

ITEP-Programme Learning Outcomes (PLOs)

Programme Learning outcomes of ITEP B.A. B.Ed. Preparatory Stage course are:

- PLO-1:** To prepare stage specific teachers for foundational and preparatory stages as per the new school structure of NEP 2020.
- PLO-2:** To achieve the creation of passionate, motivated, qualified, professionally trained, and well-equipped teachers capable of designing and implementing developmentally appropriate learning experiences for students at Foundational and Preparatory stage of school education.
- PLO-3:** To ensure that the prospective teachers are given the highest quality education in content, pedagogy, skills, values and practices.
- PLO-4:** To equip teachers with foundational literacy and numeracy skills, enabling them to teach these skills effectively to their students.
- PLO-5:** To develop among student-teachers an ethic of social engagement, and capacities such as problem solving, critical thinking, creative thinking, communication skills, ethical and moral reasoning etc.
- PLO-6:** To ensure that every student-teacher can perform the roles expected of teachers and carry out duties in diverse social, economic, linguistic, cultural, and technological environments.
- PLO-7:** To prepare student-teachers for performing the role of teachers in the context of the changing learner characteristics, the emerging curricular thrusts at different stages of school education, and the diversified knowledge requirements in local, regional, and national contexts.
- PLO-8:** To prepare student-teachers for the expanding/emerging roles of teachers which necessitate the teachers to be no longer be as mere transmitters of knowledge, but also a navigator and path finder.
- PLO-9:** To prepare the prospective teachers to meet the learning needs of school students from diverse cultural, linguistic, social and economic backgrounds.



ITEP-Course Learning Outcomes (CLOs)

Semester I

EDUCATION

Course: Evolution of Indian Education

Course Code: 9FDEDUT0101

After completion of this course, learners will be able to:

- To develop an understanding among student teachers of the evolution of education in India that would allow student teachers to locate themselves within the larger system of education.
- To orient student teachers to the historical perspective of Indian education including the development and features of education in ancient India during Vedic period, Post-Vedic period, Mauryan and Gupta empires, Colonial era and post-independence period, and future perspectives about education development in India, and progression from Education 1.0 to Education 4.0 etc.
- To provide an overview of the contribution of Indian thinkers to evolve Indian Education system – Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malaviya, Jiddu Krishnamurti, Dr. Bhima Rao Ambedkar and others.
- To enable themselves to shape their educational perspective to act as an effective teacher.

Semester I

LANGUAGE 1 (As per the 8th Schedule of the Constitution of India)

Course: Bhasha, Sanchar Aur Koushal

Course Code: 9HINAEC0101

After completion of this course, learners will be able to:

- Demonstrate knowledge and capacity for effective listening, speaking, reading, writing and critical thinking.
- Recognize the link between language and cognition and using linguistic knowledge and skills for effective communication of ideas and thoughts.
- Build inter-personal relationships and enhance social skills.

Semester I

HISTORY Major - 1

Course title: "An Introduction to Ancient India: from pre-Historic times to Vedic Era"

Course code: 9HISMJT0101

After completion of this course, learners will be able to:

- Recognize the importance of various historical sources, including epigraphy, numismatics, and literary texts, to critically reconstruct ancient Indian history.
- Understand the development of human societies from the pre-historic Palaeolithic, Mesolithic, and Neolithic cultures, focusing on their tools, subsistence, and socio-cultural advancements.
- Analyze the Harappan Civilization's contributions to urban planning, trade, and religious practices, while also identifying the factors that led to its decline.
- Examine the socio-political, economic, and religious structures of the Early and Later Vedic periods, highlighting the transition from semi-nomadic to organized societal frameworks.



- Evaluate the continuity and changes across the pre-historic, Harappan, and Vedic periods, developing a comprehensive understanding of ancient India's cultural and historical evolution.

Semester I

HISTORY Major - 2

Course title: "History of Ancient India (From 600 B.C.-300 A.D.)

