

SEMESTER I

B.Ed. C 101: Psychology of Childhood and Growing Up

Hours of Instructions: 80 hours

Maximum Marks: 100 (80 External+20 Internal)

LEARNING OUTCOMES:

- To review general conceptions about childhood and adolescence (specifically with reference to the Indian social context); de, 8 sensitive and critical understanding of the different social educational/cultural realities at the core of the exploration, childhood and adolescence.
- To acquire theoretical perspectives and develop an understanding of dimensions and stages of human development, developmental tasks.
- To enable student teachers to arrive at an understanding of} different socio-political realities construct different childhood within children's lived contexts; family, schools, neighbourhood and community.
- To analyze the major theories of intelligence as applied variety of educational settings.
- To develop an understanding of different theories of person - and to know the impact/influence of socio-cultural context shaping personality, especially with respect to the Indian context.
- To provide hands-on experiences to interact with children. training in methods to understand aspects of the development of children.
- Classroom discussions for developing conceptual understanding.
- Close reading of text material/research papers.
- Individual and group presentations of issues and concerns raised in assignments.
- Theoretical and practical activities/exercises/investigations; analysis and interpretation of collated observations, systematic data.
- Watching movies/videos and holding discussions.

SEMESTER—1

B.Ed. C 102: Contemporary India and Education

Hours of Instructions: 80 hours

Maximum Marks: 100 (80 External+20 Internal)

LEARNING OUTCOMES:

- The course will enable the student teachers to study the unique and diversified nature of Indian Society and Education.
- To enable student-teachers to engage with studies on Indian society and education
- To acquires conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools.
- To develop insight among the student teachers by analyzing the diversity, inequality and marginalization in the society and its implication for education. :
- To construct and develop a comprehensive and critical understanding among the student teachers about the policy frame work for public education

SEMESTER—I

B.Ed. C 103: Language Across the Curriculum

Hours of Instructions: 50 Hours

Maximum Marks: 60 (50 External+10 Internal)

LEARNING OUTCOMES:

To help the students to-

- Improve language proficiency and understanding of academic content.
- Know the function of language, the language background children and how children use language as a tool.

- Understand the nature of different classroom discourses
- Understand the nature of reading comprehension in the content areas
- Develop strategies for using oral language in the Classroom.
- Understand how oral and written language can be used j, classroom to ensure optimal learning.

SEMESTER—I

B.Ed. P 101.1: Understanding the Discipline and Subject-English

Hours of Instructions: 50 hours

Maximum Marks 60: (50 External+10 Internal)

LEARNING OUTCOMES:

After completion of course the student teacher will be able to-

- Acquaint with the meaning, nature and characteristics of language.
- Familiarize with the nature, roles, and scope Arabic Language and its status in the present day world.
- Familiarize with Taxonomy of Educational Objectives.
- Develop an insight into the symbiotic relationship between curriculum, syllabus and text books.
- Develop the competencies and professional qualifications for teacher in the present scenario,
- Identify methods, approaches, materials and new trends for teaching English at various levels.
- Develop the ability to apply theories related to Language teaching.
- Familiarize with the approaches, methods& techniques and develop the knowledge of acquisition of basic language skills.
- Update Knowledge of current approaches, methods and Strategies. .

- Develop the ability-to choose the most suitable approaches, methods& strategies for classroom teaching.

SEMESTER—I

B.Ed. P 101.6: Understanding Discipline and Subject-Malayalam

Hours of Instructions: 50 hours

Maximum Marks: 60 (50 External+10 Internal)

LEARNING OUTCOMES:

- To enable the learners understand the concept and nature of Languages.
- To acquaint the learners with the concept of Language Acquisition.
- To enable the learners to understand the communication process.
- To develop positive attitude towards mother tongue, the rich and vivid culture of Kerala.
- To familiarize the learners with nature and scope of functional languages.
- To enable the learners understand the professional role of language teachers.

