

# **State College of Teacher Education Kohima, Nagaland**

## **GENERAL OBJECTIVES, PROGRAMME OUTCOME & PROGRAM SPECIFIC OUTCOMES (PSO) OF THE B. Ed. PROGRAMME**

### **General Objectives of the B. Ed. Programme**

Following are the General objectives of the two years B.Ed programme. The student-teachers will:

1. Integrate the study on the elective subject and pedagogical knowledge into practical classroom situation.
2. Use communication skill to communicate with students in the school.
3. Promote capabilities for inculcating national values and goals as mentioned in the Constitution of India.
4. Act as an agent of social change as per demand of the society.
5. Become competent and committed professionals willing to perform assigned tasks.
6. Use competencies and skills needed for becoming an effective teacher in a normal setup and in an inclusive setup.
7. Understand, develop and apply holistic, 360-degree approach of evaluation for students.
8. Use appropriate tools for evaluation for scholastic and co-scholastic areas for students' evaluation.
9. Sensitise student-teachers about emerging issues such as environment, population, gender equality, legal literacy, critical understanding of ICT, yoga education, etc.
10. Promote social cohesion, international understanding and protection of human rights and rights of the child.
11. Inculcate rational thinking and scientific temper among the student-teachers.
- 13 Develop critical awareness about the social realities.
14. Use managerial and organizational skills.
15. Develop scientific temperament towards solving problem.
16. Enhance professional capacities like reading and reflecting on texts, understanding of self, understanding the use of drama and art in education, etc.

### **Programme Outcome for B.Ed.**

On successful completion of the two-year B.Ed. programme by student-teachers will acquire the below mentioned competencies under following areas.

**Teaching competency:** Student-teachers will:

1. Know, select and use of learner-centred teaching methods.
2. Understand the paradigm shift in conceptualizing disciplinary knowledge in school curriculum.
3. Develop necessary competencies for organizing learning experiences,
4. Select and use of appropriate assessment strategies for facilitating learning.

**Pedagogical skills:** Student-teachers will:

1. Acquire knowledge on methods of teaching suitable to deal with different contents.
2. Develop understanding on different pedagogical approach suitable for different school contents.
3. Apply teaching skills and strategies to deal with classroom problems.

**Teaching Through Nonconventional Modes:** Evolving a system of education which enhances the potential of every learner to acquire, retain and transform knowledge leading to wisdom society through creative, experiential and joyful modes of learning.

**Critical Thinking:** Analysis of Curriculum, construction of blue print, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems.

**Effective Communication:** Presenting seminar before peer students and teachers and practicing communication skills through various linguistic activities and applying it for better classroom communication.

**Sensitivity Towards Inclusion:** Identifying the diversities and dealing it in inclusive classrooms environment, guidance and counselling programmes for disabled students.

**Content Analysis:** Analyze the text-books and syllabus.

**Effective Citizen Ethics:** Understand different values, morality, social service and accept responsibility for the society.

**Self-directed Learning:** Preparing scripts for seminars, lesson plans and online content.

**Social Resilience:** Understand about social entities and enable to tolerate absorb, cope up with adverse conditions of life.

**Physical Development:** Practice yoga, self-defence, sports and scouting-guiding.

**Team Work:** Enable to work as a member or leader in diverse teams and in multidisciplinary settings by following the principles of collaborative learning, cooperative learning and team teaching.

### **Program Specific Outcomes (PSO)**

Below semester wise Programme Specific Outcome elaborated for every course.

## **SEMESTER I**

### **Course 1 Child hood and Growing up**

The student-teacher will:

- To enable teacher student to arrive at an understanding of how different socio-political realities construct different childhoods, within children's lived contexts: family, school, neighbourhoods and community.
- To acquire knowledge and nature of learner.
- To develop an understanding about children of different age groups.
- To develop skills in enhancing motivation in students.
- To understand the stages of human development and developmental task at different stages of development.
- To understand nature of personality and adjustment.

### **Course 2 Contemporary India and Education**

The student- teacher will:

- Understand the relation between Education and Human resource Development.
- Understand and appreciate the contribution of great educators to the field of education.
- Obtain the knowledge about the constitution and various aspiration of Indian society.
- Understand the means and measures towards national integration.
- Understand the issues and challenges of education in India.
- Understand the contemporary Educational Policies in India

### **Course 3 Language across the curriculum**

The student-teacher will:

- Understand that students come from different language backgrounds
- Understand the dynamics of a multilingual classroom
- Understand the nature of classroom discourse
- Develop strategies for using oral language in order to promote learning
- Understand the nature of reading comprehension
- Understand and appreciate different registers of language