Course code: 9HISMJT0102

After completion of this course, learners will be able to:

- Understand the factors responsible for the second urbanization in ancient India, the rise of Mahajanapadas, and the reasons for Magadha's prominence as a powerful kingdom.
- Analyze the causes behind the rise of religious movements, such as Jainism and Buddhism, and evaluate their socio-cultural impact on Indian society through their rise and spread.
- Examine the significance of Alexander's invasion, its impact on India, and the rise of the Mauryan Empire, with a focus on Chandragupta Maurya's conquests and governance.
- Assess the contributions of the Mauryan Empire under Ashoka, including his policies after the Kalinga War, the administration system, and the factors leading to the empire's decline.
- Evaluate the achievements of the Kushana period, particularly Kanishka's conquests, polity, and cultural contributions, including advancements in religion and art that shaped India's historical development.

Semester I

GEOGRAPHY - Major - 1

Course title: Exploring Geography – 1

Course code: 9GEOMJT0101

After completion of this course, learners will be able to:

- Understand the structure of the universe, the solar system, and the earth's movements, and analyze the mathematical location of places on Earth to comprehend its spatial relationships.
- Examine the distribution of oceans and continents, explore theories like Lowthian's Tetrahedral and Wegener's Continental Drift, and identify the realms of the Earth to explain global geological phenomena.
- Analyze the formation and characteristics of major landforms such as mountains, plateaus, and plains, along with the internal structure of the Earth and the types of rocks.
- Evaluate the causes, types, and global distribution of volcanoes and earthquakes, and understand their effects, with a focus on major seismic zones of India.
- Explore the processes of soil formation and profile development, classify major soil types based on their characteristics and distribution, and assess the causes and solutions for soil erosion and conservation.



Semester I

GEOGRAPHY - Major - 2

Course title: Exploring Geography – II

Course code: 9GEOMJT0102

After completion of this course, learners will be able to:

- Understand the elements of weather and climate, including temperature, atmospheric pressure, precipitation, humidity, and cloud types, and analyze the methods used to measure weather elements.
- Examine the composition and structure of the atmosphere, evaluate the concept of insolation and its controlling factors, and classify different types of winds.
- Analyze the characteristics of major climatic types such as equatorial, monsoon, temperate, and Mediterranean climates, and assess their global distribution and significance.
- Explore the relief features of the ocean floor, including minor features, and evaluate the factors affecting ocean water temperature and salinity.
- Understand the origin and types of sea waves, tides, and ocean currents, and assess the significance of marine resources for sustainable development.

Semester I

POLITICAL SCIENCE- Major - 1

Course title: Understanding Political Theory

Course code: 9POLMJT0101

After completion of this course, learners will be able to:

- Analyse political systems, ideologies, and events with a critical eye.
- Develop the ability to question assumptions, identify biases, and construct well-reasoned arguments.
- Develop a solid foundation in core political concepts such as justice, equality, liberty, power, and authority.
- Gain a better understanding of how these concepts are defined, debated, and applied in different contexts.
- Understand a variety of political perspectives and ideologies, including liberalism, conservatism, socialism, feminism, and environmentalism.
- Develop a more nuanced understanding of the complexities of political life and the different ways people view the world.
- Gain a deeper understanding of the political process and the importance of civic participation.
- To become informed and engaged citizens who actively participate in the democratic process.

Semester I

POLITICAL SCIENCE- Major - 2

Course title: Indian Constitution & Government

Course code: 9POLMJT0102

After completion of this course, learners will be able to:

- Gain knowledge of the historical background leading to the framing of the Indian Constitution, including the freedom struggle and the Constituent Assembly.
- They will understand the core principles enshrined in the Constitution, such as democracy, secularism, socialism, and justice.



- Learn about the salient features of the Indian Constitution, including its length, source, preamble, and fundamental rights and duties.
- Acquire knowledge of the structure and functions of the Union and State Governments, including the legislative, executive, and judiciary.
- Develop the ability to critically analyze constitutional provisions and their implications for governance and individual rights.
- Learn to interpret legal texts and apply constitutional principles to real-life situations.
- Conduct research on constitutional issues and develop well-reasoned arguments.
- Enhance their communication and presentation skills by discussing and debating constitutional system
- Develop an appreciation for the values enshrined in the Indian Constitution and their importance for a democratic society.
- Understand their rights and responsibilities as citizens of India and the importance of upholding constitutional values.
- Develop a sense of ethical conduct and integrity in their personal and professional lives.

