

# **PLO and CLO of B.A.B.Ed.**



**Rajasthan Shikshak Prashikshan Vidyapeeth**  
**Shahapura Bagh, Amer Road, Jaipur**

**B. A.B.Ed. Four years**

**Programme Learning OutCome**

**1.Content and Pedagogical Knowledge :**

The Students will be able to:-

1. Comprehend theoretical Knowledge of academic Subjects at B.A. as well as B.Ed. level.
2. Implement action of knowledge of content and pedagogy to set goals and objectives for learning based on curriculum and design instruction that engages students in meaningful learning activities
3. Integrate the content knowledge with pedagogical knowledge.
4. Analyze and comprehend the syllabus and curriculum for integration of content with teaching methodology

**2. Teaching proficiency:-**

The Students will be able to:-

1. Use learner - Centered teaching methods according to the need of learners.
2. Apply Content Knowledge with innovative teaching skills and dealing with classroom problems.
3. Implement appropriate teaching methodology or strategy after recognition of learner's learning styles.

**3. Values and Ethics:-**

The Students will be able to:-

1. Implement of the core elements, life skills, national values and goals as mentioned in the constitution of India.
2. Understand different values, ethics, morals, Social service and sense of responsibility for the society.
3. Demonstrate professional ethics and responsibilities as an educational practitioner.
4. Engage in value based and culturally responsive teaching practices
5. Sensitize learners to act as an agent of modernization and social changes

**4 Self –Directed learning :-**

The Students will be able to :-

1. Prepare class wise tentative planning on monthly & half yearly basis along with yearly Plan, unit Plan and lesson plan of their respective subjects including the lesson plan for the students with diverse needs.
2. Construct scripts for e-comment of respective subjects



# INTERNAL QUALITY ASSURANCE CELL(IQAC)

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**(THE SPIRIT OF QUALITY & EXCELLENCE)**

A Unit of B.Ed., Shikshashastri & B.A.B.Ed. College



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3. Develop and implement various evaluation procedures as per the demand of subjects.

## **5. Strengthening professional competencies: The Students will be able to**

1. Integrate ICT in teaching –learning and assessment process to enrich professional practice.
2. Deliver meaningful learning experiences for all students by integrating their knowledge and applying a variety of communication, instructional and assessment strategies in their teaching.
3. Apply the Competencies and skill required for becoming an effective teacher.

## **B.A. B.Ed. Part-I**

1. Gen. English (Compulsory)
2. Childhood and Growing up
3. Contemporary India and Education
4. Instructional System & Educational Evaluation

## **Subject**

1. Hindi(I &II)
2. Sanskrit(I&II)
3. English(I&II)
4. History(I&II)
5. Political Science(I &II)
6. Economics (I&II)
7. Sociology(I&II)
8. Geography(I &II)

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## **Course Learning Outcomes**

### **B.A. B.Ed. Part-I**

#### **B.A. B.Ed. 01 General English**

Students will be able to-

1. Get familiarize with different types of literatures, the literary devices and terms in English.
2. Understand the literary merit, beauty and creative use of language.
3. To enhance communicative skills of students by developing insight into the working of language.
4. To revise and reinforce the Learning of some important areas of grammar for better linguistic competence.

### **B.A. B.Ed. Part-I**

#### **B.A. B.Ed. 02 Childhood and Growing up**

The Students will be able to

1. Define the growth and development concepts.
2. Describe individual differences of learner.
3. Define the diversity in the learning style.
4. List different types of learning styles.
5. Determine the impact of Media on childhood and growing up students.

### **B.A. B.Ed. Part-I**

#### **B.A. B.Ed. 03 Contemporary India and Education**

The Students will be able to

1. Understand the concept and aims of education and recognize the types and fomentation agencies of education.
2. Compare liberalization, Globalization in context of Modern India.
3. Make an attempt to bring social change through the process of education.
4. Understand the process and obstacles of social change .
5. Appreciate the role of education in handling the issues in contemporary India.

  
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### **B.A. B.Ed. Part-I**

#### **B.A. B.Ed. 04(G-A) Instructional system and Educational Evaluation**

The Students will be able to

- 1.Explain the need, importance and characteristics of educational evolution. Describe the approaches of educational evolutions.
- 2.Discuss the role of educational evaluations in Teaching –Learning Process and explain the nature of tools and techniques of educational evaluations.
- 3.Describe the need and importance of psychological testing.
- 4.Explain the nature of learner's evolution and need for continuous Comprehensive educational evolution in schools.

### **B.A. B.Ed. Part-I**

#### **B.A. B.Ed. –05, 06, 07(G-B)**

हिन्दी साहित्य

#### **Course Learning Outcomes**

##### उद्देश्य

1. छात्रों को हिन्दी विषय के प्रति रुचि रखना
2. छात्रों को शब्द भंडार में वृद्धि होना।
3. विद्यार्थियों में कल्पना शक्ति को विकसित करना।
4. कक्षा में शिक्षण की क्रियाओं तथा सहायक सामग्री की पूर्ण जानकारी कराना।
5. निर्धारित पाठ्यवस्तु के सभी तत्वों का विवेचन करना।
6. प्रस्तुतीकरण के क्रम तथा पाठ्य वस्तु के रूप में निश्चितता की जानकारी कराना।
7. शिक्षण अधिगम सहायक सामग्री के प्रयोग के स्थल पर शिक्षण विधि तथा प्रविधियों का निर्धारण करना।

##### व्यवहारगत परिवर्तन

1. विद्यार्थियों को शुद्ध बोलने तथा शुद्ध लिखने का ज्ञान प्राप्त हुआ।
2. सरल व प्रभावपूर्ण तथा स्पष्ट रूप से अपने भाव और अनुभूतियों एवं विचारों को व्यक्त कर सकेंगे।
3. दूसरों की लिखी हुई व बोली गई भाषा को समझने का प्रयास निरन्तर हुआ।



4. भाषा को उचित हाव भाव के साथ एवं आरोह-अवरोह के साथ वाचन करने की कला का ज्ञान हुआ। स्वाध्याय के प्रति गहरी रुचि उत्पन्न हुई।

### **B.A. B.Ed. Part-I**

#### **संस्कृत**

#### **ज्ञानार्जनस्य प्रतिफलम्**

1. "स्वप्नवासवदत्तम्" नाटकों की विषयवस्तु से अवगत होंगे।
2. नाटक में निहित विविध संदेशों से प्रेरणा लेंगे।
3. विभिन्न पात्रों की भूमिकाओं तथा संवादों में निहित अर्थों का अवबोध करेंगे।
4. आधुनिक सन्दर्भ में उक्त नाटकों के मंचन एवं पठन की उपयोगिता प्रस्तुत कर सकेंगे।
5. श्लोकों में साहित्य, संगीत, विद्या, विनम्रता आदि गुणों के अर्थों की व्याख्या करेंगे।
6. आधुनिक परिप्रेक्ष्य में नीतिशतक में विभिन्न नीतियों की अर्थापत्ति कर सकेंगे।
7. आधुनिक मानव के जीवन में नीतिशतक के संदेशों का महत्व ज्ञापित कर सकेंगे।

### **B.A. B.Ed. Part-I**

#### **English**

1. Comprehend various forms of literature like prose, poetry.
2. To expose students to the best examples of prose, grammar and poetry in English so that they realize the beauty and communicative power of Language.
3. Get exposure to the features of Shakespear's. Tragedy and other Elizabethan dramatists such as Marlowe and Webster.
4. Describe and discuss poems from John Milton to J. Herbet.
5. Appreciate the contribution of Indian Poets in English literature.

### **B.A. B.Ed. Part-I**

#### **History**

1. To study the ancient Indian civilization such as Harappa and Vedic and understand social, political and religious changes during the period.
2. To develop the ability to understand the origin and tends of Jainism and Buddhism.
3. To acquire knowledge about ancient India dynasties like Maurya, Gupta and Vakataka.





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4. To introduce to prominent Sultanate Dynasties and their administrative systems in Medieval India.
5. To acquire knowledge on religious. Culture and art History in medieval India.

