

**B. C. M. COLLEGE OF EDUCATION, LUDHIANA**

**PROGRAMME OUTCOME/ COURSE OUTCOME OF B.Ed. (BACHELOR OF EDUCATION)  
M.Ed. (MASTER OF EDUCATION) AND B. Ed. SPECIAL EDUCATION**

The B.Ed. Programme Outcomes are as follow:

- Developing an understanding of context of education in contemporary Indian Society,
- Creating sensitivity about language diversity in classroom and its role in teaching-learning process,
- Developing an understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum,
- Identifying, challenging and overcoming gender inequalities in school, classroom, curricula, textbook, social institutions, etc.,
- Enabling student-teachers to acquire necessary competencies for organizing learning experiences,
- Developing competencies among student-teachers to select and use appropriate assessment strategies for facilitating learning,
- Engaging student-teachers with self, child, community and school to establish close connections between different curricular areas,
- Enabling student-teachers to integrate and apply ICT to facilitate the teaching learning process & school management.
- Systematizing experiences and strengthening the professional competencies of student teachers,&
- Providing first-hand experience of the school activities through engaging student teachers as interns in secondary/senior secondary schools.

**COURSE OUTCOME OF B.Ed. (BACHELOR OF EDUCATION)**


**SEMESTER-I**

➤ **F 1.1 PHILOSOPHICAL BASES OF EDUCATION**

- To have insight into the concept, types and role of education.
- To acquire conceptual understanding of ideology of (Idealism, Naturalism and Pragmatism) different philosophies.
- To study the philosophical views of Dewey, Rousseau, Tagore, Gandhi, Aurobindo and Abdul Kalam.
- To explain the concept, sources, facets and role of teacher in knowledge construction.
- To have insight into education and values.

**F1.2 GROWTH AND DEVELOPMENT OF THE LEARNER**

- Understand the concept, principles, factors affecting human growth and development.
- Get familiar with different stages of growth and development and its educational implications.
- Understand relevance and applicability of various theories of development.
- Get acquainted with importance of heredity and environment and humandiversity.
- Get familiar with the role of family, school, society, media and self in

  
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developmental process of the children.

- Understand the importance of group dynamics and social cognition for development of personality.
- Understand and critically examine the concept of Discipline and its implementation in Indian classrooms.
- Learn the process of application of theory into practice.

### F 1.3 TECHNIQUES OF TEACHING

- To gain insight and reflect on the concept of teaching and the status of teaching as a profession;
- To obtain total perspective of the role of techniques in educational practice.
- To create an awareness about models of teaching and teaching-learning aids in Educational Technology.
- To distinguish between communication and instruction in order to design sound instructional system.

### F 1.4 EDUCATION IN CONTEMPORARY INDIA

- To have insight into constitution of India in relation to education.
- To understand features, ideals, values and diversities in Indian education.
- To explain recommendations of various educational committees, commissions and contemporary policies
- To acquainted with the Indian educational system in post-independence era
- To acquainted with the current initiatives being taken in Indian education, and
- To sensitized to the emerging issues of concern in the field of education.

### F 1.5 ICT SKILL DEVELOPMENT

- To demonstrate understanding of the main components of the computer hardware in use.
- To use various digital technologies (hardware and software) for creating resources and Providing learning experiences for all types of learners (including differently abled)
- To acquire the skills of operating a computer in multifarious activities pertaining to teaching
- To understanding features of MS office and their operations.
- To develop skill in using MS-Word, PowerPoint and Spreadsheet
- To integrate technology in to classroom teaching learning strategies

### P-1.1 & 1.2 PEDAGOGY OF COMMERCE

- To develop an understanding of the content in commerce
- To acquire the knowledge of nature and scope of commerce
- To acquire the knowledge of history of commerce
- To develop an appreciation towards the role of commerce in daily life.
- To develop the understanding of aims and objectives of teaching commerce.
- To develop the understanding of the various methods, approaches and techniques of teaching commerce
- To develop an understanding of planning daily lessons and unit plan.



➤ To apply the knowledge of methodology in their teaching

**P-1.1 & 1.2 PEDAGOGY OF COMPUTERS**

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

**P-1.1 & 1.2 PEDAGOGY OF ECONOMICS**

- To acquire a conceptual understanding of Economics.
- To acquire basic knowledge and skills to analyze and transact the Economics curriculum.
- To develop an understanding of aims and objectives of teaching of Economics
- To sensitize and equip student teachers to handle Economic issues and concerns in a responsible manner.
- To enable student teachers to examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.
- To realize her/his role as facilitator in enhancing Economics learning in the real classroom situation.
- To reflect upon her/his own experiential knowledge in the process of becoming an Economics teacher.

**P-1.1 & 1.2 PEDAGOGY OF ENGLISH**

- To provide knowledge about nature of Language
- To enable the students to understand the pedagogy of the Language
- To improve linguistic skills of the students.
- To improve practical use of the Language.
- To provide detailed knowledge about Grammar.

#### P-1.1 & 1.2 PEDAGOGY OF FINE ARTS

- Learn and understand the concept, importance and scope of art and to apply them in teaching and in daily life.
- Acquaint with objectives and different principles of fine arts.
- Develop the skill of using various teaching methods and techniques for teaching of fine arts.
- Develop criticism and aesthetic sense.
- Develop imagination and sense of appreciation and interest in teaching of fine arts.
- Know about professional competencies of fine arts teacher.

#### P-1.1 & 1.2 PEDAGOGY OF HISTORY

- To acquire a conceptual understanding of the nature of History.
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.
- To acquire basic knowledge and skills to analyze and transact the History.
- Plan lessons based on different approaches to facilitate learning of History.
- Develop learning materials on selected units to facilitate learning in History.
- Understand different ways of assessing learner performance and providing additional support to the learners
- Reflect upon her/his own experiential knowledge in the process of becoming a History teacher.
- To sensitize and equip student teachers to handle social issues
- Realize her/his role as facilitator in enhancing History learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in History.

#### P-1.1 & 1.2 PEDAGOGY OF MATHEMATICS

- Develop an insight into the meaning, nature, scope and objective of mathematics education;
- Appreciate the role of mathematics in day-to-day life;
- Appreciate the aesthetic aspect of mathematics;
- Appreciate mathematics to strengthen the student's resource;
- Learn important mathematics: mathematics is more than formulas and



- mechanical procedures;
- Channelize, evaluate, explain and reconstruct their thinking;
- Construct appropriate assessment tools for evaluating mathematics learning;
- appreciate the process of developing a concept;
- Develop ability to use the concepts for life skills;
- Develop competencies for teaching-learning mathematics through various measures
- Understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes.