Semester I

UNDERSTANDING INDIA (Indian Ethos and Knowledge Systems)

Course: Understanding India –I

Course Code: 9USIAEC0103

After completion of this course, learners will be able to:

- Recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it.
- Apply their acquired research and critical thinking skills in multidisciplinary themes.
- Summarize and pass on their learning's to their students of different Indian traditions in an easily digestible manner.

Semester I

Arts (Performing and Visual) and Creative Expressions

Course: Collage-Making

Course Code: 9ARTAEC0104

After completion of this course, learners will be able to:

- Articulate the importance and the role of aesthetics and art in education.
- Understand the medium of collage and its versatility.
- Design, plan, and create an expressive self-portrait collage by applying a variety of collage techniques.
- Design and set up an interactive visual art exhibition to display their artworks.
- Understand and appreciate art-based learning experiences.
- Develop the ability to reflect and challenge their assumptions and beliefs around art and develop new understandings.

Semester II

LANGUAGE 2 (Other than L1)

Course Code: 9HINAEC0201

After completion of this course, learners will be able to:

- Demonstrate reading, writing, listening, speaking, and thinking abilities in L2.



- Recognize the link between language and mental skills and demonstrate their knowledge and skills effectively for all purposes.
- Build inter-personal relationships and enhance social skills.

Semester II

HISTORY Major - 1

Course title: Ancient India: Central Asian Contacts and Rise of Guptas (200-550 B.C)

Course code: 9HISMJT0201

After completion of this course, learners will be able to:

- Understand the political developments after the fall of the Mauryan Empire, including the rise of the Sungas, Indo-Greeks, Shakas, and Parthians, and their contributions to India's cultural and political history.
- Analyze the political history and administrative patterns of the Satavahanas, the advancements in religion and architecture during their reign, and the significance of the Sangam Age and its kingdoms in shaping South India's history.
- Examine the rise and expansion of the Gupta Empire, focusing on the achievements of Samudragupta and Chandragupta II, and assess their role in consolidating a stable and prosperous empire.
- Evaluate the administrative, economic, social, and religious developments under the Gupta Empire, and critically appraise the claim of the Gupta period being the "Golden Age" of ancient India.
- Explore the remarkable advancements in literature, science, technology, and art during the Gupta period, while identifying the factors that led to the decline of the Gupta Empire and its impact on Indian history.

Semester II

HISTORY Major - 2

Course title: Early and Early Medieval India (600-1206)

Course code: 9HISMJT0202

After completion of this course, learners will be able to:

- Understand the political and cultural contributions of Harsha, the Chalukyas, and their architectural developments, with a focus on Harsha's administration and his role in promoting Buddhism.
- Analyze the rise of the Pallavas and Palas, their artistic and architectural advancements, and the significant contributions of the Palas to the spread of Buddhism.
- Examine the achievements of the Rashtrakutas and the Cholas, emphasizing their administrative systems and remarkable developments in art, architecture, and cultural heritage.
- Evaluate the emergence of the Rajputs, their origins, and their socio-religious and administrative structures, highlighting their influence on medieval Indian society.
- Critically assess the political and social conditions of North India on the eve of Turkish invasions, the impact of Mahmud of Ghazni and Ghorian attacks, and the factors that led to the success of the Turkish conquests in India.



Semester II

HISTORY Minor

Course title: Ancient India: Central Asian Contacts and Rise of Guptas (200-550 B.C)

Course code: 9HISMNT0201

After completion of this course, learners will be able to:

- Understand the political developments after the fall of the Mauryan Empire, including the rise of the Sungas, Indo-Greeks, Shakas, and Parthians, and their contributions to India's cultural and political history.
- Analyze the political history and administrative patterns of the Satavahanas, the advancements in religion and architecture during their reign, and the significance of the Sangam Age and its kingdoms in shaping South India's history.
- Examine the rise and expansion of the Gupta Empire, focusing on the achievements of Samudragupta and Chandragupta II, and assess their role in consolidating a stable and prosperous empire.
- Evaluate the administrative, economic, social, and religious developments under the Gupta Empire, and critically appraise the claim of the Gupta period being the "Golden Age" of ancient India.
- Explore the remarkable advancements in literature, science, technology, and art during the Gupta period, while identifying the factors that led to the decline of the Gupta Empire and its impact on Indian history.