### **B.A. B.Ed. Part-I**

#### **Political Science**

1. To explain nature and scope of Political Science & Discuss different Approaches:- (a) Normative approach (b) Behavioral approach (c) Marxist approach
2. To analyze the concept of sovereignty of the state & discuss monistic theory, pluralistic theory & doctrine of popular sovereignty.
3. To evaluate the theories of the state:- contract theory, idealist theory, Liberal and neo-liberal theory, Marxist theory and Gandhian theory.
4. To explain schools of Jurisprudence, theory of law and sources of law.
5. To understand the Methods of representation, Political parties and pressure group.
6. To access the concepts of rights, liberties and their relationship.
7. To explain the theories of Nationalism, Internationalism and fascism.

### **B.A. B.Ed. Part-I**

#### **Economics**

Students will be able to:-

1. Understand the main terminologies and subject material of micro economics coming in the behavior of the students in their daily life like agriculture, unemployment, labour, law, demand and supply, development plans, production possibility curve, returns to scale of a firm, and the short run and long run objectives with the help of diagrams and examples about the law of variable preparations etc.
2. Understand the concepts, tools of micro economics and also the role of price mechanism in the market economy.
3. Learn the development and reform in commercial banking and the change in RBI monetary policy since 1990's.
4. Understand the structure, Issue, reform of money in the capital market in India.

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## B.A. B.Ed. Part-I

### Sociology

1. To understand about sociology under this topic & introduce the basic concept of sociology.
2. To dynamic goals of sociology introducing it to students' sociology of Indian society developing society basics of Indian society.
3. To get acquainted with the problems introducing the challenges of Indian Society.
4. To fulfill the above objective, Indian society was introduced to various units related to society in India, as a result of which student society community, social group, institution, culture, values, pattern, social stratification, socialization, family, marriage, caste, religion etc.

## B.A. B.Ed. Part-I

### Geography

1. To develop an idea about resource.
2. To understand the concept of different types of resources.
3. To explain population –resource relationship and different types of population resources.
4. To develop a solid understanding of the concepts of 'Space' ' Place' and 'region' and their importance in explaining world affairs-
5. To have a general understanding of global human population patterns, factors influencing the distribution and mobility of human populations including settlement and economic activities and networks and human impacts on the physical environment.

## B.A. B.Ed. Part-II

1. Gen Hindi (Compulsory)
2. Knowledge and curriculum
3. Learning and teaching
4. Peace Education

### Subject

1. Hindi(I &II)
2. Sanskrit(I&II)
3. English(I&II)
4. History(I&II)
5. Political Science(I &II)

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6. Economics (I&II)
7. Sociology(I&II)
8. Geography(I &II)

### **B.A. B.Ed. Part-II**

#### **B.A. B.Ed. -01 सामान्य हिन्दी**

1. हिन्दी साहित्य के इतिहास का क्रमिक रूप से विद्यार्थियों को अवगत कराना।
2. हिन्दी की विभिन्न विधाओं से विद्यार्थियों को परिचित कराना।
3. हिन्दी अध्ययन -अध्यापन की विभिन्न विधि से परिचित कराना।
4. भाव अभिव्यक्ति की क्षमता विकसित करना।
5. नवीन लेख, निबन्ध, पत्र आदि की लेखन की क्षमता विकसित करना।
6. भाषा के शुद्ध लेखन की क्षमता विकसित करना।
7. शुद्ध उच्चारण की क्षमता विकसित करना।
8. नवीन लोकोक्ति एवं मुहावरों से परिचित कराना या हो सकना।
9. व्याकरण विषयवस्तु का ज्ञान कराना।
10. छन्द, अलंकार, रस, लय-ताल, आरोह-अवरोह आदि के प्रयोग का ज्ञान कराना।

### **B.A. B.Ed. Part-II**

#### **B.A. B.ed 02 Knowledge & Curriculum**

#### **Course Learning Outcomes**

- 1- To understand the sources and generation of knowledge.
- 2- To realize the inter-relationship between knowledge, information and skill in the present social context.
- 3- To understand the dimensions of curriculum development.
- 4- To understand the social basis of framing curriculum.
- 5- To get acquainted in the views of Indian thinkers on the social basis for framing curriculum.

### **B.A. B.Ed. Part-II**

#### **B.A. B.Ed 03 Learning & Teaching**

1. To recognize the concept & types of learning.
2. To apply the theories of learning in learning process.
3. To implement method & modal of teaching in the beginning of teaching.
4. To apply maxims, levels & functions of teaching in teaching learning process.
5. To analyze the complex process of teaching.

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## **7. B.A. B.Ed. Part-II**

### **B.A. B.Ed. 04(G-A) Peace Education**

1. To understand the concept of peace education.
2. To conclude that peaceful mind makes peaceful world.
3. To develop the ability to use various methods and techniques for teaching peace education.
4. To imbibe the knowledge, attitude and skills needed to achieve and sustain a global culture of Peace.

### **B.A. B.Ed. Part-II**

### **B.A. B.Ed. 05, 06, 07 (G-B)**

#### **सामान्य हिन्दी**

1. हिन्दी साहित्य के इतिहास का क्रमिक रूप से विद्यार्थियों को अवगत कराना।
2. हिन्दी की विभिन्न विधाओं से विद्यार्थियों को परिचित कराना।
3. हिन्दी अध्ययन-अध्यापन की विभिन्न विधियों से परिचित कराना।
4. भाव अभिव्यक्ति की क्षमता विकसित करना।
5. नवीन लेख, निबन्ध, पत्र आदि की लेखन की क्षमता विकसित करना।
6. भाषा के शुद्ध लेखन की क्षमता विकसित करना।
7. शुद्ध उच्चारण की क्षमता विकसित करना।
8. नवीन लोकोक्ति एवं मुहावरों से परिचित कराना या हो सकना।
9. व्याकरण विषयवस्तु का ज्ञान कराना।
10. छन्द, अलंकार, रस, लय-ताल, आरोह-अवरोह आदि के प्रयोग का ज्ञान अवगत कराना।

### **B.A. B.Ed. Part-II**

#### **संस्कृत**

1. संस्कृत भाषा के महत्व को समझना।
2. संस्कृत साहित्य के प्रति रुचि को विकसित करना।
3. संस्कृत भाषा का जीवन में उपयोग को समझना।
4. संस्कृत साहित्य की विविध विधाओं से परिचित कराना।
5. अपने विचारों को संस्कृत भाषा में अभिव्यक्त करने की क्षमता कर सकना।
6. संस्कृत भाषा के सामान्य ज्ञान को सृद्ध करना तथा प्रकृति से विद्यार्थियों को परिचित कराना।
7. संस्कृत भाषा का व्यावहारिक ज्ञान प्राप्त करना।
8. विद्यार्थियों के स्तर के अनुरूप संस्कृत भाषा की व्यावहारिक योग्यता उत्पन्न करना।

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### प्रतिपुष्टि(Outcomes )

1. संस्कृत साहित्य के प्रति रुचि का विकास होना।
2. संस्कृत श्रवण, भाषण, पठन, लेखन प्रतिज्ञान होना।
3. संस्कृत साहित्य का जीवन में उपयोग समझना।
4. संस्कृत भाषा का ज्ञान, बोध, अभिव्यक्ति, अभिरुचि को समझना।

### B.A. B.Ed. Part-II

#### English

1. To develop competency for self-learning the literary contributions of world renewed poets and authorizes.
2. To understand the significance of human values and moral values as reflected in the poems of poets.
3. To acquaint the students with the major trends in modern English drama and fiction through a close study to William words worth and other great writers.
4. To make a comparative study of English literature and Indian literature.

### B.A. B.Ed. Part-II

#### History

1. To identify the major political developments in the History of India during the period between the twelfth and the seventeenth century.
2. To outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and Sufi movement.
3. To introduce to prominent sultanate dynasties and their administrative systems in medieval India.
4. To understand rise and establishment of Mughal dynasty in India.
5. To acquire knowledge on religious, culture and art history in Medieval India.
6. To introduce history of Marathas, understand significance of coronation and administrative system of Chhatrapati Shivaji.

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### **B.A. B.Ed. Part-II Political Science**

Students will be able to:

1. Explore the Constitution of UK: Salient features; the executive – the crown, Prime Minister and cabinet; the legislature: House of Lords, House commons, speaker and committees; Party system in UK.
2. Explore the US Constitution : Salient features; the executive : President; Legislature: Senate, House of Representative; speaker; judiciary; the composition and role of the supreme court; bill of rights; party system
3. Explore the Chinese Constitution: Salient features in the light of the general principles; the Executive; Legislature; Judiciary; and the role of communist party.
4. Study fundamental rights, duties and directive principle of state policy.
5. Examine Indian federalism through center state relations.
6. Evaluate the structures of government at the state level.
7. Study the Election Commission and electoral process in India.
8. Study the process of interaction between society and politics in contemporary India –caste, tribe and religion.
9. Create awareness about social movements and empowerment related to women.