- Understand the importance of home language and school language and the role of mother-tongue in education
- Understand the use of multilingualism as a strategy in the classroom situation

#### **Course 4 Understanding discipline and subjects**

The student-teacher will--

- Understand the meaning and forms of Knowledge
- Differentiate between information, knowledge, beliefs and truth.
- Know the different aspects of knowledge
- Reflect on the nature and role of disciplinary knowledge in the school curriculum
- Co-relate the different school subjects

#### **EPC 1 Understanding Self**

The student-teacher will—

- To make the student-teachers aware of required exercises, proper diet, rest, meditation, yoga, for keeping their body and mind fit.
- To enable the student-teachers identify themselves by self-reflecting their strengths, weaknesses, dispositions, sensibilities, prejudices, likes, dislikes, attitudes,... for self- development.
- To practice and develop the skills, necessary for living as a member of school community and the community around, for a peaceful co-existence and transformation of the community by conducting and involving in community activities like sanitation/ cleanliness drive, blood donation camps, literacy programmes.
- To enhance the qualities, necessary for interpersonal relations such as communication, listening, empathy and the feelings, perceptions and viewpoints of others.
- To analyze, discuss, discover and value the existing beliefs, stereotypes, prejudices, problems, and prevailing situations in the school and community around using constructive methods.
- To develop interests in team spirit, leadership qualities, resourcefulness and human relations by organizing and participating in various college and other activities
- To develop global thinking by organizing, celebrating and participating in local, different cultural, regional and international festivals and celebrations, sports, field visits and excursions.

### **Course 5 Assessment of learning**

The Student Teachers will:

- To gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm)
- To become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination
- To be exposed to different kinds and forms of assessment that aid student learning
- To make use of wide range of assessment tools, select, construct them appropriately and evolve realistic, comprehensive and dynamic assessment procedures to keep the whole student in view
- To implement laws pertaining to education of children with special needs
- To demonstrate knowledge of different perspectives in the area of education of student with disabilities

### **Course 6 Learning and Teaching**

The Student Teachers will:

- Understand the basic concept of learning and Teaching.
- Describe psychological principles of teaching.
- Understand learner as a unique individual and have working knowledge of strategies and techniques for helping children.
- Develop skill of for facilitating learning and development.
- Become aware of different context of learning and situate schools as a special environment for learning.
- Gain an understanding of different theoretical perspectives of learning.
- Understanding the mental health and socio-cultural adjustment of learners.
- Understand learning in and out of school.

### **Course Pedagogy of school 7a (any one to be opted by student-teacher)**

#### **i) Pedagogy of Teaching English**

After completion of Course the student will

- understand the different roles of language;
- understand the relation between literature and language;
- develop creativity among learners;
- understand the role and importance of translation;
- examine authentic literary and non-literary texts and develop insight and appreciation;
- understand the use of language in context, such as grammar and vocabulary;
- develop activities and tasks for learners;

- develop an understanding of the nature of language system;
- understand about the teaching of poetry, prose and drama;
- identify methods, approaches and materials for teaching English at various levels in the Indian context;
- understand constructive approach to language teaching and learning;
- develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- develop and use teaching aids in the classroom both print and audiovisual material, and ICT (internet and computer technology);
- understand the process of language assessment;
- understand need and functions of language lab;
- sensitize teacher-students about emerging issues, such as right to education for children, peace and environment education in context with language teaching; and
- familiarize students with our rich culture, heritage and aspects of our contemporary life.

## ii) **Pedagogy of Teaching Social science**

### **Objectives:**

- To understand the Objectives of teaching-learning Social Sciences and its contribution towards the broader aim of Education;
- To develop conceptual understanding of the Social Sciences as a composite discipline;
- To understand the status and problems of Social Sciences as a school subject in the country against the backdrop of its development;
- To understand the Socio-cultural implications on learning Social Sciences;
- To understand the theoretical bases of changing perspectives of teaching-learning Social Sciences.
- To acquire deeper understanding of the Historical and Political Science components of the school Social Sciences content.

## iii) **Pedagogy of Teaching Science**

- Understand the nature and values of Science.
- Familiarize the evolution of Science education.
- Understand the aims and objectives of teaching Science.
- Understand the theoretical bases of Constructivism and Behaviourism.
- Identify/examine the issues and problems in Science teaching-learning.
- Practice the pedagogic analysis of class 8 and 9 Science.