Semester II

GEOGRAPHY Major - 1 Theory

Course title: Human Geography

Course code: 9GEOMJT0201

After completion of this course, learners will be able to:

- Understand the nature, scope, and sub-fields of human geography, and analyze its historical evolution to grasp its interdisciplinary significance.
- Examine various schools of thought in human geography, including environmental determinism, possibilism, neo-determinism, and social determinism, and evaluate their impact on human-environment interactions.
- Analyze cultural and population resource regions, identify the major races of the world, and apply E.A. Ackerman's framework to understand human-resource relationships.
- Explore the physical and socio-economic characteristics of diverse cultural groups such as Gujjars, Bakerwals, Eskimos, Pygmies, and Kirghizs, and evaluate the spatial distribution of major world languages.
- Understand the origin, classification, functions, and patterns of rural settlements, and assess their role in shaping human geography and cultural landscapes.

Semester II

GEOGRAPHY Major - 2 Theory

Course title: Geography of Jammu and Kashmir

Course code: 9GEOMJT0202

After completion of this course, learners will be able to:

- Understand the geographical significance of Jammu and Kashmir in the context of India, and analyze its physiographic divisions and climatic characteristics.
- Explore the river systems, types and distribution of natural vegetation, and soils of Jammu and Kashmir, and evaluate their ecological and economic importance.



- Examine the production and distribution of major crops like wheat, rice, and maize, and analyze the significance of horticulture, sericulture, livestock, and fisheries in the region's economy.
- Assess the mineral resources such as coal and gypsum, hydropower potential, and evaluate the role of industries, including forest-based, agro-based, and handicrafts, in regional development.
- Analyze the population distribution, density, and growth trends, evaluate the process of urbanization, and understand the economic importance of tourism and its major centres in Jammu and Kashmir.

Semester II

GEOGRAPHY - Major - Practical

Course title: Maps and Scales

Course code: 9GEOMJP0201

After completion of this course, learners will be able to:

- Understand the definition, nature, and scope of cartography and identify the essential elements of a map to comprehend its scientific and practical applications.
- Classify various types of maps and evaluate their significance in geographic studies, navigation, and spatial analysis.
- Analyze the concept of map scale and apply methods for representing and converting scales for accurate geographic measurements.
- Develop practical skills in constructing plain and diagonal scales, demonstrating precision in cartographic representation.
- Create comparative scales and conduct fieldwork to study physical landscapes of geographic significance, enhancing skills in report writing and spatial interpretation.

Semester II

GEOGRAPHY - Minor - Practical

Course title: Maps and Scales

Course code: 9GEOMNP020

After completion of this course, learners will be able to:

- Understand the definition and essential elements of maps, enabling them to interpret and analyze geographic information effectively.
- Examine the significance and classification of maps, and differentiate between various types of maps based on their purpose and use.
- Define the concept of scale and apply various methods for representing scale in cartographic practices.
- Develop the ability to convert scales between representative fractions (R.F.) and statements, ensuring accurate interpretation and usage.
- Acquire practical skills in the construction of plain scales, enhancing their ability to represent distances and measurements accurately in geographic studies.

Semester II

GEOGRAPHY - Minor - Theory

Course title: Human Geography

Course code: 9GEOMNT0201

After completion of this course, learners will be able to:

- Understand the nature, scope, and sub-fields of human geography, and analyze its historical evolution to grasp its interdisciplinary significance.



- Examine various schools of thought in human geography, including environmental determinism, possibilism, neo-determinism, and social determinism, and evaluate their impact on human-environment interactions.
- Analyze cultural and population resource regions, identify the major races of the world, and apply E.A. Ackerman's framework to understand human-resource relationships.
- Explore the physical and socio-economic characteristics of diverse cultural groups such as Gujjars, Bakerwals, Eskimos, Pygmies, and Kirghizs, and evaluate the spatial distribution of major world languages.
- Understand the origin, classification, functions, and patterns of rural settlements, and assess their role in shaping human geography and cultural landscapes.