### **B.A. B.Ed. Part-II Economics**

Students will be able to:-

1. Get complete information about the entire subject material of macro & micro economics and the origin of economic ideas.
2. Understand that our economics subject has originated from which countries and which civilization of the world and how it got its present form.
3. Understand the meaning of about national income, departmental accounting system, function, purpose and result of money, Principle of money multiplier and accelerator.
4. Become aware of the economic ideas of mercantilism , Naturalism , Adam smith, Ricardo, Sismondi, Friedrich list , Johan Stuart mill, Saint karlmarx , Marshall , Keynes , Kautily and Mahatma Gandhi and in Future these will be able to use the ideas of economists in their professional field.

*Manish*

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## **B.A. B.Ed. Part-II**

### **Sociology**

The students will be able to

1. Develop the ability to understand science, nature of science, objectivity and personality of social science and social research.
2. Develop an understanding of the type of research methods, research structure.
3. Understand the source model of the facts has been developed.
4. Understand the concept and development of rural sociology the ability to understand village, religion, rural life, and rural social structure has been developed.
5. Citizenize on the rural system the ability to understand the principal of globalization will be developed.

## **B.A. B.Ed. Part-II**

### **Geography**

1. To develop idea about resource.
2. To understand the concept of different types of resources.
3. To explain population –resource relationship and different types of Population resources.
4. To develop a solid understanding of the concepts of 'space' 'place' and 'region' and their importance in explaining world affairs.
5. To have a general understanding of global human population patterns, factors influencing the distribution and mobility of human population including settlement and economic activities and networks and human impact on the physical environment.

## **B.A. B.Ed. Part-III**

1. Information & Communication Technology (ICT) compulsory
2. Language across the Curriculum
3. Guidance and Counselling in school

### **Subject**

1. Hindi(I & II)

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2. Sanskrit(I&II)
3. English(I&II)
4. History(I&II)
5. Political Science(I &II)
6. Economics (I&II)
7. Sociology(I&II)
8. Geography(I &II)

### **B.A. B.Ed. Part-III**

#### **Information & Communication Technology (ICT)**

1. To understand the nature and scope of educational technology and also above various forms of technology.
2. To know the systems approach in Education and its components.
3. To familiarize with the steps involved in the constitution of programmed learning.
4. To describe the concept of ICT in educational and appreciate the scope of ICT for improving the personal productivity and professional competencies.
5. To acquaint with different approaches of ICT integration in education.

### **B.A. B.Ed. Part-III**

#### **Language Across the curriculum**

1. To know the concept of language.
2. To learn about communicative approach.
3. To understand the ways of integrating speaking with other skills.
4. To understand the nature of classroom discourse and develop strategies for using oral language i.e. discussion, questioning etc.
5. To understand the nature of reading in different subject.
6. To familiarize with different types of writing that would be useful for learners.
7. To realize the context and relevance of languages in learning

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### **B.A. B.Ed. Part-III**

#### **Guidance and Counselling in school**

1. To relate between Contemporary education and psychological guidance and counselling.
2. To explain the necessity of Guidance services in school based on Example.
3. To comprehend the necessity of common Guidance understanding in educational environment.
4. To explain essential principles and rules for school guidance services.
5. To explain the legal regulations and the applications related to the existing guidance services in schools.
6. To implement the plans and applications needed for effective collage guidance services.

### **B.A. B.Ed. Part-III**

हिंदी

1. छात्रों को हिंदी साहित्य के प्रतिनिधि कहानीकारों एवं कवियों से परिचित कराना और हिंदी कहानी, निबंध उपन्यास, काव्यशास्त्र एवं नई कविता की विशिष्टताओं से परिचित कराना।
2. आधुनिक युग के संत एवं भक्तों के काव्य से छात्रों को परिचित कराना तथा आधुनिक युग के प्रतिनिधि काव्य के योगदान में विविध आयामों से छात्रों को परिचित कराना।
3. आधुनिक युग की सामाजिक, राजनीतिक, धार्मिक, साहित्यिक तथा आर्थिक परिस्थितियों के बदलाव के परिप्रेक्ष्य में हिंदी साहित्य में आये हुए बदलाव से छात्रों को अवगत कराना।
4. छायावादी, प्रगतिवादी व प्रयोगवादी लेखकों में मैथिलीशरण गुप्त, अयोध्यासिंह उपाध्याय, अज्ञेय, धूमिल, दुष्यंत की आधुनिक हिंदी कविताओं व साहित्यो का वर्णन।

### **B.A. B.Ed. Part-III**

संस्कृत

“ज्ञानार्जनम्”

1. संस्कृत भाषा के प्रति रुचि उत्पन्न करना।
2. संस्कृत द्वारा छात्रों में जीवन मूल्यों के महत्व को बताना।
3. अर्थग्रहण की योग्यता विकसित करना।

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4. संस्कृत भाषा का शुद्ध उच्चारण एवं शुद्ध लेखन का बोध कराना।
5. संस्कृत भाषा व साहित्य के प्रति कौशलों के महत्व को समझाना।
- 6- सरल शब्दों में भाषाओं की अभिव्यक्त करना।

### **B.A. B.Ed. Part-III**

#### **History**

Students will be able to

1. Understand India in the mid-eighteenth century Maratha confederacy, Its strength and weakness clash with the British and decline if the Marathas.
2. Understand British policy after 1858 nature of colonial economy commercialization of agriculture, decline of cottage industries. Indian Renaissance – Braham Samaj, Arya Samaj, Ram krishan Mission. Emergence of Indian Nationalism, Formation for the Indian National congress.
3. Understand nationalism under Gandhi's leadership Non-cooperation, civil disobedience and quit India movement. Subhash Chandra Boss and Indian National Army.
4. Gain well knowledge about political history of modern world . Student must be able to understand the role of Mussolini , Hitlar , Nazism.
5. Understand world politics after world war and attempts world peace.

### **B.A. B.Ed. Part-III**

#### **Political Science**

Students will be able to

1. Familiarize students with the basic concepts of Political science. Western political thought etc.
2. Understand Indian Political thought and political process in India.





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3. Expose students to public administration, international relations.
4. Develop knowledge of Indian administrative and international organization, subject knowledge pertaining to the political issues across the world, given insights about the Political scenario and process.
5. Use various Political concepts and ideology to analyze new situations.

### **B.A. B.Ed. Part-III**

#### **Economics**

#### **Introduction to International Trade Development Public Economics**

Students will be able to

1. Understand feature of International trade, Gains from trade. They will conceptualization Trade Theories: Adam Smith , Ricardo, Harberler , Mill and Ho Theory, They will differential various dimensions of trade theory above student will expandability vocation from of free Trade and Protection , Foreign, Exchange market and Exchange rate. Balance of trade and finance of payment definition and structure, International monetary fund, WTO scope.
2. Analyse Nature and scope of public Finance role of government in the Economy. Public goods and private goods. Theory of maximum social Advantage, optimal budgeting public revenue: canons of taxation, impact, Incidence and shifting.
3. Regard Position of Rajasthan in India Economy: Population on area, Agriculture, Industry, Demographic, Features, Literacy, Health and Nutrition Indication, Natural Resources land, water, livestock and wild life, minerals and mineral policy, production and productivity of crops.

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### **B.A. B.Ed. Part-III**

#### **Geography**

Students will be able to

1. Understand Asia Terrain pattern prevailing, climate, Natural, vegetation, soils, population and economic base of the continent in general regional study of south east and south east Asia, Europe, France and Germany, America, Australia.
2. Identify natural regions of India based on physical environment and understand the regional variation due to differences in physical environment.
3. Understand population of India in terms of their quality and spatial distribution pattern and the prospect and problems of population growth.