#### **P-1.1 & 1.2 PEDAGOGY OF PHYSICAL EDUCATION**

- To develop an understanding of aims, objectives and importance of phy.edu.inschools
- To understand the significance and practical use of Audio Visual Aid
- To make the Teaching of Physical Education. More interesting and innovative
- To develop awareness regarding first aid
- To develop awareness regarding Physical fitness and organic efficiency in individual and social life.
- To promote Physical Education through means and methods of teaching
- To describe the relationship of Physical Education with other subjects
- To understand the importance of Physical Education room, equipment and playfield.

#### **P-1.1 & 1.2 PEDAGOGY OF POLITICAL SCIENCE**

- To acquire a conceptual understanding of the nature of Political Science
- Plan lessons, Units based on different approaches to facilitate learning of Social Sciences.
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.
- To acquire basic knowledge and skills to analyze and transact the Social Sciences.
- To sensitize and equip student teachers to handle political issues.
- Realize her/his role as facilitator in enhancing Social Sciences learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- Develop learning materials on selected units to facilitate learning in Political Science.
- To understand different ways of assessing learner performance and providing additional support to the learners.
- Reflect upon her/his own experiential knowledge in the process of becoming a Political Science teacher.

#### **P-1.1 & 1.2 PEDAGOGY OF SOCIAL STUDIES**

- To acquire a conceptual understanding of the nature of Social Studies.
- To acquire basic knowledge and skills to analyze and transact the Social Studies.
- Develop learning materials on selected units to facilitate learning in Social Studies.

- Plan lessons, Units based on different approaches to facilitate learning of Social Studies.
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.
- To sensitize and equip student teachers to handle social issues.
- Realize her/his role as facilitator in enhancing Social Studies learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- To understand different ways of assessing learner performance and providing additional support to the learners.
- Reflect upon her/his own experiential knowledge in the process of becoming a Social Studies teacher.

#### **EPC1.1 DRAMA AND MUSIC IN TEACHING**

- To understand concept and scope of Drama and Music in Education.
- To develop their aesthetic sensibilities.
- To bring the Drama and Music into the center of exploration.
- To explore the adaptive strategies of artistic expression.
- To recognize the role of Drama and Music in education at school level.
- To learn to identify areas that suit learning process through Drama and Music.
- To explore the Role of teacher as a creative guide.

#### **EPC1.2 SIMPLE EXPRESSIVE COMPETENCIES**

- To acquaint them with sketching for expression and communication purpose.
- To develop sense of organization and an aesthetic sense in them.
- To prepare/improve teaching aids for effective teaching learning.
- To write legibly on Chalk Board.
- To learn to handle and display teaching material.

#### **1.3 PARTICIPATION IN SPORTS AND YOGA**

- To understand the concept of health sports and yoga
- To make pupil teachers aware regarding the aims and objects of health and physical fitness components
- to inculcate interest for sports participation among pupil teachers
- To give them knowledge about layout and rules and regulations of the games
- to inculcate awareness for yoga and meditation
- to impart knowledge about good posture
- To inculcate the habit of taking a healthy diet

#### **EPC1.4 PRE-INTERNSHIP**

A brief orientation programme can be arranged before sending the student teachers to schools to acquaint them with the objectives and modalities of such programme.

Sec-32/ During this programme, the student teachers shall observe the following:



1. Philosophy, aim and vision of the school.
  2. Organization & Management (Affiliating body, type of school, type of management)
  3. The school/classroom environments with reference to infrastructure (area and layout), equipments, curriculum (critical analysis of any class in both teaching subjects), teaching learning materials, utilization of human resources.
  4. Various co-curricular activities related to dramatics, literary, sports and fine arts etc.
  5. Morning Assembly (Observation of conduct and activities carried out during morning Assembly).
  6. After completion of the field exposure programme, student teachers shall be required to develop a detailed report and present it for evaluation at the parent college.
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## SEMESTER-II

### F-2.1 SOCIOLOGICAL BASIS OF EDUCATION

- Study education in a sociological perspective and comprehend the role of education as an agent of social change.
- Imbibe the national ideals, national integration and appreciate the value of international understanding.
- Critically examine the social, cultural and political aspects of educational process.

### F-2.2 UNDERSTANDING THE LEARNER

- Understand nature of learning, factors affecting learning, various theories of learning and educational implications of transfer of learning.
- Understand the importance of intelligence, different theories of intelligence and measurement of intelligence and its uses.
- Make the student teachers familiar with the concept of emotional intelligence and their role in promotion of emotional intelligence.
- Get familiar with the identification and promotion of creativity among learners.
- Understand the concept of personality and its assessment.
- Know the concept and importance of mental health and motivation.
- Get familiar with children with special needs.
- Understand the basic concepts of elementary statistics.
- Get acquainted with the administration and interpretation of psychological tests.

### F-2.3 ASSESSMENT FOR LEARNING

- To understand the nature of assessment and its role in teaching learning process

- To critically analyze the role of assessment at different domains of learning
- To develop the skill of construction of testing tools
- To understand, analyze, manage and implement assessment data
- To examine different trends and issues in assessment.

#### F-2.4 CURRICULUM AND UNDERSTANDING THE DISCIPLINES

- To explain the concept, principles, approaches and types of curriculum
- To analyze various curriculum frameworks
- To explain the concept and types of discipline
- To understand the nature, changes in disciplines and subjects in terms of social, political and intellectual context
- To study the relationship between academic disciplines and school subjects.

#### F-2.5 SCHOOL MANAGEMENT

- To understand the concept and operational components of school management.
- To enlist the physical resources of the school and the importance of their maintenance.
- To understand the importance of social life in school and the Role of administrators and the Teachers.
- To become successful teachers in their future endeavor of teaching.
- To develop practical skills in organizing school programs and activities.

#### P-2.1 & P-2.2 PEDAGOGY OF COMMERCE

- To acquire a conceptual understanding of the nature of commerce
- To acquire the knowledge of different activities organized by commerce associations
- To develop an appreciation towards the role of commerce in daily life
- To develop an understanding of planning daily lessons and unit lessons
- To explore the use and relevance of different learning resources in learning different contents in commerce
- To reflect upon his/her own experimental knowledge in the process of becoming a commerce teacher.