SEMESTER—I

B.Ed. P 101.7: Understanding the Discipline and Subject— Mathematics

Hours of Instructions: 50 hours

Maximum Marks: 60 (50 External+10 Internal) ‘

LEARNING OUTCOMES:

On completion of the course the student-teacher will be able to-

- Understand and appreciate the characteristics and development of Mathematics and its role in the development of modern society.
- To understand the development of Mathematics and contributions i” of Mathematicians.
- Understand the essential qualities of a Mathematics teacher.
- Understand and appreciate the professional growth and) development of a teacher.
- Understand the Mathematical implications of various theories of learning gain competence in using modern psychological theories to device teaching learning process.
- Compare and contrast the nature and functions of various instructional approaches and techniques of teaching Mathematics.
- Improve the understanding of the principles of curriculum construction and organization in Mathematics.
- Understand the characteristic and development of Mathematics.

SEMESTER—I

B.Ed. P 101.8: Understanding the Discipline and Subject— Natural Science

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

LEARNING OUTCOMES:

- To acquaint with the nature of Science.

- To develop understanding of the place of science in National a School Curriculum.
- To familiarize the evolution of Teaching of Science.
- To update the present practices of learning and instruction prevailing in the State Schools of Kerala.
- To understand Approaches, Methods and Techniques of Teaching Science.
- To understand the principles of organizing curriculum.
- To provide familiarization with resources Science.
- To be a Professional Science Teacher.

SEMESTER—I

B.Ed. P 101.9: Understanding the Discipline and Subject

Physical Science

Hours of Instructions: 50 hours

Maximum Marks: 60 (50 External+10 Internal)

LEARNING OUTCOMES

On completion of the course the student teacher will be able to-

- Understand the nature significance and scope of physical science.
- Understand science as both process and product.

- Facilitate development of scientific attitude and scientific aptitude in learners.
- Aware of the various instructional strategies and curricular approaches in teaching physical science.
- Understand scientific method of enquiry.
- Achieve mastery over the methods techniques contents of physical science for transacting.
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings.

SEMESTER—I

B.Ed. P 101.11: Understanding the Social Science

Hours of Instructions: 50 hours

Maximum Marks : 60 (50 External+10 Internal)

LEARNING OUTCOMES:

- To develop a thorough understanding of the Nature, s , values of social science teaching.
- To develop understanding about the aims and objectives of teaching social science at secondary level.
- To get acquainted with the relationship of social science with other subjects.
- To identify relevant psychological theories and its application in the learning of social science.

- To achieve mastery over instructional strategies, method and skills for teaching social science.
- To get an understanding of the principles of curriculum construction and also acquire a familiarity with different approaches of organizing social science curriculum.
- To develop an appreciation of the role and significance of social science in achieving national integration and fostering international understanding. .
- To acquaint with the various issues and challenges in the society. To get familiarity with the importance of instructional materials for social science teaching.

SEMESTER—I

B.Ed. EPC 01 Reading and Reflecting on Texts

Total Marks: 50

Internal assessment: 50

Contact Hours: 2 hours per week

*Reflecting on text objectives is an excellent practice for deepening understanding.
What text are you reading, and what are the objectives you're focusing on?*

- Identify the main objectives of each text: What is the author trying to achieve or convey through the text?
- Analyze the relevance of the objectives to the course or subject: How do the objectives align with the curriculum or learning outcomes?
- Evaluate the clarity and specificity of the objectives: Are they clearly defined and measurable?
- Consider the intended audience of the text: Who is the target audience, and how do the objectives cater to their needs?
- Reflect on how the objectives contribute to your learning goals: How do they help you acquire knowledge, skills, or understanding in the subject matter?

- Compare the objectives across different texts: Are there any common themes or differences in the objectives of various texts?
- Reflect on your own learning experiences and how the objectives impact your engagement with the text: Do the objectives motivate you to delve deeper into the content?
- Consider any implicit or underlying objectives: Are there objectives that may not be explicitly stated but are implied through the text?
- These points can serve as a starting point for analyzing and reflecting on the objectives of the texts in your B.Ed first semester papers.