### **B.A. B.Ed. Part-IV**

1. Environment Education (compulsory)
2. Creating and inclusive school
3. Understanding disciplines and subject
4. Physical Education & Yoga
5. Gender, School and Society
6. Assessment for learning

#### **Subject**

1. Hindi
2. Sanskrit
3. English
4. History
5. Economics
6. Civics
7. Geography
8. Social Studies

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### **B.A. B.Ed. Part-IV**

#### **Environment Education**

1. To develop an understanding of the nature and evocation of the disciplines / area in the context of education.
2. To develop sensitivity toward the specific needs/ problems/challenges in the area.
3. To become aware of the fundamental of computers and web technologies in educational context.
4. To reflect upon the application of education technology in the field of education.

### **B.A. B.Ed. Part-IV**

#### **Creating & Inclusive School**

1. To know about the meaning and scope of special education.
2. To outline the concept and nature of inclusive Education.
3. To make use of various assistive technologies for successful inclusion.
4. To grasp the meaning, specific characteristic and modalities of identification of some type of exceptional learners.
5. To identify the different types of disabilities.

### **B.A. B.Ed. Part-IV**

#### **Understanding discipline and subject**

1. To acquire proficiencies in listening, speaking, reading and writing and communication skill.
2. To acquaint with essential aspects of English grammar and composition.
3. To understand the scope of syllabi in English.
4. To develop interest and attitude towards English as foreign Language.
5. To acquire qualities, role and responsibilities of good teacher.



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## **B.A. B.Ed. Part-IV**

### **Physical Calculation & Yoga**

1. To understand various aspects of teaching in health & physical education.
2. To develop understanding of growth and development.
3. To be acquainted with the importance of recreation in physical education.
4. To recognize the importance of physical exercises, games.
5. To recognize the importance of yoga and Suryanamsaskar, sport.
6. To apply physical exercises /yoga in daily life.

## **B.A. B.Ed. Part-IV**

### **Gender, School & Society**

Students will be able to-

1. Develop Basic understanding and familiarity with key concepts –gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and Transgender.
2. Understand and some important landmarks in connection with growth of women's education in historical and contemporary periods.
3. Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical process and its intersection with class, caste, religion and region.
4. Understand the need to address gender based violence in all social spaces and evolves strategies for addressing it.

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## B.A. B.Ed. Part-IV

### Assessment for learning

1. To develop an understanding of education as an agenda for the nation state and its policy vision and effort in evolving a national system of education.
2. To engage with the discourses on contemporary India society and education.
3. To acquire conceptual tools of critical analysis & the experiences of engaging with diverse community.
4. To develop an understanding of development, learning and uniqueness of the growing child in diversified socio- cultural contexts.
5. To critically examine key universal constraints on developmental psychology and educational psychology.

## B.A. B.Ed. Part-IV

### Pedagogy of school subject

#### हिन्दी साहित्य

1. छात्रों में हिन्दी विषय के प्रति रुचि जागृत करना।
2. छात्रों के शब्द भंडार में वृद्धि होना।
3. विद्यार्थियों में कल्पना शक्ति को विकसित करना।
4. कक्षा में शिक्षण क्रियाओं तथा सहायक सामग्री की पूर्ण जानकारी कराना।
5. निर्धारित पाठ्यवस्तु के सभी तत्वों की विवेचना करना।
6. प्रस्तुतीकरण के क्रम तथा पाठ्य वस्तु के रूप में निश्चितता की जानकारी कराना।
7. शिक्षण-अधिगम सहायक सामग्री के प्रयोग, में शिक्षण विधि तथा प्रविधियों का निर्धारण करना।

#### व्यवहारगत परिवर्तन

5. विद्यार्थियों को शुद्ध बोलने तथा शुद्ध लिखने का ज्ञान प्राप्त हुआ।
6. सरल व प्रभावपूर्ण तथा स्पष्ट में अपने भाव और अनुभूतियों एवं विचारों को व्यक्त कर सकें।
7. दूसरों की लिखी हुई व बोली गई भाषा को समझने का प्रयास निरन्तर हुआ।
8. भाषा को उचित हाव भाव के साथ एवं आरोह अवरोह के साथ वाचन करने की कला का ज्ञान हुआ।
9. स्वाध्याय के प्रति गहरी रुचि उत्पन्न हुई।



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## B.A. B.Ed. Part-IV

### संस्कृत

1. संस्कृत भाषा के महत्त्व को समझना।
2. संस्कृत साहित्य के प्रतिरुचि विकसित करना।
3. संस्कृत भाषा का जीवन में उपयोग को समझना।
4. संस्कृत साहित्य की विविध विधाओं से परिचित कराना।
5. अपने विचारों को संस्कृत भाषा में अभिव्यक्त करने की क्षमता को विकसित करना।
6. संस्कृत भाषा के सामान्य ज्ञान को सुदृढ़ करना तथा प्रकृति से छात्रों को परिचित कराना।
7. संस्कृत भाषा का व्यावहारिक ज्ञान प्राप्त करना।
8. छात्रों के स्तर के अनुरूप संस्कृत भाषा की व्यावहारिक योग्यता उत्पन्न करना।

### प्रतिपुष्टि (Outcomes)

1. संस्कृत साहित्य के प्रति रुचि का विकास करना।
2. संस्कृत भाषा शिक्षण में श्रवण, भाषण, पठन, लेखन का ज्ञान होना।
3. संस्कृत साहित्य का जीवन में उपयोग समझना।
4. संस्कृत भाषा का ज्ञान, बोध, अभिव्यक्ति, अभिरुचि को समझना।

## B.A. B.Ed. Part-IV

### Pedagogy of the school subject English

1. To understand the nature, Scope and importance of subject.
2. To state the objectives of the subject.
3. To explain and use different approaches, methods and techniques of teaching learning of subject.
4. To explain and understand the structure of subject.
5. To understand qualities of a good teacher.

*Mamish*

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### **B.A. B.Ed. Part-IV**

#### **Pedagogy of History**

Students will be able to:-

1. Study the ancient Indian civilization such as harappa and vedic and understand social, political and religious changes during the period.
2. Develop the ability to understand the origin and tents of Jainism and Buddhism.
3. Acquire knowledge about ancient India dynasties maurya, Gupta and Vakataka.
4. Introduce to prominent sultanate dynasties and their administrative systems in medieval India.
5. Acquire knowledge on religious. Culture and art History in medieval India.

### **B.A. B.Ed. Part-IV**


#### **Pedagogy of Economics**

1. To understand meaning nature scope and basic concept of economics.
2. To understand major challenges before India economy
3. To understand the concept and scope of and macro economies.
4. To understand the basic concept of teaching economics.
5. To understand the quality of good economics teacher.

### **B.A. B.Ed. Part-IV**

#### **Pedagogy of civics**

1. To refresh the knowledge of student teacher recording the meaning and importance of civics.
2. To establish co-relation of civics with others school subject.
3. To apply appropriate methods in teaching particular topics at different level.
4. To select and use relevant teaching skills.
5. To imbibe and develop basic teaching skills.

  
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6. To clarify particular concepts, trends, principles, method etc. with the help of correlation to similar content or situation.
7. To prepare yearly, unit and daily lesson plan.
8. To prepare achievement and diagnostic test on scientific basis.
9. To develop skills and abilities for organizing school activities related to the subject.

### **B.A. B.Ed. Part-IV**

#### **Pedagogy of Social Study**

1. To develop an understanding of the Pedagogic challenges posed by the subject comprising of a broad disciplinary stream.
2. To describe the Pedagogic needs of a subject within the stream chosen under Pedagogy, at all stages of secondary education.
3. To Re-engage with the nuances of the discipline and its prevalent conceptualizations and practices.

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# **PLO and CLO of B.Ed**



**INTERNAL QUALITY ASSURANCE CELL(IQAC)**

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**Rajasthan Shikshak Prashikshan Vidyapeeth**  
**Shahpura Bagh, Amer Road, Jaipur**

**B.Ed Two Years Course**

**Programme Learning Outcomes**

On Successful Completion of the Two Years B.Ed. Programme Pupil teachers will be able to-

**1. Develop Teaching Competency :**

Select and use of teaching methods. Understanding of paradigm shift in conceptualizing disciplinary .

