

Programme outcomes of Two year Bachelor of Education

1. Attain knowledge theoretical foundations of education
2. Attain knowledge about theoretical aspects of pedagogy of school subject teaching
3. Attain first hand experience of field work through practicum
4. Attain extensive experience of school internship
5. Attain knowledge and expertise in specific areas for enhancing professional capacities
6. Attain knowledge and practice in teaching
7. Attain skills in public speaking through deliverance of seminars.

Programme specific outcomes for Two-year bachelor of Education

1. Understand the basic concepts of educational theories
2. Understand the approaches and strategies under teaching pedagogy of school subjects.
3. Attain ICT exposure for teaching and learning.
4. Undergo school internship experience.
5. Understand the significance of interdisciplinary approach in teacher education
6. Understand the relevance of language across the curriculum
7. Attain expertise in reading and comprehension skills for teaching
8. Understand developmental psychology to know the students better
9. Understand concepts related to inclusive education
10. Understand the policies and practices in education
11. Attain knowledge about curriculum and its types
12. Gain insight about the history of education
13. Learn the basic teaching skills and strategies
14. Attain knowledge and expertise in yoga
15. Attain knowledge fine arts and performing arts
16. Learn about school governance
17. Attain expertise in delivering seminars

Course outcomes

Course 1.1.1 Childhood and growing up

Paper 1.1.1, First half - Development and its characteristics

1. Understand the concept of growth and development and stages of development with special reference to the stage of adolescence.
2. Know about the developmental characteristics
3. Be aware of influence of heredity, environment including socio cultural factors on developmental process
4. Develop the skills of applying the principles of development in improving the teaching learning process.

Course 1.1.1, Second half -Aspects of development

1. Know about various aspects related to development. 2. Acquainted with theories, types and factors of motivation, attention and interest. 3. Understand the nature of intelligence and know various theories related to it. 4. Develop skills for identifying and nurturing creativity.

Course 1.1.2 Contemporary India and Education

Course 1.1. 2, First half - Education in post-independent India

1. Understand the various constitutional provisions 2. Develop the knowledge about the recommendations of various commissions and National Policies of Education. 3. Examine the problems and solutions of elementary and secondary education and find out probable solution. 4. Acquire the skill to eradicate inequality, discrimination and marginalization in education. 5. Develop an idea about National Values.

Course 1.1. 2, Second half -Policy framework for education in India

The objectives of the course are to enable the teacher students to: 1. Understand the policy framework for Education in India 2. Understand the contemporary issues in education 2. Develop the knowledge about various policies on education 3.Examine the role and functions of different monitoring agencies of education 4. Understand community participation and development in education 5. Acquire skill to develop educational planning and management.

Course 1.1. 4 Language across the curriculum

1. Understand the language background of students – 1st& 2nd language. 2. Understand the nature of classroom and develop appropriate strategies. 3. Facilitate the development of reading and writing skills for optimal understanding of the content. 4. Develop tools for assessing the development of reading and writing skills.

Course 1.1.5 -Understanding discipline and subjects

1. Reflect on the nature and role of disciplinary knowledge 2. Understand the paradigm-shift in the nature of disciplines 3. Understand the role of such disciplinary knowledge in the overall schema of the school curriculum 4. Understand the re-definition of the school subjects in reference to social justice.

Course EPC 1 -Reading and reflecting on texts

Practical application of Language across the curriculum where trainees are supposed to sit around in a study circle and participate in group discussion. It involves brainstorming after reading any selected text and discussing and writing the summary of the same with a critical or creative approach.

Semester 2

Course 1.2.3 Learning and teaching

Course 1.2.3, First half - Learning

1. Understand the range of cognitive capacities among learners. 2. Reflect on their own implicit understanding of the nature and kinds of learning. 3. Gain an understanding of different theoretical perspectives on learning 4. Demonstrate his/her understanding of different skills at different phases of instruction

Course 1.2.3, Second half - Teaching for learning

1. Understand the process of teaching 2. Understand and efficiently used different models of teaching. 3. Engage in teaching with proper approach. 4. Develop skills required for teaching

Course 1.2.7A - Pedagogy of a school subject Part 1

1. Merit effective and constructive acquaintance with the basic foundations of specific subject teaching in India and West Bengal 2. Acquire practical expertise in pedagogical analysis and develop behavioural competencies in teaching skills 3. Apply principles abstracted from the study of various methods and approaches as regards purpose and procedure of planning lesson 4. Work out and practice strategies for teaching subject specific skills. 5. Credit working acquaintance with concepts of language learning assessment 6. Turn into a resourceful user of different kinds of Achievement Test 7. Become efficient in construction of Test and Test Items 8. Explore and experience various resources for target subject learning 9. Try out various means of organizing various resources for target subject Learning.