SEMESTER—II

B.Ed. C 201: Psychology of Learning and Teaching

Hours of Instruction: 80 hours

Maximum Marks: 100 (80 External+20 Internal)

LEARNING OUTCOMES:

- To understand the process of learning and the concept, and various factors influencing learning.
- To develop an understanding of the cognitive process in, different approaches to the teaching learning process.
- To gain an understanding of different theoretical perspectives learning with a focus on cognitive views of learning as well as social—constructivist theories.
- To become aware of different contexts of learning and y the possibilities of learning.
- To familiarize different teaching learning strategies sur: individual differences.

- To understand constructivist views and neo constructivist views and neo constructivist methods of learning.
- To acquire different techniques of motivation for the effective Classroom transactions.
- To understand the concept of mental health and mental health and mental hygiene.
- To acquaint the learner with the concept, process and imps of Group Dynamics.
- To apply the principles of group dynamics for effective management.

SEMESTER— II

B.Ed. C 202: Knowledge and Curriculum Part-1

Hours of Instructions. 50 hours

Maximum Marks. 60 (50 External+10 Internal)

LEARNING OUTCOMES:

- To make the teacher-student realize concepts and misconceptions on education and make her a true practitioner of education.
- To make student-teachers competent in different strategies of
- knowledge creation and a good facilitator of construction of knowledge.
- To develop among the student—teachers a culture of learning and become an active participant in learning communities.
- To give insight to the student—teacher on the epistemologies of different schools of philosophy and different approaches to knowledge and knowing and their impact in shaping and reshaping educational system.

- To develop the competence of curriculum development and evaluation among student-teachers.

SEMESTER— II

B.Ed. P 201.3 Pedagogy of School Subject-Part 1: English

Hours of Instructions: 50 hours

Maximum Marks: 60 (50 External+10 Internal)

LEARNING OUTCOMES:

After completion of Course the student-teacher will be able to,

- Familiarize with the nature of text book and analyze pedagogically.
- Understand the pedagogical approaches and strategies for acquiring language skills and different discourses of school curriculum.
- Develop an understanding of pedagogy and its principles
- Develop the ability and acquire the teaching skills practicing complex skills of classroom teaching.
- Develop the ability to design lesson templates incorporating the relevant objectives and activities.
- Develop knowledge of the importance of planning and teaching.
- Familiarize with ways of employing teaching skills for effective teaching.
- Acquire the ability to plan lessons and use in class

- Acquire the ability to apply suitable Teaching and: resources in classroom teaching

SEMESTER— II

B.Ed. P 201.6 : Pedagogy of School Subject-Part 1: Malayalam

Hours of Instructions: 50 hours

Maximum Marks: 60 (50 External+10 Internal)

LEARNING OUTCOMES:

- To understand the status, role and the nature of Malayalam language.
- To analyze the nature of Malayalam language in the school curriculum including its relation to other disciplines and its social, and cultural history as a subject in the school curriculum.
- To appreciate the importance of teaching Malayalam at levels and the aims and objectives of teaching it.
- To understand and execute the teaching skills.
- To develop an understanding of the aims and pedagogical approaches for teaching Malayalam at different stages of
- To acquire the theoretical knowledge of different metho approaches of teaching Malayalam and apply them in class, teaching.
- To know the different methods of teaching different types lesson in Malayalam teaching

SEMESTER — II

B.Ed. P 201.7: Pedagogy of School Subject-Part 1: Mathematics

Hours of Instructions: 50 hours

Maximum Marks: 60 (50 External+10 Internal)

LEARNING OUTCOMES:

Completion of the course the student teacher will be able to—

- To develop understanding about the major skills for effective teaching of Mathematics.
- To understand the pedagogic analysis of Mathematics and develop competency in analysing various topics in mathematics pedagogically.
- To develop understanding about planning of instruction.
- To be proficient in planning lessons based on the select micro teaching skills.
- To familiarise with various resources for teaching/learning mathematics.
- To apply the evaluation techniques and tools for assessing the learner comprehensively.
- To be proficient in planning lessons based on the select topics.
- To develop competency in developing Achievement tests in mathematics.
- To be proficient in interpreting test results and remediation.
- To do Continuous and Comprehensive Evaluation.