Knowledge in school curriculum are necessary competencies for organizing learning experiences select and use of appropriate assessment strategies for facilitating learning

**2. Develop Pedagogical skills**

1. Applying teaching skill and dealing with classroom Problems

**3. Enhance Teaching Through Non –Conventional Models :-**

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

**4. Analyze through Critical thinking:-**Analysis of curriculum construction of blue print, selecting appropriate, teaching Strategies accreting to needs of students and conducting action research to solve classroom problems

**5. Develop Effective Communication :-**

Presenting Seminar before peer students and teachers and practicing communication skill through various linguistic activities and applying it for better classroom communication

**6. Identify Sensitivity towards inclusion :-**

Identifying the diversities and dealing it in inclusive classroom environment guidance and counselling programmes for disabled students

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### 7. Develop Effective Citizen Ethics :-

Understand different values morality social service and accept responsibility for the society.

### 8. Upgrade Self directed learning :-

Preparing script for seminars lesson plans and online content

### 9. Understand Social Resilience :-

Understand about social entities and enable to cope up with adverse condition of life.

### 10. Enhance Physical Development :-

Practice yoga physical education and games and sports

### 11. Apply Team Work –

Enable to work as members are leaders in diverse teams and in multi-disciplinary setting by following the principals of collaborative learning cooperative learning and team teaching

### 12. Enhance self-learning

Prepare year unit and lesson plans of their respective subjects including lesson plans for students with diverse needs as well as e-content.

## Course Learning Outcomes

### **B.Ed. Part-I**

1. Childhood & Growing up
2. Contemporary India and Education
3. Learning and Teaching
4. Language Across the Curriculum
5. Understanding Disciplines and Subject
6. Knowledge and curriculum(part-1)
7. Pedagogy of a school subject (part-1), I & II Year
  1. Hindi
  2. Sanskrit

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3. English
4. History
5. Civics
6. Social Studies
7. Chemistry

## **B.Ed. Part-I**

### **Childhood and Growing up**

1. To define the growth and development concepts.
2. To describe individual differences of learner.
3. To define the diversity in the learning style.
4. To list different types of learning styles.
5. To determine the impact of Media on childhood and growing up students.

## **B.Ed. Part-I**

### **Contemporary Indian Education**

1. To understand the concept and aims of education and recognize the types and Enthusiasm agencies of education.
2. To compare liberalization, Privatization, Globalization in context of Modern India.
3. To make and attempt to bring social change through the process of education.
4. To understand the process & Obstacle of social change.
5. To appreciate the role of education in handling the issues in contemporary India.

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## **B.Ed. Part-I**

### **Learning & Teaching**

1. To recognize the concept & types of learning.
2. To apply the theories of learning in learning process.
3. To implement method & modal of teaching in the beginning of Teaching.
4. To apply maxims, levels & functions of teaching in teaching learning process.
5. To analyze the complex process of teaching.

## **B.Ed. Part-I**

### **Language across the curriculum**

1. To know the concept of language.
2. To learn about communicative approach.
3. To understand the ways of integrating & speaking with other skills.
4. To understand the nature of classroom course and develop strategies for using oral language i.e. discussion, questioning etc.
5. To understand the nature of reading in different subjects.
6. To familiarize with different types of writing that would be useful for learners.
7. To realize the context and relevance of languages in learning.
- 8.

## **B.Ed. Part-I**

### **Understanding discipline and school subject**

1. To acquire proficiencies in listening, speaking, reading, writing and communication skill.
2. To acquaint with essential aspects of English grammar and composition.
3. To understand the scope of syllabi in English.
4. To develop interest and attitude towards English as a foreign Language.
5. To acquire qualities, role and responsibilities of a good teacher.

*Maulik*

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## **B.Ed. Part-I**

### **B.Ed. 06 Knowledge & Curriculum (Part-1)**

1. To understand the sources and generation of knowledge.
2. To realize the inter-relationship between knowledge, information and skill in the present social context.
3. To understand the dimensions of curriculum development.
4. To understand the social basis of framing curriculum.
5. To get acquainted in the views of Indian thinkers on the social basis for framing curriculum.

## **B.Ed. Part-I**

### **Pedagogy of school subject part-1**

#### **हिन्दी साहित्य**

1. छात्रों में हिन्दी विषय के प्रति रुचि जागृत करना।
2. छात्रों के शब्द भंडार में वृद्धि होना।
3. विद्यार्थियों में कल्पना शक्ति को विकसित करना।
4. कक्षा में शिक्षण की क्रियाओं तथा सहायक सामग्री की पूर्ण जानकारी कराना।
5. निर्धारित पाठ्यवस्तु के सभी तत्वों का विवेचन करना।
6. प्रस्तुतीकरण के क्रम तथा पाठ्य वस्तु के रूप में निश्चितता की जानकारी कराना।
7. शिक्षण अधिगम सहायक सामग्री के प्रयोग के स्थल पर शिक्षण विधि तथा प्रविधियों का निर्धारण करना।

#### **व्यवहारगत परिवर्तन**

1. विद्यार्थियों को शुद्ध बोलने तथा शुद्ध लिखने का ज्ञान प्राप्त हुआ।
2. सरल व प्रभावपूर्ण तथा स्पष्ट रूप में अपने भाव और अनुभूतियों एवं विचारों को व्यक्त कर सकें।
3. दूसरों की लिखी हुई व बोली गई भाषा को समझने का प्रयास निरन्तर हुआ।
4. भाषा को उचित हाव भाव के साथ एवं आरोह अवरोह के साथ वाचन करने की कला का ज्ञान हुआ।





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5. स्वाध्याय के प्रति गहरी रुचि उत्पन्न हुई।

### **B.Ed. Part-I**

#### **संस्कृत**

1. संस्कृत भाषा के महत्त्व को समझना।
2. संस्कृत साहित्य के प्रति रुचि विकसित करना।
3. संस्कृत भाषा का जीवन में उपयोग को समझना।
4. संस्कृत साहित्य की विविध विधाओं से परिचित कराना।
5. अपने विचारों को संस्कृत भाषा में अभिव्यक्त करने की क्षमता को विकसित करना।
6. संस्कृत भाषा के सामान्य ज्ञान को सुदृढ़ करना तथा प्रकृति से छात्रों को परिचित कराना।
7. संस्कृत भाषा का व्यावहारिक ज्ञान प्राप्त करना।
8. छात्रों के स्तर के अनुरूप संस्कृत भाषा की व्यावहारिक योग्यता उत्पन्न करना।

#### **प्रतिपुष्टि (Outcomes )**

1. संस्कृत साहित्य के प्रति रुचि का विकास करना ।
2. संस्कृत भाषा शिक्षण में श्रवण भाषण पठन लेखन का ज्ञान होना।
3. संस्कृत साहित्य का जीवन में उपयोग समझना।
4. संस्कृत भाषा का ज्ञान, बोध, अभिव्यक्ति, अभिरुचि को समझना।

### **B.Ed. Part-I**

#### **Pedagogy of English**

1. To understand the nature, Scope and importance of subject.
2. To state the objectives of the subject.
3. To explain and use different approaches, methods and techniques of teaching learning of the subject.
4. To explain and understand the structure of subject.
5. To understand qualities of a good teacher.

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### **B.Ed. Part-I**

#### **Pedagogy of History**

1. To study the ancient Indian civilization such as harappa and vedic and understand social, political and religious changes during the period.
2. To develop the ability to understand the origin and tents of Jainism and Buddhism.
3. To acquire knowledge about ancient India dynasties maurya, Gupta and Vakataka.
4. To introduce to prominent sultanate dynasties and their administrative systems in medieval India.
5. To acquire knowledge on religious. Culture and art History in medieval India.

### **B.Ed. Part-I**

#### **Pedagogy of Economics**

1. To understand meaning nature scope and basic concept of economics.
2. To understand major challenges before India economy
3. To understand the concept and scope of micro and macro economics.
4. To understand the basic concept of teaching economics.
5. To understand the quality of good economics teacher.

### **B.Ed. Part-I**

#### **Pedagogy of civics**

1. To refresh the knowledge of students teacher and analyse recording the meaning and importance of civics.
2. To establish co-relation of civics with others school subject.
3. To apply appropriate methods in teaching particular topics at different level.

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4. To select and use relevant teaching skills.
5. To imbibe and develop basic teaching skills.
6. To clarify particular concepts, trends, principles, method etc. with the help of correlation to similar content or situation.
7. To prepare yearly plan, unit plan and daily lesson plan.
8. To prepare achievement and diagnostic test on scientific basis.
9. To develop skills and abilities for organizing school activities related to the subject.