Semester II

POLITICAL SCIENCE Major 2

Course title: Legislature structure and governance in India

Course code: 9POLMJT0202

After completion of this course, learners will be able to:

- Understand the historical evolution of the Indian Parliament and state legislatures.
- Comprehend the constitutional framework and powers of the legislature.
- Differentiate between the roles and functions of the Lok Sabha and Rajya Sabha.
- Analyze the legislative process, including bill introduction, debate, and passage.
- Recognize the role of political parties and pressure groups in legislative processes.
- Understand the concept of federalism and its implications for legislative-executive relations.
- Appreciate the challenges and issues facing the Indian legislature, such as corruption, inefficiency, and lack of public trust.

Semester II

POLITICAL SCIENCE Major – 1

Course title: Comparative Politics and Government **Course code: 9POLMJT0201**

After completion of this course, learners will be able to:

- Define and explain key concepts in comparative politics (e.g., democracy, authoritarianism, political culture, political economy).
- Understand different theoretical approaches to studying comparative politics (e.g., institutionalism, behavioralism, structuralism).
- Recognize the importance of historical, social, and economic contexts in shaping political systems. Compare and contrast different types of political systems (e.g., democracies, autocracies, theocracies).
- Analyze the institutions and processes of government in various countries (e.g., executive, legislative, judicial branches).
- Understand the role of political parties, elections, and civil society in different political systems.
- Examine the impact of globalization, international relations, and social movements on national politics.



Semester II

POLITICAL SCIENCE Minor

Course title: comparative politics and government

Course code: 9POLMNT0201

After completing this course, learners will be able

- Define and explain key concepts in comparative politics (e.g., democracy, authoritarianism, political culture, political economy).
- Understand different theoretical approaches to studying comparative politics (e.g., institutionalism, behavioralism, structuralism).
- Recognize the importance of historical, social, and economic contexts in shaping political systems. Compare and contrast different types of political systems (e.g., democracies, autocracies, theocracies).
- Analyze the institutions and processes of government in various countries (e.g., executive, legislative, judicial branches).
- Understand the role of political parties, elections, and civil society in different political systems.
- Examine the impact of globalization, international relations, and social movements on national politics.

Semester II

UNDERSTANDING INDIA (Indian Ethos and Knowledge Systems)

Course: Understanding India –II

Course Code: 9USIAEC0202

After completion of this course, learners will be able to:

- Recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it.
- Apply their acquired research and critical thinking skills in multidisciplinary themes.
- Summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner.



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

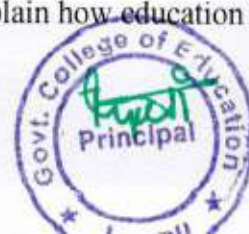
Course learning outcomes

- 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.



PROGRAMME OUTCOMES OF M.ED PROGRAMME

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

PLO-1: Get the opportunity to explore different fields of education with multiple skills.

PLO-2: Understand the need of teacher education in the context of changing needs of school education.

PLO-3: Integrate ICT in teaching-learning and training process.

PLO-4: Develop competence in curriculum development, syllabus, textbooks, instructional materials, evaluation and assessment.

PLO-5: Acquire skills in research and data-analysis.

PLO-6: Develop knowledge, skills and mind set appropriate to various specialists' roles such as educational administrators, guidance counselors, designers of teaching learning resources etc.

PLO-7: Have understanding about the school education system in philosophical, social, cultural, political, economical and historical perspectives.

PLO-8: Develop the self-concept and self esteem of the prospective teacher educators and empower them with some necessary skills so as to enhance their professional capacity for a balanced professional life.

PLO-9: Plan strategies to deal with classroom diversity.

PLO-10: Develop skills involved in dealing with the academic and personal problems.

PLO-11: Enhance leadership qualities among prospective teachers by imbibing basic philosophies of different thinkers.



COURSE LEARNING OUTCOMES (CLO) M.Ed PROGRAMME

Semester I EDUCATIONAL PHILOSOPHY

After completion of this course, teacher-educators will be able to:

- Study and understand the western thought on Education emerged in different eras.
- Study and understand contribution of western thinkers in philosophy in the field of education.
- Critically understand the implication of the democracy and its related aspects like feminism and multi culturalism in the field of education.
- Understand the modern philosophical contexts in vogue in the society and in educational sites.