SEMESTER—II

B.Ed. P 201.8: Pedagogy of School Subject Part 1: Natural Science

Hours of Instructions: 50 hours

Maximum Marks 60: (50 External+10 Internal)

LEARNING OUTCOMES:

- To understand the significance of planning and different types of planning in Teaching Learning Process.
- To develop skills for effective teaching to understand the \ meaning, scope and importance of models of teaching.
- To understand and practice the pedagogic analysis of 8th, 9th and 11th Biology.
- To acquaint with the co-curricular activities in Science.
- To have a hands-on approach in organizing and maintaining library and laboratory in Science.
- To familiarize the I.T related professional inputs in teaching.

SEMESTER— II

B.Ed. P 201.9: Pedagogy of School Subject Part I: Physical Science

Hours of instructions 50 how

Maximum Marks: 60 (50 external+ 10 Internal)

LEARNING OUTCOMES:

On completion of the course the student teacher will be able to—

- Analyse the text book prescribed for secondary class.

- Analyse the context of physical science as pedagogue.
- Acquaint with the planning of instruction and objectives.
- Develop unit plan and innovative lesson plans.
- Develop Micro Lesson in core teaching skills.

SEMESTER— II

B.Ed. P 201.11: Pedagogy of School Subject Part 1: Social Science

Hours of Instructions: 59 hours

Maximum Marks: 60 (50 External+10 Internal)

LEARNING OUTCOMES:

- To acquaint with the core teaching skills and to Practice micro teaching class for mastering teaching skills.
- To apply the principles of teaching in preparing different types of instructional plan.
- To undertake pedagogic analysis of Social Sciences text, Secondary and Higher Secondary classes.
- To develop ability to apply constructivist learning design "modern classroom.
- To gain practical experience in handling software and ha. materials related to the teaching of Social Science.

SEMESTER— II

B.Ed. P 202.3: Assessment for Learning-English

Hours of Instructions: 80 hours

Maximum Marks: 100 (80 External+20 Internal)

LEARNING OUTCOMES:

On completion of the course the student teacher will be able —

- Acquire conceptual understanding about assessment
- Get introduced different measures of assessment 12
- Gain a critical understanding of issues in assessment and evaluation
- Grasp basics of assessment, such as formative and summative .. assessment, evaluation and measurement, test, examination.
- Becomes proficient in evaluation, assessment, measurement and tests.
- Become exposed to different kinds of tasks, tools ang techniques and forms of assessment that aid student learning
- Become proficient in administrating, scoring and interpreting professionally developed and teachers made assessment procedures.
- Understand the assessment of students with disabilities.
- Get trained in IT-based modes of assessment.

SEMESTER—II

B.Ed. P 202.6: Assessment For Learning-Malayalam

Hours of Instructions: 80

Maximum Marks: 100 (80 External+ 20 Internal)

LEARNING OUTCOMES:

- To enable the learners understand the concept, nature ang of measurement and evaluation.
- To develop a critical understanding of issues in assessment and evaluation. To understand Taxonomy of educational objectives.

- To explore realistic, comprehensive and dynamic assessment processes for use in the classroom.
- To enable the learners to construct an achievement test. To understand new trends of evaluation in education.
- To critically look at the prevalent practices of assessment and evaluation. ; To develop diagnostic test and suggest remedial measures.
- To enable the learners to apply basic statistics in education.