## iv) **Pedagogy of Teaching Mathematics**

Student-Teacher will:

- Understand and appreciate the uses and significance of mathematics in daily life.
- Understand various approaches to teaching Mathematics and use them judiciously.
- Use different methods for planning instruction in the classroom.
- Organize activities for Teaching-learning Mathematics.
- Develop Aesthetic sensibilities of Mathematics.
- Understand purpose of different forms of planning.
- Understand the purpose of evaluation in Teaching-learning.
- Develop skill to prepare improvised Teaching Aids.
- Understand and appreciate the guidelines on teaching Mathematics suggested by NCF 2005 and NCFT 2010.

### **EPC 2 Drama and Art in Education**

The student –teacher will :

- Understand the meaning, nature and scope of drama and art.
- Understand the different forms of drama and art.
- Understand the place, need and usefulness of drama and art in education.
- Understand the purpose of introducing drama and art in education.
- Develop skills necessary to practice drama and art.
- Develop aesthetic sensibilities of drama and art.

### **CE-1 : Nai Talim, Experiential Learning and Work Education through Community Engagement**

- To make the students understand the concept of community engagement.
- To make the students of B.Ed. aware about the context of the child from various backgrounds and occupations.
- To know the various school programs related to community engagement
- To inform the students about the practice models of Tagore and Gandhi for rural reconstruction
- To develop among the students to devise contextually suitable engagement activities
- To explore various models of art craft, community stories of children and families
- To develop insights and field realities on indignity and indigenous models.

## **SEMESTER III**

### **Course 8 Knowledge and Curriculum**

This course, as a part of B.Ed Programme, is envisaged to enable the student – teachers

- Understand the different concepts related to and including curriculum and significance of curriculum;
- Understand the factors determines curriculum decisions

- Understand the people, agencies involved in the process of curriculum development; and
- Examine the needs of society (at the local and higher levels) and evaluate ‘the curriculum realizing the needs’ and become instrumental for curriculum change.
- Analyze the curriculum and syllabus, identify the inclusion and non-inclusion of essential components and elements and evaluate their appropriateness.
- Study the process of curriculum transaction to understand the resultant curriculum

### **Course 9 Gender, School and Society**

The student teacher will :-

- Understand the meaning and nature of gender, school and society
- Help develop on appreciation of the role of various institutions in examining the gendered roles in society
- Examine the influences of teacher in handling notions of gender and sexuality
- Examine the role of schools, peers, teachers, curriculum and textbooks etc in challenging gender inequalities
- Understand the concept of education for all
- Understand the role of home & society in gender identity construction

### **Course 10 Creating an Inclusive School**

The students will be able to

- Recognize the need and importance of inclusive education;
- Demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- Reformulate attitudes towards children with special needs;
- Identifies needs of children with diversities;
- Plan need-based programme for all children with varied abilities in the classroom
- Use human and material resources in the classroom;
- Use specific strategies involving skills in teaching special needs children in inclusive classrooms;
- Incorporate innovative practices to respond to education of children with special needs;
- Modify appropriate learner-friendly evaluation procedures;
- Contribute to the formulation of policy;
- Implement laws pertaining to education of children with special needs.

### **Course Optional Course (any one)**

#### **(i) Vocational /work Education**

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



- Develop specific vocational skills in students and thinking ability to apply (transfer) the skills to actual work-situation.
- Plan & practice to focus the relationship between theory and practice.
- Understand the nature of competencies in specific vocational area.
- Develop positive attitude towards work.

#### **(ii) Guidance and Counseling**

To enable the student-teacher to

- Develop an understanding of the need and importance of guidance and counseling.
- Develop an understanding of the role of the teachers, parents and counsellors for carrying out guidance programme.
- Develop an understanding of the different areas of guidance and guidance services that can be organized in schools.
- Acquaint the teachers the sources of collecting occupational information and how to disseminate them.

#### **(iii) Health and Physical Education**

- To understand the theoretical assumptions underlying the practice of modern health and physical education.
- To appreciate the significance of the health and physical education.
- To acquire knowledge and skill for organizing activities of physical education meets and events.
- To be able to evaluate and assess physical education activities and events.

#### **(iv) Peace Education**

**The students teachers will:-**

- Understand the concept of peace education.
- Acquire the knowledge about peaceful mind makes peaceful world.
- Understand the philosophical thoughts for peace.
- Understand the nature of conflicts and their resolution.
- Develop the ability to use various methods and techniques for teaching peace education.
- Adopt peace education in the curriculum;
- Imbibe the knowledge, attitude and skills needed to achieve and sustain a global culture of peace.
- Understand the dynamics of transformation of conflict and violence into peace.

#### **(v) Fundamentals of Horticulture & crop production**

**EPC 3 Critical Understanding of ICT**

**EPC 4 Reading and reflecting on texts**

After completion of course the student will

- Read and respond to a variety of texts.
- Become conscious of their own thinking processes as they grapple with diverse texts.
- Reflect on the texts that they read in the context of both the text and one's own experience.
- Present arguments and interpretations of the texts used.
- Make conjectures and offer justifications for the texts.
- Appreciation that different kinds of writings are used to communicate ideas in different contexts.