### **B.Ed. Part-I**

#### **Pedagogy of Social Study**

1. To develop an understanding of the Pedagogic challenges posed by the subject comprising of a broad disciplinary stream.
2. To describe the Pedagogic needs of a subject within the stream chosen under Pedagogy, at all stages of secondary education.
3. To re-engage with the nuances of the discipline and its prevalent conceptualizations and practices.

### **B.Ed. Part-I**

#### **Pedagogy of Biology**

1. To explain facts, terms, concepts, laws & principles in biology.
2. To illustrate nature, scope & importance of biology at secondary & higher secondary level, Co-relation with other disciplines.
3. To analyze the text book & content of biology at secondary & higher secondary level.
4. To make use of method & modals of teaching learning of biology.
5. To demonstrate the competencies of biology teacher.

### **B.Ed. Part-I**

#### **Pedagogy of Chemistry**

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1. To explain facts, concepts, laws & principles in chemistry.
2. To develop an understanding of the pedagogy challenges posed by the subject comprising of a broad discipline stream.
3. To describe the pedagogic needs of a within the stream chosen under I at all stage of secondary education.
4. To re-engage with the nuances of the discipline and its prevalent conceptual and practices.

## **B.Ed. Part-I**

### **Pedagogy of Gen. Science**

1. To develop an understanding of the Pedagogic challenges posed by the subject comprising of a broad disciplinary stream.
2. To describe the Pedagogic needs of a subject within the stream chosen under Pedagogy, at all stages of secondary education.
3. To re-engage with the nuances of the discipline and its prevalent conceptualizations and practices.

## **B.Ed. Part-I**

### **Pedagogy of Commerce**

Students will be able to

1. Understand the commercial implications of various theories of learning.
2. Learn about content of Commerce and Accountancy.
3. Get knowledge about role of information technology in Commerce Education.
4. Understand the characteristics of commerce and its role in the development of modern society.
5. Learn about various methods no approaches and techniques of Commerce Teaching.
6. Understand the nature and functions of various instructional supports.
7. Improve the understanding of the principles of curriculum construction and organization in Commerce.

## **B.Ed. Part-I**

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### EPC-I

Students will be able to

1. Learn about reading and thinking.
2. Listen and express your reaction.
3. Attach an example to yourself and reflect on the circumstance responsibilities for your family.
4. Inspire to do something in your future.
5. Enhance the knowledge of story writing, poetry, writing, novel version, diary, drama writing is all these.
6. Present a street play by writing children's play.
7. Poem
- 8.

### B.Ed. Part-I

#### EPC-II

### Drama and Art in Education

1. To develop aesthetic sensibilities in students to learn the use of art in teaching learning.
2. To develop basic understanding for different art forms impact of art forms on the human mind.
3. To enable to respond to the beauty in different Art forms, through experience and free expression.
4. To enhance artistic and aesthetic sensibility.
5. To develop skills for integrating different Art forms across school curriculum at secondary level.

### B.Ed. Part-II

### Course learning Outcomes

1. Knowledge and Curriculum (Part-2)

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**2. Pedagogy of a school subject (Part-2)**

1. Hindi
2. Sanskrit
3. History
4. Economics
5. Civics
6. Social Studies
7. Gen. Science
8. Commerce practice

**B.Ed. Part-II**

**Knowledge & Curriculum (part-2)**

- 1- To understand the sources and generation of knowledge.
- 2- To realize the inter-relationship between knowledge, information and skill in the present social context.
- 3- To understand the dimensions of curriculum development.
- 4- To understand the social basis of framing curriculum.
- 5- To get acquainted in the views of Indian thinkers on the social basis for framing curriculum.

**B.Ed. Part-II**

**Pedagogy Subject**

हिन्दी साहित्य

1. छात्रों को हिन्दी विषय के प्रति रुचि रखना
2. छात्रों को शब्द भंडार में वृद्धि होना।
3. विद्यार्थियों में कल्पना शक्ति को विकसित करना।
4. कक्षा में शिक्षण की क्रियाओं तथा सहायक सामग्री की पूर्ण जानकारी कराना।
5. निर्धारित पाठ्यवस्तु के सभी तत्वों का विवेचन करना।
6. प्रस्तुतीकरण के क्रम तथा पाठ्य वस्तु के रूप में निश्चितता की जानकारी कराना।
7. कक्षा शिक्षण को समय शिक्षक के विस्मृति की संभावना कम होना।

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8. शिक्षण अधिगम सहायक सामग्री के प्रयोग स्थल पर शिक्षण विधि तथा प्रविधियों का निर्धारण करना।

### व्यवहारगत परिवर्तन

1. विद्यार्थियों को शुद्ध बोलने तथा शुद्ध लिखने का ज्ञान प्राप्त हुआ।
2. सरल व प्रभावपूर्ण तथा स्पष्ट भाषा में अपने भाव और अनुभूतियों एवं विचारों को व्यक्त कर सकें।
3. दूसरों की लिखी हुई व बोली गई भाषा को समझने का प्रयास निरन्तर हुआ।
4. भाषा को उचित हाव भाव को साथ एवं आरोह अवरोह के साथ वाचन करने की कला का ज्ञान हुआ।
5. स्वाध्याय के प्रति गहरी रुचि उत्पन्न हुई।

### **B.Ed. Part-II**

#### संस्कृत

1. संस्कृत भाषा के महत्त्व को समझना।
2. संस्कृत साहित्य के प्रतिरुचि विकसित करना।
3. संस्कृत भाषा का जीवन में उपयोग को समझना।
4. संस्कृत साहित्य की विविध विधाओं से परिचित कराना।
5. अपने विचारों को संस्कृत भाषा में अभिव्यक्त करने की क्षमता को विकसित करना।
6. संस्कृत भाषा के सामान्य ज्ञान को सुदृढ़ करना तथा प्रकृति से छात्रों को परिचित कराना।
7. संस्कृत भाषा का व्यावहारिक ज्ञान प्राप्त करना।
8. छात्रों के स्तर के अनुरूप संस्कृत भाषा की व्यावहारिक योग्यता उत्पन्न करना।

### **प्रतिपुष्टि (Outcomes)**

1. संस्कृत साहित्य के प्रति रुचि का विकास करना।
2. संस्कृत भाषा शिक्षण में श्रवण भाषण पठन लेखन का ज्ञान होना।
3. संस्कृत साहित्य का जीवन में उपयोग समझना।
4. संस्कृत भाषा का ज्ञान, बोध, अभिव्यक्ति, अभिरुचि को समझना।

### **B.Ed. Part-II**

#### **Pedagogy of English**

1. To understand the nature, Scope and importance of subject.
2. To state the objectives of the subject.

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3. To explain and use different approaches, methods and techniques of teaching learning of the subject.
4. To explain and understand the structure of subject.
5. To understand qualities of a good teacher.

## **B.Ed. Part-II**

### **Pedagogy of History**

1. To study the ancient Indian civilization such as harappa and vedic and understand social, political and religious changes during the period.
2. To develop the ability to understand the origin and tents of Jainism and Buddhism.
3. To acquire knowledge about ancient India dynasties maurya, Gupta and Vakataka.
4. To introduce to prominent sultanate dynasties and their administrative systems in medieval India.
5. To acquire knowledge on religious. Culture and art History in medieval India.

## **B.Ed. Part-II**

### **Pedagogy of Economics**

#### **Course Learning Outcomes**

1. To understand the meaning nature scope and basic concept of economics.
2. To understand the major challenges before India economy
3. To understand the concept and scope of micro and macro economics .
4. To understand the basic concept of teaching economics.
5. To understand the quality of good economics teacher.

## **B.Ed. Part-II**

### **Pedagogy of civics**

1. To refresh the knowledge of student teacher recording the meaning and importance of civics.
2. To establish co-relation of civics with others school subject.
3. To apply appropriate methods in teaching particular topics at different level.

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4. To select and use relevant teaching skills.
5. To imbibe and develop basic teaching skills.
6. To clarify particular concepts, trends, principles, method etc. with the help of correlation to similar content or situation.
7. To prepare yearly plan, unit plan and daily lesson plan.
8. To prepare achievement and diagnostic test on scientific basis.
9. To develop skills and abilities for organizing school activities related to the subject.