SEMESTER— II

B.Ed. P 202.7: Assessment For Learning-Mathematics

Hours of Instructions: 80 hours

Maximum Marks: 100 (80 External+ 20 Internal)

LEARNING OUTCOMES:

The course will enable student teachers to—

- Gain awareness about recommendations made by various education commissions regarding educational evaluation.
- Understand concept of evaluation based on learning theories. gain critical awareness of issues in assessment and evaluation.
- Becomes proficient in evaluation, assessment, measurement and tests.
- Become exposed to different kinds of tasks, tools and techniques and forms of assessment that aid student learning.

- Become proficient in developing assessment tools and techniques for classroom assessment.
- Become proficient in administrating, scoring and interpreting professionally developed and teachers made assessment procedures.
- Become proficient in grading procedures, preparing report card and communicating assessment results.
- Gain awareness in the assessment of students with disabilities.
- Become proficient in computerized adaptive testing,

SEMESTER—II

B.Ed. P 202.8: Assessment For Learning-Natural Science

Hours of Instructions: 80 hours

Maximum Marks: 100 (80 External+ 20 Internal)

LEARNING OUTCOMES:

- To understand the aims and objectives of Teaching Science.
- To develop a critical understanding about assessment and evaluation % To exposed to different kinds and forms of assessment tools.
- To develop skill in construction and administration of achievement and diagnostic tests.
- To develop skills in using different statistical treatment for data analysis.

SEMESTER—II

B.Ed. 202.9: Assessment For Learning-Physical Science

Hours of Instructions: 80 hours

Maximum Marks: 100 (80 External+20 Internal)

LEARNING OUTCOMES:

On Completion of the course the student teacher will be able—

- Understand aims and objectives of teaching physical science Secondary Schools.
- Gain a critical understanding of issues in assessment evaluation (from a constructivist paradigm)
- Become cognizant of key concepts, such as formative, summative assessment, evaluation and measurement, test examination
- Be exposed to different kinds and forms of assessment student learning.
- Become the user of a wide range of assessment tools, # to select and construct these appropriately and
- Evolve realistic, comprehensive and dynamic ass* procedures that are able to keep the whole student in view.

SEMESTER—II

B.Ed. P 202.11: Assessment For Learning-Social Science

Hours of Instructions: 80 hours

Maximum Marks: 100 (80 External+20 Internal)

LEARNING OUTCOMES:

- To develop ability to design evaluation procedures and tools measuring attainment of objectives of teaching.
- To develop skills to undertake the: evaluation procedure object, as well as effectively.

- To develop understanding about the importance of evaluation the teaching learning process.
- To develop the ability to apply different approaches of evaluation in the teaching learning process.
- To develop ability to use instructional objectives in framing question for evaluating Students.
- To State the importance of guidance to overcome the education and adjustment problems of the learner.
- To develop ability to interpret the test scores graphically.
- To develop the ability to apply the Statistical techniques to interpret the data,
- To gain awareness in the assessment of students with disabilities.
- To develop proficiency in computerized adaptive testing an Statistical analysis by using SPSS and R Modes of transaction.
- Lecture cum demonstration, assignments, group work, etc.

SEMESTER—II

EPC 02: Drama and Art in Education

Total Marks: 50

Internal Assessment: 50

Hours of instruction al assessment: 5 Days (Workshop based)

LEARNING OUTCOMES:

- To Identify and develop one's own creative potential.
- To draw out and work with different faculties simultaneously, physical, intuitive, emotional, sensual and mental through practical exercises.
- To explore the role of the teacher as creative guide in lean; that is drama driven.
- To recognize the role of “drama as education” in the secondary school.
- To learn the use of art in teaching learning process.
- To develop an appreciation for diverse art forms and the role of art in human culture.
- To evolve collective art projects incorporating different art media into a public festival/event.
- To develop deep understanding, appreciation and skills in on chosen medium through self work and evaluate self as an artist and art educator.