#### P-2.1 & P-2.2 PEDAGOGY OF COMPUTER SCIENCE

- To develop an understanding of the content in computer science
- To develop the understanding of resources for teaching computer science.
- To develop the understanding of the various curricular activities in the teaching of computer science.
- To develop an understanding of evaluation and the concept of E-learning

#### P-2.1 & P-2.2 PEDAGOGY OF ECONOMICS

- To acquire the conceptual understanding of pedagogic planning
- To enable the students frame behavioural objectives
- To acquire basic skills of lesson planning
- To sensitize the students about various types of learning material, resources and teaching aids
- To enable the pupil teachers to implement assessment and evaluation tools and techniques
- To reflect on the content areas listed in curriculum.





### **P-2.1 & P-2.2 PEDAGOGY OF ENGLISH**

- To provide knowledge about various forms of Literature and methods of Teaching English.
- To enhance teaching skills of the students
- To enable the students to prepare teaching aids and their uses
- To provide knowledge about preparation of lesson plan
- To develop evaluative skills of the students.

### **P-2.1 & P-2.2 PEDAGOGY OF FINE ARTS**

To enable student teachers to:

- Learn and understand the correlation of fine arts with other subjects.
- Develop the skill of using text books-availability, criteria for selection etc.
- Develop the Aesthetic sense.
- To prepare lesson plan for teaching fine arts.
- Develop imagination and sense of appreciation of arts and interest in teaching
- Knowledge about various elements and importance of six limbs in fine arts.

### **P-2.1 & P-2.2 PEDAGOGY OF POLITICAL SCIENCE**

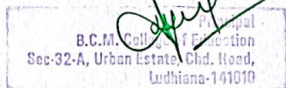
- To develop an understanding about planning in teaching of political science.
- To acquire basic knowledge and skills to analyze and transact the political issues
- To sensitize and equip student teachers to handle political issues.
- To develop an understanding about the need of equipments in teaching of political science
- To develop an understanding about different ways of assessing learner's performance in political science

### **P-2.1 & P-2.2 PEDAGOGY OF PEDAGOGY OF SCIENCE**

- Plan lessons for effective teaching in science.
- Organize various co-curricular activities in science.
- Organize practical work and improvise science apparatus.
- Develop insight into various learning resources in science.
- Understand evaluation and Construct blue print of a question paper.
- Analyze the content pedagogically.

### **P-2.1 & P-2.2 PEDAGOGY OF SOCIAL STUDIES**

- To acquaint the pupil teachers with Plan lessons, Units based on different approaches to facilitate learning of Social Studies.
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.
- Realize her/his role as facilitator in enhancing Social Studies learning in the real



classroom situation.

- Explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- To understand different ways of assessing learner performance and providing additional support to the learners

#### **EPC-2.1 WORK EXPERIENCE PROGRAMME-CANDLE MAKING**

- To provide hands on experience and develop dignity of work
- To develop sense of organization and aesthetic sense in students
- To provide opportunities for creative expression
- To enable them to make different types of candles

#### **EPC-2.1 WORK EXPERIENCE PROGRAMME-CLAY MODELLING**

- Development of creativity and imagination.
- Develop a sense of beauty.
- Develop a sense of organization and an aesthetic sense in them.
- To prepare /improve teaching aids for effective teaching learning.
- Learn to handle and display teaching material.

#### **EPC-2.1 WORK EXPERIENCE- GARDENING**

- a) Preparation of a lawn/flowerbed/kitchen garden
- b) Potting the Plants
- c) Collection of Seeds and Leaves
- d) Preparation of Practical Note Book

#### **EPC-2.2 ICT PRACTICAL**

- Demonstrate understanding of the main components of the computer hardware in use.
- Use various digital technologies (hardware and software) for creating resources and Providing learning experiences for all types of learners (including differently abled)
- Understand features of MS office and their operations.
- Develop skill in using MS-Word, PowerPoint and Spreadsheet
- Integrate technology with classroom teaching learning strategies

#### **EPC-2.4 PRE-INTERNSHIP**

The student will be able to know:

1. Evaluation procedures used in the school
  - a) Types of evaluation
  - b) Maintenance of examination records
2. Library resources
3. Types of Grants and Scholarships received by school

  
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4. To record of stock register

5. Innovative center of pedagogy and learning/ educational resource center.

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#### SEMESTER-IV

##### F-4.1 GENDER, SCHOOL AND SOCIETY

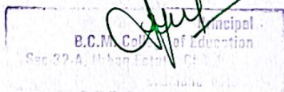
- Develop basic understanding of key concepts Gender bias, gender stereotype, empowerment, equity and equality, patriarchy, masculinity and feminism.
- Learn about the gender issues in school curriculum, text books and pedagogical processes in the classroom and its interaction with class, caste, religion and region.
- Understand the role of education in ensuring gender equity and equality.
- Appreciate the policy initiatives taken in relation to gender issues.

##### F-4.2 GUIDANCE AND COUNSELLING

- Help the pupil teachers to understand the meaning, aims and objectives, principles and scope of guidance.
- Acquaint them with various services of guidance.
- Enable them to differentiate between guidance and counselling.
- Help the pupil teachers to understand counselling and its various approaches
- Enable the pupil teachers to understand their students by applying testing and non-testing techniques.
- Help them to organize guidance and counseling cell in the school.
- Acquaint them with the methods of Job analysis
- Acquaint the pupil teachers with recent trends in guidance and counselling and guidance need of Indian adolescents

##### F-4.3 INCLUSIVE SCHOOL

- Understand Diversity, Disability and Inclusion
- Inculcate healthy attitude towards inclusive school.
- Use different teaching strategies for inclusive education



- Understand the role of teachers, parents and community for supporting inclusion
- Understand the recommendation of various policies.

#### F-4.4 UNDERSTANDING THE SELF

- Enable the student teacher to discover oneself.
- Develop holistic and integrated understanding of the human self and personality.
- Develop positive thinking among student teachers.
- Encourage future teachers to develop the capacity for self-regulation and conflict resolution.
- Help student teachers develop the capacity for sensitivity, effective ways of communication to establish peace and harmony.
- Equip student teachers with skills for empathic listening and self-expression
- Evolve as a progressive and flexible teacher.

#### F-4.5 READING AND REFLECTING ON TEXT

- Promote an understanding of language characteristics of learners, language usage.
- Enable the students to understand socio-cultural aspects of language learning, language as a process and the functional use of language across the curriculum.
- Enable to read, analyze and reflect on variety of texts.
- Develop meta-cognitive awareness to become conscious about thinking processes.
- Enable to write with a sense of purpose.
- Enable student teachers to enhance their capacities as readers and writers

#### E-4.1 & 4.2 DISTANCE EDUCATION & LIFE LONG LEARNING

- Promote an understanding of language characteristics of learners, language usage.
- Enable the students to understand socio-cultural aspects of language learning, language as a process and the functional use of language across the curriculum.
- Enable to read, analyze and reflect on variety of texts.
- Develop meta-cognitive awareness to become conscious about thinking processes.
- Enable to write with a sense of purpose.
- Enable student teachers to enhance their capacities as readers and writers

#### E-4.1 & 4.2 ENVIRONMENTAL EDUCATION

- Acquaint the student teachers with the concept of Environment and Ecology.
- Create awareness and generate interest of student teachers in Environmental Education.
- Provide knowledge to the student teachers about Pollution and its control.
- Sensitize student teachers towards Global Environmental Problems.
- Sensitize student teachers towards need of Conservation of Natural resources.
- Develop desirable attitude, values and respect for the environment.
- Acquaint the student teachers with the initiative of government and local bodies in environmental conservation.