Semester I EDUCATIONAL PSYCHOLOGY

After completion of this course, teacher-educators will be able to:

- Understand how psychological knowledge and procedures given by various schools of psychology may be applied to the solution of educational problems.
- Gain knowledge about the importance of motivation in learning.
- Understand some important learning theories and importance of transfer of learning that will enable the teacher and students to realize educational objectives.
- Perceive their attempts to understand the intricacies of human personality and intelligence.
- Develop insight into nature of psychology and psychological aspects.
- Apply methods of data analysis in Education.
- Gain knowledge and understanding of concepts and methods used in statistical analysis of test scores.
- Understand the concept of qualitative and quantitative data.
- Understand the knowledge of inferential and descriptive statistics.
- Develop skill of computation.

Semester I COURSE: ADVANCED COMMUNICATION SKILLS COURSE CODE: 6ADCTC0105

After completion of this course, teacher-educators will be able to:

- Analyze the role and importance of communication skills for professional growth.
- Classify diverse group dynamics thereby develops the ability to apply the knowledge during group communication.
- Develop competency in verbal and written communication.
- Recall historical background of how communication became an important component for professional and personal growth.



- Write the effective feedback.
- Identify the types of leadership.
- Distinguish between verbal and non-verbal communication.
- Become familiar with the use of network, apps and social media for effective communication.
- Analyze different approaches and skills necessary for public speaking.

Semester I

EDUCATIONAL RESEARCH

After completion of this course, teacher-educators will be able to:

- Orient thinking of students towards Research and its function in the various fields of educational Endeavour.
- Understand the place of theory in research work.
- Understand the meaning of educational research of various types.
- Acquaint the students with the methodology of research.
- Understand the basic concepts in Philosophy of science, scientific methods and methodology in general.
- Develop the ability to state terms concepts hypothesis, working definitions clearly and explicitly.

Semester I

EDUCATIONAL TECHNOLOGY (MED-105)

After completion of this course, teacher-educators will be able to:

- Know the historical development and transactional usage of educational technology.
- Be familiar with educational and instructional designs and modes of development of self learning material.
- Understand various levels strategies and modes of teaching for future improvement.
- Be familiar with emerging trends and resource centers of educational technology.
- Be acquainted with the nature forms research trends and applications of educational technology.

Semester II

QUALITATIVE RESEARCH (MED-202)

After completion of this course, teacher-educators will be able to:

- Understand the fundamentals of qualitative research.
- Understand the validity and reliability issues in qualitative research.
- Conduct effective interviews and observations.
- Engage in thematic analysis of documents transcript and notes.
- Discuss the elements of a good qualitative study.
- Create an effective presentation of qualitative data.

Semester II

COMPARATIVE EDUCATION (MED-203)

After completion of this course, teacher-educators will be able to:



- Understand the latest developments in the field of comparative education and its effects on teacher education.
- Critically examine the different contextual issues pertaining to the cultures, polity and social dimensions on the teacher education.
- Understand the different research techniques and approaches applied in the understanding of comparative education for teacher education.
- Compare and contrast the various educational systems of different nations.

Semester II

TEACHER EDUCATION (MED-204)

After completion of this course, teacher-educators will be able to:

- Understand the scenario of teacher education in Jammu and Kashmir.
- Understand the concept and organization of internship.
- Apply various techniques of Higher Learning.

Semester II

TEACHING OF GENERAL SCIENCE (MED-206)

After completion of this course, teacher-educators will be able to:

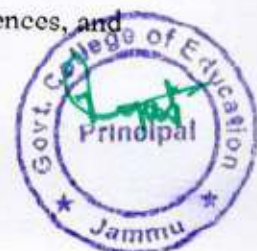
- Understand the meaning of Curriculum and guidelines given by NCF (2005) for curriculum development.
- Become aware of different types of Curriculum.
- Familiarize themselves with different types of latest technological interventions that can be used for teaching of general science.
- Develop a broad understanding of general science.