SEMESTER III

B.Ed. P 301.3: Pedagogy of School Subject-Part II: English

Hours of Instructions: 50 hours

Maximum Marks: 60 (50 External+10 Internal)

LEARNING OUTCOMES

- After completion of Course the student-teacher will be able to

- Understand the concept and importance of techno pedagogical 9 analysis.
- Develop an insight of teacher as a Techno pedagogue.
- Familiarize with the basics of teaching and teaching profession .
- Familiarize with the ways of professionalizing language education in a technological scenario

SEMESTER III

B.Ed. P 301.6: Pedagogy of School Subject-Part II: Malayalam

Hours of Instructions: 50 hours

Maximum Marks: 60 (50 External +10 Internal)

LEARNING OUTCOMES:

- To analyze curriculum, syllabus, text book and content of subject of Malayalam.
- To acquaint with professional teacher preparation programme.
- To understand reference and study skills and using it for transaction.
- To understand the need and importance of discourses in language teaching.
- To acquire reference skills and study skills and using it for lesson transaction.
- To practice evaluation tools and techniques in learning process.
- To acquire the knowledge of remedial instruction.

SEMESTER III

B.Ed. P 301.7: Pedagogy of School Subject-Part II: Mathematics

Honors of Instructions: 50 hours

Maximum Marks: 60 (50 External+10 Internal)

LEARNING OUTCOMES:

On completion of the course the student teacher will be able to

1. To develop competency in analysing and teaching various in mathematics pedagogically.
2. To develop understanding about planning of instruction
3. To be proficient in planning lessons based on the select mode teaching.
4. To develop competency in the preparation of Programme learning materials.
5. To practice various recreational techniques of teaching Mathematics.
6. Sensitize the needs and requirements of slow and gifted learn in mathematics,
7. Develop competency in teaching exceptional children and in preparation of suitable teaching materials for them.
8. Acquire basic skills needed for effective teaching through ICT. 9, Acquire mastery in co-operative learning techniques.
10. Apply multiple intelligence theory in practical situations.

SEMESTER—III

B.Ed. P 301.8: Pedagogy of School Subject Part II: Natural Science

Hours of Instructions: 50 hours

Maximum Marks: 60 (50 External+10 Internal)

LEARNING OUTCOMES:

- To understand and apply skills in Pedagogic transaction.
- To understand and find inter relationship of different areas of TPACK
- To develop skill in Technological Pedagogical Analysis of Content Knowledge (TPACK).
- To understand the scope of networking in science teaching.
- To develop skill in networking through different ways. ϕ To understand the use of video conferencing and smart rooms.
- To understand various strategies to address the learners special needs.

SEMESTER —III

Course 09: Pedagogy of School Subject Part II : Physical science

Hours of Instructions: 50 hours

Maximum Marks: 60 (50 External+10 Internal)

LEARNING OUTCOMES:

On completion of the course the student-teacher will be able to

- Acquaint with the digital and non digital learning resources.
- Develop awareness in designing science laboratory and precautions and first aid.
- Develop skills in organizing science library and its classroom utilization.
- Explore various co-curricular activities in science and their significance in developing skills and attitude.
- Apply techno pedagogic skills in teaching-learning process in science.

SEMESTER —III

B.Ed. P 301: Pedagogy of School Subject Part II : Social Science

Hours of Instructions: 50 hours

Maximum Marks: 60 (50 External+10 Internal)

LEARNING OUTCOMES:

- To acquaint with the innovative practices in Social Science teaching and to develop the ability to apply such practices in the modern classroom.
- To develop different strategies to cater individual differences in learning.
- To acquire knowledge and understanding in the preparation and management of teaching aids and equipment for teaching Social Science.
- To develop ability to becoming a professional Social Science teacher

- To get familiarity with the importance of instructional materials for Social Science teaching.