#### E-4.1&4.2 HEALTH AND PHYSICAL EDUCATION

- Enable the student teachers to develop an understanding about Health & Physical Education.
- Create awareness on different aspects of health and fitness among student-teachers.
- Understand meaning, concept, aims and objectives of Health and Physical Education in school curriculum.
- Learn good health habits: acquire knowledge of common communicable diseases.
- Understand the nature of injuries and to take care during emergencies and provide first aid.
- Understand the diet modification in the treatment of under-weight and obesity.
- Clearly understand concept of recreation and how to organize recreational games.
- Understand various Yoga Asanas and techniques.

#### E- 4.1& 4.2 LIFE SKILLS EDUCATION

- Acquaint students with the concept and importance of Life Skills
- Acquaint students with the role of education in developing life skills
- Develop attitude of students towards developing life skills through education
- Integrate life skills with the teaching learning process.

#### E-4.1 &4.2 SCHOOL LIBRARY AND INFORMATION SERVICES

- Enable the student- teachers to develop an understanding of meaning, concept and nature of school library services.
- Impart knowledge to student teachers about the need and importance of library services in the present school education.
- Acquaint them with basic principles of school libraries.
- Acquaint and prepare student-teachers for the application of information technologies in school libraries.




**EPC-4.1 Participation in Community Service/ Cultural Activities/ Educational Tour/Trip**

- Develop an attitude towards clean environment
- Develop an understanding about national integration
- Develop an understanding about social welfare

**EPC 4.2 COMMUNICATION, EMPLOYABILITY AND RESOURCE DEVELOPMENT SKILL**

- To develop effective communication skills among students teachers
  - To develop speaking skills among students teachers in front of a small group
  - To develop skill of article writing for magazine / newspaper
  - To develop the skill of searching of topic from reference book
  - To develop the skill of preparing e-learning resources for smart classrooms
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## SEMESTER-IV

### EPC-3.1

#### SCHOOL INTERNSHIP PROGRAMME

##### Phase-1: Pre-Practice Duration: 2 week (In parent institute)

1. Student teachers will learn to write and demonstrate micro, macro, diary, ICT, test based and teaching model based lesson plans.
2. Every student teacher should go through one week simulated teaching practice in each teaching subject.
3. Workshop on development of audio visual aids be organized during this week.
4. Necessary orientation programmes for Mentor Teachers and Heads of these selected schools be organized by the institute.

##### Phase-2: Teaching Practice Duration: 14 weeks

The school teaching practice phase can be divided into two blocks. In the first block of 7 weeks, student teachers may be engaged with students 'of either Upper Primary or Secondary classes; and in the second block of 7 weeks in reverse order. With the permission of higher authorities (DGSE, DEO and school principals) the convenient small groups of student teachers shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach minimum of 60 lessons in each pedagogic subject under the supervision of the mentor teacher and respective teacher educators.

**Nomination of Mentor Teachers:** During the internship different teachers of the schools may be nominated as mentor teachers. The role of the mentor teacher would be to share his/her professional experiences, present model lessons, assess student teachers' performance, and provide on-site guidance and support during internship.

**Identification of supervisors:** The faculty members of the parent institute would be allotted to different schools as supervisors during the internship period. The supervisor shall coordinate the activities of the mentor teachers of the school; and assess student teachers' performance, and provide on-site guidance and support during internship at least twice a week.

**Activities for Student teachers:** Student teachers shall undertake the following activities during this period:

##### Phase I. Planning and Facilitating Teaching Learning

(A) Preparing and delivering 120 lesson plans in two teaching subjects - (60 + 60)

- Macro Lesson Plans-40
- Diary form Lesson Plans- 08
- ICT Based Lesson Plans- 05
- Unit Test Based Lesson Plans- 04 (Preparing blue print & conducting unit tests)
- Lessons Plans based on Models of Teaching - 03

(B) Peer teaching observation - 10 + 10 in each subject

(C) Micro lesson plans - 5 + 5 in each subject

  
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(D) Discussion lesson – 02 (one in each teaching subject)

**Phase II. Assessment of students' performance:** Assessment record on the basis of unit tests.

### III. Participation in School Activities

- Participation in organizing co-curricular activities i.e. Literary, Dramatics, Finearts and sports (any two).
- PTA/PTM/SMC

**Records to be submitted by a Pupil teacher:**

- Teaching Practice file (Both teaching subjects)
- Assessment record
- Record of Participation/organization of school activities

Phase – III

### POST-PRACTICE AND EVALUATION

**Duration: 1 Week**

The following activities shall be organized in the Post Practice phase:

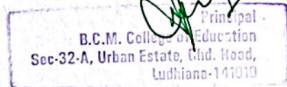
- Presentation of brief report by each student teacher on his/her internship experiences.
- Inviting feedback from cooperating school
- EVALUATION TOTAL 300 MARKS

The weight age to different components of internship shall be assigned as under:-

- Assessment by concerned teaching subject school mentor teacher and teachereducator – **40 marks (20+20 in each subject)** on assessment

### PERFORMA - A

- Internal assessment on the basis of submitted records and discussion lesson -30 in each teaching subject (**30+30 in each subject =60**)
- External assessment: Final Skill- in-Teaching lesson in each subject to be conducted in the parent college (**100+100 in each subject =200**) under the supervision of external Internship Programme Coordinator appointed by the university.
- Breakup of external evaluation for each teaching subject (100 marks) is as follows:
  - Written Lesson - 10 Marks
  - Presentation - 60 Marks
  - Teacher Traits - 20 Marks
  - Teaching aids - 10 Marks





*Performa-A: Assessment for School Internship*

(To be given by Teaching Subject School Mentor Teacher and Teacher Educator for each Teaching Subject) -

Total Marks: 40 (20+20) for two teaching subjects

Teaching Subject:

