate cultural diversity and promote mutual respect among different communities.
- Encourage inclusive and non-discriminatory practices in educational and social settings.
- Enhance Critical Thinking and Ethical Decision-Making
- Develop critical perspectives on issues related to war, human rights, and global peace efforts.
- Make ethical decisions that contribute to a peaceful and just society.
- Integrate Peace Education into Teaching and Learning
- Design and implement peace education activities in school curricula.
- Use innovative pedagogical approaches to instill peace values in students.

**Semester IV**  
**CURRICULUM DEVELOPMENT**  
**COURSE CODE: 5CDETC0401**

After completion of this course, student-teachers will be able to:

- Understand the fundamental concepts and theories of curriculum development.
- Analyze and evaluate different models of curriculum development and their implications for educational practice.
- Develop the ability to critically examine the various factors that influence curriculum development, including social, cultural, political, and technological factors and their impact on curriculum design, implementation and evaluation.
- Acquire the skills necessary to design and develop effective curricula for diverse educational settings by applying different curriculum development theories and approaches.
- Adapt and modify existing curricula to meet the needs of specific learners, taking into account factors such as age, ability, cultural diversity, and learning styles.
- Develop the capacity to evaluate curriculum effectiveness using a variety of assessment methods.
- Develop an awareness of ethical considerations related to curriculum development, such as cultural responsiveness, inclusivity, and equity.
- Critically reflect on their own biases and assumptions and consider ethical implications when making curricular decisions.
- Cultivate a habit of staying updated with the latest research, trends, and innovations in curriculum development.
- Understand the importance of lifelong learning and professional development to ensure their practice aligns with current educational needs and best practices.