Semester II

CORE PRACTICES AND TEACHER PREPARATION COURSE CODE: 6CPTTC0201

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

- Explain the concept of teaching effectiveness, the professional responsibilities of teachers, and the importance of performance appraisal and continuous professional development.
- Discuss the meaning and significance of the knowledge domain in teaching and its role in shaping effective educators.
- Demonstrate an understanding of the shift from skill-based teaching to knowledge-based and reflective teaching practices.
- Identify and refine core teaching practices to enhance classroom effectiveness and student engagement.
- Analyze the relationship between teaching skills and circumstantial classroom problems, applying effective strategies to address them.
- Develop a teacher portfolio to document self-growth, teaching experiences, and professional development.



- Examine the disjoint between theory and practice in teacher education and suggest ways to integrate them for improved teaching outcomes.
- Evaluate the gaps between pre-service teacher education and real classroom challenges, proposing solutions to bridge these gaps.
- Identify and apply high-leverage instructional practices to enhance teaching effectiveness.
- Differentiate between pedagogy of enactment and reflection, and develop a reflective journal to systematically analyze and improve teaching experiences.

Semester II

TEACHING OF SOCIAL SCIENCE (MED-206)

After completion of this course, teacher-educators will be able to:

- Understand the meaning of Curriculum and guidelines given by NCF(2005) for curriculum development.
- Become aware of different types of Curriculum.
- Familiarize themselves with different types of latest technological intervention that can be used for teaching of Social Science.
- Develop a broad understanding of Social Science.

Semester II

TEACHING OF LANGUAGE (MED-206)

After completion of this course, teacher-educators will be able to:

- Enable the students to understand theories of teaching.
- Create the desired learning structure and condition among learners for teaching of language.
- Evaluate the success of planning organizing and leading activities related to teaching learning approaches in the teaching of language at advanced level of student teachers.
- Enable the students to develop skills of using and interpreting different tools of teacher assessment in the language.

Semester III

SOCIOLOGICAL FOUNDATIONS OF EDUCATION (MED-301)

After completion of this course, teacher-educators will be able to:

- Get a comprehensive idea of trilateral relationship among the three poles of school, Society and individual.
- Get an understanding of social structure and influence the education on social, political, economic and cultural Institution and vice-versa.
- Appreciate the sociological perspectives of education with a view to enable them to take their contribution in educational development.

Semester III

ADVANCED COMMUNICATION SKILLS (MED-302)

After completion of this course, teacher-educators will be able to:



- Understand modes of communication skills no theories of modes of communication.
- Be familiar with formal and non formal communication and practices of organizational communication.
- Recognize language skills for effective communication.

Semester III
EDUCATIONAL TECHNOLOGY
COURSE CODE: 6EDTTC0302

The pupil teacher will be able to understand

- The nature & scope of educational technology.
- The various forms and approaches of Educational Technology.
- Need and importance of Educational Technology in developing teaching learning materials and processes.
- Hardware & software instructional aids.
- System approach in education and its components.
- Steps involved in the construction of programmed learn.

Semester III
POLICY PLANNING AND ECONOMICS OF EDUCATION (MED-303)

After completion of this course, teacher-educators will be able to:

- Study and understand the role of planning in the field of teacher education and various Agencies involved in the process.
- Study and understand the policies in education and social context behind making of the policies.
- Study and understand the development of Economics of education as a specialized domain for the better contextual understanding of investment and expenditure in education.
- Know and understand the latest trends in the economics of education and economics involved in the elementary and secondary education in India.

Semester III
HISTORY OF EDUCATION (MED-303)

After completion of this course, teacher-educators will be able to:

- Understand the history of education in Jammu and Kashmir under Dogra rulers.
- Know the constitutional provisions for education in Jammu and Kashmir
- Develop and understanding with regard to the contribution of different educational thinkers.

Semester III
HEALTH AND YOGA EDUCATION (MED-303)

After completion of this course, teacher-educators will be able to:

- Trace the historical development and approaches for yoga and health education.



- Develop an understanding regarding nutrition scope and its importance in the promotion of health.
- Analyze teacher's role and responsibilities to promote health and yoga education.
- Assess the role of International and National agencies related with the health services.