Name of the Student			
Roll No.			
Name of the School			
Session			
Sr.No.	Teaching Aspects	Marks for the area	Marks Obtained
1.	Adherence to school's rules & regulations (Punctuality, Attendance & General behavior)	4	
2.	Organization and participation in morning assembly and co-curricular activities.	4	
3.	Development and use of teaching learning material (audio visual aids)	2	
4.	Maintenance of School Records & Registers	2	
5.	Participation in evaluative techniques (Developing question papers, making marking papers, helping & preparing results and assigning grades)	4	
6.	Use of teaching strategies (knowledge of subject content, methodology, class room interaction, class control etc)	4	
<b>Total Marks</b>		<b>20</b>	
Signature of School Advisor/Coordinator/Mentor teacher:			
Signature of Teacher Educator:			
Counter signed by head of the school (along with stamp)			Date:

  
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## **PROGRAMME OUTCOME/ COURSE OUTCOME OF M.Ed. (MASTER OF EDUCATION)**

### **TWO YEARS REGULAR COURSE CREDIT BASED SEMESTER SYSTEM SEMESTER-WISE OUTLINE OF SYLLABI, COURSES OF READING AND TESTS FOR THE DEGREE OF M.Ed. (GENERAL) FOR THE EXAMINATIONS OF 2020-2021**

**PROGRAMME OUTCOME** To prepare students as Teacher Educators, Administrators and Researchers for various institutions engaged in Teaching, Educational Research and Educational Planning.

**SPECIFIC PROGRAMME OUTCOME:** The objectives for M.Ed. (General) course are as follows:

- To prepare teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers.
- To prepare professionals for teaching in colleges of education.
- To train professionals for psychological testing; personal, educational and vocational guidance; statistical analysis with an educational orientation.
- To orient students for participation in programmes of educational evaluation and examination reforms.
- To train professionals for organizing curriculum development and preparation of instructional materials.
- To prepare teacher educators through systematic study and research in order to contribute to the development of educational literature and lead to the growth of education as a discipline.

#### **SEMESTER-I PROGRAM CODE: MEDGN-I**

#### **PAPER-I COURSE CODE: PIE-1**

#### **COURSE TITLE: Perspectives in Education – I**

At the end of the course students will be able to:

- Explain assumptions and principles of education.
- Explain epistemological and axiological issues in education.
- Discuss concepts and theoretical perspectives of sociology of education.
- Explain the meaning of modernization, social change and role of school as a place for social change.
- Explain the concept of social equity & equality; social mobility and social stratification.

#### **PAPER-II COURSE CODE: C02-LLP-I,**

#### **LEARNER AND LEARNING PROCESS-I**

After completing the course, the student will be able to:

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- Understand learner in psycho-social context
- Explain growth development and problems of adolescents
- Analyse the learning process based on theoretical approaches of learning
- Understand environments conducive to learning

**PAPER-III COURSE CODE: C03-ERS-I**

**EDUCATIONAL RESEARCH AND STATISTICS-I**

At the end of the course, the students will be able to:

- Define research problem.
- Formulate a hypothesis.
- Select a sample and forward reasons in support of his/her decisions.
- Understand the meaning and importance of statistics.
- Understand the meaning and compute measures of central tendency, measures of variability, measures of relationship.
- Understand the meaning and application of normal probability curve.
- Select and conduct the statistical analysis of data by applying the statistics suitable for the problem.

**PAPER-IV COURSE CODE: C04-HOE-I, HISTORY OF EDUCATION-I**

At the end of this course, students will be able to:

- Trace the progress of education in ancient and medieval India – Vedic, Post Vedic and Buddhist Education, Islamic education
- Explain education during pre and post-independent India
- Explain the various committees and commission formed for the progress of education during pre and post-independent India
- Explain the various issues and trends of education in India

**PAPER V COURSE CODE: C05-TED-I, TEACHER EDUCATION-I**

After completing the course, the student will be able to:

- Describe the scope and importance of teacher education.
- Appreciate the roles and responsibilities of teachers.
- Discuss the functions of agencies regulating teacher education in India.
- Trace changes in teacher education in light of NCF, 2005 and NCFTE, 2009.
- Explain the objectives, scope and components of pre-service teacher education.
- Discuss the methods employed for curriculum transaction in pre-service teacher education.
- Discuss the concept and importance of professional development of teachers.



- Explain strategies of professional development of teachers.
- Discuss the agencies for in-service education.
- Discuss the concept of teaching and professional ethics of teachers.
- Explain the mode off teacher selection, appointment and induction.
- Explain the assessment and evaluation techniques in teacher education.

**PAPER VI COURSE CODE: C06-DIS-I**

**COURSE TITLE: Dissertation-I (Orientation to Writing a synopsis)**

- Orient students to the process of research.
- Enable them to identify a problem for undertaking the research project
- Enable them to prepare a synopsis on which they will submit a research proposal in Semester II.

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**SEMESTER II PROGRAM CODE: MEDGN-II**

**PAPER-I COURSE CODE: C07-PED-II PROCESS OF EDUCATION-II**

At the end of the course, students will be able to:

- Explain the educational implications of some schools of philosophy in Western Thoughtand Indian Philosophy.
- Examine critically the concerns arising from the vision of great Western and Indian thinkers.
- Reflect on changing political context of education and support system of education.
- Discuss the changing socio-cultural dimensions in the context of education.

**PAPER-I I COURSE CODE: C08-PIS-**

**PSYCHOLOGY FOR INDIVIDUAL AND SOCIAL DEVELOPMENT-II**

At the end of this course, the student will be able to:

- Explain concept of learning and motivation
- Gain knowledge about the concept and theories of personality and its assessment
- Differentiate between characteristics of adjusted and maladjusted learners
- Understand and measure the learner's cognitive abilities with special reference tointelligence
- Get acquainted with concept and nature of children with special needs.

**PAPER-III COURSE CODE: C9-ERS-II**

**EDUCATIONAL RESEARCH AND STATISTICS-II**

At the end of the course, the students will be able to:

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- Select the tools for studying different variables.
- Understand historical, descriptive and experimental method of research.
- Select/ formulate the design of the study by controlling and classifying the variables demanded by the design.
- Understand the meaning and compute ANOVA, Chi square, Wilcoxon Signed Rank Test Mann- Whitney Test.
- Report the research work in accordance with the current trends and procedures of report writing.
- Select and conduct the statistical analysis of the data by applying the statistics suitable for the problem.

**PAPER-IV COURSE CODE: C10-DIS-II**

**COURSE TITLE: DISSERTATION-II**

**(SUBMISSION OF RESEARCH PROPOSAL)**

Under the supervision of their guides they will undertake all the steps of writing research proposal to finalize and submit the research synopsis. The students will submit dissertation in themonth of March.