Course 1.2.8A - Knowledge and curriculum Part 1

1. Introduce themselves to perspectives in education focusing on epistemological, philosophical and sociological bases of education. 2. Distinguish between knowledge and skill, teaching and training, knowledge and information and reason and belief. 3. Understand education in relation to constitutional goal, social issues and modern values. 4. Understand the concept, scope and objectives of education. 5. Realize the concepts of curriculum and syllabi. 6. Design curriculum in the context of school experiences, evaluation, power, ideology, process and practice & its transactional modes.

Course 1.2.9 - Assessment for learning

Course 1.2.9. First half - Assessment of the learning process

1. Understand the nature and meaning of Measurement and Evaluation 2. Acquaint with the Approaches and techniques 3. Formulate research-worthy problem 4. Construct an Achievement Test 5. Develop skill to write and evaluate research report 6. Develop the concept of Statistical Measurement.

Course 1.2.9. Second half - Assessment of the learning system

Understand different aspects of the complexities of the learning system. 2. Know various school records designed for specific purposes. 3. Understand the relationship between school and the community. 4. Acquire knowledge about physical, infrastructural and human resources available in the schools. 5. Understand the curricular process in the school. 6. Evaluate the school effectiveness and other functional aspects of the schools. 7. Explore the students support services available and achievements of the schools.

Course EPC 2 -Drama and arts in education

Integration of various domains of knowledge is no longer treated as cocurricular or extracurricular activity, but is very much within the broad framework of curricular mode. Encouraging critical appreciation of visual or performing art. Visits to various community programmes and places of interest will develop socio-cultural awareness and identity. Active participation in various forms of performing art and visual art.

School Internship (4 weeks)

School based activities

Semester 3

1.2.7B - Pedagogy of a school subject - Part 2

1. Be at home with the principles of constructing content analysis of school curriculum. 2. Understand the historical development of specific school subject Teaching. 3. Develop various skills related to subject learning. 4. Prepare a blueprint before entering into a class.

School internship

School Internship (16 weeks)

Community based activities

At least 60 lesson plans should be delivered (duly prepared and approved Lesson Plans by the Teacher Educators).

During this semester the student teachers are acquainted with the overall conduct of the school activities and record keeping. It may include morning assembly, class time table, attendance register, stock register, mid-day meal, conduct of periodical meetings, purchase and consumption and co-curricular activities.

Internship, as such, orients and acquaints the student teachers with the overall working of the school to make him/her fit to conduct himself/ herself in all activities of the school.

Semester 4

Course 1.4.6 - Gender, school and society

1. Develop basic understanding and familiarity with key concepts gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism; 2. Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period; 3. Learn about gender issues in school, curriculum, and textual materials across disciplines. 4. Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

Course 1.4.8B - Knowledge and curriculum, Part 2

1. Realize the concepts of curriculum and syllabi. 2. Design curriculum in the context of school experiences, evaluation, power, ideology, process and practice & its transactional modes.

Course 1.4.10 - Creating an inclusive school

1. Understand the concept of inclusive education and social inclusion 2. Know the legal and policy perspectives behind inclusion in education 3. Understand the types, probable causes, preventive measures and characteristics of different types of disability. 4. Understand street children, platform children, orphans, children born and brought up in correctional homes, child labour and other socioeconomically backward children. 5. Know how inclusion can be practiced in mainstream class.

Course 1.4.11 (Optional papers)

Health and physical education

1. Be acquainted with the Concept of Health, Health policy and goals. 2. Understand the significance of Body-mind unity; Need for physical education. 3. Develop skills to be engaged in yoga and bratachari performances.

Peace and value education

1. Understand the meaning and role of peace education and value education in present context.
2. Understand the components of peace education.
3. Understand different perspectives of peace education.
4. Be acquainted with methods and evaluation of value education.

Guidance and counselling

1. Understand guidance and counseling in details
2. Understand the mental health
3. Develop the knowledge about adjustment and maladjustment.
4. Acquire skill to develop tools and techniques.
5. Understand the idea about Abnormal Behaviour and Mental illness.

Work and vocational education

1. Make a teacher-trainee aware of the modern approaches to teaching of Work Education in the perspectives of its development from traditional approaches.
2. Make the teacher-trainee acquainted with the basic skills required for the inculcation of the modern approaches to teaching of Work Education.
3. Make the teacher trainees aware of different methods of teaching suitable to different topics of Work Education.
4. Make the teacher trainees acquainted with the ways and means for managing class-room from the stand point of inclusive education.

Environmental and population education

1. Understand the concept of population and environmental education
2. Know the objectives and methods of teaching environmental and population
3. Be aware of population and environmental education policies
4. Help teachers students analyse the various issues related to population and environmental education.

Course EPC 3 - Critical understanding of ICT

Using technology in classroom. Focus should be on ICT-aided teaching learning. Training should be provided for enabling trainees to use digital sources in classroom teaching.

Course EPC 4 - Yoga education - Self-understanding and development

Development of inner self and professional identity of a teacher should be addressed. Development of social-relational sensitivity and effective communication skills including ability to listen and observe should be nurtured. Development of holistic and integrated understanding of the human self and personality to build self-confidence is necessary.