## **B.Ed. Part-II**

### **Pedagogy of Social Study**

1. To develop an understanding of the Pedagogic challenges posed by the subject comprising of a broad disciplinary stream.
2. To describe the Pedagogic needs of a subject within the stream chosen under Pedagogy I, at all stages of secondary education.
3. To re-engage with the nuances of the discipline and its prevalent conceptualizations and practices.

## **B.Ed. Part-II**

### **Pedagogy of Gen. Science**

1. To develop an understanding of the Pedagogic challenges posed by the subject comprising of a broad disciplinary stream.
2. To describe the Pedagogic needs of a subject within the stream chosen under Pedagogy I, at all stages of secondary education.
3. To re-engage with the nuances of the discipline and its prevalent conceptualizations and practices.

## **B.Ed. Part-II**

### **Pedagogy of Commerce**

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1. To understand the commercial implications of various theories of learning.
2. To learn about content of commerce and accountancy.
3. To get knowledge about role of information technology in commerce education.
4. To understand the characteristics of commerce and its role in the development of modern society.
5. To learn about various methods no approaches and techniques of commerce teaching.
6. To understand the nature and functions of various instructional supports.
7. To improve the understanding of the principles of curriculum construction and organization in commerce.

## B.Ed. Part-II

### Gender, School & Society

#### Students will be able to

1. Develop Basic understanding and familiarity with key concepts –gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and Transgender.
2. Understand and some important landmarks in connection with growth of women's education in historical and contemporary periods.
3. Learn about gender issues in school, curriculum and textual materials across disciplines, pedagogical process and its intersection with class, caste, religion and region.
4. Understand the need to address gender based violence in all social spaces and evolves strategies for addressing it.

## B.Ed. Part-II

### Assessment for learning

1. To develop an understanding of education as an agenda for the nation state and its policy vision and effort in evolving a national system of education.

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2. To engage with the discourses on contemporary India society and education.
3. To acquire conceptual tools of critical analysis & the experiences of engaging with diverse community.
4. To develop an understanding of development, learning and uniqueness of the growing child in diversified socio- cultural contexts.
5. To critically examine key universal Constraints on developmental psychology and educational psychology.

## **B.Ed. Part-II**

### **Creating & Inclusive Education.**

1. To know about the meaning and scope of special education.
2. To outline the concept and nature of inclusive Education.
3. To make use of various assistive technologies for successful inclusion.
4. To grasp the meaning, specific characteristic and modalities of identification of some type of exceptional learners.
5. To identify the different types of disabilities.

## **B.Ed. Part-II**

### **Optional Special Paper**

#### **Peace Education**

Students will be able to

1. Understand the concept of peace education.
2. Conclude that peaceful mind makes peaceful world.

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3. Develop the ability to use various methods and techniques for teaching peace education.
4. Imbibe the knowledge, attitude and skills needed to achieve and sustain a global culture of Peace.

### **B.Ed. Part-II**

#### **Environment Education**

1. To develop an understanding of the nature and evocation of the disciplines / area in the context of education.
2. To develop sensitivity toward the specific needs/ problems/challenges in the area.
3. To become aware of the fundamental of computers and web technologies in educational context.
4. To reflect upon the application of education technology in the field of education.

### **B.Ed. Part-II**

#### **Critical Understanding of ICT**

1. To understand the nature and scope of educational technology and also above various forms of technology.
2. To know the systems approach in Educational and its components.
3. To get familiar with the steps involved in the constitution of programmed learning.
4. To describe the concept of ICT in educational and appreciate the scope of ICT for improving the personal productivity and professional competencies.
5. To get acquainted with different approaches of ICT integration in education.

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## B.Ed. Part-II

### EPC-4

#### Understanding the self

1. To develop understanding of student- teachers about themselves – the development of the self as a person and as teacher, through a workshop mode by more than one resource persons.
2. To address aspects of development of the inner self and the professional identity of a teacher.
3. To develop sensibilities, dispositions and skills that will later help in facilitating the personal growth of their own students while teaching.
4. To develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
5. To develop a holistic and integrated understanding of the human self and personality to build residence within one self to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.

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# **PLO and CLO of Shiksha Shastri**





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**SHIKSHA SHASTRI (B.Ed) Two Years**

**Programme Learning Out Comes**

1. To acquire competence i.e. for teaching Subjects using the Psychological Principles of Learning and teaching.
2. To develop skills for understanding the growth and development of students to fasten all round development.
3. To develop competence for ensuring desired transformation in students suiting to the changing ethos of contemporary society
4. To develop skills in identifying, selecting, innovating and organizing learning experiences for teaching the required subjects.
5. To acquire competence to prepare minor /major project studies, specially about innovative methods of Quality Intensive Knowledge (QIKE)
6. To acquire competence to organize activities, field trips and tours for educational intents.
7. To develop proper understanding of educational, psychological, sociological, administrative and managerial.
8. To broaden understanding in respect of practical aspects of health, environment and recreational activities
9. To build understanding and perspective on the nature of the learner, diversity and learning
10. To comprehend the role of the system of the governance and structural, functional provisions that support school education.
11. To develop understanding about teaching pedagogy, school management and community involvement.
12. To upgrade skills and abilities of communication.

  
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### **Shiksha Shashtri Part-I**

#### **Course learning Outcomes**

- Childhood & Development process
- Contemporary India and Education
- Learning and Teaching process
- Language and Curriculum
- Understanding Disciplines and Subject
- Sanskrit Teaching (compulsory)
- EPC-I
- EPC-II

### **Course Learning Outcomes**

#### **Shiksha Shashtri Part-I**

#### **Childhood and Growing up**

- To define the growth and development concepts.
- To differentiate between types and learners.
- To define the diversity in the learning style.
- To list different types of learning styles.
- To determine the impact of Media on childhood and growing up students.

#### **Shiksha Shashtri Part-I**

#### **Contemporary Indian Education**

- To understand the concept and aims of education and recognize the types and enthusiasm agencies of education.

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2. To compare liberalization, Privatization, Globalization in context of Modern India.
3. To make and attempt to bring social change through the process of education.
4. To understand the process & obstacle of social change.
5. To appreciate the role of education in handling the issues in contemporary India.

### **Shiksha Shashtri Part-I**

#### **Learning & Teaching**

1. To recognize the concept & types of learning.
2. To apply the theories of learning in learning process.
3. To implement method & modal of teaching in the beginning of teaching.
4. To apply maxims, levels & functions of teaching in teaching learning process.
5. To analyze the complex process of teaching.

### **Shiksha Shashtri Part-I**

#### **Language Across the curriculum**

1. To know the concept of language.
2. To learn about communicative approach.
3. To understand the ways of integrating & speaking with other skills.
4. To understand the nature of classroom course and develop strategies for using oral language i.e. discussion, questioning etc.
5. To understand the nature of reading in different subjects.
6. To familiarize with different types of writing that would be useful for learners.
7. To realize the context and relevance of languages in learning.

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### **Shiksha Shashtri Part-I**

#### **Understanding discipline and school subject**

1. To acquire proficiencies in listening, speaking, reading, writing and communication skill.
2. To acquaint with essential aspects of English grammar and composition.
3. To understand the scope of syllabi in English.
4. To develop interest and attitude towards English as a foreign Language.
5. To acquire qualities, role and responsibilities of a good teacher.

### **Shiksha Shashtri Part-I**

#### **संस्कृत भाषा**

1. संस्कृत का अर्थ, व्युत्पत्ति, महत्व को समझना।
2. संस्कृत वर्ण, वाक्य, शब्दों का ज्ञान होना।
3. संस्कृत आरोह, अवरोह, यति, गति, लय-ताल आदि को समझना।
4. संस्कृत भाषा का जीवन में उपयोग को समझना।
5. संस्कृत गद्य-पद्य, व्याकरण, रचना आदि के बारे में समझना।
6. संस्कृत के प्रति रुचि जागृत करना।
7. संस्कृत श्रवण, भाषण, पठन, लेखन के प्रति ज्ञान होना।
8. संस्कृत शिक्षण विधियों का ज्ञान प्राप्त कर विद्यार्थियों के जीवन में संस्कृत महत्व को जानना।
9. संस्कृत भाषा के संस्कारों को जीवन में उतारना।
10. संस्कृत भाषा का ज्ञान, बोध, अभिव्यक्ति को समझना।

#### **प्रतिपुष्टि (Learning outcomes)**

1. विद्यार्थियों का संस्कृत भाषा का अर्थ समझना।
2. संस्कृत के प्रति रुचि बनाये रखना।
3. संस्कृत के ज्ञान को अपने जीवन में उतारना।
4. संस्कृत, श्रवण-भाषण, पठन, लेखन के महत्व को समझना तथा संस्कृत का ज्ञान विकसित करना।





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5. संस्कृत भाषा का ज्ञान प्राप्त कर प्रभावशाली व्यक्तित्व का विकास करना।

### **Shiksha Shashtri Part-I**

#### **EPC-I**

#### **Reading and reflection on text**

1. To develop cognitive awareness to become conscious of their own thinking progress and to hold grapple with diverse text.
2. To enhance their capacities as readers and writers by becoming participants in the process of reading.
3. To engage themselves with the readings interactively, individually and in small groups.
4. To avail opportunities to write with a sense of purpose, through task such as, responding to a text with one's own opinions or writing with the context of other's ideas.