**PAPER-V COURSE CODE: C11-SDS-I,**

**SELF DEVELOPMENT SKILLS-II**

**(YOGA, COMMUNICATION AND PROFESSIONAL SKILLS)**

1. To create effective communicators
2. To master yogasanas and maintain fitness

**PAPER-VI ANY ONE OF THE FOLLOWING:**

**E01-PSE-II: PEDAGOGY OF SCIENCE EDUCATION-II**

On completion of this course, the students will be able to:

- Explain the nature of science as a dynamic, expanding body of knowledge and as asocial endeavor;
- Explain the difference and complementarity between Science and Technology;
- Understand the need to evaluate curricula and evaluate the same on the basis of differentvalidities;
- Know about and critically study innovative curricular efforts in India and abroad;
- Understand diversity of instructional materials, their role and the need forcontextualization in science education;
- Appreciate the role of co-curricular activities in science education;
- Explain the constructivist approach to science instruction;
- Understand the role of assessment in the teaching –learning process in science;



- Familiarize with innovative trends in assessment;
- Analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

#### **E02-PSS-II: PEDAGOGY OF SOCIAL SCIENCE EDUCATION-II**

After completion of the course, the students will be able to:

- Develop an understanding about the meaning, nature, scope of social sciences and social science education
- Find out the distinction and overlap between social sciences, humanities and liberal arts
- Understand the role of various methods and approaches of teaching social sciences
- Employ appropriate approach for transaction of social science curriculum
- Effectively use different media, materials and resources for teaching social sciences
- Construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation.

#### **E03-PLI-II: PEDAGOGY OF LANGUAGE EDUCATION-II E04-**

On completion of the course, students will be able to:

- Gain an understanding of the nature, functions and the implications of planning for teaching language/languages
- Understand the psychology of language learning
- Gain an understanding in the pedagogy of language learning
- Study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language
- Examine various areas of research in language education
- Survey various problems with respect to language learning
- Identify and reflect on factors affecting language policy

#### **PME-II: PEDAGOGY OF MATHEMATICS EDUCATION-II**

On completion of this course, students will be able to:

- Appreciate the abstract nature of mathematics.
- Distinguish between science and mathematics.
- Develop the skill of solving real life problems through mathematics modelling as an art.
- Develop the understanding of using constructivist approach in mathematics.
- Develop the skill of using various methods and techniques of teaching mathematics.
- Develop problem solving skills.
- Develop the skills required for action research in mathematics.



**SEMESTER-III PROGRAM CODE: MEDGN-III  
PAPER-I**

**COURSE CODE: C12-ESD-II**

**EDUCATION FOR SUSTAINABLE DEVELOPMENT & GLOBAL PEACE-III**

On completion of this course, students will be able to:

- Explain concepts concerning various aspects of the Educational for sustainable development.
- Explain the concept of world peace and role of education
- Recognize dependence of human life on the environment.
- Identify local and region specific environmental problems.
- Understand the role of individuals, society, the government, ICT and media in protection,preservation and conservation of environment.
- Develop awareness about rules, regulations and legal provisions for protection, preservationand conservation of the environment.
- Develop awareness, desirable skills and appreciation for the protection, preservation andconservation of the environment.
- Understand the role of school and teacher in creating awareness among students about needfor sustainable development.

**PAPER: II COURSE CODE: C13-GNC-III**

**• GUIDANCE AND COUNSELLING-III**

After completing the course, the student will be able to:

- Understand the meaning, nature, aims, need and scope of guidance.
- Understand the meaning, nature, aims, need and scope of counselling.
- Recognise the role of guidance in attaining the goals of education.
- Understand the meaning, objectives, and advantages of group guidance.
- Develop the acquaintance with various techniques of group guidance.
- Understand the qualitative and quantitative appraisal of student.
- Develop knowledge and understanding of the major psychological concepts such as intelligence, aptitude, personality, interest and their assessment for providing guidance.
- Develop the skill of administration and interpretation of psychological assessment.

**COURSE CODE: C14-MEV-III,**

**MEASUREMENT, ASSESSMENT AND EVALUATION-III**

At the end of the course, the students will be able to:

- Acquaint the students with concepts and techniques of measurement and evaluation.
- Develop skills in the construction and standardization of tests.
- Acquaint themselves with the new trends in evaluation.
- Enable them in learning the applications of advanced statistical techniques in education.





**PAPER-IV COURSE CODE: C15-EFF-II,**

**EDUCATIONAL MANAGEMENT, POLICY PLANNING -III**

After completing the course, students will be able to:

- Explain the process of policy formulation
- Critically analyse the determinants of educational policy
- Explain the principles, methods and approaches of educational planning
- Explain types, approaches and agencies for performance appraisal
- Explain structure of educational organization
- Explain various aspects of organizational climate
- Discuss processes of educational management
- Describe issues in organizational development and change.

**SEMESTER-IV PROGRAM CODE MEDGN-IV**

**PAPER: I, COURSE CODE: C17-EDT-IV**

**EDUCATIONAL TECHNOLOGY AND ICT-IV**

After completing the course, the student will be able to:

- Explain the concept of educational technology.
- Explain the nature and scope of educational technology.
- Trace the history of educational technology.
- Explain the types of educational technology.
- Discuss major trends in educational technology.
- Explain the concepts, variables, phases and levels of teaching.
- Describe the meaning of models of teaching.
- discuss different models of teaching.
- Explain various teacher training techniques.
- Discuss the concept, principles and types of programmed instruction.
- Explain the development stages of linear program.
- Discuss the concept, characteristics and selection of audio-visual media.
- Explain the concept, process, principles and barriers of communication.
- Discuss the concept, need and advantages of ict.
- Discuss the concept and method of computer-assisted instruction, e-learning, onlinelearning and m-learning.

**PAPER-II COURSE CODE: C18-DIS-IV**

**COURSE TITLE: Dissertation-IV**

The students will submit the dissertation upto 15<sup>th</sup> Feb, prepare and appear for dissertation viva voce in April/May before an external examiner and supervisor.

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**COURSE CODE: C19-FAI-IV**

**COURSE TITLE: Field Attachment/ Internship-Viva voce**

**COURSE CONTENT**

Systematically planned field internship/ attachment in a teacher education institution, and in the specialization area chosen by the student which was organized during the program in 3<sup>rd</sup> Semester of 2 year M.Ed. course will be evaluated by external examiner on the basis of Internship report and viva voce.