#### **SEMESTER IV**

##### **Course 7b Pedagogy of school subject (any one to be opted by student-teacher)**

###### **i) Pedagogy of Teaching English**

- identify methods, approaches and materials for teaching English at various levels in the Indian context;
- understand constructive approach to language teaching and learning;
- develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- develop and use teaching aids in the classroom both print and audiovisual material, and ICT (internet and computer technology);
- understand the process of language assessment;
- understand need and functions of language lab;
- sensitize teacher-students about emerging issues, such as right to education for children, peace and environment education in context with language teaching;

###### **ii) Pedagogy of Teaching Social science**

- To understand the approaches to curriculum construction and critically analyse a given Social Sciences Curriculum;
- To develop understanding of various Strategies, Methods and Models of teaching-learning, based on different philosophical foundations;
- To select and use appropriate Strategies, Methods and Models for teaching;
- To develop skills of Planning for effective teaching-learning;
- To understand the teaching-learning-evaluation relationship and device appropriate tools and techniques for evaluation of different learning-outcomes in Social Sciences;
- To gain deeper understanding of the Geographical and Economic components of the Social Sciences.

###### **iii) Pedagogy of Teaching Science**

The student-teacher will -

- Understand the principles and approaches of organizing curriculum.
- Organize co-curricular activities for teaching science.
- Understand strategies and methods of teaching science.
- Understand the importance of using models in teaching science.
- Plan effectively for instruction.
- Understand the relationship between teaching, learning and evaluation.
- Develop the tools of evaluation in science.
- Provide familiarization with resources for teaching/learning science.

**iv) Pedagogy of Teaching Mathematics**

Student-Teacher will:

- Understand various approaches to teaching Mathematics and use them judiciously.
- Use different methods for planning instruction in the classroom.
- Organize activities for Teaching-learning Mathematics.
- Develop Aesthetic sensibilities of Mathematics.
- Understand and appreciate the uses and significance of mathematics in daily life.
- ☐ Develop skill of lesson planing as per psychological standard of the students.
- Understand purpose of different forms of planning.
- Understand the purpose of evaluation in Teaching-learning.
- Develop skill to prepare improvised Teaching Aids.

**Course 12 Internship**

Minimum of 20 weeks (4+16) shall be allocated over the two years for task, assignments and school internship.

1. School internship will be taken in four phases:

- a. Pre-Internship-2 weeks in the 1<sup>st</sup> Semester, 2 weeks in the 2<sup>nd</sup> Semester
- b. Internship
- c. Post- Internship
- d. Final practice teaching.

**a) PRE-INTERNSHIP:** It involves the following activities for a period of four (4) weeks in the first year (2 weeks in the 1<sup>st</sup> Semester, 2 weeks in the 2<sup>nd</sup> Semester). All the Pre-Internship activities will cover 50 marks.

I. Observation of the real class room situation (Minimum of 2 Schools-Private/ Government, Different Boards eg. NBSE/ CBSE, Rural/ Urban) and the whole school environment. Before teaching in the classroom, the student-teacher will observe a regular classroom in the school for a week, to understand the school in totality, its philosophy and aims, organization and management, need of children

curriculum and its transaction, assessment of teaching and learning.

- I. Peer group discussion
- II. Preparing a feedback and suggestion based on the observation of the real classroom situation and the whole school environment
- III. Sample demonstration/viewing different classroom situation
- IV. Input from teacher educators
- V. Context analysis and reflection (JNV, KV, Ekavya)

**b) INTERNSHIP AT SCHOOL** (Internship duration will be 10 weeks for 100 marks to be evaluated by the teacher educators): during internship a student-teacher shall work as a regular teacher and participate in all the school activities, scholastic, including planning, teaching and assessment, interacting with school teachers, community members, parents and children.

Reflective journals and reports to be maintained during the internship period (A minimum of 50 classes).

**c) POST-INTERNSHIP:** post internship duration will be of 4 weeks (one month) for 50 marks. It involves the following activities.

- I. Writing reflective journals or reports on the whole school internship programme of 20 weeks.
- II. Extended discussion among the student-teachers.
- III. Presentations by student-teachers on different aspects of the teaching experiences after the internship.

**d) FINAL PRACTICE TEACHING DURATION TWO WEEKS FOR 100 MARKS:** During the internship programme, four classes will be observed by the concerned supervisor/ teacher educator for final evaluation and assessment. 50 marks will be evaluated by a committee and another 50 by the supervisor.