Semester III

INFORMATION AND COMMUNICATION TECHNOLOGY (MED-303)

After completion of this course, teacher-educators will be able to:

- Understand the key concepts and benefits of using ICT in education.
- Develop skills for planning and using ICT in teaching-learning process.
- Understand ICT resources for teaching learning and assessment.
- Understand key features of a virtual learning environment.

Semester III

GUIDANCE AND COUNSELING (MED-303)

After completion of this course, teacher-educators will be able to:

- Understand the concept of guidance and counseling.
- Enable the students to know about importance of guidance in classroom learning.
- Know about various Tools and techniques for guidance know the concept of guidance in multicultural context.

Semester IV

INCLUSIVE EDUCATION (MED-401)

After completion of this course, teacher-educators will be able to:

- Know about special education.
- Understand the various suggestions given by different recent commissions for education of children with special needs for realizing the concept of universal education.
- Realize the need for special school, integrated schools and the role of teachers and community towards education of children with special needs.
- Grasp the meaning of specific characteristics and modalities of identification of various exceptional learners.

Semester IV

ADVANCED STATISTICS IN EDUCATION (MED-403)

After completion of this course, teacher-educators will be able to:

- Make students convergent with problems of Research Design tools of collecting data and methods of analysis.
- Enable the students to interpret Educational Research and investigation and to examine the scope of application of research.



- Knowledge and understanding of concepts and methods used in statistical analysis of test scores.
- To apply the above knowledge in tabulating and interpreting test scores.
- To develop skills necessary for analyzing and interpreting the test scores.

Semester IV

OPEN AND DISTANCE LEARNING (MED-403)

After completion of this course, teacher-educators will be able to:

- Understand the distance and open modes of learning.
- Differentiate different modes of learning.
- Understand the needs and importance of distance and open learning.
- Understand the roles of mass media and other technologies in distance and open learning no various evaluation techniques in distance education.

SEMESTER IV

ENVIRONMENTAL EDUCATION

COURSE CODE: 6EVEDE0403

Course learning outcomes

- The learners will be able to understand about the concept, importance and scope of Environmental Education.
- They will be able to acquaint themselves with various Environmental Hazards. They will be able to acquire knowledge about components of environment for developing curriculum for Environmental Education.
- They will be able to identify various methods and strategies of Environmental Education.
- They will be able to adapt sustainable development and projects undertaken to save the environment.

Semester IV

PEACE EDUCATION AND HUMAN RIGHTS (MED-403)

After completion of this course, teacher-educators will be able to:

- Understand nature different sources and classification of peace.
- Be acquainted with historical perspectives objective scope method and challenges of peace education.
- Know the roles of Community, School, family and different organizations in peace education.
- Be aware of the concept significance and types of human rights understand the pedagogy for human rights and Human Rights in Indian Constitution.



Semester IV

CURRICULUM DEVELOPMENT

After completion of this course, teacher-educators will be able to:

- Understand the history of Curriculum development in India.
- Know theories approaches and modes of Curriculum development.
- Assess curriculum evaluation and support material.

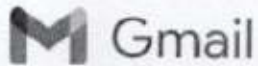
Semester IV

ENVIRONMENTAL EDUCATION (MED-403)

After completion of this course, teacher-educators will be able to:

- Understand the relationship between environment and humans.
- Enable the student teachers to understand about various measures available to connect to the environment for sustaining the development.
- Enable the student teachers to organize various activities at the Secondary and Higher Secondary Level.





rakesh bharti <rakeshbhartinaac2@gmail.com>

Meeting Notice

1 message

Naveen Anand <daa@clujammu.ac.in>

Tue, Jun 11, 2024 at 11:15 AM

To: dean.education.cluj@gmail.com, rakeshbhartinaac2@gmail.com, shalinirana32@gmail.com, Anuradha choudhary <anuradhachoudhary2016@gmail.com>, Vandana Khajuria <vandanakhajuria@gmail.com>, Seema Jamwal <seemajamwal2014@gmail.com>, salathia.kamlesh@gmail.com, Surinder Singh <surinderparihar17@gmail.com>

Sir/Madam,

You are requested to attend a Meeting regarding "**Finalization of Course Structure for ITEP**" on **12th of June 2024 (Wednesday) at 11:00 am** in the office of Dean Academic Affairs.

Regards,

Dean Academic Affairs
Cluster University of Jammu