SEMESTER—IV

B.Ed. C 401: Gender, School And Society

Hours of Instructions: 50 hours

Maximum Marks: 60 (50 External+10 Internal)

LEARNING OUTCOMES:

1. Developing a critical aware of the processes of Socialization home and school and their roles in shaping the identity,
2. Reflects critically on the roles of teacher and pedagogy on instilling the concepts of gender, shaping gender identity,
3. Develop a growing sense of agency as a ‘teacher’, ‘professional’, as well as a ‘human being.
4. Develop critical insight on the transformations around the world with respect to gender and gender roles.
5. Perceive and realize the roles pedagogy and teachers in developing a gender faire society.

SEMESTER—IV

B.Ed. C 402: Knowledge and Curriculum Part-II

Hours of Instructions: 50 hours

Maximum Marks 60: (50 External+10 Internal)

LEARNING OUTCOMES:

- To give insight to the student-teacher on role of different social institutions in the process of education.
- To make the student-teacher understand the role of education social development.

- To familiarize the teacher-students with the concept of culture and the relationship between culture and education.
- To sensitize the student-teachers on importance of value education in the present social scenario.

SEMESTER—IV

B.Ed. C 403: Creating an Inclusive Education

Hours of Instructions: 50 hour

Maximum Marks 60 (50 External+10 Internal)

LEARNING OUTCOMES:

The teacher student will be able to

- Understand the concept, meaning and significance of inclusive education.
- Analyze special education, integrated education, mainstream and inclusive education practices. |
- Develop critical understanding of the recommendations of various commission and committees towards teacher preparation for inclusive education.
- Understand the nature of difficulties encountered by children with disability.
- Identify need based programme for all children with varied abilities.
- Understand the policy perspective status related to inclusive education.
- Reformulate attitudes towards children with special needs,

- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.

SEMESTER—IV

B.Ed. E 401.1: Guidance and Counseling

Hour of instruction: 50 hours

Maximum Marks 50 (Internal: 50)

LEARNING OUTCOMES:

To enable the student teacher to

- Understand the nature, purpose and need for guidance and counselling.
- Understand the various areas, tools and techniques in guidance.
- Understanding the principles and approaches of counseling.
- Understand the responsibilities, qualities and role and of Counselor.
- Understand the concept, importance and theories of career development.
- Understand the tools and techniques in counseling.
- Realize the need of counseling for children with special needs.

SEMESTER—IV

B.Ed. E 401.2: Health and Physical Education

Hour of instruction: 50 hours ;

Maximum Marks 60 (External: 50: internal 10)

LEARNING OUTCOMES:

- To introduce the student teacher with the concept of holistic health.
- To enable them to understand the various dimensions determinants of health.
- To acquaint them to school health program and its importance.
- To create awareness regarding the areas and concerns for health and hygiene
- To enable them to understand the need & importance Physical Education.
- To introduce them to the benefits of practice of Yoga.
- To enable the students to be equipped with the knowledge practice of first aid and emergency care.
- To motivate them' to resort to physical activity for the fitness development.

SEMESTER—IV

B.Ed. E 401.4: Environmental Education

Hour of instruction: 50 hours

Maximum Marks 60 (External: 50: Internal 10)

LEARNING OUTCOMES:

- To understand the concept of environment and ecology
- To understand environmental education and its importance

- To understand the causes for environmental hazards and pollution.
- To understand the causes for environmental degradation
- To understand the need for remedial ways to protect the environment in daily life and its application .
- To acquire knowledge of environmental issues and policies in India
- To acquire knowledge about the international efforts for — environmental protection .
- To understand the status of environmental education in school curriculum
- To understand the curriculum and methods in, environmental education.
- To acquire knowledge about the different methods of teaching in environmental education.

PEER DISCUSSION LESSON LEARNING OUTCOME:

At the end of the lesson, students will demonstrate improved critical thinking skills by engaging in respectful and evidence-based peer discussions, actively contributing their perspectives, and synthesizing ideas from their peers to deepen their understanding of the topic.