**PAPER-IV**

**COURSE CODE: C20-SDS-IV**

**COURSE TITLE: Self Development Skills – IV (Placement/Entrepreneurship Skills)**

**COURSE LEARNING OUTCOMES**

- To enable the learners to prepare a CV
- To prepare the learners for facing an interview
- To make them aware of the possible pitfalls/threats of using e-resources

**PAPER V, VI, & VII**

**Any three of the following**

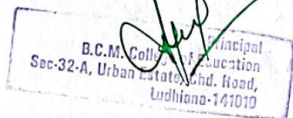
**E05-INE-IV: Education for Differently Able -IV**

**E06-CRS-IV: Curriculum Studies-IV**

**E07-CME-IV: Comparative Education-IV**

**E09-LLL-IV: Life Long Learning-IV**

**E10-ECE-IV: Economics of Education-IV**



**COURSE CODE: E05-INE-IV** **COURSE TITLE: Education for Differently Abled –IV**

**COURSE LEARNING OUTCOMES**

At the end of the course, the student will:

- Know types of children with diverse needs, their nature and educational implications
- Understand and appreciate inclusive education and legislation related to it
- Know about various resources needed for children with diverse needs
- Understand various aspects of teacher preparation for children with diverse need.

**COURSE CODE: E06-CRS-IV**

**COURSE TITLE: Curriculum Studies-IV**

**COURSE LEARNING OUTCOMES**

After completing the course, the student will be able to:

- Explain the concept of curriculum and curriculum development.
- Explain the foundations of curriculum development.
- Discuss factors affecting curriculum change.
- Appreciate the role of teacher as a curriculum maker.
- Explain the nature, purposes, scope and principles of curriculum development.
- Explain taba's model of curriculum development
- Explain the concept and need of curriculum development
- Explain features of different curriculum designs.
- Explain eclectic model of curriculum design.
- Explain different models of curriculum engineering.
- Appraise critically the present day curriculum of indian schools.
- Discuss curriculum issues and trends.
- Predict future directions for curriculum.

**COURSE CODE: E07-CME-IV**

**COURSE TITLE: Comparative Education-IV**

**COURSE LEARNING OUTCOMES**

After completing the course, the student will be able to:

- Explain the concept, history and purposes of comparative education.
- Explain the importance and limitations of comparative education
- Explain the factors influencing the educational system of a country.
- Explain the educational ladder of U.K., Finland and India.

• C. Compare the salient features of educational system of U.K., Finland and India.

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- Explain the educational ladder of U.S.A., China and India.
- Compare the salient features of educational system of U.S.A., China and India.
- Compare the teacher education program in U.K., Finland, U.S.A., China and India.
- Discuss recent trends and innovations in education of U.K., Finland, U.S.A., China and India

**COURSE CODE: E09-LLL-IV**

**COURSE TITLE: LIFELONG LEARNING-IV**

**COURSE LEARNING OUTCOMES**

: After completing the course, the student will be able to explain:

- Concept of lifelong education
- Approaches to lifelong education
- Concept, aims, Need and importance of adult and continuing education
- Literacy situation in the country and government initiatives to improve literacy status
- Administration and management of adult and continuing education programmes
- Role of universities in adult and continuing education
- Concept of andragogy and its applications
- Impact of lifelong education on formal education
- Types of continuing education programmes
- Areas of research in adult , continuing and lifelong education

**COURSE CODE: E10-ECE-IV**

**COURSE TITLE: ECONOMICS OF EDUCATION-IV**

**COURSE LEARNING OUTCOMES**

After completing this course the students will be able to:

- Know the general status and progress of education in relation to economics.
- Understand the concept of Economics of education in different theoretical perspectives
- Understand the model of human resource development and education as generation of human capital.
- Know the economic returns and benefits of education.
- Evaluate the place and role of education in various socio- economic development policies of the state.
- Understand political economy of education in national and international perspective.
- Acquaint with scope of human resource development and need of skilled manpower with changing needs of the society.



- Describe concept, need, significance and principles of educational financing

#### PAPER-VIII

**COURSE CODE: C16-FAI-III**

**COURSE TITLE: Field Attachment/ Internship-III (September-October)**

#### **COURSE LEARNING OUTCOMES**

**To acquire hands-on training of pedagogy**

#### **COURSE CONTENT**

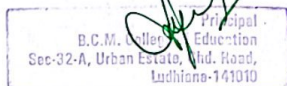
Field attachments/internship/immersions shall be facilitated with organizations and institutions working in education. These would aim at engaging students with field-based situations and work in secondary education, and to provide an opportunity for reflection and writing on the same. Systematically planned field internship/ attachment in a teacher education institution, and in the specialization area chosen by the student shall be organized during the program.

Close mentorship by faculty in relevant areas should be provided in the form of tutorials, guided reading groups and practice teaching and observation of practice lessons.

\*Internship will be for one month in secondary schools, identifying expectations and requirements of institutions and Industry from educational professional

1. Sessional work (10 marks)

- Preparing a CV
- Mock Interview
- Creating an e-group for purpose of research ideas.



## **PROGRAMME OUTCOME/ COURSE OUTCOME OF B. Ed. SPECIAL EDUCATION (LEARNING DISABILITY)**

### **PROGRAMME LEARNING OUTCOMES:**

The Programme Learning Outcomes are to facilitate learners to:

- i. Acquire knowledge & skills about human development, contemporary Indian education, pedagogy of various school subjects and assessment for learning.
- ii. Acquire knowledge & skills about nature and educational needs of children with disabilities with emphasis on children with Learning Disability.
- iii. Develop conceptual understanding of education for working with children with and without disabilities in various settings.
- iv. Enhance knowledge and skills related to professional competencies.
- v. Facilitate proactive and desirable attitudes towards education of children with special needs.

### **SEMESTER-I**

#### **PAPER-I**

#### **HUMAN GROWTH & DEVELOPMENT**

##### **COURSE LEARNING OUTCOMES**

After studying this course the student- teachers will be able to-

- Explain the process of development with special focus on infancy, childhood and adolescence.
- Critically analyze developmental variations among children.
- Comprehend adolescence as a period of transition and threshold of adulthood.
- Analyze different factors influencing child development.

#### **PAPER-II**

#### **CONTEMPORARY INDIA AND EDUCATION**

After completing this course, the student-teachers will be able to

- Explain the history, nature and process and Philosophy of education
- Analyse the role of educational system in the context of Modern Ethos
- Understand the concept of diversity
- Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context.

#### **PAPER-III**

#### **INTRODUCTION TO NEURO DEVELOPMENT DISABILITIES**

After completing the course the student-teachers will be able to-

- Discuss the characteristics and types of learning disability.
- Describe the tools, areas of assessment and apply intervention strategies to enhance learning.
- Explain the characteristics and types of Intellectual disability.
- Describe the tools, areas of assessment and prepare and apply intervention strategies





for independent living.