### **Shiksha Shashtri Part-I**

#### **EPC-II**

#### **Drama and Art in Education**

1. To develop aesthetic sensibilities in students to learn the use of art in teaching learning.
2. To develop basic understanding for different art forms & impact of art forms on the human mind.
3. To enable to respond to the beauty in different Art forms, through experience and free expression.
4. To enhance artistic and aesthetic sensibility.
5. To develop skills for integrating different art forms across school curriculum at secondary level.



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## **Shiksha Shashtri Part-II**

### **Course Learning Outcomes:-**

1. Gender , School & Society
2. Knowledge and Curriculum
3. Learning Assessment
4. Inclusive Education
5. Learning Environment
6. EPC-III
7. EPC-IV

### **Subject**

1. Hindi
2. English
3. Social Studies
4. Civics
5. History
6. Economics

## **Shiksha Shashtri Part-II**

### **हिन्दी**

1. बच्चों को शुद्ध बोलने तथा शब्द लिखने का ज्ञान देना ।
2. सरल व प्रभावपूर्ण तथा स्पष्ट भाषा के द्वारा अपने भाव, अनुभूतियों एवं विचारों को व्यक्त करना ।
3. दूसरों की लिखी हुई भाषा एवं बोली हुई भाषा को समझने की योग्यता उत्पन्न करना ।
4. भाषा को हाव-भाव के साथ एवं आरोह अवरोह के साथ वाचन करने की कला का ज्ञान देना ।
5. विद्यार्थियों के ज्ञान, विवेक व चरित्र का विकास करना ।
6. छात्रों को सतत साहित्य की रचना के योग्य बनाना ।
7. स्वाध्याय के प्रति गहरी रुचि उत्पन्न करना ।
8. छात्रों को लोकोक्ति व मुहावरों का ज्ञान दिलाना ।
9. पठन-पाठन के प्रति रुचि उत्पन्न करना ।

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10. बच्चों में पूर्ण मनोयोग से सुनने व सुनकर समझने का कौशल विकास करना।

### **प्रतिपुष्टि (Outcomes )**

1. विद्यार्थियों में शुद्ध उच्चारण का ज्ञान प्राप्त हो पाया।
2. साहित्य के प्रति रुचि जागृत हो पाई।
3. शिक्षण विषय के प्रति रुचि का विकास हो पाया।
4. दूसरों की लिखी हुई व बोली हुई भाषा समझ पाया।
5. स्वाध्याय के प्रति गहरी रुचि जाग्रत हो सकी।
6. शुद्ध लेखन की कला का विकास हो पाया।

### **Shiksha Shashtri Part-II**

#### **Pedagogy of the school subject English**

1. To understand the nature, scope and importance of subject.
2. To state the objectives of the subject.
3. To explain and use different approaches, methods and techniques of teaching learning of the subject.
4. To explain and understand the structure of subject.
5. To understand qualities of a good teacher.

### **Shiksha Shashtri Part-II**

#### **Pedagogy of Social Study**

1. To develop an understanding of the Pedagogic challenges posed by the subject comprising of a broad disciplinary stream.
2. To describe the Pedagogic needs of a subject within the stream chosen under Pedagogy I, at all stages of secondary education.

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3. Re-engage with the nuances of the discipline and its prevalent conceptualizations and practices.

## **Shiksha Shashtri Part-II**

### **Pedagogy of civics**

1. To refresh the knowledge of student teacher, the meaning and importance of civics.
2. To establish co-relation of civics with others school subjects.
3. To apply appropriate methods in teaching at different level.
4. To select and use relevant teaching skills.
5. To imbibe and develop basic teaching skills.
6. To clarify particular concepts, trends, principles, method etc. with the help of correlation to similar content or situation.
7. To prepare yearly plan, unit plan and daily lesson plan.
8. To prepare achievement and diagnostic test on scientific basis.
9. To develop skills and abilities for organizing school activities related to the subject.

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## **Shiksha Shashtri Part-II**

### **Pedagogy of History**

1. To develop an understanding of the pedagogic challenges posed by the subject comparing of a broad disciplinary stream.
2. To describe the pedagogic needs of a subject with in the stream chosen under pedagogy at all stage of secondary education.
3. To re-engage with the nuances of the discipline and its prevalent conceptualizations and practices.

## **Shiksha Shashtri Part-II**

### **Pedagogy of Economics**

1. To understand the meaning nature scope and basic concept of economics.
2. To understand major challenges before India economy
3. To understand the concept and scope of micro and macro economies.
4. To understand the basic concept of teaching economics.
5. To understand the quality of good economics teacher.

## **Shiksha Shashtri Part-II**

### **Gender, School & Society**

Students will be able to:-

1. Develop Basic understanding and familiarity with key concepts –gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.
2. Understand and some important landmarks in connection with growth of women's education in historical and contemporary periods.



3. Learn about gender issues in school, curriculum and textual materials across disciplines, pedagogical process and its intersection with class, caste, religion and region.
4. Understand the need to address gender based violence in all social spaces and evolves strategies for addressing it.

## **Shiksha Shashtri Part-II**

### **Knowledge & Curriculum**

1. To understand the sources and generation of knowledge.
2. To realize the inter-relationship between knowledge, information and skill in the present social context.
3. To understand the dimensions of curriculum development.
4. To understand the social basis of framing curriculum.
5. To get acquainted in the views of Indian thinkers on the social basis for framing curriculum

## **Shiksha Shashtri Part-II**

### **Assessment for learning**

1. To develop an understanding of education as an agenda for the nation state and its policy vision and effort in evolving a national system of education.
2. To engage with the courses on contemporary Indian society and education.
3. To acquire conceptual tools of critical analysis & the experiences of engaging with diverse community.
4. To develop an understanding of development, learning and uniqueness of the growing child in diversified socio- cultural contexts.
5. To critically examine key universal constraints on developmental psychology and educational psychology.

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## **Shiksha Shashtri Part-II**

### **Inclusive Education.**

1. To know about the meaning and scope of special education.
2. To outline the concept and nature of inclusive Education.
3. To make use of various assistive technologies for successful inclusion.
4. To grasp the meaning, specific characteristic and modalities of identification of some type of exceptional learners.
5. To identify the different types of disabilities.

## **Shiksha Shashtri Part-II**

### **Environment Education**

1. To develop an understanding of the nature and evocation of the disciplines / area in the context of education.
2. To develop sensitivity towards the specific needs/ problems/challenges in the area.
3. To become aware of the fundamental of computers and web technologies in educational context.
4. To reflect upon the application of education technology in the field of education.

## **Shiksha Shashtri Part-II**

### **EPC-III**

### **Educational Technology and ICT (EPC-3)**

1. To understand the nature and scope of educational technology and also various forms of technology.
2. To know the systems approach in Educational and its components.
3. To get familiar with the steps involved in the constitution of programmed learning.



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4. To describe the concept of ICT in education and appreciate the scope of ICT for improving the personal productivity and professional competencies.
5. To acquaint with different approaches of ICT integration in education.

## **Shiksha Shashtri Part-II**

**EPC-4**

### **Understanding the self**

1. To develop the understanding of student- teachers– the development of the self as a person and as a teacher, through a workshop mode by more than one resource person.
2. To address the aspects of development of the inner self and the professional identity of a teacher.
3. To develop sensibilities, dispositions and skills that will later help in facilitating the personal growth of the students while teaching.
4. To develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
5. To develop a holistic and integrated understanding of the human self and personality to build residence within one self to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.

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