A LEARNING OUTCOME FOR A FACULTY DEMONSTRATION LESSON:

At the conclusion of the faculty demonstration lesson, participants will acquire a comprehensive understanding of effective teaching methodologies and strategies demonstrated, enabling them to apply innovative techniques in their own instructional practices to enhance student engagement, comprehension, and learning outcomes.

THE LEARNING OUTCOME OF A CRITICISM LESSON:

This could include developing the ability to provide constructive feedback, honing communication skills to express opinions effectively, fostering empathy to understand others' perspectives, and cultivating resilience to handle criticism positively.

LEARNING OUTCOME FOR AN OBSERVATION LESSON PROGRAM:

By the end of the observation lesson program, participants will develop enhanced observational skills, allowing them to effectively analyse and interpret various situations, behaviours, and interactions, leading to improved professional practice and decision making.

PREPARATION OF TEACHING LEARNING MATERIAL LEARNING OUTCOME:

Learning outcomes are the specific, measurable goals that you want your students to achieve as a result of engaging with your teaching and learning materials. Here's how to prepare them:

1. **Identify Goals:** Determine what knowledge, skills, or attitudes you want your students to gain from the material. Be specific and focused on what you want them to', able to do or understand by the end.
2. **Align with Standards:** Ensure that your learning outcomes align with relevant educational standards, curriculum guidelines, or course objectives.
3. **Be Measurable:** Make sure that your learning outcomes are observable and measurable so that you can assess whether students have achieved them. Use criteria such as accuracy, completeness, or proficiency to measure SUCCESS.
4. **Consider Bloom's Taxonomy:** Scaffold your learning outcomes according to Bloom's taxonomy, progressing from lower-order thinking skills (e.g., applying, analysing, evaluating, creating).
5. **Be Realistic:** Set realistic expectations for your students based on their prior knowledge, abilities, and the time available for learning.
6. **Provide Context:** Situate learning outcomes within the broader context of the course or subject area to help students understand their relevance and importance.
7. **Communicate Clearly:** Clearly communicate learning outcomes to students at the beginning of a lesson, unit, or course so that they understand what is expected of them.

INITIATORY SCHOOL EXPERIENCE LEARNING OUTCOME:

Initiatory school experiences can vary greatly depending on the curriculum, teaching methods, and individual student experiences. However, some common learning outcomes include the development of foundational academic skills, socialize ., character building, common learning outcomes include the development of foundational academic skills, socialization, character building, and self-discovery. Students may also gain critical thinking abilities, problem solving

skills, and a lifelong love for learning. Additionally, initiatory schools often focus on cultivating curiosity, creativity, and resilience in students, preparing them for future academic and personal challenges.

SCHOOL INTERNSHIP LEARNING OUTCOME:

Outcomes from a school internship:

1. **Practical Application of Classroom Knowledge:** Applying theoretical concepts learned in the classroom to real-world scenarios within the school environment.
2. **Professional Development:** Enhancing professional skills such as communication, teamwork, time management, and problem-solving through interactions with faculty, staff, and students.
3. **Hands-on Experience:** Gaining practical experience in various aspects of school operations, such as administration, teaching, curriculum development, and student support services.
4. **Observational Learning:** Observing and learning from experienced educators and administrators to understand best practices and strategies for effective teaching and school management.
5. **Reflective Practice:** Engaging in reflection and self-assessment to identify strengths, weaknesses, and areas for growth, leading to continuous improvement as an educator or school administration.
6. **Networking:** Building professional relationships with mentors, colleagues, and other professionals in the education field, which can provide opportunities for future collaboration and career advancement.
7. **Understanding School Culture:** Developing an understanding of the unique culture, values, and challenges within the school community, and learning how to navigate and contribute to its success.
8. **Contributing to School Improvement:** Participating in projects or initiatives aimed at improving educational outcomes, student engagement, and overall school performance.
9. **Personal Growth:** Enhancing personal qualities such as empathy, resilience, adaptability, and cultural competence through exposure to diverse student populations and challenging situations.
10. **Career Exploration:** Exploring different role: Y 4 career paths within.