- Explain the characteristics and types of Autism Spectrum Disorder.
- Describe the tools, areas of assessment and apply intervention strategies.

#### **PAPER-IV**

#### **ASSESSMENT AND IDENTIFICATION OF NEEDS**

After completing the course the student-teachers will be able to

- Comprehend the concept, the history, causes and manifestations of Learning Disability.
- Describe and differentiate among different types of Learning Disability.
- Understand the assessment and the assessment procedures for Learning Disability diagnosis.
- Explain the domains and tools for assessment.

#### **SEMESTER-II**

#### **PAPER-I**

#### **LEARNING, TEACHING AND ASSESSMENT**

After completing this course the student-teachers will be able to

- Comprehend the theories of learning and intelligence and their applications for teaching children
- Analyse the learning process, nature and theory of motivation
- Describe the stages of teaching and learning and the role of teacher
- Situate self in the teaching learning process
- Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

#### **PAPER-II**

#### **PEDAGOGY OF TEACHING SCIENCE**

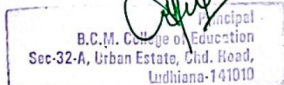
After completing the course the student-teachers will be able to

- Explain the role of science in day to day life and its relevance to modern society.
- Describe the aims and objectives of teaching science at school level.
- Demonstrate and apply skills to select and use different methods of teaching the content of sciences.
- Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.

#### **PAPER-II**

#### **PEDAGOGY OF TEACHING MATHEMATICS**

After completing the course the student-teachers will be able to



- Explain the nature of Mathematics and its historical development with contribution of Mathematicians.
- Describe the aims and objectives of teaching Mathematics at school level.
- Demonstrate and apply skills to select and use different methods of teaching Mathematics.
- Demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- Demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.

## PAPER-II

### PEDAGOGY OF TEACHING SOCIAL SCIENCE

After completing the course the student-teachers will be able to

- Explain the concept, nature and scope of social science.
- Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.
- Develop skills in preparation and use of support materials for effective social science teaching.
- Develop the ability to organize co-curricular activities and community resources for promoting social science learning.

## PAPER-III

### PEDAGOGY OF ENGLISH

After completing the course the student-teachers will be able to

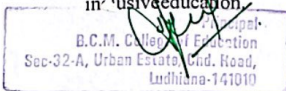
- Explain the principles of language teaching, and evolution and trends in English literature.
- Prepare an instructional plan in English.
- Adapt various approaches and methods to teach English language.
- Use various techniques to evaluate the achievement of the learner in English.

## PAPER-IV

### INCLUSIVE EDUCATION

After completing the course the student-teachers will be able to

- Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.
- Explicate the national & key international policies & frameworks facilitating inclusive education.
- Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.
- Describe the inclusive pedagogical practices & its relation to good teaching.
- Expound strategies for collaborative working and stakeholders support in implementing inclusive education.



## **PAPER- V**

### **CURRICULUM DESIGNING, ADAPTATION AND EVALUATION**

#### **COURSE LEARNING OUTCOMES**

After completing the course the student-teachers will be able to

- Describe the principles, types, and areas of curriculum.
- Acquire knowledge about learning hierarchies to help planning.
- Discuss the different instructional planning and its use.
- Demonstrate skills in applying different adaptations for inclusive education.
- Make effective use of different forms of evaluation.

## **SEMESTER –III**

### **PAPER- I**

#### **EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES**

##### **COURSE LEARNING OUTCOMES**

After completing the course the student-teachers will be able to

- Explain the purpose and define the principles of educational intervention.
- Discuss the various teaching strategies across the curricular hierarchies.
- Link the teaching strategies to the curricular areas.
- Provide specific strategies for core and collateral curriculum.
- Plan programme for skill, process and curricular deficits.

### **PAPER- II TECHNOLOGY & DISABILITY**

#### **COURSE LEARNING OUTCOMES**

After completing the course the student-teachers will be able to

- Explain the meaning, scope and use of Technology.
- Analyze the learning needs in relation to Technology.
- Understand and use the various types of technology for presenting, engaging and evaluating.
- Discuss the trends and issues related to the use of technology.

### **PAPER- III**

#### **PSYCHO-SOCIAL AND FAMILY ISSUES**

##### **COURSE LEARNING OUTCOMES**

After completing the course the student-teachers will be able to

- Explain the concept of psycho-social issues.
- Reflect on various dimensions of Psycho-social issues among children with Learning Disabilities.





- Understand various Family issues children with LD.
- Learn the importance of intervening strategies and ways of handling issues.
- Discuss the concept of networking and liaisoning with the parents, community, family, school and NGO's.

#### PAPER- IV

#### READING AND REFLECTING ON TEXTS

#### COURSE LEARNING OUTCOMES

After completing the course student-teachers will be able to

- Reflect upon current level of literacy skills of the self.
- Show interest and begin working upon basic skills required to be active readers in control of own comprehension.
- Show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.
- Prepare self to facilitate good reading writing in students across the ages.
- Find reading writing as learning and recreational tools rather than a course task.

#### PAPER- V PERFORMING AND VISUAL ARTS

#### COURSE LEARNING OUTCOMES

After completing the course student-teachers will be able to

- Exhibit Basic understanding in art appreciation, art expression and art education.
- Plan and implement facilitating strategies for students with and without special needs.
- Discuss the adaptive strategies of artistic expression.
- Discuss how art can enhance learning.

#### SEMESTER -IV

#### PAPER- I

#### GUIDANCE & COUNSELLING

#### COURSE LEARNING OUTCOMES

After completing this course the student-teachers will be able to

- Apply the skills of guidance and counseling in classroom situations.
- Describe the process of development of self-image and self-esteem.
- Appreciate the types and issues of counseling and guidance in inclusive settings.

#### PAPER- II

#### MANAGEMENT OF LEARNING DISABILITY

#### COURSE LEARNING OUTCOMES



After completing the course the student-teachers will be able to

- Explain the concept, causes and characteristics of learning disabilities.
- Discuss different management techniques.
- Develop teacher made assessment test in curricular areas.
- Plan appropriate teaching strategies as per the specific needs of children with learning disability.

### **PAPER- III**

#### **BASIC RESEARCH AND STATISTICS**

#### **COURSE LEARNING OUTCOMES**

After completing the course student-teachers will be able to

- Describe the concept and relevance of research in education and special education.
- Develop an understanding of the research process and acquire competencies for conducting a research.
- Apply suitable measures for data organization and analysis.



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